



UNIVERSITY
of
ABERTAY DUNDEE

Strategic Plan 2007-11





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Any queries or requests for additional information should be addressed to:

Communications Office

University of Abertay Dundee

Bell Street

Dundee DD1 1HG

Tel: 01382 308223

Email: communications@abertay.ac.uk

foreword

Professor Gordon Hewitt CBE, Chairman of Court

UK universities are facing very new and complex challenges as the world around them changes faster than ever. Most institutions, not just educational organisations, share the same dilemma. The question is, how will universities respond? Much greater demand for access to the university system, a student population well grounded in the ubiquitous power of the internet to alter access to information, knowledge and social networks, the internationalisation of research and academic reputation, the emergence of fundamentally new technologies and knowledge arenas, and all of the above and more being played out in the context of a government funding model which is well past its sell-by date – these are just some of the new realities.

More than ever before, a university needs to have a well thought out strategy to steer the institution through uncharted territory. It is not enough for university leaders to keep repeating, as often happens in some traditional universities, the logic of their traditional role as justification for their future existence. We



need to develop a robust point of view about what we want to “be” not just what we’d like to “do”, about how we will create new forms of value for all of our stakeholders. They are rightly demanding that we become not just more efficient, but considerably more relevant to the new needs of the knowledge economy.

At Abertay, we believe that our strategy should not be based on “playing the old game better”, but creating a “different game with new rules”. We think of ourselves as a “new university” not just chronologically but in terms of our mindset. We pride ourselves in inventing new domains of knowledge relevant to society’s future needs, in being able to offer our students a learning experience which is different and engaging, in investing in a town centre campus which contributes to the physical and intellectual regeneration of Dundee as a great city for the future, in knowing that employers increasingly view Abertay graduates as valuable assets.

For many organisations, the practice of strategy is often mechanical and incremental. It rarely looks for step changes which require a re-examination of old assumptions and orthodoxies. In many ways, academic institutions should provide the perfect setting for developing “new game” strategies which are relevant to new realities. After all, academics pride themselves on their capacity to bring rigorous examination to their hypotheses and methodologies. We are trying to bring the same discipline to the practice of strategy for the university itself.

Above all we want our strategy to be transparent and inclusive, and to offer our various constituencies a chance to co-create our future. I hope you find this document interesting, challenging, relevant, and compelling. Modern strategy is about bringing new logic to the nature of an institution, and I hope you see some of that here. It is also about creating a new level of ambition and aspiration, and I hope you sense that too.

introduction

Professor Bernard King CBE, Principal & Vice Chancellor

The drafting of this new Strategic Plan comes at a particularly significant time for the University of Abertay Dundee. Building on the thinking that underpinned a successful strategic dialogue with the Scottish Higher Education Funding Council and the positive outcomes of reviews of our systems and processes by the Quality Assurance Agency, we now have a robust platform on which to build a sustainable future.



Furthermore, our detailed analysis of the issue of the knowledge economy and its skills requirements leads us to believe that universities like Abertay are unquestionably the key to Scotland's survival and growth as a competitive economy and a thriving participative democracy in the 21st century.

The ambitious strategy we set out in this document focusses on Abertay's distinctive and unique ability to add value to the Scottish economy. It encompasses and expresses our vision of the new priorities for universities that will encourage them to contribute in a planned and deliberate way to the emerging knowledge economy in Scotland.

This strategy will, by 2011, create a much-changed institution; Abertay will have been re-engineered as the source of a steady stream of new intellectual property directly fuelling the new businesses of the knowledge economy, while simultaneously using this activity to educate graduates in the entrepreneurial skills, energy, creativity, and appetite for enterprise which can convert that IP fuel into enhanced productivity and prosperity for society at large.

Simply said – complex to deliver, but we have already achieved much, including the development of a 21st century pedagogy designed to create the specific “graduate attributes” that define the qualities and behaviours we think will answer Scotland's economic development needs. We have also set about becoming world-class, in the real sense of being the very best in the world and a global standard for specific parts of our core educational provision.

This Strategic Plan codifies and coordinates that work into a cohesive overall expression of where we want to go and how we will get there. But the framework described in these pages will not be a strait-jacket: flexibility and agility are key qualities for success in the knowledge economy. The strategy we are adopting will not prevent our constant horizon-scanning for appropriate new opportunities that can be seized and exploited in pursuit of our aims, including collaborations, joint ventures, and the sharing of resources and services with any other appropriate organisation. We will consider all possibilities that might help to secure our future.

Perhaps most importantly, this Plan sets out in broad-brush strokes an image of the new kind of university that Abertay is becoming - one focussed on social, cultural and economic outcomes rather than simplistic output measures such as numbers of graduates or volume of research: emphasizing the production of both commercially exploitable new knowledge and ideas as well as production of the kind of people who can carry that creativity/innovation into the kind of company that is the mainstay of the new knowledge economy.



mission, vision and values

Mission

Our mission is to provide a distinctive and high-quality university education that empowers our graduates socially, culturally and economically and to generate new knowledge and learning that reinforces national competitiveness.

Vision

We are committed to being an excellent university, equal to the best in Scotland and making our own unique contribution to society.

In 2011, we aim to be:

- Recognised as one of Scotland's leading universities in teaching quality and standards
- A global leader in research in environmental sciences
- Nationally important for research and teaching in creative industries
- Renowned internationally for experience-led learning in a cross disciplinary culture shaped by our teaching and research environment
- An interesting, innovative and invigorating place for study and work
- A university which attracts and retains talented staff by fostering a culture of continuous development and high performance
- Recognised as a prominent postgraduate university in particular areas, including emergent technologies, business creation and growth, and public services

Values

We value:

- Passion for learning and the advancement of knowledge
- Ambition and enthusiasm in the pursuit of personal and institutional excellence
- Innovation, creativity and proactivity in developing our learning community
- Confidence in shaping, sharing and achieving our clear purpose and goals



defining the abertay graduate

We have developed a clear and consistent concept of the attributes that define an Abertay graduate. These attributes underpin our Strategic Plan.

