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Comhairle Maoineachaidh na h-Alba

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# OUTCOME AGREEMENT GUIDANCE AY 2022-23



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## OUTCOME AGREEMENT GUIDANCE AY 2022-23

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<b>ISSUE DATE:</b>	3 October 2022
<b>REFERENCE:</b>	SFC/GD/23/2022
<b>SUMMARY:</b>	This guidance outlines the steps required to ensure an agreement is in place between SFC and each university, college or college region during this transition year which captures, at a high-level, contributions, impact and outcomes and provides assurance on use of allocated funding in AY 2022-23.
<b>FAO:</b>	Principals and Chairs of Scotland’s [colleges and / or universities] and the general public.
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# GUIDANCE FOR OUTCOME AGREEMENTS FOR COLLEGES AND UNIVERSITIES AY 2022-23

## FOREWORD

1. This guidance outlines the steps required to ensure a transitional year Outcome Agreement is in place between SFC and each university<sup>1</sup>, college or college region which captures, at a high level, contributions, impact and outcomes, and provides assurance on and accountability for the use of allocated funding in Academic Year (AY) 2022-23. It follows the arrangements which were put in place for AY 2021-22 and is intended as a transitional arrangement to future approaches to accountability as signaled in the SFC report Coherent Provision and Sustainability: A Review of Tertiary Education and Research<sup>2</sup>.
2. We recognise that colleges and universities are operating in a challenging environment, working towards recovery following the pandemic period, and that institutions are continuing to deliver a responsive learning approach, ensuring the well-being of students and staff, and delivering an education-led economic recovery for Scotland. Through this approach to the Outcome Agreements, we are taking steps to support all colleges and universities during these challenging times.
3. As set out in our Review of Coherent Provision and Sustainability, we will work collaboratively with the sector and key stakeholders to develop accountability and impact frameworks, to ensure greater alignment with Scotland's National Performance Framework and the UN Sustainable Development Goals, and the Scottish Government's expectations for colleges and universities. This will be relevant to future agreements. This guidance and the associated priorities outlined below cover Outcome Agreements for AY 2022-23.
4. In doing so, the Outcome and Impact Framework for AY 2022-23 (see below) will:
  - Maintain focus on the delivery of outcomes and impact for students.
  - Ensure colleges and universities outline their contributions to a more focused set of priority issues.
  - Promote and reflect individual and collective responses to recovery with narrative on commitments, deliverables, and expected impact.

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<sup>1</sup> We are using University in the guidance to refer to all institutions in the university sector.

<sup>2</sup> Also referred to as the Coherent Provision and Sustainability Report. Available here:

<http://www.sfc.ac.uk/review/review.aspx>

- Ensure transparency and clear accountability for public funding.
5. This Framework represents a commitment to align priorities with what will be needed to remain flexible given the cost crisis to support those already in the education system (at schools, colleges and universities), those who may need upskilling or reskilling opportunities and those who may be looking to re-enter employment.
  6. At the same time, we expect colleges and universities to continue with commitments to fair access including the delivery of the Commission on Widening Access (COWA) target, deliver high quality research and ensure a high-quality learning experience for all students. Ensuring clear plans are in place to protect the quality of the student learning experience will be particularly important, as will ensuring support is available to students who may be graduating from college or university into a challenging labour market.
  7. In 2019 the EHRC and the SFC entered into a strategic partnership. A Joint Memorandum of Understanding (MoU) and an action plan was developed, agreed and published in March 2020. The SFC and EHRC will shortly publish a key milestone of that action plan which defines the national persistent inequalities in the tertiary system and asks institutions, where appropriate, to contribute to a set of National Equality Outcomes to address this. This work will be embedded into institutions' current PSED reporting and institutions can signpost this in their OAs.
  8. We are particularly aware of the need to maintain volumes of provision this year when the economy seems likely to be in a period of recession, to allow students to continue to access the learning and employability skills that will ensure a pathway to employment when jobs become available, or a route back into employment for those who may now be out of work, or returning to work, through upskilling or reskilling.

