DELIVERING FOR SCOTLAND: UNIVERSITY OUTCOME AGREEMENTS 2012-13

November 2012

Universities Scotland

Foreword

Professor Pete Downes OBE
Convener
Universities Scotland

The Scottish university sector is committed to using public investment in a way which builds a prosperous, innovative and inclusive nation. We have welcomed the Scottish Government's commitment to invest in Scottish higher education at a level which ensures quality and competitiveness, and we are committed to demonstrating a return on that investment.

Academic year 2012-13 sees university funding restored to sustainable levels after a cut of over 10 per cent in Scottish Funding Council (SFC) teaching grant in 2011-12. It also sees an innovation, in the development of Outcome Agreements between institutions and the SFC setting out how universities will use renewed public investment to achieve public priorities.

This first year of Outcome Agreements is to some extent an experiment. The framework evolved as the SFC took discussions forward. The SFC and institutions have learnt a great deal, and there will be a much clearer framework for 2013-14 and beyond within which institutions can set stretching ambitions supported by targeted new investments by the SFC.

The first round of Outcome Agreements does, however, represent a significant achievement. Institutions responded to the challenge in different ways, reflecting the diversity of their missions but also diverse relationships with the SFC. Therefore, the many hundreds of pages of diverse content defy easy summary but they do paint a picture of a sector which is ambitiously delivering for Scotland, for instance through:

- A commitment to further measures to promote wide access to university by learners from challenged backgrounds, including wide commitment to contextual admissions which recognise a candidate's circumstances.
- A new focus and commitment to progress in ensuring that retention standards for learners from challenged backgrounds are as good as for their more privileged peers.
- A step change in how the university sector can engage with Scottish business.

We can only give a flavour of the extent of these commitments in this brief document. But, recognising the central importance of promoting equality of opportunity for able learners from all socio-economic backgrounds, my fellow Principals have joined me in making this commitment:

"I strongly believe in widening access to our universities. University should be equally open to any learner with the appropriate academic potential to benefit, regardless of their social or economic circumstances. It is of equal importance that those learners are properly supported to complete their studies successfully and fulfil their potential. Each university is able to point to its own distinctive and considerable achievements already made in these areas.

"I am committed to delivering progress in the next few years and, in so doing, contributing to an improvement in the university sector in Scotland's record on widening access and retention. Principals share the determination that universities should play the fullest role possible in the pursuit of these goals, working in partnership with schools, colleges and others. This is the spirit in which I will lead work within my institution to meet the outcomes on access and retention that have been agreed with the Scottish Funding Council."

We are proud to be delivering for Scotland.

Professor Pete Downes OBE
Convener
Universities Scotland

Background

Scotland's higher education institutions[1] (HEIs) make a direct and significant contribution to the Scottish Government's purpose of sustainable economic growth and have an impact across the National Performance Framework. The sector's contribution is central to Scotland's economy; to public policy; to enhancing public services and to cultural and civic life.

Outcome agreements between the SFC and individual HEIs have been introduced as a key process in delivering and demonstrating universities' impact from Scotland's public investment in the sector. In September 2011, following a Ministerial Letter of Guidance, the SFC developed its approach to outcome agreements. During the spring and summer of 2012 it then worked with all 19 HEIs to develop a first set of agreements.

The approach was to seek targets in the context of each institution's mission and strategy as set out by its governing body. Scotland's higher education sector is noted for its diversity. The nineteen institutions are distinct from each other, a feature of the sector long regarded as a strategic advantage and one that has been incorporated into the outcome agreement process. Whilst discussions allowed for exploration of the whole of institutions' missions, and the diversity of missions across the sector as a whole, in this first year there was a common, consistent focus on Ministerial priorities including:

- access for people from the widest possible range of backgrounds;
- efficiency of the learner journey and improved retention;
- improved university and industry collaboration and the exploitation of research;
- equality and diversity;
- the coherence of the pattern of provision, and;
- the entrepreneurial and employability skills of graduates.

[1] Scotland's higher education institutions are her 16 universities, the Glasgow School of Art, the Royal Conservatoire of Scotland and Scotland's Rural College.

