Outcome Agreement
SRUC
(Scotland’s Rural College)
Academic Year 2018/19
FINAL
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1. Introduction and Overview

Outcome Agreement Construction

The Outcome Agreement for SRUC for Academic Year (AY) 2018/19 addresses the Aims, Outcomes and Measures within the SFC’s University Outcome Agreement Guidance (AY 2018/19) and the SFC’s Guidance on Delivering College Outcome Agreements AY 2018/19. The outcomes have been combined across HE and FE. We are mindful to ensure that we:

- Support and promote the **achievement** of our students to maximise their level of academic achievement regardless of their point of entry;
- Ensure **retention** of students both within year and between years including promoting articulation both to and from SRUC and other providers;
- Support the **success** of the rural sector now and in the future through our world class teaching, research and consultancy;
- Take a **regional approach** to ensure that we deliver to the rural sector across Scotland.

1.1 Introduction

SRUC delivers comprehensive innovation, skills, education and business support for Scotland's land-based industries, founded on world class and sector-leading research, education and consultancy. The integration of these three complementary ‘knowledge exchange’ services is of significant value to all with an interest in land-based activities – be they learners, businesses, communities or policy-makers.

SRUC is unique in the UK and one of the largest organisations of its kind in Europe with a diversity of key agricultural and land-based physical assets together with the extensive and up to date skills of our staff. We will utilise this critical mass of strengths and skills as we serve our increasingly wide range of clients.

Brexit will affect all FE/HE providers from the perspective of student and staff recruitment and retention. EU students, whilst a culturally enriching component of the SRUC student body are not, if their numbers decline, likely to endanger the economic viability of our courses. Loss of staff is a somewhat more worrying challenge and SRUC has arranged staff seminars with Morton Fraser to try and allay their fears. However, perhaps the biggest challenge and opportunity of Brexit to SRUC are the changes likely to occur in UK agriculture in terms of changing legislative conditions and both labour and trading markets. As such, the need for SRUC as a unique teaching, research and consultancy provider to support the rural sector in Scotland has never been stronger.

As a tertiary institution, SRUC is unique in its level of provision from SCQF levels 1 to 12, working closely both with academic and industry partners across the rural sector. Widening access opportunities and the learner journey are key, and learners are able to progress flexibly and appropriately, with recognition given to prior attainment and focusing on the interests of the learner. On that basis SRUC seeks to meet the needs of the land-based sector for an appropriately skilled workforce by recognising the importance of the learner journey and focusing on positive purposeful destinations.

A cornerstone of SRUC is our internationally-respected research, which seeks to address the major challenges of growing global demand for food and nutrition security, climate change and dwindling natural resources. Drawing on this foundation of cutting-edge research, SRUC will focus on education and knowledge exchange relevant to the industries it serves. Reflecting our ethos of knowledge exchange, we will involve our students and our many stakeholders, customers and
clients in the rural sector as we continue to grow and develop. The translation of our innovative research outputs, through close working with SAC Consulting, a division of SRUC, helps rural industries through the delivery of up to the minute advice and consultancy to approximately 18,000 clients, in Scotland, across the rest of the UK and beyond.

The seven principles underpinning the development of SRUC’s new strategy are:

1. Reassert SRUC’s status as the National Institution for research, teaching and advice which connects the science base and industry and drives growth and innovation in the rural economy, building on SRUC’s facilities, expertise and geographic spread to support the needs of a dynamic, innovative and competitive rural sector in Scotland and beyond;

2. Through the integration of teaching, research and consulting activities create a model for collaborative team working within SRUC and across Scotland that includes establishing regional alliances to address local skills needs, a gateway for rapid translation and application of the world-leading research taking place at Scotland’s scientific institutes and universities to deliver economic and social impact;

3. Ensure that SRUC returns an outstanding UK leading Research Excellence Framework (REF) return in 2022 and joins the top six ranked schools of agriculture in the world;

4. Build on our comparative advantage as a Small Specialist Institution that can collaborate with complementary organisations in Scotland and beyond to develop excellent student-centred teaching and learning, informed by world class research and industry need across the spectrum of tertiary education;

5. Advance the use of our knowledge of data intensive agriculture to deliver profitable sustainable farming and support prosperous rural communities;

6. Drive and maximise commercial opportunities, promoting an entrepreneurial culture throughout SRUC which is outward facing and strongly connected to industry and creating economic growth;

7. Bring an international focus to all we do.

Over the next 12 months SRUC will integrate its teaching and research activities within a regional faculty model with close linkage to commercial and consultancy services. In doing so we will:

- Develop clear and compelling learner journeys, working with partners in the college and university sector to ensure that we train a future generation to work in the rural sector. Our model is committed to provision over the FE to HE spectrum providing aspirational targets for all learners whilst offering multiple points of entry and exit with a strong commitment to support of the student over their whole professional career.

- Become increasingly strategic in our interaction with the schools sector to inform students of the variety and high quality of jobs within the rural sector and to provide clear paths for students from the most deprived backgrounds to enter this vibrant job market.

- Ensure that our teaching, research, and consultancy activities help address global challenges on an international scale, whilst also ensuring that the land-based sector in Scotland benefits from and helps shape the opportunities in the developing industrial sector deals.

This Outcome Agreement includes input from across the Divisions of SRUC in line with a project plan which includes consultation and review with staff, SRUCSA (the Students’
Association) and the recognised Trade Unions through established SRUC committee structures.

A Deans group will be formed as part of the restructure and will regularly review progress and plan action as appropriate in relation to the Outcome Agreement (and Scottish Government) priorities and the associated challenging targets.

1.2 Strategy

The changes facing the rural sector here in Scotland and the UK are now greater than ever - not least as a result of Brexit - while the complexity of feeding the world’s exploding population demands truly game changing action.

SRUC is in a unique position to respond and, to ensure we can do so, we have embarked on a bold and ambitious journey. It involves building on our history of adapting to continuous change so that our contribution to sustainable, innovative and competitive rural economies remains relevant and high impact. The new SRUC Academic strategy combines our teaching and research activities in a single structure and aims to build strong regional hubs in the north, south and centre of Scotland. We will reshape and refine the traditional university model to become a 21st Century ‘innovation factory’ serving the rural sector. In this era of rapid technological change, we will not only prepare learners for their first job, as a rural university we will work with them as partners. We will help them develop skills that benefit them throughout their life and support them in lifelong professional development. We will offer our students a lifetime guarantee that, even as demands change, they and the sectors in which they work can succeed.

1.2.1 Vision

SRUC’s overarching vision is:
To be a unique, market-led and mission diverse 21st Century agri-rural university, that is recognised for its global and local impact on food and environmental security through world-class research, education, training and consulting.

1.2.2 Mission

SRUC’s mission is:
To meet the needs of and shape the future of a dynamic, innovative and competitive rural sector in Scotland and to solve the biggest global agri-food challenges.

1.2.3 Equality and Diversity

SRUC is committed to valuing diversity and promoting equality and human rights. This is based on a human rights based approach which is underpinned by a belief that all should be treated equally regardless of age, race, gender, gender identity, socioeconomic status, sexuality, marital status, religious or political belief, nationality or any other status. This increased emphasis and cultural change is ongoing and SRUC will continue to progress this approach in all areas of work which are underpinned by the SRUC values

Respect
Innovate
Support
Excel
The Equality Act 2010 Public Sector Equality Duty requires SRUC, in the exercise of the functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation, and other prohibited conduct;
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- Foster good relations between people who share a protected characteristic and those who do not.

In meeting the requirements of the Scottish Specific Duties SRUC has developed the following Equality Outcomes for 2017-2021 with an accompanying action plan:

**Equality Outcome 1**
Equality and diversity is firmly embedded in our management, leadership and governance structures and practice, ensuring equality of opportunity of employees, learners and stakeholders in recruitment, retention and progression.

**Equality Outcome 2**
SRUC embraces a culture which is underpinned by dignity and respect, values all employees, learners and stakeholders resulting in parity of experience in an inclusive learning and working environment.

**Equality Outcome 3**
Employees and students from all backgrounds are encouraged to achieve high levels of success and attainment.

The key remit of the SRUC Equality, Human Rights and Inclusion (EHRI) Committee is to foster an inclusive working and learning environment in which all employees and learners can fulfil their full potential. The aim of the Committee is to:

- Determine strategic direction and priorities;
- Agree the Equality and Diversity action plans to deliver the legislative requirements;
- Monitor and evaluate the action plan progress made by each Division;
- Oversee to ensure SRUC’s compliance with equality, diversity and human rights legislation;
- Horizon scan from a broad range of relevant information for emerging issues and trends to develop SRUC’s future capability; and
- Provide quarterly Equality and Diversity progress reports to the Executive Leadership Team and the SRUC Board.

This will enable SRUC to meet legal duties and responsibilities in relation to equality, diversity and human rights and to strive to achieve best practice. The membership of the Committee comes from across the SRUC community including nominated representatives from each Division, SRUCSA, Trade Unions, student experience and human resources.

The organisation action plan to support achieving the equality outcomes will take us from 2017 to 2021. Some of the main activities to be undertaken include: the appointment of Equality Champions for each protected characteristic; Hate Incident reporting; supporting equality and diversity in education (marketing, curriculum development, curriculum delivery/learning and teaching activities); the Equality, Human Rights and Inclusion (EHRI) Committee, chaired by the Company Secretary, with representation from all
Divisions and sub committees operating within Human Resources and the Education Division; the updating of the equality, diversity and human rights intranet and SharePoint sites; and the inclusion of equality and diversity focused questions in employee and student surveys. In addition, all SRUC staff are required to undertake training in Equality and Diversity through an online module. A revised student induction was introduced from 2017/18 which shifted the emphasis from legislation to one which promotes mutual respect and tolerance. This work will be further developed with SRUCSA in the form of periodic campaigns to ensure a shared and clear message is delivered. Equality and inclusion activity has been demonstrated in a 4Ps poster at each campus, including sources of support on safeguarding (Protect), corporate parenting (Parenting), Prevent and hate crime (Prejudice).

**SRUC’s Gender Action Plan** was published in July 2017 and highlights the work SRUC will undertake to seek to achieve the Scottish Government’s benchmarks in the medium and longer term.

2017/18 is the final year of SRUC’s Equality Challenge Unit (ECU) project “Attracting diversity: equality in student recruitment in Scottish Colleges”. The final year of the project will focus on Veterinary Nursing, extending the original study to include the FE Veterinary Nursing courses which came to SRUC from NESCol and Edinburgh College in August 2016. ECU support will cease in June 2018 but the academic department, marketing and student recruitment, and student support teams remain committed to addressing gender imbalance; aspects of the project will continue with successful activities shared with other subject areas.

SRUC is actively addressing the requirements of the British Sign Language Act (2015) and will have its plan in place for October 2018.

SRUC mainstreaming report, equality outcome report, employment and Gender Pay Gap information are published as per the legal requirement and these are available on the [SRUC website](#). Our mainstreaming activities involve the Head of HR and the HR Business Partners supporting the Divisions’ equality outcomes work with employees and students, with equality and diversity as a regular agenda item for Board, Executive Leadership and Divisional Management Teams as well as the Student Support and Engagement Committee.

A new equality and human rights impact assessment system was developed and launched in early 2016. The Outcome Agreement has been impact assessed.

### 1.2.4 Principal Operations

A new SRUC Academic strategy that combines our teaching and research activities in a single structure and aims to build strong regional hubs in the north, south and centre of Scotland has recently been approved by the SRUC Board.

### 1.2.5 Knowledge Transfer and Exchange at SRUC

Knowledge transfer and exchange activities are fundamental to achieving SRUC’s mission – **committed to excellence in the advancement, communication and translation of knowledge throughout the rural sector.**
As a small specialist institution our KTE programme is focused on the rural and food sectors both locally and internationally. Our KE plays a major role in establishing the identity and value (i.e. impact) of SRUC outputs and outcomes from our research to key audience groups of policy makers, public, science and industry. We support our outward facing KE with a programme of internal KTE to ensure that staff in different roles (education / research / consultancy) across the organisation appreciate the value and maximise the exploitation of the broad range of facilities and expertise available across our multi-campus locations. Further specific internal KTE activities are also designed to promote an entrepreneurial and innovative approach, not only in our staff, but also in our student population, many of whom leave the college to go into rural based business enterprises or indeed set up enterprises in their own right. This fully accords with our revised SRUC strategy. For example during 2017/18 we have had a major focus on improving our entrepreneurial and intrapreneurial culture, and held events for students to coincide with Global Entrepreneur Week in November 2017, facilitated by “Entrepreneurial Spark”. Further, we have also initiated a programme, again facilitated by Entrepreneurial Spark, to put 15 staff across the organisation through the “Entrepreneurial Catalyst” and appointed an Entrepreneurial Fellow to develop his business idea over the next year aided and mentored by staff at Entrepreneurial Spark.