## OUTCOME AGREEMENT ARRANGEMENTS FOR AY 2022-23 AT A GLANCE

- Aims to capture – at a high level – deliverables, impact and outcomes, and to give assurance on and accountability for the use of allocated funding and investment in AY 2022-23.
- Seeks contributions to a re-focused set of priorities, with a continued emphasis on continuing to safeguard student health and wellbeing, and support an education-led economic recovery for Scotland.
- Maintains our ambitions for improved and streamlined reporting, particularly if the information is available elsewhere, reducing bureaucracy and duplication.
- Reflects an ongoing commitment to fair access and transitions including the delivery of COWA; enhanced focus on quality learning and teaching, the student

experience; student engagement; equalities and inclusion; and impactful research and innovation.

- Enables institutions to demonstrate their impact in terms that are relevant to their particular context and mission.
- Is no more than 15 pages in length.

9. To support this, SFC will issue a bespoke measures table to each institution with AY 2020-21 data, which will also be used to populate projections for AY 2022-23. Institutions will be asked to provide one year of projections for AY 2022-23.

## DISCUSS WITH YOUR OUTCOME MANAGER

10. Institutions should liaise with their dedicated Outcome Manager on any issues or requests. [Contact details are available on our website.](#)

## KEY DATES

SFC Outcome Agreement AY 2022-23		
	What is required	Purpose
<b>Early Autumn 2022</b>	<b>Outcome Agreement Guidance for AY 2022-23 published.</b>	Setting our guidance and priorities for AY 2022-23.
<b>By 5 December 2022</b>	Self-evaluation for AY 2021-22 submitted  To be submitted with your Outcome Agreement.  Refer to Annex A for details.  <b>Requires sign-off by Board/ Senior Executive Group or similar. If the date proves difficult discuss with your Outcome Manager.</b>	Provides SFC with data and commentary on delivery in AY 2021-22 and notes any early signs for AY 2022-23. We will factor this into future engagement for AY 2022-23.
<b>By 5 December 2022</b>	Outcome Agreement for AY 2022-23 submitted.  <b>Requires sign-off by Board/ Senior Executive Group or similar. If the</b>	Provides SFC with line of accountability for use of funding in AY 2022-23.

**date proves difficult discuss with your Outcome Manager.**

Refer to Annex C for Universities Technical Guidance and Annex D for Colleges Technical Guidance.

**February 2023** Feedback provided to institutions

**April 2023** Outcome Agreements for AY 2022-23 – final sign off. Incorporates published data for AY 2021-22. Confirms institutional plans and commitments for AY 2022-23.

**Late Spring 2023** Outcome Agreements for AY 2022-23 published.

## ARRANGEMENTS FOR AY 2022-23

### OUTCOME AGREEMENTS FOCUSED ON KEY PRIORITIES AND COMMITMENTS

11. SFC is aware of the competing demands that are impacting on institutions and wants to ensure Outcome Agreement reporting is appropriately focused, impactful and proportionate. We have therefore, informed by our Review of Coherent Provision and Sustainability and its implementation, restricted the key policy priorities we expect to be covered in the OA for this year.
12. We are seeking an ongoing commitment and statement of intent from colleges and universities to deliver on key sector priorities and outcomes for students, for research, and for economic recovery and social renewal. The priority list is pared back and includes:
  - Fair access and transitions including ensuring the delivery of the Commission on Widening Access (COWA) 2026 and 2030 sector target and engagement with the SFC funded National Schools Programmes
  - Quality learning and teaching.
  - Learning with impact – students are equipped and ready to take up appropriate employment in the future.
  - Student participation and engagement in their educational experience.

- Coherent Learning Provision – How institutions are using data and intelligence and engaging with stakeholders to adapt, develop and align provision to meet the needs of business, industry and stakeholders.
- Fair Work – what institutions are doing to deliver Fair Work practices for their employees and through their procurement.
- Equalities and inclusion.
- High-quality research and innovation.

## RESPOND TO FUTURE ECONOMIC SOCIAL AND ENVIRONMENTAL SKILLS NEEDS ARISING THROUGH CLIMATE CHANGE, TECHNOLOGICAL AND DEMOGRAPHIC CHANGE AND THE IMPACTS OF EU EXIT.

