University of the
Highlands and Islands
Moray College

BOARD OF MANAGEMENT
Learning, Teaching and Quality Committee
Meeting to be held
On 12 March 2019 at 1330 hours in the Board Room

Agenda Number	Item	Presented By	Action Required: Decision, Discussion, For Noting
LTQ.19.1.01	(i) Resignations	Clerk	Noting
	(ii) Appointments		
LTQ.19.1.02	Apologies for Absence	Clerk	Noting
LTQ.19.1.03	Any Additional Declarations of Interest including specific items on this Agenda.	Chair	Noting
LTQ.19.1.04	Draft Minutes of LTQC meeting held on 20 November 2018 *	Chair	Decision
LTQ.19.1.05	Matters Arising from LTQC Meeting held on 20 November 2019 *	Clerk	Noting
LTQ.19.1.06	Implementation of Curriculum Strategy	Mrs C Newlands	Noting
	(i) Update		
	(ii) CAMP		
LTQ.19.1.07	RIKE Strategy Action Plan – Update *	Mrs N Yoxall	Discussion
LTQ.19.1.08	Policies *	Mr D Duncan	Approval
	(i) Academic Appeals		
	(ii) Safeguarding		
	(iii) Prevent Duty Policy		
	(iv) Events and External Speaker Policy		
LTQ.19.1.09	Draft Regional Outcome Agreement *	Mrs N Yoxall	Noting
LTQ.19.1.10	Learning and Teaching Review ~	Mrs N Yoxall	Noting
LTQ.19.1.11	Quality Toolkit Development *	Mrs H Sharp	Discussion Noting

LTQ.19.1.12	MORAGAA and Predicted Achievement *	Mrs N Yoxall	Noting
LTQ.19.1.13	Emerging Issues	Chair	Discussion or Noting
RESERVED ITEMS			
LTQ.19.1.14	Draft Reserved Minutes of LTQ meeting held on 20-11-2018 *	Chair	Approval
LTQ.19.1.15	Date of Next Meeting –11 June 2019	Clerk	Noting

BOARD OF MANAGEMENT

LEARNING, TEACHING & QUALITY COMMITTEE

Minutes of Meeting
held on
Tuesday 20 November 2018
at 13.30pm in the Boardroom

Present:	Mr D Patterson (Chair)	Mrs L Huby
	Mrs N Yoxall	Mrs R McCormack
	Mr D Duncan	Mr S Duff
	Mr J Bodman	Mrs T Wilson
	Mr G Rendall	Mrs J Johnston
	Mrs C Newlands	Miss M Wells Jesus (HISA)
	Mrs S Mustard	
In attendance:	Mrs C Fair (Clerk)	
	Mrs E Melton (Minutes Secretary)	

		ACTION	DATE
LTQ.18.4.01	**Resignations and Appointments**		
1.1	Mr Patterson welcomed everyone to today's meeting, taking this opportunity to express that 2017/18 had been a successful year concerning Learning and Teaching. 2018/19 had a difficult start, however, enrolment figures are now on par with last year. Due to the committee membership being refreshed completely, an appendix of committee members will be provided with the minutes. A resignation had been received from Mrs Anna Templeton.		
LTQ.18.4.02	**Apologies for Absence**		
2.1	Apologies were received from Mr Malcolm Clark, Mr J Yorston, Mr J Mackinnon, Mrs J Andrews and Mr Sanderson (HISA)		
LTQ.18.4.03	**Any Additional Declarations of Interest including specific items on this Agenda**		
3.1	There were no additional declarations of interest received.		

LTQ.18.4.04	**Draft Minutes of LTQC meeting held on 14 June 2018**		
4.1	The minutes were approved as a true and accurate record of the meeting held on 14 June 2018: Proposed: Mr J Bodman Seconded: Mrs N Yoxall		
LTQ.18.4.05	**Matters Arising from LTQC meeting held on 14 June 2018**		
5.1	<u>10.1</u> Complete – CAMP (Curriculum Approvals/Modifications Panel) is held weekly with Heads of Curriculum attending monthly. <u>10.2</u> Complete <u>12.1</u> Complete <u>13.3</u> Complete		
LTQ.18.4.06	**Draft Terms of Reference**		
6.1	Mrs Yoxall supported the document provided, briefly explaining the content of the Terms of Reference. Explaining this has been linked with the Board of Management Code of Good Governance. Following comments and discussion, it was agreed Item 3.2 would be reworded to increase the quorate number to at least 2 non-executive Board members and 2 other members of the committee.		
ACTION	Terms of Reference to be amended and circulated	**NY + CF**	
LTQ.18.4.07	**EREP Final Document 2017/18 - RESERVED**		
7.1	This matter is reserved and the minutes held in confidence.		
LTQ.18.4.08	**CCM Report**		
8.1	Mrs Yoxall supported the paper provided by Mrs McIlwraith outlining the new approach to Curriculum Committee meetings. This has been a welcome change, with staff providing positive feedback to the format. Students involvement is also much improved.		
LTQ.18.4.09	**Implementation of Curriculum Strategy**		
	i. Update		
9.1	Committee members were updated on the Curriculum Strategy. As part of the Skills Investment Plan we are obliged to design a curriculum map. This will be		

	completed by working alongside local schools, DYW and SDS by mapping routes from school, through college and onto jobs within Moray. Heads of Curriculum are using an audit tool to carry out a gap analysis.		
	ii. **CAMP**		
9.2	Mrs Newlands briefly supported the paper provided on Course Approvals and Modifications Summary Report.		
LTQ.18.4.10	**Student Early Experience Survey**		
10.1	Mrs Yoxall had circulated a brief paper based on high-level data. Happy to report that with a response rate target of 60% and 2017/18 being 41.5%, the College achieved an all-time high response rate of 66.6%. Overall satisfaction was 97% The responses will be analysed and subsequently reported to the Full board in December. The Committee considered how students whose course is taught by VLE/VC can be better integrated into College life.		
LTQ.18.4.11	**Quality Cycle**		
11.1	The paper on the Quality Cycle for 2018-19 was provided for reference and noting.		
LTQ.18.4.12	**RIKE**		
12.1	Mrs Yoxall circulated an Action plan, updating members on RIKE, explaining key points with the Research committee being in its infancy. Mrs Johnston commented on the meeting held in October being well received and very practical.		
	Mrs Huby left at 14.55pm		
LTQ.18.4.13	**Policies**		
	i. **Academic Quality Policy**		
13.1	Mrs Yoxall updated members on changes made within the policy. From 2019/20 there will be a single policy on Academic Appeals.		
NOTE	The committee approved the policy with it being Proposed by Mr Bodman and Seconded by Mrs Johnston.		
LTQ.18.4.14	**Emerging Issues**		
14.1	Course reviews – Mrs Yoxall gave confidence to the Committee that the College is supporting course areas that had low student attainment in 2017/18. By having		

	regular meetings with teams to discuss attendance, attainment and helping to provide support and guidance where necessary. There is a regional agreement to support a 70% attainment figure. UHI will focus on the areas of Care, Computing and Hospitality as a region.		
14.2	Mr Bodman informed members of his recent visit to Stirling to attend the Learning and Teaching forum. It was encouraging to see where Moray College is in comparison to other colleges. Notes to be circulated once received.		
Action	Notes to be circulated to Committee once available	**Mr Bodman Mrs Fair**	**ASAP**
14.3	Priorities for this year is consolidation of last session's improvements, and ensuring that the Board is well-sighted on Learning and Teaching. Mr Patterson asked members for their feedback and suggestions for areas of focus/investigation. Quality cycle reports was one suggestion.		
Action	To provide feedback to Mrs Fair on areas of future focus for LTQ going forward	**Committee**	**ASAP**
	The Committee suggested looking at dates for meetings next session that fit with the Quality cycle. Suggested that a standing item on the agenda relates to student number, attainment, attendance and retention. These will reported through the KPI Dashboard to Board meetings. The Committee questioned whether proposals for new courses should come through this Committee And was advised that CAMP reports will come to this Committee.		
	Meeting closed 15.20pm		

Matters Arising/Actions from Learning Teaching and Quality Committee Meeting on 20 November 2018
Agenda Item: BM.19.1.05

