



SFC Guidance

Guidance for the development of University Outcome Agreements: 2019-20 to 2021-22

Issue date: 18 October 2018

Reference: SFC/GD/21/2018

Summary: Process and framework for developing and negotiating University Outcome Agreements

FAO: University Principals

Further information:

Contact: Ken Rutherford

Job title: Assistant Director: Outcome Agreements

Department: Access, Skills and Outcome Agreements

Tel: 0131 313 6618

Email: krutherford@sfc.ac.uk



Scottish Funding Council

Promoting further and higher education

Scottish Funding Council

Apex 2

97 Haymarket Terrace

Edinburgh

EH12 5HD

T 0131 313 6500

F 0131 313 6501

www.sfc.ac.uk

Contents

Foreword..... 1

Key points in drafting a university Outcome Agreement 2

Guidance for the development of University Outcome Agreements: 2019-2020 to 2021-22 3

 Introduction 3

 Intensification of the Outcome Agreement process 3

 Scottish Government guidance and policy priorities 4

The Outcome Agreement process: relationships and reporting..... 4

 Reporting..... 5

 Monitoring 5

 Evaluation and monitoring 6

Outcome Agreements and funding 6

 Institutional aspirations and SFC measures of progress 7

 Staff and student engagement 7

 Institutional strategies 8

 Table 1: Institutional strategies and documents (examples) 8

 Timeline..... 8

 Table 2: Key dates for Outcome Agreements AY 2019-20 8

 Table 3: Framework for developing Outcome Agreements: outcomes, commitments, and evidence of progress 10

Additional funded places for access, articulation and skills 17

Financial Memorandum 17

Strategic investments 17

Cross-cutting themes 18

 Partnership working and collaboration 18

 UK departure from the European Union 18

 Equality and diversity..... 18

Equality Impact Assessment 19

 Disability..... 20

 Ethnicity 20

 Gender 21

 Gender based violence 23

British Sign Language (BSL)	24
Gaelic.....	25
Society and culture	25
Cyber security	25
Policy priorities for AY 2019-20	26
Access.....	26
SFC national aspirations for widening access.....	26
Commission on Widening Access	27
CoWA implementation - specific reporting requirements.....	28
Widening Access & Retention Fund (former Regional Coherence fund) – reporting requirements	29
Widening Access and Retention Fund - Consultation and review	30
Care experienced learners	30
School engagement (Schools for Higher Education Programme and Access to High Demand Professions).....	31
Mental Health and well-being	32
Diet and Healthy Weight.....	33
Carers	34
Veterans/early service leavers.....	34
Estranged students	35
Health outcomes.....	35
Dentistry.....	35
Medicine	36
Nursing and Midwifery	36
A developed workforce.....	36
University Innovation Fund (UIF).....	37
Leadership in environmental and social sustainability.....	38
National measures data table.....	41

Annexes

Annex A: [Self-evaluation report](#)

Annex B: [Technical Guidance on SFC’s measures of progress](#)

Foreword

Education is the Scottish Government's defining mission. As the national strategic body for colleges and universities, the Scottish Government has charged the Scottish Funding Council (SFC) with driving forward excellence and equity across the education and skills landscape in Scotland. The SFC is committed to working with Scotland's universities and colleges to make Scotland the best place in the world to learn, to educate, to research, and to innovate.

With SFC support, our universities and colleges will continue to contribute towards inclusive economic growth. They will do this by *investing* in their people and estates, giving learners access to high-quality teaching and well-equipped, sustainable facilities; by pursuing research and working with industry to drive *innovation* in the economy, recognising and redressing skills gaps, and improving the well-being of citizens; by promoting *inclusivity*, transforming lives by breaking down barriers and reducing income inequality; and by being outward looking and competitive, and actively promoting Scotland on the *international* stage.

Working in partnership with our institutions, we want the 317,000 students in our universities and colleges to have the best possible learning experience so that they are equipped to think, to act, and to contribute in their workplaces and in their communities within Scotland – and beyond. Furthermore, we want this opportunity to be available to people from *all* backgrounds and are therefore committed to working with our institutions to respond to the recommendations of the Commission on Widening Access in its *A Blueprint for Fairness* which asserts Scotland's 'moral, social and economic duty' to tackle inequalities.

SFC will also work in close alignment with our partner enterprise and skills agencies through the newly created *Enterprise and Skills Strategic Board* and, in particular its new Strategic Plan, to drive forward improvement in productivity, equality, wellbeing and sustainability to deliver the Scottish Government's ambition for sustained, inclusive growth.

Institutions will note that the Strategic Board's Strategic Plan sets a series of ambitious actions for the enterprise and skills agencies, and for SFC in particular. Clearly, we want to respond positively to the Strategic Board's thinking; to that end, we shall be considering with our Council the funding associated with new starts on our earmarked taught post-graduate skills scheme, consistent with the message in paragraph 8 of John Kemp's letter of 12 April this year in which he signals the possibility of further changes in Academic Year 2019-20. We are conscious of institutions' need for early clarity on the outcome of this work, and shall write again shortly with our position.

Key points in drafting a university Outcome Agreement

- The key purpose of an Outcome Agreement is to demonstrate each institution's distinct contribution to the Scottish Government's priority outcomes and impact for public investment.
- SFC values the diversity of the sector in Scotland. An Outcome Agreement should align with a university's strategy to enable the institution to negotiate its contribution toward sector level impacts according to its mission and strengths.
- Ministers have called for the 'intensification' of the Outcome Agreement process to continue in 2019-20 to secure greater progress with priority outcomes, and indicated that this should include: the setting of more ambitious and challenging targets; more dynamic allocation of places and funding to drive and incentivise improvement; and enhanced transparency and accountability on institutional performance.
- Outcome Agreements will not be accepted by SFC unless they include a completed national measures data table using the [pro-forma](#) below, and an attachment outlining its plans on the use of UIF funding.
- An Outcome Agreement which lacks sufficient actions to address Scottish Government priority outcomes may not be approved by SFC.
- Outcome Agreements should set out institutions' commitments in support of SFC national priorities over the three-years to 2022
- Not all of the aspects of the guidance will be relevant to every institution. Universities are encouraged to interpret and apply this Guidance in a way that is appropriate and relevant to their particular context and mission.
- Universities are asked to develop their Outcome Agreements using the Framework at [Table 2](#), outlining their commitments, strategies and evidence of progress against each of the priority outcomes.
- Institutions should summarise how their Outcome Agreements have been developed in consultation with students, student associations, staff, and trade union representatives.

Guidance for the development of University Outcome Agreements: 2019-2020 to 2021-22

Introduction

1. This guidance explains the process of negotiating an Outcome Agreement (OA) with the Scottish Funding Council (SFC) for Academic Years (AY) 2019-20 to 2021-22. It also explains how we will monitor previous years' Outcome Agreements.
2. SFC introduced university Outcome Agreements in AY 2012-13. They are intended to help universities¹ demonstrate their distinct contribution to the Scottish Government's priorities as set out in the *Scottish Economic Strategy*² and its programme for government for the coming year, (*Delivering for Today, Investing for Tomorrow: The Government's Programme for Scotland 2018-19*³). Outcome Agreements have become a powerful tool in demonstrating what universities deliver in return for public investment.
3. Priorities outlined in this Guidance are subject to further change in the light of a further letter of guidance from the Scottish Government informed by the Enterprise and Skills Strategic Board's Plan - *Working Collaboratively for a Better Scotland*⁴.

Intensification of the Outcome Agreement process

4. Since its introduction in AY 2012-13 the Outcome Agreement process has worked well in demonstrating each institution's distinct contribution to national outcomes and impact for public investment, and has become an accepted and essential part of the relationship between SFC and institutions. Nevertheless, there is scope for further enhancement and intensification of the process.
5. The 2018-19 round of Outcome Agreement discussions took place against the background of the clearly expressed desire of the then Minister for Further Education, Higher Education and Science for the process be 'intensified', providing a clear line of sight between the Scottish Government's investment and the delivery of its key outcomes.

¹ Scotland has 19 higher education institutions of which 16 are universities and three are specialist higher education institutions. The term 'university' is used at times in this document but should be understood to mean all 19 higher education institutions

² [Scotland's Economic Strategy](#)

³ [Delivering for Today, Investing for Tomorrow: The Government's Programme for Scotland 2018-19](#)

⁴ [Working Collaboratively for a Better Scotland](#)

6. In her guidance to SFC for the year ahead, the Minister called for intensification to continue and progress further. In welcoming the commitments made over the past year, the Scottish Government looks to the SFC to drive further progress through:
 - The setting of more ambitious and challenging targets.
 - Encourage engagement and collaboration.
 - Improved transparency and accountability on institutional performance.
 - The more dynamic allocation of funding to drive and incentivise improvement.
7. There is also a clear expectation that SFC ensure that institutions' access commitments are sufficient to ensure delivery of the targets contained in the CoWA report. Outcome Agreement teams will work closely with institutions to ensure a shared understanding of the implications of intensification and SFC will engage with sector representative bodies to reinforce this understanding.

Scottish Government guidance and policy priorities

8. In her letter of guidance to SFC of 4 April 2018, the then Minister for Further Education, Higher Education and Science outlined the Scottish Government's high-level strategic objectives:
 - High-quality learning in a learning system which is seamlessly connected for the learner, (paras 5-9).
 - Access to education for people from the widest range of backgrounds, (paras 13-23).
 - Quality learning and good governance in universities, (paras 43-49).
 - Internationally competitive and impactful research, (paras 50-54).
 - Effective knowledge exchange and innovation between universities and industry, (paras 55-59).
9. These strategic objectives are reflected in this Guidance, and institutions are asked to develop their Outcome Agreements using the Framework at Table 3, outlining outcomes, commitments and evidence of progress with securing each of these priorities.

