University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

**Highlands and Islands
Regional Tertiary
Outcome Agreement**
2019-20

HIGHLANDS AND ISLANDS REGIONAL TERTIARY OUTCOME AGREEMENT 2019-20

1. **Introduction**

The University of the Highlands and Islands is the only university based in our region, covering the Highlands and Islands, Perth and Kinross and Moray. *Our mission is to have a transformational impact on the prospects of our region, its economy, its people and its communities.* We are a tertiary institution, the first in Scotland and one of only a few in Europe, providing access to a range of programmes across all the SCQF levels.

Access to our undergraduate and postgraduate study and research opportunities is through a distinctive educational partnership of colleges and research institutions. Each academic partner has its own character and contributes to the distinctive organisation that is the University of the Highlands and Islands. Some are relatively large colleges in the urban centres of the region such as Perth, Elgin and Inverness; others are smaller institutions, including those in island communities and specialist institutions. Most also provide access to further education, while some have a primary focus on research. All, however, have a student-centred culture and individual approach to student learning.

We are locally based, regional in structure and aim for national and international reach. Achievement of research degree awarding powers in 2017 was another significant step in our development and builds on the strong result in the 2014 Research Excellence Framework, in which over 69% of the research submitted was judged internationally excellent or world leading.

Our regional, tertiary partnership:

The Highlands and Islands region consists of nine colleges:	The university partnership is completed by the following academic partners:
• Argyll College UHI • Inverness College UHI • Lews Castle College UHI • Moray College UHI • North Highland College UHI • Orkney College UHI • Perth College UHI • Shetland College UHI • West Highland College UHI	• Highland Theological College UHI • NAFC Marine Centre UHI • Sabhal Mòr Ostaig UH • Scottish Association for Marine Science UHI

1.1. Impact of the UK departure from the European Union

The university continues to undertake detailed and regular impact analyses since the referendum result. This includes financial exposure (current and future), effect on collaborations and partnerships, and recruitment/retention of non-UK EU national students and staff.

- External engagement

  We continue to work with key regional and national organisations to monitor developments, participate in events, feed into consultations, respond to media interest and plan for a variety of scenarios.

  At regional level, we are working closely with the Highlands and Islands European Partnership (HIEP – UHI, HIE and the seven local authorities in the region) and the Convention of the Highlands and Islands on the impact of Brexit on the region. Both of these organisations have produced detailed reports on sectoral impacts, including on skills and research.

  At national level, we continue to work closely with Scotland Europa, Universities Scotland and Universities UK to ensure our concerns are addressed in negotiations – particularly given the relevance to the university of ESIF (European Structural and Investment Funds – previously known as the Structural Funds) which is in many ways unique in the sector.

  Across Scotland, there are two key priorities:

  Firstly, increased engagement in current EU programmes, particularly ESIF, European Territorial Cooperation Programmes, Horizon 2020 and Erasmus+, to ensure that formal commitment to projects is made prior to UK's departure date, in line with Scottish and UK Government guarantees to underwrite funding, even if activities extend beyond that date. This has led to an acceleration, where possible and appropriate, of applications for EU funds, particularly ESIF. Further UK Government guarantees, even in the case of a 'no-deal' Brexit, have been helpful in this regard.

  Secondly, planning for the post-Brexit policy and funding situation. It is highly likely that some form of access to Horizon Europe (successor to Horizon 2020, research and innovation funding), Erasmus+ and some INTERREG strands will be possible after 2020. Scottish Government and Scotland Europa are coordinating engagement and participation in consultations for new EU programmes for 2020 – 2027, while UK stakeholders remain eligible to do so.

- ESIF

  Currently, we are involved in one major ESIF programme, Developing Scotland's Workforce (DSW), with a total budget of around £30m. The process for formal confirmation of all DSW funds, for activities lasting up to AY 2022-23, continues in line with UK and Scottish Government advice for legal commitment of funds before the date of Brexit - more recently relaxed through the UK Government guarantee mentioned above.

We are also in the process of submitting an ERDF application (with Highlands and Islands Enterprise as Lead Partner) for capital infrastructure and equipment relating to new life sciences facilities

However, there remains a significant amount of 2014-20 ESIF funding for the Highlands and Islands, which has still to be allocated. We are working with Scottish Government and relevant Lead Partners (primarily SFC, HIE and the local authorities) to secure further grant funding for Innovation and Low Carbon projects.

Long-term, ESIF is the university's greatest exposure and planning is required to ensure maximum participation in whatever replaces it after 2020. However, the situation for regional economic development funding is far from clear. ESIF funds will be re-patriated post-Brexit, which presents significant challenges for us. There is considerable speculation that regional economic policy and funding will be administered through the Shared Prosperity Fund (SPF); however, no details are yet confirmed. Again, we are working closely with regional and sectoral partners to feed into the development process and access information as it becomes available.

It is by no means certain that future policy, whether the responsibility of UK or Scottish Government, will recognise regional disparities to the same extent as has been the case to date. We are working with HIEP and the Convention of the Highlands and Islands to promote such recognition. Our region will still be peripheral, sparsely populated, with mountain and island challenges post-Brexit.

From a sectoral perspective, there are concerns that future ESIF policy may assume that higher education involvement will be exclusively in research and innovation, whereas our previous involvement has also included estates and IT infrastructure, curriculum development and wider access.

Future governance of regional economic policy and funding is also a concern. ESIF in the Highlands and Islands has been a success due to the involvement of local stakeholders in the full process of governance and delivery – understanding and responding to specific regional challenges and opportunities. If the new Shared Prosperity Fund (or whatever alternative) is administered centrally, whether at UK or Scottish level, funding will not necessarily be targeted to priorities identified by regional stakeholders. We play a significant role in the economic development of the Highlands and Islands and our contribution, as well as funding leverage, need to be taken into account in any future strategic planning.

- Other EU programmes:

  Currently, there are about 30 live EU projects managed by the university in the following programmes, with a total budget of around £7m:

  - INTERREG Northern Periphery and Arctic
  - INTERREG VA Cross Border
  - Horizon 2020
  - Erasmus +

  Longer-term, alongside our message of the specific impact on the university, we have been keen to stress that although the implications of loss of funding are significant, our key concern is the threat of being excluded from collaboration with EU partners and mobility

opportunities for our students and staff. Efforts need to be made to secure some protection for this these activities.

Such collaboration and outward-looking approach will remain at the heart of our internationalisation strategy, irrespective of negotiations on the UK's departure from the EU. Our membership of global networks, such as RETI (island universities) and the University of the Arctic Initiative, will continue to present opportunities for our students and staff and we will continue to find ways to support them.

We strongly support the strategy of increasing visibility and participation with our EU partners at this time – HEIs, networks and institutions – to stress that we are still very much committed to continued engagement.

- EU students and staff:

  Our students and staff are our most valuable resource and we monitor carefully the likely Brexit impact, both current individuals and prospective student and staff recruitment.

  Currently, across the university partnership, non-UK EU nationals account for around 5% of staff – but figures vary extensively, with one academic partner reporting 13.5% of staff in this category. The number of students from non-UK countries increased slightly during 2017-18.

  Scottish Government has confirmed that they will continue to meet the cost of tuition for EU students for those starting in 2019-20, providing some clarity in the short term. A statement The Principal and Vice Chancellor issued a statement on 20 February 2018 confirming commitment to supporting EU staff and working with academic partners to establish facts and share these with staff.

  This remains a highly volatile situation, with potentially significant risk to financial stability and external collaborations.

In summary, we continue to participate in relevant Brexit fora, including the Brexit Forum on Universities, the Brexit Forum on Colleges, the Horizon 2020 Group and the INTERREG Support Group, as well as close liaison with SFC, Universities Scotland, Colleges Scotland and Scotland Europa to remain as well informed as we can, analyse impact on the university, and scenario plan as more details emerge.

In particular, we are working with our academic partners in response to Colleges Scotland's Brexit checklist.

1.2. **Gaelic language plan**

The University of the Highlands and Islands recognises that Gaelic is an integral part of Scotland's heritage, national identity and cultural life. We are committed to the objectives set out in the National Gaelic Language Plan and have put in place the necessary structures and initiatives to ensure that Gaelic has a sustainable and prosperous future in Scotland.

Following extensive consultation, the university's 2018-22 Gaelic Language Plan has been approved by Bòrd na Gàidhlig and will be published in print and on the university website by the end of April 2019.   The approval panel will meet in December and we expect the plan to be considered at the February board meeting, with a view to publishing early next year. The plan outlines how we use Gaelic in the operation of our functions and services; enable the use of Gaelic when communicating with the public and key partners; and normalise, promote and develop Gaelic building on successful engagement and developments to date. The plan contain a curriculum development section, which reflects the university's role in the provision of Gaelic education. One example is a Gaelic awareness module for use in secondary schools and for CPD to raise interest in the language and also open access to our wider portfolio.

1.3. **Equalities outcomes**

Our approach to equality and diversity needs to be regional as well as local in perspective and our Equality Outcomes take account of parity of experience and outcome in very different contexts across the region.

Our Equality Outcomes 2017-2021 document was published in April 2017 and covers the full range of protected characteristics. It sets out an ambitious agenda for action, ensuring that we meet not only our general and specific duties for equality, as required by legislation, but also work to meet the needs of our diverse workforce, student population and communities, for example, we will investigate opportunities to advance race equality through the Scottish Race Equality Network and liaison with our BAME staff and students. We believe our Equalities Outcomes reflects our commitment to embedding equality of opportunity in all that we do. Actions will be allocated a timescale and a lead or leads responsible for taking them forward, involving and updating key stakeholders, and recording and reporting on key milestones reached. Formal reporting on progress by the university and academic partners is due April 2019 and new Equality Outcomes in 2021. As discussed, it may be worth explaining verbally that we are prioritising other areas of activity over the Race Equality Charter, and that we will look into this when setting our Equality Outcomes in April 2021.

1.4. **Student representation**

The Highlands and Islands Students' Association (HISA) represents all higher and further education students across the university partnership. They represent students at a national level through work with external organisations such as NUS Scotland (National Union of Students in Scotland), NUS UK (National Union of Students) and SPARQS. There is HISA representation on all relevant university committees. The full-time officers agree priorities for the region by working together with the local officers and other elected student representatives.

The University of the Highlands and Islands was the first university in Scotland to launch a new Student Partnership Agreement (SPA) in 2016-17, which sets out how students and staff can work together to improve the student experience. The Student Partnership Agreement focuses specifically on themes voted on by the student body and includes learning resources, student mental health and sustainability. HISA and local officers are continuing to make significant progress on local student partnership agreements with many now signed by academic partner principals.

The Partnership Agreement is one mechanism through which the students lead on university-wide initiatives. We anticipate HISA will also take a leading role in shaping our response to the requirement to develop Diet and Healthy Weight strategies.

1.5. **Summary of external context relevant to priority and intensification areas**

As the only regional provider of tertiary education in the Highlands and Islands, the context in which the University of the Highlands and Islands operates impacts directly on the development and delivery of our further and higher education provision, although higher education in particular operates in a much wider national and international context.

i. Demographic challenge (source: National Records of Scotland (NRS))

Across the region, the proportion of the population aged 18 -24 and especially 25-39 continues to be lower than nationally and more of the population are aged 60+, with variations by local authority. Age profile 2017:

	Pre school	Primary	12 to 15	16 to 17	18 to 24	25 to 39	40-59	60+
SCOTLAND	**5.2%**	**7.7%**	**4.0%**	**2.1%**	**8.8%**	**19.6%**	**27.6%**	**24.9%**
Argyll & Bute	4.3%	7.0%	3.9%	2.0%	7.6%	14.2%	28.0%	33.0%
Highland	4.9%	7.7%	4.3%	2.2%	7.1%	16.7%	28.3%	29.0%
Moray	4.9%	7.8%	4.3%	2.3%	7.9%	16.9%	28.1%	27.7%
Na h-Eileanan Siar	4.4%	7.2%	4.2%	2.0%	6.2%	14.7%	28.9%	32.6%
Orkney Islands	4.4%	7.5%	4.1%	1.9%	7.3%	16.2%	28.3%	30.2%
Perth & Kinross	4.6%	7.2%	4.2%	2.3%	7.8%	16.6%	27.8%	29.5%
Shetland Islands	5.5%	8.1%	4.5%	2.3%	7.6%	17.3%	28.5%	26.2%
UHI operating area	**4.7%**	**7.5%**	**4.2%**	**2.2%**	**7.4%**	**16.3%**	**28.1%**	**29.6%**

Over recent years, population projections have shown growth across most areas of our region, with the exception of Argyll and Bute and Na h-Eileanan Siar. The challenge is in age group shifts, which largely mirror the overall national position for the younger age groups ie declines in pre-school, secondary and in particular senior phase age groups. This is reflected in school roll data.

Demographic: Population change 2017 compared to 2014:

Area	All ages	Pre school	Primary	12 to 15	16 to 17	18 to 24	25 to 39	40-59	60+
SCOTLAND	48,032	-9,201	17,278	-5,671	-9,652	-21,773	42,706	-26,775	61,120
Argyll & Bute	-1,062	-256	32	-222	-345	-93	-128	-1,155	1,105
Highland	1,450	-458	58	-296	-406	11	700	-1,919	3,760
Moray	483	-260	111	-210	-280	100	204	-571	1,389
Na h-Eileanan Siar	-436	-91	-107	-19	-61	-61	-142	-240	285
Orkney Islands	84	-76	46	-4	-98	-51	171	-246	342
Perth & Kinross	2,456	-225	320	-298	-264	378	1,203	-865	2,207
Shetland Islands	37	-63	17	-40	-32	-52	-67	-85	385
UHI operating area	**3,012**	**-1,429**	**477**	**-1,089**	**-1,486**	**232**	**1,941**	**-5,081**	**9,473**

Looking forward to 2020, the population projections continue to decline in Argyll and Bute and Na h-Eileanan Siar. The fall in the pre-school group is forecast to stabilise. However, across the region the primary school cohort and senior phase will continue to fall, as this begins to take effect, the 18-24 age group also declines.

By 2020: population change from 2017:

Area	All ages	Pre school	Primary	12 to 15	16 to 17	18 to 24	25 to 39	40-59	60+
SCOTLAND	0.9%	0.0%	0.0%	0.3%	-0.1%	-0.6%	0.5%	-0.6%	2.6%
Argyll & Bute	-1.1%	-0.1%	-0.2%	0.0%	-0.1%	-0.8%	0.2%	-1.5%	2.7%
Highland	0.6%	0.0%	-0.3%	0.2%	0.0%	-0.4%	0.4%	-1.0%	3.4%
Moray	0.6%	-0.1%	-0.3%	0.3%	-0.1%	-0.5%	0.5%	-0.8%	3.1%
Na h-Eileanan Siar	-1.7%	-0.2%	-0.6%	0.1%	0.1%	-0.6%	-0.3%	-1.4%	2.2%
Orkney Islands	0.5%	0.1%	-0.5%	0.4%	0.0%	-0.8%	0.5%	-1.0%	3.3%
Perth & Kinross	1.6%	0.1%	0.0%	0.1%	-0.2%	-0.3%	0.9%	-0.6%	3.1%
Shetland Islands	0.2%	-0.1%	-0.1%	-0.1%	-0.1%	-0.6%	0.2%	-0.6%	3.2%
UHI operating area	**0.5%**	**0.0%**	**-0.2%**	**0.1%**	**-0.1%**	**-0.5%**	**0.5%**	**-0.9%**	**3.1%**

The 16-19 and 20-24 population forecasts (relating to specific FE national measure targets): highlights population declines across the region during the period of this ROA.

	Population change per year				% Population change per year			
16-19	2018	2019	2020	2021	2018	2019	2020	2021
SCOTLAND	-6976	-5050	-1302	1088	-3%	-2%	-1%	0%
Argyll & Bute	-204	-170	10	-7	-6%	-5%	0%	0%
Highland	-284	-245	-1	6	-3%	-3%	0%	0%
Moray	-125	-104	-37	-3	-3%	-3%	-1%	0%
Na h-Eileanan Siar	-28	-25	34	1	-3%	-3%	4%	0%
Orkney Islands	-9	-26	-10	33	-1%	-3%	-1%	4%
Perth & Kinross	**-268**	**-175**	**-152**	**-8**	**-4%**	**-3%**	**-2%**	**0%**
Shetland Islands	-34	-11	-36	15	-3%	-1%	-4%	2%
H & I (incl Moray)	**-684**	**-581**	**-40**	**45**	**-3%**	**-3%**	**0%**	**0%**

	Population change per year				% Population change per year			
20-24	2018	2019	2020	2021	2018	2019	2020	2021
SCOTLAND	-5070	-6325	-7264	-8990	-1%	-2%	-2%	-3%
Argyll & Bute	-116	-209	-261	-282	-2%	-4%	-6%	-7%
Highland	34	-129	-277	-208	0%	-1%	-2%	-2%
Moray	-117	-156	-183	-186	-2%	-3%	-4%	-4%
Na h-Eileanan Siar	-22	-56	-35	-65	-2%	-5%	-3%	-6%
Orkney Islands	-61	-18	-47	-48	-6%	-2%	-5%	-5%
Perth & Kinross	**-137**	**-101**	**9**	**-103**	**-2%**	**-1%**	**0%**	**-1%**
Shetland Islands	-8	-26	-8	-31	-1%	-2%	-1%	-3%
H & I (incl Moray)	**-290**	**-594**	**-811**	**-820**	**-1%**	**-2%**	**-3%**	**-3%**

ii.   Population characteristics

Scottish Index of Multiple Deprivation:

The limitations of the SIMD as an indicator of deprivation in remote and rural areas has been documented in previous Highlands and Islands regional outcome agreements and extensively elsewhere (see the access section for more details).

Only 5% of the working age population in our region live in an SIMD20 area and 21% are from SIMD40 data zones, analysis of demographic trends suggests there has been a fall in the population of 3% and 2% respectively. There are only 47 SIMD20 data zones in our region, out of 1395. Analysis of demographic trends suggests there has been a fall in the population

SIMD quintiles within the universities operating area (working age population):

	1	2	3	4	5	Total	% SIMD 20	%SIMD 40
Argyll and Bute	4162	8549	20111	13919	5673	52414	8%	24%
Highland	10722	25574	44298	48277	14738	143609	7%	25%
Moray	522	9006	15692	22315	11038	58573	1%	16%
Na h-Eileanan Siar		3091	11786	1328		16205	0%	19%
Orkney Islands		1917	3626	6717	994	13254	0%	14%
Perth and Kinross	5526	11177	20079	36576	17636	90994	6%	18%
Shetland Islands		469	3772	10327		14568	0%	3%
Grand Total	20932	59783	119364	139459	50079	389617	**5%**	**21%**

Within our region, there are only 17 of the 697 data zones in the most deprived decile, SIMD10, accounting for 2.4% of the regions working age population (2.4% for Argyll & Bute and Perth & Kinross, 3% for Highland).