ITEM		ACTION BY	DATE	Update
LTQ.18.4.06	**Draft Terms of Reference**			
6.1	Terms of Reference to be amended and circulated	**Nikki Yoxall and Cathie Fair**	Immediate	Completed
LTQ.18.4.14	**Emerging Issues**			
14.2	Notes from Learning and Teaching Forum in Stirling to be circulated to committee	**Joe Bodman** **Cathie Fair**	ASAP	Completed
14.3	To provide feedback to Cathie Fair on areas of future focus for LTQ going forward	**Committee**	ASAP	None Received

Committee:	LTQ
Subject/Issue:	Course Approvals and Modification Panel (CAMP) Summary Report
Brief summary of the paper:	Summary overview of course approvals and modifications presented, reviewed and approved since previous LTQ meeting.
Action requested/decision required:	For noting

Status: *(please tick ✓)*	Reserved:		Non-reserved:	√

Date paper prepared:	11 March 2019
Date of committee meeting:	12 March 2019
Author:	Chris Newlands
Link with strategy: Please highlight how the paper links to, or assists with: compliance partnership services risk management strategic plan/enabler other activity (eg new opportunity) – please provide further information.	Links to College Strategic Plan and Curriculum Strategy in respect of Quality Assurance. Relevant Risks are: Moray/1 Ineffective Curriculum Planning Moray/10 Senior Phase Programming offered/delivered does not meet needs of Moray (schools Programme).
Equality and diversity implications:	Yes. All course approval and modifications follow a UHI-wide process to ensure all quality assurance measures, including equality and diversity, are sufficiently considered.
Resource implications: *(If yes, please provide detail)*	Not at present
Risk implications: *(If yes, please provide detail)*	Yes, all course modifications and approvals consider a supporting business case as to how the approval or change may impact the college courses on offer.

Course Approvals and Modifications (15 November 2018 – 11 March 2019)

	FE Courses	HE Courses	Upskilling/Retraining	School Senior Phase
Volume Sectors				
New FT Courses			**FWDF**	
Revised/Modified Courses	• NC Health & Social Care at Higher • NQ Playwork& Early Education and Childcare			
New Apprenticeship Programmes				
Short Courses	Access to Engineering (L4) January – June			
Growth sectors				
New FT Courses			**FWDF** • CPD Leadership and Management (L7)	Revised Hospitality Services
Revised/Modified Courses	SVQ 2 Horticulture – for work based delivery and assessment			
New Apprenticeship Programmes				
Short Courses	Introduction to Hospitality (L4) – January – June			
Specialist sectors				
New FT Courses			**FWDF**	
Revised/Modified Courses	Access to Integrative Healthcare FT modified for January start			
New Apprenticeship Programmes				
Short Courses				

Others				
New FT Courses	Skills For Choice	• HNC Acting and Performance • HND Beauty Therapy • HNC Soft Tissue Therapy • HND Sports Therapy	**FWDF**	Future Focus – Sem 2 only
Revised/Modified Courses		• HNC Social Science		
New Apprenticeship Programmes				
Short Courses				
Not Approved				
New FT Courses		BA Sociology	**FWDF**	
Revised/Modified Courses				
New Apprenticeship Programmes				
Short Courses	Step Into Education			
In Pipeline				
New FT Courses	• Towards Independence 1 • Towards Independence 2 • Preparing For Work	MA Art and Archaeology	**FWDF** • Stress Management • Time Management	Pre-FA Engineering (4 weeks)
Revised/Modified Courses				
New Apprenticeship Programme	• MA Instructing Exercise and Fitness • MA Engineering • MA Food & Beverage Service			
Short Courses	• Men Into Early Education Leisure Courses • Tango • What Happens in Heritage • Photography – Next Steps			

LTQC March 2019

Research Update: Academic Partnerships

- An initial meeting with Melanie Smith, Head of Research Development Inverness College UHI, was held in September 2019 to gain an insight into further developing research at MC.
- RIKE (Research Innovation Knowledge Exchange) Forum held on 11th October 2018
  Speakers: Michael Rayner, Dean of Research UHI; Melanie Smith, Head of Research Development Inverness College UHI; Jackie Andrews, Head of Academic Partnerships Moray College UHI, Erasmus opportunities for Research active staff; Darlene Russell, Knowledge Exchange Officer; Anna Paaso, Knowledge Exchange; Keith Smyth, Professor of Pedagogy UHI; Stuart Knight, Research Information Systems Officer UHI

  An informative day with interesting talks from the speakers. The main focus was to set the research scene and to provide information to the forum on resources available to support research (PURE/ Research Professional database) and also the role of the UHI Learning and Teaching Academy.

- Developing on the Knowledge Exchange area, the team attended the Interface event: Getting the right people together in November 2018. An informative event showcasing case studies of existing innovation partnerships. The team gained an exciting awareness of how innovation vouchers are used within knowledge exchange partnerships.
- MC awarded £8,000 SFC College Innovation Accelerator Fund (CIAF) – the team are currently exploring opportunities for this fund.
- Follow up meeting with Melanie Smith and Mairi Cowan (Research Development Facilitator, IC), further discussion on innovation vouchers and Knowledge Transfer partnerships.   Currently in contact with Pernod Ricard to investigate possible knowledge partnership with innovation vouchers.
- Departments are currently completing employer engagement data to be input into the CRM (Customer Relationship Management) database, this will also capture information on Research Activity, Knowledge Transfer partnerships and Consultancy for each employer. The MC view for the CRM system has been customised to allow this information to be added to the CRM system but only accessible to MC staff.
- Discussions take place between lecturers and the AP team on research activities/ ideas. E.g. Masters/ PHD dissertations. Computing – UHI fund to research future technologies; SFC funding to research business scale-up and entrepreneurship support for growth (this is linked to Scotland's Entrepreneurial Campus and the MGD); Moray Sports Centre – Public Engagement Fund.
- The team have put forward the suggestion for a Research Mentor for new staff and for Research to be included as part of the Staff Review agenda.
- MC Committee involvement: UHI RKEC; UHI REF managers group; Water Quality Innovation Group.
- The long term aim is for Moray College to have specialist research positions.   The team have met with Nikki Yoxall and Carolyn Thomson to discuss the possibility of replicating a similar structure to IC. There is also work going on with IC to replicate their research structure at other UHI APs, Head of HR at IC is meeting HR Managers at all APs to discuss. Currently research active staff are reliant on external funding to cover time.   To be successful in the REF staff are required to be research active for 0.2FTE.

Title of Paper:	Policies for Approval
To Committee:	Learning, Teaching and Quality
Subject:	Covers new policies from the UHI Single Policy Environment and local policies developed to ensure the College has in place effective arrangements to cover its responsibilities within the overall objectives of the UK Prevent Duty.
Version number and date:	1 07/03/19
Brief summary of the paper:	These policies have been approved by the Strategic Leadership Team. **UHI Single Policy Environment:** • **Academic Appeals Policy**– a consistent approach in dealing with FE student appeals, to be adopted by all FE partners. • **Safeguarding Policy** – brings together best practice in safeguarding into a common approach from which local procedures will be re-developed. **Local College Policies:** • **Prevent Duty Policy** – a new policy to ensure the College has in place appropriate arrangements to support its obligations covered by the UK Prevent Duty. Associated procedures for senior staff to follow, including information sharing protocols have been developed in collaboration with statutory partners. • **Events and External Speakers Policy** – Adopts best practice identified within the North East Scotland Prevent Delivery Group. Public sector organisations have been identified as a particular risk for those hosting events which may have extreme views.
Recommendations:	The policies are recommended for approval.
Action requested/decision required:	Approve

Status: *(please tick ✔)*	Reserved:		Non-reserved:	√

Date paper prepared:	07/03/19
Date of committee meeting:	12/03/19
Author:	Derek Duncan
Link with strategy:	

Please highlight how the paper links to, or assists with: Strategic Plan including • Curriculum • Learning and Teaching • Organisational culture • Partnership • Sustainability	**Risk Register ID Moray/25**: Non-compliance with relevant statutory regulations – relates to PREVENT and Safeguarding arragements.
Equality and diversity implications:	Yes – significant.
Resource implications: *(If yes, please provide detail)*	None.
Risk implications: *(If yes, please provide detail)*	Failure to comply with statutory duty around safeguarding and the Prevent Duty can have serious implications for staff, students and visitors. These arrangements are designed to ensure a safe and supportive environment for all.
Appendices:	
References:	

College Logo

College Name, University of the Highlands and Islands

Further Education Academic Appeals Policy

POL

Lead Officer (Post):	Click or tap here to enter text.
Responsible Office/ Department:	Click or tap here to enter text.
Responsible Committee:	Click or tap here to enter text.
Review Officer (Post):	Click or tap here to enter text.
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	n/a
Date policy due for review:	January 2022 (or earlier if required)
Date of Equality Impact Assessment:	23/01/2019
Date of Privacy Impact Assessment:	n/a

Accessible versions of this policy are available upon request. Please contact the Governance and Policy Officer on 01463 279000.

