



The Open
University

SCOTLAND

**THE OPEN UNIVERSITY
IN SCOTLAND'S
INTERIM OUTCOME AGREEMENT
WITH THE SCOTTISH
FUNDING COUNCIL 2020-2023**

Interim Outcome Agreement AY 2020-21

This is a summarised version of The Open University in Scotland's full outcome agreement that was signed off by our Chair of Council on 12 May 2020. This has been mapped onto the Scottish Funding Council's interim Outcome and Impact Framework AY 2020-21 issued on 1st December 2020 and information updated where appropriate.

The full version of our outcome agreement is available on The Open University in Scotland's website [here](#).

Scottish Funding Council's key priorities for AY 2020-21 are:

1. Fair access and transitions
2. Quality learning and teaching
3. Learning with impact – students are equipped and ready to take up appropriate employment in the future
4. Student participation and engagement in their educational experience
5. Equalities and inclusion
6. High quality research and innovation
7. Meeting future skills needs, including upskilling and reskilling
8. Responding to the climate emergency

Fair access and transitions

Education is accessible to students from all backgrounds and students are supported through successful pathways.

1. As our Early Statistics figures illustrated, The Open University in Scotland is seeing a significant growth in the number of Scottish-domiciled undergraduate entrants in 2020-21, reflecting a UK-wide recruitment surge related both directly to the pandemic and to our specific COVID response in Scotland (including our utilisation of the Upskilling Fund).

People from deprived areas are supported to have fair access.

2. Social justice and equality of opportunity are at the heart of everything The Open University does. The Open University has always had an open entry policy whereby our students can study with us at undergraduate level with no requirement for previous qualifications.
3. The FTE number of undergraduate entrants in both of the two most deprived quintiles of the Scottish Index of Multiple Deprivation has increased steadily each year, with the proportion of our undergraduate entrants living in the most deprived quintile (SIMD20) and two most deprived quintiles (SIMD40) reaching 18.8% and over 39% respectively in 2019-20. As in 2018-19, we have continued to attract more entrants in FTE terms from the most deprived quintile than the least deprived.
4. Although universities are not required to set targets for AY 2020-21, we are working towards 19% of our undergraduate entrants coming from the most deprived SIMD20 quintile over the next three years. With exceptional growth forecasted in our student numbers, achieving these proportions from the most deprived areas will be challenging, but we are confident that we will deliver an increase to the FTE number of SIMD20 entrants.

People with experience of care are supported to have fair access.

5. Our open access policy enables care-experienced learners with low previous education qualifications to study with us. Data on our care-experienced students suggests that they may begin their learning journey later, with a higher average age than our non-care-experienced students.
6. Both the number and proportion of undergraduate entrants declaring care-experience increased substantially in 2019/20, with 39 undergraduate entrants with care-experience registering last year. For the 2020/21 and 2021/22 academic years, we're offering OU students with experience of care a £250 bursary to help with study-related costs, such as internet or computer equipment.
7. The Open University in Scotland updated its [Corporate Parenting Plan](#) in 2020 and it is published on our website.
8. The Open University in Scotland has a Corporate Parenting steering group with a remit to collaborate, plan, review and report on OU-wide activities relating to care-experienced students. The steering group comprises representatives from staff across the University, as well as care-experienced students and OU Student Association representatives. The group meets at least twice per year to review progress on the Corporate Parenting Plan and monitor the experience and success of care-experienced students.

9. The Open University in Scotland, in partnership with Who Cares? Scotland, has led on the development of a free course in 2020 to support staff in Scotland's universities on their Corporate Parenting responsibilities. The [Corporate Parenting in Higher Education](#) course raises awareness of what it is like to be care-experienced and the support universities can offer to address the challenges looked after young people face in getting to, staying in and moving on from higher education. This course was written and co-produced over an 18-month period by care-experienced students, Who Cares? Scotland and The Open University in Scotland in collaboration with 15 other higher education institutions and organisations. It is supported with funding from the Scottish Funding Council and is hosted on [OpenLearn Create](#), the Open University's platform for development, collaboration, and adaptation of online learning resources.
10. The Open University in Scotland is a partner in the Hub for Success, a collaboration of Edinburgh based stakeholders to improve outcomes for care-experienced learners.

Prior learning is taken into account in the student's journey.

11. The Open University encourages learners to apply for [credit transfer](#) towards their OU qualification if they have studied before, even if they didn't complete their previous study.
12. In line with Scottish Government and Scottish Funding Council policy, the focus of our work in this area is articulation. This supports learners progressing from HNC and HND courses at SCQF Levels 7 and 8 into university undergraduate programmes. A significant proportion of undergraduate entrants come to the OU with an HN qualification. Numbers have risen year-on-year and in 2019-20, they accounted for over 18% of the undergraduate intake.
13. The Open University's offer in this area is distinct as all students with HNC and HND qualifications gained in the last 16 years have the opportunity to transfer credit.

Transitions and pathways for students are supported and signposted.

14. Our articulation routes are available nationwide, unrestricted by the geographical location of the student or their college.
15. Building directly on the HN study the student has undertaken, we offer routes to a range of degree programmes in specific subjects. Current named qualifications available as articulation routes include Social Science; Natural Sciences; Social Work; Health and Social Care; Healthcare Practice; Adult Nursing; Mental Health Nursing; Childhood and Youth Studies; Business Management (including Accounting, Marketing and Economics pathways); Sport, Fitness and Coaching; Engineering; and Computing and IT.
16. In addition to these named qualifications, the University's unique Open Degree is available to all HN students, regardless of the HN subject they studied at college. This allows the student to gain credit for previous study, whilst building a degree programme tailored to their own pathway development needs or to the needs of their employer.
17. The Open University in Scotland works closely with partner colleges to review and maintain articulation agreements and direct college learners to opportunities for articulation with the OU. The University is committed to a substantial programme of outreach work in this area and to the development of high-quality information for college students considering progression to university.

Institutions work with schools and local communities to support successful pathways for students.

18. The Open University in Scotland's [Young Applicants in Schools Scheme](#) (YASS) allows students in the final year of secondary school to experience higher education level study in school alongside their other subjects. Students can choose from a range of high-quality modules at SCQF Level 7, which give them access to subjects which may not be available in their school. YASS outcomes are included in Insight, the Scottish Government benchmarking tool for the senior phase.
19. Experience of independent study at degree level and access to all OU student facilities helps to prepare pupils for the transition to university or college and to enhance their career prospects. Pupils can also use the credit they gain towards a qualification with The Open University.
20. YASS has proved to be a very attractive curriculum addition for many schools, particularly those with a small pupil roll, those with limited numbers staying on to S6 and those in remote areas, all of which encounter difficulties in providing breadth of choice for their pupils.
21. We are exploring further opportunities to build on our presence in schools to promote learning in the wider community via the parents and carers of pupils, stimulating learning cultures and supporting wider access.
22. From AY 2020-21, the Scottish Funding Council has embedded the strategic funding for YASS within The Open University in Scotland's main teaching grant. The SFC have provided an additional 103 funded places to The Open University in Scotland, on condition that the University continues to run YASS. Student number registrations and participation by SIMD will be monitored through the outcome agreement and the self-evaluation process.
23. The number of entrants participating in YASS grew significantly in 2019/20, both in absolute FTE terms and headcount (1,232 students) with the introduction of innovative new curriculum. Despite the impact of COVID on schools in 2020-21, we have a similar level of YASS registrations this year.

This work is equality impact assessed.

24. The Equality Impact Assessment of our Outcome Agreement is published on The Open University in Scotland website.

Quality, learning, teaching and participation

Students get a high-quality, safe and supportive learning experience that enables them to succeed in their studies and they find it easy to participate and engage in their educational experience.

People have the necessary metaskills and attributes to succeed.

25. In addition to our SCQF level 6 access modules, we use open educational resources (OER) to support learners into higher education. This allows them to start learning informally at their preferred level and pace, gradually building confidence and skills for learning. The pathways are currently being updated to reflect sector skills priorities and adult learning journeys. Our free learning platform, OpenLearn, has skills-based Badged Open Courses (BOCs) including *Taking*

Your First Steps into Higher Education; Succeed with Learning; Succeed with English; Succeed with Maths; and Succeed in the Workplace.