The Outcome Agreement process: relationships and reporting

10. Outcome Agreements should align with institutions' strategy so that it enables the institution to negotiate its contribution toward sector level impacts according to its mission and strengths.
11. The Outcome Agreement process combines two elements:

- An ongoing *relationship* with Outcome Agreement managers and their teams, facilitating mutual understanding, supporting and challenging institutions commitments in support of SFC priority outcomes, and acting as a confidential forum for sharing and exploring institutions' strategic ambitions and challenges.
- *Reporting*, where universities demonstrate their commitment to meeting Scottish Government priorities through their stated ambitions and subsequent evaluation.

Reporting

12. Outcome Agreements should be concise, strategic documents of c30 pages in length, setting out institutions' commitments for the three years to 2022 against the Scottish Government's strategic priorities as set out in [Table 3](#).
13. SFC recognises that not all of the aspects of the guidance will be relevant to every institution. In recognition of the diversity of the sector, SFC encourages universities to interpret and apply this Guidance in a way that is appropriate to their particular context and mission. **However, all institutions must submit a completed data table outlining their commitments for progress against SFC national measures ([Table 3](#)) with their Outcome Agreement. Outcome Agreements that do not include a completed pro-forma will not be accepted by SFC.**
14. Alongside commitments against SFC national measures, institutions are also welcome to submit their own measures of progress against priority outcomes.
15. The level of ambition reflected in an institution's Outcome Agreement should be reviewed on a yearly basis with annual updates submitted in line with the timetable outlined below. This is to reflect progress made, and the fact that things may happen that are beyond an institution's control, or that the contents of the agreement may be overtaken by events. Commitments made in the first year of the cycle will be deemed to stand for the three years of the cycle unless they are explicitly updated or replaced in later iterations. **SFC will be sympathetic to institutions reviewing their commitments, however, should the changing public policy and fiscal environment make changes necessary.**

Monitoring

16. Outcome Agreements for AY 2019-20 will be informed by the monitoring of progress and achievements from previous years. This will focus on the 2016-17 and 2017-18 agreements, and very early progress from the 2018-19 agreements.

17. We will discuss progress with institutions throughout the year. The monitoring process includes a number of key stages, which are set out below.

Evaluation and monitoring

18. All universities should submit an annual self-evaluation progress report to SFC by 31 October 2018 reporting on progress over the preceding academic year. This self-evaluation will be used by Outcome Agreement teams in their monitoring of, and negotiations with, institutions on future Outcome Agreements, and in our reporting of progress to the SFC board and Scottish Government. Further information on how to complete a self-evaluation report is contained in Annex A. We will provide feedback on institutions' self-evaluation returns as part of our Outcome Agreement discussions.
19. The Self Evaluation will be used by the SFC to provide the Scottish Government with an early indication of each institution's and the sectors progress towards meeting their COWA targets. Institutions should ensure that their self-evaluation relates to the data provided and if there is any shortfall in the target what steps are being taken to rectify this position.

Outcome Agreements and funding

20. SFC has developed the Outcome Agreement process to ensure accountability for, and a clear line of sight between, Scottish Government investment and the delivery of outcomes by institutions. The process aims to deliver a funding system that supports institutions in pursuing ambitious but realistic goals that are complementary to their strategies, while delivering progress towards SFC and Scottish Government priorities.
21. Performance and progress towards agreed outcomes is the responsibility of universities as autonomous institutions. In allocating funding to achieve specific outcomes, SFC expects institutions to deliver on these outcomes.
22. The majority of SFC funding to institutions in relation to teaching, research and innovation will continue to be based on formulae. Funding under these streams have their own understood system of funding recovery and penalties and are broadly covered within the revised Financial Memorandum published in 2014.
23. SFC will monitor progress and decide whether to apply a funding recovery and/or financial penalty within the Outcome Agreement process for aspects of Outcome Agreements, specifically:
 - Outcome Agreement funded incentive mechanisms.
 - Other objectives agreed in Outcome Agreements that are aligned to Scottish Government priorities.

24. When considering institutions' ambition and delivery against priority outcomes, SFC will be mindful of the Minister's guidance that SFC drive improvement through the more dynamic allocation of funding. **An Outcome Agreement which lacks sufficient actions to address Scottish Government priority outcomes may not be approved by SFC.**

Institutional aspirations and SFC measures of progress

25. Institutions are asked to share their aspirations for improvement using the measures of progress outlined in [Table 3](#).
26. In setting out their aspirations universities are asked to submit a summary of baselines, milestones, and targets as an attachment to their Outcome Agreement. A National measures [data table template](#) should be completed by the institution and will form an integral and critical part of the final agreement.
27. Aspirations for progress against measures should cover the three year period to AY 2021-22. SFC measures of progress draw on HESA data and a small number of other data sets in everyday use by the sector and do not represent a significant additional reporting burden on institutions.
28. Progress against measures should be reported consistently with reference to the technical annex to this paper (Annex B). SFC will share baseline data (i.e. 2016-17 data) for each measure to institution during September and ask them to agree these baselines in advance of the commencement of Outcome Agreement negotiations in October. Institutions should contact their Outcome Agreement team as soon as possible if they are unable to replicate baseline data using the technical guidance.

Staff and student engagement

29. Under the Post-16 Education (Scotland) Act 2013, universities are required to consult with their student association and the representatives of any recognised trade union in entering into a widening access agreement (now part of university Outcome Agreements). *In line with this, we expect universities to summarise how – from the outset of the process and throughout – their Outcome Agreements have been developed in consultation with students, the university's students' association, staff, and with trade union representatives.*
30. Given the Scottish Government's clear and consistent guidance, we also expect the discussions with trade unions to cover actions to reduce gender imbalances in senior staff. This does not replace any interactions with staff and student union representatives at Strategic Dialogue Meetings.

Institutional strategies

31. Outcome Agreements should be streamlined strategic documents. Universities should reference relevant institutional strategies and documentation as evidence for their commitment to SFC and Scottish Government priority outcomes. However, these documents should be hyperlinked rather than replicated at length in the agreement itself, although some summary and context may be required in the narrative. Below is a (non-exhaustive) list of strategic documents that may be helpful to reference in Outcome Agreements.

Table 1: Institutional strategies and documents (examples)	
<ul style="list-style-type: none"> • Public Sector Equality Duties reports • Corporate Parenting Plan. • Developing the Young Workforce Plan. • Equality and Human Rights Impact Assessment. • Gaelic Language Plan. • British Sign Language Plan. 	<ul style="list-style-type: none"> • Gender Action Plan. • Public Bodies Climate Change Duties Report. • Estates strategy. • Student carers support policy. • University research strategy. • Mental Health Strategy

Timeline

32. We will formally begin 2019-20 Outcome Agreement discussing from October, with a well-developed draft due in December, and final OAs submitted by the end of April. SFC gives its commitment to provide full and timely feedback on submissions received from institutions.
33. The Outcome Agreement timeline is as follows:

Table 2: Key dates for Outcome Agreements AY 2019-20	
Ministerial Letter of Guidance to SFC	4 April 2018
Guidance updated and published	October 2018
Negotiations start	October 2018
Self-evaluation progress report on AY2017-18 submitted	31 October 2018
SFC Board review progress with 2017-18 Outcome Agreements	6 December 2018
Well-developed draft Outcome Agreement submitted	by 10 December 2018
Initial feedback on draft Outcome Agreement	31 January 2019
SFC Board review progress with OA commitments and agree indicative funding	30 January 2019

allocations for AY2019-20	
Indicative funding allocations to institutions announced	February 2019
Final funding allocations to institutions for AY 2019-20 announced	May 2019
Final Outcome Agreement submitted	By 30 April 2019
Publication of Outcome Agreements	June 2019

Table 3: Framework for developing Outcome Agreements: outcomes, commitments, and evidence of progress

Institutions are asked to use the following guide in the development of their Outcome Agreements.

Please read the summary of [cross-cutting themes](#) and [SFC policy priorities](#) for AY 2019-20.