The challenge is that, while the a region appears to have limited areas of significant deprivation, as measured by SIMD, and the overarching message from Skills Investment Plans (SIPs) is one of opportunity, the region suffers from pockets of deprivation related to its remote and rural location. This includes fuel poverty; lower than average wages; high levels of low-paid seasonal and part-time jobs; poor transport provision; and slow superfast broadband roll-out.

Ethnicity and disability (source: NOMIS)

The university is committed to widening access to and supporting students from all protected characteristics. Our region's population profile has been used for context in target setting:

Area	Percentage of population who are ethnic minority UK national			Percentage of population who are ethnic minority not UK national		
	numerator	denominator	Percent	numerator	denominator	percent
Scotland	**141,100**	**5,296,000**	**2.7**	**107,400**	**5,296,000**	**2.0**
Argyll and Bute	800	84,500	0.9	600	84,500	0.7
Na h-Eileanan Siar	!	26,500	!	!	26,500	!
Highland	3,000	229,800	1.3	900	229,800	0.4
Moray	~	93,300	0.4	~	93,300	0.4
Orkney Islands	!	21,500	!	!	21,500	!
Perth and Kinross	**2,100**	**145,800**	**1.5**	**500**	**145,800**	**0.4**
Shetland Islands	!	23,100	!	!	23,100	!
H & I	**3,800**	**439,300**	**0.9**	**1,900**	**439,300**	**0.4**
For comparison:						
Lothian	28,000	753,200	3.7	36,900	753,200	4.9
Glasgow	47,100	662,600	7.1	34,200	662,600	5.2

! Estimate and confidence interval not available since the group sample size is zero or disclosive (0-2).

~ Estimate is less than 500.

Area	% aged 16-64 who are EA core or work-limiting disabled			
	numerator	denominator	percent	Confidence level
Scotland	**715,900**	**3,412,400**	**21.0**	**0.6**
Argyll and Bute	9,200	49,700	18.6	2.8
Na h-Eileanan Siar	3,200	15,600	20.1	4.5
Highland	23,600	140,600	16.8	3.1
Moray	12,400	57,900	21.4	3.1
Orkney Islands	1,600	13,100	12.1	5.1
Perth and Kinross	**15,600**	**88,800**	**17.6**	**3.0**
Shetland Islands	1,900	14,300	13.6	6.1
H & I	**47,500**	**266,300**	**17.9**	**1.6**

iii. Skills and employment

Across the region there are some relatively high employment rates, however these mask local pockets in which employment levels are significantly lower than the Scottish average. The region also has high levels of seasonal employment, part-time employment and self-employment. Both self-employment and part-time employment are contributory factors to under-employment

The university has a key role to play in addressing the challenges of the region by providing education opportunities at all levels across the whole of the region.   We will continue to do this by being responsive to employers' needs, providing support for business start-ups and by encouraging an enterprise culture, through our applied research and by working with a range of partners.

Through dialogue with the enterprise companies, community planning partnerships and other local stakeholders, the university is developing opportunities for post-school study focusing on outwards migration and confidence and inward talent attraction. The university is proud to have played a part in the increasing number of young people in the region who want to live and work in the Highlands and Islands (Highlands and Islands Enterprise - Young People and the Highlands and Islands: Maximising Opportunities, November 2018)

1.6. **Regional outcome agreement consultation**

The Highlands and Islands Regional Outcome Agreement has been updated in consultation with staff, students and academic partners through workshops held with Partnership Council. Each academic partners has also consulted locally with staff, students, trades unions and community planning partners during its development.

Scottish Funding Council aims and priorities

2. Access

> *HE Priority:* Access to education for people from the widest range of backgrounds, including implementation of the recommendations of CoWA and addressing gender balance
> *FE: Outcome: Access* – A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds

The tertiary nature of our provision and the student-focused approach of each academic partner give us a unique opportunity to offer access to education for all, regardless of background and previous educational attainment. Depending on individual requirements and aspirations, students can access further and higher education from SCQF Level 1, with progression opportunities through the SCQF levels up to postgraduate research.

One of the key elements in our commitment to widening access is the continued development of integrated tertiary pathways from school to further and higher education using academic and vocational routes to maximise opportunity. Through these pathways, we are delivering truly seamless supported learning journeys.

Our mission is to have a transformational impact on the prospects of our region, its economy, its people and its communities. We are therefore committed to improving access to our tertiary pathways across a diverse region encompassing small cities along with extensive rural and remote areas. Being locally based within our communities, we can enhance the tertiary provision through relevant outreach activities promoting access to the most hard-to-reach individuals and groups, as well as working in partnership with relevant local organisations.

We are continuing to explore an interactive, web-based solution to map our access and progression pathways making them more visible and relevant to prospective and current students, employers and influencers. These subject level maps will help individuals navigate their journey through our tertiary provision relevant to their own entry, progression or exit points and career aspirations.

This work links well into two current strategic Scottish Government initiatives which are shining a light on links across the different education structures with a clear focus on learners.

- Scottish Governments 15-24 Learner Journey Review
- Commission for Widening Access report *Blueprint for Fairness* and Working to Widen Access (Universities Scotland response to the CoWA report).

Widening Access Retention Fund

The WARF is essential in supporting the activities embedded in our widening access framework, enabling a regional approach to planning and supporting local engagement with communities, local authorities, schools and other stakeholders. Many of the plans and commitments for specific groups in the access theme are also aimed at improving retention of these students. This includes local campus-based activities by our academic partners to support students and encourage retention and progression.

These activities are specifically in response to:

- CoWA including flexible entry, contextualised admissions (including SIMD20, care-experienced learners and SHEP schools) and articulation
- Much of the local consultation around senior phase provision is aimed at providing a range of access routes to HE and into employment for pupils within the region
- Cross-partnership care-experienced and student carers group and corporate parenting plans

Other targeted widening access activities in this section include:
- Addressing gender imbalances and gender based violence, including the work of the UHI Stem hub across the region
- Development and dissemination of a BSL plan
- Development of student mental health and diet and healthy weight strategies
- Consideration of commitments going forward for additional groups such as veterans and estranged students.

For the University of the Highlands and Island, widening access encompasses the specific challenge of rurality and rural deprivation and we retain our commitments to explore new indicators of deprivation to better reflect our region and our regional mission. However this will only have impact if the Scottish Government includes such indicators in measures intended to support widening access.

Evidence suggests that people living in rural areas experience deprivation differently from those living in towns and cities, to put this in context, a Scottish Government report on rural deprivation in 2016 made the following observations:

Cost of living
- A report by Citizen Advice Scotland (2015) identified that a comparable food basket can cost up to 50% more on island communities than in an urban area.
- Differences in transport costs between urban and rural areas can be up to £40 per week, due to longer commuting distances and higher fuel costs.
- Cost of heating a home using off-grid power sources can be up to twice as much as costs for gas central heating systems.

Transport to work and study is challenging

- Scotland's Colleges 2015 report states that students living in remote areas are likely to have journeys of over 1 hour, at a median cost of £10 return (Audit Scotland, 2015).

Access to services

- As well as school closures, rural areas also have problems with recruiting teachers who are willing to relocate to more remote areas.
- People living in rural areas have less broadband coverage than those in urban areas. For example, in Orkney 52% of households and businesses have access to superfast broadband, 70% in Highland and 96% in Edinburgh.

The report concluded that SIMD is designed for identifying concentrations of multiple deprivation for the whole of Scotland, and for this purpose, it is the best available tool. However, in order to adequately identify and describe the main issues in areas where poverty and deprivation are more dispersed, it recommended using SIMD alongside other data sources.

Specific policy areas/intensification for 2019-20

2.1 Commission for Widening Access – recommendations

The university supports the national aspirations for widening access and is committed to supporting disadvantaged learners. Specifically:

i. *Admissions theme:*
- *Recommendation 5: Universities should ensure their admissions processes and entry requirements are based on a strong educational rationale and are not unnecessarily prescriptive, to the detriment of learners who take advantage of the availability of a more flexible range of pathways. This should be monitored by the SFC through the outcome agreement process.*
- *Recommendation 11: By 2019, all universities should set access thresholds for all degree programmes against which learners from the most deprived backgrounds should be assessed.*
- *Recommendation 21: By 2017, those with a care experience, who meet the access threshold should be entitled to the offer of a place at a Scottish university.*

The university's policy and contextualised admissions practice formalises our existing inclusive approach to admissions. Contextual data is used to assess an applicant's prior attainment and potential to succeed in higher education in the context of the circumstances in which their attainment has been obtained. This applies to applicants who do not meet the standard entry requirements for the course, or where there is competition for places. Our current contextualised admissions indicators are shown below and applicants are identified from the disclosed data on their application:

- Experience of being looked after / in care for a period of time
- Living in an SIMD 20 area
- Participated in outreach activity or access programmes
- From Schools with lower than average progression to HE (SHEP schools)
- Parents or guardians have not previously attended university

The relevant technical solution and reporting on all of the contextualised indicator has only been in place from the start of the 2019 recruitment cycle. The next stage is to take a longitudinal approach to tracking success of these widening access groups.

Given the limitations of SIMD for our area and our regional mission, we gave a commitment in the 2017-2020 ROA to work towards the inclusion of agreed measures of rural deprivation over the period of the plan. In particular investigating use of the Socio-economic Performance (SEP) index development by the Hutton institute (see 2.2 below).

Access thresholds

The University of the Highlands and Islands is in the unique position of being able to offer a wide range of entry points into the learner journey making us a highly accessible institution to all groups of prospective students irrespective of background or life circumstances. When considering applications we look beyond grades achieved to find the right option for each individual.

Our published entry requirements are set at the minimum required to successfully complete the programme and do not present an unnecessarily high (selective) barrier for applicants. Therefore publishing a set of lower 'access thresholds' or 'adjusted grades' for all widening access applicants would not be appropriate. We have contributed to a Universities Scotland group developing clear and consistent language on contextualised admissions and adjusted grades for specific groups of applicants. It is important that we are able to make our distinctive position clear while still participating in this move to more consistent language. Along with three other universities, we produced a tailored version of the suggested generic text which was tested at a student focus group. We will use this text in the 2020-21 university prospectus which will be printed in April 2019, and commit to reviewing the language around contextualised admissions and widening access on the university website. SIMD20 postcode and care-experience are contextualised indicators and therefore applicants are flagged and decisions tailored to their circumstances where appropriate.

We also accept a wide range of equivalent qualifications to increase access to our provision. We recognise that there is a variety of routes through which qualifications can be gained and ways in which readiness for higher education study may be demonstrated. We make extensive use of recognition of prior learning (both formal credit bearing and experiential) in our admissions processes.

Ultimately, what is most important is that any decision on an application is based on what is in the best interest of the individual.

Care-experienced applicants

Care-experience is already a contextualised indicator, however, where the applicants disclose this, and they meets all the minimum requirements of the programme, we commit to offering them a place.

Regional approach to FE admissions:

The university partnership has committed to developing a single policy environment for further education during the period of this regional outcome agreement. The first policy developed as part of this initiative was an admissions policy, giving the partnership opportunity to ensure best practice in widening access across the region. This policy development has provided an opportunity to standardise practice in terms of identification of protected characteristics at the point of application and provided learning opportunities for practitioner groups in terms of provision of support

The partnership has been very successful to date in encouraging participation from disadvantaged groups such as those residing in areas of multiple deprivation and care experienced young people. Early analysis of data show a further increase in the proportion of credits delivered to care experienced students. This is reported as being 3% which compares well to the latest nationally reported norm of 1.6%. The newly developed regional FE admissions policy will build on the good practice established to date with the intention of further increasing enrolment and self-declaration especially from care experienced students.

ii. Articulation theme

We offer higher national programmes across our region as well as providing advanced entry routes to year two or three of our degree programmes for those with a relevant HNC or HND via our 'top-up degrees' or with appropriate credit transfer. In the majority of cases, full credit is recognised unless there are genuine issues with core learning outcome requirements, and even in these circumstances, we try to find a mechanism to avoid loss of time for students through the learner journey. We aim to facilitate maximum access and progression for our students through all SCQF levels. Our students have a seamless support and learning infrastructure along this journey, which means the institutional barriers experienced by learners moving from college to university do not exist for our students.

Students achieving a higher national qualification from any Scottish FE college can apply to us for entry to a relevant degree programme with advanced standing. However, the majority of this activity for the University of the Highlands and Islands comes from progression of our own students. This is an important issue when it comes to any future measurement of articulation in Scotland. The first national articulation database did not include the 'internal' HN to degree progression of our students and as a result the measure of this activity under-represents articulation, particularly across our region and nationally.

Colleagues in the Scottish Funding Council have been working to incorporate our data on internal progression (articulation) of our HN students in the new national articulation database. This is a significant development and we will evaluate the inclusion of the data and the outcomes once we have secured access to the new database.

We are committed to communicating our articulation routes more widely to students in the rest of Scotland's colleges, with specific focus on subject areas where there is currently limited articulation nationally. For example, creative art and design was in the seven broad degree subjects with a lower than average rate of full credit articulation identified by the national articulation forum. Many of our degrees in this area operate with a 'top-up' structure and therefore can provide seamless articulation for any student with the relevant HN qualifications.

Our main external articulation agreements will continue to be with North East Scotland College and SWAP East. The former being the source of most HN articulation from other Scottish colleges. We are enthusiastic to continually review this agreement to ensure that all possible HN links are included within the agreement, and do so on an annual basis.

2.2 Learners from areas of multiple deprivation SIMD20 (HE) and SIMD10 (FE)

As already highlighted in previous sections, our region has only 17 (2%) of the SIM10 data zones and 47 (3%) of the SIMD20, none in the island communities. These quintiles account for only 2.4% and 5% respectively of the working age population. We already perform well in recruiting from these areas compared to the population living there and our targets have been set accordingly.

By comparison however, 45% of the working age population in our region live in the lowest quintile for the SIMD access to services domain. Analysis of the SEP index data shows 31% are living in remote rural areas, including 22% in areas classified as very remote.

SIMD20 students (HE):

To support retention the university student support team will continue to use targeted promotional messages to SIMD20 students to highlight various support services available. These messages are sent out at appropriate times during the year to raise awareness of study support, student services, careers and employability, feedback opportunities and options for getting involved in university life. The choice of themes, message content and timing are designed to provide additional support to MD20 students through the promotion of mainstreamed support services that might be of particular benefit to this student group.

However, the 2017-18 ROA national measures on entrants from SIMD20 and 40 showed a fall in numbers compared to the previous year and below target. However this is a continuation of year-on-year fluctuations reflecting the issue of relevance to this region. Further analysis shows the proportion of full-time entrants from SIMD20 has increased slightly and previous levels for SIMD40 entrants were maintained. As Scottish universities continue to target this same finite market, it will become more important to see an overall university participation rate and trends from SIMD20 students and also any potential impact of update of other routes such as apprenticeships. Given the issues already set out regarding SIMD in the region, we have set an aspirational target of 10% of Scottish domiciled, full-time, first degree entrants from SIMD20 areas by 2021/22, meeting the Scottish Government's goal.

SIMD20 was only added as a contextualised indicator for the 2019 recruitment cycle, the impact on recruitment will be evaluated at the end of the cycle. Outputs from the university's tertiary curriculum working groups identifying access and progression gaps across the region and extending curriculum where required will bring more opportunities to all including SIMD20 areas.

SIMD10 (FE)

Only four of the academic partners have a catchment that encompasses these most deprived areas, Argyll, Inverness, North Highland and Perth colleges. That said, all partners support students struggling with rural deprivation evidenced by poor access to services and amenities, poor public transport and high fuel costs. In 2018-19 partners worked collaboratively to develop a regional strategy for the enhancement of student attainment that seeks to improve student outcomes overall while addressing the attainment gap for disadvantaged students. Students residing in areas of multiple deprivation are specifically targeted in the regional strategy. The strategy will inform enhancement plans during the next three years.

2.3 Care-experienced learners

Across the university sector, the number of care-experienced students rose from 266 in 2013-14 to 334 in 2016-17, an increase of 68 (26%). We have care-experienced entrants to the University of the Highlands and Islands from the 2015-16 ROA baseline of 33 to 51 (54%) in 2017-18. This level was maintained in 2017-18 although slightly below the ROA target, we are still aiming for 2% of Scottish-domiciled undergraduate entrants by 2021-22.

In 2017-18, 3% of further education credits in the region were delivered to students with care experience. This compares well with the reported national proportion of FE credits delivered to this group in colleges of 1.6% and demonstrates growth in this activity from the previous year.

This data reflects the work undertaken by academic partners to create a safe environment within which students feel able to declare their care-experienced background. During the next three years, in line with the recently produced regional strategy for the enhancement of student attainment, partners are committed to the development of initiatives to enhance student support services to help remove the attainment gap and improve outcomes for care experienced students.

Engagement with care leavers continues to improve through raising awareness of the support available locally and publishing our plans and commitments through a dedicated page on the university's website. The university has published a Corporate Parenting Plan, as have our academic partners, where relevant. Plans will continue to be reviewed to ensure actions are being met and completed. The 2018 cross-university Student Support Development Day in 2018 included Who Cares? Scotland and two university care experienced students who provided valuable insight into their experiences which will feed into discussion around future improvements.

Key areas of interest include:

- Raising awareness of services to students over the age of 26 from a care experienced background. The discussion at the development day demonstrated that setting an age limit can be detrimental as most care experienced students return to education later in life.
- Focus on the collection of comprehensive data on care-experienced students so we can provide support to all, including data on progression and retention with a view to designing and implementation of suitable interventions
- Continue to ensure that care-experienced students have access to university-owed accommodation on a 365 days residency basis
- Investigate if graduation costs of care experienced students across the partnership can be removed.
- Collate data on the online staff development modules, which were roll-out to university and academic partner staff in 2018-19, to gauge their success and encourage mandatory participation

2.4 Student carers

The university-wide care leavers group expanded its remit to include student carers and started developing strategies and operational plans in 2018-19 for this group. An online staff development module on student carers was also rolled-out to staff and will be monitored to assess engagement.

Our plans and commitments to student carers have been published on a dedicated page on the university website.

The university is progressing towards the submission of an application for the 'Going Higher' award which will include the development of an action plan and policy. Other areas of work:

- Student carers are now able to disclose on the enrolment form and we will investigate the possibility of including this for applicants, however for HE applicants we require this to be mirrored by UCAS in order to gather the data consistently.
- We will be strengthening the procedures around the communication of caring responsibilities between the admissions, academic decision makers and local student support staff to ensure the appropriate support is provided as efficiently as possible.