In attempting to summarise 19 outcome agreements across as many as six different areas, this summary uses three overarching themes: opportunity, innovation and relevance, to explore the achievements and aspirations that institutions have set out. A number of selected actions and commitments from institutions' detailed agreements are provided as an annex to illustrate the breadth of contributions to Scotland's success. Whilst these exemplify the work of the sector, they do not describe the totality of the achievements and aspirations contained in the individual outcome agreements which are published on the SFC's website and extend to several hundred pages of evidenced contribution to Scotland's economic, cultural and societal wellbeing.

Opportunity

This section covers outcomes relating to widening access, retention, articulation and the learner journey.

Every one of Scotland's universities is committed to widening access to university so that all those who have the ability and potential to benefit from a higher education can do so, irrespective of their background or economic circumstances.

Where do Scotland's universities start from?

Collectively, the university student body in Scotland is already drawn from a wide range of backgrounds. Four in every ten students learning at university are mature, 15 per cent are drawn from the poorest neighbourhoods in Scotland and one in ten now enters university with advanced standing straight from college. Behind the sector-wide average data, some institutions can boast their success in recruiting over 45 per cent of their undergraduate students from disadvantaged backgrounds.

Turning to retention, Scotland's average rate of retention for young full-time undergraduate students is over 90 per cent which compares very favourably with other university sectors around the world.

How is the sector approaching the challenge to do more?

Scotland's diverse higher education sector means that institutions will have differing demographics between their student bodies that both drive and reflect each institution's unique mission. The outcome agreements have sought to capture this diversity whilst also describing progress at the national level. A range of metrics have therefore been used by institutions to measure progress and set targets including:

- recruitment patterns across Scotland using the Scottish Index of Multiple Deprivation (SIMD) with a focus on both the most deprived 20 per cent and most deprived 40 per cent;
- recruitment from schools with a history of low rates of progression to higher education;
- rates of recruitment of students who are the first in the family to go to university;
- rates of recruitment of care leavers and students from a looked after background (which is reliant on self-identification);

- the proportion of entrants from colleges. In many cases those that then enter a university course with advanced standing; and
- the gender balance across certain disciplines.

However, it is not enough to just widen access to university. Students must also receive the support needed to pursue their studies successfully and therefore realise their full potential. As efforts to widen access and improve retention are pursued in parallel to one another, it is important to recognise the inter-relationship between these two goals. Metrics for the retention and progression of students are therefore an important metric used alongside information on the arrangements for student support at each institution.

Whilst, overall, the agreements focussed primarily on the academic year 2012-13, the timing of discussions meant that they could have little impact on student recruitment for that year. In many cases institutions have therefore taken a longer term perspective, setting goals over a two or three year timescale, whilst including actions for the shorter term to achieve these goals.

What do the outcome agreements say?

Scottish universities have made significant individual commitments to aim to increase the number or proportion of entrants from currently under-represented or disadvantaged backgrounds. A majority of institutions have set out an aim to increase the number or proportion of entrants from deprived areas, as defined by the SIMD. In addition, many institutions have set ambitious goals to increase entrants from other under-represented groups, such as local applicants with no prior direct family experience of HE or applicants from schools with low rates of progression to HE.

Themes common to institutions' commitments and intended actions include:

- **A strong majority of institutions are either already using contextualised admissions or intend to introduce this as part of their admissions policy for the 2013-14 recruitment cycle.** Contextualised admissions is a process where universities set the academic achievements of applicants in context. It recognises that applicants to university have differing backgrounds and experience and that they do not all have an equal opportunity to demonstrate their potential and suitability for degree level study. Examples of factors include attendance at a secondary school with a relatively low rate of progression to HE or being the first in a family to attend university.

- **All institutions are committed to outreach activity with schools and colleges** and the outcome agreements describe how this work will be enhanced to further develop and build aspirations amongst Scottish school pupils, with a particular focus on schools where the rate of progression to HE-level study is low. The number of outreach programmes with which Scottish universities are engaged is wide and varied, including a number of regional initiatives under the SFC's Schools for Higher Education Programme (SHEP) and a wide range of institution and subject-specific programmes aimed at delivering enhanced outreach.

  Many institutions have made specific commitments including:
  - increasing the number of schools with which they are engaged in particular programmes;
  - expanding existing admissions pledges in relation to outreach and access programmes; and
  - developing new programmes to encourage pupils to aspire to career enhancing professional degrees, with mentoring, coaching and practical academic support.