Policy Summary

Overview	Why is the policy required? This policy, together with the associated Academic Appeals Procedures, represents an appeals framework that ensures students can request a review of an assessment decision made by College Name, where there are grounds to do so.
Purpose	What will the policy achieve? The purpose of the policy is to set out the circumstances in which a student may wish to appeal against a decision provided during an assessment process or against a decision about progress between levels (e.g. a decision by a Progression Board).
Scope	Who does the policy apply to? This policy applies to all Further Education courses (normally up to and including SCQF Level 6)
Consultation	Who has been consulted on the policy, and who will be notified? The policy was developed by a group of practitioners made up from across the University of the Highlands and Islands partnership. All relevant staff and students will be notified.
Implementation and Monitoring	Who will be responsible for implementing and monitoring the policy, and what resources/ costs will be incurred? Colleges will be responsible for local implementation of the policy. The policy is part of the business-as-usual function of the college.
Risk Implications	What are the risk implications of this policy? Failure to adopt a strong policy and follow the procedures would undermine the student experience and the academic reputation of the College.
Link with Strategy	How is this policy linked to University strategy?
Impact Assessment	Equality Impact Assessment: 23/01/2019 – No negative impact.
	Privacy Impact Assessment: n/a

1. Policy Statement

1.1   This policy, together with the associated Academic Appeals Procedures, represents an appeals framework that ensures students can request a review of an assessment decision made by College Name, where there are grounds to do so.

1.2   The policy aims to ensure appropriate, fair and consistent treatment of all parties involved in any further education academic appeal across the partnership.

2. Definitions

2.1   **Academic Appeal**: a procedure through which students may in certain circumstances ask for a review of a decision relating to their academic progress or award.

2.2   **Progression Board**: a panel of staff from the College who consider and determine student awards and progression to a more advanced stage.

2.3   **Awarding Body**: an organisation that designs, develops, delivers and awards the recognition of learning outcomes (knowledge, skills and/or competences) of an individual following an assessment and quality assurance process.

3. Purpose

3.1   The purpose of the policy is to set out the circumstances in which a student may wish to appeal against a decision provided during an assessment process or against a decision about progress between levels (e.g. a decision by a Progression Board).

3.2   The procedure allows the student to raise an appeal at an informal level and, if the outcome of this is not satisfactory, to use the formal procedure.

The internal formal Academic Appeal Procedure should be followed before escalation to external Awarding Body appeals processes. Students will be signposted to relevant external Awarding Body appeal processes at the start of their programme of study.

3.3   External appeals procedures vary, depending on the type of qualification for which the appeal is being made and the awarding body. The overriding principle is that all appeals will be treated fairly and objectively.

3.4   Without prejudice to the outcome of an appeal, a student may continue to attend classes and make use of the facilities of the College whilst their appeal is being heard.

3.5   Students who have completed their programme, who have grounds to appeal an award decision or programme progression board, will be unable to receive their award until the matter has been fully resolved.

3.6   The timescales set out in the Procedures must be followed. Students and staff should note where there may be variations between awarding bodies.

4. Scope

4.1   This policy applies to students enrolled on courses normally up to and including SCQF Level 6 (see Section 4.2 for variations to this criteria).

4.2   There are a small number of Scottish Vocational Qualification (SVQ) courses at SCQF Level 7 that are considered as Further Education courses for the purposes of the UHI Partnership. This policy applies to these students.

4.3   **Grounds for Appeal**

Appeals against an assessment decision will normally only be considered on one or more of the following grounds:

4.3.1   That a student's performance in the assessment was adversely affected by illness or other factors. The student must have been unable to, or have a valid reason not to, divulge the information to their lecturer prior to assessment. In the case of a Progression Board, the information must have been unavailable at the time the determination was made. In these cases, the appeal must be accompanied by documentary evidence to the relevant member of staff (see Procedures).

4.3.2   Evidence of College academic assessment administrative error or that an assessment was not conducted in accordance with the College's specific assessment policies/procedures.

4.3.3   That evidence is produced that some other material irregularity has occurred.

5.   Exceptions

5.1   This policy does not apply to Higher Education students, e.g. normally those students studying courses at SCQF Level 7 and above (see Section 4.2 for variations to this). These students should refer to the UHI Academic Standards and Quality Regulations.

5.2   Appeals that question the academic judgement of a member of staff or an academic assessment body will not be considered.

5.3   Students undertaking non-regulated qualifications (NQs), have no further right of appeal against internal assessment decisions. The final decision rests with the academic partner. External awarding bodies will not accept internal assessment appeals.

5.4   Appeals will not normally be permitted from third parties on behalf of a student.

5.5   SQA Post-results Services for National Qualifications and other external assessments. Please refer to relevant Awarding Body Guidance for further details.

5.6   Exceptional Circumstances Considerations. Please refer to relevant Awarding Body Guidance for further details.

6.   Notification

6.1   All staff members will be notified of changes to the Academic Appeals Policy and Procedures through the normal channels.

6.2   Teaching staff and staff advising students should have a detailed knowledge of the Academic Appeals Policy and Procedures.

6.3   Any changes to awarding body regulations will be reflected in the annual review process of this policy and associated procedures.

6.4   Students will be made aware of the policy within four weeks of commencing their course.

6.5   The policy will be publicly available on the College's website.

7.   Roles and Responsibilities

7.1   Boards of Management are responsible for approving the policy and ensuring that it is followed. Boards of Management are also responsible for ensuring the strategic effectiveness of the policy.

7.2   Principals / Senior Management Teams are responsible for operational compliance with the policy set by the Board of Management, and making recommendations to the Board about updates to the policy. Principals / Senior Management Teams are also responsible for ensuring the operational effectiveness of the policy and making provision for training for relevant staff.

7.3   The Further Education Academic Appeals Policy Ownership Group is responsible for overseeing annual updates to the Policy and Procedures.

7.4   Line managers are responsible for ensuring staff participate in training and follow the policy in their day-to-day role.

7.5   All relevant staff are responsible for familiarising themselves with the policy and procedures.

8.   Legislative Framework
- Data Protection Act 2018
- Equality Act 2010
- General Data Protection Regulations

9.   Related Policies, Procedures, Guidelines and Other Resources
- Academic Standards and Quality Regulations
- Further Education Academic Appeals Procedure
- College Name Access and Inclusion Strategy
- Complaints Policy and Procedure
- Positive Learning Environment Policy and Disciplinary Procedure
- Fitness to Study Guidelines
- Learner Support Policy and Procedures
- Progression Board Guidance

10. Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0				
1				
2				
3				
4				

Safeguarding Policy

POL

Lead Officer (Post):	Click or tap here to enter text.
Responsible Office/ Department:	Click or tap here to enter text.
Responsible Committee:	Click or tap here to enter text.
Review Officer (Post):	Click or tap here to enter text.
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	Click or tap to enter a date.
Date policy due for review:	Click or tap to enter a date.
Date of Equality Impact Assessment:	Click or tap to enter a date.
Date of Privacy Impact Assessment:	Click or tap to enter a date.

Accessible versions of this policy are available upon request. Please contact the Governance and Policy Officer on 01463 279000.

Policy Summary

Overview	Why is the policy required? This policy is required to fulfil the safeguarding obligations of the University of the Highlands and Islands and all Academic Partners.
Purpose	What will the policy achieve? The policy will provide a unified approach to safeguarding across the network and ensure parity of student experience.
Scope	Who does the policy apply to? The policy applies to the University and all Academic Partners.
Consultation	Who has been consulted on the policy, and who will be notified? The policy has been developed by a group of practitioners from the University and Academic Partners to ensure that best practice is reflected in the policy and accompanying procedures.
Implementation and Monitoring	Who will be responsible for implementing and monitoring the policy, and what resources/ costs will be incurred? The University and Academic Partners are responsible for ensuring that the policy and procedures are followed in their own organisation.
Risk Implications	What are the risk implications of this policy? This policy will reduce risk for the University and Academic Partners by ensuring that best practice from across the partnership is being shared and followed.
Link with Strategy	How is this policy linked to University strategy? This policy supports the University's commitment to provide a safe and supportive learning environment for all, aligned with the Strategic Theme of "Our Students", responding to the diversity of our student population by enhancing inclusive practice, and widening access and participation. It also aims to ensure the University discharges its duty of care and meets legislative requirements on safeguarding.
Impact Assessment	Equality Impact Assessment: Completed 09/01/19. No action required.
	Privacy Impact Assessment:

1. Policy Statement

1.1   The policy outlines our commitment to provide a safe and supportive learning environment for all. In addition, the policy sets out strategies to manage known risk (and any potential risk) to ensure all are protected from harm, abuse, neglect or exploitation.