2.5 Addressing gender balance and gender-based violence

The university and our academic partners produced the first gender actions plans in 2017. With agreement of our outcome agreement manager and our subject network leaders, the targets in the university plan refer to HE subjects only, with FE subject targets being set by the academic partners within their own plans. However, partners worked collaboratively on their plans and each was informed by a collective view on the challenges of the region. Actions and projected outcomes have been identified around key themes and subjects – focused on those with the most severe gender imbalance.

The university and our academic partner are working through the actions identified in the first gender action plans. In addition, the UHI STEM team is working specifically on breaking down career gender stereotypes around these subjects. They have already intensified and broadened their activities in schools focusing on inspiring potential STEM students at an early stage using industry representatives and university researchers in a range of single gender and mixed group activities.

The work of the UHI Stem Hub is designed to complement the STEM activity undertaken in academic partners, creating a hub and spoke model that enables the university to reach into communities and schools, reducing duplication of effort while providing a regionally coherent approach. Partners will continue to deliver activity designed to develop interest in STEM activity in the early secondary (and primary) years and provide staff expertise not always available in schools. In addition to an extensive senior phase offer, the university provides access to computing skills development, coding clubs and young engineers clubs at various sites.

The university is working with the Scottish Funding Council, the Highlands and Islands science skills academy to deliver a regional STEM strategy, including work through Perth College UHI in relation to the Tay Cities deal and local skills requirements and Moray College UHI on the opportunities of the Moray Growth deal. The proposed Centre for Science, Technology, Health and Engineering in Fort William will significantly extend the regional provision of, and access to STEM in the West Highlands. The region's first 'Newton Room' has been launched in North Highland College's Thurso campus. More are planned across the region's more rural and remote areas to support STEM engagement.

Similar career stereotypes in health and childcare care are also being tackled through various initiatives across the partnership, which will be shared and expanded, for example through our health outcome plans (see appendix four).

Since the start of the programmes, the university has also had some success in relation to PGDE. The first intake on the PGDE Primary was all female, in 2018-19, 17 of the 84 students were male.

Further specific actions can be found in the university and academic partner gender action plans.

The university is an early adopter of the Equally Safe gender based violence toolkit and are working closely with Anni Donaldson, the national coordinator, on its implementation. This will include hosting one of the regional Equally Safe events in March, as well as a multi-agency regional event for Police Scotland on their new GBV intelligence gathering procedure.

The university has a steering group overseeing the development and implementation of a GBV action plan using the Equally Safe resources, involving staff and the student association from across the institution. External speakers from relevant agencies are invited to present at group meetings.

This was one of the outputs from the institutional review on the theme of support for student mental health. This resulted in a number of recommendations to be implemented over the next year.

2.6 Trans and gender diverse people

Following review of the SFC funded report, it is anticipated that our response to the recommendation would form part of the university's mapping out of our medium-term equalities strategy. An incremental approach is most likely, with the first step being to increase knowledge and understanding among staff.

2.7 Student health and wellbeing – mental health

The institutional review of support for student mental health resulted in a set of significant recommendations including the creation of a mental health lead practitioner role. This has been approved and it is anticipated that a secondment from an academic partner will be appointed in 2019. This role will lead the development of the university's mental health strategy as well as progress in the following areas:

- Develop a core mental health 'offer' to students detailing the level of service available to all
- Review of materials and online support available to students
- Staff development plan
- A consistent approach to data collection
- A communication plan to clearly publicise the services available to students

Each student currently has access to a counselling service, whether that be internally or via an external agency. The online counselling service is also available for academic partners to utilise. There is also a mental health toolkit for staff to gain more understanding of the issues.

The university is again participating in the NUS Think Positive campaigns including Healthy Body, Healthy Mind and the Student Mental Health Agreement and will continue to work closely with HISA in the development of these.

Mental health is also one of the themes of the Student Partnership Agreement and a focus of activity for HISA.

2.8 British Sign Language

The university's BSL plan is now complete and approved. The document and the BSL translation are available on the British Sign Language page on the university's website.

The BSL Working Group will continue to meet and review our BSL action plan to ensure its successful implementation. The plan sets out how we hope to encourage BSL users to attend university and to strengthen the support available to them.

Key actions include:

- Encourage applicants to declare they are a BSL user
- Review key information to be translated into BSL
- Encourage key staff to participate in deaf awareness training
- Investigate how to make extra-curricular activities more inclusive

The number, availability and cost of interpreters continues to be a concern within the Highlands and Islands to support students who are BSL. We share the concern in the sector about how to identify appropriately qualified interpreters. In the Highlands, there are approx. six and there does not appear to be any on the Western Isles. The Scottish Government needs to invest in the training of interpreters to increase the numbers if we are to adequately meet the needs of BSL users.

2.9 ESOL Activity

The region will continue to work in partnership with local authorities and the third sector to support provision of English for speakers of other languages, ensuring that the partnership remains responsive to demand. To this end, academic partners will engage with community planning partnerships to clearly identify planned activity to be supported through ESOL funding streams and mainstream funding prior to the start of each academic year.

2.10 Veterans

The university is a signatory to the Armed Forces Covenant and we are committed to identifying and implementing ways in which we can support serving personnel, veterans and their families to access and succeed in further and higher education. Initial discussions with the local Covenant coordinator has led to two strands of work: the promotion of curriculum and the pursuance of funding to undertake regional research into transition challenges and opportunities for veterans.

The local covenant group includes representation from the major regional agencies. Staff from the university attended a regional armed forces event exploring issues of transition and support in Inverness in November 2018 and the national supporting service families and veterans conference on 15 January 2019. This event is designed to help colleges and universities respond to SFC's 2019-20 college and university outcome agreement guidance for veterans and early service leavers.

Informal discussions have taken place with the Scottish Veterans Commissioner covering issues such as exit strategies for personnel leaving the armed forces, especially those with short service careers and low educational attainment. Outcomes from the Veterans employability strategic working group, along with other national discussions, will be important in our forward planning.

2.11 Diet and Healthy Weight

The University signed up to the UK Healthy Universities Network in November 2018. The Vice-Chancellor signed the statement of executive commitment to express our support for the aims of the network. A call for senior management level representation on a strategic steering group is currently taking place and it is envisaged that the group will meet for the first time early in 2018-19 semester two. The university already conducts a wide range of health and wellbeing-related activities and initiatives involving students, particularly, and staff. It is anticipated that

involvement in the network will bring strategic coherence to these activities and access to resources and expertise across the sector.

As stated on page 6, it is anticipated that HISA will take a key role in developing our response to the requirement to develop Diet and Healthy Weight strategies.

2.12 Estranged students

The university is in the initial stages of considering how we will support estranged students. Our intentions at this point are to:

- Review the ways in which estranged students can declare at application and enrolment
- Review and highlight the support available to estranged students
- Create dedicated online resources for estranged students
- Consider signing up to the Stand Alone pledge

2.13 FE – Access and inclusion and a regional approach to credits delivered

The Highlands and Islands region exceeds its allocated core credit and its supplementary ESIF credit target each year. Through the co-ordinating role of the Regional Strategic Body, activity targets are distributed in line with demand. When there is any fluctuation in demand, the colleges work collectively to ensure regional targets are met and to agree redistribution of credits as appropriate. Redistribution during the last two years has been managed on both a temporary and a permanent basis, taking account of local context. In working collaboratively in this way, the region has been able to manage local fluctuations in senior phase rolls while still exceeding the region's allocated student activity target overall.

The university partnership is entering a new phase in its development in which collaboration between partners and regional integration will become an integral part of further education delivery. In 2018-19, the colleges plan to build on successful collaborative work undertaken to date, to inform action planning that will be regionally coherent and more impactful. Activity linked to regional strategies, aligned to the Government's 'intensification' agenda, is featured in the enhancement plans of individual colleges in the region, bringing a regional perspective to local improvement plans and providing wider learning opportunities and greater sharing of innovative practice. This collaborative activity will underpin each of the colleges' work in the area of access and inclusion. Each academic partner of the university partnership publishes an Access and Inclusion Strategy

2.14 FE - Implementation of Quality Enhancement plans

The Highlands and Islands region has faced a challenge in the first year of implementation of the new quality arrangements for colleges in attempting to adapt these arrangements, designed to serve single college regions, to a multi-college region with our level of complexity. The partnership will continue to work with SFC and Education Scotland to identify means of implementing the new quality arrangements while acknowledging the regional context and supporting regionally cohesive practice.

Notwithstanding the challenges outlined above, the region's Evaluative Reports and Enhancement Plan (EREP) reports have been well received by Education Scotland and SFC and the grades endorsed by Education Scotland position some academic partner colleges among the highest performing colleges in the sector. Analysis of college EREP reports has identified common themes that can be addressed collaboratively.

Common themes identified for future focus include:

- Management, reporting and use of data to inform action planning
- Improvement in student attainment overall and for disadvantaged groups
- Arrangements to support enhancement of teaching and learning
- Engagement of students in enhancing the learning and teaching experience
- Making better use of RSA data to inform curriculum planning
- Enhancing employability skills development and career planning

In each theme, there is an opportunity to bring together partner colleges exhibiting best practice with those seeking to develop. The regional strategic body will take on a co-ordinating role to facilitate this sharing of ideas and practice. The work streams established to develop regional policy and those developing regional strategies aligned to the 'intensification' agenda will provide the structure for this transfer of practice and regional learning.

The partnership has committed to the development of standard quality management practice in further education that will bring consistency in both regional quality assurance and quality enhancement approaches. This commitment builds on the work of previous years that has led to sharing of quality management practice across all partners delivering further education.   The region has a strong record in quality management with a history of positive reviews by Education Scotland, excellent Investors in People reviews and positive endorsement from a range of awarding bodies. The development of a formalised standard approach to quality management however, will build on this strong foundation. The quality management project and consequent sharing and implementation of best practice will underpin any planned collaborative work. Specific commitment has been made to undertake regional subject-based reviews, drawing on regional expertise such as Associate Assessors to support local and regional evaluation and action planning.

3. **High quality learning and teaching**

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HE priority and FE priority: High quality learning and teaching

HE: higher 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
FE Outcome: an outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience in the hands of expert lecturers delivered in modern facilities. *Outcome:* a more successful economy and society with well prepared and skilled students progressing into jobs with the ability ideas and ambition to make a difference

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We have approximately 40,000 further and higher education students at the heart of our university partnership. With 13 academic partners and 70 learning centres located across the region, we make full use of a range of approaches and technologies to maximise access and optimise delivery. Based on many years' experience of selecting, developing and delivering learning and teaching we match the blend of delivery to the requirements of the student.

The university's learning and teaching enhancement strategy 2017-2021 is based around a set of enhancement values and is designed to provide a 'common language' to support the development, sharing and enhancement of learning and teaching practice.

During the last academic year the Scottish sector entered a new three-year QAA Scotland national Enhancement Theme with the focus being 'Evidence for Enhancement: Improving the Student Experience'. The university's work for the new theme is being co-ordinated from within the LTA, working in partnership with the HISA VP Higher Education who is the student representative lead for the enhancement theme. The internal steering group has agreed three areas of project activity:

- Linking evidence to learning. Focusing on improving staff capacity to analyse, contextualise, and act on student feedback data.
- Linking student representation to enhancement. Focusing on increasing awareness of and engagement with the student rep system as a platform to drive enhancement – lead by a HISA officer
- Linking feedback to progression. Supporting student progression through assessment and feedback that utilises 'feedback as dialogue'.

Year one of our Enhancement Theme work was focused on project scoping and benchmarking research and evaluation. For year two, we are identifying programme teams to participate in 'pilot projects' in the three strands shown above. The pilots will inform various outputs and resources including case studies and exemplars, 'how to' guidelines, and templates and toolkits, for both internal use and wider dissemination through the QAA Scotland. The university is also participating in two 'cluster group' cross-institutional projects for the Enhancement Theme. The first, led by QMU, is focused on ways to foster Sense of Belonging for students on online programmes. The second, led by Edinburgh Napier and GCU, is focused on supporting programme leaders in the use of evidence for enhancement.

The work to develop of a single policy environment for further education includes a core/essential skills policy and a learning support policy. A project manager has been appointed for this two-year project. As highlighted in the previous section, work is also underway to

standardise quality management processes across the region, not least in terms of the use of data to inform action planning, student engagement in enhancement processes and in terms of arrangements to evaluate and improve the quality of learning and teaching.

Partner colleges have worked collaboratively to develop a standard systematic approach to the evaluation of learning to support the on-going development of professional practice. A pilot of this approach is being implemented by two academic partners prior to adoption by the wider partnership during 2019-20. Through the work of the Quality Forum, partners are drawing on local and regional effective practice to inform development and are planning greater use of regionally available expertise such as Associate Assessors, to support regionally co-ordinated reviews and implement plans.

3.1 Student satisfaction

In 2018, the university achieved our best NSS results to date. The overall satisfaction score of 85%, a 6% improvement, brings us up to fifth in the sector in Scotland and above any of the post-92 institutions. We have also achieved our strategic plan critical performance indicator of 2% above the benchmark.

The strong performance in the latest NSS survey was welcomed across the university and is a result of considerable effort over the last few years. We will continue this effort by raising awareness of the strategic importance of the survey, embedding a culture of enhancement, targeted action planning and, most importantly, focusing on improving student experience. We have been cautious however in setting targets until we establish more trend data.

The university also participates in the postgraduate taught experience survey (PTES) and the postgraduate research experience survey (PRES) on a biennial basis, students in 2018-19 will be participating in the next survey.

FE student satisfaction is reported through the student satisfaction and engagement survey. In 2017-18 the overall satisfaction rate for further education students was again above Scottish average and showed continued improvement on the previous year. The region is committed to achieving greater levels of consistency in student response rates across partner colleges in future years. The regional Quality Forum is working to transfer effective practice in the implementation of this survey to this end.

3.2 Student attainment/retention

There has been significant growth in higher education awards (all levels) since university title, from 2625 in 2011-12 to 3608 in 2017-18, 37% increase. During this time, we have seen improvement in the non-continuation performance indicators published by HESA, which are monitored by our non-continuation strategy working group. However it should be noted that the relatively small population size specifically for young first degree entrants means this is a volatile statistic, where small changes can result in significant year-on-year fluctuations. This was seen again in the 2017-18 HESA PIs where non-continuation has increased. This is disappointing and we are reviewing the data, however, we cater to a diverse and geographically dispersed student body. Widening access to further and higher education, including providing opportunities for students to join us at any point in their studies, means our students take many different journeys. This includes the option to leave their course when a suitable job becomes available, because of new caring commitments, or because of a change of location and that is a decision personal to them. The strategy group has commissioned research on student withdrawal and

non-progression, which will report in 2019. Many of the plans and commitments on specific groups in the access theme are also specifically aimed at improving retention of these students.

As a region, the Highlands and Islands performs well against national benchmarks for further education in terms of retention and attainment. In 2016-17, 67.5% of full-time and 85% of part-time FE students successfully achieved a recognised qualification. This compared to a national benchmark of 65.3% FT and 77.1% PT (SFC College Performance Indicators 2016-17). Analysis of data shows that for 2017/18, these success rates were further enhanced to 70% for full time FE students and 84.9% for part time further education students. Although this evidences significant strengths within the region, we are committed to working collaboratively to reduce any disparity in success rates both between partners and subject areas. This will be achieved through the implementation of a regional strategy to support the enhancement of student attainment for mainstream and disadvantaged students. This work will encompass regional initiatives (making use of external critical friends, sharing best practice, collaborative strategic review) and local intervention.

There is a clear opportunity, for instance, for some partners to learn from the well-developed monitoring and early intervention systems operating with great impact in others. The region is also represented in the Scottish Government's College Improvement Plan initiative, which will bring has brought a national perspective to this work and is influencing, in particular, a fresh approach to evaluation practice and action planning currently being piloted by some partners.

It is expected that the planned collaborative quality management work will have a positive impact on attainment across the region and support the work undertaken to reduce any attainment gap between students in different partners.

3.3 Student employability

Most of our students will have an opportunity to gain work-related experience. The number and profile of our region's employers, many of which are small or micro business, affects the availability and take-up of these opportunities. The geography of our region and work and family commitments can also make engaging with these opportunities difficult for our students.

We also want our students to be global citizens. We believe that this enhances their employability and enriches their lives. There are already many international dimensions to the university in research, learning and teaching and knowledge exchange, including opportunities in some programme for international work placement. We want to build on these, to embed internationalisation more generally across the university partnership.

A cross-region FE group has developed a regional strategy to offer meaningful work experience for all students. The group will be seeking to build into the strategy a partnership approach to on-course work experience and post-course success by linking with initiatives such as Community Jobs Scotland, the Employability Fund and Scotland's Employers' Recruitment Incentive.

The implementation of this strategy will complement the regional Essential Skills policy work through which student employability skills, amongst others, will be developed. The region performs well in terms of post-course destination with 94.8% of full-time FE leavers in a positive destination 3-6 months after qualifying, compared to 95% nationally (College Leavers

Destination survey 2016/17). Of these, 69% go on to further study. The partnership is committed to further improvement. Some partners for instance, are working to embed career development skills in full time provision. These developments will be evaluated and will inform regional approaches to the development of employability skills in subsequent years.

A strand of the Scottish Governments Learner Journey Review is improved access to careers guidance and preparing students for successful long-term careers. The university's careers and employability centre has been reviewing how they engage with students and promote contemporary messages that challenge them to take action with their career development. Key messages have been developed around careers development as an opportunity to look optimistically and creatively at the future and not as a problem to be solved, focusing on developing resilience and importance of building networks.

The centre is working alongside the university's Learning and Teaching Academy to integrate graduate attributes into the lives of students and staff. We are moving towards a model of greater delivery through the curriculum using the example of the recently delivered career programme to computing and accounting students including a self-analysis focusing on skills awareness.