13. The **SFC Outcome and Impact Framework** (OIF) on page 15 outlines the priority outcomes and policy expectations which we expect OAs to cover. The Framework sets out policy priorities for AY 2022-23 with the associated indicators for success or national measures for each priority where appropriate.
14. Our approach this year recognises the continuing challenging circumstances we are operating within and the challenges facing institutions. To support institutions, we have maintained the pared back set of national measures and the focus on key priorities. Nevertheless, we recognise that the current situation means there may be other matters where we will require additional statements of intent around your commitments, and occasionally separate reporting, but we will give you appropriate notice of requirements throughout the year.
15. For colleges the national measures are:
  - Activity - Credits delivered
  - Widening Access - Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas (SIMD10)
  - The volume and proportion of Credits delivered to care-experienced learners.
  - Senior Phase - number of senior phase age pupils studying vocational qualifications delivered by colleges.
  - Achievement - proportion of enrolled students successfully achieving a recognised qualification (FT & PT).
  - Articulation - the number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing.
  - In work/destination - the number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying.



- Satisfaction – using the Student Satisfaction and Engagement Survey - the percentage of students overall, satisfied with their college experience.
16. For universities the national measures are:
- Total number of Scottish domiciled undergraduate entrants.
  - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing.
  - The number and proportion of Scotland-domiciled full-time first degree entrants from the 20% most deprived postcodes (i.e. the COWA target measure)
  - The number and proportion of Scotland-domiciled undergraduate entrants that are care-experienced.
  - The number and proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two.
  - The difference (+/-) from the individual institution benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey.
  - The number and proportion of Scotland-domiciled undergraduate qualifiers entering positive destinations.
  - The number and proportion of Scotland-domiciled full-time first degree graduates entering professional occupations.
  - The number of Scotland-domiciled qualifiers at undergraduate level.
17. Outcome Managers will issue a national measures table to each college, college region and university with key data, including AY 2020-21 baselines. Only those national measures outlined will continue to be a priority however, SFC will, as a matter of course, continue to monitor all performance measures we currently have in addition to those identified as priority.
18. The Technical guidance is attached at Annex C and D and provides updates on the measures relevant for this year.

## TARGET SETTING AND PROGRESS FOR AY 2022-23

19. Continuing the transition year approach of AY 2021-22, we are asking institutions to submit one year of projections for the revised list of measures, for AY 2022-23. Discussion of outcomes for students will be part of our engagement with universities and colleges over AY 2022-23.
20. These projections should simultaneously be ambitious yet realistic, accounting for the additional challenges facing institutions as we emerge from the pandemic, continue with economic recovery and address the challenges of the cost crisis. In line with the theme in our Review on collaboration, and the pilots being developed by the SFC Pathfinders,

we expect that universities and colleges will work together, where appropriate, to respond to the needs of regional economies and learners.

21. We will expect institutions to review and understand how protected characteristics and special interest groups (e.g. care-experience) impact on core measures. In particular, within institutional self-evaluations and outcome agreements, we would expect institutions to account for any variance of outcomes by protected characteristic or special interest group (e.g. care-experience or deprivation) with any accompanying plan for improvement. SFC engagement through Outcome Managers will have particular interest on overall outcomes and outcomes by care-experience, deprivation, and protected characteristics.

## CONTRIBUTION TO ECONOMIC RECOVERY AND SOCIAL RENEWAL

22. This section in the framework invites a narrative that both describes the contribution colleges and universities will make to support economic recovery, addresses the cost crisis and social renewal in AY 2022-23 and the expected impact of these contributions including your contribution to the National Strategy for Economic Transformation in particular the Skilled Workforce theme.
23. This transition year will require continued flexibility and applied ways of learning, so students can access opportunities at every stage of life and at a time that suits them and lays strong foundations for moving into the job market. There also needs to be a focus on upskilling and reskilling to allow routes to new and changing industries and jobs as they emerge.
24. We also want to know how colleges and universities are responding to ensure the health and well-being of students and staff as they progress.
25. SFC is firmly committed to work-based learning as part of the wider curriculum offer and is supportive of Foundation Apprenticeships (FAs) and Graduate Apprenticeships (GAs) as a vehicle for increasing work-based learning pathways. Institutions, where appropriate, should outline their plans for future collaborations to deliver FAs and GAs.

## COHERENT LEARNING PROVISION

26. The SFC Review recommended a revised approach to strategic provision planning and skills alignment. Two Regional Tertiary Pathfinders in the North-East and South of Scotland are a central part of this refreshed approach. Building on strong foundations of existing partnerships, they will assess demand and secure skills provision that balances the needs of students, employers, and their local economy and society. This work is underpinned by a core vision: Through evidence, analysis and collaborative action the pathfinders will explore, in practical ways, what further needs to be done to make the education and skills system responsive, integrated and supportive of economic recovery

and inclusive growth in each region. Scotland's NSET recognises the important contribution of the education and skills system in driving inclusive economic prosperity over the next decade.