1.2   University/Academic Partner Name recognises and complies with our legal and statutory obligations that arise from legislation including the Protection of Children (Scotland) Act 2003, the Adult Support and Protection (Scotland) Act 2007, the Counter-Terrorism and Security Act 2015, the Children and Young People (Scotland) Act 2014 and other relevant guidance and regulations.

2. Definitions

2.1   **Safeguarding:** Involves carrying out our 'Duty of Care' responsibilities in relation to minors, children, adults at risk, students and staff, ensuring the safety and welfare of all. It involves protecting people's health, wellbeing and human rights, thus enabling all to live and study free from harm, abuse, neglect or exploitation. It is fundamental to high quality learning and engagement.

2.2   **Duty of Care:** Our responsibility to use professional expertise and judgement to protect and promote the best interests of students and staff, and to ensure that we exercise an appropriate level of care towards them, as is reasonable within the parameters of our relationship.

Please read and consider Appendix 1 for further important information and definitions that help partners fulfil their safeguarding duties.

3. Purpose

3.1.   Safeguarding, and the emerging agendas connected to safeguarding and duty of care are posing ever increasing challenges and demands in tertiary education. It is a key part of our remit and responsibilities to manage any real (or potential) risk we face, including online, as a learning community.

3.2.   Our duty is to provide a safe and supportive learning environment for all users. For example, recent Scottish and UK government legislation has placed new legal duties and obligations on all Colleges and Universities.

3.3.   The increasing demands and complexity of these responsibilities make it imperative that the University and all Academic Partners utilise and develop shared expertise, models, systems and processes to meet these challenges going forward.

3.4.   The following underpinning principles are shared by the University and all Academic Partners:
3.4.1. We will utilise a system of named staff (Safeguarding Leads) in the University and each Academic Partner with key responsibilities and duties linked to this role.
3.4.2. We are committed to Continuing Professional Development and ongoing safeguarding training, especially for Safeguarding Leads.

3.5.   Criminal Convictions
3.5.1   We encourage all applicants and students to disclose information about any criminal convictions or police proceedings which may affect their ability to complete key aspects of their programme or placement. This includes personal restrictions or other

conditions arising from court orders or parole conditions e.g. travel, contact with others and use of equipment.

3.5.2 We will offer support and guidance to applicants/students with criminal convictions about course selection and career planning, and advise on the scope for any potential course or placement adjustments.

3.5.3 We have a duty of care to students, staff, visitors and clients to provide a safe and secure environment for all, and will undertake a risk assessment in the event of receiving criminal offence data relating to an applicant/student, to ensure that we do not admit or retain individuals who may pose a significant risk to our community.

3.5.4 We undertake to ensure that, by this policy and related procedures, we operate in consideration of all relevant statutory legislation and professional body requirements.

4   Scope

4.1   This policy applies to the University and all Academic Partners.

4.2   This policy applies throughout University and Academic Partner premises and campuses, including:
- Student accommodation managed by the University or Academic Partners directly
- Sports facilities
- Nurseries operated by the University or Academic Partners
- Any other areas or facilities where University or academic partner activities are carried out

4.3   This policy applies to activities undertaken by all students as part of their studies, including but not limited to:
- Work placements and work experience
- Summer schools, field trips and outreach activities

4.4   This policy applies in all environments, including physical and virtual (e.g. social media and online learning platforms).

5   Exceptions

5.1   This policy does not apply to accommodation advertised by or signposted to by University or Academic Partners (e.g. privately managed student accommodation or listings of private tenancies)

5.2   Third parties using University or Academic Partner facilities (e.g. Highlands and Islands Student Association, other academic institutes, external sports clubs and societies)

5.3   Students attending activities organised and hosted by another academic institute or body e.g. conferences, symposiums, sports tournaments and society gatherings.

5.4   Safeguarding considerations related to studying abroad, ERASMUS or work placement should be referred to the relevant policy (see Section 9).

6   Notification

6.1   All staff are responsible for safeguarding students through their student journey and will be made aware of any changes to the policy.

6.2   Safeguarding Leads will be briefed and trained on the policy and procedures.

6.3   The policy will be publicly available on our website.

6.4   We will make information available about our Safeguarding Lead and how to contact them. This information will be available both on the our website and the University of the Highlands and Islands' website.

6.5   The regional Student Support Group (SSG) will include any updates to the policy or procedure as an agenda item to ensure that staff group have a forum to discuss changes and best practice.

7   Roles and Responsibilities

7.1   Academic Partner Boards of Management/University Court are/is responsible for approving the policy, ensuring the legal compliance of the policy and ensuring that it is followed. Boards of Management/University Court are/is also responsible for ensuring the strategic effectiveness of the policy.

7.2   Principals / Senior Management Teams are responsible for operational compliance with the policy set by the Board of Management/University Court, and making recommendations to the Board about updates to the policy. Principals / Senior Management Teams are also responsible for ensuring the operational effectiveness of the policy and making provision for training for all staff.

7.3   Safeguarding Leads – are accountable responsibilities as detailed in the Safeguarding Procedures.

7.4   Line managers are responsible for ensuring staff participate in training and follow the policy in their day-to-day role.

7.5   All staff are responsible for familiarising themselves with the policy and procedures.

8   Legislative Framework

- Adults with Incapacity (Scotland) Act 2005
- Adult Support and Protection (Scotland) Act 2007
- Children and Young People (Scotland) Act 2014
- Counter-Terrorism and Security Act 2015
- Council of Europe Convention on Action against Trafficking in Human Beings
- Data Protection Act 2018
- Education (Additional Support for Learning) (Scotland) Act 2004
- Equalities Act 2010
- EU Directive of 5th April 2011 on Preventing and Combating Trafficking in Human Beings and Protecting its Victims
- Forced Marriage etc. (Protection and Jurisdiction) (Scotland) Act 2011
- General Data Protection Regulation (GDPR) 2018
- Human Trafficking & Exploitation (Scotland) Act 2015
- Mental Health (Care and Treatment) (Scotland) Act (2003)
- Police Act 1997
- Police and Fire Reform (Scotland) Act 2012
- Protection of Children (Scotland) Act 2003
- Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005
- Protection of Vulnerable Groups (Scotland) Act 2007
- Rehabilitation of Offenders Act 1974
- Sexual Offences Act 2003

- [Sexual Offences (Scotland) Act 2009](#)
- [United Nations Convention on the Rights of the Child 1992](#)

9   Related Policies, Procedures, Guidelines and Other Resources

- [Approved Placement Policy](#)
- [Complaints Handling Procedures](#)
- [Fitness to Practice Guidelines](#)
- [Fitness to Study Guidelines](#)
- [IT Acceptable Use Policy](#)
- [Promoting a Positive Learning Environment Policy](#)
- [Student Code of Conduct](#)
- [Study Abroad Policy and Guidance](#) (forthcoming)

10   Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0				
1				
2				
3				
4				

MORAY COLLEGE UHI

Prevent Duty Policy

Status	Draft for approval
Version Date and Number	7/11/18 V0.2
Approved by	LTQ Committee (Due date: MONTH/YEAR)
Responsibility for Policy	Director of Information, Planning and Student Support
Responsibility for Implementation	College SPOC
Responsibility for Review	Director of Information, Planning and Student Support
Date for Review	November 2021

Please ask if you, or someone you know, would like this document in a different format or language.

Revision Date & Change Log

Date of Revision	Brief Description of Change	Date Approved
2/11/18	V0.1 First draft for comment	dd/mm/yy
07/11/18	V0.2 2nd draft incorporating feedback.	

Contents

1. **Introduction**

The College is a member of the North East Scotland Multi-Agency Prevent Delivery Group (PDG) and in line with UK Prevent Duty, has a responsibility for ensuring effective policies, procedures, information sharing protocols and staff training is in place to respond to any concern.