Confident thinkers

- A comprehensive understanding of their primary field and its structure
- An awareness of the stable, the new, the provisional, and of significant shifts in knowledge
- An ability to identify the current boundaries of their subject field, a willingness to breach them, and the knowledge to work within the margins
- A sense of knowledge texture, differentiating (in use) principles, exceptions, examples, elaborations, restatements, paradigms, models, and other categories of knowledge.
- Recognition of levels of confidence appropriate to differences in the status of knowledge and in personal understanding

Determined creators

- Initiating and managing creative process
- Establishing and refining frameworks for evaluating creative process and progress
- Actively seeking opportunities to develop new knowledge
- Skilfully differentiating occasions for creativity from those for the exercise of bounded problem-solving and specialist expertise
- Valuing and seeking out collaboration within and across disciplines
- Maintaining commitment, direction and pace in changing circumstance and creative fortune

Flexible collaborators

- Defining and developing individual roles in teams of various formation and purpose
- Recognising and supporting the individual contributions and skills of others
- Interpreting and responding to changing group dynamics
- Adapting to specialist and generalist roles
- Understanding the interdependence of ideas and their development
- Recognising and valuing perspectives, methods and contributions across disciplines

Challenging complexity, driving change

- Enquiring and reflective
- Abstracting, refining, driving, and synthesising
- Moving between modes - numeric, visual & textual - and information sources
- Working with ambiguity, uncertainty, and error
- Creating opportunity and process
- Recognising the opportunities and impacts of change, changeability, interconnectedness and complexity



major achievements

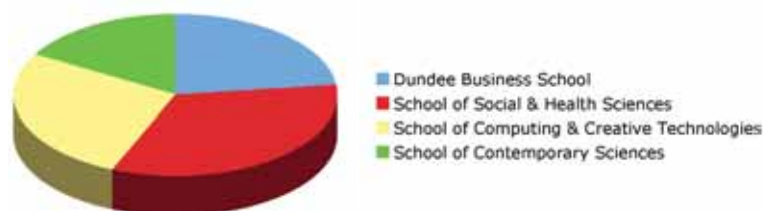


- Opening of our award winning digital library building
- Completion of the Student Centre in 2005
- Opening of the Abertay Centre for the Environment
- Opening of the “White Space” area in 2007
- Continued growth in off-campus students through partnerships and strategic alliances
- Development and successful operation of Embreonix – our graduate business incubator
- International recognition of the Dare to be Digital project
- Global recognition for excellence in computer gaming and creative technologies
- Consolidation of our campus to a centralised footprint in the heart of the city

where are we now?

The following represents a snapshot of the University's current position:

- 5,000 students
- 550 staff
- Proportion of students in each School (by FTE):



- In partnership with further and higher education institutes throughout Scotland, Europe and Asia
- In working collaborations with other organisations including Dundee City Council
- Demonstrated international and national standing in environmental science research and computer games technology

external environment & challenges

The University is an outward-facing institution, seeking to engage and interact with the political, economic and social environment at regional, national and international levels. This Strategic Plan has been written to take account of a number of key factors and trends in the external environment, notably:

- **Regionally:** Dundee's continued population decline, coupled with static or only slowly rising populations in the surrounding areas, means that our traditional recruitment market among young people is shrinking. Maintaining and growing recruitment imposes the imperative of broadening the University's Scottish catchment area, as well as attracting more non-traditional students and increasing recruitment from international markets.
- **Nationally:** The new SNP-led Scottish government elected in 2007 immediately signalled its education policy differences from both its predecessor and the rest of the UK. Initially at least, these differences concern student finance and will have only indirect impact on the University. Ongoing divergence may also be tempered somewhat by the constraints of minority government. However, the political environment in which this Plan will be implemented remains uncertain and will require careful monitoring and good external networks.
- One of the most significant divergences, of course, is the existence of 'top-up' fees which benefit English universities with substantial additional funding relative to Scottish institutions – an advantage that is likely to grow considerably during the lifetime of this Plan. It seems unlikely that any comparable extra funding will become available in Scotland in the near-term, so prudent and imaginative use of resources will be a feature of the implementation of this plan.
- Related to this is the Scottish Funding Council's decision in 2007 to remove the cap on recruitment in key areas. From 2008/2009, this will create opportunities for Abertay to increase recruitment and thus income, but it is also likely to lead to increased competition with other institutions. Portfolio management will be of crucial importance in managing this strategic issue.
- At the same time, Scotland's continuing economic and cultural shift from a manufacturing to a knowledge economy gives the University opportunities to demonstrate its distinctive ability to add value through its newly developing graduate profile – particularly relevant in the context of the Leitch Report on skills published in 2006.
- In research, this Strategic Plan is written and will be implemented in full cognisance of the requirements of the national Transparent Approach to Costing & Pricing (TRAC) and Full Economic Costing (FEC) imperatives, and in the context of research pooling in Scotland and increasing concentration of resources at UK level.
- Finally, the University remains committed to meeting its obligations in terms of evolving legislation on equality and diversity, occupational health and safety, and pension provision. Similarly, the University recognises its duty to respond positively to government drives for public bodies, and those organisations funded significantly from the public purse, to improve efficiency, sustainability and good corporate governance.
- **Internationally:** The University has developed and maintains strong international networks that provide vital intelligence on international developments such as the Bologna Process in Europe, the growth of the private-for-profit university sector globally, and the increasing competition from UK and international universities in recruitment, and the potential threat to the Scottish and UK economies posed by the rapid development of higher education in Asia and elsewhere.



strategic aims and corporate

Aim One	Aim Two
<p>Abertay will be a community of enquiry, driving personal, institutional and societal development. We will fully value experience, expertise and diversity of interest for their potential to support the development of new knowledge. Abertay will engage with new and traditional challenges and resources, continually expanding our capacity to do so. We will collaborate to identify and exploit opportunity, and ensure that the value of our potential to drive and support creative change is fully recognised in professional, community and personal contexts.</p>	<p>Working to develop and support the aspirations of our own learning community, we will contribute to the social and economic development of communities and organisations. We will be recognised for our contribution to the progress and solution of issues relevant to the economic, cultural and social development of the Scottish nation. And in developing new areas of enquiry, and investigating significant challenges and opportunities, we will maximise our direct impact on human and social progress.</p>
Corporate Goals	Corporate Goals
<p>Our students will learn in ways that enable them to become confident thinkers, determined creators, and flexible collaborators who will drive change and challenge complexity.</p>	<p>We will engage all our students in tackling and resolving important contemporary issues through collaborative and multidisciplinary enquiry, in a learning environment that is interesting, invigorating and enriching.</p>
<p>We will plan and manage our programme portfolio through sustained evolution to protect and enhance recruitment, internationalising and ensuring its continuing relevance to the development of the global knowledge economy and a learning society and taking into account external trends including the Bologna process.</p>	<p>We will become a prominent postgraduate University, recognised for our excellence in emergent technologies, business creation and growth, and public services; We will respond effectively to the demand for continuing professional development within the local community.</p>
<p>We will sustain a critical mass of research-active staff and research students, across disciplines in established and emerging areas.</p>	<p>We will (a) build on our international research reputation in environmental sciences to become a world leader in focused areas of environmental sciences, and (b) develop nationally important research in areas of emerging potential, including the creative industries.</p>
<p>Our knowledge transfer activities will deploy the skills, knowledge and creativity of staff and students across the institution.</p>	<p>All our research and outreach activities will include appropriate knowledge transfer objectives; Our work in raising cultural awareness will engage new audiences and add new and extended cultural provision to Tayside and beyond; We will continue to implement and develop our successful widening participation strategy, in partnership with other institutions and bodies.</p>
<p>We will achieve enhanced compatibility with the Committee of University Chairmen Code and explain any deviation from the Code.</p>	<p>We will ensure that our strategies, projects and plans reflect agreed levels of risk appetite and incorporate appropriate means of risk management.</p>

Themes



goals

Aim Three

Our graduates will combine leading-edge specialist knowledge in areas that define and support social and economic progress with the understanding and skills to meet the challenge of driving change in the 21st century. Confident in articulating current and emerging thinking, and in contributing to knowledge development in multi-disciplinary and specialist contexts, they will recognise opportunities for innovation, and the value of their own skills, knowledge and experience in realising them.