1.3 SRUC Students’ Association (SRUCSA)

The Students’ Association continues to mature with its Executive actively reviewing how it might best represent, advocate for and engage with its members and SRUC. SRUC’s ongoing strategic direction dialogue and subsequent strategic change will present an opportunity to reflect on SRUCSA’s current model and its appropriateness. Such consideration would allow for adjustments to better align with any changes in structure to best represent the student body.

It is also timely to reflect on the Student Partnership Agreement (SPA) and SRUCSA will lead on revision of Part A. There is also a plan to create a SPA Management team composed of students and representatives from the Academic Leadership team, the Quality team and Senior Tutors. The team will be jointly chaired by the SRUCSA President and the Student Experience Manager and will report to the Student Support and Engagement Committee and the SRUCSA Executive. Projects normally run for two calendar years, allowing for appropriate consultation, review, and the approval of new project objectives in the autumn term.

In order to ensure representation of all students, SRUCSA will carry out appropriate activities to engage underrepresented groups. This includes the further development of liberation groups; such groups will focus on the rights of people who are often underrepresented and disadvantaged within education and society as a whole. Social media is being used to good effect to create online communities and the continued involvement in NUS liberation activity and in SRUC’s ECU project, the Gender Action Plan and work on mental wellbeing, will help to develop a more representative and inclusive students’ association and ensure the institution is accessible to all students.

SRUCSA is continuing to develop its student experience role though clubs, societies, sports and cross-campus trips and activities. The SRUCSA Executive team recognises the need to reach out to, and represent, students wherever and however they learn. A review and remodel of the SRUCSA website has been undertaken and a revised communication plan aims to effectively use online and offline methods of engagement. Work on electing, training and supporting Class Reps is a priority for
the coming year and SRUCSA is working with SRUC to engage all students in providing individual and representative collective feedback. Student voice events early in 2018 include a ‘speak week’. SRUCSA is also working with student support staff to raise awareness on how individual behaviours impact on others, developing the themes first introduced at student induction. SRUCSA sabbatical officers also participate in the annual teaching and student support services quality dialogues, providing input to the schedule of planned improvement and enhancement activities. SRUCSA continues to actively participate in external work and is an affiliated member of the National Union of Students (NUS). The NUS is recognised as the national voice for students and SRUCSA engages with the NUS to ensure that the interests of SRUC students can be represented on a national scale. SRUCSA officers and its support staff (the Learner Engagement Officers) are members of sparqs forums and working groups including the Academic Representation Co-ordinators group.

The sabbatical officers are involved in College decision making; the President is a member of the SRUC Board and both officers sit on the Academic Board and a variety of other key SRUC committees. The Campus officers chair student councils on each campus and report to a Student Liaison Committee, where a non-executive SRUC board member can be directly engaged for student input into strategic discussions. SRUC continues to refine its academic and student related policies and procedures and SRUCSA is involved in the review and approval processes.

SRUCSA has had the opportunity to read and comment on drafts of the Outcome Agreement both independently and through Committee membership.

For 2018/19 SRUCSA will continue to be funded by SRUC on its agreed model; SRUC directly pays the salaries, travel and subsistence costs of two sabbatical officers and provides accommodation, dedicated staff support and business services. In addition, a block grant is allocated to the Association and this was maintained at the same level for 2017/18. The block grant is managed by SRUCSA to cover operating expenses, a significant part of which relates to payroll costs of elected officers.
2. Widening Access

Priority 1 Widening access – learning that is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds.

In summary SRUC will:

- Commit to making learning accessible, providing opportunities for all and supporting all learners through their learner journey and to reach a successful conclusion. Recommendations within the SFC commissioned research ‘Mapping and Evaluating the use of Contextual Data in Undergraduate Admissions in Scotland’ will be considered for their relevance across SRUC’s application and selection processes.

- Embed a refreshed access and inclusion strategy which focuses on providing support and guidance to all learners, wherever and however taught, using technology where appropriate. This will be progressed in part through a revised Student Support Policy which sets out SRUC’s provision of learning, personal and wellbeing support services.

With a focus on Higher Education, SRUC continues to support and contribute to Widening Participation partnerships, funded all or in part by SHEP, in regional areas across Scotland.

As per previous years, these remain:

- **Lothian Equal Access Programme for Schools (LEAPS):** City of Edinburgh, Scottish Borders, West Lothian, East Lothian, Midlothian, Clackmannanshire, Falkirk and Stirling.
- **ASPIRENorth:** Northern Scotland
- **Lift Off:** Angus, Dundee and Fife.
- **Focus West:** West of Scotland

In addition, SRUC is involved in the Kickstart Edinburgh Programme in collaboration with Edinburgh Napier University, the University of Edinburgh and Queen Margaret University. The Kickstart programme delivers a summer school opportunity to school pupils from East Lothian, Midlothian, and West Lothian and selected schools from City of Edinburgh and Dumfries and Galloway.

SRUC interacts with Widening Participation officers / teams at other institutions and, going forward, seeks to increase and intensify engagement. This is challenging given our involvement in multiple schemes nationally, but we will seek to consolidate our efforts to greater effect overall as part of our commitment to widening participation. Both of these demonstrate SRUC’s support of the Scottish Government’s widening access priority.

Furthermore, we are in active discussions with local councils, including East Lothian and Fife about intensifying our activities within local schools during the period of this plan.

Working with these partnership organisations optimises the impact we can make with the resources we have. SRUC is also a member of SWAP – the Scottish Wider Access Programme – attending national and regional meetings and contributing where relevant to the portfolio of progression opportunities.

SRUC successfully collaborated on a joint regional event in Dumfries and Galloway, the “Planning for your future” programme, to raise the profile of the Crichton Campus and academic and vocational opportunities within the region. The first event (which, it is hoped, will be repeated in 2018) involved a residential programme on the Barony campus for S3
pupils with priority on care experienced pupils, those from the most deprived DG postcodes and those requiring additional support in deciding on their future pathway.

SRUC will aim to use a portion of its allocated University Innovation Fund to fund a Knowledge Exchange focused Community event at each of our campuses. These events aim to raise awareness of courses in those local communities, widening our reach to the community surrounding the campuses more generally rather than just focusing on the rural sector, and showcase the impact of SRUC research, teaching and services to the land-based sector.

In addition, SRUC will continue to identify education and skills needs in the Food and Drink sector, using our specialism to support the sector, particularly in relation to primary production.

SRUC’s relationships with its regional college partners create choice for the local population. The recruitment success of HND Business Management Ayrshire College students into the third year of the Rural Business Management degree at the Ayr campus demonstrates that SRUC offers attractive, alternative, land-based progression opportunities for those studying main-stream higher national courses. This approach is being further explored at other campuses with their neighbouring regional colleges.

As a national institution, we have relatively high levels of internal articulation. SRUC aims to offer 88% of applicants with HN qualifications entry with advanced standing, with the remaining 12% dominated by those whose HN is not directly relevant to their chosen area of study. The target is similar for both external and internal applicants.

SRUC’s specific HE aim in 2016/17 was to increase the proportion of MD40 (including MD20) from the 2014/15 level of 27.2% by 1% per year and in 2015/16 it increased to 28.8% with an estimated figure of 28.1% in 2016/17. This remains a positive outcome given the change in the make up of our student population in 2016/17, with the transfer out of provision to the University of the West of Scotland, and the transfer in of provision from North East Scotland College (NESC0l). With regard to MD20, in order to meet the CoWA target of 16% by 2021, SRUC has been more ambitious with its target than before, setting a target of 13% in 2018/19 with continual improvements year on year thereafter.

SRUC’s specific target for FE was to increase the proportion of Credits delivered to learners in the most deprived 10% postcode areas from the 2015/16 level of 5.87%. There was little change in 2016/17 but given the specialist rural nature of our course portfolio, at all levels, reaching inner-city urban students is a challenge to SRUC. We continue to try to reach such areas and SRUC’s collaboration with New College Lanarkshire (NCL) on NC Animal Care provision is an example of this. There is good progression from this collaborative delivery on to other SRUC courses.

SRUC seeks to enhance and enrich engagement with secondary schools in some of the more disadvantaged areas of Scotland to help pupils understand the range of career opportunities in rural Scotland, linking to Government priorities.

In the FE sector, SRUC remains committed to our unique structure of progression opportunities which allow students to progress through SCQF levels in their chosen subject area. As an FE/HE provider, SRUC delivers progression talks and workshops internally to promote access to Higher Education to our own student body. SRUC highlights progression routes and opportunities extensively in marketing materials and in 2017 SRUC received a silver award for its course postcards in the Scotland’s Colleges Marketing Awards.

Over the past year SRUC has continued to embed changes in the management of publically provided student funding, developing a more integrated approach with the student MIS and
seeking to ensure that students are aware of, and can access, all funds appropriately. Work will now be undertaken to assess the impact of such funding, together with SRUC Trust Fund support, on completion and success.

SRUC is fully engaged with Developing Scotland’s Young Workforce and has identified staff to engage with each of the DYW Regional Groups relevant to our campuses. Part-time secondments are in place to co-ordinate curriculum delivery and support to schools. In addition to schools delivery, activities aiming to raise awareness of SRUC have included a schools poster competition (on STEM), a photographic competition (Royal Highland Show) and a proposed pollination project with primary schools. Priority areas are being identified, in order to increase schools delivery from 2018/19 and taking into account wider Scottish Government priorities.

As a provider which encompasses both HE and FE, SRUC’s activity is designed to have impact at both levels. SRUC continues to have a diverse student body both in terms of our young:mature student ratio (60 - 65% for both HE SDUE under 21 and FE proportion of credits delivered to learners aged 16 - 19) and our male:female ratio (HE SDUE around 45% and FE around 55% of credits delivered to male learners). Both age and gender balance within SRUC’s FE provision have been positively impacted by the transferred in provision from NESCol and Edinburgh College. Student numbers on these courses are not insignificant and these students are typically young and female. SRUC continues to ensure that mature students and ethnic diversity are well represented in the imagery used in our publicity materials, whilst upholding our ethos of using real photographs of real students.

SRUC does have particular subject areas which are susceptible to gender imbalance. These are set out in the Gender Action Plan together with the action SRUC will undertake to work towards overall SFC targets and to address government priorities.

Historically, agriculture was a predominantly male dominated profession but the number of female agriculture students has steadily increased and the project will review agriculture recruitment initiatives to inform outcomes. It is interesting to note the 2017/18 gender balance for students studying at different levels and at different campuses. Overall 32.5% of full time FE (NC) agriculture students are female in 2017/18 (up from 21.3% in 2016/17), this varies across the three campuses involved from 10.5% (Barony campus) to 44.4% (Oatridge campus). However, when considering HNC registered agriculture students the average is 36.2% with a much smaller range. For HE agriculture students overall (HNC, HND and degree registered) 37.1% are female (up from 33.6% in 2016/17), but again there is variation across campuses (28.6 - 53.5% compared to 18.5 - 60% in 2016/17).

Another course area which has a significant gender imbalance (>75%) is Golf Course Management. The greenkeeping industry is predominately male and so it is challenging to encourage greater female participation. We would hope that the outcomes from the gender project relating to Veterinary Nursing may also inform this area, together with clear targets for gender across these programmes.

SRUC has continued to enhance the support offered to care experienced students and also those who are carers, combined with improved data gathering relating to these students. This will include identifying best practice both within SRUC and in consultation with other Scottish education institutions with the aim of improving performance. The SRUC care experienced and carer plan is publically available and updated annually. Its initial creation involved input from CELCIS. Future work includes refreshed awareness raising for Board members and senior managers, undertaking specific end of year evaluation with identified students, and working more closely with local authorities close to each campus to raise awareness of the support available. An annual review was introduced for 2016/17 onwards and a report presented to the Student Support and Engagement Committee. In 2016/17 10 students identified themselves as care experienced (5 FE, 5 HE). At the end of the year,
three HE students had successfully completed the year, one had deferred and one did not successfully complete. Of the FE students, three successfully completed while the other two withdrew. In 2017/18 five HE and 26 FE students declared a care experience background. The number declaring as carers has also increased to 34 FE and 19 HE students (compared to 6 FE and 20 HE in 2016/17). Their progress is being monitored and this includes attendance monitoring to enable early pick up of any issues. This area of student support work was commended in the institutional led review of student support services.