26. The OU's expertise and unique access, accessibility and delivery model give us a key role in supporting government ambitions in relation to the Future Skills agenda articulated in (amongst others) the Enterprise and Skills Board Strategic Plan and Skills Development Scotland's *Skills 4.0* report. The onset of the 4th industrial revolution, the requirements to improve productivity and economic growth in Scotland, and the changing demographics which will require an increase in roles caring for the elderly, all necessitate an education and skills system that enables skilling, reskilling and upskilling of the workforce. The OU is well placed to respond to these challenges through our work-based and work-related learning routes and experience in short course, modular delivery, MOOCs, microcredentials, open educational resources and lifelong learning.

There is quality online and repurposed blended learning.

27. The Open University has been a provider of distance learning for over 50 years and with our mission to be 'open to people, places, methods and ideas', we remain committed to using new and emerging technologies to make quality higher education accessible to more people around the world.

28. Most undergraduate modules have tutorial groups of 20 students. Making use of online teaching technologies, Associate Lecturers lead group tutorials and seminars to link up student groups across the country. Associate Lecturers are also contactable by phone, email, and via dedicated online tutor group forums.

29. As part of The OU in Scotland's response to the pandemic, we have rapidly developed curriculum and resources to support teachers and adult learning practitioners in delivering online learning.

30. Specifically, we are using the additional research and innovation funding for universities in 2020-21 to support HE, FE and adult learning practitioners to pivot to online teaching with three OU microcredentials on [FutureLearn](#): *Online teaching: creating courses for adult learners*, *Online teaching: evaluating and improving courses* and *Online Teaching: Accessibility and Inclusive Learning* (all 15 credit points at postgraduate level). Rather than employing generic promotion, we have used our partnership contacts across Scotland and there has been an overwhelming response for these microcredentials from educators, most significantly from the college sector but also from other HEIs, local councils, Scottish Union Learning and various third sector organisations.

Students are supported in their mental health and wellbeing.

31. The Open University is committed to supporting the well-being of its students and staff. We recognise that a positive and collaborative approach to the management of physical and mental health difficulties is crucial to the success of our students and the optimal performance of our staff. The Open University published its [Student and Staff Mental Health and Well-being Strategy](#) in July 2020 which is available on The OU in Scotland website.

32. The Open University works in partnership with TogetherAll, an online mental health and well-being resource available free to students, 24 hours a day, seven days a week. TogetherAll offers a safe space for students to voice their concerns and discuss issues. The website has a range of resources designed to help people self-manage and improve their mental health and well-being, including art and writing therapies and guided group courses.

33. Using the additional funding from Scottish Funding Council, we have extended this partnership with TogetherAll to be able to offer a virtual therapy service to our students in Scotland. Students are referred by our Educational Advisors for an initial clinical assessment followed by access to up to six counselling sessions.
34. The Open University in Scotland has developed a [Student Mental Health Agreement](#) (SMHA) in partnership with the OU Students Association and with support from the National Union of Students Scotland's Think Positive project. This agreement aligns with the University's Student and Staff Mental Health and Wellbeing Strategy, setting out our joint commitment to work together to promote the mental wellbeing of our students.

Students have their voice heard and valued, and influence their educational experience.

35. The Open University in Scotland is passionate about ensuring the student voice is heard at all levels and helps inform our decision making. This is a core aspect of all teams' activities, with development being led by our Access, Participation and Success team. The OU in Scotland actively participated in the OU's Student Voice week in November 2020, supporting the student-led 'Big Blether'.
36. The Open University in Scotland strongly believes that the student body is a key stakeholder in the development of its outcome agreement and that its views and concerns should be acknowledged. The outcome agreement is considered and approved at an institutional level, with student and staff engagement through The Open University in Scotland's consultative structure: the Student and Staff Engagement Group, which meets twice a year, and includes representation from students, Associate Lecturers, faculty staff, academic-related and support staff.

Learning with impact

Students are equipped to flourish in employment, further study and to lead fulfilling lives.

37. With three-quarters of our students in work while they study with us, and well over half of all part-time learners in Scotland, The Open University in Scotland is uniquely placed to support the skilling, reskilling and upskilling of Scotland's workforce across the length and breadth of the country. The OU's expertise in accessible, flexible, modular distance learning means that employers and learners can be offered high quality, adaptable, work-based learning solutions that meet the workforce development needs of employers and the skills aspirations of individuals regardless of where the workplace is based in Scotland.
38. The University takes advantage of its size and reach to develop vocational and work-based curriculum in partnership with organisations across several sectors; these are appropriate to the learning needs of the organisation and the individual. From bite-sized CPD workshops to the shaping of specific and/or bespoke qualifications, and work-based changing employer needs and ensuring that our students can make a meaningful impact on the Scottish economy and society.
39. Workshop learning, with a specific skills focus encouraging reflective practice, have become especially popular alongside a suite of undergraduate and postgraduate opportunities that include specific and relevant work-related curriculum. The increasing use of open educational resources (OER) in the workplace has allowed experimentation using that methodology to support learning and we are working with employers to develop OERs as part of bespoke

learning packages for their workforce, particularly for employees who require an introduction to or reacquainting with formal learning.

40. We will maintain our strategic partnership with the STUC and Scottish Union Learning; building on our community outreach model to offer higher education to groups in the workplace. Typically, the participants are non-traditional learners. We will also seek to engage with partners in the National Retraining Programme.
41. We work in partnership with the Scottish Government to deliver their priorities in health, social care and education. We have a well-developed work-based learning curriculum that enables students to access professional programmes in nursing and social work. The flexible nature of the OU offer means students are often attracted to a distance learning route as they would not typically be able to access a mainstream professional campus-based programme.
42. The measure on graduate destination has been removed for the next reporting period but we would like to highlight the results from our Employability of Qualifiers Survey 2019, which aims to gather insight into the impact of OU study and the careers and employability success of OU students.
43. The 2019 Employability of Qualifiers Survey (EQS) which was sent to qualifiers from 2015/16. These 2019 survey results were as follows:
 - 94% of respondents were satisfied with their experience at the OU.
 - 91% of respondents would recommend the OU to others.
 - 85% of respondents agreed that OU study has/will help them achieve their career goals.
 - 87% of respondents agreed that OU study has/will help them achieve their personal goals.
44. The Achieving Your Goals project aims is to deliver a careers registration survey and tailored career & employability services for cohorts of students from their course start in October 2019 to test impact on access, participation and success. The programme will:
 - identify and offer a range of internships, placements and insight days for Open University in Scotland students and integrate awareness of these across the learner journey.
 - collaborate on innovative 1-2-1 information, advice and guidance (IAG) and 1-2-Many delivery models, which better meet the needs of students and alumni and align with key economic growth areas and the Scotland programme for government.
 - create and share a student engagement dashboard, focussing on students with protected characteristics, to inform our activities targeting students furthest from the job market or achieving outcomes.
 - create a student success activities plan to model goals, motivations, and readiness work, into advice and guidance services across the Scotland student experience model, to positively impact learner journeys and outcomes.

An animation of what the programme can deliver to students can be accessed via this link: <https://vimeopro.com/seekalook/ou-in-scotlandachieving-your-goals>

Equalities and inclusion

Institutions ensure through effective equality impact assessment that the needs of the diverse student body are considered in every aspect of the student experience.