27. Where relevant we will expect institutions to reflect their collaborative activities in coherent learning provision planning, whether in these regions or elsewhere as SFC will use these regional pilots to inform potential system improvement and develop expectations and guidance for institutions on better coherent learning provision planning.

## FAIR WORK

28. Institutions should outline what they are doing in practice to deliver Fair Work for their employees, noting this is a condition of funding for colleges and universities.

## RESEARCH EXCELLENCE GRANT

29. Universities are asked to provide a narrative outlining their strategies for, and investment in, the support of research activity and capacity, and research training. This should include any adjustments they are making following the outcome of REF 2021 and the associated allocations of Research Excellence Grant for 2022-23. These narratives should highlight new strategic objectives and significant differences in approach as well as work to consolidate established strengths.
30. Universities are required to provide case studies showing how the SFC research excellence grant funding is used to underpin and support excellent research. Examples of known achievements arising from past investments of REG allocations should be provided, as well as of current positioning towards future ambitions and objectives. As well as demonstrating the university's own position, these will contribute to national understanding of the value of the investment made in university research through REG. In this context, consideration of contributions to Scottish Government policy priorities would be helpful, as would alignment with priorities in NSET and the National Performance Framework. Proportionate numbers of case studies for each university will be agreed with Outcome Managers and these may be supplied either as an annex or a separate document. High-level descriptions of two case studies should be included in the Outcome Agreement.
31. SFC's Review outlined that the environment in which research is conducted is an essential part of research excellence and SFC will explore how best to promote supportive research cultures for talented people and teams in Scotland. Where institutions can do so we ask for a short high-level statement describing how positive research cultures are being developed, supported and embedded. This will inform SFC's future work and support greater national understanding of research culture in Scotland. We appreciate that different institutions will define research culture in different ways;

please adhere to your own definition or use the Royal Society’s definition as a guide. The Royal Society defined research culture in their [Changing Expectations](#) work as encompassing “the behaviours, values, expectations, attitudes and norms of our research communities”. They also outlined that culture “influences researchers’ career paths and determines the way that research is conducted and communicated”.

## UNIVERSITY INNOVATION FUND

32. For universities, we also require an updated **University Innovation Fund (UIF) plan for AY 2022-23**, further details on this are provided in Annex B. Universities must submit a UIF plan for AY 2022-23 that outlines the specific activity that UIF supported resources will be directed at and identify proposed in-year progress measures. We will expect Higher Education Institutes (HEIs) to focus and prioritise their knowledge exchange and innovation activity on the top priorities of a green recovery, a well-being economy and transition to a net-zero carbon society. This is in line with our Review implementation plans as we seek to co-design the University Knowledge Exchange and Innovation Fund to begin in AY 2023-24.

## CLIMATE EMERGENCY

33. Given the importance of climate emergency and net zero we will expect institutions to demonstrate innovative approaches in their response to the climate emergency with evidence of transformative leadership and capacity building within institutions, including organisation-wide net zero and sustainability plans. This includes referencing progress in institution wide carbon reduction targets, net zero strategies, and actions as civic anchors, in line with the Scottish Government interim statutory guidance<sup>3</sup>, and statutory targets and measures under the Scottish Government climate change plan<sup>4</sup> and adaptation programme<sup>5</sup>.

## SELF-EVALUATION REPORTS ON DELIVERY OF AY 2021-22 OUTCOME AGREEMENT COMMITMENTS, INCLUDING IMPACT OF COVID-19

34. The date for submitting self-evaluations is 5 December 2022. You should submit your self-evaluation with your Outcome Agreement. If you have any queries about this timeline, please contact your Outcome Manager. We expect that you will have already prepared this information for internal reporting requirements and we can be flexible

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<sup>3</sup> [Public sector leadership on the global climate emergency: guidance - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/public-sector-leadership-on-the-global-climate-emergency-guidance-2022/pages/1-10.aspx)

<sup>4</sup> [Climate change - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/climate-change-2022/pages/1-10.aspx)

<sup>5</sup> [Climate Ready Scotland: climate change adaptation programme 2019-2024 - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/climate-ready-scotland-climate-change-adaptation-programme-2019-2024/pages/1-10.aspx)

with regard to the format of these reports.