Scottish Government strategic priority: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of CoWA and addressing gender balance (Letter of Guidance paras 13 to 23)		
Outcomes	Commitment, strategies and evidence of progress	Measure of progress
<p><i>‘A child born today in one of our most deprived communities will, by the time he or she leaves school, have the same chance of going to university as a child born in one of our least deprived communities’</i></p> <p style="text-align: right;">Nicola Sturgeon First Minister November 2014</p> <p>Scotland is a more equal society by widening access to learning for communities that are under-represented and by promoting equality and diversity</p> <p>Enhanced learner journeys with more and better pathways for students</p> <p>Immediate progress to address the gender imbalance at senior academic levels</p>	<p>Institutions are asked to summarise their strategies to reduce barriers, and proactively promote access to higher education to learners from deprived or disadvantaged backgrounds. This summary must include evidence of significant further progress towards the targets contained in the CoWA recommendations, and should also include strategies and commitments to:</p> <ul style="list-style-type: none"> • Implement their COWA targets in full and demonstrate the institutions response to the university recommendations outlined in <i>A Blueprint for Fairness</i>. This should be outlined in a COWA implementation section within this Outcome Agreement; • Identify and address under-representation from protected characteristic and underrepresented socio-economic groups including care experienced students; • Improve retention and outcome for students from disadvantaged and underrepresented socio-economic groups including care experienced students; • Recruit those from care experienced backgrounds, and provide transitional and support arrangements to assist them complete their programmes of study; • Increase the number of students articulating to university with advanced standing. Institutions should maximise opportunities for progression and articulation from college, 	<p>(1) The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing.</p> <p>(2a) The number and proportion of Scotland-domiciled undergraduate entrants from the 20% most deprived backgrounds.</p> <p style="text-align: center;">* In addition to measure 2a, institutions are also asked to return their targets for recruitment of full-time first degree Scotland-domiciled undergraduate entrants from the 20% most deprived backgrounds – the measure recommended by CoWA *</p> <p>(2b) The number and proportion of Scotland-domiciled undergraduate entrants from the 40% most deprived backgrounds.</p> <p>(3) The number and proportion of Scotland-domiciled undergraduate entrants from the Schools for Higher Education Programme (SHEP).</p>

	<p>demonstrating leadership and innovation and a commitment to collaboration with sector partners;</p> <ul style="list-style-type: none"> • Proactively address gender imbalances in programmes, specifically those subjects areas with severe imbalances (i.e. >75%) and provide specific three year outcomes outwith the national measures table; • Demonstrate their current and future commitment to students who are veterans particularly in relation to the mapping and consideration of their existing skills and qualifications and in relation to articulation pathways; • Demonstrate their current and future commitment to students (and staff) who are carers; • Are working with students and staff to asses policies and practices to prevent and eradicate all forms of gender based violence; • Have in place a range of services to support the mental health and wellbeing of students and staff; and • Provide a link to their published British Sign Language Plan and provide evidence of its implementation over the outcome agreement period. 	<p>(4) The number and proportion of Scotland-domiciled undergraduate entrants from different protected characteristic groups and care experienced learners.</p> <p>(5) The number and proportion of full-time first year Scotland-domiciled entrants from the 20% most deprived backgrounds, from care experienced backgrounds, and protected characteristic groups, returning to study in year two.</p>
<p>Scottish Government strategic priority: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy (Letter of Guidance paras 5 to 9)</p>		
<p>Outcome</p>	<p>Commitments, strategies and evidence of progress</p>	<p>Measure of progress</p>
<p>Scotland has 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</p>	<p>Institutions are asked to summarise their approach to enhancing the quality and delivery of learning and support for students, and outline their strategies to ensure that students leave university with the skills, flexibility and attributes to succeed. Where appropriate to your institution, statements should outline strategies and aspirations to:</p> <ul style="list-style-type: none"> • identify and address barriers to retention 	<p>(6) The number and proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two.</p> <p>(7) The proportion of students satisfied with the overall quality of their course of study in the National Student Survey.</p>

<p>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</p> <p>Scotland is 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</p>	<ul style="list-style-type: none"> • ensure their curriculum is response to employment and skills needs of students, employers and the economy, particularly in STEM subjects and those of priority sectors (e.g. ICT / digital, screen, and low carbon sectors); • enhance the provision of digital skills across all subject areas, and the uptake of high-quality and responsive STEM provision (demonstrating alignment with Scottish Government’s STEM Strategy for Education and Training); • evidence how the institution meets the needs of current and future skills requirements of employers as outlined in the Sector Skills Investment Plans, other available labour market information, and through their partnerships with employers; • enhance the provision of work related learning opportunities and co-funded models for employees; • internationalise the student experience, and enhance and increase student mobility, particularly outward student mobility; • grow the number of students developing their foreign language skills, and demonstrate commitment to ESOL provision; • summarise progress with each the health outcomes using agreed indicators and evidence (see para 96-97); • support the training and development of the health and social care workforce with the skills and values to deliver high quality care in Scotland, and the delivery of significant growth in early learning and childcare (ELC) provision; and • steps taken to ensure the uptake of controlled places in teacher education, particularly in those subject areas with low student demand <p>Where necessary, institutions should also outline plans for any significant changes to their provision.</p>	<p>(8) The number and proportion of Scotland-domiciled undergraduate entrants to STEM courses.</p> <p>(9a) The number and proportion of Scotland-domiciled graduates entering positive destinations.</p> <p>(9b) The number and proportion of Scotland-domiciled full-time first degree respondents entering professional occupations.</p>
--	--	---

Scottish government priority: internationally competitive and impactful research (Letter of Guidance paras 50 to 54)		
Outcomes	Commitment, strategies and evidence of progress	Measure of progress
<p>Universities have a world-leading reputation for the impact of their research</p> <p>Scotland is a country of discovery where talented researchers from across the world come together to explore, challenge and address some of the most fundamental questions facing our society</p> <p>Universities have world-class facilities, a global reputation and standing, and international connections and collaborations</p> <p>Scotland is a place that nurtures, develops and trains the international research leaders of tomorrow</p>	<p>Institutions are asked to summarise their strategies to enhance the competitiveness and international standing of their research, maximise the impact of their research, and embed a culture where diverse researcher talent is nurtured and developed. Where appropriate to your institution, statements should outline strategies and aspirations to:</p> <ul style="list-style-type: none"> • Enhance performance in the next REF exercise (REF2021). • Use of the SFC Research Excellence Grant (REG) to deliver the institution’s strategy for world-class research – illustrated by at least one example case study from a previous REG allocation. • Use REG funding to leverage additional research funding particularly from UK Industrial Strategy. • Engage with the principles of the ‘Concordat on Open Research Data’ (noting that SFC is a signatory). • Ensure a high-quality environment for research training and development, and enhance the development and diversity of its researchers (including use of SFC RPG, ambitions for <i>Athena Swan</i> Charter mark and <i>HR Excellence in Research</i>) – illustrated by at least one case study of where changes or improvements in policy/practice have had a positive impact. • Demonstrate a commitment to international collaboration, mobility, and openness, including engagement with partnerships (e.g. Connected Scotland, and the <i>Scotland is Now</i> national branding strategy). • Enhance research collaboration including support for research pools, and promotion of multi / interdisciplinary working including addressing global challenges (e.g. GCRF). • Drive public and cultural engagement and contribute to public 	<p>(10) Number of research postgraduate students.</p> <p>(11) Total income from the UK Research Councils.</p> <p>(12) Total research income from all sources.</p>

	<p>policy and public sector delivery.</p> <ul style="list-style-type: none"> • Evidence of compliance with the principles set out in the Universities UK <i>Concordat to support research integrity</i>. 	
<p>Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry (Letter of Guidance paras 43 to 49)</p>		
Outcomes	Commitment, strategies and evidence of progress	Measure of progress
<p>Scotland’s economy is stronger, more productive and resilient with economic growth supported by innovation from our universities</p> <p>Scotland’s research excellence attracts investment and job creation from the world’s most dynamic international businesses</p> <p>A deep culture of collaboration between universities, colleges, business, and venture capital and improved commercialisation of research</p> <p>Businesses in Scotland use innovation to improve their competitiveness, productivity and growth. Our entrepreneurial students and researchers drive the growth of innovative new businesses and improvements to our public services</p>	<p>Institutions are asked to summarise their approach to sustaining a culture in which innovation can flourish, and their work with business, industry, and the public sector to find innovative solutions that support economic growth, and impact on our society and culture. Where appropriate, statements should outline strategies and aspirations to:</p> <ul style="list-style-type: none"> • Be active in the innovation landscape in Scotland including Innovation Centres, Interface, Innovation Vouchers, and the Scottish Government’s innovation action plan; • Deliver individual institution’s agreed contributions to the nationally agreed University Innovation Fund (UIF) outcomes at an individual and collaborative level; • Grow commercialisation outcomes, including increasing income from industry and UK and international funding sources – particularly, the UK industrial strategy; • Maintain and sustain the activity and priorities that have been put in place in response to the Innovation Scotland Forum action plan; • Proactively collaborate with the Innovation Centres in Scotland to deliver economic and societal growth; • Be active in growing the entrepreneurial culture in Scotland, focusing on the full spectrum of enterprise/entrepreneurship support from developing enterprising mind-sets right up to business growth and scale-up, including ways to support 	<p>(13) The number of SFC innovation vouchers and Follow-on innovation vouchers</p> <p>(14) Institutions should attach a submission to their Outcome Agreement outlining their plans for the use of their UIF allocation in support of individual and national outcomes (a satisfactory plan is a condition of grant for UIF). Institutions should also continue to complete the annual Higher education-business and community interaction (HE-BCI) survey.</p> <p>Details of interventions in place and/or engagement with specific initiatives aimed at developing enterprising mind-sets and equipping students with skills to be</p>

	<p>delivery of action 4 in the Can Do Innovation Action Plan⁵.</p> <ul style="list-style-type: none"> • Ensure research and innovation activity is state-aid compliant; • Support sustained economic development in their local communities, including – where relevant – participation in City Deal projects and Community Planning Partnerships; and • Support delivery of the Enterprise and Skills review actions on internationalisation, including using Official Development Assistance funding to address global challenges. 	entrepreneurial/intrapreneurial. This could include numbers of workshops run for staff and students, events run/attended or numbers of referrals/applications to competitions, financial support and/or mentoring.
<p>Scottish Government priority: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance (Letter of Guidance paras 55 to 59)</p>		
Outcomes	Commitment, strategies and evidence of progress	Measure of progress
<p>Scotland’s universities are able to demonstrate value for money and impact for the public investment they receive</p> <p>Scotland’s universities are recognised as exemplars of good governance and demonstrate continuous improvement in their governance arrangements</p> <p>Universities actively promote sustainability and meet and exceed targets for reduced carbon set out in legislation</p> <p>Universities promote equality and</p>	<p>Institutions are asked to summarise how they ensure continuous improvements in the quality of their governance, promote equality and diversity in all their activities, and demonstrate enhanced sustainability – securing best value for public investment. Summaries should outline how institutions:</p> <ul style="list-style-type: none"> • Are discharging their obligations under the Climate Change (Scotland) Act 2009; • Are taking the necessary measures to ensure alignment with the provisions of the HE Governance (Scotland) Act 2016 within the required timeframe; • Are proactively promoting gender balance on their courts / boards of management, and at senior management levels;. • Address statutory requirements to eliminate discrimination, advance equality of opportunity and foster good relations, and use data and consultation processes to evidence and address under-representation of protected characteristic 	<p>(15) Gross carbon footprint</p>