45. The Open University was founded to widen access to higher education, and we place social justice and equality of opportunity at the centre of all we do. The University is committed to extending opportunities for educational success to every potential student who wants to achieve their ambitions.
46. As required by the Public Sector Equality Duty and the specific requirements for Scotland, The Open University in Scotland published its *Equality and diversity...making it happen* report in 2017. This report is currently being rewritten and will be published on The Open University in Scotland website by April 2021.
47. The Open University in Scotland offers a wide range of support services and facilities to enable learners with additional needs to succeed in their studies. These include course materials in alternative formats and are tested for compatibility with assistive software, as well as special arrangements for tutorials and examinations such as home examinations and, where appropriate, advice about funding.
48. In 2019/20, over 20% of our undergraduate entrants identified themselves as having a disability. Students are most likely to declare mental health problems and dyslexia. Entrants declaring these conditions accounted for 42% and 24% of the disabled entrant FTE population, respectively.
49. The Open University was evaluated by the Business Disability Forum (BDF) in 2019 and achieved a Bronze status in the Disability Standard. The OU is now one of only two UK universities that holds Disability Standard status.
50. The University's current institutional Equality Objectives includes three that proactively address race equality issues:
 - Improve the retention gap between Black, Asian and Minority Ethnic (BAME) students and White students, for any cohort, from registration to qualification.
 - Improve the degree awarding gap between by BAME students and White students, to be in line with the sector average.
 - Improve the representation of disabled, BAME, and female staff in senior roles.
51. With constructive feedback from Advance HE and considering the 2019 EHRC report on racial harassment in universities, the OU is reapplying for a Race Equality Charter (REC) Bronze Award.
52. The Open University submitted its Athena SWAN Institutional Bronze renewal application in November 2020. All Faculties are now engaged with Athena SWAN and we aim for all Schools to have applied for awards and current Bronze STEM Schools to have applied for Silver awards by 2023.

High quality research and innovation

Institutions are focussing and prioritising their knowledge exchange and innovation activity on Scotland's recovery.

53. The majority of The Open University's research funding is from UK Research and Innovation, with the SFC allocating a small amount of University Innovation funding to The OU in Scotland. The Open University ranked in the top third of UK universities in the Research Excellence

Framework (REF2014) using The Times Higher Education Power Score. We are now working on our REF 2021 submission.

54. More details about the research and projects going on at The Open University to help in the fight against coronavirus can be found at <http://www.open.ac.uk/courses/coronavirus>. We will continue to promote the University's research and communicate the benefits it brings to Scotland over the period of this outcome agreement.
55. The Open University in Scotland utilises the University Innovation Fund (UIF) Platform Grant from the Scottish Funding Council to maintain its knowledge exchange and innovation activities. An updated University Innovation Fund plan is submitted alongside this interim Outcome Agreement.
56. In June 2020, the Scottish Funding Council announced additional research and innovation funding of £75 million for universities in FY2020-21 to mitigate the effects of the COVID-19 pandemic. The OU in Scotland was allocated £72,679 for Universities Innovation Funding only. We are using this additional funding to support HE, FE and adult learning practitioners in pivoting to online teaching during to the COVID-19 pandemic. We are providing places on three new microcredentials: *Online teaching: creating courses for adult learners*, *Online teaching: evaluating and improving courses* and *Online Teaching: Accessibility and Inclusive Learning* on FutureLearn.

Meeting future skills needs, including upskilling and reskilling.

Institutions are responsive to employer and industry needs and to current and future skills requirements.

57. As part of our COVID-19 response, we have collaborated with Skills Development Scotland, Partnership Action for Continuing Employment (PACE), sector and community partners to provide access to OU learning and skills development. We believe that part-time study and flexible work-based education initiatives will play an important role in supporting the economic recovery.
 - We worked with the Scottish Government and SDS to develop a new portal on www.myworldofwork.co.uk to provide access to OU learning and skills development for furloughed workers.
 - We developed a dedicated suite of Employability badged courses on the [OpenLearn](https://openlearn.org/) website to help those facing new career choices.
 - We provided fully funded short courses in business/maths/engineering/digital and cyber skills to workers facing redundancy and those in sectors hardest hit by COVID-19, working with SFC and PACE.
 - We provided training to help people to transition into employment including a new national partnership with the Department for Work and Pensions training work coaches in 71 Job Centres across Scotland.
 - We partnered with Volunteer Scotland to support their 35,000 volunteers.

- We provided curated free learning content for the Community Learning Development Standards Council.
58. As a core part of our work in Scotland, we have expanded our portfolio of approaches to skills development and work-based learning, and our work across a number of sectors in support of workforce development. Over the period of this outcome agreement, we will continue to take forward a range of skills-focused, work-based initiatives.
 59. We will utilise the Flexible Workforce Development Fund to support SMEs in Scotland, particularly in supporting employers to adapt and respond to the impacts of COVID-19 and help employees to upskill and reskill.
 60. We will continue to utilise the SFC Upskilling Fund to develop, test and roll-out flexible skills focussed learning solutions, utilising our expertise in this area and working with partners and employers to ensure our provision is employer-led and meets the needs of the Scottish economy and employers' skills gaps.
 61. We will continue to provide and seek to develop new Graduate Apprenticeships (GAs) in collaboration with a wide range of employers as partners and with Skills Development Scotland (SDS) and (from 2021-22) the SFC as funders. The OU's unique fully online GAs enable flexibility for both employer and apprentice and our well-established experience in delivering work-based learning means learning can be put into practice immediately.
 62. We will continue to engage with SDS, SFC, Universities Scotland and the Strategic Board to ensure that the OU plays a central role in the development of the Future Skills agenda and to support programmes such as The Young Person's Guarantee with flexible and quality skills provision.

Responding to the climate emergency

Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures.

63. The distance learning delivery model is inherently environmentally sustainable. We were delighted to announce that from the start of 2019/20 academic year, all the University's electricity now comes from renewable sources, i.e. solar, wind and hydro, whilst only 3% of its waste goes to landfill. The Open University is working with the Carbon Trust to develop an ambitious roadmap to carbon neutrality, building on the Climate Emergency Forum we held in October 2019.
64. The Open University believes it can play a key role in supporting the transition from a carbon economy to a green economy and developing an informed public.
65. The Open University offers both a wide range of modules and qualifications relevant to climate change and sustainability, and careers information. The OU also provides a significant range of free informal learning for resources relevant to climate change on OpenLearn, iTunesU and YouTube. These channels reach millions of people beyond our own students. There are also online citizen science projects such as Treezilla, a project to map all Britain's trees and iSpot, the community website for wildlife identification. The OU's partnership with the BBC has delivered impactful programmes such as Blue Planet II, Our Coast and Perfect Planet.

66. The OU is developing a programme of activities with external partners in the lead up to and during the 26th Conference of the Parties Conference (COP26), which will take place in Glasgow in November 2021, and we are keen to work collaboratively across the sector to promote the role of universities in raising awareness and helping people rise to the challenges of climate change.

THE OPEN UNIVERSITY IN SCOTLAND'S OUTCOME AGREEMENT WITH THE SCOTTISH FUNDING COUNCIL 2020-2023 DATA TABLE

National measures are typically defined with conventional, full-time, student populations in mind and therefore often do not fully reflect the unique contribution The Open University (OU) makes in enabling flexible, part-time, non-linear and modular student journeys. Where appropriate, the OU and SFC have agreed a set of parallel bespoke measures in the table below that align with national priorities and measures. Progress towards the agreed bespoke measures, and other OU-specific targets, will continue to be shared with SFC via our annual Self-Evaluation Return.

The OU is funded by the SFC on full-time equivalent (FTE) completions rather than registrations, with no restriction on the number of registrations. To this end, the majority of our targets are based on proportion of FTE rather than FTE numbers which may fluctuate according to demand. We have used headcount for targets relating to the retention and progression of undergraduate degree entrants.

This is the data table from our full outcome agreement that was signed off by our Chair of Council on 12 May 2020 and which is available on The Open University in Scotland's public website [here](#), updated to include outcomes returned in our 2019/20 self-evaluation report. We continue to work towards the targets agreed last year where we can, taking into account the impact of the pandemic.