- **All institutions are engaged closely with their local college partners** in ensuring that, where the curricular fit is appropriate, college students have the opportunity to progress with advanced standing from college to degree level study at an HEI through established articulation routes. The vast majority of HEIs are committed to growing the number and range of such articulation agreements including new agreements in the STEM subjects. The Outcome Agreements highlight the wide range of opportunities for advanced entry and articulation that are already in place across the sector and to express ambitious aims which should amount cumulatively to a significant increase in the number of college students entering degree level study at HEIs through true articulation or entry with advanced standing.

- **All institutions are committed to building on work across the sector in recent years aimed at improving undergraduate retention rates.** Recognising that students from particular backgrounds are at a significantly greater risk of non-continuation following the first year of study, many institutions have made specific commitments to improving the retention rates of students, for example, from deprived backgrounds, articulating students and mature male entrants.

- **Many institutions used their outcome agreements to describe their efforts to increase the availability of financial support targeted at entrants from non-traditional backgrounds, based on both financial need and merit.** The provision of financial support by institutions can have a significant impact on the ability of widening access students to commence and maintain degree level study. Institutions are looking to do more including: increasing the number and availability of merit-based bursaries and scholarships for students from low income backgrounds; increased use of investment income to provide new access and accommodation bursaries for Scottish-domiciled students; and enhanced scholarship support for SIMD20/40 students.

Innovation

This section covers outcomes that relate to collaboration between business and industry and increased exploitation of university research.

Scotland's universities are at the heart of the nation's innovation system. Drawing on a research base of significant scale and of international quality, universities offer research and consultancy services to organisations from local microbusinesses to multinationals. The ideas generated in Scotland's universities are also 'spun-out' to create some of the country's most dynamic, high-growth companies.

Where do Scotland's universities start from?

The sector's work with industry and in 'spinning out' its own commercial enterprises is measured annually through the SFC's knowledge transfer metrics and the UK Higher Education Business Community Interaction Survey (HEBCI). The most recent SFC knowledge exchange data shows that Scotland's universities worked with 23,000 organisations in the academic year 2010-11 to commercialise research and provide consultancy or high-level continuing professional development (CPD). Of these organisations, 9,000 were Scottish companies and 2,500 Scottish small-medium sized enterprises (SMEs) which broadly matches the enterprise agencies' estimation of the total population of Scottish SMEs that can benefit from university-based innovation. HESA data shows that in 2010-11 the Scottish HE sector also created 184 spin-out companies, primarily graduate start-ups.

How is the sector approaching the challenge to do more?

Each institution has its own infrastructure to support the development of relationships between the academic community on the one hand and business or the public/third sector on the other. The sector's collaboration in building research capacity through pooling has been mirrored by collaborative approaches to developing the infrastructure and processes to support successful knowledge exchange.

What do the outcome agreements say?

Key to knowledge exchange is the creation of strong relationships between the academic and business community and **the sector is working to simplify the pathways for business.**

Themes common to institutions' commitments and intended actions include:

- Institutions have used these agreements to express their support and active participation in the moves to develop sector-wide standards for contracts and the implementation of 'easy access' IP which involves making some of universities' intellectual property freely available.

- All institutions have indicated a willingness to engage with the SFC's work to develop a shared knowledge exchange resource for the sector, as detailed in the 2012 consultation on the proposed Scottish Knowledge Exchange Organisation.

- **The sector has also collaborated in developing novel, shared structures with industry** such as the Technology Strategy Board 'Catapult Centres' and the SFC Innovation Centres.

- Institutions are directly supporting commercial projects at Proof of Concept stage and are using 'seed corn' funding such as Innovation Vouchers to allow them to initiate collaborations with SMEs. Similarly, mechanisms such as Knowledge Transfer Partnerships offer a route to partnerships with Scottish businesses. Many institutions are looking to grow such activity, **working with more SMEs,** creating more jobs and delivering more innovative solutions to the challenges facing Scotland today.

Relevance

This section covers outcomes that relate to the entrepreneurial and employability skills of graduates and the coherence of patterns of provision.

Where do Scotland's universities start from?

Each year over 35,000 students graduate from Scotland's universities. Nine in ten move quickly into employment or further study[2] and the Scottish Employer Skills Survey repeatedly confirms employers' high satisfaction ratings with graduates with over eight out of every ten saying that graduates are well prepared for work.

How is the sector approaching the challenge to do more?

Considerable work is done by institutions to constantly reshape their portfolios of courses and the curriculum itself to ensure that every individual moves into the labour market equipped to succeed.