⁵ [Scotland Can Do: Boosting Scotland’s Innovation Performance – an innovation action plan for Scotland](#)

<p>diversity in their operation and help to create a more equal society</p> <p>Scotland's universities are coherent and well connected contributing to all aspect of Scotland's educational, social, cultural and economic life</p>	<p>groups;</p> <ul style="list-style-type: none"> • Are securing value for money in the use of public funding, (including through joint activities, shared services and better procurement), and steps taken to support more transparent decisions on remuneration at senior levels; and • Show leadership in Fair Work, ensuring employees have respect, fulfilment and security of employment and income, and have an effective voice. Institutions are strongly encouraged to become accredited Living Wage Employers. 	
<p>Cross-cutting themes</p>		
<p>Commitment, strategies and evidence of progress</p>		
<ul style="list-style-type: none"> • Outline their ambitions to tackle gender imbalances at a subject level in education programmes, as set out within their institutional gender action plans, and at senior academic levels, senior management and on courts / boards of management. • Intensification in partnership working and collaboration to secure the continued effectiveness and sustainability of the sector. • Outline actions and strategies to identify and address the challenges associated with the UK's departure from the EU. • Institutions may wish to reflect on their social and cultural impact in Scotland, the UK and internationally – but particularly with respect to their immediate communities – and their aspirations towards enhancing this contribution (including involvement in City Deals and Local Planning Partnerships). • Where appropriate, institutions should include reference to their contribution to the aims of the National Gaelic Language Plan for 2018-23 actions in support of parity of esteem for Gaelic and to encourage its use by speakers among their staff, students and others with whom they engage, as well as maintenance and development of their provision for Gaelic learners. 		

Additional funded places for access, articulation and skills

34. For AY 2019-20, we expect institutions to summarise progress with building on investments made in additional places for access, articulation, and skills made in AY 2013-14 to AY 2017-18. Specifically institutions should report on:
- How mainstreamed additional places for access will continue to support institutions' contributions to SFC national targets for widening access. From AY 2019-20 *SFC has an expectation that these places will be used to facilitate recruitment of those from the 20% most deprived backgrounds only.*
 - Plans to enhance collaborative working and articulation routes to degree programmes with colleges, and the implementation of associate student status for articulating students.
 - Plans for deferred undergraduate skills places, including progress with securing funding from industry.

Financial Memorandum

35. SFC introduced a new Financial Memorandum with universities from December 2014, which sets out the formal relationship between SFC and HEIs and the requirements with which HEIs are expected to comply in return for payment of grant by SFC. It is a condition of grant payment that a governing body and its designated officers comply with the requirements set out in the Financial Memorandum, which include the delivery of its Outcome Agreement with SFC.

Strategic investments

36. Institutions are invited to discuss with their Outcome Agreement teams proposals for priority projects and programmes that are closely aligned with – and aid the delivery of – SFC and Scottish Government key priorities. Early notice of these strategic opportunities would help SFC in managing its limited strategic resource, and respond quickly to the developing priorities of Government. Outcome Agreement teams will also make institutions aware of strategic investment opportunities as they arise.

Cross-cutting themes

Partnership working and collaboration

37. Universities have developed many types of partnerships within Scotland, across the UK and beyond. SFC recognise that only through partnership working – with other universities and colleges; local authorities; research, enterprise and skills agencies; employers; industry; health trusts; and many others – can institutions fully realise their own individual strategies, and address Scotland’s many complex challenges (and opportunities) in a coordinated and coherent way.
38. In a changing and uncertain public policy and fiscal landscape we would like to see intensification in partnership working and collaboration to secure the continued effectiveness and sustainability of the sector. In their Outcome Agreements we ask institutions to articulate their commitment to partnership working to deliver the priority outcomes outlined in the [table above](#). These partnerships might include, but are not restricted to: the sharing of research, teaching and learning resource; the provision of work placement opportunities; the co-design and delivery of provision including work based degrees; the professional accreditation of programmes; developing efficient and effective learner pathways; access initiatives; and the sharing and provision of joint services.

UK departure from the European Union

39. In their Outcome Agreements we would like institutions to outline their actions and strategies to identify and address the challenges of the UK’s departure from the EU. These may include steps taken to: maintain strong relations with academic partners in the EU; secure international research collaborations and income; ensure continued outward and inward student mobility to and from EU countries; participation in sector wide initiatives communicating the openness and strengths of the Scottish sector, e.g. *Scotland is Now* national branding strategy.

Equality and diversity

40. Equality and diversity and a commitment to meaningful Equality Impact Assessment is central to the development and implementation of all of SFC’s policies and guidance and should be considered with the highest of priority in the development of your Outcome Agreement.
41. SFC and individual institutions have a legislative duty to respond to the general and Scottish specific duties of the Equality Act (2010). SFC’s equality outcomes and ambition are, in part, delivered through sector strategies. These strategies include, but are not restricted to: SFC’s Gender Action Plan, the Scottish Government Race Equality Framework 2016-30, the Scottish Government

Mental Health Strategy, the Scottish Government Disability Delivery Plan, the British Sign Language National Plan, SFC's Care Experience National Ambition and A Blueprint for Fairness.

42. We expect Universities to include a web link to their published Mainstreaming Report and Equality Outcomes (as per the Equality Act) in their Outcome Agreement and to ensure that ambitions for improvements are clearly articulated in their Outcome Agreement document. This should evidence how the University intends to use the places and funding allocated to them by SFC to advance equality. As part of this Universities should continue to seek improvements in the reporting and analysis of equality data.
43. SFC is working with Advance HE to assist institutions integrate and embed the requirements of the Equality Act and public sector equality duties into Outcome Agreements. We are keen to ensure that priority is always given to mainstreaming equality for all protected characteristics, alongside addressing specific equality initiatives such as the Gender Action Plan, BSL National Plans and Corporate Parenting Plans. If this approach is used in conjunction with robust Equality Impact Assessment, it should enhance specific equality initiatives by giving integral consideration to all protected characteristics and providing a focus on 'intersectionality'.

Equality Impact Assessment

44. To meet the statutory requirement for equality impact assessments (EIA) of new and revised policies, *institutions are required to undertake and publish equality impact assessments of their Outcome Agreements*. This process will support institutions to identify priorities for advancing equality in relation to all protected characteristics for the period of the Outcome Agreement (i.e. a three year agreement will only need one EIA every three years, but this should be revisited annually if changes are made). Institutions can either include the EIA in their OA or provide a web link. We ask institutions to also include care experienced learners and socio-economic groups in these assessments.
45. SFC funds Advance HE to support institutions in this work. Advance HE provides guidance on how universities should reflect on equality and diversity issues in their Outcome Agreements on their website⁶.
46. The SFC Equality Impact Assessment of SFC OA guidance is available on our website⁷.

⁶ [Outcome Agreements](#)

⁷ [OA Guidance Equality Impact Assessment](#)

Disability

47. Institutions are required to demonstrate their response to the report of the Scottish Parliament's Equalities and Human Rights Committee: Universities and Disabilities⁸. This should include an increased and enhanced commitment to focus on the intake and retention of learners across all the protected characteristics including disability. In particular, we expect to see an improvement in the reporting of this section of institutional Outcome Agreements. This enhanced commitment should adopt the Rights Based approach advocated in the EHRiC report.
48. SFC is working with Lead Scotland to set up a new group to consider the outcomes of disabled students. The SFC is also working with Lead Scotland to deliver a joint national conference to support wider discussion on the outcomes of disabled students.

Ethnicity

49. As referred to above, institutions have a legislative duty to respond to the general and Scottish specific duties of the Equality Act (2010).
50. The Scottish Government Race Equality Framework 2016-30 also sets out a number of principles and goals for improving fairness, equal access and participation, tackling barriers (including structural inequalities) and improving outcomes in all aspects of society, including education.
51. To tackle racial inequality, the framework sets the education goal that 'minority ethnic people experience better outcomes in completing further and higher education, and in transitioning to the labour market after completion'.
52. In December 2017 the Scottish Government published *Addressing Race Inequality: The Way forward* by the Independent Race Equality Adviser to the Scottish Government, Kaliani Lyle and the (then) Cabinet Secretary for Communities, Social Security & Equalities launched *A Fairer Scotland for All: Race Equality Action Plan 2017-21*. This action plan contains actions spanning employment, education, health, housing, poverty, community cohesion and safety for all minority ethnic communities in Scotland. The plan includes specific actions addressed to SFC and we will continue to support the implementation of the action plan.
53. As part of SFC aims to address barriers and inequalities within education, universities also have a key role to play in considering how to proactively address race equality issues, and in engaging with any related initiatives that can support this work. For example, we would anticipate that universities

⁸ [Equalities and Human Rights Committee: Universities and Disabilities](#)

engage with and support the developing priorities of the SFC-funded Advance HE facilitated 'Scottish Race Equality Network Forum' (SREN) and Universities consider working towards future engagement with the Advance HE Race Equality Charter.