	Actual			Ambition		
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-2023
Scottish Government priority: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of the Commission on Widening Access and addressing gender balance						
Measure 1: Articulation. The number and proportion of UG entrants resident in Scotland transferring credits from college to degree level courses.						
FTE number of UG entrants with an HN background	459.8	477.3	564.1			
FTE proportion of UG entrants with an HN background	18.2%	18.4%	18.7%	18.5%	18.5%	18.5%
FTE number of HN UG entrants with credit transfer	113.0	117.0	145.3			
FTE proportion of HN UG entrants with credit transfer	24.6%	24.5%	25.8%	26.0%	28.0%	30.0%
FTE number of UG entrants with an HN background resident in the most deprived 2016 SIMD quintile	78.8	91.8	106.0			
FTE proportion of UG entrants with an HN background resident in the most deprived 2016 SIMD quintile	17.2%	19.2%	18.9%	19%	19%	19%
FTE number of HN UG entrants with credit transfer resident in the most deprived 2016 SIMD quintile	19.8	18.5	22.0			
FTE proportion of HN UG entrants with credit transfer resident in the most deprived 2016 SIMD quintile	17.6%	15.8%	15.2%	16%	16%	16%
Measure 2: Deprivation. The number and proportion of UG entrants resident in Scotland from the 20% and 40% most deprived postcodes.						
FTE number of UG entrants resident in a postcode whose 2016 SIMD rank is known	2,504.5	2,570.6	2,995.1			
FTE number of UG entrants resident in the most deprived 2016 SIMD quintile	426.3	479.5	562.7			
FTE number of UG entrants resident in the two most deprived 2016 SIMD quintiles	952.6	1,008.0	1,178.0			
FTE proportion of UG entrants resident in the most deprived 2016 SIMD quintile	17.0%	18.7%	18.8%	19.0%	19.0%	19.0%
FTE proportion of UG entrants resident in the two most deprived 2016 SIMD quintiles	38.0%	39.2%	39.3%	39.0%	39.0%	39.0%

	Actual			Ambition		
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-2023
Measure 3: Schools						
Number of SHEP (Schools for Higher Education Programme) schools involved in the OU's YASS scheme	13	20	45	20	20	20
FTE number of students in the YASS scheme resident in the most deprived 2016 SIMD quintiles	14.3	19.9	17.8			
FTE number of students in the YASS scheme resident in the two most deprived 2016 SIMD quintiles	40.0	49.8	51.8			
FTE proportion students in the YASS scheme resident in the two most deprived 2016 SIMD quintiles	24.5%	29.9%	24.1%	25.0%	25.0%	25.0%

	Actual			Ambition		
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-2023
Measure 4: Recruitment of groups with protected characteristics. The number and proportion of UG entrants resident in Scotland with a protected characteristic or experience of care.						
Information: FTE number of UG entrants in total	2,520.8	2,593.1	3,009.2			
Gender						
FTE number of UG entrants who are female	1,596.4	1,704.3	1,964.7			
FTE proportion of UG entrants who are female	63.3%	65.7%	65.3%	65%	65%	65%
Age						
FTE number of UG entrants aged under 21	403.5	394.9	497.7			
FTE number of UG entrants aged 21 or over	2,117.3	2,198.2	2,511.5			
FTE proportion of UG entrants aged under 21	16.0%	15.2%	16.5%	15%	15%	15%
FTE proportion of UG entrants aged 21 or over	84.0%	84.8%	83.5%	85%	85%	85%
Ethnicity						
FTE number of UG entrants from a BME background	120.3	124.6	163.4			
FTE proportion of UG entrants from a BME background	4.8%	4.8%	5.4%	5%	5%	5%
Disability						
FTE number of UG entrants who have declared a disability	459.5	486.8	607.3			
FTE proportion of UG entrants who have declared a disability	18.2%	18.8%	20.2%	18%	18%	18%
Care Leavers						
FTE number of UG entrants who are care leavers	12.6	13.5	21.5			
FTE proportion of UG entrants who are care leavers	0.5%	0.5%	0.7%	0.6%	0.6%	0.6%
Headcount number of UG entrants who are care leavers	23	26	39			
Headcount proportion of UG entrants who are care leavers	0.4%	0.5%	0.6%	0.5%	0.5%	0.5%

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-2023
Measure 5: Retention of groups with protected characteristics. The number and proportion of UG degree entrants resident in Scotland from different characteristic groups starting a module in academic year 1 who return to start a module in the following academic year						
Deprivation						
Headcount number of UG degree entrants in the most deprived 2016 SIMD quintile	507	584				
Headcount number of UG degree entrants in the most deprived 2016 SIMD quintile who were retained	271	335				
Headcount proportion of UG degree entrants in the most deprived 2016 SIMD quintile retained	53.5%	57.4%	52%	53.5%	54%	55%
Headcount number of UG degree entrants in the second-most deprived 2016 SIMD quintile	660	636				
Headcount number of UG degree entrants in the second-most deprived 2016 SIMD quintile retained	387	376				
Headcount proportion of UG degree entrants in the second-most deprived 2016 SIMD quintile retained	58.6%	59.1%	61%	59%	60%	61%
Gender						
Headcount number of UG degree entrants who are male	1,274	1,217				
Headcount number of UG degree entrants who are male who were retained	731	705				
Headcount proportion of UG degree entrants who are male who were retained	57.4%	57.9%	57%	58%	59%	60%
Headcount number of UG degree entrants who are female	1,776	1,879				
Headcount number of UG degree entrants who are female who were retained	1,099	1,166				
Headcount proportion of UG degree entrants who are female who were retained	61.9%	62.1%	63%	62%	63%	64%
Age						
Headcount number of UG degree entrants aged under 21	244	246				
Headcount number of UG degree entrants aged under 21 who were retained	123	133				

Headcount proportion of UG degree entrants aged under 21 who were retained	50.4%	54.1%	55%	51%	52%	53%
Headcount number of UG degree entrants aged 21 and over	2,806	2,850				
Headcount number of UG degree entrants aged 21 and over who were retained	1,707	1,738				
Headcount proportion of UG degree entrants aged 21 and over who were retained	60.8%	61.0%	61%	62%	63%	64%
Ethnicity						
Headcount number of UG degree entrants from a BME ethnic background	138	143				
Headcount number of UG degree entrants from a BME ethnic background who were retained	87	76				
Headcount proportion of UG degree entrants from a BME ethnic background who were retained	63.0%	53.1%	63%	62%	63%	64%
Disability						
Headcount number of UG degree entrants who have declared a disability	573	614				
Headcount number of UG degree entrants who have declared a disability who were retained	326	347				
Headcount proportion of UG degree entrants who have declared a disability who were retained	56.9%	56.5%	55%	59%	60%	61%
Care leavers						
Headcount number of UG degree entrants who are care leavers	14	19				
Headcount number of UG degree entrants who are care leavers who were retained	9	14				
Headcount proportion of UG degree entrants are care leavers who were retained	64.3%	73.7%	65%	62%	63%	64%
Articulation						
Headcount number of articulating undergraduate degree entrants	198	194				
	Actual		Ambition			
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-2023

Headcount number of articulating undergraduate degree entrants who return to start a module in the following academic year	131	133				
Headcount proportion of articulating undergraduate degree entrants who were retained	66.2%	68.6%		66%	66%	66%
Scottish Government priority: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy						
Measure 6a: Retention. The number and proportion of UG degree entrants resident in Scotland starting a module in academic year 1 who return to start a module in the following academic year						
Headcount number of UG degree entrants	3,050	3,096				
Headcount number of UG degree entrants who were retained	1,830	1,871				
Headcount proportion of UG degree entrants who were retained	60.0%	60.4%	61%	62%	63%	64%
Measure 6b: Module completion. The number and proportion of UG entrants and continuing UG resident in Scotland who complete a module presentation at the first opportunity						
FTE number of continuing UGs	5,194.0	5,638.4				
FTE number of UG entrants	2,520.8	2,593.1				
FTE completion rate of continuing UGs	69.5%	70.6%	70%	70%	71%	72%
FTE completion rate of UG entrants	63.8%	62.4%	62%	65%	66%	67%

	Actual			Ambition		
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-2023
Measure 7: Satisfaction. The proportion of National Student Survey respondents resident in Scotland reporting satisfaction with the overall quality of their course						
Headcount proportion satisfied	89%	90%	90%	90%	90%	90%
Measure 8: STEM. The number and proportion of UG entrants resident in Scotland starting OU study with a STEM module						
FTE number of UG entrants studying STEM modules	899.2	881.6	985.0			
FTE proportion of UG entrants studying STEM modules	35.7%	34.0%	32.7%	33%	33%	33%
Scottish government priority: internationally competitive and impactful research						
Measure 10: The number of research postgraduate students	The SFC does not fund The Open University in Scotland for research					
Measure 11: Total income from the UK Research Councils						
Measure 12: Total research income from all sources						
Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry						
Measure 13: Innovation vouchers. The number of SFC innovation vouchers (IVs) and follow-on IVs						
Number of IVs	0	0	0	0	0	0
Number of follow-on IVs	0	0	0	0	0	0
Scottish Government priority: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance						
Measure 14: Carbon. Gross carbon footprint						
Data is for The Open University in Scotland only.	96	87	74	36	36	36

THE OPEN UNIVERSITY IN SCOTLAND'S UNIVERSITY INNOVATION FUND PLAN 2020-22



The Open University in Scotland utilises the University Innovation Fund (UIF) Platform Grant from the Scottish Funding Council to maintain and develop its knowledge exchange and innovation activities. We continue to develop activity to support the National Outcomes identified in relation to the Outcome Grant.