ELS funding received by SRUC is used to support a wide range of needs in our student population. Without this funding we would not be able to provide the level of support and assistive technology required. However, this funding is limited and was not increased with the transferred in provision at the Aberdeen and Oatridge campuses. This has proved particularly challenging at Aberdeen where there was previously little FE provision (around 15 FTEs per year). Our commitment to provide equal opportunities at all six campuses for all students has proved difficult to achieve but we have invested in new staff resources at the Aberdeen campus and seek to share expertise and equipment across campuses where possible. Work is in progress to make greater use of technology via Moodle and social media for information provision, and remote technology to enable direct support where appropriate. A comprehensive safeguarding programme is in place with a renewed policy, procedure, trained safeguarding teams at each campus and an out of hours safeguarding officer on campuses with SRUC student accommodation. Our ambitions include greater focus on supporting learners with protected characteristics and also improvement in our analysis of (and actions resulting from) successful completions and destinations by those with protected characteristics. More work is required here in order to clearly define baseline figures and to set targets. A Business Intelligence project is underway which aims to bring together data to create meaningful reports to support timely intervention. SRUC’s commitment to supporting mental health is now articulated in a Healthy Learning and Workplace Strategy. This was developed by a cross-SRUC team of staff and students and sets out how SRUC will support the physical and mental health of its community. Working with SRUCSA the Education Division has a partnership with SANE, providing access for students and staff to online support and out of hours telephone support. Shady, our Black Dog, is a symbol and voice for mental health awareness, sharing daily affirmations and relevant news and advice through a Twitter account. We believe SRUC is the first institution in the UK to have created a personality for our mental health work in order to support accessibility. Other activities include working with Thera-pets, providing mental health roadshows twice a year and reinforcing the message that its ‘ok not to be ok’ and that we should look after ourselves and look out for each other.
3. High Quality, Efficient and Effective Learning

Priority 2: 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 and successful long term careers, prioritising provision that meets known skills gaps in the economy.

In summary, SRUC will:

- Commit to increase the depth of engagement with Education Scotland, the Scottish Funding Council and the Quality Assurance Agency to develop a strategy suited to SRUC’s unique status in order to implement a new quality approach and the integration of new quality arrangements, OA evaluation and reporting;
- Aim to increase retention and the proportion of students, including protected characteristic (and MD10/20/40) groups, successfully completing their course;
- Following the Regional Skills Summits led by SRUC in December 2017 we will re-establish the National Strategy Group for Education and Training to progress both the emerging issues arising from these meetings but also to address other issues within the National Strategy;
- Continue to review the portfolio offer to ensure sustainable delivery and that provision is well aligned with industry demand whilst working with other providers to provide seamless progression opportunities and to help meet future needs for a successful and forward looking land-based sector;
- Maintain SRUC’s proportion of full-time, first year degree students returning to study in year 2;
- Aim to increase the overall SRUC satisfaction rate (77% in 2017) in the NSS over the period 2018/19 to 2020/21 in line with the HEFCE benchmark (84%);
- Internationalise the student experience, enhance and increase student mobility, particularly outward student mobility;
- Establish a baseline of current work placement with reference to the new Work Placement Standard for Colleges and from this we will express our ambitions for growth;

In addition, focus continues on SRUC’s ongoing commitment to STEM, articulation, employer engagement and working in partnership to develop Foundation pathways and technical and graduate apprenticeships.

3.1 Quality and Enhancement

SRUC will undergo Enhancement-led Institutional Review (ELIR) in Spring 2019. This process is underpinned by annual internal monitoring and Institutional Led Review (ILR) processes and our quality engagement with Education Scotland (ES) for FE delivery. SRUC has been developing refreshed policies, procedures and academic governance structures and the focus during 2018/19 will be on further embedding these. ILR has been expanded to include FE provision and the Engineering, Science and Technology subject area will be reviewed in November 2018. SRUC plans to introduce ILR for Research Postgraduate provision in August 2018. We will work with SRUCSA to continue to enhance student input to our quality monitoring processes.
Internal self evaluation and academic dialogue have been enhanced by the introduction of annual departmental review meetings with Senior Managers, which will contribute to the organisational self evaluation. The process has evolved to include students in the dialogue meetings.

There is a need to review the processes involving Education Scotland, QAA and internal review in order to reduce the burden on SRUC and to establish an appropriate and effective approach.

SRUC is building on its membership of LANDEX by engaging in networking opportunities, CPD and Peer Review.

3.2 Retention and Attainment

SRUC maintains a high degree of success in its FE learners with 71.4% of full time learners in 2015/16 achieving their qualification (compared to the Scottish national average of 65.5%). SRUC estimates a figure of 70.1% for 2016/17 against the SFC College target of 69%. In addition, 91.5% of our part time learners (courses above 10 hours) also achieved their desired targets (against a Scottish national average of 74.5%) and this is forecast to remain high at 85.7% in 2016/17. For students from MD10, in 2016/17 66.7% successfully achieved their qualification, a decrease of 15.5 percentage points from a spike in 2015/16 (but above the Scottish national average of 65%).

Key data relating to retention and attainment are discussed at the annual dialogue meetings. Departments are expected to review all programmes where attainment is below 65% and devise actions at programme level to effect improvements. This will be monitored by the Quality team.

The number of full-time first year students (whether HNC, HND or degree registered) returning to study in year two in 2017/18 is estimated at 83%. The definition and therefore the interpretation of the measure is complicated by the fact that SRUC has a high proportion of HNC registered first years and also a high level of students articulating directly into years two and three, both within SRUC and from other institutions. SRUC aims to increase this level as it continues its commitment to widening access and the overall learner journey in line with Scottish Government priorities. However, it should be acknowledged that students can leave at the end of year one with an industry sought after HN qualification, even if degree registered.

Analysis of student retention across all levels has been identified as an area for development within the SRUC business intelligence project. The intention is to generate management level reports which will contribute to the development of a set of risk indicators which can then be used to plan targeted early interventions for learners who may be at higher risk of withdrawing from their programme of study.

The proportion of FE students at SRUC successfully achieving a recognised qualification is good but SRUC aims to increase the rate for full time learners over the next three years to 72% in 2020/21, whilst maintaining the rate for part time learners at 85%. Overall there has been a continued reduction in the level of the non-recognised qualifications.

With regard to graduate destinations, measure 9b, SRUC and SFC have discussed the appropriateness of this measure, as it is currently defined. The sectors which SRUC’s vocational academic awards seek to serve are ones which require the work force, particularly in early career, to undertake a variety of responsibilities ranging from very hands-on to supervisory, managerial and leadership. This is particularly
the case for our graduates who return to family enterprises or enter the third sector. The current definition of professional within the DLHE is too narrow to appropriately and fairly represent the achievements of our graduates. For example, those graduating in agriculture and taking up a farm management role are not classified as being in a ‘professional’ employment destination.

3.3 National Land-Based Strategy

The provision of land-based education and training is delivered in part through the regional college structure and in part by SRUC as the National Provider. The National Strategy for Land-Based Education and Training commissioned by the Scottish Funding Council and led by SRUC was published on the SFC website in 2015 and can be accessed here.

As highlighted earlier, during 2017 SRUC has reviewed its future strategy and the implementation process is ongoing.

SRUC will re-establish the National Strategy Group as it is essential that we continue to work closely with partner colleges, employers and learners to ensure the needs of the land-based sector are met effectively. Skills Investment Plans are of limited use - there is no Skills Investment Plan for the land-based sector, instead this is embedded within Food and Drink, and the majority of regional skills investment plans make little mention of land-based activities.

3.4 Portfolio Offer and Activity levels for AY 2018/19

SRUC’s portfolio offer continues to be reviewed to ensure sustainable delivery that is well aligned with industry demand and the recommendations within the National Strategy. Table A shows the planned provision pathways for 2018/19. It is intended that SRUC will consolidate its HE provision, and limited growth will come from RUK and International students. New provision will include a BSc in Veterinary Nursing. This will replace the HND currently offered and SRUC hopes to recruit a higher number of students due to the remodelling of delivery. A refreshed portfolio of Agriculture and Rural Business Management provision will be introduced following ILR and revalidation of the subject area in February 2018. In addition a new joint programme is being introduced with the University of Edinburgh. A degree in Agricultural Science is due to start in 2018/19 with SRUC sharing delivery and providing 50% of funded places.
### Table A: Provision Pathways for AY 2018/19

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<th>Subject area</th>
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In addition, new joint provision with the University of Edinburgh - an undergraduate degree in Agricultural Science – is due to start in 2018/19.

* Broad-based Access to Land-based Studies/Rural Skills provision

** In partnership with the University of Edinburgh.

Note: There are also level 12 students at other locations.

B = Barony,  E = Elmwood,  O = Oatridge,  Ab = Aberdeen,  Ay = Ayr,  Ed = Edinburgh,  DL = distance learning,  Gl = Glasgow Botanics

The provisional allocation of credits across the SRUC campuses delivering FE provision in 2018/19 is shown in Table C. The allocation of credits across the campuses will continue to be refined further in line with the Academic Strategy. A similar exercise has been carried out with regard to the HE (FTEs) for 2018/19 (Table C). Academic Year 2017/18 is the final year of delivery of Outdoor Pursuits degree (year 4) at SRUC and represents the last of the delivery of sport/activities delivery beyond level 8 at SRUC.

SRUC has had some challenges in meeting HE recruitment targets – both regionally and by subject area. This clearly impacts on sustainability and will impact on the shape of provision going forward. In our new Academic Strategy we will implement a thorough review of provision seeking to identify areas for both future development and sun setting to help drive student recruitment and financial sustainability. We will seek to fully involve SFC in these discussions.
SRUC has invested in marketing and recruitment initiatives such as website improvement, utilising commercial UCAS market intelligence and the introduction of a customer enquiries record system to enhance our activity in this area. A developing area for both FE and HE is schools delivery and SRUC will grow this area of activity in a coherent way to meet regional needs.

SRUC will offer 11 undergraduate degree programmes (down from 15 in 2015); the necessary streamlining of our course provision is complemented by the introduction of new, market researched, courses and significantly revitalised provision in key areas to enhance our portfolio and meet advancing industry requirements. Investments in marketing are paying off – website hits have increased, brand recognition is improving, and we have confidence in our current promotional strategy, but uncertainty over campus longevity (and associated “bad news” stories in local press) does impact negatively on student recruitment particularly in impacted regions. Clarity over strategic direction should improve this in the future. While a significant proportion of our student body is mature, SRUC is also impacted by the reducing school leaver population, which decreases demand for both FE and HE courses and will be in decline until 2020.

**Table B: FE Credits and HE FTE targets for AY 2018/19**

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<tr>
<th></th>
<th>SRUC FE credits</th>
<th>SRUC HE activity (FTEs)</th>
<th>SRUC HE activity (FTEs)</th>
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<tr>
<td></td>
<td>Target 2018/19</td>
<td>Target 2018/19</td>
<td>Actual 2017/18</td>
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<tr>
<td>Aberdeen</td>
<td>3,250</td>
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<tr>
<td>Ayr</td>
<td>300</td>
<td>250</td>
<td>218</td>
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<td>Barony</td>
<td>4,700</td>
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<td>129</td>
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<td>Edinburgh</td>
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<td>500</td>
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<tr>
<td>Elmwood</td>
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<td>Glasgow</td>
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<tr>
<td>Oatridge</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

**Table C: HE Pattern of Provision (2017/18 actual at 1 December 2017)**

<table>
<thead>
<tr>
<th>Programme Area</th>
<th>Aberdeen FTEs</th>
<th>Ayr FTEs</th>
<th>Barony FTEs</th>
<th>Edinburgh FTEs</th>
<th>Elmwood FTEs</th>
<th>Glasgow FTEs</th>
<th>Oatridge FTEs</th>
<th>Total FTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>101.3</td>
<td>46.0</td>
<td>14.0</td>
<td>100.7</td>
<td></td>
<td></td>
<td></td>
<td>39.0</td>
</tr>
<tr>
<td>Horticulture / Garden Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29.0</td>
</tr>
<tr>
<td>Environment / Countryside / Conservation</td>
<td>68.8</td>
<td>43.5</td>
<td>91.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>33.0</td>
</tr>
<tr>
<td>Applied Science / Technology / Poultry</td>
<td>83.3</td>
<td></td>
<td>78.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>162.1</td>
</tr>
<tr>
<td>Animal Care / Vet Nursing</td>
<td>35.3</td>
<td>115.0</td>
<td>51.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>38.0</td>
</tr>
<tr>
<td>Greentreekeeping / Golf Management</td>
<td></td>
<td></td>
<td></td>
<td>62.1</td>
<td></td>
<td></td>
<td></td>
<td>62.1</td>
</tr>
<tr>
<td>Rural Business Management</td>
<td>45.5</td>
<td>43.0</td>
<td>73.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>162.0</td>
</tr>
<tr>
<td>Sport / Outdoor Pursuits / Hospitality</td>
<td>2.0</td>
<td></td>
<td>35.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>37.0</td>
</tr>
<tr>
<td>Other</td>
<td>1.3</td>
<td>1.0</td>
<td>6.6</td>
<td>0.7</td>
<td></td>
<td></td>
<td></td>
<td>9.6</td>
</tr>
<tr>
<td><strong>Total HE Provision</strong></td>
<td><strong>252.2</strong></td>
<td><strong>217.8</strong></td>
<td><strong>129.0</strong></td>
<td><strong>488.0</strong></td>
<td><strong>169.2</strong></td>
<td><strong>26.8</strong></td>
<td><strong>156.0</strong></td>
<td><strong>1439</strong></td>
</tr>
</tbody>
</table>
SRUC has a high proportion of HE entrants on STEM programmes. The commitment to STEM programmes remains high with a target of 76% SDUE (608 FTE) for HE STEM subjects in AY 2018/19, an increase from the 2015/16 level of 75%.