Aim Four

Abertay will operate to ensure the efficient and effective allocation of resources in pursuit of these aims, to realise institutional objectives and deliver successfully on our projects and plans. In our financial management and executive decisions, we will maintain resource to deliver on current activities and support our further development. Our governance structures and processes, fully compliant with relevant regulations and codes of practice, will ensure the proper interaction between governance and management of the institution and its plans.

Corporate Goals

We will be an excellent and innovative teaching institution recognised for the distinctive and significant contribution we make to social and economic development by producing graduates with highly valued knowledge skills and attributes.

Our programmes will demonstrate explicit and consistent curriculum links with the Abertay graduate profile.

We will be recognised internationally for a learning environment shaped and informed by appropriate and relevant research.

Our engagement in knowledge transfer will contribute to the learning opportunities that develop the creative contribution of Abertay graduates to economic and social progress.

We will ensure that all supporting strategies (operating plans) explicitly and deliberately deliver outcomes in support of the graduate profile.

Corporate Goals

We will evaluate our success in achieving these aims in terms of how effective and efficient we are in deploying our resources, and how innovative we are in comparison to the rest of the sector.

We will develop academic and business criteria for selecting portfolio development, combined with a resource allocation model to deliver them.

We will sustain research activity through external funding.

We will prioritise those knowledge transfer activities that best support our core activities, our funding leverage, institutional sustainability and the collaboration of staff, students and graduates of Abertay.

We will deliver a surplus of 3 percent of income in 2009-10 and maintain this as an aggregate thereafter.

Themes



Aim One

Meeting new challenges as a community of enquiry

community inspiration drive challenges
enquiry motivation creative
expertise experience development opportunity
ambition knowledge value potential

Abertay will be a community of enquiry, driving personal, institutional and societal development. We will fully value experience, expertise and diversity of interest for their potential to support the development of new knowledge. Abertay will engage with new and traditional challenges and resources, continually expanding our capacity to do so. We will collaborate to identify and exploit opportunity, and ensure that the value of our potential to drive and support creative change is fully recognised in professional, community and personal contexts.



Corporate Goals and Targets



Our students will learn in ways that enable them to become confident thinkers, determined creators, and flexible collaborators who will drive change and challenge complexity.

- *Students will be engaged in enquiry and project-based work, individually and in groups, for 60% of their contact time, and that enquiry process will drive their independent access, at higher levels, to 60% of the information with which they work.*



We will plan and manage our programme portfolio through sustained evolution to protect and enhance recruitment, internationalising and ensuring our continuing relevance to the development of the global knowledge economy and a learning society and taking into account external trends including the Bologna process.

- *11% increase in applications for all taught programmes (UG & PG), with at least a constant conversion rate of applications to enrolments.*



We will sustain a critical mass of research active staff and research students, across disciplines in established and emerging areas.

- *Audit of research output 2011 will identify at least 35% of staff qualifying as research active.*



Our knowledge transfer activities will deploy the skills, knowledge and creativity of staff and students across the institution.

- *Our annual engagement report will show a 5% annual increase in participation in knowledge transfer across the community – graduates, students and staff.*











We will achieve enhanced compatibility with the Committee of University Chairmen Code and explain any deviation from the Code.

- *75% full compliance with the code, 15% partial compliance and the remaining (10%) non-compliance explained in full.*

Aim One: Meeting new challenges as a community of enquiry

Supporting Goals and Targets

-  **ECS** Our facilities will be recognised by our learning community as providing a good quality environment for their work.
 - 90% satisfactory response in reviews of new developments learning and teaching estate;
 - 80% satisfactory response in annual student accommodation surveys.
-  **IS** We will develop our physical and virtual learning environments using contemporary technological advances that best support creativity, teamwork and collaboration.
 - All enhancements in online learning functionality to be fully integrated into virtual learning environment;
 - 5% formal and informal learning and teaching spaces upgraded with appropriate ICT and digital media facilities.
-  **IS** We will exploit the synergies between personal, mobile and wireless services to best support flexibility of access on and off-campus.
 - 2% annual improvement in number of staff and students satisfied with quality of access to university information and services using personal mobile devices and remote access services.
-  **IS** We will develop digital library opportunities to facilitate independent access in support of enquiry and project-based work.
 - Maintain current position in annual comparative SCONUL tables for provision of scholarly electronic provision per FTE student;
 - 2% annual increase in use of electronic library information resources.
-  **ECS** Our campus developments will focus on providing flexible environments in which teaching and learning, research, and knowledge transfer activities are successfully integrated.
 - Recognition by relevant public body for at least one successful and innovative learning environment;
 - 90% satisfactory response in reviews of new learning and teaching estate developments.
-  **QO** In our engagement with the Higher Education sector we will seek to represent and enhance the distinctiveness and effectiveness of the learning experience we offer.
 - 2 presentations annually at HE Academy events;
 - 20% improvement in engagement with HE Academy subject centres;
 - Delivery of at least 2 QAA enhancement theme projects;
 - Annual review of QAA enhancement theme projects for best practice.
-  **BDO** We will extend and exploit our reputation for high-quality off-campus delivery of programmes using existing models.
 - One additional collaborative partnership using an existing, effective and cost-efficient model of collaborative provision.
-  **QO** We will provide opportunities for peer-support and the development of mentoring skills among our learners.
 - Peer-support opportunities and skills development to be available across Schools,





CC We will implement direct and indirect communications programmes targeted at internal and external stakeholder audiences, highlighting relevant initiatives and achievements designed to develop the community of enquiry, and generating third-party endorsement of same.

- Production of a set of benchmarks of stakeholder awareness and understanding against which progress can be measured;
- Steady improvement in awareness and understanding among specific stakeholder audiences of this corporate aim and progress towards achieving it, aiming at minimum 50% of each audience fully aware by 2011 (subject to determining the actual baseline).



IS Our library and IT services will provide high-quality support for all programmes.

- Improve current position in annual comparative SCONUL tables for library opening hours to match mean for Scottish HEIs;
- 90% satisfactory response in reviews of library learning environment during shift from lecture based to enquiry-based activity;
- Maintain current position in annual comparative UCISA tables for IT provision per FTE student.



R Our recruitment and portfolio development activities will be informed by full and accurate data relating to programmes and courses.

- Regular reports on applications, offers, acceptances and enrolments to programmes, stages, and short courses, with underlying trends;
- Annual information on Abertay, national and sectoral recruitment trends available for portfolio management and development.



BDO Our programme portfolio will be supported by plans for the specific marketing inputs required for individual portfolio developments.

- 4 plans for specific programme-related marketing activities to be implemented each year;
- Specific marketing plans for new postgraduate programmes to be implemented 6 months ahead of programme start-up.