We have engaged with the UIF Collaboration Manager on working collaboratively across the sector, sharing our experiences and learning from other institutions. Going forward, we will reflect and learn from the outputs of the UIF themed groups to further develop best practice in relation to innovation at The Open University in Scotland. Our outputs for 2020 – 2022 reflect the unique operational model of The Open University and our commitment to be open to people, places, ideas and methods – especially relevant as Scotland plans its post Covid-19 recovery.

For further information on this plan, please contact:

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Outcome 1: Demand stimulation		
UIF Plan for 2019-2020	Progress in 2019-2020	Going forward in 2020-2022
<p>1 We will continue to further develop our core knowledge exchange staff at The OU in Scotland (primarily with academic staff) in building their knowledge and understanding about KE, and strategies that help to stimulate interest and demand in KE, innovation and research.</p> <p>Creating a larger staff pool with interest, knowledge and commitment to KE will help to increase opportunities and increase demand.</p> <p>Build expertise and an ambassadorial approach to knowledge exchange and innovation in Scotland – promoting opportunities where appropriate.</p>	<p>During 2019 – 2020 we further increased the number of academic staff involved in knowledge exchange and research activity in Scotland, with contributions from all Faculties. We have been able to match opportunities in Scotland in an aligned way around our capabilities and capacity.</p> <p>Much of our work in Scotland is aligned to key Scottish Government and Industrial Strategy priorities including healthy ageing, the digital economy and climate change.</p> <p>Specific examples include; working with academic colleagues with a background in the environment and sustainability on approaches to public engagement on climate change. Much of this work was originally planned around COP26 (the UN Conference of the Parties on Climate Change) in Glasgow for November 2020, but with the postponement this year, we’re examining a range of online alternatives and have secured a partnership working alongside the Museums section at Glasgow Life.</p> <p>Given COP26 has now been re-scheduled to November 2021, the OU has identified this opportunity as a priority in terms of strategic focus, knowledge exchange and public engagement – and we are planning to make a significant contribution, pre, during and post COP26.</p> <p>Healthy ageing is another key priority in the</p>	<p>We will continue to build our expertise in knowledge exchange and innovation, and as a result, stimulate new opportunities throughout Scotland. We will continue to adopt a very proactive approach.</p> <p>We will explore how we can further collaborate with other units within the University to maximise resources, and to create a pipeline of potential new organisations that we can work with going forward.</p> <p>We will continue to evolve new partnerships, particularly in response to the challenges presented by Covid-19, and ways that the OU can contribute positively.</p> <p>We envisage that climate change will be a significant theme for The OU in Scotland through to 2022.</p>

		Industrial Strategy, and we have engaged with numerous organisations to help stimulate demand in this area. Examples include working with the Crichton Trust in Dumfries and Galloway to pilot new approaches and to help to build more knowledge and awareness amongst the public. Using design thinking tools from the OU Business School, we will help organisations in the South of Scotland explore creative opportunities to explore and address this issue.	
2	As a provider of HE across the whole of Scotland, we will continue to generate broad KE interest across Scotland including reaching remote rural and socially disadvantaged communities where traditional KE activities typically are fewer in number. Part of this strategy will be to reach an ever-increasing public demographic to help inform, educate and inspire people.	<p>We increased our reach in relation to knowledge exchange and transfer work in remote and rural localities, reaching a diverse and inclusive audience. Examples include further promoting the use of a badged open course on entrepreneurship, that is now being promoted throughout Scotland- with a 300% increase in interest post Covid-19.</p> <p>We have demonstrated our ability to communicate and connect with people during 2019-2020, reaching more people than ever before in terms of knowledge exchange and engagement, most significantly through our partnerships with Science Festivals in Edinburgh and Glasgow, and a bespoke large scale event at Our Dynamic Earth in Edinburgh in October 2019. Collectively around 7,000 people were exposed to the OU's STEM capabilities through this series of open, public events.</p>	<p>We will continue to expand our reach to more remote and rural areas in Scotland, sharing our expertise and knowledge to the benefit of organisations and communities across the country.</p> <p>We will seek new opportunities to engage with the public, including new partnerships – and build on existing relationships e.g. with the Royal Scottish Geographical Society and their flagship Inspiring Talks programme.</p>
3	We will continue to further develop our work in Dumfries and Galloway as a strategic priority area for The Open University in Scotland. We will develop our work as a partner in the Crichton campus and in the wider South of	We continued to work closely with the academic partners on Crichton Campus, including developing a very positive relationship with the Crichton Trust – developing new programmes to meet local needs.	By working collaboratively, we will continue to concentrate efforts on contributing to the academic partnerships at the Crichton Campus – developing knowledge exchange activities where appropriate and working with other partners to ensure that the

	Scotland region.	<p>Outputs included a series of workshops on autism (and the promotion of a free online resource: Understanding Autism) to both the general public, and a dedicated audience of education professionals working in school education. The intention is to follow up participants in terms of longer-term wider impacts.</p> <p>We also contributed to various workshops to demonstrate the capabilities of The OU at helping to tackle challenging issues. For example, we developed 3 design thinking workshops on entrepreneurial education, healthy ageing and digital/smart technologies, and offered them to various organisations. Originally planned as face to face workshops, we are now looking at online alternatives as a result of the impact of Covid-19.</p>	Crichton is more than the sum of its parts. For example, working with our School of Life Sciences, and the Crichton Trust we have submitted an expression of interest around the establishment of a new Medical School in Dumfries and Galloway.
4	We will seek to play a key role in the work of the establishment of and delivery of education as part of the South of Scotland Enterprise Agency. We will actively seek opportunities to support the knowledge and skills development of residents in the area and the innovation and productivity of regional businesses.	We participated fully in discussions with SDS around the Skills Investment Plan for the South of Scotland – including engaging in the wider work of South of Scotland Enterprise (SoSE), and through various skills consultations related to Dumfries and Galloway including an audit by SDS and the University of Glasgow.	<p>We will continue to seek out opportunities to engage with the South of Scotland Enterprise Agency to help them deliver on their aspirations.</p> <p>We will actively contribute to discussions and consultations where the OU has a unique role to play.</p> <p>We will continue to liaise with the Crichton Campus Development Manager to maximise opportunities.</p> <p>Where appropriate, we'll look at opportunities to partner and support other academic institutions and external organisations too.</p>
5	We are very well represented within the third	During 2019-2020 we continued to develop and	Going forward, we will continue to strengthen our