3.5 Developing Young Workforce

The land-based sector continues to be under-represented within Developing Young Workforce (DYW) fora however improvements have been, and continue to be, made. The formation of the Skills for Farming Partnership, which includes senior DYW Scottish Government representation, has helped raise the profile of the sector and the challenges it faces, and the roll-out of regional groups is anticipated to directly support the sector within regional DYW structures to the betterment of opportunity of young people going forward. Through these, SRUC will be better able to work in partnership on a regional basis with appropriate stakeholders.

Dialogues reviewing land-based education and skills, driven by the Scottish Government Agricultural Champions, have been wide-ranging and informative, and SRUC has been appropriately engaged within these discussions. The champion’s Report, due May 2018, will have influence on emerging and future provision. Early indications are that the sector is “not yet ready” for Foundation and Graduate level apprenticeship provision. More positively, a Technical Apprenticeship framework for the sector is under development for introduction in AY2018/19, which will facilitate articulation and progression opportunities within the workplace.

The implementation of a Schools Engagement Strategy and the appointment of Schools Co-ordinators give focus and will help facilitate the further development of appropriate regional and national partnerships which will help support the school curriculum (both STEM and vocational opportunity within senior school phase) and in the promotion and support for relevant career progression either directly into the workplace or through tertiary provision. Recognised good practice within SRUC schools activity is informing new provision.

Opportunities for both formal and informal work experience opportunities are supported within our provision and these are further enhanced by a broad range of other activities which are variously supported by employers, industry bodies and other stakeholders. These include, but are not limited to, employer presentations, site visits, career events, enterprise activities and business competitions – SRUC students were finalists in a number of national competitions including the Agriculture Student of the Year, Agriscot Business Skills, and Lantra Awards.

Having established a baseline of current Work Placement activity we now seek to grow and enhance this offer through engagement with, and support from, employers. As an example, collaborations with the National Farmers Union of Scotland (NFUS) and other partners seek to develop a mentoring support toolkit to assist employers in playing a more pro-active and fulfilling role in supporting student work experience, overcoming the reluctance of some in taking part.

Successful engagement with employers has seen our Modern Apprenticeship numbers stabilise and grow with further growth anticipated as new and varied delivery models gain support. For example, the shared apprenticeship model supported by Scottish Government and Skills Development Scotland, and the Land-based Pre-Apprenticeship Model which successfully articulates learners from school into the workplace. We anticipate further growth as these models are rolled out over broader geographies and vocational areas.
**Flexible Workforce Development Fund**
SRUC has been allocated an initial £100,000 under the Flexible Workforce Development Fund (FWDF) in AY2017/18 and we anticipate fully utilising this funding in support of eligible individuals within our vocational sectors.

**European Social Funds**
SRUC is in receipt of support within the SFC ESF “Developing Scotland’s Workforce” Project where funding is being utilised in support of 25 eligible candidates each academic year within provision focussed on higher level skills at SCQF 8 – 10. SRUC has not received allocation under the Youth Employment Initiative (YEI) Programme.

**Schools Engagement Strategy**
The schools engagement strategy has provided a blueprint at Regional and National level for schools activity within SRUC. This strategy and the focus by schools on Curriculum for Excellence, Developing the Young Workforce and the Regional Skills Assessments across Scotland encouraged SRUC to develop its schools provision in relation to the land-based industries. Over the period of the plan SRUC intends to increase schools involvement across a number of council areas including West Lothian, East Lothian, Fife and Aberdeenshire.

The organisation has utilised its geographic reach to develop and provide from each regional hub activity appropriate for that region. To assist with that task Schools Coordinators have been appointed in Dumfries and in Fife and further appointments are proposed in Aberdeenshire and West Lothian. These roles will support and encourage schools to utilise the excellent resources both in staff and curriculum available through SRUC.

There are some exciting developments in the form of partnerships with a wide number of local councils and other industry lead organisations. These industry groups such as the NFUS, Scottish Association of Young Farmers Clubs (SAYFC), Royal Highland Education Trust (RHET) and the Royal Northern Countryside Alliance (RNCA) have been extremely supportive to SRUC in developing programmes and speakers appropriate for the Curriculum for Excellence. RHET and the RNCA are partners in many primary and secondary school visits on various campuses and with various farms. SRUC and RHET have been involved in a teacher training initiative which is validated by the GTC. SRUC is presently developing its own primary school programme a “Playground Bio Diversity Challenge” through the UIF and hopes to launch this shortly.

A level SCQF 4 Animal Care opening learning programme is being reviewed and is presently used by 100 students of all ages. The Rural Skills programme at Level 4 and 5 is being developed and used across four of the campuses with different strands utilised as required. Developments are taking place with West Lothian and East Lothian to offer advanced courses in science and food production at level 6 and 7 for fifth and sixth year pupils. Higher Biology labs are taking place with Edinburgh, Aberdeenshire and Inverness schools and material developed by SRUC’s behavioural scientists is being adapted for Higher Biology.

**National Student Survey and Student Satisfaction and Engagement Survey**
SRUC participated in the NSS for the fifth time in 2016/17. The NSS results were based on 173 responses which is 61% of the eligible target audience and 12% of our total undergraduate population. The overall satisfaction rating improved by one percentage point to 77% but remains below the HEFCE calculated benchmark of 84% which SRUC aims to meet and exceed. It is noted that new areas were
introduced this year and while SRUC has done reasonably well in Learning Community (79% compared to the sector average of 77%), there are clear messages for programme teams in Learning Opportunities and the Student Voice. Overall there has been a degree of movement in Assessment and Feedback (to 63%) but SRUC students' experience remains well below the Scottish average of 69%. To further drive improvements in assessment and feedback the Student Partnership Agreement project has become a priority, led by the Academic Director and involving the SRUCSA Sabbatical Officers. A new Student Partnership Agreement project will run for the 2017 and 2018 calendar years and will consider the impact and role of class representatives. SRUC and SRUCSA wish to ensure that the class representatives feel prepared and empowered to raise issues and that staff work with them to find solutions and communicate outcomes.

Following NSS, action is focused at department level and features in Departmental Quality Enhancement Plans.

SRUC FE and HNC students took part in the first SFC Student Satisfaction and Engagement Survey (SSES). The response rate for each category was short of the 50% threshold, particularly for part-time and distance and flexible learners. SRUC’s overall satisfaction score was 80.1% compared with 83.5% for the sector overall and SRUC aims to achieve or exceed this sector score in 2018.

Improving participation will bring a more meaningful result and work will be undertaken in 2017/18 to improve students’ engagement with internal and external evaluation processes. This will form a Student Partnership Agreement project involving staff from the quality, learner engagement, student support, student recruitment and teaching teams, together with SRUCSA.

SRUC has committed to undertake more timely and focused evaluation of student feedback, both survey results and qualitative feedback. Initial results show that generally the issues raised are common across all levels of study. Improved participation rates would allow more detailed analysis by campus or subject area, for example, enabling more focused action and feedback. From 2017/18 academic departments and student support services will use the results to evidence progress and to identify priorities as part of the annual quality engagement process.

3.12 Internationalising the Student Experience

SRUC continues to be an attractive destination for European students and staff from both new and existing partner institutions within the Erasmus+ programme. Edinburgh remains the favoured destination but the benefits of the international dimension on campus have been well rehearsed and a challenge remains for us to encourage inbound mobility to all our campuses.

Outbound student mobility numbers remain low however we anticipate modest growth in these over time as we reap the advantages of the integration of teaching and research within the SRUC academic portfolio. Staff mobility opportunities have been encouraged to support and reinforce inter-institutional collaboration with respect to mobilities and in this respect we have hosted inbound representations from a number of institutions and have completed three new bilateral agreements.

We fully recognise the many opportunities afforded to SRUC and our students through internationalising the student experience and will seek, through emerging strategies, to gain greater cohesion and focus cross our functions to better position SRUC in an international and global context. This will be particularly important in light of Brexit.
3.13 **ESOL Activity**

ESOL provision is currently focused at the SRUC Elmwood campus with provision being offered to schools (Chatterbox Club), the local community and current students. Online training is provided through Moodle, to enable volunteers to gain the skills needed to provide additional support to existing community students. The ESOL Co-ordinator is an active member of a number of local and national groups concerned with adult literacy and ESOL provision. We aim to replicate this provision across the SRUC campuses in future if demand exists.

3.14 **National Gaelic Language Plan**

SRUC supports the National Gaelic Language Plan and will ensure the delivery of courses in the Gaelic language when sustainable levels of demand are identified. SRUC will continue to monitor interest from Gaelic speakers and to make appropriate arrangements for individuals with Gaelic language requirements.

3.15 **SCQF Credit Rating**

SRUC’s operating divisions offer a considerable and diverse portfolio of competence and knowledge based learning provision across the broad range of vocations, and levels, which we support. To date little of this material has benefitted from credit rating and levelling under the SCQF. To address this we have enhanced our competencies and capabilities in credit rating and we now seek to normalise credit rating as part of the process of developing learning materials, and to utilise the SCQF in promoting this learning internally and externally.
4. World-leading Research

Priority 3 World-leading research – world-leading universities, nationally and internationally connected with a global reputation for their research.

In summary, SRUC will:

- Aim to achieve 12% (11% in 2016/17) of all research income from the UK Research Councils by 2018/19;
- Continue to build on our top ranking in Research Power for Agriculture, Veterinary and Food Science in Research Excellence Framework (REF) 2014 by seeking to grow the excellence and impact of our research via mentoring, strategic investment in new posts, and stimulating and monitoring impact from an early stage in preparation for REF 2021;
- Increase Postgraduate Research enrolments by 100% over the period 2014 to 2020 and increase enrolments of Postgraduate Taught students by 35% over the same time period;
- Ensure we continue to build a research environment that provides for excellent and high quality research training and development;
- Develop the mechanisms to support research-led teaching in 2018/19 and beyond;
- Work towards achieving the Bronze standard for Athena Swan in 2019;
- Ensure that the principles of the Research Integrity Concordat are embedded as part of our Quality Assurance Integrated Management System;
- Collaborate fully with our Universities Scotland and SFC partners to engage and implement the principles of the Concordat on Open Research Data;
- In accordance with our revised strategy, collaborate strategically to promote interdisciplinary working in response to, and addressing, global challenges

4.1 The Context for our Research

The growing human population and global demand for food, produced more sustainably, are continuing key drivers for rural research, education and consulting for the foreseeable future. These are major challenges in their own right, but will need to be addressed in a world with a potentially dramatically changing climate, with diminishing natural resources, especially fossil fuels, and a shortage of water. A growing range of science, data and technology oriented solutions to these problems are emerging both from SRUC’s own research and elsewhere. These solutions need to be developed, combined and applied in a range of contexts to ensure their impact is maximised and any unintended consequences anticipated and dealt with. Addressing these critical and complex inter-related challenges needs world-class, integrated research, education, KE and consulting across a range of disciplines, including life sciences, economics and social sciences. **SRUC is uniquely equipped among Scottish HEIs to continue to make a leading contribution in these areas.** As such we will develop collaborative transdisciplinary research centres (TRCs) to be strategic, transdisciplinary, policy and need focussed, but research driven and have clear, definable endpoints with impact. TRCs will develop novel areas of cross institutional research between SRUC and other research providers which lead to vibrant new research clusters which:

- address Scottish, national, and international challenges;
- are outcome driven and sector and policy relevant;
- are time limited, competitive, and dynamic in their composition;
- ensure the impact and diversification of our research and diversify its funding.
4.2 SRUC Research Strategy

Our research strategy is to undertake excellent strategic and applied research on the global and local issues mentioned above, and to actively support the translation of research results into practice through excellent knowledge transfer and exchange.