35. Annex A describes the self-evaluation reporting requirements for colleges and for universities.

## FURTHER INFORMATION

36. In addition to this guidance document, the following annexes are also available to support this process:
  - [Annex A: Self Evaluation](#)
  - [Annex B: University Innovation Fund Guidance](#)
  - [Annex C: Outcome Agreement technical Guidance for Universities](#)
  - [Annex D: Outcome Agreement technical Guidance for Colleges](#)
37. Any queries/requests for further information should be directed to Jacqui Brasted, Deputy Director, Outcomes and Assurance, e-mail: [jbrasted@sfc.ac.uk](mailto:jbrasted@sfc.ac.uk)

## FUTURE DEVELOPMENT OF OUTCOME AGREEMENTS

38. As set out in the Coherent Provision and Sustainability Report, we are reviewing assurance and accountability arrangements to ensure that these continue to meet our needs and statutory obligations into the future. The revised Assurance and Accountability Framework will be an overarching framework and methodology for assessing the overall performance, quality enhancement, governance and financial health of Scotland's universities and colleges at individual, group and sectoral level, deepening our associated capacity for explanation and analysis, and providing the basis for annual and cyclical engagement strategies, and improvement plans where necessary.
39. Our approach to development will, in brief, involve (a) identifying who SFC provides assurance to and gains assurance from and (b) how best to deliver that assurance and accountability over our investment. This will involve working with universities, colleges and other stakeholders (e.g., other funders and regulators) to ensure that any burden arising from this Framework is right-sized, proportionate, reasonable and transparent and that we work together to minimise this wherever possible. The Framework will secure accountability for the public investment in teaching, research and knowledge exchange and ensure high quality teaching and research.

40. Our review of Outcome Agreements will form part of the broader consideration of the assurance and accountability arrangements and we will, of course, keep you informed of plans as well as involve universities and colleges in the development of the Framework itself.

A handwritten signature in black ink, appearing to read 'Dunphy'.

**James Dunphy**

Director, Access, Learning and Outcomes

## OUTCOME AND IMPACT FRAMEWORK AY 2022-23

### OUTCOMES FOR STUDENTS

Outcome	Expectations	Measures and indicators of success
<p><b>Fair access and transitions</b></p> <p>Education is accessible to students from all backgrounds and students at all levels are supported through successful pathways.</p>	<ol style="list-style-type: none"> <li>1. People from deprived areas have fair access and are supported to succeed.</li> <li>2. Care-experienced people have fair access and are supported to succeed.</li> <li>3. Institutions outline how they will support the sector's delivery of the COWA targets.</li> <li>4. Prior learning is considered and students are offered the best pathway for them.</li> <li>5. Transitions and pathways for students are supported and signposted.</li> <li>6. Institutions work with schools, SFC funded programmes and local communities to support successful pathways and effective transitions for students.</li> </ol>	<p><b>Core national measures for universities:</b></p> <ol style="list-style-type: none"> <li>1. <b>Total number of Scottish Domiciled Undergraduate Entrants (SDUEs).</b></li> <li>2. <b>Scottish domiciled FT first degree entrants from SIMD20 (i.e. the COWA measure).</b></li> <li>3. <b>No. of SDUEs with care-experience.</b></li> <li>4. <b>Articulation</b> – advanced standing from college level to degree level study.</li> </ol> <p><b>Core national measures for colleges:</b></p> <ol style="list-style-type: none"> <li>1. <b>Credits delivered.</b></li> <li>2. <b>Proportion of credits delivered to SIMD10.</b></li> <li>3. <b>Proportion of credits delivered to care-experienced students.</b></li> <li>4. <b>DYW- No. of senior phase age pupils on vocational qualifications delivered by colleges.</b></li> <li>5. <b>Articulation</b> – advanced standing from college level to degree level study.</li> </ol>
<p><b>High quality, learning, teaching and support</b></p> <p>Students at all levels experience a high-quality, safe and supportive</p>	<ol style="list-style-type: none"> <li>1. The student experience of learning, teaching and support is protected.</li> <li>2. There is rigour and quality in learning and teaching processes.</li> <li>3. Arrangements for quality assurance and enhancement support standards expected by students.</li> </ol>	<p><b>Core national measures and indicators for universities:</b></p> <ol style="list-style-type: none"> <li>1. <b>Retention.</b></li> <li>2. <b>Articulation.</b></li> <li>3. <b>Number of Scottish domiciled qualifiers at undergraduate level.</b></li> </ol>

learning experience that enables them to succeed in their studies and they find it easy to participate and engage in their educational experience.

