

Universities
Scotland



Higher Education's contribution to the National Performance Framework: internationalisation and human rights.

Universities Scotland's submission to
the Scottish Government 2020/21 budget

Scotland's universities make a direct and easily quantifiable contribution to:

Human Rights outcome

2/4 indicators

▲ 2 Improving

Economy outcome

6/10 indicators

▲ 2 Improving

↔ 2 Maintaining

↔ 2 Mixed performance

International outcome

3/6 indicators

▲ 2 Improving

↔ 1 Mixed performance

Culture outcome

2/4 indicators

▲ 1 Improving

↔ 1 Maintaining

Environment outcome

2/8 indicators

▲ 1 Improving

▼ 1 Worsening

Health outcome

3/9 indicators

▲ 1 Improving

↔ 1 TBC

▼ 1 Worsening

Fair Work and Business outcome

4/9 indicators

▲ 4 Improving

Education outcome

6/8 indicators

▲ 5 Improving

↔ 1 Maintaining

Children and Young People outcome

1/7 indicators

▲ Improving

29 of the 81 national indicators across 9 of the 11 national outcomes



Higher education's broad role in delivering for learners, the economy, society and internationally means that universities make a significant contribution to the outcomes in the Scottish Government's National Performance Framework (NPF).

Universities directly contribute to 28 of the indicators, across nine of the outcomes in the Framework, that we believe we can easily demonstrate using data.

Where possible we demonstrate this alignment using exactly the same metrics used in the National Performance Framework (NPF). Often it is not possible for us to use the same data set as the NPF metric is specific to another sector or the data set tracks at a macro-level and does not pinpoint the contribution of higher education. Where it's not possible for higher education to use the exact NPF data metric, we have provided complementary indicators to show the sector's contribution to the outcome, using robust data from the higher education sector.

We are proud to contribute to Scotland's many great strengths. We're ambitious to keep doing so and want to ensure that our contribution is maintaining or improving in all indicators where we have a role. We set out what we'd like to achieve as a sector in the short and medium-term on pages 8 and 9.

It is important that overall performance does not lead people to the wrong conclusions. Higher education's contribution rests on the financial sustainability of the sector. Continued performance cannot be assured as budgets continue to tighten. Audit Scotland's 2019 report has found that **Universities have suffered cuts totalling 12% in real terms over the last seven years to 2017/18.**

Looking ahead, we also set out how we want to drive that contribution forward, with sustainable investment, to help Scotland to adapt and succeed in changing times.

We want the Scottish Government's 2019 budget to commit to:

1. **A 2% real terms increase in universities' teaching and research grants.** This would reverse the recent pattern of decline in public funding, and lay the foundation for future growth, which universities would look to fund from both public and other sources. This publicly funded increase would cost £39.4 million¹ in 2020/21.
2. **An additional investment of £12.5 million in university estates.** This would take HE capital investment to £50 million² which is half the level of investment made in 2009.

¹ £39.4 million is our estimate of a 2% real terms increase on SFC resource budget as set for 2019/20 using GDP deflators at the time of writing.

² Not including financial transactions.

International & Human Rights



We are open, connected and make a positive contribution internationally



We respect, protect and fulfil human rights and live free from discrimination

Universities' contribution to the National Performance Framework over the last couple of years:

A positive experience for people coming to Scotland

▲ Performance Improving

- 90% of current international students are satisfied with their learning and support experience at university.

Scotland's reputation

↔ Performance Maintaining

- Scotland's international reputation for educational qualifications, using the Nation Brand Index,³ increased from 4.6 to 4.7 between 2016 to 2018. But the rank decreased from 15th to 19th – showing that all improvement is relative in a fiercely competitive global market for education.