	<p>sector in Scotland and we will build on our third sector relationships by working pro-actively with the sector umbrella organisations, including ACOSVO and SCVO to generate further demand and interest for our services.</p> <p>Through The Open University's tailored curriculum offer that supports the charitable sector, we will provide knowledge exchange opportunities to support organisations in Scotland and to enable innovation in evidence-based practice.</p>	<p>deepen our relationships and our wider offer to the third sector in Scotland.</p> <p>Examples include building on our relationship with the organisation, Survivors of Human Trafficking in Scotland (SOHTIS) to help them build evidence to support their work in Scotland.</p> <p>Working alongside Teesside University, we worked up a funding submission to ESRC that explores public perceptions of human trafficking in Scotland and the production of a report with several policy recommendations.</p>	<p>partnerships with the third sector in knowledge exchange related activities – including working with the sector to help inform their work from an evidence and impact base.</p> <p>We will also draw on expertise and support from our Research and Enterprise Team to help support this aspect of our work – drawing on the full capabilities from across the OU.</p> <p>We will also seek to work more closely with the OU and University of Edinburgh research institute Innogen, to explore ways that they can support our work at the OU in Scotland to influence policy.</p> <p>In collaboration with Innogen, we will also deliver training for OU academics on how they can influence policy in Scotland (with a post Covid-19 focus).</p>
6	<p>We will continue to offer a wide range of Scottish Union Learning skills workshops to a range of employers, whilst increasing demand for this service.</p> <p>We will continue to develop activities to access more 'hard to reach' learners and will work with them to support the broader skills agenda in their workplaces.</p>	<p>During 2019-2020, we continued to support the work of Scottish Union Learning, building and consolidating our longstanding relationships with a variety of trade unions and have delivered a range of workshops on topical themes such as caring to creative writing.</p>	<p>During 2020 – 2022 we will endeavour to further increase our offer and support to Scottish Union Learning, exploring new avenues and opportunities particularly in the post Covid-19 context, and opportunities related to reskilling and upskilling the workforce.</p>

Outcome 2: Commercialisation					
UIF Plan 2019-2020		Progress in 2019-2020		Going forward in 2020-2022	
7	<p>During 2019 -2020 we have continued to work with Interface, offering Open University academic expertise where appropriate.</p>	<p>We worked with an increasing number of colleagues across the OU to promote opportunities from Interface.</p> <p>We have also further increased the number of active research staff who are in our wider pool to consider opportunities in Scotland.</p>		<p>Where appropriate, we will continue to promote Interface to academics in the OU - matching opportunities for research and innovation.</p>	
8	<p>We will explore the commercial use of our OpenLearn materials through a new programme called OpenLearn+, a bespoke 'pay for use' programme currently being considered.</p> <p>This would enable tailored learning content to be made available to business and industry, on a chargeable – but low-cost basis.</p>	<p>We promoted our badged open courses including a new course on Entrepreneurialism to organisations and the wider HE sector.</p> <p>There are opportunities to use this course as part of a wider programme promoting entrepreneurialism, start up and scale up.</p>		<p>We will explore further opportunities to provide wraparound content to support open educational resources to organisations especially in the post Covid-19 world.</p> <p>Our OpenLearn platform has grown considerably in recent months, and there are opportunities for organisations looking to upskill, and individuals looking to reskill.</p> <p>We will also work with sector colleagues to explore entrepreneurial support for the creative industries, affected significantly by the Covid-19 pandemic.</p>	
9	<p>We will develop creative solutions in response to appropriate training and development needs e.g. use of the OU's FinTech (Financial Technology) Badged Online Course with business and industry.</p>	<p>We continued to build our relationship with the OU Business School, to explore other potential opportunities in Scotland around financial education and to promote the OU's offer in this area to a wide range of organisations.</p>		<p>We will continue to develop our relationship with the OU Business School, to explore other potential opportunities in Scotland, especially those supporting SMEs and micro businesses.</p>	

10	As part of our strategy, using UIF to create innovative opportunities, we believe that we can also use this as a lever to secure additional resources, or matched resources, from other sources to further increase our activities.	<p>We have used UIF funding creatively to part contribute to larger OU research and development programmes including working with the Scotch Whisky research Institute on counterfeit testing, working in the waste sector and in promoting our expertise from Space Science (research applied to other contexts).</p> <p>We also developed links related to the socio economics of space science, where there are potential future opportunities.</p>	<p>We will further consider how we can develop opportunities by exploring more co-funding opportunities e.g. through seeking external funding or drawing on other sources to amplify impact (the Higher Education Innovation Fund would be an example)</p> <p>We will continue to work with our OU colleagues across the UK to explore and respond to opportunities for calls from the Industrial Strategy Challenge Fund to enhance developments in Scotland and to support innovation in key development areas in Scotland e.g. Food and Drink.</p>
Outcome 3: Greater Innovation			
UIF Plan 2019-2020		Progress in 2019-2020	Going forward in 2020-2022
11	We will produce a strategic knowledge exchange plan for Scotland, establish an internal strategic reference group to set priorities, source new opportunities and evaluate the impact of our outputs.	We developed a strategic approach to determine what we should support and what activities should be prioritised. We constantly review impact against investment and have recently reviewed our approach to sponsorships for example. There is a clear criteria to what activities we will support and an accompanying decision-making framework.	<p>Key staff at The OU in Scotland will help to lead and develop our approach to KE going forward in 2020.</p> <p>We will use our strategy to help to grow and develop our activities in this area.</p>
12	<p>We will work towards a strategic engagement plan for Scotland in our each of our Strategic Research Areas (SRAs):</p> <ul style="list-style-type: none"> • Space • Citizenship and governance • International development • Technology enhanced learning 	We collaborated closely with our SRAs and have improved our outputs as a result. For example, we have a very close working relationship with the Space SRA and have managed to secure the support of around 10 space scientists to support work in Scotland from e.g., public engagement work to policy work. This has been very successful and has helped to build a variety	<p>From 2020 – 2022 we will continue to work with our Strategic Research Areas – and develop new activities in Scotland. Our SRAs have world leading scientists and researchers, and we will continue to seek out opportunities for them to develop work in Scotland.</p> <p>We will look to explore our key areas of strength to</p>

		<p>of new partnerships.</p> <p>During 2019, we continued to work with the SRAs on broader public engagement activities e.g. by making current research accessible to a lay audience.</p> <p>We have disseminated the impact and outcomes of our Scottish Government-funded teacher education programme in Zambia (ZEST).</p>	<p>support the Scottish economy – including collaborating with the Scotch Whisky Research Institute on innovation and research to detect counterfeit scotch whisky.</p> <p>We will also look to develop new partnerships and opportunities to innovate, including working with the Food Standards Agency in Scotland.</p>
13	<p>We will continue to support the development of open educational resources, massive open online courses (MOOCs) and other informal learning activities to have a national impact.</p>	<p>We continued to support the development of Open Educational Resources. We have worked closely with the author of Understanding Autism, the most popular course on OpenLearn, and have collaborated with Autism Network Scotland. This course has been hugely popular with over 7,000 Scottish learners studying it.</p> <p>We also launched a course on the Scots language and culture in summer 2019, that has been extremely popular and well received. Visitor numbers to that course have grown significantly throughout 2020.</p>	<p>We continue to explore and develop relevant and appropriate Open Education Resources – especially in response to post Covid-19 issues, whether professional or broader public courses.</p> <p>We will further develop our Scots Badged Open Course, with an additional short online course to support the education sector in using the Scots course with children and young people. This will be in partnership with Education Scotland.</p>
14	<p>We will continue to provide an extensive range of public facing events, many of which have innovation and development as their core theme e.g. the use of digital technologies to support older people in our work in Dumfries and Galloway, and our work in support of Scotland's developing space and satellite industry, working with SME's in this area, and the wider HE sector.</p>	<p>In 2019, the OU's 50th year, we delivered our most extensive range of public facing KE events in the OU in Scotland's history. We worked alongside a range of charitable organisations, public sector organisations and other HE providers. Events covered a wide range of topics from planetary science to Arts and Humanities.</p> <p>We increased our collaboration with Science Festivals in Scotland – including significant involvement in the Edinburgh International Science Festival and the Glasgow Science</p>	<p>We plan to continue our extensive range of public events in 2020-2022, albeit it's unclear at this stage whether many of them will need to be online, given the uncertainties arising from Covid-19.</p> <p>We have developed a new partnership with Glasgow Life Museums, and plan to work with them on a series of climate related events in relation to COP26.</p> <p>Initially we had planned numerous flagship climate events running up to COP26 in Glasgow and</p>