4. Enhancement and improvement of learning, teaching and support is informed by data and evidence – including the outcomes of quality assurance.
5. Learning and teaching strategies are adapting to include approaches for digital and blended learning.
6. Staff have the skills and support to deliver a high quality learning, teaching, and support experience for students.
7. Students have good experiences of transitions into and through tertiary level learning.
8. Students are supported in their mental health and wellbeing.

**4. Overall student satisfaction (NSS).**

5. Outcomes of QAAS engagement and review work commissioned by SFC.
6. Institutional ILR annual reports.

**Core national measures and indicators for colleges:**

- 1. Success FE (FT & PT), HE (FT & PT).**
- 2. Student Satisfaction and Engagement Survey.**
3. Retention (FT & PT HE & FE).
4. Progression.
5. Outcomes of Education Scotland engagement and review work commissioned by SFC.

**Partnership, participation and student experience**

Students find it easy to participate, have their voice heard and valued, and influence their educational and student experience.

1. Effective partnership arrangements exist between institutional leadership teams and student bodies.
2. Student partnership is valued across the institution and plays a key role in enhancing the student experience.

1. Outline approaches to enhance student engagement and experience including partnership agreements with Students' Associations.
2. Arrangements exist for training Student officers.
3. Outline work with students and their representative bodies to develop plans to secure and enhance the quality of the student experience.

**Learning with impact**

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

1. Students are supported to successfully complete their courses.
2. Students are supported to progress to positive next destinations.
3. Institutions implement appropriate support arrangements for graduating cohorts who will experience a challenging labour market in coming months/years.

**Core national measure for universities:**

- 1. Graduate Outcomes** (Scottish Domiciled qualifiers in positive destinations and FT Scottish-domiciled qualifiers employed at 'professional' level).

**Core national measure for colleges:**

- 2. College Leaver Destinations.**



4. Institutions ensure their curriculum and pedagogical offer remains fit for purpose and is responsive to changed need and demand.
5. There is a good understanding of the needs of business and industry, and Scotland's economic needs.
6. There is a pipeline of appropriately skilled people for the labour market.

### Equalities and inclusion

Every student has their individual needs recognised in terms of protected characteristics; and everyone is treated fairly and with respect.

1. Institutions assess the equality impacts of their policies and procedures to ensure students are supported to achieve their full potential.
1. Colleges and universities comply with legislation and commit to prioritising action to tackle inequalities.
2. Action is taken to improve management information (protected characteristic data) with regard to equalities. Universities and Colleges understand how protected characteristics impact on core measures.

## OUTCOMES FOR RESEARCH

Outcome	Expectations	Measures and indicators of success
<b>Research excellence</b>	<ol style="list-style-type: none"> <li>1. Institutions produce excellent research outputs.</li> <li>2. The research impact reaches beyond academia.</li> <li>3. The research environment supports excellence and impact.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Case studies</b> showing use of SFC research excellence grant funding to achieve/ work towards greater excellence with additional emphasis on contribution to Scottish Government policy priorities including net zero, increasing productivity, new jobs, Scotland's global influence, boosting enterprise, entrepreneurship, EDI, child poverty, green economy, climate change. Including alignment with priorities in the National Strategy for Economic Transformation and the National Performance Framework. These will contribute to impact reporting.</li> <li>2. REF2021 results were published in April 2022.</li> <li>3. Research culture – Where applicable, we will seek a high-level understanding of how institutions are developing, supporting and embedding positive research cultures (we appreciate that different institutions will define research culture in different ways, please adhere to your own definition or use the Royal Society's <a href="#">definition</a> as a guide).</li> </ol>
<b>Research sustainability (incorporates collaboration)</b> Institutions ensure that their world-class research programmes are on a sustainable footing, particularly amidst the uncertainty surrounding the UK's future relationship with Horizon Europe.	<ol style="list-style-type: none"> <li>1. The research environment supports excellence and impact.</li> <li>2. Institutions implement the Research Integrity and Researcher Development concordats.</li> <li>3. Support for PhD students, who are the pipeline of talent for future research and who have been adversely affected by the instability created by the pandemic and the economic climate.</li> </ol>	<ol style="list-style-type: none"> <li>1. We will seek evidence of compliance with the Researcher Development Concordat through the Outcome Agreement process and Research Integrity Concordat through engagement with Universities UK.</li> </ol>