54. Through the OA process and our other engagements, SFC will continue to work with institutions and SREN to help progress and develop these aims and to consider the Scottish Government Race Equality Framework and its associated action plan. We will also consider other evidence to ensure that minority ethnic people do not face barriers to full participation and successful outcomes across Further and Higher Education.

Gender

55. We expect Universities to include a web link to their published Gender Action Plan in their Outcome Agreement. Reporting requirements in relation to gender are detailed below and more detailed reporting on Gender Based Violence is provided in the next section.

- **Subject-level:** This outcome agreement should include well framed outcomes with targets that outlines the institution's key ambitions to tackle gender imbalances at a subject level. The plan on how the institution will achieve those outcomes should be clearly set out within their institutional Gender Action Plan (iGAP). These outcomes should be clear and focused on the subject areas with the greatest gender imbalances (i.e. >75%).
- **Undergraduate cohorts:** Universities should set outcomes to address the overall underrepresentation of undergraduate students who are men (where appropriate), addressing also where this intersects with widening access agendas and COWA recommendations. As with the subject-level outcomes, a plan on how this will be achieved should be clearly evidenced in your iGAP.
- **Retention:** We ask that institutions identify where they have an imbalance between men and women students within retention by subject, and to outline action undertaken and planned to address the imbalances.
- **Staff:** We ask universities to make clear how through responding to the Public Sector Equality Duty they are proactively promoting gender equality in relation to their staff and to their governing body. This should include a progress report on actions taken to address gender imbalances at senior academic and senior management level, alongside what is being done to reduce the gender pay gap across entire staff cohorts. As noted elsewhere, this aspect of the Outcome Agreement should be the subject of

consultation with staff trade unions.

- Academic and Research Staff: We ask that, in consultation with staff trade unions, institutions take specific action on scoping and addressing inequalities faced by academic and research staff who are women and / or those from protected characteristic groups, across all disciplines.
 - Boards and Courts: Following the Gender Balance on Public Boards Act 2018, we expect universities to indicate how they are working towards improving gender balance and wider diversity on their Courts or Boards, including steps taken to increase the pipeline of diverse candidates, and equitable appointment procedures and practices. Institutions should outline in their outcome agreement the current gender split of their Court/Board.
 - Institutional Gender Action Plans: All activity towards achieving the outcomes should be outlined within your institutional Gender Action Plan (iGAPs). For those institutions that developed iGAPs covering 2 years or more, we expect these plans to be reviewed and updated and you should discuss monitoring and progress with Outcome Agreement managers. For those institutions that produced one year iGAPs we expect a new iGAP to have been published as per the process as set out in the April 2017 briefing.
 - Trans and gender diverse people: Institutions are asked to outline their university policy and provision for supporting and enhancing equality for applicants, students and staff who are trans or gender diverse. As part of this, we ask institutions to implement the recommendations of the SFC-funded TransEDU Scotland project⁹.
56. There are resources and examples of projects across the five themes of *Infrastructure; Influencing the Influencers; Raising awareness and aspiration; Encouraging applications; and Supporting Success* on the [Gender SFC webpage](#).
57. The SFC has set up a Gender Governance Group to oversee progress on the SFC Gender Action Plan. This group will also consider the commitments outlined in individual Outcome Agreements.

⁹ [TransEdu Scotland: Researching the experience of trans and gender diverse applicants, students and staff in Scotland's colleges and universities](#)

Gender based violence

58. [Equally Safe](#) sets out Scotland's strategy to take action on all forms of violence against women and girls. As part of this strategy, the Scottish Government-funded the [Equally Safe in Higher Education Toolkit](#) to specifically address gender-based violence (GBV) in universities. This was launched in spring 2018.
59. The Ministerial Letter of Guidance to the SFC in April outlined the expectation that both sectors adopt and work with the Toolkit. This outcome agreement should therefore outline the institution's progress in this area. Please note that the SFC recognises and accepts that institutions will need to take different approaches to the implementation of the toolkit.
60. This progress report should cover the period of the outcome agreement and outline how the institution is implementing the Equally Safe in Higher Education toolkit and / or comparable localised interventions for the prevention and response to GBV. It should also outline how the institution is:
 - In partnership with students, staff, associated unions and any local specialist GBV organisations, defining gender based violence, considering their policies and practices, identifying where gaps exist, and developing a framework and implementation plan for an effective, strategic and collaborative approach to preventing and responding to gender based violence across their institutions.
 - Establishing a visible and accessible reporting and support/referral systems for students and staff affected by, who have experienced or are experiencing GBV, and to outline how the effectiveness of these approaches will be monitored/assessed.
 - Identifying current GBV reporting and data sources and data capture arrangements.
 - Establishing, publicising and implementing policy/ies specifically addressing gender-based violence for students and staff. The outcome agreement should include web links to these policies.
 - Implementing approaches that respond to the diversity of their student and staff populations.
61. SFC asks that universities update their institutional Gender Action Plans (iGAPs) to cross refer to this progress report. As stated earlier in this guidance – institutions must include a web link to their iGAP in their Outcome Agreements.
62. SFC will consider the reporting on this area through Outcome Agreements and will share it with the Scottish Government Equally Safe Working Group to outline the sector's progress in this area and to identify areas of good practice

in this area. The Scottish Government together with the sector and SFC, and drawing on the views of the working group, will consider the need for additional reporting in this area. If further reporting is proposed, the SFC will consider changes to reporting requirements for future Outcome Agreements'. As part of this process we will consider how to align any future reporting and monitoring with legislative reporting required under the Equality Act 2010 and updates of the Gender Action Plan to prevent duplication.

63. The Scottish Government are commissioning the University of Strathclyde to organise and deliver regional workshops to inform institutional approaches particularly in relation to the start of the academic year. These workshops should support institutions as they are developing their plans to implement the toolkit. More details on this will be provided in due course.

British Sign Language (BSL)

64. We expect Universities to include a web link to their published British Sign Language Plan in their Outcome Agreement. These plans are required to be published by October 2018 and the Outcome Agreements will be published in spring 2019.
65. In this Outcome Agreement, institutions should outline:
 - How they intend to use their funding and places to implement these plans over the Outcome Agreement period.
 - How the BSL National Plan will be monitored and governed within the institution.
66. These responses will be provided to the BSL Steering Group.
67. The National BSL Plan asked the SFC to set up a BSL Steering Group. This group is now in place and includes BSL users, Scottish Government and sector representatives. The purpose of the BSL Steering Group is to promote BSL, support the implementation of the BSL National Plan and to advise the SFC on how it can best use its processes and guidance to ensure good representation of BSL users in both sectors and equality of outcomes of BSL users.
68. HESA will now include a data flag for BSL users and there is an equivalent flag in the college sector. This will enable both sectors to monitor the intake and outcomes of students who declare themselves as a BSL user.

Gaelic

69. Where appropriate, Outcome Agreements should include reference to the National Gaelic Language Plan for 2018-23¹⁰. This should include actions in support of parity of esteem for Gaelic and to encourage its use by speakers among their staff, students and others with whom they engage, as well as maintenance and development of their provision for Gaelic learners.

Society and culture

70. Scotland's universities have a significant impact on the social and cultural life of Scotland, the UK and internationally. Universities may wish to reflect on this important role – particularly with respect to their immediate communities – and their aspirations towards enhancing this contribution in their Outcome Agreement. This should include how the principles in the Concordat for Engaging the Public with Research¹¹ are being embedded in institutional practice.

Cyber security

71. We ask institutions to take account of the Scottish Government's drive for all organisations to be cyber resilient. The Scottish Government's *Secure and Prosperous: a cyber resilience strategy for Scotland*¹² calls on institutions to ensure that curricula at all levels embed cyber resilience learning outcomes that will keep our citizens safe, prepare the future workforce to be resilient in the face of rising threats, and also develop skills supply for a growing cyber security industry.

¹⁰ [National Gaelic Language Plan 2018-23](#)

¹¹ [Concordat for Engaging the Public with Research](#)

¹² [Safe, Secure and Prosperous: A Cyber Resilience Strategy for Scotland](#)

Policy priorities for AY 2019-20

Access

SFC national aspirations for widening access

72. In response to Scottish Government priorities and Ministerial letters of guidance, SFC has developed national aspirations for widening access for the three year period beginning AY 2017-18. These have been shaped by SFC's Strategic Plan¹³ priorities, the recommendations of CoWA, and are underpinned by legislation associated with the delivery of the Post-16 Education (Scotland) Act 2013.
73. SFC's national aspirations for widening access for the three-year period from 2017-18 are outlined below. We will negotiate the contribution of individual institutions to these aspirations as part of our Outcome Agreement discussions:
- Between 4,200 and 4,500 students articulate to university with advanced standing per year by 2016-17 rising to 5,500 per year by 2019-20.
 - By 2021, students from the 20% most deprived backgrounds should represent at least 16% of full-time first-degree entrants to Scottish universities as a whole.
 - By 2021, students from the 20% most deprived backgrounds should represent at least 10% of full-time first degree entrants to every individual Scottish university.
 - By 2026, students from the 20% most deprived backgrounds should represent at least 18% of full-time first degree entrants to Scottish universities as a whole.
 - By 2030, students from the 20% most deprived backgrounds should represent 20% of entrants to higher education.
 - By 2030, students from the 40% most deprived backgrounds should represent 40% of entrants to higher education.
 - The proportion of full-time first year Scotland-domiciled entrants returning to study in year two should increase to 93% by 2019-20.
 - The proportion of full-time first year Scotland-domiciled entrants from the 20% and 40% most deprived backgrounds returning to study in year two should increase to 90% by 2019-20.
 - The proportion of full-time first year Scotland-domiciled entrants aged 21 and over returning to study in year two should increase to 90% by 2019-20.
 - The proportion of male full-time first year Scotland-domiciled entrants returning to study in year two should increase to 91% by 2019-20.