We are proud of our heritage as one of the Scottish Government’s Main Research Providers (MRPs) for policy relevant rural research. The collective of six institutes previously referred to as MRPs is now called SEFARI (Scottish Environment, Food and Agriculture Research Institutes). As a result of this heritage, we help provide research outputs that inform the Scottish and UK Governments’ rural affairs and environment departments and the EU.

Our research ethos is strongly collaborative, and we have a long history of industrial, NGO and academic partnerships, locally and internationally. We have research collaborations in over 50 countries, including many EU countries, North and South America, Australasia, South East Asia, China, Sub-Saharan Africa, and particularly with Malawi. We are continuing to grow and strengthen our international research and impact via joint programmes with leading national and international research providers, and partnerships with international funding agencies, and have had success in achieving Global Challenges and Newton funding for a number of new projects (eg. Orphan Crops in sub-Saharan Africa; a digital Cassava genebank in Brazil, Nigeria and South East Asia; Sustainable Agricultural Intensification in Brazil and Moringa in Malawi). These projects have strong interdisciplinary approaches, linking the natural and social sciences.

4.3 Outcomes

SRUC delivers a research programme relevant to national and international rural priorities with emphasis on innovation, application and enterprise. We will seek an increasing proportion of research project funding from UKRI. Current (2016/17 figures) annual income includes £1.727m (increased from £1.3m in 2015/16) from RCUK and £1.065m (up from £748K in 2015/16) from Innovate UK. The amount SRUC received from RCUK in 2015/16 was 9% of all income or 16% excluding funding from Scottish Government, RESAS, as a MRP. For 2016/17 we achieved the proportion of RCUK funding of 17.7% (excluding RESAS) or 10.8% of all Research income. The target for RCUK income for 2018/19 is 12% of all research income. Targets are noted in the Annex. We intend to build on our success in 2016/17 to achieve further funding from GCRF and ODA. To that end we have substantially increased our activity and collaboration with international Partners (10 applications so far in 2017 with partners in Sub-Saharan Africa; India; South East Asia; Brazil and China).

As an HEI we are eager to grow our research quality and capability further, particularly in preparation for REF 2021 to follow on from our joint submission with the University of Edinburgh to the REF 2014 (Sub-panel A6: Agriculture, Veterinary and Food Science). We aim to build on our top ranking in Research Power for Agriculture, Veterinary and Food Science by seeking to grow the excellence and impact of our research via mentoring, strategic investment in new posts, and stimulating and monitoring impact from an early stage. Utilising REG funding we are in the process of recruiting new research posts to build critical mass in areas relevant to building a strong agricultural technology focus.

Our strategy is to make a difference in addressing the so called “Grand challenges” in Agri-food include solving global health problems, addressing climate change, improving primary productivity and achieving true sustainability, while at the same time improving living standards and quality of life, protecting the environment,
providing new economic opportunities, reducing waste, addressing safety concerns, providing consumer choice and improving secondary processing; promoting a vibrant rural economy. Key technologies could, if harnessed in a thoughtful connected way, help achieve the grand challenges. These are: plant and animal genomics and related technologies; human, animal and soil microbiota; digital technologies; new technologies for food processing; and transformation in the food value chain system. These require to be connected to social and cultural factors including healthy living and lifestyles, consumer preference and choice; increasing affluence as well as environmental sciences addressing sustainable intensification; achieving carbon neutrality; and tackling climate change.

In Scotland substantial public investment (£48 million) is also made by the Scottish Government in funding a portfolio of strategic rural affairs food and environmental science research making it one of the largest funders of agri-environmental research in the UK. Most of this research is carried out through the MRPs - SRUC, James Hutton Institute, Moredun Institute, the Rowett Institute (part of Aberdeen University) together with the Royal Botanic Gardens, Edinburgh. This research commission differs from universities in being both directed by government and long-term. These attributes are considered important by the Scottish Government to enable them to respond to the complex policy facing challenges they are required to address. Scottish Government funding of science at these organisations forms an important part of Scotland's science base, enhancing Scotland's reputation for excellence and relevance in rural, agricultural and environmental research.

Agricultural and veterinary research is also supported by the Scottish Funding Council through the Universities of Edinburgh and Glasgow and SRUC. These institutions are major stakeholders and contributors to agriculture related research and education. As part of our revised strategy, and in response to SFC priorities, we are fully engaged to facilitate deeper collaboration with these universities and institutions and others such as HEIs to facilitate a coherent approach to address the challenges outlined here.

The outturn for SRUC of postgraduate research students in 2016/17 was 98, an increase from 61 since AY 2011/12. It is our aim, in partnership with the Universities of Edinburgh and Glasgow and other universities, to increase enrolments by 100% over the period 2014 to 2020 and increase enrolments of Postgraduate Taught students by 35% over the same time period. Targets for Postgraduate Research students are noted in the Annex. Increasing student numbers is only one part of our postgraduate strategy. It is important that we also create and maintain a high quality research environment (as evidenced by our REF214 outcome). To this end our new strategy intends to focus on a faculty based model with further details still to be confirmed. Renewed investment will enable us to continue to grow our research critical mass, to support the excellence of our research and provide an excellent environment enabling us to expand further the numbers of postgraduate research students. We also undertake a planned programme of training and skills days in collaboration with the University of Edinburgh covering for example careers planning, skills for researchers (eg. data management); supporting learning and viva preparation. In addition we also hold a separate paper writing workshop, dealing with the skills of writing for publication and goal setting.

SAC was unique in the UK in combining research, education and consulting services, based on the US land grant university model. SRUC retains these elements, while further strengthening our range of education and training provision. While many HEIs aspire to research-led teaching, we believe that as a Small Specialist Institution (SSI) with an applied research focus, we will develop research-informed teaching
in both FE and HE. Mechanisms for this will continue to develop in AY 2018/19 and beyond and fits well to our faculty based model outlined above.

SRUC is fully committed to the principles of the Research Integrity Concordat. In order to ensure that these commitments are embedded into our research culture and actively acted upon at SRUC, we maintain an integrated management system where all our research processes and procedures are written down, regularly reviewed and periodically audited. As such we have Standard Operating Procedures (SOPs) in place for all aspects of the five commitments above. These are regularly internally audited and also subject to periodic independent external audit by the British Standards Institute (BSI) as part of our fully certified ISO9001/2015 approved Integrated Management System (certificate number BS 94274). During 2017 we increased our activity on ethical and integrity issues and formed an SRUC Ethics and Integrity Committee. The remit of this group is to advise SRUC, through its Academic Board, on the development, implementation and review of the institutional procedures and guidelines relating to ethical, legal and professional frameworks and standards, and integrity issues arising from teaching, research, consulting, KTE and other related institutional activities. The committee is proactive in relation to emerging issues of institutional, national or international significance. In addition, the committee has a role to help guide and promote good practice within SRUC as well as further develop our culture and underpin existing governance for the ethics and integrity in all our activities. We have had in place for many years a committee to oversee and approve all animal experiments at SRUC. We also have a clear process in place for dealing with allegations of research misconduct. These form part of our Quality Management procedures, as noted above.

In terms of Equality, Diversity and Human Rights, our policies recognise the value and contribution of every individual and seek to enable them to achieve their full potential and aspirations without suffering discrimination of any kind. Our policy helps meet our obligations within the Equality Act 2010 and through the Public Sector Equality Duty. SRUC has developed a Single Equality Scheme with the express aim of eliminating any form of discrimination, harassment or victimisation in relation to the identified protected characteristics, and promoting equality across the organisation and in our interactions with our clients and, students. However, we also have much to contribute and gain by fully participating with the wider HEI community and would wish to do so to better aid our positive promotion of equality and diversity values to all our staff. We are therefore working proactively to address the equality and diversity issues identified in REF 2014 and address these issues in REF 2021. We are in the process of preparing the institution for an application to achieve the Bronze award in Athena Swan in 2018/19, with the help and guidance of our HR function.

We are fully committed to the principles contained within the Concordat on Open Research Data from publically funded research and development. This is clearly an ongoing and developing process. We will seek to fully collaborate and fully engage with our partners in Universities Scotland to develop approaches that will enable us to fully address the principles of the concordat and consider solutions that would enable us, as a SSI, to fully develop practical mechanisms eg. data curation, at reasonable cost to fully enable our publically funded data to be available to those that wish to access it. We see particular advantages of promoting this, as in our sector the use of “big data” is seen as part of the necessary transformative process to facilitate the step changes required to address the global challenges fully recognised in our revised strategy for SRUC.
5. Effective Knowledge Exchange and Innovation

Priority 4 effective knowledge exchange and innovation including excellent collaboration between universities and industry

5.1 Strategic context

The application of innovation and promotion of enterprise in the rural and land-based industries is our core uniting objective across SRUC. Tackling the biggest agri-food challenges requires scientific excellence, harnessing complex data (see above regarding open research data) and new ways of working, together with engaging with both industry and public partners. These are key to gain relevant knowledge to drive new agricultural services, products and commercial applications. Innovation is vital for success and SRUC’s strategic focus is on delivering impact at the appropriate scale and maximising strategic collaboration opportunities with existing and new partners to increase capacity to tackle major challenges. For example we continue to support and promote transition towards a circular bio-economy, leading to more sustainable and economical use of natural resources.

SRUC undertakes research where marketable exploitations are likely, exploiting SRUC’s unique combination of attributes including an applied and translational research programme and associated farm systems research platforms fully engaged with the farming and food industries. SRUC research innovations are fully exploited through appropriate knowledge exchange and exploitation of IP (funded in part by the Universities Innovation Fund), as well as development of value added services through our consulting division. SRUC provides a comprehensive service of innovative consultancy in the agricultural and rural sector that has reputation, impact and reach in Scotland, UK and beyond.

An example is that SRUC’s research in dairy cattle genetics has led to the national adoption of new breeding goals for dairy cattle that improve the health, welfare and economic performance of livestock in the UK and beyond. The economic benefits of the College’s dairy genetic selection work have been independently evaluated to be at least £408 million. The project has received long-term support from the Scottish Government RESAS programmes well as through the AHDB. This work clearly contributes to Scottish Government strategic outcomes: Wealthier and Fairer: enabling Scottish dairy farms to reach their full economic potential and supporting farms in locations across Scotland. SRUC is uniquely positioned to provide this as SRUC’s Langhill dairy herd is a genetically unique herd that is a leading international resource for dairy cattle genetics and related research. The main genetic selection experiment is the world’s longest running dairy cattle breeding investigation which started in the 1970s. This work has resulted in SRUC being recognised with the award of a Queens Anniversary Prize for Further and Higher Education in 2017.

SRUC’s main objectives for enterprise and innovation are to:

- Implement a comprehensive, specific programme of externally focused KTE for the rural and land-based industries to multiple audiences (industry, policy, public) with emphasis on promoting innovation, enterprise and impact during 2018/19 in response to SFC, Scottish Government (RESAS), and other funding sources for KTE activities;
- To fully participate in contributing to the priorities for UIF ie. Promote entrepreneurial opportunities to students during their studies; provide entrepreneurial training opportunities to staff; encourage mobility of staff between business and universities; provide professional development for key
staff involved in KTE; continue to directly interact with the rural industries and look for ways to enhance that interaction; develop strategic relationships between SRUC, other universities and the rural and food producing sector. Fully participate in implementing enhanced template contract arrangements to engage with SMEs (SRUC is a member of the “Contracts” group and has a key role in endorsing the agreed revised templates). Fully participate with other HEIs to develop a framework for monitoring and evaluation of the success of the UIF approach. With other HEIs, and where appropriate for SRUC, promote societal and arts related activities. To provide business support and advice to rural businesses to trade effectively in Europe and globally. To participate in re-thinking the innovative support system in Scotland.