2. **Policy Statement**

Section 26 of the Counter Terrorism and Security Act 2015 places a duty on the statutory bodies such as the College in the exercise of its functions to have, "due regard to the need to prevent people from being drawn into terrorism".

Moray College UHI is committed to respecting the rights of individuals and uphold freedom of speech, but in doing so will fully engage and comply with the legal obligations outlined in the Act.

The College Safeguarding Policy outlines a commitment to ensure the College is a safe and welcoming environment for all, with appropriate procedures in place to respond to any safeguarding related concern.

This policy and associated intervention procedure complements the existing safeguarding arrangements to help mitigate the risk of anyone being drawn into terrorism or being radicalised.

3. **Statutory Guidance**

This policy has been developed from the UK guidance published at:

- https://www.gov.uk/government/publications/Prevent-duty-guidance

4. **Responsibilities**

The Director of Information, Planning and Student Support (IPSS) is responsible for:

- Representing the College as the nominated Single Point of Contact (SPOC) in all liaison and correspondence with statutory bodies in relation to Prevent.

- Implementation of local Prevent procedures in response to any concern.

- Responding to requests for information from other statutory bodies.

- Ensuring compliance with the Prevent Information Sharing Protocol.

- Ensuring staff are sufficiently trained in Prevent Duty awareness.

- Ensuring appropriate procedures are in place to monitor events and external speaker bookings.

The Student Advice Manager (SAM) is responsible for:

- The role of Safeguarding Officer in College.

- Implementing this policy and being the initial point of contact for all safeguarding concerns, including Prevent.

- Raising Prevent related concerns with the College SPOC or Duty Head.

College Strategic Leadership Team (SLT) is responsible for:

- Taking on the role of College SPOC in the absence of the Director of IPSS and implementation of Prevent procedures.

College Staff are responsible for:

- Awareness of the policy and how to raise concerns.

5. **Information Sharing Protocol**

The College is a signatory to the North East Scotland Prevent Information Sharing Protocol (ISP) which is designed to ensure appropriate information is legally shared with other statutory bodies and that procedural arrangements to support individuals are consistent.

The relevant statutory bodies are:

- Police Scotland
- Aberdeen City Council
- Aberdeenshire Council
- The Moray Council
- NHS Grampian
- North East of Scotland College
- Scottish Prison Service
- Robert Gordon University
- The University Of Aberdeen

Additionally, the University of the Highlands and Islands has in place a formal ISP covering information sharing across the Highlands area and is responsible for HE students. The College is a member of the UHI Prevent Group and in cases involving HE students, the SPOC will refer concerns to the UHI Single Point of Contact in line with established data sharing arrangements.

6. **College Representation on Multi-Agency Groups**

The College SPOC is responsible for representing the College on the following groups:

- North East Scotland CONTEST Multi Agency Board – responsible for strategy, monitoring and review of Prevent arrangements.
- North East Scotland Multi Agency Prevent Delivery Group - responsible for operational delivery of Prevent arrangements and information sharing.
- UHI Prevent Group – supporting Prevent delivery arrangements across the UHI partnership.

The SPOC will use the guidance developed within these groups to review and update Prevent policy and procedures.

7. **How to Raise Concerns**

Any member of College staff or student may report concerns about another person at risk of being drawn into terrorism or being radicalised.

If there is any doubt as to whether or not the concern is genuine, then staff and students should always contact the Safeguarding Officer for advice.

There are wide range of discussion topics and activities which are likely to be entirely lawful, but perceptions are important and if any doubt exists, staff and students should always seek advice.

Anyone with concerns must keep the information confidential.   If the Safeguarding Officer be unavailable, then staff should direct the issue to the College SPOC or Duty Head.

8. **Response**

8.1 Immediate Risk

As is in the case where unlawful activity is suspected, the college SPOC will refer to the matter to Police Scotland.

8.2 Intervention Procedure

Where is considered that there is no immediate risk, the SPOC will initiate the Prevent Duty Procedure to resolve the concern.

The procedure describes the use of a College Safeguarding Panel to initially consider risk and what supportive measures are required.

The procedure provides details of how a multi-agency approach may be used to develop a support plan for any person identified as being at risk within the context of the Prevent Duty.

8.3 Review of Actions

Once intervention is complete further reviews will be held with relevant statutory partners to ensure the arrangements are effective and whether or not further intervention is required.

9. **Confidentiality and Data Retention**

All information received in relation to the Prevent concern must be treated with the strictest confidence and kept secure at all times. This is covered in the Prevent Duty Procedure.

Information related to any Prevent related case shall be retained only for the length of time any individual is being supported.

10. **Related Policies and Procedures**

Related College policies are:

- Safeguarding Policy and Procedures.

- Prevent Duty Procedure

- Events and Guest Speaker Policy.

MORAY COLLEGE UHI

Events and External Speaker Policy

Status	Draft – for approval
Version Date and Number	7/11/18 v0.3
Approved by	LTQ Committee (Due date: <mark>MONTH/YEAR</mark>)
Responsibility for Policy	Director of Information, Planning and Student Support
Responsibility for Implementation	• Administration Services Centre (Accommodation Team) • Marketing and External Relations Team • Room bookers
Responsibility for Review	Director of Information, Planning and Student Support
Date for Review	November 2021

Please ask if you, or someone you know, would like this document in a different format or language.

Revision Date & Change Log

Date of Revision	Brief Description of Change	Date Approved
1/11/18	V0.1 First draft for comment	
7/11/18	V0.2 Updated Bookable Room form template and minor corrections.	
21/11/18	V0.3 Incorporated clear signposting of UHI Protocol and updated AGBC booking template.	

Table of Contents

1. **Introduction**

The College has a responsibility to ensure that any event or external room booking does not create a risk to the welfare of staff, students and visitors to the College. This applies to any booking hosted either in College or held anywhere under the auspices of the College.

Additionally, the College has a specific legal responsibility *'to have due regard to the need to prevent people from being drawn into terrorism',* as outlined in the College Prevent Duty Policy.

This policy adopts the UHI Protocol for Events and Guest Speakers, ensuring the College has in place a consistent partnership approach to respond to any concern about a booking.

The UHI Protocol outlines 4 stages:

- STAGE 1 - Submission of a speaker/event request

- STAGE 2 – Review of speaker/event request

- STAGE 3 – Referral to Prevent Working Group

- STAGE 4 – Communication of a speaker/event decision

The protocol ensures any concern is dealt with through the UHI Prevent support structures.

This policy identifies specific local responsibilities and guidance relevant to each stage of the 4-stage protocol.

2. **Policy Statement**

The policy adopts the statement in UHI Protocol which is available via this link:

https://intranet.uhi.ac.uk/prevent/prevent-protocol-speakers-events.docx

Staff in scope of this policy should take time to familiarise themselves with the document.

3. **Scope**

This policy applies to staff, students and all 3rd party participants at any event authorised under this policy.

The policy covers any event that is:

- Organised by students or staff of the College.

- Held under the auspices of the College (e.g. any authorised student society or club), regardless of location.

- Not directly related to the College's normal academic and administrative business.

The following events are automatically deemed low risk and **are not within scope:**

- Events booked by staff employed by the University of the Highlands and Islands which are fully covered by the University policy framework.

- Events hosted by NHS Grampian and other commercial organisations based within the Alexander Graham Bell Centre (AGBC).

- Centrally organised events and promotions.

- Events booked by regular existing partners such as local authorities and third sector organisations.

- Festivals, dinners, celebrations, parties and other social events e.g. fundraising activities, health promotion and related community events.

- Events organised by staff where the subject is related to an established College activity e.g. a specific curriculum or support area topic.

Staff involved in these situations do however need to be aware of the College's statutory duty and consider whether a booking needs to be reviewed.

4. **Responsibilities**

The Director of Information, Planning and Student Support (IPSS) is responsible for:

- Keeping this policy up to date in line with the published UHI Protocol.

- Representing the College on the UHI Prevent Group as the Prevent Single Point of Contact (SPOC).

- Ensuring staff and students are aware of this policy.

- Responding to concerns raised by staff.

The Administration Services Centre Manager is responsible for:

- Implementation of this policy for all bookable rooms in College, except for AGBC events.

- Ensuring Accommodation staff record all relevant information about a booking and where required, request further information from the organiser.

- Referring concerns under this policy to the Director of IPSS.