CC Our internal communication programmes and activities will promote and encourage the growth of a research-active culture, fully engaged in knowledge transfer activity, across our community.

- Proportion of staff able to explain, unprompted, why research and KT matter and what Abertay's strengths and aims are; Provisional KPI: double the proportion of staff able to do so by the end of the period; precise KPI will depend on establishing baseline of current awareness/understanding through staff survey.



S We will establish a programme of actions to achieve enhanced compatibility with the CUC governance code, and evaluate our annual progress against the programme.

- Mapping of University practice against the CUC code to be updated and evaluated annually.



IS We will provide skills training to facilitate collaborative and productive working practices.

- 5% annual improvement in staff participation in IT and information skills staff development opportunities.



HR Our policies and practices will promote equality and diversity across the University.

- 100% of all equality and diversity policies and practices are compliant and reflect 'good practice'.



HR Our recruitment of staff will support and develop our capacity to deliver the University's strategic goals.

- 80% new appointments rated by heads of school/service as 'more than adequate for role' by completion of probationary period;
- Maximum 10% turnover of new recruits within one year of appointment;
- 80% of shortlisted candidates rated as 'appointable' by interview panel.

KEY

ECS Estates & Campus Services
IS Information Services
S Secretariat
CC Communications Centre
SS Student Services

BDO Business Development Office
R Registry
HR Human Resources
F Finance
QO Quality Office

Aim Two

A learning organisation of relevance and impact



Working to develop and support the aspirations of our own learning community, we will contribute to the social and economic development of communities and organisations. We will be recognised for our contribution to the progress and solution of issues relevant to the economic, cultural and social development of the Scottish nation. And in developing new areas of enquiry, and investigating significant challenges and opportunities, we will maximise our direct impact on human and social progress.



Corporate Goals and Targets



We will engage all our students in tackling and resolving important contemporary issues through collaborative and multidisciplinary enquiry, in a learning environment that is interesting, invigorating and enriching.

- All programme specifications will include at each study stage the independent enquiry of contemporary issues, including, at appropriate stages, multidisciplinary and collaborative projects;
- All programmes will meet targets established for learner retention and be positively evaluated by students at each study stage as intellectually stimulating and making a positive contribution to their persistence in study.



We will become a prominent postgraduate University, recognised for our excellence in emergent technologies, business creation and growth, and public services.

- At least four taught PG programmes in each School; minimum of 10% of student population to be PG.

We will respond effectively to the demand for continuing professional development within the local community.

- Revised CPD programme to be implemented and monitored;
- Programme proposals to identify specific CPD offerings reviewed at approval.



We will (a) build on our international research reputation in environmental sciences to become a world leader in focused areas of environmental sciences, and (b) develop nationally important research in areas of emerging potential, including the creative industries.

- a) Environmental sciences: By 2011, 75% of research output will be recognised as internationally excellent by the RAE or its successors;
- b) Creative industries: All research will be undertaken for external sponsors and reported to Court in our annual engagement report.



All our research and outreach activities will include appropriate knowledge transfer objectives.

- 10% annual increase in knowledge transfer income.

Our work in raising cultural awareness will engage new audiences and add new and extended cultural provision to Tayside and beyond.

- Host or manage at least one cultural event or exhibition of international standing, and a further two of national standing, each year;
- Increase participation in our public exhibitions and informal participatory activities by 10% per annum over the period.

We will continue to implement and develop our successful widening participation strategy, in partnership with other institutions and bodies.

- Maintain current level of achievement in widening participation.










We will ensure that our strategies, projects and plans reflect agreed levels of risk appetite and incorporate appropriate means of risk management.

- 50% strategic projects and plans on-track and low risk; 20% satisfactory; no more than 20% identified with significant concerns, and 10% problematic.

Aim Two: A learning organisation of relevance and impact

Supporting Goals and Targets

-  **CC** **Our marketing materials will identify our graduate profile and the learning and teaching approaches underpinning its development as a consistent and significant benefit of enrolment at Abertay.**
 - Annual publication audit to enhance the strength and consistency of our explanation of the graduate profile and learning experience.
-  **QO** **We will extend learning opportunities to include an informal curriculum that encourages learner engagement with the social and economic development of communities and organizations.**
 - 60% undergraduate programmes to include opportunities for credit based on community and organisation engagement.
-  **QO** **We will engage fully with employers in our portfolio planning and development.**
 - All proposed and new programmes will demonstrate incorporation of employer perspective and requirements.
-  **QO** **We will engage fully with local secondary schools to support and promote the aspirations of their pupils.**
 - Planned and sustained engagement across the University with identified secondary schools in targeted subject areas.
-  **CC** **We will extend and deepen understanding and endorsement among key stakeholders of our social and cultural roles in society, our achievements and our position on issues of national interest.**
 - Measures of stakeholder awareness/understanding of key issues and achievements. Provisional KPI: double the proportion of each audience able to demonstrate by the end of the period the desired level of awareness/understanding; precise KPIs will depend on establishing baseline of awareness/understanding through a Stakeholder Survey;
 - Volume/tone of media coverage: Provisional KPIs - 50% increase in volume over the period, with a target of 90% to be positive in tone. Precise KPIs will depend on establishing baseline of current volume and tone.
-  **IS** **We will extend information-working skills and access in support of social, cultural and economic development.**
 - 2% annual increase in external membership and usage of University Library;
 - 3% annual increase in provision of IT and information skills development to external individuals and groups;
 - 5% annual increase in provision of information skills training to local schools.
-  **IS** **We will extend customised access for a variety of audiences to our external website and increase external awareness of the expertise of our staff.**
 - 100% appropriate publications uploaded to an institutional repository;
 - 100% of academic staff to have up to-date personal web profiles available externally;
 - 2% annual increase in number of visits to external website.





S We will ensure that committees and groups responsible for Research and Knowledge Transfer receive regular information on progress in staff research activity, research degrees, and knowledge transfer activity.

- Regular audit of knowledge transfer and staff research activity reflecting external criteria and formats;
- Minimum 4 seminars and workshops each year, developing understanding of key institutional issues and policy and process developments.



S We will evaluate the outcomes and processes of formal academic review for common issues and opportunities that can form a basis for our continued organisational development taking account of external academic and professional benchmarks.

- Annual evaluation of review activity to Senate;
- Minimum 6 seminars and workshops each year, developing understanding of key institutional issues and policy and process developments.



IS Our provision of internal and external information will be timely, accurate and accessible.

- Zero complaint level with the office of the information commissioner;
- Internal and external provision of online information to meet legal accessibility standards;



HR We will engage fully and effectively with the mission, values and strategic goals of the University;

- 60% of staff completing the Staff Survey provide positive answers for 80% of the key questions in the Survey;



HR Our leadership capacity at all management levels will support and drive organisational development in the context of this strategy;

- 15% of staff in Grades 7 – 10 will have participated in corporate development programmes;
- immediate successors identified for all key posts;
- 75% of key staff to be rated as 'High Potential/Better than Expected' performance.