- Increase the proportion of UIF funding to the rural industries (especially SMEs) focused on KTE to encourage innovation, enterprise and impact to 25% of the SFC UIF grant during 2018/19;
- Continue to deliver KTE to policy audiences to facilitate the sustainability of the rural industries and the formulation of appropriate Scottish and UK government policy towards the rural and land based industries. Funding for these activities will be maintained at 10% of the SFC UIF;
- Prioritise engagement with the public through key events, in particular to a schools audience with a defined schools engagement KTE strategy, with the purpose of delivering a defined relevant programme of KTE from our R&D programme to facilitate (a) awareness of the rural industries and current issues (b) contribute to appropriate curriculum development in schools. Funding for these activities will be maintained at 10% of the SFC UIF;
- To promote opportunities for entrepreneurial training to our students and staff to engender culture change within the organisation (ie being more innovative and entrepreneurial). Our undergraduate courses supply business skills required for the rural industries. However, we also wish to target younger staff within SRUC. We will use a variety of approaches to further promote greater innovation and enterprise focused on the rural sector. This will include external training (Entrepreneurial Spark: Catalyst and Fellowship programmes for staff and a training day for students). We use our farm resources (that are run on a commercial basis) to demonstrate state of the art activities such as smart farming, selected application of external speakers from industry in courses and in a specific seminar programme for staff and students. Funding for these activities will comprise 9% of UIF funding from SFC;
- Support our research, education and consulting staff to delivering a comprehensive programme of KTE. We will target UIF funding with specific calls for KTE projects (a) that effectively transfer the results of R&D outputs to key audience groupings (industry, policy, public) (b) we will also provide ongoing training to maximise the impact of our KTE and to measure this by systematic evaluation (see below) (c) to provide support for KTE through appropriate communications, media, web based resources and support staff. The combined funding for such activities will be maintained at 30% of total UIF funding;
- Complete the Higher Education and Business Community Interaction Survey (HEBCI). The activities and targets above will be reflected in the metrics submitted, such that the total consulting activity to our many SME (farmer and land based industry clients) will be recorded, with the aim of providing direct consultancy to the farming and rural industries to a minimum of 11,000 clients across Scotland.
- To undertake a systematic sampled evaluation of selected KTE projects and activities, with the purpose of assessing effectiveness, impact and reach.
Such evaluation will be used to feedback in training days to those delivering KTE with the aim of achieving continuous improvement in KTE methodology and hence effectiveness and impact to key audience groupings (industry, public, policy).

- To fully collaborate with the HEI community in Scotland to (i) promote staff expertise and training in enterprise and innovation; (ii) fully engage with promoting common approaches to engage with the SME base in Scotland eg. common contracts; (iii) fully engage with relevant industry groupings (eg. Scotland Food and Drink) promote specific innovative ventures; (iv) fully participate in a refocus of the innovation support system in Scotland.

5.2 Overview

Knowledge transfer and exchange are the core, uniting competences central to achieving the SRUC mission: committed to excellence and impact in the advancement, communication and translation of knowledge throughout the rural sector. In addition, SRUC aims to contribute to many outcomes described in the Scottish Government’s National Performance Framework and SRUC’s Strategic Plan 2013-18.

In summary the key strategic actions for SRUC for 2018/19 include:

- Implementing the new SRUC strategy which has innovation for impact; integration; being industry facing; international and being inspiring as its key tenets. This is in response to the Scottish Government, SFC and other key stakeholder priorities for KTE; with a key emphasis on promoting innovation and enterprise for the rural industries;

- Using UIF in specifically commissioned projects utilising the outputs from research across SRUC involving staff located across its main functions of education, research and consulting. These projects will be overseen by the SRUC UIF Co-ordination Group, chaired by the newly appointed Director of Commercialisation and Innovation, to ensure that projects have clearly defined outcomes, link to one or more of the agreed UIF priorities to produce the best quality KTE and have defined impact on clearly specified end users eg. industry, policy, public;

- Helping, through the projects described above, to deliver on both Scottish Government objectives and SFC priorities. Where appropriate we will deliver appropriately funded projects and the UIF priorities in collaboration and cooperation with our colleagues in the other HEIs. We will also fully participate and engage with our colleagues in other HEIs to help achieve a co-ordinated approach to the UIF priorities. For example we will work openly and proactively through our representation on the Research and Commercialisation Directors Group of Universities Scotland and with the UIF manager (hosted by UWS);

- Co-ordinating activities, where appropriate, with the delivery of KTE activities from our Scottish Government RESAS Research Programme in line with their KTE strategy 2016-21 to ensure added value to both programmes;

- Continuing to fully engage with Interface, where we have been successful in increasing the number of innovation vouchers during 2016/17, especially in the area of Food and Drink. We will also fully engage with relevant Innovation Centres, particularly the Scottish Aquaculture Innovation Centre. For example we are partners in a major project with the farmed fish industry, Stirling and Glasgow Universities to investigate complex gill disease in salmon. On a more strategic note SRUC will fully engage in the recommendations of the Innovation Centre review, particularly in areas relevant to our mission and aims;

- Always ensuring any activities that we carry out are fully state-aid compliant;
• Continuing to sustain activity to respond to the Innovation forum action plan, and we take this into account when considering if such UIF projects will be funded;

• Responding to the evolving reporting and policy requirements for the SFC and RESAS and securing new funding opportunities in KTE;

• As noted previously we have many direct linkages with the rural industry across Scotland. It is one of our key objectives to support sustainable and sustained economic development of rural communities. In addition we also work at the urban/rural interface. Where appropriate, and depending on the nature of the activity, we will engage with City Deal partnerships and Community Planning Partnerships.

• As noted in the Research section above we are actively engaged in collaboration with other Universities and overseas partners to help address the “intractable” global challenges through ODA/RCUK funding. We will continue to build such partnerships and initiatives during 2018/19.

Appendix 2 details the approach adopted by SRUC to deliver the UIF priorities during 2018/19.

5.3 Key Changes in KTE Delivery and Management

This area will be reviewed and managed by our newly appointed Director of Commercialisation and Innovation. In 2018/19 a series of co-ordinated KTE activities and events will continue to be scheduled aimed at target audiences especially from industry, commerce, policy and the public (including Schools). The main drivers of change for the programme are: (i) the agreed UIF outcomes priorities (ii) Scottish Government and SFC policies and priorities; (iii) priorities from Universities Scotland 5 point Action Plan; (iii) the requirements of the new RESAS research programme (2016-2021); (iv) continuing Innovate UK opportunities (via the Agri-Tech Strategy), especially the Agri-Tech Innovation Centres, various key funders’ strategic plans eg. the UK Research Councils, which emphasise KTE to underpin innovation in UK industry; (v) the Global Challenges Research Fund and Newton Fund that strengthen not only research capability but innovation within the UK and in developing countries and (v) continued participation in the EU Horizon 2020 programme, despite “Brexit”, that continues to emphasise innovation and excellent KTE.

Delivery of the plan is presented in two main sections containing a) External and b) Internal audience KTE programmes.

This KTE platform funded from the UIF gains added value from the delivery and management of KTE associated with the RESAS research programme (2016-2021).

5.4 BIS / Innovate UK Agri-Tech Strategy

SRUC will support KTE activities associated with current and new projects won from UK Agri-Tech initiatives.

We have a growing portfolio of individual Agri-Tech projects funded from Innovate UK, and are partners in three of the four Agri-Tech Innovation Centres, established as limited companies: the Centre for Agri-Informatics and Metrics of Sustainability, (Agrimetrics Ltd), a centre for Precision Agriculture Innovation and Engineering (Agri-Epi Ltd) and the Centre for Innovation Excellence in Livestock (CIEL Ltd). These Innovation centres are in collaboration with key industry partners as well as University partners across the UK.
5.5 SRUC Co-ordination of Research, Knowledge Exchange and Innovation

SRUC combines project support and knowledge exchange services to foster innovation, business growth and institutional reputation. KE is co-ordinated across SRUC by the Director of Commercialisation and Innovation and the Academic Director supported by the KE Director. The SRUC Communications Team provides core communication and outreach competencies central to achieving the SRUC Mission. These offices’ strategic objectives and actions together with the role of the KE Director are designed to contribute to the aims of the refreshed SRUC Strategy as noted above.

5.6 Engagement with SMEs and Innovation Vouchers

As noted above in outline, engagement with SMEs is a priority for SRUC – SAC Consulting to approximately 18,000 farmer and rural SME industry clients generates approximately £20m of income per annum for SRUC and the majority of this work involves engagement with SMEs or small owner businesses. As such, SRUC has strong direct engagement with the rural and land-based industries from owner businesses, SMEs and larger industry. Given our focus we undertake less business outside of our target industries, most of which focuses on the secondary food and drink sector. We therefore actively engage with Interface to respond to all opportunities provided by them. This activity is increasing, particularly so in 2016/17, as noted in the Annex.

5.7 The Higher Education and Business Community Interaction Survey

As noted above, we complete annually the Higher Education and Business Community Interaction Survey (HEBCI), and will do so for AY 2018/19.
6. **High-performing Institutions**

**Priority 5** High-performing institutions – a coherent system of high-performing, sustainable institutions with modern, transparent and accountable governance arrangements.

SRUC aims to meet and exceed the provisions of the Scottish Code of Good HE Governance. Our Articles of Association will ensure compliance with the Higher Education Governance (Scotland) Act 2016.

The SRUC Board has a membership of 14, including executive and non-executive members of which five members are female. SRUC is committed to achieve a 50:50 ratio female: male by 2020 in line with the Scottish Government’s Partnership for Change, working towards removing barriers and encouraging applications from protected characteristic groups, especially women.

In late 2015, the SRUC Board agreed a proposal which resulted in the approval of the SRUC Academic Board having a direct reporting line to the Board and an increased membership to include Research Managers. This was both to strengthen the role of the Academic Board and to ensure that it became the forum for academic dialogue and strategy. Academic Governance was been further developed during 2016 with a renewed Academic Governance structure implemented from January 2017 and embedded from the 2017/18 academic year. The new Academic Governance structure streamlines the committee structure and integrates Education and Research to encourage and support closer working. SRUC has a staff engagement area on its intranet which includes a range of staff development modules, some of which are compulsory for all staff. These compulsory / compliance modules include health and safety, data protection, diversity, safeguarding and bribery. In addition there is a range of management development modules and an induction module for new staff.

SRUC has been a living wage employer since November 2014 and continues to recognise the positive impact that the payment of a living wage has on employees, their families, and the communities in which they live.

The current estate strategy is a short term holding position pending the publishing of the business strategy, from which the Estate Strategy will be agreed and published in 2018. In the meantime disposals of surplus assets have continued and we anticipate the first phase of the Craibstone development being acquired for development by 31/03/2018. The Auchincruive Gardens sale concluded in November 2017, and the remaining surplus elements of Auchincruive are currently on the market which we anticipate concluding by March 2019.

SRUC’s Education activity works with a wide range of commercial partners. These strong industry links are mutually beneficial to both partners and importantly allow our students to have access to the latest technologies, equipment and resources. An increasing number of our programmes are co-designed in partnership with relevant key stakeholders, both for the national and international market. Because of our national remit, SRUC, through a strong regional presence, will aim to support key land-based industry sectors along with rural communities across Scotland. We will continue to build strong regional partnerships which increase learning opportunities for those wishing to study programmes in the land-based sector. SRUC will work with the Scottish Government and the Agriculture Champions in supporting the development of an Agricultural Strategy to guide the long term sustainable future of Scottish farming. One key area of activity within this project is considering the future education and training needs within the agricultural sector.

SRUC continues to win research funding in collaboration with other academic partners to strengthen and broaden our interdisciplinary approach. Increasingly we are engaged with a mix of public and private institutions (eg. see reference to Agri-tech Strategy above) to deliver impact focused ‘trans-disciplinary’ research projects. Such collaborations enable
SRUC to share resources with collaborators for mutual benefit. In addition SRUC is continuing its collaboration with the University of Edinburgh, Global Academy in Agriculture and Food Security. We have four jointly taught undergraduate programmes planned in agriculture, two in the agricultural sciences and a further programme in rural economics. This builds on the current successful programmes of PGT and PGR education validated by the University and jointly resourced with it. SRUC also continues to build on existing, and develop new, collaborative ventures. For example, SRUC has applied for and won a number of Global Challenges Research Fund and Newton funded projects. This is helping us to achieve our renewed strategy of being more International, building on our existing partnership across the world, with a focus on Sub-Saharan Africa eg. Malawi where we are expanding our dairy and poultry genetics activities with key academic and aid organisations such as the Bill and Melinda Gates Foundation (BMGF). Closer to home we are progressing our ambition to partner with others in closer strategic alliances. Closer ties with Teagasc in Ireland is resulting in numerous joint PhD studentships and a number of joint initiatives are planned. We have also recently agreed with Moredun Research Institute to build on our long-standing relationship to form a strengthened strategic partnership. The focus of this exciting partnership will be livestock health, welfare, production and resilience in support of Scottish and global rural development, food security and food safety. We will therefore seek to maximise opportunities to share facilities and expertise and create critical mass in selected areas of research where we have recognised strength or the potential to create world-class presence and impact rapidly.