The Head of Marketing and External Relations is responsible for:

- Implementation of this policy for AGBC bookable rooms for events.

- Ensuring the marketing team record all relevant information about a booking and where required, request further information from the organiser.

- Referring concerns to the Director of IPSS.

Event Organisers are responsible for:

- Adhering to this policy.

- Providing accurate booking information.

Room Bookers with CELCAT rights are responsible for:

- Booking rooms in compliance with this policy.

5. **Booking Procedures**

5.1 Booking Forms (UHI Protocol Stage 1)

Event and Guest Speaker booking enquiries in scope must use either the:

- Accommodation Booking Form (Bookable Rooms) – see Annex A

- Accommodation Booking Form (AGBC Events) – see Annex B

It's expected that most events will be low risk and will go ahead as planned, however there will be situations where more information and/or further review is required.

5.2 Raising Initial Concerns about a Booking (UHI Protocol Stage 2)

Any initial concerns should be raised with:

- Administration Centre Services Manager

- Head of Marketing and External Relations (For AGBC events only)

The Stage 2 of the protocol must be reviewed to determine if there is any risk. Any issues from stage 2 must then be referred to the College SPOC.

5.3 College SPOC Referral to UHI Prevent Group (UHI Protocol Stage 3)

The College SPOC must refer the matter to the University Secretary who will co-ordinate the UHI Prevent Group to review the concern.

If the College SPOC is not available, then another member of the College Strategic Leadership team will take responsibility.

The UHI Prevent group has responsibility to fully consider the information and decide on any mitigation and ultimately, whether the event should go ahead.

5.4 Communication of a speaker/event decision (UHI Protocol Stage 4)

Authorisation for routine events in scope of this policy rests with:

- Head of Marketing and External Relations (for AGBC event accommodation bookings)

- Administrative Services Centre Manager (for all other bookings)

No booking will be confirmed until all required information has been supplied.

If either authorising staff member is unavailable, then a member of the Strategic Leadership Team shall make the decision.

Once confirmed, all bookings on College operated property must be recorded in the CELCAT room timetabling system.

Decisions on bookings referred to the UHI Prevent Group will be communicated by the College SPOC. For all approved events, the SPOC must ensure that:

- Any conditions agreed by the UHI Prevent Group for the event are clearly communicated in writing.

- The event organiser confirms acceptance of the conditions prior to the event going ahead.

The decision of the UHI Prevent Group is final.

6. Relevant Statutory Requirements and Obligations in Law

The application of this policy relates to a range of statutory laws:

- Human Rights Act (1998): The duty to have particular regard to the need to ensure freedom of speech, including its obligations under the

- Further and Higher Education (Scotland) Act 2005: The duty to protect academic freedom.

- Counter Terrorism and Security Act (2015): The duty to prevent people being drawn into terrorism.

- The Terrorism Act (2000): Not to arrange or assist in arranging a meeting in the knowledge that the meeting is to support the activities of a proscribed organisation, or is to be addressed by a person who belongs or professes to belong to a proscribed organisation

- Equality Act 2010: The duty to eliminate unlawful discrimination against certain groups, and advance equality of opportunity between groups

Other general laws and obligations also apply:

- Criminal law i.e. with regard to use of threats, incitement of violence, inflaming religious or racial hatred.

- Charities law, i.e. whether the proposed activity is consistent with the College's charitable status regulated under OSCR.

- A general duty of care to students, staff and visitors, including avoiding placing students, staff or visitors in situations that may expose them to risks to their health and safety.

7. **Definitions**

Bookable Room – Any room available for booking in any College operated building.

Event - a planned public or social occasion. As identified above, only events which do NOT form part of the College's normal academic or administrative business or do not fall within one of the exemptions listed above, are within scope of the policy.

Event Organiser – a current student or member of staff who is responsible for oversight and management of the planned event. An event organiser must be a named individual.

External Speaker – an individual who is not a current:

- Student

- Member of staff

- Member of the College Board of Management

- Employee of the University of the Highlands and Islands

- Employee of a hosted organisation e.g. NHS Grampian, HISA and organisations leasing research space in AGBC.

Room Booker – any member of staff employed by Moray College UHI with rights to book rooms in the CELCAT room timetabling system.

8. Annex A: Accommodation Booking Form (Bookable Rooms)

Name/Title of the event:	
Briefly describe the nature of the event:	
Is event entry by ticket only (Y/N)?	
Times:	
Date(s):	
Course/Group Code (if applicable):	
Numbers Attending:	
Staff name for booking:	
Preferred room(s):	

Layout - Choose from list below:			
A - Class style with desks	☐	**E** - Circle	☐
B - Class style without desks	☐	**F** - Interview	☐
C - Rows/Theatre Style	☐	**G** - Boardroom Style	☐
D - Horseshoe	☐		
Other –please detail:			

Equipment - Choose from list below:			
Smartboard	☐	TV/DVD	☐
Data Projector & Screen	☐	Plasma Screen	☐
PCs	☐	Flipchart	☐
Laptop	☐		
Other – please detail:			

Any other details not mentioned above:

Please note: VC facilities need to be booked by staff member booking the event – link as follows: https://helpdesk.uhi.ac.uk

Catering Required:	Yes ☐ No ☐	Catering Form Received:	Yes ☐
Booking made by:		Date of Request:	

For official use only:			
Room(s) allocated:		Actioned by:	
Notes:			

9. Annex B: Accommodation Booking Form (AGBC Events)

The Alexander Graham Bell Centre
for digital health

Application for Hire of Accommodation

Booking is confirmed upon receipt of the signed form (subject to availability of accommodation). All relevant sections MUST be completed. Charges subject to current VAT rate.

CONTACT DETAILS	BILLING INSTRUCTIONS
Hirer Contact Name	PO Number
Name of Organisation	Name
Address	Address
Postcode	
Telephone (day)	
Email Address	Postcode

ACCOMMODATION REQUIRED & DATES REQUIRED

I/We hereby apply for the let of *(please tick [√] as appropriate)*

☐ Conference Room (max 150) ☐ Café Area
☐ Breakout Area (max 40) ☐ Boardroom (max. 20)
☐ Sports Hall ☐ Classroom

CATERING REQUIREMENTS *(please tick [√] as appropriate)*

☐ I/We do not require catering
☐ Catering is required and I/We have completed a Catering Order Form *(overleaf)*

Day and date	
Event name	
Access between the hours of	and
Start time	End time
Number attending	
Is the event "entry by ticket only"	☐ Yes ☐ No
Room Layout Style *(if applicable)* (eg. horseshoe, theatre, cabaret etc.)	

EQUIPMENT REQUIREMENTS

I/We require *(please tick [√] as appropriate)*

☐ Computer access ☐ Wifi access
☐ Video Conferencing ☐ Flipcharts
☐ Display Boards ☐ Welcome message on Reception screens
☐ I/we will supply our own laptop(s)/tablets

Briefly describe the nature of the event:

DECLARATION

Please tick [✔] as appropriate

☐ Catering is required and I/We have completed the Catering Order Form overleaf
☐ Copy of Public Liability Insurance Certificate enclosed
☐ No Public Liability Insurance
☐ I/We have read the *Conditions of Let* and *Emergency Evacuation*

Signature of Hirer   Name (please print)   Date

The services of a Site Assistant are available Monday to Thursday from 8.30am until 9.30pm, Friday 8.30am until 5pm during term times. All other hours outwith the above will incur an extra charge.

VAT at the current rate will apply to all charges.

CANCELLATION: Please notify the AGBC events team on agbcevents.moray@uhi.ac.uk NO LATER than 10 working days prior to the let. Cancellations received later than this will incur charges for full room hire plus any food wastage.

University of the Highlands and Islands Moray College

Please return this form via email to *agbcevents.moray@uhi.ac.uk*

Twitter @AGBCentre | Instagram @AGBCentre | www.moray.uhi.ac.uk/agbc

Board of Management of Moray College is a registered Scottish charity, No. SC021205

HIGHLANDS AND ISLANDS REGIONAL TERTIARY OUTCOME AGREEMENT 2019-20

The three-year Highlands and Islands Regional Outcome Agreement 2017-2020 sets out the context of the region and the university partnership in more detail and should be read in conjunction with this document. As with last year, this document is a refresh of the three-year agreement focusing on areas of intensification or new priorities.

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. 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.

   The university achieved research degree awarding power in 2017. This 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 we submitted was judged internationally excellent or world leading.