		<p>Festival in spring and summer of 2019.</p> <p>We developed a large series of KE events with Our Dynamic Earth in October, where over 20 STEM academics from the OU provided a range of citizen science events. These included large scale public engagement events around our co-production with the BBC on Blue Planet 2, and on our world leading research on space science.</p>	<p>continuing during and after the international negotiations. We are still hopeful of taking face to face events forward later, in 2021.</p> <p>We will deliver several online public events, often with a range of partners, and many as a strategic response to the Covid-19 pandemic. An example includes working with Voluntary Health Scotland on a range of public health events – starting initially with the health and wellbeing of older people (with an emphasis on consequences post Covid-19).</p> <p>We will maximise impact from our broadcasting resources and partnership with the BBC – including new productions to be released in 2020 - 2022, including “Perfect Planet”, “War on Waste” and “Gold Town” (focused on the environmental challenges of the Tyndrum Gold Mine).</p>
15	<p>As a University operating across the four UK nations, we will seek to maximise the impact of additional UIF monies to leverage funds through our support of UK-wide bids to the Industrial Strategy Challenge Fund.</p> <p>We will seek to leverage funding from additional sources (such as HEIF, Innovation Centre Funding and Research bodies) through research, innovation and knowledge exchange activities by ensuring that Scottish partners can benefit from the internationally renowned research and enterprise activity we are undertaking across the UK and Europe.</p>	<p>Where appropriate, we sought additional funding from various sources, including monies from the Higher Education Innovation Fund to develop new projects and activities in Scotland.</p> <p>We also leveraged additional internal OU monies to support some aspects of our development work to amplify our activities and their impact.</p>	<p>From 2020 onwards, we will continue to seek out new projects from the Higher Education Innovation Fund (HEIF), and through the Industrial Strategy Innovation Fund (ISIF), working in collaboration with the wider OU community to maximise opportunities</p> <p>Going forward, we will continue to seek out opportunities to work with other HEIs and other partners where appropriate, in an effort to build capacity and increased reach.</p>
Outcome 4: Entrepreneurialism			

UIF Plan 2019-2020		Progress in 2019-2020	Going forward in 2020-2022
16	<p>We have successfully leveraged HEIF funding to resource an Employer Engagement post to develop opportunities for OU in Scotland students to undertake paid internship opportunities with SMEs in Scotland, many of whom will be startup companies.</p> <p>We will participate in the Santander Universities Internship Programme in Scotland. Students will also be able to take part in the Santander Universities Entrepreneurship competitions.</p>	<p>This post enabled a wide range of activities to take place including the Santander Universities Internship Programme in Scotland.</p> <p>As a result, we have been able to connect to a wide range of organisations including the third sector, and to further increase our overall presence in this area.</p>	<p>We will continue to explore opportunities in this area, particularly in light of responding to a recovery approach post Covid-19.</p>
17	<p>We will continue to promote the University's range of undergraduate and taught postgraduate courses and research degrees in entrepreneurship.</p>	<p>We continued to promote the OU's offer in this area at both undergraduate and postgraduate levels, and our range of free entrepreneurship courses on our OpenLearn platform.</p>	<p>Going forward, we continue to promote the University's range of undergraduate and taught postgraduate courses and research degrees in entrepreneurship and innovation.</p>
18	<p>We continue to promote entrepreneurialism in students through the OU Careers and Employability Service in Scotland, including free online resources such as: http://www.open.edu/openlearn/money-business/explore-your-future-entrepreneurial-ideas</p>	<p>We collaborated extensively with colleagues in our Careers and Employability Services to promote opportunities in entrepreneurship especially to existing OU students.</p> <p>Additionally, we worked with Community Enterprise Scotland to promote entrepreneurship opportunities with social enterprises.</p>	<p>We continue to build on opportunities to collaborate with the OU's Careers Service, and with external organisations if appropriate e.g. Converge Challenge and Community Enterprise Scotland.</p>
19	<p>We are refreshing and revising The OU in Scotland's popular open educational resource: <i>Rural entrepreneurship in Scotland</i>, available for free on OpenLearn.</p>	<p>We have continued to widely promote our rural entrepreneurship resources, and our new entrepreneurship Badged Online Course. The new course has been extensively accessed by</p>	<p>In 2020 – 2022 we intend to develop a companion resource to support our new badged open course, that will enable learners to study it collectively/in groups and to develop a broader community of</p>

	Over the period of this outcome agreement we are looking to build on constructive feedback from users to revise this resource to support the development of broader and more generic entrepreneurial skills.	learners throughout Scotland.	practice to support learning in the workplace.
20	We will increase our support for students looking to become entrepreneurs, develop their entrepreneurial thinking, and who want to enter enterprise competitions, by building strong relationships with Entrepreneurial agencies in Scotland such as Converge Challenge, RSE, and Women's Enterprise Scotland.	We actively developed relationships with a range of entrepreneurial support organisations, promoted enterprise competitions, and encouraged students to take part in them. We have actively tried to develop links with organisations that support student enterprise, usually in terms of enhancing our curriculum e.g. with Community Enterprise Scotland.	We will continue to work with entrepreneurial organisations throughout Scotland to further increase our breadth and reach – especially in remote and rural localities including the Crichton Campus in Dumfries, where we are an academic partner.
21	We have successfully supported our first OU scholar on to the “Unlocking Ambition” programme supported by the Royal Society of Edinburgh (RSE). We will deepen our relationship with the RSE to promote their scholarship schemes, including working collaboratively to arrange joint events and to build interest and awareness of entrepreneurialism generally.	Our current RSE scholar, continued to develop his own learning and development aviation business and we continue to support him in his aspirations. This entrepreneur has also been used as an example in much of our literature to promote entrepreneurialism as a career option.	We will continue to work with the RSE and to promote their programmes to OU students, by drawing on our current scholar as a positive role model and example.
22	Working with colleagues across the OU UK-wide, we will review our current enterprise and knowledge exchange training provision for key staff. We will develop a KE ambassador approach, with staff involved in our outreach and partnership activities in Scotland, who will have KE as a core part of their toolkit in	Several of our key staff at the OU in Scotland are now much more informed and confident in discussing knowledge exchange and enterprise with prospective organisations, and by default there is a much broader team to promote and source opportunities.	Throughout 2020 – 2022 we will continue to develop this model going forward, building further capacity to help to source and service opportunities.

engaging with employers, third sector organizations etc.		
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Outcome 5: Internationalisation			
	UIF Plan 2019-2020	Progress in 2019-2020	Going forward in 2020-2022
23	<p>We will continue to support the development of open educational resources, massive open online courses (MOOCs) and other informal learning activities to have an impact at both a national and international level, e.g. OU/BBC co-produced series Blue Planet II and associated OU educational resources had a global audience and direct impact on public attitudes towards the discarding of plastics.</p> <p>We will build on this interest in the environment to offer a number of public engagement events with scientific and geographic organisations in Scotland.</p> <p>We are currently developing a partnership approach with the Royal Scottish Geographical Society to reaching new audiences.</p>	<p>We continued to work with the Royal Scottish Geographical Society (RSGS) as key partners in their Inspiring Talks programme.</p> <p>We presented at 8 events in Scotland in 2019-20 on Blue Planet 2 and Living on the Moon. Over 1,000 people attended our RSGS events and they were very positively received.</p> <p>Additionally, we provided content for The Geographer Magazine produced by the RSGS and read by in excess of 12,000 readers. Six OU academics provided content for the magazine, much of it with an international dimension.</p>	<p>We will continue to work with other organisations that have an international outlook in Scotland, whether they are from business and industry, or the third sector.</p> <p>For example, we will continue to deepen our relationship with the Royal Scottish Geographical Society with topics that will have global significance, e.g. climate change in 2020-2022, and around COP26 in November 2021.</p> <p>Several the research programmes we are involved in have international significance, e.g. the work on counterfeit whisky with the Scotch Whisky Research Association – could have broader, international ramifications.</p>
24	<p>The OU co-hosted the Commonwealth of Learning's (COL) ninth Pan-Commonwealth Forum at BT Murrayfield, Edinburgh from 9th to 12th September 2019. Held every three years, the Pan-Commonwealth Forum is one of the world's leading international conferences on open, distance and technology-enabled learning.</p>	<p>We co-hosted the Commonwealth of Learning (COL) at BT Murrayfield Stadium from the 9th to 12th September. This was a highly successful event with over 550 participants from the 53 different countries attending.</p>	<p>The Commonwealth of Learning remains an important relationship for The Open University for both the sharing of best practice in open learning and also in supporting our international reputation.</p>