Scotland's distinct approach to enhancing the quality of the student learning experience has contributed to a strong focus on employability and entrepreneurship across all courses in every institution. The recent focus on graduates for the twenty-first century has led every institution to consider the attributes that their graduates should possess and how these might best be supported and delivered.

What do the outcome agreements say?

- The outcome agreements demonstrate that **the continuous change needed for relevance is taking place**, with institutions reshaping their portfolio of courses, their curricula and their approaches to teaching and learning to ensure that they are not only relevant to the current labour market but are also equipping students with the skills and flexibility to succeed in an uncertain future.

- Institutions' promotion and support for **enterprise and entrepreneurship** amongst its undergraduate population is also prominent in institutions' outcome agreements. This work is assisted nationally by the Scottish Institute for Enterprise (SIE) which helps not only to support students and graduates wanting to create their own businesses but also imbues graduates with a broader entrepreneurial spirit valued in the labour market ("intrapreneurship").

---

[2] HESA, DLHE survey, published July 2012

- **Ensuring the relevance of the curriculum** is at the core of institutions' strategies for teaching and learning. The work of Professional, Statutory or Regulatory Bodies across a range of courses, alongside the presence of employers on degree advisory boards, helps to ensure the relevance of the curriculum. The outcome agreements illustrate the volume and breadth of these links, including work with the public and third sectors and with alumni communities as part of a framework of activities for employability.

- Institutions' outcome agreements demonstrate how, alongside formal curricula, **Scotland's students are given diverse opportunities to attain and demonstrate the skills often cited as critical by employers**, eg. teamworking and communication. As the labour market drives a need for individuals to more clearly demonstrate their potential, the possession of these skills, and an ability to articulate clearly how they have been attained, positions graduates from Scottish institutions well.

- Universities also help to address **the skills needs of those in the workforce**. Institutions' outcome agreements provide a range of examples of continuing professional development provision to Scotland's key industries, public and third sectors for example the creation of academies for specific public professions.

- Working directly with employers and through specific projects such as those supported under the SFC's Learning to Work programmes, **institutions are ensuring increasing opportunities for students to take up a work placement within their course**. Many examples of placement programmes are cited in institutions' outcome agreements.

- The outcome agreements illustrate the work of the sector to ensure that **students in Scotland have the opportunity to study in subjects of particular strategic significance** such as science, technology, engineering and maths (STEM) and languages. The outcome agreements describe how institutions have not only recruited the additional 300 STEM student places allocated by the SFC for 2012-13 but, more broadly, are developing an interest in the study of STEM subjects within the school age population.

- Similarly, th**e sector is working to ensure a breadth of language provision in Scotland**. This is strategically important not only for the provision in its own right but for the opportunities for students to integrate languages into their studies, eg. business and languages, and for the broader benefits of studying within a diverse, internationalised university environment, both for cultural awareness skills and as a catalyst to ambition. Institutions have also put in place collaborative courses with foreign institutions and arrangements for students to participate in international exchange programmes.

Annex: examples of actions and commitments in the 2012-13 outcome agreements

To illustrate the breadth of institutions' contributions to Scotland's success a number of selected actions and commitments from the agreements are provided below. Whilst these exemplify the work of the sector, they do not describe the totality of the achievements and aspirations contained in the outcome agreements which are published on the SFC's website and extend to several hundred pages of evidenced contribution to Scotland.

Opportunity

Selected actions and commitments from university Outcome Agreements

(NB: These are a small selection from the wide range of commitments in OAs.)

Edinburgh Napier University	Review admissions policy and strengthen relationships with schools and colleges to support articulation without loss of time as a major entry route and to deliver more efficient provision (2+2, 1+3 etc) which meets learner needs. Increase SIMD20 participation from 11.1% to 12.6% and to support skills development in SIMD20/MD40 students through extension of the Confident Futures programme.
Glasgow Caledonian University	Refresh Admissions Policy and as part of this work develop a contextualised admissions framework that is underpinned by our widening access agenda. Over 20% of entrants from SIMD20 backgrounds.
Glasgow School of Art	Increase the number of articulation agreements with Colleges. Maintain retention rates of SIMD40 students above 90%.
Heriot-Watt University	Review of admissions policy. To increase SIMD20 student from 7-8% to 10% of Scottish intake.
The Open University in Scotland	The OU outreach strategy for widening access is based on proactive work with partners and the use of flexible, modular provision to facilitate routes into Higher Education for wider access students. An important feature of The OU in Scotland student population is the high number of students who are known to be on low incomes. In 2010/11 41% (by FTE) of our new undergraduate students lived in households where the total income was less than £16,500 and a further 14% were known to have an individual income of less than £22,000.
Robert Gordon University	Increase SIMD20 entrants from 5% to 9% by 2013/14. Increase retention of SIMD20 students by 5% by 2013/14.