## OUTCOMES FOR ECONOMIC RECOVERY AND SOCIAL RENEWAL

Outcome	Expectations	Measures and indicators of success
<p><b>Responsive institutions</b></p> <p>Institutions are responsive to employer and industry needs and to current and future skills requirements.</p>	<ol style="list-style-type: none"> <li>1. Institutions make use of labour market intelligence and employer / industry engagement to adapt and align provision.</li> <li>2. Institutions play their part in upskilling and reskilling the existing workforce.</li> <li>3. People have the necessary meta skills and attributes to succeed.</li> <li>4. Institutions help find pathways for people without work to study and move into employment.</li> <li>5. Fair Work - Institutions to advance and promote Fair Work practices as employers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Institutions are actively engaged in regular review and appraisal of provision to ensure this continues to meet, and changes to support, the range of learner, community and employer need.</li> <li>2. Institutions outline their engagement with stakeholders to ensure that course provision remains responsive to the shifting needs of employers and industry and how provision is shifting or being adapted.</li> <li>3. In support of economic recovery to provide provision that delivers impact and successful outcomes for learners, communities and employers. (i.e. Flexible Workforce Development Fund (colleges), YPG and Upskilling Funding (universities)).</li> <li>4. SFC receives regular reporting from each institution on the use of additional funding to mitigate the projected rise in unemployment as a result of the COVID-19 pandemic and/or EU Exit, ensuring individuals can access training which will increase their chances of gaining employment.</li> <li>5. Institutions to outline what they are doing in practice to deliver Fair Work for their employees.</li> </ol>
<p><b>Confident and highly capable - work-ready - graduates</b></p> <p>Work-ready graduates are confident and ready to secure success in their</p>	<ol style="list-style-type: none"> <li>1. There is a pipeline of technically skilled people for key industries where skills gaps identified.</li> </ol>	<ol style="list-style-type: none"> <li>1. Graduates are able to utilise the skills and qualifications they have gained to access opportunities within the labour market.</li> <li>2. <b>College Leaver Destinations</b> survey.</li> <li>3. <b>Graduate Outcomes – Universities</b></li> </ol>

career, meeting employer needs and making a positive contribution to our economy and society: Students are equipped to take up employment and succeed in the job market.

2. Programmes should equip graduates with the skills, knowledge and capabilities to be successful in their chosen career.
3. Effective support should be in place to enable students to understand their careers options, to self-assess and to undertake career planning.
4. Wherever relevant or beneficial, students should have opportunities to engage in work-informed or work-based learning.

### Knowledge Exchange and Innovation

1. Colleges and HEIs are focusing and prioritising their knowledge exchange and innovation activity on the top priorities of a green recovery, a well-being economy and a just transition to a net zero carbon society.
2. Institutions are evolving their strategies for knowledge exchange and innovation and working with key stakeholders, for example enterprise agencies to progress the priorities of a green recovery, a well-being economy and transition to a net zero carbon society.

1. Universities submit an updated **UIF plan** with their Outcome Agreement. **Detailed guidance is provided at Annex B.**
2. Completion of the HESA HE-Business and Community Interaction survey and the SFC KE data return will remain conditions of grant for institutions to receive the UIF.

### Collaboration

There is active collaboration with other SFC funded institutions and across the education and skills system.

1. Institutions consider and pursue meaningful opportunities for collaboration which fit with their mission and vision and supports the delivery of coherent, sustainable provision and research.
2. Institutions consider collaboration on estates assets that could: improve local coherence and sustainability of provision; reduce carbon emissions and be a part of place-based approach to economic recovery.

1. Specific details of new collaborative arrangements, or plans for collaboration, and what they will achieve in terms of impact for all stakeholders.
2. Pathfinder institutions to outline pilot projects.

**Climate emergency**

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

1. Colleges and universities demonstrate innovative approaches in their response to the climate emergency. Evidence of transformative leadership and the empowerment of sector communities, building capacity in institutional structures across the sectors, developing a placed-based approach to the climate emergency.
  2. Colleges and universities outline how they are engaging with the Sustainable Development Goals.
1. Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures and a pathway to net zero.