25	We will support the University's ' BrexIt Project ' to develop written articles, audio and audio-visual pieces as a prompt to examine Brexit's relationship with the different situations and experiences of the UK.	During 2019-2020 we continued to support the OU's Brexit project, contributing with content and discussion pieces.	Going forward, we continue to support the OU's BrexIt Hub , contributing content and discussion pieces.
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Outcome 6: Inclusive growth and social impact			
UIF Plan 2019-2020		Progress in 2019-2020	
		Going forward in 2020-2022	
26	<p>We will continue to develop our relationships with third sector organisations developing capacity, skills and impact via the application of new research and learning from global contexts, and in leadership.</p> <p>Drawing on the OU's expertise in social impact, we will continue to work with organisations to help them demonstrate the effectiveness of their interventions.</p>	<p>We worked extensively with the third sector to help organisations build capacity, provide evidence and to support them as part of our wider social mission.</p> <p>We promoted our free online resources on our OpenLearn platform to third sector organisations, such as Volunteer Scotland, highlighting topics that are relevant for them, e.g. leadership, governance, demonstrating impact etc.</p>	<p>Going forward, we will continue to develop our relationships with third sector organisations further developing capacity, skills and impact via the application of new OU research.</p> <p>From 2020 onwards, we will continue to promote our collaborative model of co-delivered events with third sector and community organisations, many of the events having a focus on wider social impact.</p>
27	<p>We will continue to develop our work on dementia to help support carers, communities and workplaces, to better support people who are living with the condition to lead more fulfilling lives.</p> <p>We are currently working on a Dementia & Language Learning project in partnership with Lingo Flamingo, a Scotland-wide social enterprise providing tailored foreign language workshops to older adults in care homes.</p>	<p>We continued to work with the social enterprise, Lingo Flamingo, through a HEIF funded project to help to build capacity. Our support for this organisation has been highly valued, and we have continued to enhance their broad curriculum offer and added value to the quality of their learning materials.</p> <p>We managed to secure £5,000 Big Lottery funding based on our collaboration. This enables us to enhance the online production of the CPD course we are planning to launch in the autumn of 2020.</p>	<p>We will continue to build on our relationship with Lingo Flamingo, helping them to build capacity and to ensure their materials are of a high pedagogical quality. We will also explore alternative delivery models given the potential impact of Covid-19.</p> <p>For example, we will help Lingo Flamingo put into practice a new business model which will see their tutors become online tutors for the care worker CPD course we are launching in autumn 2020. This will add to the reach and the sustainability of their provision.</p>

		<p>The funding also enabled Lingo Flamingo to bring back a member of staff who was furloughed due to the Covid-19 pandemic. This member of staff was then able to run virtual engagement sessions with care home residents in a number of care homes in the Central Belt and North Ayrshire, which were highly valued by residents and staff at this difficult time.</p>	
28	<p>We will deliver a unique, open educational resource promoting the Scots language for learning facilitators by the end of 2018.</p> <p>This project has been a collaboration with a number of partners and could potentially engage with a significant audience across a diverse range of communities in Scotland and further afield.</p>	<p>Since our Scots Language Badged Open Course was released in summer 2019, it has been very well received, and has been widely accessed by learners across Scotland and beyond. For example, Canada, the USA, France, Germany and Spain. The course has had over 8,200 unique visitors, over 35,000 visits, and over 1,700 enrolled users.</p> <p>As part of a Covid-19-related writing competition, in the School of Languages and Applied Linguistics we invited students who had completed the BOC and received a number of contributions in Scots, two of which will be published in the project collection.</p> <p>This has been a very positive partnership with Education Scotland who were central in its development.</p>	<p>We will continue to promote our Scots Badged Open Course to a wide range of learners throughout Scotland – including developing relationships with partner organisations.</p> <p>During 2020 – 2021 we intend to develop a companion CPD resource for education professionals to enable them to make best use of the materials.</p>
29	<p>As part of our cultural engagement programme, The OU in Scotland will continue to support a number of lectures and events at book festivals, arts festivals and science festivals across Scotland with Edinburgh International Book Festival</p>	<p>In 2019 we undertook a hugely ambitious programme of cultural and knowledge exchange events throughout Scotland, including Book and Science festivals in Edinburgh, Glasgow, Dumfries and Galloway, Stirling, Ullapool in Highland and Cove and</p>	<p>We will continue to build on our cultural engagement programme, reaching new audiences that are representative of the OU's wider social mission – and looking for opportunities that maximise the best return.</p>

	<p>being our flagship event, where we have developed a strong partnership over many years.</p>	<p>Kilcreggan in Argyll and Bute.</p> <p>We reached a wide audience and many of the events provided direct opportunities to promote and showcase the OU's research. For example, at Edinburgh International Science Festival our medical assistance dogs were very well received as an innovative solution to cancer detection, and in supporting people to live independently at home.</p>	<p>In 2020 particularly, we will need to consider innovative solutions given the impact of Covid-19, and the restrictions of large-scale public facing events. As a result, we will explore online alternatives to continue to reach the public but through a digital medium.</p>
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Outcome 7: Equality & Diversity		
UIF Plan 2019-2020	Progress in 2019-2020	Going forward in 2020-2022
<p>30 We continue to expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision for an inclusive university community outlined here: www.open.ac.uk/equality-diversity</p>	<p>In 2019 – 2020 we continued to progress our key messaging in this area to all staff, and through all our endeavours and behaviours have attempted to reflect a sector leading, highly inclusive organisational culture that reflects a diverse workforce.</p> <p>We have continued to make sustained progress in this area, by actively valuing diversity in the way that we communicate our work, and how we include staff in our decision-making processes.</p>	<p>Going forward in 2020-22, we will continue to ensure that Equality and Diversity continue to be at the centre of our identity as a university that is open to people, places, ideas and methods</p> <p>As part of our wider social mission, we will endeavour to ensure we reach an even wider demographic audience at our public events, reflective of the OU community and our beliefs.</p> <p>Given the likely on-going challenges presented by the Covid-19 pandemic, having robust policies in place regarding equality and diversity are more important than ever with our staff and students. We will ensure that this is clearly reflected in our policies and practices.</p>
<p>31 We will continue to consider equality and diversity as a primary consideration of our UIF activities. Most of our public facing events involve working with public and third sector partners who support disenfranchised and underrepresented groups. We also tackle challenging themes where equality is an integral part of the discussion e.g., we have developed events on flourishing in turbulent times.</p>	<p>We continued to monitor our UIF activities in relation to equality and diversity in 2019-2020. Staff involved in our UIF programmes are made aware of our obligations in terms of the Equality Act 2010 (Specific Duties) (Scotland).</p>	<p>Going forward, we will continue to embrace innovative engagement strategies to encourage more disenfranchised, under-represented and marginalised groups to engage in our UIF related activities as part of the OU's mission to be open to people, places, methods and ideas.</p>
<p>32 We will ensure our partners have due regard to the need to eliminate unlawful discrimination, promote and advance equality of opportunity, promote and foster good</p>	<p>We actively led by example when working with partners re: models of good practice in this area, and if appropriate, encourage practices to be challenged.</p>	<p>We will continue to work collaboratively with our partner organisations to ensure that our approaches to Equality and Diversity are consistent and joined up.</p>

	relations and subscribe to the vision and principles of our <u>equality scheme</u> .	Staff are also encouraged to be self-reflective in their own behaviour in relation to Equality and Diversity issues, and as an organisation on-going training is provided.	
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