Queen Margaret University Edinburgh	To widen policy of contextualised admissions beyond LEAPS and SHEP entrants by 2013. To increase the overall percentage of Scottish domiciled undergraduate SIMD20 entrants from 10.7% to 14.7% (entry 2013/14) as a proportion of total undergraduate entrants.
Royal Conservatoire of Scotland	Outreach to 4,000 children per year. Pre-HE bursary scheme for SIMD20/40 learners.
Scotland's Rural College	Progression pathways with constituent FE colleges to ensure progression with advanced standing to optimise the efficiency of the learner journey. Adult learners; life and work experience considered alongside academic qualifications.
University of Aberdeen	Co-ordinate activities with the schools in Aberdeen City and Aberdeenshire that have the lowest rates of progression to higher education. 5% increase in students entering from college with advanced standing.
University of Abertay Dundee	20% of Scottish undergraduate students to come from SIMD20. 15% of students entering with advanced standing from college.
University of Dundee	25% of students to be drawn from SIMD40. Evaluate effectiveness and return on current initiatives and develop new strategy for implementation in AY 13/14.
University of Edinburgh	50% increase in SIMD20 undergraduate entrants. To converge on HESA PI benchmarks on low social class and state school students by 2016.
University of St Andrews	Increase the intake numbers of SIMD20% undergraduate students by 45%. Increase provision for bursaries for AY2012-13 by £400k
University of Glasgow	Secure a significant increase in the continuation rate for SIMD20 students, rising to 94% over the next 5 years. Increase SIMD20 admissions to over 350 per annum by 2014-15, with a specific focus on professional degrees, including Medicine, Dentistry, Veterinary Medicine, Law, Initial Teacher Education, Accounting and Engineering.

University of Stirling	Enhance widening participation activities with the aim of recruiting 10% of new entrants from SIMD20 postcodes while maintaining a retention rate in excess of 92%. Maintain sector leading retention rates for all Scottish domiciled students at 93.5% or above.
University of Strathclyde	Engineering Academy to be established jointly with Glasgow and Clyde regional colleges. Increase college entrants by 30% over three years.
University of the Highlands and Islands	Increase the number of academic programmes available at each individual Academic Partner site including through networking and hosting of delivery across the UHI partnership. To increase proportion of male learners to sector average.
University of the West of Scotland	UWS will continue to have approximately 1,000 learners per year articulate with advanced standing from partner colleges and will increase the retention rate of articulating students to meet the university targets for all students. UWS will maintain and encourage the diversity of its student population as measured by a range of equality variables that include (but are not limited to) ethnicity, disability, socio-economic status etc. Currently around 24% of UWS students are from SIMD20 areas.

Innovation

Selected actions and commitments from Outcome Agreements

(NB: These are a small selection from the wide range of commitments in OAs.)

Edinburgh Napier University	Remove barriers of entry from business to access university through, among other measures, shared infrastructure (including the customer relationship management system already in place across nine university and college partners) and the adoption and promotion of "Easy Access IP". Support Scottish businesses and industry including small-medium size enterprises through targeted investment of the Knowledge Transfer Grant to increase volume and value of activity.
Glasgow Caledonian University	New Research and Knowledge Exchange Strategy. Co-creation of curriculum for CPD to deliver bespoke Business Academies for business, public and voluntary sectors.
Glasgow School of Art	Extend research and knowledge exchange partnerships with public policy, service and event providers such as NHS Health Boards, NHS24, Historic Scotland and Glasgow 2014 Commonwealth Games. Through Mackintosh Environmental Architecture Research Unit produce influential research on zero/low carbon building design.
Heriot-Watt University	Contribution to turnover of Scottish companies to increase from £3m to £5.5m. Jobs created in Scottish companies to increase from 200 to 450.
The Open University in Scotland	Increase KE income by circa 50%. Broaden cultural engagement strategy.
Queen Margaret University Edinburgh	Demonstrate improved entrepreneurial activity through the establishment of the QMU Business Innovation Zone and secured position as the first University in Scotland with a Business Gateway service on campus. 56% increase in SMEs provided with advice or support.