¹³ [Scottish Funding Council Strategic Plan 2015-18](#)

- The proportion of full-time first year Scotland-domiciled entrants with a disability returning to study in year two should increase to 91% by 2019-20.
- The proportion of care experienced full-time first year Scotland-domiciled entrants returning to study in year two should increase to 88% by 2019-20.
- Reduce the gap between male and female participation in undergraduate study from a 15.4% gap (of full-time Scotland domiciled first year entrants) to 5% by 2030. As a milestone we will look to have reduced this gap to 13.6% in 2019-20.
- Reduce the number of subjects with extreme gender imbalance (defined as a 75/25 ratio or greater) by 50% by 2025-26 and eliminate extreme imbalance completely by 2030-31. Please note that this milestone and target builds in a capacity building assumption up to 2020.

Commission on Widening Access

74. The Ministerial letter of guidance states access and fairness is the key priority and that ‘The Scottish Government, SFC and colleges and universities must strive to provide leadership on ensuring people are treated fairly, with respect and can access opportunities regardless of background or personal circumstances. Work to drive forward implementation of the recommendations from the Commission on Widening Access (CoWA) is vital to this’.
75. SFC recognises the positive sector response to intensification and commitment from Universities towards the delivery of the targets as set out in CoWA final report A Blueprint for Fairness. While individual Outcome Agreements demonstrate ambition they do not always outline how this ambition will be achieved, for example, what new or different steps will be taken to deliver this commitment. In addition, there has been little reporting on the specific CoWA recommendations that universities are asked to lead and implement.
76. To progress further the intensification requirements of the Scottish Government, to provide a clear line of sight of SFC’s investment and priorities and also to address the current gaps in commitments and reporting, SFC are now requesting that Universities produce a CoWA implementation section as part of their Outcome Agreement. We are mindful of the strategic purpose of Outcome Agreements and the concise nature of these documents. However, SFC requires that the information below is set out in a specific section to assess progress and provide the assurance to the Scottish Government that the SFC and University led recommendations outlined in A Blueprint for Fairness will be implemented in full. This section of your Outcome Agreement must outline how each institution will achieve their CoWA related targets and outline their contribution to the implementation of CoWA overall. We would expect that these commitments will link to and support the overarching sector actions

published by Universities Scotland in their report Working to Widen Access on admissions, articulation and Bridging Programmes and the Universities Scotland recommendation implementation overview report templates agreed by the Access Delivery Group which was Chaired by the (then) Minister.

CoWA implementation - specific reporting requirements

77. This CoWA section of the Outcome Agreement should outline how each institution will:

- Achieve their three year targets for COWA and articulation in full. (Recommendation 32, 8-10)
- How the institution will ensure that the retention of SIMD20, care experience and articulation students is comparable to the institution norm and where this is not the case what improvement plans the institution has in place to achieve this.
- Implement access thresholds (including a timeline to full implementation). Please note that the COWA final report recommendation required this by 2019. (Recommendation 11)
- Implement the entitlement of an offer for care experienced learners who meet the requirements of the access thresholds. (Recommendation 21)
- Promote access thresholds to relevant schools, pupils, parents, local authorities and teachers. (Recommendation 12)
- Evaluate their contextualised and wider admissions processes and entry requirements to ensure they meet the recommendations of COWA (Recommendation 5)
- Report on the rate of the conversion of applications to offers to acceptances for SIMD20 and care experienced students and the use of adjusted offers.
- Ensure that the expansion of articulation supports disadvantaged learners to progress to degree level study. (recommendation 9)
- Outline the institution's use of Bridging Programmes (defined by CoWA Blueprint as summer schools/gateway programmes/top-up schemes). (Recommendation 7)
- Identify how core funding is being used to support access. (recommendation 25)
- As stated earlier in this guidance, continue to report on the now embedded additional places allocated to some institutions in 2012-13. Institutions in receipt of the widening access and articulation places should evidence a commitment that is over and above the places allocated. The widening access places must be used for SIMD20 intake.
- Continue to report on the use of Widening Access and Retention Fund (WARF). (Further information on the specific reporting requirements for

WARF and planned review of WARF as part of delivering CoWA recommendation 24 are referenced below.)

Widening Access & Retention Fund (former Regional Coherence fund) – reporting requirements

78. WARF is allocated to institutions to enable them to increase the intake of and support the successful outcomes of students from the most disadvantaged and deprived backgrounds. In particular we want this fund to support student intake from SIMD 20 areas and it should aim towards equalised retention rates for this group. It is currently allocated to 8 institutions that traditionally have had, proportionately, higher intakes of students from the most disadvantaged and deprived backgrounds. In response to and in recognition of this targeted funding, SFC expects those institutions in receipt of WARF funding:
- To increase and support higher numbers and proportions of students from the most disadvantaged and deprived backgrounds – particularly those from the 20% most deprived areas – than those institutions who are currently not in receipt of WARF allocations. Please note we will take regional differences into consideration.
 - For institutions who are not currently maintaining a sector average retention rate¹⁴ for all students, SIMD20 and SIMD40 students – to outline an improvement plan as part of their OA, including how they will use these funds to seek improvements in retention rates for these groups.
 - For institutions who are maintaining high retention levels for all students, SIMD20 and SIMD40 students - to commit to maintaining and, where possible, increasing their retention rates. These institutions should outline in their OA how this funding is assisting them in achieving this parity of outcome.
 - To increase the numbers and proportions of students from a Care Experienced background and increase the student retention rates for this disadvantaged group.
 - To use the funds to identify, support and report on progress of their student Carers.
 - To use the funds to target male retention rates for improvement, particularly males from SIMD20 areas.
79. All institutions in receipt of WARF funding must report on their use of this funding and clearly demonstrate its impact as part of their reporting on their COWA implementation (see above).

¹⁴ This will relate to the most recent closed HESA data at the time of OA negotiations. For the 2017-20 OAs this was 2014-15 and for the refresh it will be 2016-17.

80. **Institutions who do not report on the use of this funding in their Outcome Agreement and/or who do not use these funds as outlined above may have these funds clawed back.**

Widening Access and Retention Fund - Consultation and review

81. Recommendation 24 from the CoWA Blueprint for Fairness states: *“The SFC should review the best use of its funds, specifically the Widening Access and Retention Fund (WARF), to deliver the implementation of the Commission’s recommendations”*
82. During 2018-19 SFC intend to consult with the sector on a wider review of WARF. This review and consultation is necessary to implement and deliver on the COWA recommendation. This has been reported to the Access Delivery Group chaired by the (then) Minister and will take account of the reviews of the additional places for widening access and articulation. SFC intends to report the findings of the WARF review to the Access Delivery Group and publish the outcomes of the review, including any transitional arrangements and planning in April 2019. SFC intends to publish the final funding allocations, including any changes to WARF, for AY 2020-21 in April 2020. Any reporting expectations will be updated in the associated Outcome Agreement Guidance.

Care experienced learners

83. SFC uses the term care experienced to refer to anyone who has been or is currently in care or from a looked-after background at any stage of their life, no matter how short. This care may have been provided in one of many different settings such as in residential care, foster care, kinship care or looked after at home with a supervision requirement.
84. We know care experienced have the poorest educational outcomes of any group of young people in Scotland. Universities have embraced their corporate parenting responsibilities evidenced by their Corporate Parenting Plan (CPP). SFC would like these plans to be reviewed with enhanced support offered to care experienced students. Who Cares? Scotland and CELCIS have told us that for CPPs to be embedded a number of conditions must be met: support and understanding at senior management; collaboration and shared learning between other corporate parents; and meaningful engagement with your care experienced students to maximise impact. We would like to continue to see the web link of your CPP in your Outcome Agreement. The Corporate Parenting team at Who Cares? Scotland is there to provide any support that you may require in this area.

85. SFC's Care Experienced Governance Group has oversight of our National Ambition for Care Experienced Students¹⁵ and our vision remains of achieving parity in the outcomes of care experienced students compared to their peers by 2021-22. In AY 2016-17 the successful completion rates of care experienced students improved from the previous year however enhanced progress is required for us to meet our targets.
86. SFC expects all HEIs to fully commit to CoWA Recommendation 21 that a place is offered to care experienced meeting the minimum entry requirements through your contextualised admissions policies. We know there is a variation in interpretation of the guaranteed offer across institutions. SFC asks that HEIs clarify and publish their guaranteed offer and remember their corporate parenting responsibilities to provide as much support and guidance to prospective care experienced students throughout the admissions process, including articulation pathways.
87. SFC funds Propel the website which provides advice and institutional support to prospective care experienced students and practitioners. Please ensure your institution's offer is updated on Propel and on your own website to promote and highlight your commitment to care experienced students.
88. We also support MCR Pathways, a school-based mentoring programme working with disadvantaged and care-experienced young people in Scotland to realise their full potential through education. We encourage colleges to engage with MCR Pathways and support the radical improvement of outcomes for this group of young people. By collaborating with schools, encouraging staff of all levels to mentor, and offering inspiring Talent Taster opportunities we can make a significant impact on the improvement of attainment and positive destinations.