A measure of employability for HE students is the Destination of Leavers from Higher Education survey (DLHE) and the HESA PI derived from it – Employment Indicator. This PI is also the source for the ROA employability national measures. It should be noted that 2016-17 graduates will be the last cohort to complete the DLHE. Graduates from 2018 onwards will take part in the new Graduate Outcomes survey. This survey however has a different timeframe for surveying graduates, methodology and questions compared to the DLHE, which is likely to require new baselines and review/revision of targets for any future national measure of employability. The university also wishes to take the opportunity to raise a concern on the costs of the Graduate Outcomes. The stated intention of the move to a centralised survey by HESA was to realise efficiency savings through economies of scale and through a reduced running costs at HE providers, however, as with some other Scottish universities the cost model for the first year of the Graduate Outcome will be more than double anything we have spent in past DLHE surveys. The annual subscription is over £22,000. The claim that the new survey will capture more rich, robust and innovative data about graduates has yet to be seen, however the cost per graduate compared to experience of institutions in running the DLHE seems particularly higher, especially given the reduction in the number of questions, reduction in response rate target and focus on encouraging online completion (rather than telephone) of the survey. Further concerns have been raised with the response rate achieved for Cohort A and to date for Cohort B in the first running of the survey.

3.4 Employer engagement and curriculum development reflecting sector skill needs

At a strategic level, the university and partner colleges continue to strive to meet the education and training needs of the region. Curriculum development proposals are based on intelligence from employers across the partnership, regional SIPs and skills assessments at both local and regional level, in order to develop effectively Scotland's workforce. Funding through the SFC/ESIF programme, Developing Scotland's Workforce (DSW), has been allocated to specific curriculum development projects.

This funding is intended to assist the university to upskill students to meet the needs of Scotland's workforce. There are two work streams linked to employer engagement and curriculum design and development. The planned outputs of these streams is new/revised curriculum reflecting labour market requirements, particularly from the Highlands and Islands Skills Investment Plan.

To enhance levels of sector engagement, a team of four curriculum development employer engagement officers, has been recruited for a period of three years. An additional post has been recruited for a period of 18 months to focus on specific areas in allied health and social care. The posts cover existing subject networks within the university - environment and technology; business and management; engineering and built environment; applied science and cultural industries – and will work within the already established employer engagement protocols implemented by the cross-partnership business development practitioners.

Key areas of development 2019-20

- Development of third sector placement register for students in health, social care and life sciences
- Development of Scottish Natural Heritage 3-year curriculum engagement plan
- Development of applied science industry focus group
- Development of applied science 12-month industry mentoring scheme
- The integration of opportunities with Scottish Land Commission in the curriculum
- Launch of Freelance February – employability and entrepreneurship programme for creative industries
- Pilot bespoke placement programme with Royal Bank of Scotland
- Employer engagement activities supporting the development and currency of undergraduate and post graduate degree programmes in:
  - Financial Services
  - Tourism and Hospitality
  - Sport and Fitness
  - Marine and Coastal Tourism
  - Computing
  - Engineering
  - Creative Industries
  - Optometry and ophthalmology

Alongside the engagement roles, the university has recruited, or will recruit academic development leads and fellows to re-design/design provision in identified areas, including computing, engineering, optometry, nursing, applied health professions, creative practice, tourism leadership and childhood practice and social care.

This work in higher education led by the university, complements the work undertaken across the partnership to engage with employers. Colleges have strong relationships with employers, evidenced through the large and growing numbers of modern apprenticeships, the support provided by employers for the delivery of foundation apprenticeships and the proactive employer liaison groups that work directly with curriculum staff to advise on curriculum design, delivery methodology and evaluation of performance. The region has responded well to the challenges and opportunities presented by the Flexible Workforce Development Fund and has

maximised the use of this funding stream to support increased productivity in Levy-paying companies through provision of training.

The on-going work on developing tertiary curriculum maps, grouped into industry sectors, will improve curriculum planning – at all levels - at a regional level. Through the production of these maps, the region will be increasingly able to identify gaps, in sectors or at particular SCQF levels, informing development plans. These maps will ensure that partners are able to demonstrate their alignment with current and refreshed Regional Skills Investment Plans, Regional Skills Assessments and other relevant market intelligence, thereby supporting regional economic growth and employment opportunities for students. Such planning is essential to the long-term success of regional strategies to widen access and address issues of disadvantage.

To address issues of under-employment in the region, with young people often accessing part-time or seasonal low-skilled jobs, we are committed to developing vocational pathways that offer training for sectors with predicted employment opportunities, either through sector growth or turn-over, accompanied by on-going training that provides access to advanced level study.

3.5 Key subject/sector development

As part of the SFC HE funding model review, the University of the Highlands and Islands agreed a redistribution of non-controlled places across price groups over a five-year period from 2019-20 to 2023-2024. We submitted a five-year summary plan in December 2018. The plan reflects the key subject/sector development highlighted in this section and requirements of the region. Progress on the phased price group redistribution will be reported through the outcome agreements over period of the plan.

i. Health, social care and life sciences

The School of Health, social care and life sciences is bringing together and developing areas of curriculum and research to meet the needs of learners, workforce development, economic investment and income generation, and quality and sustainability of health and social care across the region. The activity is underpinned by key collaborations and partnerships, including NHS boards and NHS Education Scotland (NES), industry partners and UK and international universities. We continue to make careful and deliberate use of multiple funding routes to create structures and growth, which we believe will be truly transformational for the region (also see the Research and Innovation sections).

Following on from the successful introduction of undergraduate adult and mental health nursing and the MSc advanced nurse practitioner, the university recruited the first cohort to a shortened pre-registration PgDip Midwifery in January 2019 for registered adult nurses wishing to move into this specialism where there is high workforce demand in the region.

A BSc (Hons) Optometry has gone through university validation and the process for General Optical Council approval is progressing. Using an innovative regional delivery model, this course is being developed with the industry and is in response to workforce requirements, particularly in remote and rural areas.

The university continues to be a partner in the Scottish Graduate Entry Medicine (ScotGEM) programme with universities of Dundee and St Andrews. Our focus is on recruitment pathways and year two and three delivery support when the students are in the region and on evaluative research.

The higher education developments build on an existing strong local position of employer engagement in the FE curriculum.

In social care, we are continuing to work with regional partners, NES, NHS and the private sector, on the development of a care academy to inform and support education and training at all levels.

During the regional outcome agreement period, we will continue to work closely with the health boards and NES to scope out other allied health profession demands within the region.

ii. STEM (also see under apprenticeships)

At higher education level, the key focus last year was one of review and refocus on the regional opportunities presented by evolving patterns of learning and the potential of significant inward investment. While strategic decisions are being made on the direction particularly of the engineering subject area, specific developments are continuing aligned to industry needs.

Building on the design ethos of the university's Graduate Apprenticeship in Civil Engineering, we have developed a new and innovative BSc (Hons) Applied Software Development, which will go through validation in May. The university has invested in a bespoke development programme with educational developers, industry liaison officers and 'industry fresh' academics. The degree has been developed and will be delivered in collaboration with IBM. IBM is providing the IBM Cloud platform through their Academic Initiative and providing support with IBM SMEs to allow students to have access to the latest technologies at the forefront of the industry, with world-class technical input to add a real business context. All of this, is likely to enable us to be able to generate more of the sort of graduates being requested of Highlands and Islands Enterprise in increasing numbers.

Other example of how the university is responding to sector demand with flexibility and innovation is the developing MSc engineering portfolio intended for delivery from 2019. This includes an MSc Civil Engineering, which is an online, 'roll on roll off' provision in response to a request from local authority roads and infrastructure departments across Scotland.

Another area of development is CPD and 'second subject strands' to be added to other subjects. An example of this is digital skills, which we hope to make available to health, business and creative students. In 2017-18, we also introduced new modules at SCQF level 9 in cyber security, an important subject area which is also included in the MSc Web Technologies.

At a strategic level, during 2018 and 2019, the university is developing a closer relationship with key inward investors and linked stakeholders including Boeing, Locheed Martin, and Liberty. On the back of these discussions, we are developing consortium bids with HIE, the RAF, local authorities and private companies to fund 'game-changing' regional investments based on the application advanced technologies, innovative training and education, applied research and a impactful exchange of knowledge between industry and academia. The Highlands and Islands is poised for a once in a generation opportunity to become a powerhouse of aeronautical and aerospace industries and a proposed advanced technologies hub comprising smart systems and

aerospace divisions through the Moray Growth Deal will help provide the skills training, education and research that will be required.

The developing relationship with Boeing is an excellent early example of how local authorities, enterprise companies, academia and other key stakeholders are working together to make Moray a 'high skills hub'. Working closely with colleagues at RAF Lossiemouth and making use of capacity in the wider university, Moray College UHI is currently developing capacity to meet the immediate needs of Boeing for trained maintenance personnel and to develop the aerospace capacity to meet their future requirements.

At further education level, the Highlands and Islands region has a high proportion of credits delivered to students on STEM courses compared to the national benchmark. In 2017-18 this amounted to 30% of all further education credits. However, this regional success masks significant variation in STEM provision at some of our rural locations. Partly, this disparity is due to a lack of appropriate facilities to deliver STEM courses in some smaller partners. The region is therefore supportive of strategic investment bids (such as the proposed CEST centre in Fort William) that will fund facilities to enable the region to provide further STEM provision in some more rural and remote areas, supporting identified local economic development need. The region is also seeking to extend networked provision at FE level, which will help bring greater breadth to the curriculum in rural and remote areas.

The university is working with stakeholders across our operating area to develop and deliver a regional STEM strategy.

iii. Teacher education

Teacher education is now established within the university, responding to workforce development requirements across our region. It has grown rapidly and is of strategic importance to the university and the region. PGDE Primary and Secondary programmes are now being offered in more locations and across a wider range of subjects. The BA (Hons) Food, Nutrition and Textiles Education, designed to address the shortage of home economic teachers, was developed and launched with GTCS accreditation for September 2018 entry. The BA (Hons) Gaelic and Education is now included in the teacher workforce planning and controlled funded numbers.

The university offers support to achieve GTCS registration for teachers in independent schools in Scotland and CPD support for Head Teachers. We will extend the Head Teacher CPD support programme for 2019-20.

Another area of teacher CPD which will be offered is an Additional Teaching Qualification (ATQ) in Computing Studies (CS). This development has been in response to the shortage of qualified computer studies teacher in the region's secondary schools. The qualification will allow GTC registered teachers to teach computing as a second subject.

A BA (Hons) Theological and Philosophical Studies with Education is currently in development for 2020 entry in response to the Scottish Government's prioritisation of religious and moral education for teacher training and recruitment, following identified teacher shortages in this subject.

iv. Early learning and childcare

The university has struggled to achieve the additional funded places ring-fenced for HNC and BA Childhood Practice since 2017-18. These places are intended to increase the numbers of graduates going into the workforce to deal with the expected increase in demand for childcare places following the Scottish Government's expansion of funded early learning and childcare entitlement by 2020.

We are in regular discussion with employers within our region about their needs, workforce planning and local demand for suitable qualified professionals. The 2018-19 increase in the SFC intake target, especially for the HNC CP, was out of step with what our employers are telling us during these discussions. Our local employers are not expecting such an increase in unfilled vacancies for suitably qualified professionals. Where there may be an increase in demand, many employers are concentrating on upskilling existing employees and converting part-time employment to full-time. This is evidenced in the increase in interest in SVQ 2 and 3.

To accommodate such an increase in the HNC intake would also be a challenge for some of our academic partners, however, where there is demand from applicants and employers, we are working to find flexible ways to make that provision available. For example, the university partnership was successful in bidding for funding from the Men in Early Years Challenge Fund to pilot a fast-track childcare course targeted at men in a bid to tackle gender stereotypes and encourage more people into the profession. The pilot is at SCQF L6 and successful students will be guaranteed an interview to the university's HNC Childhood Practice. Perth College UHI has also delivering the HNC Childhood Practice over one year to staff employed in the local sector through a route that sees them undertaking SVQs in their workplace and the college delivering the HN units online with twilight sessions on campus.

We do not know how many additional places will be allocated for 2019-20, however we completed a consultation across the local authorities in the region to assess the potential level of demand and submitted numbers to SFC.

More recently the university successfully bid to run a pilot graduate apprenticeship in this area, which will need taken into account in terms of the total provision compared to the SFC additional places. This pilot has generated interest from employers across the region.

v. Creative industries

Creative industries is a key growth sector in the Scottish economy and is also important to the Highlands and Islands region where it is characterised by small and micro businesses and self-employment. The employment of an academic lead developer and employer engagement staff is opening up opportunities for taught postgraduate programmes and research in this area linked to developing entrepreneurial skills and communities of creative practitioners. This follows on from the successful introduction of an MA Art and Social Practice.

vi. Sustainable tourism

Another growth sector for Scotland, the tourism industry is also crucial to the economy of the Highlands and Islands and proportionally more so than in the rest of the country. Most visitors come to the area because of its natural and cultural heritage, and to participate in outdoor activities.

As well as the growing adventure, outdoor and sports portfolio, the appointment of a Chair in Tourism and, through ESIF DWS, of an academic lead developer will facilitate further development linked to industry demand. For example, a partnership development and accreditation project is underway for a tourism award at Portavadie in Argyll.

vii. Business and finance

Again, one of the key growth sector in the Scottish economy. The university offers a range of accounting, business, management and leadership programmes at all SCQF levels. Early research is underway looking at a financial services degree.

viii. Society and culture

The university has built a unique portfolio of undergraduate and postgraduate humanities programmes, along with world-leading research, linked to the history and culture of the region. Our history and archaeology teams have now developed skills specific elements within their fields which are helping to open up opportunities with heritage organisations and archives etc. for student to undertake work on-site and increase their employability skills.

ix. Apprenticeships

The UHI Work-based Learning Hub was commissioned by SDS in 2015-16 to develop vocational work-based learning pathways in key industry sectors. In 2018-19, the Hub built on its success in developing Foundation Apprenticeship provision across the region, in collaboration with the colleges, local authorities, DYW groups and employers, adding further frameworks and growing apprenticeship numbers. The work of the Hub was extended to encompass Modern Apprenticeships, which transferred to a regional contract in 2018, supporting growth in Modern Apprenticeship numbers. In taking a regional approach to Modern Apprenticeships, partners have been able to benefit from economies of scale, ensuring competitive advantage while also pooling expertise to develop an enhanced offer for the benefit of the regional economy. In consultation with Colleges Scotland and national agencies, the region is reviewing its apprenticeship provision for the construction industry, to identify an effective and efficient means of contracting in future years. In anticipation of becoming a managing agent for construction industry apprenticeship programmes, the region will be working to aggregate all CITB, SNIPEF and SECCT modern apprenticeship provision into the UHI Work Based Learning Hub in the first instance.

The region has ambitious plans for growth in apprenticeships, which is reflected each year in the regional contract bid submitted to SDS and the increasing numbers of apprenticeship new starts. The region is contracted to deliver a L10 GA in Civil Engineering, building on the success of the L8 Graduate Apprenticeship and is in the process of developing a L9 Graduate Apprenticeship in Children and Young People.

We are unique in our ability to support young people through Foundation, Modern and Graduate Apprenticeships in a seamless manner, avoiding unnecessary transitions between institutions. As mentioned in the STEM section, a bespoke work-based computing degree will be developed in 2018, offering a route to under-graduate study for those who do not wish to delay earning while they learn.

The planned expansion and enhancement to Modern Apprenticeship provision through the new single contract arrangements in 2018-19 has extended an already well-developed employer network that informs curriculum planning and delivery. The work-based learning Hub will be working with partners to offer employers an enhanced modern apprenticeship programme that is responsive to industry developments, offering extension classes to further raise productivity.

Further employer engagement has been achieved in 2017-18 through development of bespoke training packages for employers. Efforts will continue in 2019-20 to support improved local industry productivity through targeted provision of training using the Flexible Workforce Development Fund. The region expects to fully utilise these funds in 2019-20.

x. Wider FE curriculum

The University of the Highlands and Islands as the Regional Strategic Body has responsibility to ensure a responsive curriculum across an extensive region, working across multiple curriculum planning partnerships and local authority boundaries. Well-established local relationships with external stakeholders including, local authorities, SDS, HIE, employers and schools, enable the colleges operating in the region to assure alignment of curriculum with local demand and are informed through analysis of data provided through RSAs, SIPs and other LMI. Each local college is represented on their Community Planning Board and contributes through the regional structures to discussions at the Highlands and Islands Skills Investment Plan Board. In 2018-19, a more structured approach was taken to CPP interaction through the introduction of a scheduled committee established for this purpose. This committee will draw together CPP intelligence to provide a more structured input to our input to the SIP Board and to future FE regional curriculum planning and make more explicit, the partnership's responsiveness to local and regional economic development needs.

4   Internationally competitive and impactful research

> *HE priority: World leading research* – world-leading universities, nationally and internationally connected with a global reputation for their research

4.1 Enhance performance in REF 2021

The university is committed to enhancing its performance in REF 2021, building on achievements in REF 2014. In 2017-18 we set out our intention to increase the number of staff producing outputs at 3* and 4* by 25%, to increase the overall fte submitted and to achieve a GPA exceeding three. Plans for 2019-20 will focus on a number of key areas of activity:

A formal mock REF is planned for May 2019, following on from a series of mini-audits and the 2017 stocktake. This will provide a definitive assessment of the university's progress in relation to the unit environment statements, the impact case studies and outputs. At the end of 2018-19 individual meetings will be held with each unit of assessment lead and action plans produced at UOA level. In 2019-20 the REF Managers Group will oversee these action plans and monitor progress. Other REF related activity planned for 2019-20 includes utilising the university's Code of Practice to identify the final eligible cohort for REF 2021 and identify individuals where arrangements for special circumstances may apply. Preparations will be made for the final selection of outputs in the early part of 2020-2021 and the institutional level environment template will be drafted.

Ongoing staff development relating to equality and diversity will also be progressed, especially in regard to the desirability of avoiding unconscious bias in REF decision making processes.

4.2 Use of SFC REG to deliver the strategy for world-class research

In 2019-20 the university will distribute 80% of REG income across academic areas using a formula driven approach which reflects the REF 2014 outcomes. 20% of this income will be used to support the provision of important core services through the research office and graduate school. The REG income is a critically important underpinning component of the university's research environment. It ensures that we can continue to carry out world leading and internationally excellent research, support developing research areas through increasing capacity, and support a range of essential professional services appropriate to research.

The academic areas which will benefit from REG funds in 2019-20, to build capacity and/or sustain world leading and internationally excellent research are: the Centre for History, the Archaeology Institute, the Institute of Northern Studies, the Institute of Health Research and Innovation, Sabhal Mòr Ostaig UHI and the Scottish Association of Marine Science UHI.

In 2019-20 the university will utilise REG funds and UIF funds to support the leveraging of Industrial Strategy Challenge Fund (ISCF) monies. In terms of UIF the University will use specific funds in both 2018-19 and 2019-20 to support a post whose core function is to link major ISCF opportunities with the development of university bids. We have also created a fund to support bid writing. REG funds are used to support the activities of our four research clusters, including the rolling out of a programme of events and seminars. It is anticipated that research clusters will become increasingly active in progressing ISCF activity.