SRUC’s Carbon Management Plan (CMP) was published in March 2016, and identified performance and future actions to deliver the 40% carbon reduction by financial year 2019/20, based on 2014/15 as the reference year. The CMP was informed by the Infrastructure Strategy, which does not fully reflect the current business strategy. We are drafting a new Estate Strategy which we anticipate being available early in 2018 which will have a significant contribution to meeting our future targets. The baseline figure for 2014/15 remains at 9,668t CO2e with a 2016/17 figure of 7,331t CO2e and milestones resulting in an aspiration of 5,684t CO2e by 2020/21.

SRUC is committed to obtaining value for money in all of its transactions, and, in conducting its daily business, staff must always consider SRUC’s wider responsibilities in terms of its legal, moral, social, economic and environmental impact. Effective procurement will support the key institutional objectives across the important operational dimensions which are set out in SRUC’s Strategic Plan.

Procurement has a significant role to play in supporting SRUC’s Strategic Plan. The Procurement function utilises the Scottish Government’s Procurement Journey to plan and manage procurement activities. Driven by value for money, this will help SRUC achieve, amongst other benefits, delivery of a strategically focused infrastructure programme to improve quality of staff and student accommodation and facilities, and to facilitate regional delivery.

The aim is to promote the delivery of value for money through good procurement practice and optimal use of procurement collaboration opportunities. During 2016/17 and the first quarter of 2017/18, SRUC, in collaboration with the University of Edinburgh and APUC, led procurement activity which established two sector wide framework agreements for the provision of livestock feed. SRUC will continue to use its expertise to lead in procurement opportunities as they arise.

In addition, SRUC aims to embed sound ethical, social, sustainable and environmental policies within SRUC’s procurement function and to comply with relevant Scottish, UK and EC legislation in performance of the sustainable procurement duty. To demonstrate support and commitment, suppliers are now asked to acknowledge their compliance with the principles of SRUC’s Supply Chain Code of Conduct with respect to their organisation and their supply chain.
## APPENDIX 1: Targets for SAC Consulting Services

<table>
<thead>
<tr>
<th>SAC Consulting Targets</th>
<th>Targets for 2018/19</th>
</tr>
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<tbody>
<tr>
<td><strong>SAC Consulting Solutions</strong></td>
<td></td>
</tr>
<tr>
<td>• Prepare and agree with Scottish Government the 2018/19 Farm Advisory Service (FAS) business plan.</td>
<td>Meet FAS targets</td>
</tr>
<tr>
<td>• Deliver all of the agreed business plan targets for the FAS in 2018/19.</td>
<td></td>
</tr>
<tr>
<td>• Prepare and agree group financial targets for 2018/19.</td>
<td>Meet financial targets</td>
</tr>
<tr>
<td>• Deliver on budget Group contribution to SRUC.</td>
<td></td>
</tr>
<tr>
<td>• Maintain a high level of customer focus,</td>
<td>Meet customer targets</td>
</tr>
<tr>
<td>• Utilise the 2015/16 customer satisfaction survey to develop services (new and existing) that meet and exceed our customers’ expectations.</td>
<td></td>
</tr>
<tr>
<td>• Refresh and modernise the subscriber web portal.</td>
<td></td>
</tr>
<tr>
<td>• Embed use of our Customer Relationship Management (CRM) system.</td>
<td></td>
</tr>
<tr>
<td>• Improve efficiency of all management systems through the use of LEAN process analysis and the implementation of arising efficiency improvements.</td>
<td>Meet financial targets</td>
</tr>
<tr>
<td>• Implement new career pathing initiative.</td>
<td>Meet staff targets</td>
</tr>
<tr>
<td><strong>SAC Veterinary Services</strong></td>
<td></td>
</tr>
<tr>
<td>• Deliver a first class Disease Surveillance Programme for our stakeholders, including the Scottish Government.</td>
<td>Meet target</td>
</tr>
<tr>
<td>• Deliver on budget Group surplus by increasing income and improving efficiency.</td>
<td>Meet targets</td>
</tr>
<tr>
<td>• Maintain status as a top UK veterinary and analytical laboratory testing facility which provides customers with solutions based on practical and innovative laboratory based products and services.</td>
<td>Meet targets</td>
</tr>
<tr>
<td>• Improve efficiency of all management systems through the use of LEAN process analysis and the implementation of arising efficiency improvements.</td>
<td>Meet targets</td>
</tr>
<tr>
<td>• Maintain a high level of customer focus as measured by our customer satisfaction survey.</td>
<td>Meet targets</td>
</tr>
</tbody>
</table>
APPENDIX 2: Universities Innovation Fund: Approach adopted by SRUC to deliver the UIF priorities during 2018/19

Introduction

Knowledge exchange to promote innovation is the core, uniting competence required to help achieve the SRUC Mission – “committed to excellence and impact in the advancement, communication and translation of knowledge throughout the rural sector”. SRUC has a long established framework for KE delivery of innovation from its R&D programme (funded from a number of sources including Scottish Government, SFC and industry). For SFC funding this is documented in our Outcome Agreement for 2018/19. This paper outlines for 2018/19 how SRUC proposes to use UIF in support of national and individual outcomes. SRUC will continue to address and develop these national priorities as part of its UIF funding, within the context of its particular mission and focus. We undertake many activities collaboratively with other Scottish universities. This collaborative approach is co-ordinated through the Research and Commercialisation Directors Group (RCDG), which, in discussion with Scottish Funding Council has agreed the best mechanism to work at a sector level to deliver the national outcomes. SRUC, while having specialist expertise of relevance to the primary and secondary food producing industries (ie. the rural sector and food and drink), also has wide, extensive and long standing experience of interacting directly with industry to effect translation and uptake of research outputs and outcomes into practice. SRUC therefore will continue to share this experience with the wider HEI community, through deepening collaboration and through various collaborative initiatives through Universities Scotland and its relevant Committees, particularly RKEC, and especially through RCDG, the UIF manager to the nationally agreed UIF outcomes.

Priority Outcomes

The national outcomes for UIF were identified through a sector-wise workshop facilitated by SFC in October 2016. SRUC’s approaches to these outcomes are given below:

Outcome one (demand stimulation); Working with Scotland’s enterprise agencies, Scottish Government, business networks, Interface and others to increase the demand and quality of engagement from businesses and the public sector for university services.

SRUC specialises in the primary food and land-based sector and currently has over 16,000 SME (mostly farmer and grower) clients and a further 2,000 food industry related clients from a diversity of companies. We directly interact with these to translate and exchange the outputs of our R&D programme as specific KE initiatives that promote innovation to the farming and land-based industries organised as part of the UIF funding. To maximise impact we use a network of “trusted brokers”, staff who are well regarded by industry and are well known and trusted. It takes time to build this trust. In addition to “one to one” relationships we extensively use various KE mechanisms (“one to many” e.g. various targeted events / farmer days etc. to translate key KE messages from our research outputs directly to the rural industries. In addition, we are always open to learn from others on where other approaches have been effective, therefore through active participation in US RKEC and RCDG we will continue to fully participate with HEIs on defining best practice in this area.

Further support to industry is provided through a fully structured advisory programme (worth £12m per annum, partly funded from Scottish Government (for policy relevant initiatives) and though farmer subscriptions). UIF KE activities complement and reinforce such activities. We also fully interact with Interface. Most enquiries from Interface come from the Food and Drink sector, rather than primary producers. We have continued to increase our activity as evidenced by an increase in the number of completed innovation vouchers during 2016/17. This continues to increase in 2017/18 and we fully expect further growth during 2018/19. We will continue to fully participate with the wider HEI sector in collaboration to understand
how we can further promote demand for our services and participate in promoting the services of the wider university sector.

**Outcome two (simplification/commercialisation):** in partnership with the Enterprise Agencies (EAs) and Interface, Scottish HEIs as a sector will have demonstrably simplified access to the knowledge and expertise in Scottish Universities.

SRUC is an organisation that is designed to enable easy access to businesses (see outcome one above) who mainly wish to access innovative services and advice. However, we also work closely with the wider HEI sector to ensure easy access to knowledge and expertise, particularly at the research/innovation interface. Our model is to provide for the transfer and exchange of innovative paid for novel services (rather than mainly through protected IP) to the food and land-based sector. We are, however, open to deepen our collaboration with other HEIs to ensure the better transfer of new IP to new business start ups. We are actively working to deepen collaboration within Scotland with other research institutes and wider afield, including key HEIs, other research organisations and the Scottish and UK governments. Further, we have much experience of direct contact with industry to access our knowledge and expertise (mainly as noted above through the provision of services). We will continue to fully share our experience with all HEIs to contribute to mechanisms that will simplify access to knowledge and expertise in the Scottish Universities.

**Outcome three (simplification/greater innovation):** In partnership with the EAs and Interface, Scottish HEIs will, at a national level, have made strategic use of their sectoral knowledge to promote greater innovation in the economy.

SRUC actively promotes knowledge, innovation and enterprise to the primary food and land-based (ie. rural) sector (working with others (see below)).

We continue to work for more flexible interventions for innovation led growth that do not assume a one size fits all model, and encourages traction in high growth sectors such as Food and Drink, where R&D spend has been low but sector growth projections are high.

We will continue to work in collaboration with Queen Margaret and Abertay Universities to look at the alignment of resources focused on collaborative academic capacity building. We will further develop this partnership and engagement with the Food and Drink Industry via our joint work with the Food and Drink Industry Liaison Group. This will support ongoing inter-institutional initiatives in support of graduate start up and employability in the Food and Drink sector.

In SRUC researchers working with consultancy colleagues ensure that links and networks with industry are very close. Many our research projects are “applied-specific” in nature and are collaborative with industry or indeed deliver directly to industry. We encourage our younger staff to become members of local business groups, as it is from such experience that benefits accrue and help facilitate building of trust as well as effective mechanisms for promoting innovation and enterprise within our staff.

SRUC will continue to fully engage with RKEC/RCDG to continue to develop a national approach to enterprise and innovation, and for us to learn lessons that we can transfer to our staff. In 2017/18 we extended this to our students, through “Entrepreneur Week” activities and intend to further develop this during 2018/19 with further activities.

Further, SRUC is an active member of the contract group of RCDG and this made good progress to formulate simple agreed contract templates which are now ready for wider dissemination.
Outcome four (entrepreneurialism): Scottish HEIs as a sector will have made a significant and positive change in the way entrepreneurial opportunities are promoted and delivered to students, HEI staff and businesses.

At SRUC we deliver courses that are vocational and focused on supplying skills needs for the rural industries. They are applied in nature and feature units/modules that train and help prepare students to run a business. Many of our graduating students will have careers within a rural enterprise.

Beyond formal training we aim to promote an innovation culture in our students. We equip students with the skills and attitudes to be open to new ideas, to think of novel solutions, to adopt new technology i.e. be entrepreneurial; we do this by using our specialist farm resources to promote innovation and entrepreneurship. These research farms can be used to demonstrate state of the art activities and facilities eg. measurement of greenhouse gas emissions from farmed animals; “smart” monitoring equipment for optimising production; precision agriculture.

We also promote through UIF the use of external speakers from Scottish Universities and other organisations (eg. Scotland Food and Drink) as well as invitees from our well developed industry; links to specifically promote aspects of innovation and entrepreneurialism as part of the formal delivery of our undergraduate and taught postgraduate courses.

SRUC staff in addition specialise in research, consultancy or education activities with many operating across more than one area. Researchers working with consultancy colleagues ensure that links and networks with the rural industries are very close. Many research projects are collaborative with industry or indeed deliver directly to industry. However, within this already productive framework, we intend to continue to encourage development of further networks with industry (SRUC is already a member of local business groups), especially for our younger staff. In our experience, it is from such activities that added benefits accrue, not only for future collaborative research, but also from the development of trust, that facilitate and enable the effective uptake of innovation and innovative new approaches.

During 2017/18 we engaged with Entrepreneurial Spark, to provide training in their “Catalyst” programme to 15 staff, as well as appointing an Entrepreneurial Fellow to progress a business idea to the marketplace. We feel as an SSI that such an approach can make a real difference to our culture and intend to continue this approach during 2018/19. We will aim to achieve this in association with other HEIs (learning from their experience) and through active and full participation with RCDG. And with our strong direct linkages to industry (eg. through local business groups) we will continue to develop close networks with industry and will activity encourage mobility to industry from our staff, not only in the UK but internationally.

Outcome five (international): In partnership with Scottish Development International, Connected Scotland and others, Scottish HEIs will have pooled their knowledge and networks, and shared good practice to promote and engage Scotland internationally.