HR As a learning community we will engage consistently and extensively in staff development.

- 90% engagement in a minimum of 3 days of development/training per annum;
- 25% achievement of 'highly satisfactory' staff performance.



HR We will enhance effective employee relations to provide an environment that facilitates constructive working.

- 60% expression of high level of trust in University management across the institution;
- 80% response rate in staff surveys;
- 100% satisfaction rating for partnership working among representative bodies.



HR We will develop an institutional culture that fully supports delivery of business requirements.

- 25% staff with behaviours rated above 'expected'.



HR Our reward structures will reflect delivery of our strategic priorities in the context of national frameworks and developments.

- 60% 'high' satisfaction rating among University staff for reward structures.



IS/HR In our review and support for individual performance we will prioritise delivery of the strategic goals.

- 95% level of relevant objective setting among staff ;
- 60% satisfaction rating among staff for the structure and operation of performance management.

KEY

ECS Estates & Campus Services
IS Information Services
S Secretariat
CC Communications Centre
SS Student Services

BDO Business Development Office
R Registry
HR Human Resources
F Finance
QO Quality Office

Aim Three

Developing graduates for the 21st century

graduates knowledge skills emerging
support challenge change multi-disciplinary
leading-edge progress 21st century thinking
specialist understanding articulating innovation

Our graduates will combine leading-edge specialist knowledge in areas that define and support social and economic progress with the understanding and skills to meet the challenge of driving change in the 21st century. Confident in articulating current and emerging thinking, and in contributing to knowledge development in multi-disciplinary and specialist contexts, they will recognise opportunities for innovation, and the value of their own skills, knowledge and experience in realising them.



Corporate Goals and Targets



We will be an excellent and innovative teaching institution recognised for the distinctive and significant contribution we make to social and economic development by producing graduates with highly valued knowledge skills and attributes.

- We will achieve a 90% recommendation rate among employers of graduates from all areas of our programme portfolio identifying the learning experience and its outcomes as a significant advantage to graduate employability.
- All subjects and programmes will achieve overall 'confidence' ratings in quality assurance review, with each School's provision commended in at least one review for teaching and learning.



Our programmes will demonstrate explicit and consistent curriculum links with the Abertay graduate profile

- Programme outcomes will demonstrate how the Abertay graduate attributes support the careers and professional development of our graduates.



We will be recognised internationally for a learning environment shaped and informed by appropriate and relevant research.

- All programme specifications will identify how the learning experience is informed by research-teaching links in knowledge, formal method and independent investigation.
- We will achieve recognition through publication for research into the design and impact of our teaching and learning environment.



Our engagement in knowledge transfer will contribute to the learning opportunities that develop the creative contribution of Abertay graduates to economic and social progress.

- All programme specifications will identify ways in which the curriculum develops knowledge and understanding of knowledge transfer.




We will ensure that all supporting strategies (operating plans) explicitly and deliberately deliver outcomes in support of the graduate profile.

- All plans approved by the Planning and Resources Committee will be verified as significant to the development of programmes and plans progressing delivery of the graduate profile.

Aim Three: Developing graduates for the 21st century

Supporting Goals and Targets

-  **R** **Our learners will manage their learning on the basis of information that is up-to-date, accessible to review and a comprehensive basis for progress and study planning.**
 - Enrolment and registration data to be available by week 4 of each semester;
 - Assessment boards decisions to be available within 48 hours;
 - Final teaching schedules to be available 2 months prior to each teaching term;
 - Essential programme and modules data to be available by May prior to each academic year.
-  **ECS** **Our teaching and learning spaces will fully support the development of graduate knowledge, skills and attributes.**
 - 80% teaching and learning spaces to achieve a satisfactory functional suitability rating.
-  **IS** **Our learners will develop the information and IT skills essential to contemporary knowledge-working.**
 - All programmes of study and e-pdp implementations to include development of advanced information-working skills supporting the graduate profile.
-  **QO** **We will enlist the contributions of our learners to the enhancement of the learning experience developed within the Teaching and Learning Plan.**
 - Student Councils in each School to review the learning experience and new initiatives annually;
 - Annual increase in activity with sparqs.
-  **SS** **We will extend the opportunities available for learners to undertake work-based projects that enhance their employability.**
 - 10% Increase in part-time employment opportunities;
 - 50 opportunities for work-based projects provided.
-  **SS** **Our retention enhancement will be fully supported by measures to identify and assist learners at risk of withdrawing.**
 - Design an integrated package to aid retention of students at risk of withdrawal and counsel 90% of 'at risk' students on that basis.
-  **CC** **We will implement direct and indirect communications programmes targeted at employers, politicians and other relevant audiences to highlight our graduates' strengths and our contribution to social and economic development.**
 - Measures of stakeholder awareness and understanding of Abertay achievements and their relevance to national issues and trends – precise KPI will depend on establishing a baseline through Stakeholder Survey at the start of the period.





CC We will implement a coordinated and targeted programme of public affairs and lobbying activity to influence the development of as favourable as possible a regulatory and funding regime.

- Measures of stakeholder (politicians, civil servants and commentators) awareness and understanding of Abertay achievements and Abertay position on national issues – precise KPI will depend on establishing a baseline through Stakeholder Survey at the start of the period.



CC We will implement direct and indirect communications programmes targeted at external stakeholder audiences, highlighting relevant initiatives and achievements, and generating third-party endorsement of same.

- Measures of stakeholder awareness and understanding of Abertay approach to learning and achievements on the same; Provisional KPI: double the proportion of each audience able to demonstrate by the end of the period the desired level of awareness/understanding; precise KPIs will depend on establishing baseline of awareness/understanding through a Stakeholder Survey.



QO We will engage employers and other relevant contributors to the delivery of a learning experience fully informed by contemporary issues and developments.

- Minimum level of external engagement in delivery to be specified and implemented.



QO We will develop a systematic approach to the collection and analysis of stakeholder views on the value and development of the Abertay graduate attributes.

- Annual survey of employer and graduate opinion on the relevance of the graduate attributes and the employability of Abertay graduates;
- Graduate Council to be established, reviewing and informing development of our graduate attributes and representing their value to prospective and current learners.



SS In our work with learners, we will seek to remove barriers to learning through enabling learning and enabling life-skills.

- Provide relevant workshops to increase self esteem and confidence, personal development and career education for all students with 15% of FTE population participating in workshops conducted over 20 weeks;
- 50% increase in uptake of summer school and other HE-preparation activities.



SS Our learners will benefit from career advice and information that enables them to plan fully and effectively for their chosen careers.

- All students will receive careers information, advice and guidance, relevant to their subject of study in their first year at Abertay.