   Our regional, tertiary partnership:

The Highlands and Islands region consists of nine further education colleges:	The university partnership is completed by the following academic partners:
• Argyll College UHI	• Highland Theological College UHI
• Inverness College UHI	• NAFC Marine Centre UHI
• Lews Castle College UHI	• Sabhal Mòr Ostaig UH
• Moray College UHI	• Scottish Association for Marine Science UHI
• North Highland College UHI	
• Orkney College UHI	
• Perth College UHI	
• Shetland College UHI	
• West Highland College 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 draft 2018-22 Gaelic Language Plan is now with Bòrd na Gàidhlig for approval. 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. We have developed a cross-university equalities enabling plan, which will be used to record achievement and to identify further beneficial actions. 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. We believe this reflects our commitment to embedding equality of opportunity in all that we do. Each action in the enabling plan has been allocated a timescale and a lead or leads responsible for taking actions forward, involving and updating key stakeholders, and recording and reporting on key milestones reached. Formal reporting on progress is due April 2019 and new Equality Outcomes in 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.

In 2016-17, 8.7% of Scottish-domiciled undergraduate entrants (SDUE) were from an SIMD20 area, compared to 5% of the working age population in our region. 26.5% of SDUE were from an SIMD40 data zone, compared to 21% of the population. There are only 47 SIMD20 data zones in our region, out of 1395.

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%**

In 2016-17, 3.3% of FE credits were delivered to students from SIMD10 areas. Within our region, there are only 17 of the 697 data zones in the most deprived decile, 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.

Being locally based within our communities, we can enhance these pathways 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 develop and procure 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**: the programme's vision is to ensure *all learners are on the right route to the right job, through the right course via the right information*
- **Commission for Widening Access report *Blueprint for Fairness* and Working to Widen Access (Universities Scotland response to the CoWA report).

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, 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. To illustrate the relevance compared to SIMD: Our catchment area includes 618 (31%) of the 2,014 rural/small town data zones included in the index. 20% in the lowest and 39% in the second lowest performance groups.

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 'access thresholds' or 'adjusted grades' for widening access students is not 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.

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 f this activity under-represents articulation, particularly across our region.

The university will work with colleagues in the Scottish Funding Council to ensure that our data relating to internal progression (articulation) of our HN students to University of the Highlands and Islands degrees is captures in the national articulation database 2 development. This is a significant

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.

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 highlighted in the regional context, across our region only 17 of the 697 SIM10 data zones (2%) and 47 of the 1395 SIMD20 data zones (3%), none in the island communities. We already perform well in recruiting from these areas compared to the population living there and our targets have been set accordingly.

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 show a fall in numbers compared to the previous year and below target. However, this is actually a continuation of year-on-year fluctuation reflecting the issue of relevance to this region. Further analysis shows the proportion of full-time entrants from SIMD20 had actually 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.

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. We have also published the university's Corporate Parenting Plan. 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 in relation to 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.

Similar career stereotypes in health and childcare care are also being tackled through various initiatives across the partnership, which will be shared and expanded

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 (see appendix 1)

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 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 and will be attending 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.

2.10 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 5, it is anticipated that HISA will take a key role in developing our response to the requirement to develop Diet and Healthy Weight strategies.

2.11 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

2.12 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.

2.13 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. 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**

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 are working collaboratively to develop a standard systematic approach to the evaluation of learning to support the on-going development of professional practice. 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 in terms of 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.

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 2, 37% increase. During this time, we have also 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 small population size in relation specifically the young first degree entrants means this is a volatile area, where small changes resulting in significant year-on-year fluctuations. The strategy group has commissioned research on student withdrawal and non-progression, which will report early 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). Early 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.

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 SNH, 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
  - 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.

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 regional Skills Investment Plans and Regional Skills Assessments, 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

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 is offering a shortened pre-registration PgDip Midwifery from 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 provisional approval is on target for delivery of the programme in 2019-20. 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.

A course in development, which is built on the design ethos of the university's Graduate Apprenticeship in Civil Engineering, is the BSc (Hons) Applied Software Development. The university has invested in a bespoke development programme with educational developers, industry liaison officers and 'industry fresh' academics. IBM have been so impressed with the proposed programme that they are negotiating potential further close liaison, 'badging' and placements. The University has now signed a Memorandum of Understanding with IBM to

explore how we can collaborate on the new degree. We have had several meetings to get a better understanding of their content offering and for their education team to engage more fully with the vision for the degree. 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, the university has been 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 strategic important 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.

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, is 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.

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.

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. 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 1).

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.

5. 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: In the last outcome agreement, it was reported that SFC had offered in principle to fund two days consultancy to help the university come up with practical targets in this area. The funding council has now asked the Carbon Centre to support us in identifying an appropriate set of measures going forward.

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

A project has been initiated by the university learning and information services team to deliver the objectives of the Scottish Government's Cyber Resilience Action Plan. We already have senior

ownership and regular review of cyber security risks. We are currently pursuing Cyber Essentials Plus accreditation and aim to have this in place by October 2018.

Modules on cyber security have been added to relevant STEM undergraduate curriculum. The more recently introduced MSc Web Technologies and PgCert Resilience Management also include cyber security options.

6.2 Governance

The university has drafted changes to its articles of association to enable us to comply with the HE Governance (Scotland) Act 2016. These are currently with the Scottish Government and some of the changes will require the approval of the Privy Council. 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 minorities. 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.

The current college boards of management gender balance: (as at 1 April 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	5	3	M	1	1	M	1	0	**11**	**7**	**4**
Inverness	9	4	M	1	2	M	1	1	**18**	**11**	**7**
LCC	3	4	M	1	2	M	1	1	**12**	**5**	**7**
Moray	7	4	M	0	2	M	2	0	**15**	**9**	**6**
NHC	7	4	M	2	1	M	1	1	**16**	**10**	**6**
Orkney	7	0	M	3	0	M	0	2	**12**	**10**	**2**
Perth	8	4	M	1	2	F	1	1	**17**	**10**	**7**
SMO	5	6	F	2	0	M	0	2	**15**	**7**	**8**
Shetland	4	2	M	0	0	M	0	0	**6**	**4**	**2**
WHC	5	4	M	2	1	F	0	2	**14**	**7**	**7**

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

We are committed to supporting up to ten members of staff to participate in the next 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 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 our Equalities Action Plan to ensure equality of opportunity for both students and staff and will report on progress again in April 2019.

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.

	Actual		Ambition		
	2016-17	2017-18	2019-20	2020-21	2021-22
Scottish Government 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 Scottish-domiciled learners articulating from college to degree level courses with advanced standing					
Proportion of Scottish-domiciled HN entrants articulating with Advanced Standing	74.9%	TBC	80.0%	81.0%	See note 1
Measure 2: Deprivation - The number and proportion of Scottish-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes					
Proportion of SDUEs from 20% most deprived postcodes	8.7%	7.9%	8.7%	8.9%	9.2%
Proportion of SDUEs from 40% most deprived postcodes	26.5%	24.2%	26.5%	27.0%	27.5%
Additional COWA measure - The proportion of full-time first degree entrants from the 20% most deprived postcodes					
Proportion of full-time first degree entrants from 20% most deprived postcodes	7.3%	8.0%	8.8%	9.0%	9.1%
Measure 3: SHEP Schools - The number and proportion of Scottish-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	4.4%	4.6%	4.9%	5.0%	5.1%
Measure 4: Protected Characteristics - The number and proportion of Scottish-domiciled undergraduate entrants by different protected characteristic groups and care leavers					
Gender					
Male Proportion	43.9%	39.8%	40.0%	42.0%	45.0%
Female Proportion	56.0%	60.3%	60.0%	58.0%	55.0%
Other Proportion	0.1%	0.1%			
Age					
Under 21 Proportion	46.1%	43.3%	45.0%	48.0%	50.0%
21 and over Proportion	53.9%	56.9%	55.0%	52.0%	50.0%
Ethnicity					
Proportion - BME	3.3%	2.8%	2.9%	3.2%	3.2%
Disability					
Proportion - Disability	15.3%	15.5%	16.2%	16.5%	17.0%
Care Leavers					
Proportion - Care Leaver	1.4%	1.4%	1.7%	2.1%	2.2%