Having international impact is a cornerstone of our new strategy. SRUC is involved in a number of international funded initiatives (eg. the BMGF funded Centre for Tropical Livestock Genetics and Health (CTLGH) with other HEIs. SRUC has undertaken joint initiatives and collaboration with other HEIs across various sectors to promote more effective international engagement. Agri-food industries face substantial challenges to feed a world population of up to 10bn by 2030; not just scientific, but also cultural, economic and social. Solutions must be grounded in multidisciplinary, multifaceted approaches. We aim to work together with others in a smart, connected way to address these “grand” challenges. We will
deepen collaboration with key HEIs and with Government to develop and fully engage with a coherent programme of international agriculture and primary food production. As such we are interested in ensuring that we are involved with the development of best practice in these activities. We aim to grow our international programme of activity, in collaboration with others, to make a step change difference in international agriculture, with emphasis on improving sustainability, application of appropriate technology and reduction in food waste. To further foster good practice in this area SRUC will continue to fully collaborate with all other HEIs in Scotland through participation in the RCDG sector group to find ways to build international collaboration and to promote Scotland internationally more effectively.

**Outcome six (inclusive growth and social impact).** *Building on current and good practice Scottish HEIs will have scaled up their support of the Scottish Government’s ambitions for inclusive growth.*

Taking consideration of the Scottish Government’s policy framework for inclusive growth SRUC is well positioned to make a significant contribution in specific aspects of each of the three main pillars of this framework.

In regard to multi-dimensional social justice, we promote and contribute to equality of opportunity, participation and environmental sustainability. Specifically for opportunity and participation, our courses are designed to provide training opportunities from secondary (NC) through to tertiary, HNC/ HND, Degree and PhD in land-based and rural disciplines, all of which are vocationally oriented, preparing students for diverse careers in all aspects of the rural sector. All courses have well designed articulation, allowing entry and transfer at all points. We have embedded flexibility for entrance of students from a diverse range of backgrounds and outlooks. The purpose of these mechanisms is to allow students to progress (ie. perform as well as they are able) as far they wish. This is coupled with a support system to provide advice and tutoring at each stage of their student career. Use of UIF in particular with students (tailored by course) is to provide opportunity to engage with practitioners to encourage innovation and entrepreneurship (as noted above). Further, promoting environmental sustainability within the rural sector is at the core of what we do, with a portfolio of relevant research, translated (with the aid of funding from UIF) for our education courses (at various levels), and for specific KE events with key end users, especially our diverse industry clients (as noted in outcome one above), providing direct consulting services for a range of appropriate rural end users.

In terms of tackling inequality, this is coupled with our philosophy of flexibility of progression to allow students to enter courses at a range of entry points, together with support to progress as noted above. In terms of the wider rural community, SRUC provides consulting services (see outcome one above) to the whole rural sector (accomplished by a number of regional offices across Scotland). The aim of these services is to provide equality of opportunity to all participants in the rural industries regardless of size / remoteness (ie. place) of the rural enterprise. We aim to reach and influence all types of rural enterprise promoting the outputs of our research through innovative changes in various farming practices that will benefit in terms of improved quality, profitability and competitiveness. Tackling inequality is linked to our approach to pro-growth and improving competitiveness. Our structure is such that research, education and consultancy services are all linked to provide an effective means to disseminate advances in innovation in the rural industries. SRUC is primarily a KE organisation whether that is to our education, research or consulting clients. Our primary aim is to encourage the effective diffusion of knowledge generated though our R&D programmes through well designed KE activities. As such we will utilise UIF to undertake KE training of our staff to ensure that they are up to date in the latest mechanisms to deliver innovation to the full range of our industry clients and learners.
Much of what we do is aimed at improving the competitiveness of the rural sector. Linked to outcome five, we also take an international perspective, in particular, through association with international networks and linkages encouraging the uptake of innovation that can be applied collaboratively to the benefit to rural industries and at home and abroad.

We recognise, however, that much can be done here by adopting effective collaborative approaches with other HEIs and will continue to develop deeper collaboration with HEIs in the area.

**Outcome 7 (equality and diversity).** *Building on current and good practice HEIs will have ensured positive promotion of equality and diversity in staff and all who are affected by the use of UIF.***

This is central to everything we do, whether in relation to activities associated with the UIF or any of our other activities. Our policies in SRUC recognise the value and contribution of every individual and seek to enable them to achieve their full potential and aspirations without suffering discrimination of any kind. Our policy helps meet our obligations within the Equality Act 2010 and through the Public Sector Equality Duty. SRUC has developed a Single Equality Scheme with the express aim of eliminating any form of discrimination, harassment or victimisation in relation to the identified Protected Characteristics, and promoting equality across the organisation and in our interactions with our clients and, students.

**Platform Grant**

As noted above SRUC uses UIF, guided by its objectives, to undertake a comprehensive programme of KE focused on rural industry across Scotland, promoting the uptake of innovative outputs from our R&D. In addition we also have a major commitment to the public audience, through school based KE and our participation in science festivals and key agricultural events such as the Royal Highland Show. SRUC would use the Platform Grant to partly support the administrative and managerial costs of producing an enhanced programme of KE. This includes a contribution to specialist activities such as communications, publications, web development and marketing services. It would also provide a contribution to senior staff time to actively participate, leading where appropriate, in cross university groupings such as RKEC and RCDG, together with interaction with Interface, Scotland Food and Drink, Innovation Centres, Scottish and Highlands and Islands Enterprise and other organisations. In addition, specific KE co-ordinators have been identified within the institution to ensure a cross institution approach across its Education, Consulting and Research Divisions. We also allocate resources to train staff in KE approaches as well as the systematic evaluation of KE to facilitate continuous improvement and to maximise impact.

The current SRUC cost of such necessary support (including initiatives to the public and for cultural engagement) is £500K. Current cost to support communications/marketing and senior staff is £450K. In future, assuming a platform grant of £250K, SRUC would be able to support such service activities for KE to around the same levels as now.
Annex A: SFC Outcome Agreement Targets for 2018-19 to 2020-21

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

| Scottish Government strategic priority: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of the CoWA and addressing gender balance |
|---|---|---|---|
| Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing |
| Scotland-domiciled HN entrants from college to UG programmes | 2015-16 baseline | 2018-19 Projection | 2019-20 Projection | 2020-21 Projection |
| Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing | - | 70 | 70 | 70 |
| Additional institutional measure: Scotland-domiciled HN entrants from college to UG programmes (including from within SRUC) | - | 88.6% | 88.6% | 88.6% |
| Additional institutional measure: Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing (including from within SRUC) | - | 88% | 88% | 88% |

| Measure 2: Deprivation - The proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes |
| 2a: Proportion of SDUEs from 20% most deprived postcodes | 11.9% | 13% | 14% | 15% |
| Additional CoWA target: proportion of full-time first degree SDUEs entrants from the 20% most deprived data zones ** | 8.3% | 8.5% | 9.3% | 10% |
| 2b: Proportion of SDUEs from 40% most deprived postcodes | 28.8% | 29% | 30% | 31% |

| Measure 3: SHEP Schools - The proportion of Scotland-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education) |
| Proportion of SDUE from SHEP Schools ** | 3% | 4% | 4.8% | 5.5% |

| Measure 4: Protected Characteristics - The proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers |
| Male Proportion | 47% | 44% | 44.5% | 45% |
| Female Proportion | 53% | 56% | 55.5% | 55% |
| Under 21 Proportion | 61.4% | 65% | 64.5% | 64% |
| 21 and over Proportion | 38.6% | 35% | 35.5% | 36% |
| Proportion – BME** | 1.9% | 1.9% | 2.0% | 2.1% |
| Proportion – Disability | 15.9% | 22% | 22% | 22% |
| Proportion - Care Experience** | 0.5% | 0.75% | 0.9% | 1.0% |

| Measure 5: Retention by Protected Characteristics - The proportion of full-time first year Scotland-domiciled entrants from different characteristic groups returning to study in year two |
| Proportion MD20 retained | 75% | 76% | 76.5% | 77% |
| Proportion MD20/40 retained | 79.8% | 80% | 81% | 82% |
| Proportion of Males retained | 80.3% | 81% | 81.3% | 82.5% |
| Proportion of Females retained | 85.5% | 85.6% | 85.7% | 85.8% |
| Proportion of Under 21s retained | 85.6% | 85.6% | 85.7% | 85.8% |
| Proportion of 21 and over retained | 77.7% | 78.0% | 78.2% | 78.5% |
| Proportion retained – BME** | 80% | 75% | 78% | 78% |
| Proportion retained – Disability | 76.7% | 77% | 77.5% | 78% |
| Proportion retained - Care Experience** | 100% | 75% | 80% | 83% |
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

<table>
<thead>
<tr>
<th>Measure 6: Retention</th>
<th>The proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion retained</td>
<td>83%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 7: Satisfaction</th>
<th>The difference (+/-) from the individual institution’s benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Satisfaction</td>
<td>76%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 8: STEM</th>
<th>The proportion of Scotland-domiciled undergraduate entrants to STEM courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of SDUE to STEM courses</td>
<td>75.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 9a: Graduate Destinations</th>
<th>The proportion of Scotland-domiciled graduates entering positive destinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of graduates in positive destinations</td>
<td>94.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 9b: Graduate Destinations</th>
<th>The proportion of Scotland-domiciled full-time first degree respondents entering professional occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of FT first degree respondents in professional occupations</td>
<td>Note 1</td>
</tr>
</tbody>
</table>

Scottish government priority: internationally competitive and impactful research

<table>
<thead>
<tr>
<th>Measure 10: The number of research postgraduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPG students</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 11: Total income from the UK Research Councils</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCUK income</td>
</tr>
<tr>
<td>1,109k</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 12: Total research income from all sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research income</td>
</tr>
<tr>
<td>16,298k</td>
</tr>
</tbody>
</table>

Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry

<table>
<thead>
<tr>
<th>Measure 13: IVs</th>
<th>The number of SFC innovation Vouchers (IVs), Follow-on IVs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation Vouchers (IVs)</td>
<td>4</td>
</tr>
<tr>
<td>Follow-on IVs</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 14: UIF</th>
<th>Individual HEI UIF progress measures and sector wide reporting</th>
</tr>
</thead>
</table>

Scottish Government priority: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance

<table>
<thead>
<tr>
<th>Measure 15: Carbon</th>
<th>Gross carbon footprint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tonnes CO2e</td>
<td>8,330</td>
</tr>
</tbody>
</table>

Note 1 - graduate destinations, professional occupations. This measure is not appropriate for SRUC as the results are misleading and misrepresent the true situation. This is mainly related to technical definitions in relation to ‘professional occupations’ in the land-based sector.
APPENDIX 4: Acronyms used in this document

APUC  Advanced Procurement for Universities and Colleges
BMGF  Bill and Melinda Gates Foundation
BSI   British Standards Institute
C02e  Carbon Dioxide equivalent
CELCIS Centre for Excellence for Looked After Children in Scotland
CoWA  Commission on Widening Access
DLHE  Destinations of Leavers from Higher Education Survey
DYW   Developing the Young Workforce
EAs   Enterprise Agencies
EHRI  Equality, Human Rights and Inclusion
ELIR  Enhancement-led Institutional Review
ELS   Extended Learning Support
ESOL  English for Speakers of Other Languages
GCRF  Global Challenges Research Fund
GTCE  Higher Education Funding Council for England
ILR   Institution-led Review
MIS   Management Information System
MRPs  Main Research Providers
NSS   National Student Survey
OA    Outcome Agreement
ODA   Official Development Assistance
REF   Research Excellence Framework
RESAS Rural and Environmental Science and Analytical Services
RUK   Rest of UK
SANE  a leading mental health charity
SCQF  Scottish Credit and Qualification Framework
SDUE  Scottish Domiciled Undergraduate Entrants
SEFARI Scottish Environment, Food and Agriculture Research Institutes
SHEP  Schools for Higher Education Programme
SME   small or medium enterprise
SPARQS  Student Partnerships in Quality Scotland
SSES  Student Satisfaction and Engagement Survey
SSI   Small Specialist Institution
STEM  Science, Technology, Engineering and Mathematics
SWAP  Scottish Wider Access Programme
UIF   University Innovation Fund
UKRI  UK Research and Innovation
UWS   University of the West of Scotland
Outcome Agreement between SRUC and the Scottish Funding Council for AY 2018-19

On behalf of SRUC:

Signed: [Signature]
Print name: Professor Wayne Powell
Position: Principal
Date: July 16th 2018

Signed: [Signature]
Print name: Sandy Cumming
Position: Chair
Date: July 16th 2018

On behalf of the Scottish Funding Council:

Signed: [Signature]
Print name: John Kemp
Position: Interim Chief Executive
Date: 22 June 2018