KEY

ECS Estates & Campus Services
IS Information Services
S Secretariat
CC Communications Centre
SS Student Services

BDO Business Development Office
R Registry
HR Human Resources
F Finance
QO Quality Office

Aim Four

Implementing and managing our plans and operations effectively

efficient resources aims objectives deliver
successfully plans management financial
maintain activities support development decisions
processes regulations codes of practice interaction

Abertay will operate to ensure the efficient and effective allocation of resources in pursuit of these aims, to realise institutional objectives and deliver successfully on our projects and plans. In our financial management and executive decisions, we will maintain resource to deliver on current activities and support our further development. Our governance structures and processes, fully compliant with relevant regulations and codes of practice, will ensure the proper interaction between governance and management of the institution and its plans.



Corporate Goals and Targets



We will evaluate our success in achieving these aims in terms of how effective and efficient we are in deploying our resources, and how innovative we are in comparison to the rest of the sector.

- We will achieve a 30% shift in module delivery cost from lecture-based to enquiry-based and collaborative activities;
- Feedback from key stakeholders and funders will demonstrate an overall high level of recognition of the significance of our approach to learning and teaching.



We will develop academic and business criteria for selecting portfolio development, combined with a resource allocation model to deliver them .

- Application of criteria and resource allocation model to all decisions about all programmes.



We will sustain research activity through external funding.

- At least 80% of all research to be externally funded.



We will prioritise those knowledge transfer activities that best support our core activities, our funding leverage, institutional sustainability and the collaboration of staff, students and graduates of Abertay.

- Overall 3% increase in knowledge transfer grant per FTE academic;
- 50% of our outreach projects will incorporate plans for their contribution to student recruitment.



We will deliver a surplus of 3 percent of income in 2009-10 and maintain this as an aggregate thereafter.

- 3% surplus for 2009-10, following 1% 2007-08 and 2% in 2008-09.



Aim Four: Implementing and managing our plans and operations effectively

Supporting Goals and Targets

-  **R** **Our retention initiatives will be informed by detailed and comprehensive review of all relevant factors.**
 - Management reports will track trends and variations by all relevant cohort factors;
 - Replicates of HESA performance indicators (T3 and T5) will inform our monitoring of learner persistence and progression at School, programme, subject and module levels.
-  **ECS** **Our investment in physical resources (buildings, plant and equipment) will deliver high levels of effectiveness and efficiency.**
 - Annual HEI estates management returns will position us in the top half of our peer group.
-  **S** **Our quality assurance processes will support the implementation and monitoring of this Strategy.**
 - All amendments to the approval, review and monitoring processes required for monitoring implementation of the University strategy to be implemented in a timely manner.
-  **CC** **Our staff will demonstrate an informed understanding of our progress in relation to our strategic goals and key performance indicators, and the significance of our governance plans and measures.**
 - Measures of staff awareness/understanding of key issues and progress; precise KPI will depend on establishing baseline of current awareness/understanding through staff survey.
-  **S** **Our strategies, projects and plans will be monitored for their delivery of University strategy, and their impact on risk management and institutional risk appetite.**
 - Framework for monitoring to be developed and implemented with annual review.
-  **F** **In our financial budgeting, planning and control, we will identify and manage variations from projected progress swiftly and effectively.**
 - Monthly management accounts to be formatted for easy evaluation and early-warning identification by major budget holders.
-  **F** **We will achieve annual efficiency gains on our pay and non-pay expenditure.**
 - Annual budgets to yield a 1.5% per annum efficiency gain across pay and non-pay expenditure.
-  **F** **All core and non-core activities will be evaluated and appropriately controlled for risk.**
 - University managers will adopt and implement a common approach to the formulation and analysis of risk and risk management.
-  **BDO** **We will grow our student population through new recruitment to undergraduate and postgraduate programmes.**
 - 11% increase in new enrolments at undergraduate level over the planning period;
 - 13% increase in new enrolments at postgraduate level over the planning period.
-  **S** **We will maintain regular monitoring of progress against all strategic and supporting goals.**
 - Dashboard system implemented by December 2007 for reporting to Court on a 6-month basis.
-  **F** **We will model the financial impact of our plans and initiatives as a basis for evaluating the costs of delivering specified outcomes in support of our strategic goals.**
 - Introduce activity-based costing to identify cost-effective approaches to delivering strategic and supporting goals.



F Court and its committees will base their decisions on timely and accurate information.

- Expanded financial data set supplied regularly to Court and FP&GP;
- Regular cash flow statements and forecasts and proforma income and expenditure statements and balance sheets supplied to Court and FP&GP.



S We will review and implement as appropriate the recommendations of the 2007 ELIR report, further enhancing our strengths and ensuring our provision of higher education is of high and consistent quality.

- 100% of actions implemented according to Senate-approved plan.



FR We will devise and implement a fundraising plan and centralised integrated fund-raising operation that will build mutually beneficial, long-term relationships with funders, and support key capital, learning and research initiatives.

- Increase private giving through Abertay Foundation at a 5% compound annual growth rate for the 2007 - 2011 planning period, resulting in raising a cumulative total of £10M by 2011;
- Increase the number of annual donors to 10,000 by 2011, a 25% increase and 2% compound annual growth rate over the planning period.



IS Our investment in IT infrastructure will maintain high levels of capacity, reliability and security to support delivery of the University's strategic goals.

- 99% annual availability of critical business systems (currently 95%);
- Zero category one audit recommendations regarding security and identity management processes.



IS We will ensure that the University has a robust information management framework that ensures appropriate compliance with relevant legislation.

- Zero complaints upheld by the Office of the Scottish information commissioner (Freedom of Information) and the UK Information Commissioner's Office (Data Protection);
- Internal and external provision of online information on Portal and website to meet legal accessibility standards.



IS We will continue to develop the web-enabled university, improving personalised access to online services and to information that is accurate, up-to-date and easy to find.

- All transactions identified as suitable for delivery via the web to be automated by the end of the planning period;
- 99% university systems accessible through single sign-on;
- 2% annual improvement in staff and student satisfaction with tools for finding, retrieving and publishing relevant information.



IS We will implement a business information service featuring report writing across systems via data warehousing.

- 2% annual improvement in satisfaction of appropriate staff with availability and performance of self-service tools to generate management information.



IS We will develop technology-based business processes to increase our operational effectiveness and business efficiency.

- One corporate business process review to be completed per quarter, prioritised according to the University's strategic requirements;
- Technology-based solution to be in place by the end of the following quarter.

KEY

ECS Estates & Campus Services
IS Information Services
S Secretariat
CC Communications Centre
SS Student Services

BDO Business Development Office
R Registry
HR Human Resources
F Finance
QO Quality Office
FR Fundraising

strategic risks

Reviewing the risk landscape

There are, of course, risks entailed in pursuing the aims of this Strategic Plan, as there are with any plan.

But careful analysis indicates that the strategic direction set out in the Plan will not, in itself, significantly alter our existing assessment of the University's risk profile. In the tables below, we have mapped the risks previously identified in the University Risk Register against each theme within the new Strategic Plan; almost all the risks identifiable in the Plan are already foreseen in the Register.