Two case studies are offered to illustrate these points:

1. A well-established research entity where REG income is used to ensure that grant capture opportunities are maximised
2. A developing research area, which was entered for the first time in REF 2014 and which achieved a strong result, thus demonstrating excellent potential;

Case Study 1: Scottish Association for Marine Science UHI (SAMS)

Within the University of the Highlands and Islands, SAMS is the largest recipient of REG formula funding as a result of its performance in REF 2014 and the comparative number of staff and outputs which were included. In 2018-19, it will receive just over £1m of REG funding. SAMS currently undertakes research in three areas - ocean systems, dynamic coasts and the blue economy [further information available on the [SAMS website](#)]

The ocean systems research brings together SAMS scientists who undertake vital research to discover the key processes that comprise the interconnected systems by which oceans function. Research feeds into international scientific panels and organisations such as the IPCC and the UN and informs international policy and governance. Specifically SAMS plays an international role in large-scale and regional ocean observation and the examination of varying ocean properties on the climate system.

The dynamic coasts research area provides the underpinning biological, ecological and sociological knowledge to support sustainable blue growth while at the same time inspiring the next generation. The research spans the biology of individual species to the ecosystem impacts of climate change and social and economic studies of how human communities interact with the coastal seas.

Research arising from the blue economy research theme supports current and future commercial users of the marine environment to gain wealth from the oceans, without degrading the very system that humanity depends on. The use of oceans as a development space, and the de-coupling of social and economic growth from environmental degradation are at the centre of the scientific, education and commercial activities of the SAMS Blue Economy Research Area.

The REG funds are a critically important enabling factor for this work. They are typically used to fund the gap between what research councils, principally NERC, and other funders provide and Full Economic Costs (FEC). For example, in 2016-17 NERC funding was about £2.9M, EU income £1.2M, other research income was £1.3M and REG £0.9M. The REG income was used to ensure that cutting edge research projects of international significance were effectively delivered.

A specific example of this is GlobalSeaweedSTAR. This project is about developing the future of the seaweed industry in specific developing countries and the transformative effect that this will have on hundreds of communities and thousands of individuals. It is being funded under GCRF and hence aligns with national priorities. The gap between the available funding and the FEC of the project is being met by drawing down REG funding on a year-by-year basis.

Case Study 2: The Centre for History

The Centre for History is a key component of the University of the Highlands and Islands and is internationally renowned for its teaching and research in Highland, Scottish and wider-world history. In late 2014, it came fifth in Scotland ('a new entry') in the Guardian league table of top UK university history departments. In its first entry to the Research Excellence Framework (REF), it was ranked joint eighth of all history submissions across the UK for 'Impact'. As the newest university history department in the UK – founded in 2005 - the Centre comprises an ambitious and vibrant team of historians, committed to research of international reach and significance. The Centre's research has attracted substantial funds from external sources, including the Wellcome Trust, Scottish and Southern Energy, the Forestry Commission, Carnegie Trust UK, the British Academy and the Leverhulme Trust.

Given the stage of development and scale of the Centre for History the amount of REG funding allocated to the Centre is modest compared with SAMS. Nonetheless the approximately £50K allocated annually is a significant facilitator to support the building of capacity. Since REF 2014, a number of new staff have been appointed to the Centre, and in particular a new Reader in History joined the Centre with a brief to grow and develop its research capability and profile. This appointment, deemed critical to the academic development of the Centre, would not have been possible without the REG income. Examples of the benefit of this appointment (and indeed those of other academic staff), focus on the re-orientation of the Centre, the creation of new research themes – for example - land-based research and riverine, port and coastal histories, the development of a full staff seminar series, more frequent research workshops and a strongly growing postgraduate research community [further information available from the Centre for History website]

4.3 Engage with the principles of the 'concordat on open research data'

The University approved a new Research Data Management Policy in 2017-18 which took full account of the Concordat on Open Research Data. In 2018-19 arrangements are progressing for implementation of the new policy. In addition a review of compliance with GDPR was completed and revised business processes – for example in research ethics – are being implemented in 2018-19. In 2019-20 the university, through its Research and Knowledge Exchange Committee, will review the implementation of these new policies and will make adjustments where required.

4.4 Ensure high-quality environment for research training and development and enhance the development and diversity of researchers

As a young university, with aspirations for high quality research that is recognised nationally and internationally, and with marked success in external assessment of that quality (REF 2014 and PRES 2017), training and development of research-active staff and students is a key element of our strategy to achieve those ambitions.

This is an all-inclusive approach, but also one that is influenced beneficially by our involvement with Athena Swan, the university holds a Bronze-level accreditation. We are developing our plans to secure reaccreditation at the Bronze level, and ideally silver level accreditation in a small number of academic partner/departmental contexts. Part of this ambition is served by our adherence to the principles of the HR Excellence in Research approach and standard. In view of this, and specifically in the context of student training and development, the university has dedicated support in its Graduate School Office, in the form of a Research Training Officer,

specifically aimed at the identification and provision of broad-ranging training opportunities for research students and their supervisory staff.

Beyond this, the university operates a newly updated mentoring scheme for staff, which enables colleagues at all levels of research engagement to be mentored by the most appropriate person from across our institution. Every member of staff has access to the resources of the Learning and Teaching Academy, which provides a range of resources and development support, including training to learn or refine writing skills for peer-reviewed publication, and for securing research-related fellowships of the Higher Education Academy via the university's ALPINE scheme. Indeed, research students can also secure Associate Fellow of the HEA status in response to some of their teaching-related activities, which is highly beneficial to their development and future career aspirations.

The university is formally part of two Doctoral Training Partnerships, and also has formal links to the Scottish Graduate Schools for Arts and Humanities, and for Social Sciences. We are also closely linked to the MASTS, SAGES and SICSA Research Pools. In all cases, these associations bring opportunities for further staff and student training and development. It is worth noting that our Dean of Research is chair of Universities Scotland's Research Training sub-Committee, which is engaged with practical training support and activities and also seeks to influence sector-wide policy developments in the area. The last Policy Forum event in June 2018 addressed the issue of staff and student mental health issues.

While we can demonstrate an expansive array of support for staff and students, training and development is a matter that is under constant review, reflection and enhancement, chiefly through the work of the Graduate School Office and the Research Degrees Committee. Recent developments have included a new student progress monitoring arrangement, formalised training skills updating requirements for supervisory staff, enhancements to the ethical review procedures, more formalised training needs analyses for research students at the start of each year of their studies, writing retreats for staff (arranged through the university Research Clusters). These build on the provisions already in place for staff and student induction, skills updating workshops, various seminars series and training events that are run by the Research Clusters (open to staff and students), sabbaticals provisions, financial support for attendance at conferences and professional bodies, and access to resource to fund (or part-fund) staff engagement with research degree studies. The 5th biennial staff/student research conference takes place in Perth from 11-13 December 2018 and is the subject of the following case study.

Case Study: Highly unusually, and perhaps uniquely in Scottish Higher Education, the university runs a staff/(research) student conference on a biennial basis, covering all discipline areas and a broad range of presentations, training and development opportunities. The conference also provides an important occasion for our plans for strategic developments in research to be presented and discussed. In the up-coming conference, to be held in Perth College UHI from 11-13 December 2018, there have been 239 registrations, which includes 99 research degree students. The staff who attend cover the full range of engagement with research, from the earliest career researcher to seasoned professors who are internationally renowned in their field. Everyone takes an equal role in the conference, so everyone has the opportunity to learn from each other. There are formal training sessions for delegates to attend and also research showcase sessions, where staff and students present their research to a broad range of colleagues from all different backgrounds. In addition, major issues facing the sector are discussed in a way that helps steer the university's plans to meet the challenges and opportunities of the future. In the next conference, these issues will cover a range of matters

related to the external environment and how this will/could affect Higher Education in general, and the University of the Highlands and Islands in particular. The conference routinely secures excellent feedback and has become an important regular milestone and opportunity for staff and students in their research development and training activities. Details about the conference can be found by following this link: https://www.uhi.ac.uk/en/research-enterprise/events-and-seminars/university-research-conference/conference-2018/.

4.5 Enhance research collaboration including support for research pools and promotion of multi/interdisciplinary working addressing global challenges (eg GCRF)

In 2019-20 the University will be involved in a range of collaborations building on the current position. The following are indicative of the breadth of activity.

In terms of engagement with the research pools, we will continue to lead the Soilse research pool and it is anticipated there will be an expanded number of universities actively engaged with this. We are also involved in MASTS, the ETP, SAGES, and SICSA. This involvement is clearly characterised by collaborative activity with a number of other universities.

Of further note in 2019-20 is the university's role as a member of the second phase of the Scottish Graduate School for Arts and Humanities Doctoral Training Programme (DTP) and its role as a member of the new MASTS DTP.

It is anticipated that building on MAXIMAR, the marine science audit in the Highlands and Islands, the university will progress further collaboration with the Universities of Stirling and Heriot Watt and relevant industry in further research activity.

We have established a new post of Vice-Principal Strategic Projects who, in collaboration with the Vice-Principal for Research and Impact, will identify new research opportunities arising from major infrastructural developments in the Highlands and Islands, for example the UK Spaceport initiative in Sutherland.

The university is currently building a new strategic collaboration with Scotland's Rural College (SRUC) focused on natural capital in the blue and green economy and in 2019-20 we aspire to define funded research projects through this collaboration.

We have produced a three-year strategy for core GCRF activity and continued progression of a number of collaborative projects is anticipated. These range across a wide range of disciplines including engagement from our Institutes of Archaeology and Northern Studies.

A major area of growth has been in health research and as this area of work has developed international connections have been created. It is anticipated that further work will progress to expand these international connections and collaborations.

The university is involved in a number of Growth Deals in the Highlands and Islands and Perthshire and it is anticipated that this work will continue to grow and develop. A specific focus will be connected to evolving work in the Moray Growth Deal, the Islands' Deal and the Argyll Deal. In relation to the Islands Deal, as the only university to be based in the Highlands and Islands, we aspire to lead activity in a range of research work streams.

4.6 Drive public and cultural engagement and contribute to public policy and public sector delivery

The University is involved in research related to public policy and public sector delivery and this will continue and grow. This work is focused on education, sustainable communities, and in

particular health and social care. In relation to health, we have a particular focus on rural health and wellbeing where the research conducted is aimed to advance knowledge of health and health services in rural and remote communities. Those communities currently face a number of important challenges including changes in demography, changes in the nature of health care provision and increased expectations of the community.

We are developing the evidence base for rural health care by carrying out relevant primary research, developing collaborative research with social scientists, geographers and policy researchers, and bringing the international perspective through appropriate collaborations.

In teacher education, a newer area for research, a specialism in education in remote and rural areas is being progressed and 2019-20 will see further developments.

Public and cultural engagement is also important to the university. This work includes a wide range of disciplines and locations, including archaeology, history, heritage, tourism and the creative sector. Sabhal Mòr Ostaig, the national centre for Scottish Gaelic and culture will continue with research into aspects of the Gaelic language and culture, some of which will be under the auspices of Soilse, while others will be delivered through the university's Language Sciences Institute. The Centre for Rural Creativity will take forward a range of research projects involving the creative sector across the Highlands and Islands.

4.7 Evidence compliance with the principles set out in the Universities UK Concordat to support research integrity

The university is committed to the principles set out in the UK Research Integrity Concordat. In 2017-18 the university's research committee agreed to undertake a process of review of its research policies and procedures using the research integrity concordat principles. A number of enhancements will be implemented this year, especially in regard to procedures for dealing with any incidents of research misconduct involving staff or students. In 2019-20 it is anticipated that arrangements for research integrity will be in steady state, but we will respond to anticipated changes in the national framework for research integrity as appropriate.

The university will continue to comply with the protocol in commitment five of the research integrity concordat concerned with the annual publication of a statement of research integrity which has been approved by University Court.

5   Innovation

HE priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry
FE outcome: Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy

The University of the Highlands and Islands is supportive of the principles of developing effective operational links between further education, higher education, research, innovation and wealth generation. This is aligned with the governing principles of the university, which include an ambition to support and inspire the development a knowledge-based regional economy.

Progress, including effective promotion of robust equality and diversity principles, will be monitored by the Research and Knowledge Exchange Committee (RKEC). Through the committee structures, the RKEC responds to the Principal and Vice-Chancellor on: engagement with external agencies, including HEIs, the private and third sectors and the enterprise agencies; progress towards effective implementation of the University Scotland five point innovation action plan, including advising academics on compliance with state-aid rules; and effective training and support of staff engaged in promotion of enterprise and innovation activities. The Vice Principal Research and Impact chairs RKEC, the membership includes the Head of Knowledge Exchange.

All students, undergraduate, taught postgraduate and research, will be exposed to and inspired by the principles of wealth creation (*Priority Action (PA) 1*). Plans for a new UHI Entrepreneurship Institute are being progressed, in part through the Moray Growth Deal, which will include practitioner led activities focused on the principles and practice of entrepreneurship as well as theory. Entrepreneurs themselves will provide the role models and the driving enthusiasm *(PA2).* The approaches recognise that not all individuals want to become entrepreneurs themselves. There are skills within the educational institutes that are, however, of broader value to wealth generation. Exchanges between HEIs and 'industry', for example, through the Knowledge Transfer Partnership programme (KTP) offer a proven route to enhancing understanding and opportunity and the university aims to establish and support such opportunities for all staff *(PA3).*

We believe that effective nationwide benefit cannot be achieved by a single institution working in isolation from the rest of the higher education sector. We support the principles of collaboration with other institutions in Scotland, the UK, Europe and beyond. To this end the university agrees to deliver our agreed contribution to the UIF outcomes on an individual and collaborative level.

A key activity includes the harmonisation and simplification of contract negotiations *(PA7)*. The university goes further, however, and believes that collaboration and consortium generation must include working engagement with the employment sectors themselves and, crucially, other aspects of the educational community, including the further education. The enterprise and skills agencies must also take a significant part in the developments if opportunities are not to be missed and the university will work with relevant agency colleagues.

The University of the Highlands and Islands wishes to engage fully with Scotland's priority economic sectors, including small and medium sized enterprises (SMEs). It is acknowledged however that the distinctive environment of the Highlands and Islands encourages the

development of micro enterprises, social enterprises and community groups some of may not prioritise growing in size but rather sustaining their activities and growing in influence and perceived benefit.

In discussion with Scottish Funding Council, it was agreed that the best mechanism to work at a sector level to deliver the national outcomes is to undertake to work together to:

- Analyse current activity and identify best practice
- On the basis of this, where appropriate, devise and execute a pilot programme
- If successful, develop/initiate a sector-wide programme.

Engagement with national outcomes - nationally

We are fully committed to contribute to the implementation of each of the national outcome group's plans and strategies.

Through the Research and Commercialisation Directors' Group (RCDG), while acknowledging the importance of all the outcomes, institutions agreed to contribute in a way that makes best use of resource meaning that each institution may be involved with a different combination of work.

The University of the Highlands and Islands has prioritised SFC UIF outcomes 1-4, a large element of which now fall under the 'innovation cluster' group's remit.

We aim to play a role in each of the cluster groups during 2019-20 with a special focus on the innovation and entrepreneurship groups, this will include:

Innovation cluster group

- Steering the innovation cluster group along with Aberdeen University and UWS
- Leading on the key SME demand stimulation initiative:

    Initially pulling together a working group that includes Interface, SFC, the Innovation Centres, HIE, SE and the representation from the Federation of Small Businesses. This is likely to result in greater innovation and strengthen and support SMEs across Scotland.

    At an institutional level the university will stimulate demand for university services from businesses in remote and fragile communities *(PA10)* across the Highlands and Islands.

- Playing a leading role in the national innovation cluster strand aimed at developing proposals for the UK Research and Innovation Industrial Strategy Challenge Fund (ISCF) and other grand challenge funding opportunities.

    The university has, for example, used our 2018-19 UIF uplift to create a new, two year, ISCF post as well as creating an internal challenge fund (to encourage and support academics to take part in bid development).

    Actions are expected to include collaboration with other universities and stakeholders to facilitate: grant call foresight, creation of consortia and project development and grant writing leading to an increase in the number and quality of ISCF project proposals. This is expected to result in growing commercial outputs including increasing income from Industry and the UK industrial strategy.

Entrepreneurship and Investment Cluster Group

- As part of a new proposal being developed for 2019-20, the university would host one of five proposed Enterprise Hubs.

In addition, the university confirms our willingness to participate fully in the monitoring framework that will be developed through Universities Scotland RCDG, managed and reported to SFC by the UIF Collaboration Manager. This framework is expected to become the main mechanism by which SFC will measure the impact of UIF at a national level and should serve as a platform for the sharing of good practice.

Engagement at an institutional level

At an institutional level, under each of these outcomes and with reference to the associated priority actions previously agreed, the university will continue to maintain and expand its operational Knowledge Exchange Network across the partnership. This operates through nodes into the different sectoral grouping. Each theme has a named "champion", who will guide the activities, including interaction with other HEIs, commercial bodies and the Scottish and UK innovation/KE landscape, eg the Scottish Innovation Centres, Innovate UK and the Catapults.

The next academic year (2019-2020) will be the last year of the UIF initial three-year rolling programme. As with the previous two years, some initiatives will be funded primarily from the Outcome Grant element of UIF, these are focused on four key sectors for the Highlands and Islands region: *aquaculture, energy, sports and well-being and a rural health network*. Additional support through core Platform Grant funded resource has also been employed to develop KE activities in the *creative economy, tourism and water quality innovation.*

Each of the UIF funded sectoral group projects have their own internal targets and key performance indicators aligned with SFC's seven desired outcome priorities. These aim to provide sectoral hubs with business development and coordination resources as well as funding for business engagement activities such as events, promotions, meetings and in some cases a challenge/seed corn fund.

The groups are currently engaging with their relevant business sectors as well as other sectoral stakeholders, including the regional development agencies, Interface and the Innovation Centres. Each group has now developed draft plans for year three (2019-20) including some revisions to targets/budgets. An update of each group's year three plans is attached (appendix three).

Regular reports are now being submitted to RKEC and the Research Cluster steering groups on progress against innovation targets, including: academic engagement with commercial companies, innovation vouchers; KTPs and the inclusion of innovation/entrepreneurship in staff development and training.

The university's UIF Steering Group (a sub-group of the Research and Knowledge Exchange Committee) will review these in December 2018 and finalise in May 2019.