School engagement (Schools for Higher Education Programme and Access to High Demand Professions)

89. SFC is currently working with our two main strategically-funded schools programmes (Schools for Higher Education Programme - SHEP, and Access to High Demand Professions - AHDP) as well as other key stakeholders such as School Leaders Scotland, local authorities and secondary schools, to address key recommendations from the Commission on Widening Access on delivering a coherent and co-ordinated approach for access to information, advice, guidance and support for school pupils.

¹⁵ [SFC National Ambition for Care Experienced Students](#)

90. The aim is to develop a School Engagement Framework that will encompass the key funded programmes as well as other ad-hoc pilots and projects to create a national approach. The Framework will operate on three main principles:
- Be co-ordinated regionally and link to the SFC Outcome Agreement process.
 - Focus on pupils not schools or types of schools.
 - Seek to achieve earlier intervention.
91. The shift of focus from target schools to eligible pupils will be the key change, and regional AHDP and SHEP groups have begun to determine ways in which this can be managed in their geographic areas. Whilst this piloting work is taking place, it is anticipated that full implementation of the Framework will be from August 2020, therefore institutions should continue to use the existing target schools list as before. Once new measures for the Framework are agreed, SFC will share these with institutions.

Mental Health and well-being

92. For 2019-20, all institutions are required to provide within their Outcome Agreement:
- A web link to your institution's mental health strategy (covering students and staff); OR
 - Details of how you will achieve this, including a timeline.
93. In addition you should outline:
- Your institution's investment in this area, including student counselling (with detail – where possible - on the number of full-time equivalent counsellors employed; how many counselling sessions students can access; and average waiting times for accessing counselling).
 - Details of other support service (e.g. events, activities, workshops, peer support, training for staff and students).
 - Collaboration with other colleges and universities to share resources/best practice.
 - How you will assess the impact of your mental health support.
94. Mental health strategies should:
- Include commitment to work with the students' association to develop a Student Mental Health Agreement, by signing up to Think Positive (a Scottish Government funded student mental health project at NUS Scotland).

- Commit to an improvement in retention of students who experience mental ill health and monitor the number of students leaving a course early due to mental ill health.
 - Have a section on partnership working with agencies such as NHS Scotland and the Third Sector, including referral pathways, and steps to improve the transition into college and university (recognising that some people might transition from child to adult mental health and from different NHS regions at the same time).
 - Ensure there is access to mental health services that meets the needs of the diversity of their student and staff populations.
 - Outline the training provision provided for staff and students on mental health.
 - Outline suicide prevention activities, including staff training and pathways to crisis support.
 - Evidence campus wide activities to tackle stigma about mental health.
95. We expect institutions to actively “own” the commitments within their mental health strategy, and put in place governance procedures to ensure that these commitments are monitored, progressed and achieved. We will monitor arrangements in this area.
96. The Scottish Government in the 2018-2019 Programme for Government have set out plans to provide more than 80 additional counsellors in Further and Higher Education over the next four years with an investment of around £20 million. You should begin to consider your needs in this area, and how you might secure and deploy additional counselling provision. Further guidance will be provided on this, and the Scottish Funding Council and Scottish Government will work closely with the sector and other stakeholders on implementation.

Diet and Healthy Weight

97. In contributing to the Scottish Government’s diet and healthy weight delivery plan¹⁶, universities are required to indicate:
- Their engagement with the UK Healthy Universities Network or how they intend to engage with the network.
 - If they have achieved the healthy living award or the actions they will take to achieve the award.
 - Any actions and activities related to improving diet and promoting healthy weight.

¹⁶ [A healthier future: Scotland’s diet and healthy weight delivery plan](#)

Carers

98. The Carers (Scotland) Act came in to effect from April 2018 and we firmly expect universities to continue to improve support for students and staff with caring responsibilities.
99. We have recently announced strategic funding to Carers Trust Scotland (CTS) in a two-year project in AY 2018-19 and 2019-20. Universities should use the CTS definition of a Carer¹⁷ and are encouraged to work in partnership with CTS as they offer free support and training to senior management and staff and will aid the development and enhancement of your carers support policy.
100. We continue to be supportive of *Going Higher* for student carers and were pleased that three HEIs achieved the award in 2017-18. We urge all HEIs to fully participate; our target by the end of the funding period is that 75% of HEIs have achieved *Going Higher*. Likewise we endorse *Carer Positive*, operated by Carers Scotland, which demonstrates a commitment from employers in providing carer friendly policies and working practices. We track the progress of carers through our Access and Inclusion Committee.

Veterans/early service leavers

101. In response to the April 2018 Letter of Guidance and recommendations from the Scottish Veterans Commissioner, SFC has provided additional funding to SCQF to take forward work on the recognition and mapping of Armed Forces qualifications for improved utilisation and understanding post-service. Additionally, SFC has established a Veterans Steering Group to consider how to take forward some key recommendations made by the Veterans Commissioner's in relation to college and university education, including:
 - How to develop information, advice and guidance specifically for the veterans community. (recommendation 15)
 - How to set up an effective network of champions across all colleges and universities. (recommendation 16)
 - The Armed Forces Covenant as a possible means of evidencing commitment.
 - Children of military families/partners of those in the military.
102. To allow us to monitor progress in this area, we asked HESA to consider introducing a new field to identify Veterans. HESA are currently consulting with institutions about this (along with other proposed changes to the Student Record) for 2019-20.

¹⁷ A carer is anyone who cares, unpaid, for a friend or family member who due to illness, disability, a mental health problem or an addiction cannot cope without their support.

103. Definition: *A veteran is anyone who has served for at least one day in Her Majesty's Armed Forces (regular or reserve) or Merchant Mariners who have seen duty on military operations.*
104. To reinforce this work, we encourage all institutions to engage with the Armed Forces Covenant¹⁸ which seeks to ensure those who serve or have served in the armed forces, and their families, are treated fairly. This includes recognising the potentially different needs and experiences of children of military families when accessing post-16 education.

Estranged students

105. An estranged student is someone who no longer has the support of their family due to a breakdown in their relationship which has led to ceased contact. This might mean your biological or adoptive parents or wider family members who have been responsible for supporting you in the past.
106. HEIs are asked to include a statement in their agreements outlining their current and future commitments to support estranged students and – where known – state the number of students who are estranged from their families.
107. To further our policy development for estranged students, SFC is supporting Stand Alone with their work in Scotland, which includes the establishment of a steering group. This group will aim to explore of issues for policy developments and strategies. SFC also encourages all institutions to take up the Stand Alone Pledge¹⁹.

Health outcomes

108. In December last year SFC wrote to Principals identifying a set of health related outcomes agreed with the Scottish Government and NHS Education Scotland, and seeking institutions cooperation in agreeing their own indicators and evidence of progress that capture their contribution to these outcomes. The agreed outcomes are:

Dentistry

- To widen and improve access to dental education across all dental schools in Scotland.

¹⁸ [The Armed Forces Covenant](#)

¹⁹ [The Stand Alone Pledge](#)

Medicine

- To retain more graduates of Scottish medical schools in Scotland and working for NHS Scotland throughout their careers.
- Encouraging more of our young doctors to enter GP and other shortage specialities.
- To simplify and clarify the admissions process across all the medical schools in Scotland.
- To increase the number of Scottish domiciled applicants to medicine.

Nursing and Midwifery

- To increase the retention and completion rates in nursing and midwifery.
- To improve the gender balance across all fields of nursing.
- To increase regional collaboration between universities across all fields of nursing and midwifery provision.
- To increase collaboration with Scotland's Colleges to strengthen access and articulation into pre-registration programmes.

109. We are still in the process of agreeing targets and indicators but in developing their Outcome Agreement for 2019-20, institutions should summarise progress, with each of these outcomes – where relevant – using those indicators and evidence of progress previously agreed with SFC.

A developed workforce

110. In our analysis of current Outcome Agreements we think there is scope to provide greater evidence of how universities are responding to skills needs, including those expressed in Skills Investments Plans (SIPs) and Regional Skills Assessments (RSAs). Based on evidence this should include a reflection on those curriculum areas where the intention is to invest or rationalise provision.

111. Previous Outcome Agreements have not always demonstrated the extent and effect of employer engagement in course and curriculum design and delivery. For 2019-20 we want to discuss with institutions the level and extent of employer engagement within curriculum areas and expect to see a clear demonstration of how this engagement positively impacts on student experience and employability.

112. Outcome Agreement Managers will continue to discuss with institutions their aspirations in relation to the proportion of graduates entering positive destinations and will also continue to monitor the proportion of graduates

entering professional occupations. We expect institutions to identify areas of provision in which a high proportion of graduates fail to enter employment at graduate level, and provide an action plan identifying areas of skills development and activity to improve graduate employability, including for particular learner groups such as those with disabilities and those from an ethnic minority background. This action plan should include steps being taken to enhance employability such as work placements and enterprise and entrepreneurship training.

113. Institutions should, therefore: continue to provide a baseline of current provision in relation to work placements, aligned with the planned research piece to determine the current volume/breadth of work placement opportunities run by universities for undergraduate students and review of STEM work placements in AY 2018-19, and express their ambitions for growth, including curriculum areas where there are few placements or those identified as areas of growth in SIPs, RSAs or other Labour Market Intelligence; and outline interventions in place and/or engagement with specific initiatives aimed at developing enterprising mind-sets and equipping students with the skills to be entrepreneurial and intrapreneurial.
114. Universities will continue to work with partners in their Regional STEM hubs to facilitate CLPL and engagement with school pupils. STEM Hubs will bring together local authorities, schools, colleges, science centres & festivals as well as universities to improve the take-up of STEM courses, and set a baseline to increase STEM related CLPL for staff. Universities will also endeavour to provide complete data on the number and proportion of students in STEM courses who have placements or internships as significant parts of their course. Furthermore, articulation routes from colleges to universities in STEM courses will be monitored to ensure improved levels of progression from FE to HE.