The one major exception to this is the significant corporate risk entailed by adopting the Strategic Plan itself: failure to achieve the aims and goals we have set ourselves puts the University's positive and sustainable future at risk. Paradoxically, the development and implementation of the Strategic Plan will mitigate this risk, because the very act of thinking strategically and contextually about every proposed action will help us to judge more accurately whether the associated risks of each action are proportionate to the anticipated benefits.

How the University approaches risk management is critical to creating and securing new opportunities that support development. On the one hand, our relatively small size and limited resource base could make it difficult to absorb negative outcomes should certain risks materialise. But on the other hand, our size can also give us a distinct advantage in terms of the speed at which we can implement positive change.

We recognise that accepting and working with risk has become a necessary feature of our development. However, in adopting a framework for the management of risk at a strategic level, the University will not stifle creativity and innovation. Rather, we will encourage it by giving our stakeholders confidence that the risks associated with their work are clearly understood and managed. The Strategic Plan lays down the route to greater success in the future, and successful risk management at a strategic level will be crucial in avoiding the hazards of the journey.

This section of the Strategic Plan provides an overview of strategic level risks likely to threaten the achievement of Abertay's fundamental purposes over the next four years, while also noting positive opportunities available to the University in securing our strategic aims, and objectives. The University is committed to developing and promoting a risk management culture, underpinned by suitable integration of best practice risk management frameworks into working practices, backed up with an accessible staff development programme and resource tool-kit. The Strategic Plan will provide the context against which all risk management activities will operate. Further direction will be provided from the University Risk Management Policy, and accepted best practice, notably the Office of Government Commerce *Management of Risk* guidelines. The University Risk Register should be consulted where more information on the nature, and impact and probability of specific risks is required.





Teaching & Learning

Re-engineering the University's approach to teaching and learning introduces considerable risk, because it impacts directly on our core business – the activity on which we rely for the vast majority of our income. Getting this wrong would directly threaten our sustainability by damaging our academic reputation, harming our ability to recruit and retain students, and rendering any subsequent business recovery almost impossible, particularly in the short term. The teaching and learning goals under Aims One, Two and Three require particular attention: as the University moves to innovate its teaching and learning practices, the effectiveness or otherwise of our communications will be crucial in managing the expectations of potential employers, students and their support networks.

Corporate targets

- *Students will be engaged in enquiry and project-based work, individually and in groups, for 60% of their contact time, and that enquiry process will drive their independent access to 60% of the information they work with*
- *All programme specifications will include at each study stage the independent enquiry of contemporary issues, including, at appropriate stages, multidisciplinary and collaborative projects*
- *All programmes will meet targets established for learner retention and be positively evaluated by students at each study stage as intellectually stimulating and making a positive contribution to their persistence in study*
- *We will achieve a 90% recommendation rate among employers of graduates from all areas of our programme portfolio identifying the learning experience and its outcomes as a significant advantage to graduate employability*
- *All subjects and programmes will achieve overall 'confidence' ratings in quality assurance review, with each School's provision commended in at least one review for teaching and learning.*
- *We will achieve a 30% shift in module delivery cost from lecture-based to enquiry-based and collaborative activities*
- *Feedback from key stakeholders and funders will demonstrate an overall high level of recognition of the significance of our approach to learning and teaching*

Recognised risks

	University Risk register no.
Failure in student recruitment and progression	1
Absence of sufficient resources to support new developments	3
Damage to academic reputation arising from poor quality and standard reports	5
Poor quality educational experience (where change and/or innovation is not implemented successfully)	15
Serious public relations problems	18



Portfolio

Failure to develop and sustain an attractive, balanced and flexible portfolio will directly threaten institutional sustainability, predominantly through failure to recruit. We are adopting what we believe to be a prudent and realistic approach of sustained evolution and high quality student experience, aligning subject and course provision as far as possible to external trends in the evolution of the knowledge economy. Substantially increasing our postgraduate provision presents an opportunity to develop our business, particularly against the backdrop of a declining demographic profile within our traditional student base, while also reducing exposure to our current reliance on SFC funding. As life-long learning increasingly becomes an economic imperative to sustain employment and career opportunities, development of a substantive postgraduate portfolio becomes a sound proposition.

Corporate targets

- *11% increase in new enrolments at undergraduate level over the planning period*
- *13% increase in new enrolments at postgraduate level over the planning period*
- *At least four taught PG programmes in each School; minimum of 10% student population to be PG*
- *Revised CPD programme to be implemented and monitored*
- *Programme approvals to identify specific CPD offerings reviewed at approval*
- *Programme outcomes will demonstrate how the Abertay graduate attributes support the careers and professional development of our graduates*

Recognised risks

	University Risk register no.
Failure in student recruitment and progression	1
Insufficient funding to meet commitments	2
Absence of sufficient resources to support new developments	3
Change in SFC, Scottish Government and UK policy re HE	8
Loss of critical MIS data	14
Poor quality educational experience (where change and/or innovation is not implemented successfully)	15
Serious public relations problems	18



Research

Developing and maintaining a cutting-edge research function is considered by many to be one of the defining features of a successful university. It will be vitally important, both academically and reputationally, to build on our considerable strengths in environmental research and become a world leader in this field. Failure to do so is likely to impact significantly on other aspects of developing our core business, especially in terms of developing our graduate profile, which requires teaching and learning to be suitably influenced by innovative research practice.

Corporate targets

- *Audit of output in 2011 will identify at least 35% of staff qualifying as research active and a full-time research degree completion rate of at least 75%*
- *Environmental sciences: By 2011, 75% of research output will be recognised as internationally excellent by the RAE or its successors*
- *Creative industries: All research will be undertaken for external sponsors and reported to Court in our annual engagement report*
- *All programme specifications will identify how the learning experience is informed by research-teaching links in knowledge, formal method and independent investigation*
- *We will achieve recognition through publication for research into the design and impact of our teaching and learning environment*
- *At least 80% of research to be externally funded*

Recognised risks

	University Risk register no.
Failure in student recruitment and progression	1
Absence of sufficient resources to support new developments	3
Change in SFC, Scottish Government and UK policy re HE	8
Failure to meet research objectives	13
Poor quality educational experience (where change and/or innovation is not implemented successfully)	15
Loss of key members of staff	16
Serious public relations problems	18



Regional Impact

Extending the University's reach throughout Tayside, Fife and beyond, to further enhance and drive economic, cultural and social development is a key feature of Abertay's mission and values. Enhancing our ability to attract and retain interest in the University from a wide populace is a critical element in growing and developing the University as a sustainable, relevant institution capable of making a positive contribution to personal and economic growth.