Robert Gordon University	Increase the total income from Knowledge Exchange activity by 2.5%. Revise intellectual property policy to accommodate the principles of Easy Access IP.
Royal Conservatoire of Scotland	50,000 people reached by public performances. Development of own record label.
Scotland's Rural College	Further develop and expand the programme of KE events across Scotland. 10,000 consultancy customers p.a. in rural and land-based sectors.
University of Aberdeen	10 new spin-outs by 2015. Aberdeen Institute for Energy established to better co-ordinate activity and further enhance close links with energy industries and other partners.
University of Abertay Dundee	Double the technologies available through UT.com. 10% increase in engagement with Scottish SMEs.
University of Dundee	10% growth in Innovation Portal with dedicated support for SMEs . Continue to significantly exceed the sector average for KE income and lead the 'Design in Action' knowledge exchange hub for the creative industries.
University of Edinburgh	70 new client relationships with Scottish SMEs in 2012-13. 200 public policy impacts p.a.
University of Glasgow	We will add at least 30 new technologies to our portfolio of Easy Access IP technologies by 2014-15. Grow our overall Knowledge Exchange activity by at least 7.5% per annum, reaching £48.8m by 2014-15.
University of St Andrews	Increase the number of engagements with SMEs by between 50 and 100% over the next 3 years. Establish a Centre on Policy Engagement in 2012-13 to develop stronger links in areas of public policy for both research and KE.
University of Stirling	Continue to make sustained and systematic investments in the university's pool of research talent through academic staff positions and postgraduate research scholarships. Review arrangements for knowledge exchange and commercialisation and enhance SME engagement through the University of Stirling Innovation Park.

University of Strathclyde	Double the value of consultancy and CPD over 5 years. Develop a new commercialisation and investment strategy with a view to creating more high-value spin-outs & other commercial activities which have the potential for significant growth, economic impact and commercial returns to the University, its partners and Scotland.
University of the Highlands and Islands	Increase knowledge exchange income by 15% over 3 years. Development of a new centre for recreation and tourism research.
University of the West of Scotland	UWS will develop and implement an SME Engagement Strategy identifying specific targets and outcomes, taking cognisance of opportunities for supporting experiential learning and student placement activity. The University will seek to sign strategic partnership agreements with key organisations with a view to identifying opportunities for collaborative research and KE. From AY 12/13 there will be a target of 10 new agreements per annum, including 3 new industry-based MOUs in AY 12/13. UWS will review its unique partnerships through memoranda of understanding with its NHS Board partners and will identify at least one formal development project with each Board (e.g. the £630k joint project with NHS Lanarkshire in Early Years and Leading Better Care).

Relevance

Selected actions and commitments from Outcome Agreements

(NB: These are a small selection from the wide range of commitments in OAs.)

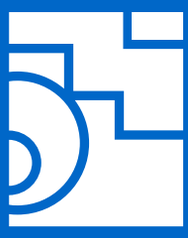
Edinburgh Napier University	Maintain graduate employability outcomes above the Higher Education Statistics Agency benchmark for the University. Support entrepreneurship skills and initiatives across the University and to encourage student entrepreneurship at individual and programme level through, among other actions, extending the work of the Centre for Entrepreneurship.
Glasgow Caledonian University	55% of undergraduate programmes offer work placement opportunities and over 40% of programmes are professionally accredited. Increasing articulation through enhanced collaborations with Colleges including a new strategic partnership with City of Glasgow College.
Glasgow School of Art	Undertake a strategic review of student enterprise, work related learning and professional practice in and beyond the curriculum. Implement the 2011-12 review of postgraduate taught degree portfolio and scope development of further joint interdisciplinary degrees.
Heriot-Watt University	Collaborative MSc programmes featuring student mobility with European partners outside the UK including: MSc Strategic Project Management with Politecnico di Milano (Italy) and University of Umea (Sweden) and an MSc Photonics – with Ghent University (Belgium), Free University of Brussels (Belgium), University of St Andrews (UK), and Royal Institute of Technology (Sweden). Building on excellence in applied language teaching and learning, with a portfolio including modern European languages and additionally postgraduate specialisms in Arabic and Chinese, exploration of opportunities for expanding provision and the range of languages on offer.
Royal Conservatoire of Scotland	Maintain the Conservatoire's provision, encompassing all aspects of the performing arts, which is unique in the UK. Implement a revision of all taught undergraduate and postgraduate provision by 2013-14.