Measure 5: Retention by Protected Characteristics - The number and proportion of full-time first year Scottish-domiciled undergraduate entrants from different characteristic groups returning to study in year two					
Deprivation					
Proportion MD20 retained	84.9%		85.5%	86.5%	87.0%
Proportion MD20/40 retained	84.1%		85.5%	86.5%	87.0%
Gender					
Proportion of Males retained	82.2%	84.0%	85.9%	87.0%	87.0%
Proportion of Females retained	87.0%	86.8%	88.5%	89.0%	89.0%
Age					
Proportion of Under 21s retained	85.0%	85.0%	87.0%	88.0%	88.5%
Proportion of 21 and over retained	84.6%	86.5%	88.0%	88.5%	88.5%
Ethnicity					
Proportion retained - BME	87.7%	90.5%	93.2%	92.7%	92.9%
Disability					
Proportion retained - Disability	84.4%	83.8%	85.9%	87.1%	88.0%
Care Leavers					
Proportion retained - Care Leavers	70.8%		82.0%	83.0%	84.0%
Scottish Government priority: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy					
Measure 6: Retention - The number and proportion of full-time first year Scottish-domiciled undergraduate entrants returning to study in year two					
Proportion retained	84.8%		87.0%	88.0%	88.0%
Measure 7: Satisfaction - The % of students satisfied with the overall quality of their course of study in the National Student Survey					
% Satisfaction	79	85	83	83	83
% Benchmark	83	83	83	83	83
Difference +/-	-4	2	0	0	0
Measure 8: STEM - The number and proportion of Scottish-domiciled undergraduate entrants to STEM courses					
Proportion of SDUE to STEM courses	30.1%	26.9%	30.0%	32.0%	33.0%
Measure 9a: Graduate Destinations - The number and proportion of Scottish-domiciled graduates entering positive destinations see Note 2					
Proportion of graduates in positive destinations	97.3%	-	-	-	-
Measure 9b: Graduate Destinations - National Measure 9b: The number and proportion of Scottish Domiciled full-time first degree respondents who are working in professional occupations					
Proportion working in professional occupations	40.9%	-	-	-	-

Scottish government priority: internationally competitive and impactful research					
Measure 10: The number of research postgraduate students FTE	73	106	113	106	108
Measure 11: Total income from the UK Research Councils	£3,287k	£3,352k	£3,488k	£3,558k	£3,629k
Measure 12: Total research income from all sources	£14,431k	£14,720k	£15,315k	£15,620k	£15,932k
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) and Follow-on IVs					
Innovation Vouchers (IVs)	4	3	11	13	13
Follow-on IVs	0	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	297.6	-	-	-	-

Table 5: National measures data table template for college outcome agreements

	Actual		Ambition		
	2016-17	2017-18	2019-20	2020-21	2021-22
1(a) The volume of Credits delivered					
The volume of Credits delivered (core)	111,729	112,682	110,382	110,382	110,382
info. Core Credits target (region)	110,968	110,967	110,382	110,382	110,382
info. % towards core Credits target (region)	100.6%	101.54%	100%	100%	100%
The volume of Credits delivered (ESF)	4,400	2,200	2,200	0	0
The volume of Credits delivered (core + ESF)	116,129	114,882	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%	3.5%
1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers					
Gender -					
Proportion of Credits delivered to Male learners	50%	52.2%	49.9%	49.85%	49.85%
Proportion of Credits delivered to Female learners	50%	47.6%	49.9%	49.85%	49.85%
Proportion of Credits delivered to Other learners	0.08%	0.1%	0.3%	0.3%	0.3%
Ethnicity -					
Proportion of Credits delivered to minority ethnic learners	1.6%	1.8%	1.8%	1.8%	1.8%
Disability -					
Proportion of Credits delivered to students with a known disability	26%	25%	25%	25%	25%
Age -					
Proportion of Credits delivered to learners aged under 16	6%	6.4%	6%	6%	6%
Proportion of Credits delivered to learners aged 16-19	53%	51.6%	50%	50%	50%

	Actual		Ambition		
	2016-17	**2017-18**	**2019-20**	**2020-21**	**2021-22**
Proportion of Credits delivered to learners aged 20-24	16%	15%	13%	12%	11%
Proportion of Credits delivered to learners age 25 and over	26%	27%	31%	32%	33%
Care Experienced -					
Proportion of Credits delivered to care experienced students	3.3%	3.1%	3%	3%	3%
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges					
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	3.8%	4%	4%	4%	4%
2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision					
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	13%	13%	13%	13%	13%
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses					
Proportion of Credits delivered to learners enrolled on STEM courses	29.9%	30%	30%	30%	30%
4(a) Proportion of enrolled students successfully achieving a recognised qualification					
The percentage of FT FE enrolled students achieving a recognised qualification	67.4%	70.5%	73.2%	74%	75%
The percentage of PT FE enrolled students achieving a recognised qualification	84.3%	84.9%	85%	85.5%	86%
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%	67.6%	70%	71%	72%
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	68.3%	72.2%	76%	81%	83%
4(c) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges					
The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	67%	69.6%	70%	71%	72%
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	69.4%	75%	77%	81%	83%
4(d) Proportion of enrolled Care Experienced students successfully achieving a recognised qualification					

	Actual		Ambition		
	2016-17	**2017-18**	**2019-20**	**2020-21**	**2021-22**
The percentage of CE FT FE enrolled students achieving a recognised qualification	51.9%	51.4%	61%	68%	73%
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	64.47%	68%	72%	73%	74%
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	450	561	595	612	630
6. The 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	19%	11%	50%	60%	70%
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%	95%	95%	95%	95%
9. The percentage of students overall, satisfied with their college experience (SSES survey)	94.8%	95.4%	95%	95%	95%
10 Gross carbon footprint (tCO2e)					

693

51

Title of Paper:	Quality Toolkit Development
To Committee:	LTQC
Subject:	Quality Toolkit Development
Version number and date:	V1 05/03/2019
Brief summary of the paper:	This paper outlines the requirement and steps being taken to develop a quality toolkit to support staff when undertaking quality assurances processes
Recommendations:	
Action requested/decision required:	

Status: *(please tick ✔)*	**Reserved:**		**Non-reserved:**	✔

Date paper prepared:	1-3-2019
Date of committee meeting:	12-3-2019
Author:	Ms Heather Sharp
Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including • Curriculum • Learning and Teaching • Organisational culture • Partnership • Sustainability	
Equality and diversity implications:	
Resource implications: *(If yes, please provide detail)*	
Risk implications: *(If yes, please provide detail)*	
Appendices:	Any additional or supplementary related documents

References:	References to anyone else's work, publications or journals

Background

The college's Academic Quality Policy (the policy) provides the basic principles and associated guidelines for managing quality processes throughout the organisation. The Policy provides management with a framework that supports decision-making and in some respects provides an overview of the actions required to achieve the desired outcome.

The nature of the policy document can leave the process steps open to interpretation and may result in staff taking different actions to achieve the same outcome.

Staff have identified that they would benefit from more support when undertaking quality processes as outlined in the policy. The development of process specific Quality Toolkits will provide staff with the necessary tools to ensure efficient and effective process compliance.

Quality Toolkit

The development of Quality Toolkits will:

- Ensure a single set of templates and documents
- provide staff with process guidance documents and links to information sources such as awarding body web pages;
- be accessible for all staff;
- standardise processes across the college making it easier for staff training and knowledge sharing; and
- inform the future development of an internal monitoring system for process effectiveness and compliance.

The toolkits will support the policy and will predominantly include process flow charts; however, the development of procedural documents will take place where appropriate.

The toolkits will be accessible to all staff and will be available on the shared drive of the college's computer network. The file plan for each process toolkit will be standardised to ease navigation to and between processes.

Quality Focus Group

Staff will be involved in the development of the toolkits to ensure the process flow charts and relevant information sources are accurate, easy to use, and fit for purpose. Staff engagement in the development will be mainly through a Quality Focus Group.

To facilitate knowledge sharing across curriculum areas the focus group will consist of representatives from each curriculum area.

To ensure the right people are involved in toolkit development, membership of the group will be fluid and attendees of focus group meetings will be process champions or staff who undertake the process as part of their normal tasks.

Quality Processes

The focus group will begin the toolkit development by looking at the Course approvals and modifications process. The process incorporates:

- Awarding body unit or group award approvals;
- Internal course approval processes for FE and HE courses;
- Internal course approval processes for FE and HE courses.

The first meeting will take place on 21 March 2019 and will focus on a draft process map and the identifying the gaps in staff knowledge and understanding of the process.