University Innovation Fund (UIF)

115. UIF replaced the Knowledge Transfer Grant (KTG) in AY 2016-17. It comprises the Platform Grant and Outcome Grant and was developed in response to Scottish Government guidance and following consultation with the sector. The UIF is to be managed through SFC's Outcome Agreement process from AY 2017-18.
116. Institutions will receive UIF on the basis of satisfactory plans for the use of UIF at an individual level and the delivery of national outcomes at a collaborative level (the national outcomes for AY 2017-20 are available on SFC's website²⁰). *These plans should be attached to the Outcome Agreement submission.*

²⁰ [University Innovation Fund – Guidance for AY 2017-18](#)

Institutions will be expected to provide an updated plan for each academic year. As with previous years these plans will be published on SFC's website.

117. Monitoring of the UIF will be mostly a qualitative process and will require an enhanced working relationship between Outcome Agreement managers and SFC policy teams.
118. SFC is working with the sector to develop a sector wide (light touch) framework for monitoring and evaluating the success of the new UIF approach at a national level. This will have the purpose of capturing progress and challenges, sharing good practice, and overall helping us understand how the UIF has supported the sector in 'designing and adopting innovative new approaches to exploiting the research base for economic and societal benefit'. This framework, focussed on outcomes, should support the future development of UIF as a basis for setting future ambition and priorities. The UIF manager (hosted by UWS) will be responsible for maintaining the framework with support from Universities Scotland Research and Commercialisation Directors Group (RCDG) and reporting to SFC.
119. While no longer used for allocation of funding SFC will continue to collect the KE metrics for at least a further two years at the request of the Scottish Government. The metrics include information on the output of knowledge exchange activity: both the number of organisations with which institutions have engaged and the resultant income from these engagements.
120. Completion of the HE-BCI Survey remains a condition of grant for institutions to receive the Universities Innovation Fund.
121. Institutions are encouraged to use either the KE metrics or HE-BCI survey returns as targets. It should be noted, however, that SFC are likely to cease collection of KE metrics in the future and will be working with the sector to ensure consistency of response to the HE-BCI survey across the sector. In the future HE-BCI data will serve as a useful indicator of sectoral activity and how the landscape is evolving.
122. Institutions should include a report on use and outcomes of their UIF in the self-evaluation report. Institutions should also participate fully in the monitoring framework which will be developed through US RCDG and managed and reported to SFC by the UIF manager. The framework will be the main mechanism by which SFC will measure the impact of UIF at a national level and will also serve as a platform for the sharing of good practice.

Leadership in environmental and social sustainability

123. The Climate Change (Scotland) Act 2009 set ambitious targets for carbon reduction in Scotland, and led to the requirement for Colleges/Universities and

other significant publicly funded organisations to submit a mandatory Public Bodies Climate Change Duties (PBCCD) Report on an annual basis. To capitalise on this activity, the climate change targets and sustainability ambitions for each college/university should also be outlined in their outcome agreement. Climate change targets should be framed within a current emissions reduction plan. SFC acknowledges that each college/university will be at a different stage in their environmental sustainability journey. This stage will have been determined by their access to resources and the opportunity, past and present, to engage in sustainability activity in order to build knowledge capacity. SFC expects that sustainability ambitions will be creative and innovative, capable of application within the college/university and able to deliver sustainable impact that is meaningful to each college or university and their wider communities.

124. In order to demonstrate leadership in promoting environmental sustainability, SFC expects each college and university to develop approaches and report activity that evidences their corporate commitment to tackling wider environmental and social sustainability challenges, both in mandatory reporting and as part of their own sustainability ambitions. These ambitions and targets should be detailed within wider strategic documents or through a dedicated sustainability strategy or action plan, and recorded in their Outcome Agreement (including providing links to relevant documentation), and should demonstrate either a whole-institutional approach or describe activity that is working towards a whole-institutional approach. SFC expects that evidence of progress against the strategy will be provided from a variety of operational activity such as approaches to governance in sustainability, climate change adaptation and mitigation activities, successful senior management engagement, curriculum links, estates decision-making, student/staff engagement, general wellbeing initiatives and meaningful community links or through other business areas, either in part or across all areas. Support will be available through the EAUC's programme, and progress should be reported through PBCCD Reporting submissions and the Outcome Agreement process.
125. SFC anticipates that the diversity that exists within each college and university in terms of population cohort and learning activity will provide opportunities to deliver the type of environmental and social sustainability leadership that is transformative in design and unique to each individual college or university and its wider community. Some of this wider community may include partnerships across other universities and colleges. This activity should also provide colleges and universities with the appropriate evidence to complete the recommended section on 'wider influence' in PBCCD reporting.
126. Potential longer term outcomes of note to SFC as a result of this activity will be to strengthen the competitiveness of the sectors, reduce financial and reputational risks, create innovative opportunities for growth, provide a better learner experience for both students and staff and ensure that students

develop the understanding of environmental and social sustainability required for the workplaces of tomorrow.

National measures data table

	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					
Total number of Scottish-domiciled HN entrants from Scottish colleges to UG programmes					
Number of Scottish-domiciled HN entrants from Scottish colleges to UG programmes with AS					
Proportion of Scottish-domiciled HN entrants articulating with Advanced Standing					
Measure 2: Deprivation - The number and proportion of Scottish-domiciled UG entrants from the 20% and 40% most deprived postcodes					
Total number of SDUEs with known postcode					
SDUEs from 20% most deprived postcodes					
SDUEs from 40% most deprived postcodes					
Proportion of SDUEs from 20% most deprived postcodes					
Proportion of SDUEs from 40% most deprived postcodes					
Additional COWA measure - The proportion of full-time first degree entrants from the 20% most deprived postcodes					
Total number of full-time first degree entrants					
Number of full-time first degree entrants from 20% most deprived postcodes					
Proportion of full-time first degree entrants from 20% most deprived postcodes					
Measure 3: SHEP Schools - The number and proportion of Scottish-domiciled UG entrants from the SHEP schools (i.e. schools with consistently low rates of progression to HE)					
Total SDUEs					
Number of SDUEs from SHEP schools					
Proportion of SDUE from SHEP Schools					
Measure 4: Protected Characteristics - The number and proportion of Scottish-domiciled UG entrants by different protected characteristic groups and care leavers					
Info: Total SDUEs					
Gender					
Number of Male SDUEs					
Number of Female SDUEs					
Number of Other SDUEs					
Male Proportion					
Female Proportion					
Other Proportion					
Age					

	Actual			Ambition	
	2016-17	2017-18	2019-20	2020-21	2021-22
Number of Under 21 SDUEs					
Number of 21 and over SDUEs					
Under 21 Proportion					
21 and over Proportion					
Ethnicity					
Number of BME SDUEs					
Proportion - BME					
Disability					
Number - Disability					
Proportion - Disability					
Care Leavers					
Number - Care Leaver					
Proportion - Care Leaver					
Measure 5: Retention by Protected Characteristics - The number and proportion of full-time first year Scottish-domiciled UG entrants from different characteristic groups returning to study in year two					
Deprivation					
MD20 full-time first year SDUE					
MD20 full-time first year SDUE Retained					
Proportion MD20 retained					
MD20/40 full-time first year SDUE					
MD20/40 full-time first year SDUE Retained					
Proportion MD20/40 retained					
Gender					
Male entrants					
Males Retained					
Proportion of Males retained					
Female entrants					
Females Retained					
Proportion of Females retained					
Age					
Under 21 Entrants					
Under 21s Retained					
Proportion of Under 21s retained					

	Actual			Ambition	
	2016-17	2017-18	2019-20	2020-21	2021-22
21 and over Entrants					
21 and over Retained					
Proportion of 21 and over retained					
Ethnicity					
Entrants - BME					
BME - Retained					
Proportion retained - BME					
Disability					
Entrants - Disability					
Disability - Retained					
Proportion retained - Disability					
Care Leavers					
Entrants - Care Leavers					
Care Leavers Retained					
Proportion retained - Care Leavers					
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 UG entrants returning to study in year two					
Total number of full-time first year SDUE					
Number of full-time first year SDUE retained					
Proportion retained					
Measure 7: Satisfaction - The % of students satisfied with the overall quality of their course of study in the National Student Survey					
% Satisfaction					
% Benchmark					
+/-					
Measure 8: STEM - The number and proportion of Scottish-domiciled UG entrants to STEM courses					
Proportion of SDUE to STEM courses					
Number of SDUEs to STEM courses					
Info: Total SDUEs					
Measure 9a: Graduate Destinations - The number and proportion of Scottish-domiciled graduates entering positive destinations					
Info: The number of Scotland-domiciled respondents					
Proportion of graduates in positive destinations					
Number of graduates in positive destinations					

	Actual		Ambition		
	2016-17	2017-18	2019-20	2020-21	2021-22
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					
Info: The number of Scotland-domiciled full-time first degree respondents that are economically active					
Proportion working in professional occupations					
Number working in professional occupations					
Scottish government priority: internationally competitive and impactful research					
Measure 10: The number of research postgraduate students					
Measure 11: Total income from the UK Research Councils					
Measure 12: Total research income from all sources					
Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry					
Measure 13: IVs - The number of SFC innovation Vouchers (IVs) and Follow-on IVs					
Innovation Vouchers (IVs)					
Follow-on IVs					
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					