The Open University in Scotland	Leadership of the Third Sector Internship Scheme in partnership with Queen Margaret University and dissemination the learning from the programme for the benefit of the HE sector in Scotland. Work with the rest of the HE sector through the QAA Scotland Work Based Learning (WBL) Forum to develop an understanding of the scope of WBL provision in Scotland and of the challenges for further development.
Queen Margaret University Edinburgh	Develop a system of planning and delivery of programmes in a regional context between education providers (both universities and colleges) across three priority areas: Hospitality & Tourism, Creative Industries and Health/ Social Care. Have in place a coherent university wide strategy for Employer Engagement, building on existing work with colleges, universities, employers and other relevant organisations to identify the skills requirements of the region.
Robert Gordon University	Continue to match or increase the high level of employability for graduates at all levels.
Scotland's Rural College	Lead the development and planning arrangements to deliver the national strategy for land-based education and training in Scotland. Develop a curriculum map of the newly merged institution (SRUC) to ensure relevance of the curriculum and maximise opportunities for student articulation and progression.
University of Aberdeen	Continue to develop the STAR (Students Taking Active Roles) Award to recognise those who have undertaken roles outside of their academic studies, in order to develop their transferable skills and competencies. Increased curriculum flexibility, to add further context to core subjects, and to provide opportunities to choose new cross-disciplinary courses focused on real world problems or sustained study in a language.
University of the Highlands and Islands	Strengthen links with regional secondary schools in relation to post-16 education. Develop clear planning "map" of curriculum provision vs demand at all levels.
University of Abertay Dundee	Undertake an analysis of provision, trends, and higher level skills shortage in the region. Create opportunities for every student on a vocationally related degree programme to participate in work-related experience. Recruit 30% of our Scottish students as full-time mature students from the local region.

University of Dundee	Discuss with key regional partners in the NHS and other institutions how nursing education provision might best be managed in the context of workforce requirements, academic sustainability, research excellence and student access. Expand the Enterprise Gym to 700 students, create a post of 'entrepreneur-in-residence' and launch a Graduate Enterprise Scheme to identify and support students with potential business propositions.
University of Edinburgh	Altogether 38 Professional, Statutory or Regulatory Bodies (PSRBs) accredit more than 140 of the university's degree programmes, providing an important mechanism for assuring the external comparability of the quality and standards of the degree programmes.
University of Glasgow	Work with a range of employers to develop a Graduate Attributes Framework that supports students in developing a broad range of subject specific and transferrable attributes that employers value. These Attributes have been mapped onto employer competency frameworks to ensure alignment with employer needs. Most degrees offer the ability to study a language as a credit bearing option. In addition the university's Open Studies courses include 15 different languages that many students may access in their own time.
University of St Andrews	Continue to promote opportunities for part-time study through an evening degree programme and through part-time day study. Foster student enterprise programmes in collaboration with the Scottish Institute for Enterprise.
University of Stirling	Ambitions to expand the education opportunities offered to meet exceptionally high demand from Scottish domiciled students. Particular ambitions to grow provision in subjects aligned to industries identified by the Scottish Government's Economic Strategy, including aquaculture, health and exercise science and modern languages. Aim to meet or exceed the proportion of leavers entering further training or employment from a baseline of 93% in 2011/12.
University of Strathclyde	Enhancing student employability through a focus on our four key graduate attributes (engaged, enquiring, enterprising, and ethically-aware) across the curriculum. A 'Vertically Integrated Projects' initiative enables students from all undergraduate years to work together in multi-disciplinary teams with postgraduate students, PhDs, doctoral researchers and academics on significant research or knowledge exchange programmes.

University of the West of Scotland	UWS will develop more flexible provision targeted at meeting workforce development needs (and also increase the uptake by part-time learners of such provision, relevant to the needs of the regional economy). UWS will introduce new modules (and re/develop language modules) that contribute toward developing our students as effective global citizens and embed those modules in our programme framework to ensure they are widely available.

Universities Scotland



November 2012
www.universities-scotland.ac.uk
Follow us on Twitter: @uni_scot