Corporate targets

- *Our annual engagement report will show a 5% annual increase in participation in knowledge transfer across the community – graduates, students and staff*
- *10% annual increase in knowledge transfer income*

- *Host or manage at least one cultural event or exhibition of international standing, and a further two of national standing, each year*
- *Increase participation in our public exhibitions and informal participatory activities by 10% per annum over the planning period*
- *Maintain the current level of achievement in widening participation*

Recognised risks

	University Risk register no.
Failure in student recruitment and progression	1
Insufficient funding to meet commitments	2
Absence of sufficient resources to support new developments	3
Damage to academic reputation arising from poor quality and standard reports	5
Over-reliance on core SFC funding	7
Change in SFC, Scottish Government and UK policy re HE	8
Poor quality educational experience (where change and/or innovation is not implemented successfully)	15
Serious public relations problems	18



Governance

Developing appropriate management and governance structures is crucial to enabling the delivery of the Strategic Plan. These structures must satisfy both external requirements and be usable, within the context of the institution's size and market position, as well as being consistent with its mission, vision and purpose. We also recognise that the University must secure improvements in project delivery, by implementing and integrating into work practices additional project management frameworks.

External pressure on the University in terms of compliance and compliance costs will need to be effectively met, but we recognise that doing so will pose difficult trade-off decisions. There is clearly the risk of getting such choices wrong with the consequence of diverting resources away from delivering other parts of the Plan.

Corporate targets

- *75% full compliance with the code [CUC], 15% partial compliance and the remaining (10%) non-compliance explained in full*
- *50% strategic projects and plans on-track and low risk; 20% satisfactory; no more than 20% identified with significant concerns, and 10% problematic*
- *3% surplus for 2009-10, following 1% 2007-08 and 2% 2008-09*
- *All plans approved by the Planning and Resources Committee will be verified as significant to the development of programmes and plans progressing delivery of the graduate profile*

Recognised risks

	University Risk register no.
Repeated failure to deliver small & medium sized projects to time and within cost	11
Failure to deliver major projects to time and within cost	12
Loss of critical MIS data	14
Lack of financial control	17
Failure in governance	19
Failure to comply with legislative requirements (following changes in statute and case law)	20



meeting national priorities

This table demonstrates how Abertay's Strategic Aims for 2007-2011 fit with the Scottish Funding Council's aims and objectives for 2006-09.

Scottish Funding Council	University of Abertay Dundee	
Aims	Objectives	Aims
<p>Aim 1 Scotland's colleges and universities to offer – within the total volume of learning set by Scottish Ministers – fair access to a diverse range of learning programmes suited to individual learners' circumstances</p>	<ol style="list-style-type: none"> 1. Scotland's colleges and universities to deliver year by year at least the total volume of provision set by the Scottish Executive 2. Work with colleges universities and others, to reduce the barriers to enrolment and progression in learning still facing many people 3. Improve the pattern of supply of lifelong learning programmes 	<p>Aim Two (Theme 4: Regional Impact)</p> <p>Aim Three (Theme 4: Regional Impact)</p>
<p>Aim 2 Learning provision and programmes offered by Scotland's colleges and universities to be relevant to students' lives and careers, society and the economy</p>	<ol style="list-style-type: none"> 1. Enhance the relevance of skills and the employability of people wishing to enter the workforce 2. Enhance the contribution that learners make to society 	<p>Aim One (Theme 1: Teaching & Learning)</p> <p>Aim Two (Theme 1: Teaching & Learning)</p>
<p>Aim 3 All learning provision and programmes offered by colleges and universities to be of high quality</p>	<ol style="list-style-type: none"> 1. A culture of high quality and continuous improvement in every college and university 2. Colleges and universities to demonstrate significant improvement in student retention and achievement subject to their circumstances and practicable limits 	<p>Aim Three (Theme 2: Portfolio)</p> <p>Aim One (Theme 2: Portfolio)</p>
<p>Aim 4 Scotland's universities to provide a high quality and internationally competitive research base</p>	<ol style="list-style-type: none"> 1. Enhance the international competitiveness of research 2. Enhance the contribution that research makes to economic, social and cultural wellbeing in Scotland 3. Enhance the environment for the training and development of postgraduate students 	<p>Aim One (Theme 3: Research)</p> <p>Aim Four (Theme 3: Research)</p> <p>Aim Two (Theme 3: Research)</p> <p>Aim Two (Theme 2: Portfolio)</p>

Aims	Objectives	Aims
<p>Aim 5 Scotland' colleges and universities to generate effective knowledge exchange that stimulates innovation and development in public and private sector organisations and enterprises</p>	<ol style="list-style-type: none"> 1. Improve the flow of knowledge, expertise and ideas to businesses, enterprises and public services 2. Improve the innovation system in Scotland 	<p>Aim One (Theme 4: Regional Impact)</p> <p>Aim Two (Theme 4: Regional Impact)</p> <p>Aim Four (Theme 4: Regional Impact)</p>
<p>Aim 6 Colleges and universities to support Scotland's international ambitions</p>	<ol style="list-style-type: none"> 1. Enhance Scotland's International reputation for high quality learning and research, and its attractiveness as a place to study and work 2. Improve links with relevant international bodies and organisations to ensure that Scotland's learning provision and research is well connected globally 3. Increase international perspectives in the provision of learning 	<p>Aim One (Theme 1: Teaching & Learning)</p> <p>Aim Two (Theme 3: Research)</p> <p>Aim Three (Theme 3: Research)</p>
<p>Aim 7 Scotland's colleges, universities and Funding Council to be highly effective, world-class organisations</p>	<ol style="list-style-type: none"> 1. High standards of governance, leadership and management and a culture of continuous improvement 2. Staff who are appropriately rewarded, recognised and developed 3. High quality buildings, facilities and equipment 4. Sustainable investment and development in colleges and universities 5. A Council exercising effective strategic leadership working in partnership with the sectors 	<p>Aim One (Theme 5: Governance)</p> <p>Aim Two (Theme 5: Governance)</p> <p>Aim Three (Theme 5: Governance)</p> <p>Aim Four (Theme 1: Teaching & Learning)</p> <p>Aim Four (Theme 2: Portfolio)</p> <p>Aim Four (Theme 5: Governance)</p>



strategic planning responsibilities

Plan	Delivery	Accountability
Research	VP Academic Development	VP Academic Development
Teaching & learning	Prof. Lifelong Learning	DP Academic Development
Portfolio	VP Academic Development	VP Academic Development
Regional Impact	Director, BDO	VP Planning & Resources
Governance	VP Planning & Resources	VP Planning & Resources
Stakeholder Engagement	DP Academic Development	DP Academic Development
Communication	Director, Communications	VP Planning & Resources
Business Development Office	Director, BDO	VP Planning & Resources
Information Services	Head, Information Services	DP Planning & Resources
Student Services	Head, Student Services	VP Academic Development
Registry	Registrar	DP Planning & Resources
Secretariat	Deputy Secretary	VP Planning & Resources
Estates	Head, Estates & Campus Services	VP Planning & Resources
Finance	Head, Finance	VP Planning & Resources
HR	Head, HR	DP Planning & Resources
Schools	Heads of School	VP Academic Development
Fundraising	DP Planning & Resources	VP Planning & Resources





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Strategic Plan 2007-11

If you require the Strategic Plan in an alternative format, please contact the Communications Office on 01382 308223 or e-mail communications@abertay.ac.uk

Please state your preferred format – tape, large print, disk or braille.