Initiatives across the university that align to SFC's UIF outcome and priority activities include:

Demand stimulation (Outcome 1)

Making more businesses across the Highlands and Islands aware of the opportunities and funding available to develop new products and processes in collaboration with universities through:

- Various awareness raising outreach activities, events and meetings across the region aimed not only at private companies and social enterprises but also university staff
- Providing additional university staff training on innovation and entrepreneurship skills to help researchers and academics better understand business needs as well as be able to spot innovative opportunities *(PA 5)*. Training includes 'train the trainer boot camps', enterprising researcher workshops as well as sector specific entrepreneurship training

Some of the knowledge expertise gained from the university's local demand stimulation activities will be fed back into the strategies and plans being developed by the national 'demand stimulation' innovation cluster group, particularly as we are leading the SME strand.

Simplify business access (**Outcome 2**)

Ensuring greater engagement with business is supported through increased outreach activity by new KE/Innovation posts working closely with sectoral skills assessment staff including:

- Company visits and sectoral conferences and events participation, business interest group links, sector associations, trade association, partnering fora – industry and research groups

Shifting from transactional to more strategic partnerships *(PA 6)* backed up with a comprehensive CRM system and processes

Helping develop and ensure implementation of enhanced business to university contract arrangements *(PA 7);* implementing a post-project referral process for all KE projects *(PA8).*

Simplification/Greater innovation (**Outcome 3**)

Development of further contributions to innovation infrastructure are being taken forward including:

- City, Island and Regional Growth Deal proposals
- A £34 Million UKRI ISCF "strength in places" bid to develop aquaculture, marine biotechnology and marine energy across the entire western sea coast of Scotland

The university will continue to identify gaps in innovation training for enterprise and innovation staff *(PA 4)* and develop or access training to fill these gaps including for example, Praxis-Unico/ AURIL and ARMA courses and accreditations. In collaboration with other Scottish HEI's, through the innovation cluster group, we will also look at how innovation training might be further developed. This might include Chiasma, sand pit and other joint sector based university/business innovation workshops.

Through the sectoral groups, we will encourage staff exchange between the university and SMEs *(PA 3).* This might include KTP, Innovation Voucher student placements and other exchange opportunities

The university will continue to support the implementation and further development of common contracts *(PA 7)*

We will continue to make information on university expertise more accessible to businesses on a sectoral basis:

- In collaboration with other Scottish universities we will explore what more could be done jointly to increase business demand for university expertise

- This is an area where the national innovation cluster group for demand stimulation will assist particularly in awareness raising of the opportunities available to SMEs and micro-companies through working with universities.

We will further refine and develop out post project referral process to ensure innovation projects progress to the next stage and move up the innovation ladder wherever possible.

Entrepreneurialism (**Outcome 4**)

The university in collaboration with Highlands and Islands Enterprise has developed a business plan for an effective entrepreneurial academy structure, which crosses discipline and regional boundaries. The university is exploring the possibility of establishing an Entrepreneurship Institute, the activities of which would be aligned with the needs of the developing economy of the Highlands and Islands. This would be located within the academic partners of the University of the Highlands and Islands and involve academics from across the university as well as associates drawn from the private economic sectors *(PA2)* as well as from academic institutions elsewhere in Scotland and internationally with capabilities complementary to the aims of the institute.

The institute will be charged with ambitious aims:

- To educate and train individuals equipped with the skills necessary to lead and underpin the growth of a knowledge based economy. All students of the university will engage with the entrepreneurial agenda during their studies *(PA 1)*
- To expose students and staff to the experience of successful entrepreneurs and encourage positive engagement between professionals and business leaders
- To provide direct training, where an identified need is recognised, for professional staff who interact with entrepreneurs and commercial wealth creation *(PA 4).*

The Research and Knowledge Exchange Committee will monitor progress of this initiative on behalf of the Vice-Chancellor.

The university-wide entrepreneurship educator development programme developed with UIF funding will be repeated in 2019-20. This will train our academics to become entrepreneurial role models, equipped to drive change in their institutions and surrounding communities (**PA 2**). The 3-day boot camp raises awareness of entrepreneurial opportunities as additional outputs from their research. An additional enterprising researcher one day training course is also planned. Additional sector specific entrepreneurship training will be delivered.

The university also leads the Highlands and Islands Business Ideas competition, which is open to all staff and students *(PA 1)* as well as Highlands and Islands business and local community groups and individuals. This activity is funded from the Outcome Grant. The university's business idea competition will also feed into the Kick-start and main Converge Challenge competition.

Unfortunately, the Royal Society of Edinburgh Enterprise Fellowship scheme is not currently in a position to source funding for applicants in the Highlands and Islands, so for the time being this scheme is not being promoted by the university.

Through the activities described above we intend to reverse recent declines in KE funding and secure a sustained income exceeding £10 million by 2020-21.

The engagement with, for example, SFC innovation vouchers needs to be refined to reflect the nature of the industrial community in the Highlands and Islands. In the past take-up has been

low and it is anticipated that sector-driven engagement will achieve a rolling expectation of 15 vouchers per annum, subject to a planned increase year-on-year with an expectation for 2019-20 of 12 Innovation Vouchers (includes follow-on vouchers and student placement Innovation Vouchers).

The University of the Highlands and Islands (and our academic partners) intend to match the KE spend of the platform grant.

The University of the Highlands and Islands is committed to equality of opportunity and non-discrimination in all aspects of our work and study. We accept our obligations to fulfil the statutory requirements relating to equality and diversity and will take steps to: eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between people from different groups; and foster good relations between people from different groups, tackling prejudice and promoting understanding.

In 2019-20 the university will seek to extend our knowledge exchange and innovation work to include further education activity. Partners will be encouraged to further enhance their strong relationships with employers through consultancy and bespoke training contracts, making use of college innovation voucher funding to support developments. This will be enhanced by encouraging FE academics, interested in increasing consultancy, CPD and other KE related activities, to join the university sectoral KE groups.

In addition, phase three of the college focused "FUTUREquipped" work-stream is expected to focus on colleges and industry working innovatively together. This is an area that the university sectoral KE teams plan to fully support.

6   High performing institutions

HE Priority 5: Ensuring provision of quality learning in Scottish higher education institutions ie HE strategic futures, quality assurance and HE governance
FE Outcome – a coherent system of high performing, sustainable institutions with modern, transparent and accountable governance arrangements

6.1 Leadership in environmental and social sustainability

Carbon management: The university and our assigned colleges are required to report each November, which has been done. An application to SFC for strategic funding towards consultancy was not successful. We are now engaging with EAUC to run a bespoke workshop to help us plan and report on a more consistent basis across the partnership and widen our activities beyond carbon reporting.

However, there are examples of regional activity which is impacting in environmental sustainability eg we have now consolidated academic partner data centres with Moray, Inverness, Perth and North Highland utilising our central data centres at the Inverness Campus. This has allowed the partners to retire old energy inefficient server equipment with associated reductions in cooling and power costs without having to purchase new equipment and has allowed the university to increase the utilisation of existing computing assets in Inverness.

We have also been running the single print project where academic partners have been consolidating their diverse printing estate into a smaller number of MFDs with 'pull printing' (where the user has to go to the device and sign in to get the prints). This means fewer devices (less power) and less prints as pull printing is only initiated when the user attends the machine.

The university continues to offer online undergraduate and taught postgraduate provision aimed at helping individuals, communities, agencies and employer understand and develop sustainable practices, for example, BSc (Hons) Sustainable Development, MSc Sustainable Rural Development, MSc Sustainable Mountain Studies, MSc Developing Low Carbon Communities and MSc Sustainable Energy Solutions.

6.2 Cyber security

The university now has Cyber Essentials Plus accreditation. This certifies that we have been assessed as meeting the Cyber Essentials implementation profile and, at the time of testing, our ICT defences were assessed as satisfactory against commodity based cyber-attack. This is part of our response to the objectives of the Scottish Government's Cyber Resilience Action Plan. We already have senior staff ownership of this activity and regular review of cyber security risks.

6.2 Governance

The Scottish Government and Privy Council have now approved the changes to the university's articles of association to enable it to comply with the Higher Education Governance (Scotland) Act 2016.   These changes are currently being put to the various stakeholders required to approve them prior to formal approval by the university Court.

While the university does not have a formal recognition agreement with any trade union, each of the four trade unions who are formally recognised by one or more of our academic partners have been asked to nominate two members who are representative of the professional services and the academic staff across the partnership. Once these nominations have been received, the Court will consider giving these members observer status at Court meetings until the articles have been changed to allow them to become full members. It is hoped that the required changes will receive approval before the next academic year.

The university principal and vice chancellor provides assurance to SFC on an annual basis that we comply with the terms of the financial memorandum and in turn asks the principals of each assigned college to confirm that they are complying with the financial memorandum between their college and the university. Areas of non-compliance are highlighted to SFC. The university is required to comply with both the Codes of Good Governance for Colleges and the code for higher education. Where there is a conflict between the codes, we will comply with the higher education code. Any such areas and areas of non-compliance are explained in the university's annual report and accounts.

Gender balance and equality

An extensive recruitment exercise was conducted in 2017 for new independent members to join the University Court. The recruitment process was amended from previous campaigns to incorporate best practice guidance from the Equality Challenge Unit (now part of Advance HE) and applications were actively encouraged from women, people with disabilities and people from ethnic minority groups. This new approach was extremely successful and resulted in an increase in the overall number and quality of applications received and has helped the university

to demonstrate its commitment to equality and diversity and to ensuring that our governing body represents the staff, students and community that it serves.

Lessons learned from the recruitment process have been shared with academic partners to inform their own recruitment activities, including template job descriptions and person specifications and advertisements.

Currently, there are 18 members of the university Court some are ex officio, gender balance of appointed members will be nine male and seven female when new articles are adopted next year. In total:

	Non-exec members		Staff members		Student members		
	Male	Female	Male	Female	Male	Female	Total
August 2018-present	9	5	2	1	1	0	18

The HE Governance (Scotland) Act (2016) necessitates membership from two trade union representatives, which is currently being allocated among the four trade unions involved. The trade union reps will come onto Court when new articles are adopted later this year. We have also recruited two female observers, who will be formally appointed at the same time ensuring a majority of independent members.

The current college boards of management gender balance: (as at 1 October 2018):

College	Non Executive Board Members			Staff Board Members			Student Board Members		Total		
	Male	Female	Chair Gender	Male	Female	Principal Gender	Male	Female	Total	Male	Female
Argyll	6	4	M	1	1	M	0	1	**13**	**7**	**6**
Inverness	8	5	M	1	2	M	1	1	**18**	**10**	**8**
LCC	4	6	M	3	0	M	0	2	**15**	**7**	**8**
Moray	6	5	M	1	2	M	1	1	**16**	**8**	**8**
NHC	5	3	M	2	1	M	0	1	**12**	**7**	**5**
Orkney	11	1	M	2	0	M	0	2	**16**	**13**	**3**
Perth	7	5	M	2	1	F	2	0	**17**	**11**	**6**
SMO	6	5	M	1	1	F	0	2	**15**	**7**	**8**
Shetland	4	2	M	0	0	M	0	0	**6**	**4**	**2**
WHC	5	4	M	1	1	F	0	1	**12**	**6**	**6**

The university achieved the Bronze Athena Swan Award during 2017 and is working on an action plan to broaden the scope our Athena SWAN Silver submission in April 2020. https://www.uhi.ac.uk/en/t4-media/one-web/university/research/staff-dev/Athena-Swan-Application-2016.pdf

We currently support 10 members of staff to participate in the current Advance HE Aurora programme. This opportunity is open to women at grades up to senior lecturer and the professional services equivalent with places awarded on a competitive basis.

These Women Can! – a one-day event held 8 March 2018 saw colleagues from across the university gather to discuss and debate the current challenges facing women in Higher and Further Education. Led by invited speakers, a range of issues and perspectives were explored,

showcasing a number of successful initiatives and providing an opportunity to reflect, plan and network with colleagues from across the university.

We continue to progress actions from our Equality Outcomes to ensure equality of opportunity for both students and staff and will report on progress again in April 2019.

Supporting more transparent decisions on remuneration at senior levels and showing leadership in Fair Work

Current articles of association preclude staff or students being involved. The University Court will consider whether the membership of remuneration committee should be altered once articles have been revised. The university is a Living Wage Employer

The role of the Regional Strategic Body

The 2016 Audit Scotland Report on Scotland's Colleges recognised the progress the University had made in meeting the requirements of the Post-16 education (Scotland) Act (2013) and in the arrangements in place for the university to effectively carry out the role of the Regional Strategic Body. During the period of this Regional Outcome Agreement, the University has developed regional structures and practice in further education that are bringing far greater levels of consistency to the experience and supporting quality enhancement at a regional level. Significant initiatives that will be delivered during the period of this Regional Outcome Agreement are the development of a single policy environment for further education, the harmonisation of quality management processes, regional contracting for all work-based learning programmes and the development of regional enhancement strategies. These initiatives are having a positive impact on the partnership and contributing to cultural change. The University will continue to review these arrangements, adding further value through regional developments as opportunities emerge.

The development of the single policy environment for further education and the harmonisation of working practice will during the course of this Regional Outcome Agreement period:

- Bring greater levels of consistency to the student experience;
- Reduce duplication of effort;
- Bring greater levels of resilience through better management of corporate knowledge;
- Reduce corporate risk;
- Create opportunities for the ready implementation of best practice;
- Create effective and efficient communities of practice.

Accountability for achievement of Regional Outcome Agreement targets rests with the Regional Strategic Body. Although student activity targets are disaggregated by academic partner to support local planning in line with demand, most targets are managed on a regional basis. Partners have however committed to working on an individual or cluster basis to address differences in performance across subject areas or colleges in relation to specific targets. The work to harmonise quality management processes across the partnership in further education and the development in particular of collaborative evaluative analysis of performance indicators and enhancement initiatives will support a helpful degree of disaggregation to target development towards areas of development need.

IMPLEMENTATION PLAN: Aquaculture

Outcome	Action	Person/s Responsible	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	NOTES:
Outcome 1 - Demand Stimulation															
	Attendance/contribution/ exhibit at industry relevant events	ALL			ASSG conference						Aquaculture 2020				
	Attendance/promotion of UHI Aquaculture Hub with Scotland's enterprise agencies, Scottish Government, business networks, Interface, and others, Scottish HEIs	ALL													
	Face to face training workshops with Aquaculture Hub members and other UHI staff to help improve the quality of engagement with businesses and the public sector	MK													
Outcome 2 - Simplify Business Access															
	3rd call for Industry Engagement Fund	MK		Call launch			call deadline	assessment panel							
	1) Refresh content on website to increase profile and accessibility of UHI to a range of stakeholders including general public and industry partners. 2) Development of a social media presence	MK		twitter account launch											
	Search for appropriate projects - both past and present - and work up into case studies	ALL/MK				2 case studies written up						a further 3 case studies written up			MK to work up case studies once information provided.
Outcome 3 - Simplification/Greater Innovation															
	1) Identify and develop suitable projects with industry partners 2) Attendance/promotion at industry focused meetings. Company/site visits	ALL													
Outcome 4 - Entrepreneurialism															
	1) Staff and students to attend "UHI Enterprising Researchers Programme" 2) Identify and foster student engagement with role models. Continued liaison with UHI Careers and Employability Team. Employability team to work with Aquaculture Hub to arrange aquaculture guest speakers	ALL									UHI Enterprising Researchers Programme				
Outcome 5 - International Activity															
	1) Scope the opportunities for International Engagement. 2) Link opportunities with UHI International Engagement Strategy 3) Develop contacts with international business and/or institutions.	ALL													
Outcome 6 - Inclusive Growth and Social Impact															
	Review and update shared on-line communication and working platform for the aquaculture hub to support UHI researchers in rural locations	MK	review of sharepoint content					review of sharepoint content							
	Delivery of industry focussed workshops in rural or island locations	MK							workshop 1		workshop 2				
Outcome 7 - Equality and Diversity															
	All UAH staff to undertake equality and diversity training	ALL													

IMPLEMENTATION PLAN: Creative Economy (CE)

Outcome	Action	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20
Overarching Target	1. Secure additional income from Knowledge Exchange activities within the Tourism sector for the University	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
	2. Review record sheet to capture additional income across APs and discuss at each KE Creative Economy Group meeting	▓		▓		▓		▓		▓		▓	
Outcome 1 - Demand Stimulation	1.1 Review creative economy group expertise mapping document which collates individual expertise, facilities and external links across the network and up-date accordingly	▓											▓
	1.2 Run a minimum of 3 awareness raising events across the partnership throughout 2019/20		▓		▓		▓			▓			
	1.3 Run an interface workshops within the year 2018/19 with the Creative Economy Group			▓					▓				
	1.4 Provide university staff training on innovation and entrepreneurship skills				▓					▓	▓		
	1.5 Develop a list of priority contacts within the Creative Economy Group and external providers	▓	▓	▓									
	1.6 Research and develop at least 5 new appropriate project case studies across the university linked with creative economy					▓	▓						
	1.7 Produce a plan which identifies attendance at industry events, meetings and site visits	▓	▓	▓		▓							
	1.10 Collate site visit information for creative economy and populate/update within CRM to record all information				▓		▓						
	1.11 Run 1 workshop within 2019/20 with the creative economy group to a) raise awareness of funding, b)relationship development and c) writing workshop for industry led projects						▓	▓					
Outcome 2 - Simplify Business Access	2.1 KE team work closely with creative economy sectoral group	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
	2.2 Input data for business contacts and all relevant public sector stakeholders onto CRM system and update monthly	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
	2.3 Collate and review data from academic partners on all key stakeholders and update key contacts within the creative economy group CRM system and produce reports as appropriate	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓

Outcome	Task	1	2	3	4	5	6	7	8	9	10	11	12
	2.4 Review, up-date and manage the shared space on SharePoint to ensure all information, resources and links are up-to date as well as providing an online platform for communication within the Creative Economy Group.	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦
	2.5 Implement a post - project referral process for all KE projects within the CE group in conjunction with relevant departments within UHI	▦	▦	▦									
	2.6 Review and up-date creative economy web presence and ensure web presence is linked to Business and Employers pages within UHI as well as Research and KE pages.	▦									▦	▦	▦
Outcome 3 - Simplification/Greater Innovation	3.1 Develop and run a workshop in conjunction with Interface to sectoral group on innovation vouchers/KTP and other funding streams							▦					
	3.2 Identify any collaborative working partnerships within the creative economy group across other Scottish Universities that would increase business access using our expertise within UHI and showcase through the developed web pages for CE	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦
Outcome 4 - entrepreneuralism	4.1 Identify and provide appropriate entrepreneurial training				▦	▦	▦						
	4.2 Develop a list of names of entrepreneurs within the creative economy sector that would be willing to share experiences and engage with sectoral group and students and disseminate accordingly	▦	▦								▦	▦	
Outcome 5 - International Activity													
Outcome 6 - Inclusive Growth and Social Impact	6.1 Devise and implement an events calendar for current year outlining events to attend.	▦	▦										
Outcome 7 - Equality and Diversity	7.1 Identify and advise relevant staff of UHI equality and diversity training and policy	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦

IMPLEMENTATION PLAN: Energy

Outcome	Action	Person/s Responsible	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	Notes
Outcome 1 - Demand Stimulation															
Maintain Sector Groups	Ongoing maintanance of groups including informal stimulus and react to sector needs	All	Y	Y		Y			Y	Y	Y	Y	Y	Y	Sector Groups are formed but require constant re evaluating to make Them user friendly
Revision of Energy expertise mapping document	Creation of KE Energy reporting mechanism, and use of sector groups to track	KB, CP		Y	Y	Y	Y	(grey)	Y	Y		Y			Need to stimulate AP's into action regarding reporting
Review areas for enhanced stimulation	Identify mechanisms to gap analyse Research capacaity	KB,CP ,groups				Y	Y	Y	Y	Y					Inteligence driven by using the KESG group members and the above tools.
Develop list of priority contacts	Ongoing investigations, relationship building, and academic partnership inteligence	All		Y	Y	Y	Y	Y	Y						Built up over time and with the help of the KESG's
Development of marketing plan	Cross AP co-operation, stimulus via forum		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			TBC, with inpetus from the Clusters to/from KESG's
Ongoing Marketing	Forum set agenda point, follow on activities		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		generic energy materials, with the view of adapting to match the context
Outcome 2 - Simplify Business Access															
Identify Industry Groups	Work with AP and conduct ongoing investigations	KB	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Identified. Ongoing relationaship building and exploration of shared projects is ongoing
Maintain Event calender	Agenda Point, Forum Bulletins. Calender within SharePoint updates.	KB, CP	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Set point on KESG agenda
Seek business partners	Build relationships. Partners found and more sought	KB,APs	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Ongoing inteligence and relrtionship driven
Identify Business/KE opportunities	Build relationships. Encourage cross AP co-operation via groups. Partners found and more sought	KB,APs	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Set point on KESG agenda
Administration of grant	Admin support	CP	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Improve Business to Researcher access	Evolve the Web Presence and Sharepoint. Nurture external engagement and networks	KB, APs	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Ongoing collaboration with Stuart Knight
Outcome 3 - Simplification/Greater Innovation															
Identify Research groups and clusters	Build relationships. Encourage cross AP co-operation via groups	KB,APs	Y	Y	Y	Y	Y	Y							Stimulating project ideas, both independantly but also through KESG
Continuing Identification HE/Industry Partnerships	Build relationships. Encourage cross AP co-operation via groups	KB,APs	Y	Y	Y	Y	Y	Y							Stimulating project ideas, both independantly but also through KESG
Continue to engage with Research groups and clusters	Build relationships. Encourage cross AP co-operation via groups and react to Research group outcomes and inputs	KB,APs		Y	Y	Y	Y	Y	Y	Y	Y			Y	Stimulating project ideas, both independantly but also through KESG
Outcome 4 - Entrepreneurialism															
Indentify appropriate area's of enhancement (Energy Board Agenda)	Driven by senior management team(research groups)	BW		Y	Y	Y	Y	Y							Meeting with the whole create team 04/06/18
Deliver Agreed activity	Agreed by Research groups	All		Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	TBC, with inpetus from the Clusters to/from KESG's

Task	Description	Owner														Comments
Identify L&T staff and student KE opportunities	Senior management strategy approach	BW					■	■	■							
Outcome 5 - International Activity																
Review and seek international networks	Work with Academic partners and LS and BDMs, this is now an ongoing process	KB	■	■	■	■	■	■								
Evolve International Partnerships	React to the UHI's international ambitions and enable		■	■		■									Submissions are to be completed by the 1st of June. There is hope of success from two out of three
Develop plan for international engagement	Work with Academic partners and LS and BDMs, this now an ongoing process	KB			■		■	■								Needs to be considered at cluster level
Outcome 6 - Inclusive Growth and Social Impact																
Agree which outreach activities/events to attend. Will tie in with marketing plan	This will be tied in by the terms of reference in Sector forums, ongoing and evolving				■	■	■	■	■	■					It needs to be decided by the KESG and Cluster what targeted areas to address
Develop UAH outreach program, to be incorporated into final engagement plan.	This will be tied in by the terms of reference in Sector forums, ongoing and evolving. Potential enablers to be identified	APs, CS					■			■	■				
Outcome 7 - Equality and Diversity																
Key UAH staff to undertake equality and diversity training	Gap Analyse of staff to be discussed. Enablers to be identified	APs, CS					■	■							Potential to explore unorthodox regional of equality and diversity
Table																
Ongoing	�(yellow)															
Complete	�(blue)															

IMPLEMENTATION PLAN: Scottish Rural Health Partnership (SRHP)

Outcome	Action	Person/s Responsible	Aug'19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Notes	
1. To share knowledge of the activities of the Scottish research community in the Scottish research community in the area of Rural Health	Website maintenance, development & update - pages on various activities, projects, funding, themes & programmes to be developed, and maintained as and when required														On going maintenance and content development planned for Year 3 on a daily/weekly basis, with concentrated activity around events. Development of new pages for specific activities as and when required as new activities come online and opportunities arise.	Unable to add members area but have instead established Groups in LinkedIn, also receiving analytics reports.
	Maintain a social media presence (Twitter & LinkedIn).Create and maintain separate LinkedIn Groups for the Partnership & Ecosystem														Social media activity is a daily/weekly activity with concentrated activity events and conferences	185 followers on Twitter (Nov'18). Presence on LinkedIn and groups established for members and the Ecosystem
	Run a programme of regional seminars, including Ecosystem meetings, in addition to international conferences														Forward calendar of quarterly Ecosystem meetings up to June'20; two industry events per year (December'19, March'20); an international mental health conference in August 19; and rethinking Remote'20 in April 2020	Plans for August 2019 international rural mental health conference are well advanced. Dates in the diary for Ecosystem, which is jointly hosted with HIE. Also taking opportunities to host groups in Inverness. In addition, we provide opportunities for online access to our events where possible
	Continue to develop an annualised calendar of events - both in house events and those of members and other bodies involved in rural & remote healthcare														Calendar of events available on our website	Calendar is updated on a daily/weekly basis
	Produce and disseminate a newsletter														Schedule of newsletters for 2019 and 2020 in place - 3 newsletters planned for 2019 and 2 for 2020.	Have reduced our reliance on others by generating in-house content and have some topics which will feature in each edition e.g. the Ecosystem. If obtain funding from SG, will have a regular feature on progress from the proposed Programme Office
2. To offer opportunities to participate in research, development and implementation programmes related to rural health and wellbeing	Share knowledge of the activities of the Scottish research community in rural & remote healthcare through the website, social media, events and newsletter														As above	
	Offer opportunities to participate in research, development and implementation through various communication channels														As above	
	Run quarterly Ecosystem meetings bringing together a range of stakeholders with an interest in rural mental health and/or active healthy ageing, and be 'bid ready'														Quarterly Ecosystem meetings scheduled up until July 2020. Will be co-hosted with HIE. Goal to bring together a group of stakeholders and be bid ready.	2 themes - rural mental health and active healthy ageing. Ecosystem is a new permanent grouping in Highlands and Islands. Launch meeting on 26th Nov'18 had 30 participants and ECH Alliance representation.
	Enable and broker new collaborations and proposals for funding across the Partnership & Ecosystem. Through our participation increase the number of bids submitted and 'regional' success.														Ongoing activity for the BDM. Constantly looking for opportunities and engaging with members and stakeholders	Will send info on funding out, follow up with emails and target specific individuals and organisations. Currently working with 2 separate groupings on social enterprise/UHI bids and a larger AHA proposal through the ISCF with HIE and a large group of potential partners. Also planning Nesta bid Dec'18
3. To facilitate knowledge exchange that enhances needs-driven industry participation in rural health programmes	Establish the SRHP as a forum for all interested parties including industry and SMEs, and extend our reach beyond Scotland														Steering Group has been established with business/industry representation and we have plans to host or co-host at least 2 events targeted at this 'sector'. In addition, Ecosystem is open to all with the opportunity to pitch and/or exhibit free of charge at Ecosystem meetings	March'19 event will have a business leader speaking and focus on successful bid writing.
	Develop links to project activity with relevant Innovation Centres (DHI, CENSIS) and Catapults														On going liaison with DHI and CENSIS re potential Innovate UK collaborations and offer of test bed for digital innovations has been made	Have industry representation on Ecosystem working group and HIE co-hosting with us. 5 minute pitches offered at every Ecosystem meeting to business. Also working with satellite catapult on potential bids and collaborations with smaller communications SMEs
	Facilitate new Knowledge Transfer Partnerships/SFC Innovation Vouchers/KEPPs with industry/SMEs														We are running targeted events with the aim of growing the number of KTPs, Innovation Vouchers and KEPPs. As we extend our network will have hold more discussions, some of which will lead to collaborations and this KPI	Have plans to run a proposal writing workshop in 2019 and further events in Dec'19 and March 20. These will involve the KTN and others, and are aimed at business. Have one proposed KePP and 3 Interface Vouchers in discussion
	Ensure industry representation on the SRHP's Steering and Ecosystem Working Groups														Achieved and to be kept under review. HIE 'promoted' from observer to full member on the Steering Group and brought businesses into Ecosystem meeting and pitch session	One of our objectives for the Ecosystem is to bring in some different businesses and social enterprises
	Deliver a balanced programme which includes opportunities and events for SMEs and industry to participate														Specific events targeted at this 'sector' are included in our plan for Year 3	Held successful event in Sept'18, plans for further event in March '19 with offer from Ken Sutherland to speak about Innovate UK success. Have plans to focus on proposal writing for Innovate UK calls. Further events tbc Dec'19 and March'20
4. To promote innovation and economic growth through access to sectoral knowledge transfer and expertise	Working in partnership with HIE, develop and grow the ECH Alliance Ecosystem in the Highlands and Islands for rural mental health and active healthy ageing														Website, twitter and LinkedIn used on a weekly basis for KE, to share information and events, funding calls etc. Have also established a network of contacts who share our outputs through their communication channels	ECH Alliance membership brings access to a new audience through their website and groups. Highlands & Islands Ecosystem has a web page on Alliance website, which also raises SRHP profile
	Develop links to project activity with Relevant Innovation Centres														On going liaison with DHI and CENSIS and offer of test bed for digital innovations, also taking to the satellite catapult re connectivity and potential funding calls	
	Work with SMEs, the KTN, Interface and HIE to develop new Knowledge Transfer Partnerships/SFC Innovation Vouchers/KEPPs														As above	
	Facilitate new industry led doctoral studentships and placements														Progress has been slow , but plans to hand to grow the SRHP's network and establish strong links to Companies with an interest in new industry led doctoral studentships and placements	
	Respond to requests for new student business placements														Have met our 3 year target	Achieved in month 11. Will not actively seek any new placements, but will respond positively to requests and enquiries
5. To aid policy development and public sector involvement in all areas of Scottish Rural Health	Run a programme of regional seminars, including quarterly meetings of the Ecosystem, and a biennial international conference														We have a full programme of events for 2019/20 including events for business, Ecosystem meetings and events we are hosting or co-hosting with others	Rethinking Remote'18 - May'18; Innovation Through Collaboration Sept'18; Health Inequalities Cross Party Group Nov'18; Ecosystem launch Nov'18; Nesta Briefing Dec'18; Making it Work Jan'19; Ecosystem Feb'19; The Gathering Workshop Feb'19; Proposal Writing March'19; Ecosystem May'19; NHS Innovation June'19; International Mental Health Conference Aug'19; Ecosystem Oct'19, Business sector mtg Dec'19; Ecosystem Feb'20; Rethinking Remote March/April'20; Ecosystem May'20
	Offer members opportunities to engage in relevant consultations and surveys, and inform policy as appropriate														We will respond to consultations as and when they occur providing members the opportunity to respond and co-ordinating a response. We will also actively consult our Steering Group and membership on an annual basis.	A new Ecosystem LinkedIn page and Group has been established to encourage feedback and comments
	Work with the Scottish Government, SRHP members and others on specific themes including, but not exclusively, rural mental health and workforce recruitment and retention														Assuming the SRHP receives funding from the Scottish Government this will become core business for the Partnership - adding value to the various strands of work underway with a focus on dissemination, KE and translation across remote & rural healthcare	A full-time Project Officer will be appointed in April'19 to support the BDM and Partnership in delivering this new programme of work for the Scottish Government. Our proposal for a new Programme Office also includes an additional day per week of the Development Manager's time and academic leadership.

Objective	Activity	Timeline	Description	Notes
6. To enable the growth of further education programmes and opportunities for all staff in the area Rural Health	Share knowledge of the activities of the Scottish education community in rural health through the portal/website, social media, international conferences and Ecosystem activity		The website and social media (LinkedIn & Twitter) will be used to promote activities and events on an ongoing basis. Separate pages/groups will be used to promote the Ecosystem.	Ongoing activity that occurs throughout the year
	Run a programme of regional seminars		A calendar events is already planned for year 3 and we have scope to respond to opportunities for additional seminars as they arise. These could be hosted or co-hosted by us.	Year 3 includes our international conference 'Rethinking Remote 2020'. Planning will start for this in Jan'19. We anticipate running a one-day event for over 100 participants. We also have the opportunity to host briefings and events for other organisations e.g. the 3rd sector or funding bodies. For example we are hosting Nesta in Dec'18.
	Capture members' views and address any gaps		Online consultations to be undertaken through our website, social media and using online tools and capture feedback	Ongoing activity that occurs throughout the year
7. To extend SRHP activity to embraces sectoral interaction at an international level	Through knowledge exchange, international conferences, the Ecosystem and online presence grow the membership and promote the work of the Partnership and its members		We will continue to promote membership through our engagement activities to organisations and individuals from Scotland and beyond. We will organise and co-host quarterly ECH Alliance Ecosystem meetings, run 'Rethinking remote 2020' and host a number of local and whole Scotland events promoting excellence in remote and rural healthcare and collaboration with business	Our headline event in 2020 will be our International Conference. Our Ecosystem will be an established part of the ECH Alliance's programme
	Establish networks and relationships within Europe and globally, aided through our international events and ECH Alliance activities		Through the Ecosystem we have the opportunity to connect with groups across Europe and beyond. We will build on the links established through hosting an International Rural Mental Health Conference in 2019 and we will be running & hosting our next International rural and remote international conference in 2020	Engagement beyond Scotland will be a priority for the SRHP in late 2019 and 2020
	Share knowledge from beyond Scotland (Europe and globally) with Partnership and Ecosystem members		Our Website and social media presence are our main routes for sharing information and KE. However, the links we have established with the Scottish Government and our expanding network of EU and global contacts provide us with considerable potential to build upon and exploit in 2020	
8. To influence and shape rural and remote healthcare policy	Work with the Scottish Government, members, the 3rd sector and various networks and umbrella organisations to shape and influence rural & remote healthcare policy		Working through our partners, members, networks and the Scottish Government, we will promote excellence in remote and rural healthcare	Funding from the Scottish Government provides us with the opportunity to build on our successes to date and place the SRHP on a more sustainable model going forward

activity is underway

IMPLEMENTATION PLAN: Sport and Fitness

Outcome	Action	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	NOTES:
Outcome 1 - Demand Stimulation	Design Website	X	X	X	X	X	X	X	X	X	X	X	X			
	Produce Brochure	X	X	X	X	X	X	X	X	X	X	X	X			
	Social Media Posts	X	X	X	X	X	X	X	X	X	X	X	X			
	KE Sectoral Group Meetings	X						X								
	Host Events				X		X		X		X					
Outcome 2 - Simplify Business Access	Website Design	X	X	X	X	X	X	X	X	X	X	X	X			
	Social Media Posts and Promotion	X	X	X	X	X	X	X	X	X	X	X	X			
	Host Sectoral Business Events - New Business Engagement															
	Host Employer Forum - Existing partnership engagement				X				X							
	CRM Input							X			X					
Outcome 3 - Simplification/Greater Innovation	Encourage staff exchange between staff and sector through sectoral group	X		X		X	X	X		X	X					
	Continue to support Existing partnerships and projects	X	X	X	X	X	X	X	X	X	X	X				
	Collaboarte with Edinburgh and Glasgow colleges in Sports Therapy development	X	X	X	X	X	X	X	X	X	X	X				
Outcome 4 - Entrepreneurialism	Expose staff and students to the experience of successful entrepreneurs through events	X	X	X	X	X	X	X	X	X	X	X				
	Encourage positive engagment between staff and students and businesses through events	X	X	X	X	X	X	X	X	X	X	X				
	Provide training for businesses and employers through commercial income generating projects	X	X	X	X	X	X	X	X	X	X	X				
Outcome 5 - International Activity	Continue to explore International activity with Norway (Volda University College) and Landers University (South Carolina)	X	X	X	X	X	X	X	X	X	X	X	X			
Outcome 6 - Inclusive Growth and Social Impact	Devise and implement an events calendar outlining outreach activities/events to attend	X	X	X	X	X	X	X		X	X	X				
	Explore potential for sectoral group to support inclusive growth of sustainable workforce development for business (support staff to deliver vocational training to external businesses)	X		X				X		X		X				

IMPLEMENTATION PLAN: Tourism

Outcome	Action	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20
Overarching Target	1. Secure additional income from Knowledge Exchange activities within the Tourism sector for the University	■	■	■	■	■	■	■	■	■	■	■	■
	2. Review record sheet to capture additional income across APs and discuss at each KE Tourism Group meeting	■	■	■									
Outcome 1 - demand stimulation	1.1 Review Year 3 Implementation Plan for UHI engagement	■	■			■				■			
	1.2 Collate and source any missing tourism group expertise mapping documents from APs which collates individual expertise, facilities and external links across the network	■	■										
	1.3 Review tourism group expertise mapping document which collates individual expertise, facilities and external links across the network					■					■	■	
	1.4 Run a minimum of 5 awareness raising events across the partnership throughout 2019/2020			■			■	■					■
	1.5 Run an interface workshops within the year 2019/20 with the Tourism Group				■	■							
	1.6 Provide university staff training on innovation and entrepreneurship skills						■						
	1.7 Develop a list of priority contacts within the Tourism Group and external providers		■	■	■	■							
	1.8 Research and develop at least 5 appropriate project case studies across the university linked with the tourism sector			■	■	■				■	■		
	1.9 Produce a plan which identifies attendance at industry events, meetings and site visits	■	■										
	1.10 Produce and review a tourism marketing plan	■	■	■	■	■	■	■	■	■	■	■	■
	1.11 Run 3 workshops within 2019/20 with the tourism group to a) raise awareness of funding, b)relationship development and c) writing workshop for industry led projects			■				■				■	■
	1.12 Continual engagement with HIE	■	■	■	■	■	■	■	■	■	■	■	■
Outcome 2 - Simplify Business Access	2.1 KE team work closely with Tourism group	■	■	■	■	■	■	■	■	■	■	■	■
	2.2 Input data for business contacts and all relevant public sector stakeholders onto CRM system and update monthly	■	■	■	■	■	■	■	■	■	■	■	■
	2.3 ollate data from academic partners on all key stakeholders and update key contacts within the Tourism group on the CRM system and produce any rel;evant reports	■	■	■	■	■	■	■	■	■	■	■	■

Outcome	Task												
	2.4 review up-date and manage the shared space on SharePoint to ensure all information, resources and links are up-to date as well as providing an online platform for communication within the Tourism KE group.	■	■	■	■	■	■	■	■	■	■	■	■
	2.5 Review and up-date Tourism web presence and ensure web is linked to Business and Employers pages within UHI as well as Research and KE pages.	■	■	■							■	■	
Outcome 3 - Simplification/Greater Innovation	3.1 Develop and run a workshop in conjunction with Interface to sectoral group on innovation vouchers/KTP and other funding streams			■	■						■		
	3.2 Identify any potential university staff within the sectoral group who are willing to participate in an exchange with an SME and implement plan	■	■	■	■	■	■	■	■	■	■	■	■
Outcome 4 - entrepreneurialism	4.1 Identify and provide appropriate entrepreneurial training				■	■	■	■					
	4.2 Develop a list of names of entrepreneurs within the Tourism sector that would be willing to share experiences and engage with sectoral group and students and disseminate to appropriate groups	■	■	■							■	■	
Outcome 5 - International Activity													
Outcome 6 - Inclusive Growth and Social Impact	6.1 Devise and implement an events calendar for current year outlining events to attend.	■	■	■									
Outcome 7 - Equality and Diversity	7.1 Identify and advise relevant staff of UHI equality and diversity training and policy	■	■	■	■	■	■	■	■	■	■	■	■

IMPLEMENTATION PLAN: Water Quality Innovation Group (WQIG)

Outcome	Action	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20
Overarching Target	1. Secure additional income from Knowledge Exchange activities within the TWQIG sector for the University	■	■	■	■	■	■	■	■	■	■	■	■
	2. Review and amend if appropriate the record sheet to capture additional income across APs and discuss at each KE WQIG meeting	■	■	■									
Outcome 1 - Demand Stimulation	1.1 Review Implementation Plan for UHI engagement	■				■				■			
	1.2 Produce an updated water quality innovation group expertise mapping document which collates individual expertise, facilities and external links across the network			■					■				
	1.3 Run a minimum of 5 awareness raising events across the partnership throughout 2019/20			■		■			■		■		■
	1.4 Run an interface workshop with the Water Quality Innovation Group						■						
	1.5 Provide university staff training on innovation and entrepreneurship skills					■	■	■					
	1.6 Develop a list of priority contacts within the WQIG and external providers and input into CRM	■	■										
	1.7 Up-date the list of priority contacts within the WQIG and external providers							■	■	■			
	1.8 Research, develop and up-date at least another 5 appropriate project case studies across the university linked with water quality	■	■			■	■						
	1.9 Produce a plan which identifies attendance at industry events, meetings and site visits	■	■								■	■	
	1.10 Collate site visit information for water quality and populate the database to record all information	■	■	■	■	■	■	■	■	■	■	■	■
Outcome 2 - Simplify Business Access	2.1 KE team work closely with water quality sectoral group	■	■	■	■	■	■	■	■	■	■	■	■
	2.2 Input new data for business contacts and all relevant public sector stakeholders onto CRM system and produce relevant reports for WQIG	■	■	■	■	■	■	■	■	■	■	■	■
	2.3 Collate data from academic partners on all key stakeholders and update key contacts within the WQIG	■	■	■		■					■	■	
	2.4 review up-date and manage the shared space on SharePoint to ensure all information, resources and links are up-to date as well as providing an online platform for communication within the WQIG.	■	■	■	■	■	■	■	■	■	■	■	■
	2.5 Implement a post - project referral process for all KE projects within the WQIG in conjunction with relevant departments within UHI				■	■							
	2.6 Review and up-date post - project referral process for all KE projects within the WQIG in conjunction with relevant departments within UHI									■	■	■	

Outcome	Task	1	2	3	4	5	6	7	8	9	10	11	12
Outcome 3 - Simplification/Greater Innovation	2.7 Review and up-date water quality innovation group web presence and ensure web presence is linked to Business and Employers pages within UHI as well as Research and KE pages.		■	■	■							■	■
	3.1 Develop and run a workshop in conjunction with Interface to sectoral group on innovation vouchers/KTP and other funding streams					■	■						
	3.2 Identify any potential university staff within the sectoral group who are willing to participate in an exchange with an SME and implement plan			■							■		
	3.3 Identify any collaborative working partnerships within the WQIG across other Scottish Universities that would increase business access using our expertise within UHI and showcase through the developed web pages for WQIG				■	■						■	■
Outcome 4 - Entrepreneurialism	4.1 Identify and provide appropriate entrepreneurial training					■	■	■	■				
	4.2 Develop a list of names of entrepreneurs within the water quality sector that would be willing to share experiences and engage with sectoral group and students	■				■							
	4.3 up-date current list of names of entrepreneurs within the water quality sector that would be willing to share experiences and engage with sectoral group and students											■	■
Outcome 5 - International Activity	5.1 Identify potential international activity and aim to have contact with 3 new International businesses within 2019/20	■	■	■	■	■	■	■	■	■	■	■	■
Outcome 6 - Inclusive Growth and Social Impact	6.1 Devise and implement an events calendar for current year outlining outreach activities/events to attend.	■	■			■	■	■					
Outcome 7 - Equality and Diversity	7.1 Identify and advise relevant staff of UHI equality and diversity training and policy	■	■					■	■				

Entrepreneurship proposal for Universities Innovation Fund (UIF)

In 2016-17, SFC established funding streams to promote and support the engagement of HEIs in wealth creation. SFC established seven priorities that they wish to see addressed, the top four are highly relevant to this proposal.

1. **(Demand stimulation): working with Scotland's enterprise agencies, Scottish Government, business networks, Interface, and others, Scottish HEIs will have helped to increase the demand and quality of engagement from businesses and the public sector for university services.**
2. **(Simplification / commercialisation): in partnership with the Enterprise Agencies (EAs) and Interface, Scottish HEIs as a sector will have demonstrably simplified business access to the knowledge and expertise in Scottish universities.**
3. **(Simplification / greater innovation): in partnership with the EAs and Interface, Scottish HEIs will, at a national level, have made strategic use of their sectoral knowledge to promote greater innovation in the economy (including beyond non-STEM).**
4. **(Entrepreneurialism): Scottish HEIs as a sector will have made a significant and positive change in the way entrepreneurial opportunities are promoted and delivered to students, HEI staff, and businesses.**

2018-19 Proposal

In March 2018, CREATE at ICUHI proposed two UHI wide initiatives to address these priorities.

The initiatives were:

1. Scottish Entrepreneurship and Enterprise Educators' Programme (SEE) for 25 UHI staff (Delivered 21-24 Jan 2019)

2. UHI-wide Business Competition 2018 for all UHI students (August – end Nov 2018)

Both initiatives were highly successful and commended by all academic and business stakeholders involved.

2019-20 Proposal

We propose to build on these UHI wide initiatives to continue to support and develop entrepreneurship for UHI students, practitioners and enhance our offer for researchers.

1. Promote and Deliver 2019 UHI-wide Business Competition for all UHI students;
2. Deliver 2020 Scottish Entrepreneurship and Enterprise Educators' Programme (SEE) for 25 UHI academic/senior manager staff;
3. Deliver (and evaluate for accreditation) The Enterprising Researcher Programme;

Key ambitions for our students, researchers and wider economies incorporate innovation and entrepreneurship. This continues to be a priority in relevant agenda such as Industrial Strategy: Building a Britain Fit for the Future, Scottish Government's Scotland CAN DO Action Plan, Global Entrepreneurship Monitor, DYW, Curriculum for Excellence, Career Education Standards and Build a Better Scotland. These ambitions are significantly enabled where researchers and education practitioners are knowledgeable and confident in the concepts and processes, which support enterprise and entrepreneurship development whether in themselves, their research, their teaching practices, their programmes and their learners. However, for many involved in research and education, entrepreneurship and innovation is a new and unfamiliar concept, about which they may feel very unsure. Entrepreneurship education is more than a subject; it centres on the development of the 'enterprising self', possibility thinking and taking action.

National enterprise support organisations exist which support the sector such as Scottish Institute for Enterprise, Prince's Trust, Business Gateway, Just Enterprise (Social Enterprise), Converge Challenge, Enterprise Campus and RSE Enterprise Fellowships. However, the numbers of students, researchers and staff who access these services tends to be reasonably small in relation to the total student and academic population.

There is an increasing need to increase student, staff and researcher awareness, confidence and engagement in entrepreneurship across UHI and to build on the best emerging global innovation and entrepreneurship related practices.

This proposal sets out three strategically coherent and UHI-wide linked initiatives presented and costed in the attached table for which we are aware of a high level of demand across the partnership.

Proposals	Work Package Details	Timeline /KPIs
1. Annual business competition across all partners and follow-on support into inter/national competitions	High impact region wide competition. Proven model previously funded by one AP (ICUHI) but need to be supported by whole university. All prizes to be secured via business sponsorship (**New for 2019-20**: Employ a student enterprise intern between Sept – March (**up to 200 hours & Travel**) to work peer-to-peer across UHI campuses to increase engagement in enterprise and the business competition **Enterprise Workshops: Deliver at least 6 workshops across UHI Partnerships** with groups of students to support innovation skill development and entry to Business Competition	Launch **Sept 2019**, final awards event Feb/March 2020. • Face-to-face engagement and support with over 1000 students across UHI • Target 140 entries. • Deliver at least 6 Innovation workshops across UHI Partnership

SFC FE Outcome Agreement Targets for 2019-20 to 2021-22

*   denotes priority measure
**   denotes successful completion figures where the underlying proportion is likely
         less than 50, meaning projections are subject to greater change

OA National Measure	Actual 2017-18	Projection 2019-20	Projection 2020-21	Projection 2021-22
1(a)* The volume of Credits delivered				
The volume of Credits delivered (core)	112,715	110,382	110,382	110,382
Core Credits target (region)	110,967	110,382	110,382	110,382
% towards core Credits target (region)	101.54%	100.0%	100.0%	100.0%
The volume of Credits delivered (ESF)	2,200	2,200	-	-
The volume of Credits delivered (core + ESF)	114,915	112,582	110,382	110,382
1(b)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas				
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	3.6%	3.5%	3.5%	3.5%
1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced				
Proportion of Credits delivered to Male learners	52.2%	49.9%	49.9%	49.9%
Proportion of Credits delivered to Female learners	47.6%	49.9%	49.8%	49.8%
Proportion of Credits delivered to Other learners	0.3%	0.3%	0.3%	0.3%
Proportion of Credits delivered to BME learners	1.8%	1.8%	1.8%	1.8%
Proportion of Credits delivered to students with a known disability	23.6%	25.0%	25.0%	25.0%
Proportion of Credits delivered to learners aged under 16	6.4%	6.0%	6.0%	6.0%
Proportion of Credits delivered to learners aged16-19	51.6%	50.0%	50.0%	50.0%
Proportion of Credits delivered to learners aged 20-24	15.0%	13.0%	12.0%	11.0%
Proportion of Credits delivered to learners age 25 and over	27.0%	31.0%	32.0%	33.0%
Proportion of Credits delivered to students with Care Experience	2.2%	3.0%	3.0%	3.0%
2* The number of senior phase pupils studying vocational qualifications delivered by colleges				
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	4.0%	4.0%	4.0%	4.0%
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	13.3%	13.0%	13.0%	13.0%

Proportion of Credits delivered at HE level to learners from SHEP schools				
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses				
Proportion of Credits delivered to learners enrolled on STEM courses	30.0%	30.0%	30.0%	30.0%
4(a)* Proportion of enrolled students successfully achieving a recognised qualification				
The percentage of FT FE enrolled students achieving a recognised qualification	70.3%	73.2%	74.0%	75.0%
The percentage of PT FE enrolled students achieving a recognised qualification	84.9%	85.0%	85.5%	86.0%
The percentage of FT HE enrolled students achieving a recognised qualification	All higher education related figures are reported in the UHI HE summary table.			
The percentage of PT HE enrolled students achieving a recognised qualification				
4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification				
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	65.8%	70.0%	71.1%	72.1%
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	71.3%	76.1%	81.1%	82.8%
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	All higher education related figures are reported in the UHI HE summary table.			
The percentage of MD10 PT HE enrolled students achieving a recognised qualification				
4(c)* Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges				
The percentage of senior phase FT FE pupils achieving a vocational qualification**	70.5%	70.0%	71.0%	72.0%
The percentage of senior phase PT FE pupils achieving a vocational qualification	74.7%	77.0%	81.0%	83.0%
The percentage of senior phase FT HE pupils achieving a vocational qualification**	All higher education related figures are reported in the UHI HE summary table.			
The percentage of senior phase PT HE pupils achieving a vocational qualification**				
4(d)* Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification				
The percentage of CE FT FE enrolled students achieving a recognised qualification	45.2%	60.6%	67.8%	72.8%
The percentage of CE FT HE enrolled students achieving a recognised qualification	All higher education related figures are reported in the UHI HE summary table.			
4(e)* Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification				
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	67.8%	72.0%	73.0%	74.0%
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	561	595	612	630
6. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study				
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	26.3%	50.0%	60.0%	70.0%
7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing				
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing				

8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying				
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	95.0%	85.0%	85.0%	85.0%
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	All higher education related figures are reported in the UHI HE summary table.			
9. The percentage of students overall, satisfied with their college experience (SSES survey)	95.4%	95.0%	95.0%	95.0%
Response Rate				
Full-time				
Part-time				
Distance Learning				
10 Gross carbon footprint (tCO2e)				

SFC HE Outcome Agreement Targets for 2019-20 to 2021-22

*   **denotes priority measure**
**   **denotes retention figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change**

	2017-18 baseline	2019-20 Projection	2020-21 Projection	2021-22 Projection	
Scottish Government strategic priority: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of the CoWA and addressing gender balance					
Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing					
Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing					*
Measure 2: Deprivation - The proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes					
2a: Proportion of SDUEs from 20% most deprived postcodes	7.9%	8.8%	9.1%	9.5%	*
2b: Proportion of SDUEs from 40% most deprived postcode	24.1%	25.7%	26.7%	27.5%	
2c: **Additional CoWA target**: proportion of **full-time first degree** SDUEs entrants from the 20% most deprived data zones	8.3%	9.0%	9.5%	10.0%	
Measure 3: SHEP Schools - The proportion of Scotland-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education)					
Proportion of SDUE from SHEP Schools	4.6%	4.9%	5.0%	5.1%	
Measure 4: Protected Characteristics - The proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers					
Male Proportion	39.8%	40.0%	42.0%	45.0%	
Female Proportion	60.1%	60.0%	58.0%	55.0%	
Under 21 Proportion	43.3%	45.0%	48.0%	50.0%	
21 and over Proportion	56.7%	55.0%	52.0%	50.0%	
Proportion – BME	2.8%	2.9%	3.2%	3.2%	
Proportion – Disability	15.8%	16.2%	16.5%	17.0%	
Proportion - Care Experience	1.4%	1.8%	2.1%	2.2%	*
Measure 5: Retention by Protected Characteristics - The proportion of full-time first year Scotland-domiciled entrants from different characteristic groups returning to study in year two					
Proportion MD20 retained	82.7%	85.2%	85.5%	86.6%	*
Proportion MD20/40 retained	82.1%	85.0%	85.6%	86.5%	
Proportion of Males retained	79.8%	83.0%	85.0%	86.0%	
Proportion of Females retained	86.7%	87.0%	87.5%	88.0%	
Proportion of Under 21s retained	83.0%	85.0%	85.5%	86.5%	
Proportion of 21 and over retained	84.3%	85.0%	86.0%	86.5%	
Proportion retained – BME	78.3%	88.9%	89.5%	90.0%	
Proportion retained – Disability	85.9%	86.0%	86.5%	87.4%	
Proportion retained - Care Experience	72.7%	78.6%	82.6%	83.9%	*

Scottish Government strategic 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 6: Retention - The proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two				
Proportion retained	83.5%	85.0%	85.5%	86.5%
Measure 7: Satisfaction - The difference (+/-) from the individual institution's benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey				
% Satisfaction	85%	83.0%	83.0%	85.0%
Measure 8: STEM - The proportion of Scotland-domiciled undergraduate entrants to STEM courses				
Proportion of SDUE to STEM courses	26.8%	30.0%	32.0%	33.0%
Measure 9a: Graduate Destinations - The proportion of Scotland-domiciled graduates entering positive destinations				
Proportion of graduates in positive destinations	N/A	N/A	N/A	N/A
Measure 9b: Graduate Destinations - The proportion of Scotland-domiciled full-time first degree respondents entering professional occupations				
Proportion of FT first degree respondents in professional occupations	N/A	N/A	N/A	N/A
Scottish government priority: internationally competitive and impactful research				
Measure 10: The number of research postgraduate students				
RPG students (FTEs)	108	110	104	105
Measure 11: Total income from the UK Research Councils				
RCUK income	£3,646,000	£3,488,000	£3,558,000	£3,629,000
Measure 12: Total research income from all sources				
Research income	£18,029,000	£15,315,000	£15,620,000	£15,932,000
Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry				
Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs				
Innovation Vouchers (IVs)	3	11	13	13
Follow-on IVs	2	1	2	2
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				
Tonnes CO2e				

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Outcome Agreement between the University of Highlands and Islands Regional Strategic Body and the Scottish Funding Council for AY 2019-20

On behalf of the University of Highlands and Islands Regional Strategic Body:

Signed:

Print name: Professor Crichton Lang

Position: Interim Principal and Vice-Chancellor

Date: 8 August 2019

Signed:

Print name: Garry Coutts

Position: Chair

Date: 8 August 2019

On behalf of the Scottish Funding Council:

Signed:

Print name: Karen Watt

Position: Chief Executive

Date: 7 August 2019

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