▼ Performance Worsening

- The number of Scottish universities in the world's top 200 fell from five to four between 2017 and 2018.⁴

International networks

▲ Performance Improving

- 11.6% student mobility amongst undergraduates at Scotland's universities, with France, Spain and the US top destinations.⁵
- 77% of international students at UK universities say they are more likely to do business with the UK as a result of studying in the UK.
- 81% of international students at UK universities intend to build professional links with organisations in the UK.⁶
- Scotland's universities have 4,000 formal links with countries across the world including student and staff exchange and research projects.⁷

Quality of public services

▲ Performance Improving

- Student satisfaction with the overall quality of their course in a Scottish university stood at 84% in 2019, up 1 percentage point from 2018.⁸

Influence over local decisions

▲ Performance Improving

- 28% of HE academic staff are a member of the UCU union and 13% of non-academic staff HE are a member of UNISON.⁹
- Every university now invites the public to an annual meeting with their governing bodies following the sector-led development of a new Code of Good HE Governance.



Higher education's wider contribution to international and human rights

This section expands on a few areas not in the NPF and those not easily covered by metrics.

Universities are central to Scotland's place in the world. Our campuses host students from over 180 countries across the globe and we are delivering a Scottish higher education abroad for over 38,000 students through models of transnational education.

Playing our part in international partnerships

Our formal overseas partnerships with institutions, companies and governments, and the many thousands of alumni across the world, offer a foundation for mutually beneficial work in global markets. Our research and teaching is delivered in partnership with colleagues across the globe, tackling the UN sustainable development goals.

We are using the Global Challenges Research Fund to create transformative links. For instance, aligned with the Scottish Government's Malawi Development Programme, between 2016 and 2018 Scotland's universities established over 40 projects focused on agriculture, health, education and energy.

Rights, services and participation

In other sections of this document we set out how we contribute to our communities, to our culture, to the quality of public services and to public engagement with, and understanding of, our changing world.

All of these are at the core of our missions with each institution making a contribution shaped by its strengths.

³ Anholt-GfK Roper (2018) *Nation Brands IndexSM: 2018 Report for the Scottish Government* table 9.

⁴ Times Higher World Rankings (2019) relative to 2018.

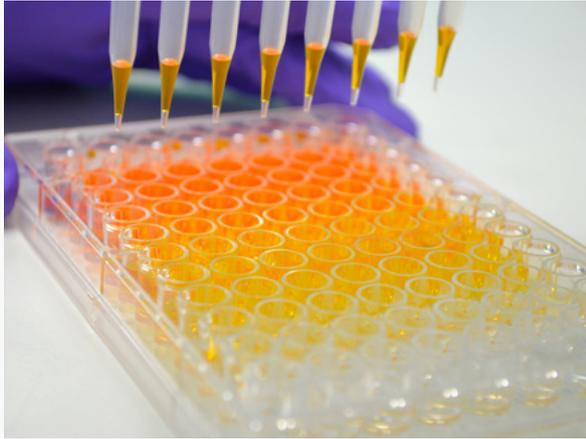
⁵ Universities UK International (2019) *International Facts and Figures*, fig 11. Using respondents to the DLHE.

⁶ UUK iGraduate Survey 2019.

⁷ Universities Scotland survey of members. (2018) Based on 17 responses.

⁸ Office for Students (2019) *National Student Satisfaction Survey*.

⁹ Figures supplied by University & Colleges Employers Association. Other staff unions are recognised by universities.



The University of Dundee is host to the Drug Discovery Unit (DDU) which is a centre of excellence in drug discovery. Expertise from the biopharmaceutical industry combined with a powerful academic environment has created a unique environment for industry-ready drug discovery research. The DDU, based in the University's School of Life Sciences, was established to help address the unmet medical needs for infectious diseases of low- and middle-income countries which kill millions of people every year and threaten almost half of the world's population – the half that can least afford it. For these diseases, there is a need for new, safe and efficacious medicines, not least to stay one step ahead of the rising tide of drug-resistance prevalent in diseases like tuberculosis (TB) and malaria. The DDU is also partnering with pharmaceutical companies around the world to develop innovative discovery science for conditions including inflammation, skin diseases, cancer and Alzheimer's disease.

The Roslin Institute, part of the University of Edinburgh, has established a Centre for Tropical Livestock Genetics and Health in an innovative joint venture with Scotland's Rural College (SRUC) and the International Livestock Research Institute (ILRI). With £10 million funding from the Bill & Melinda Gates Foundation, along with additional funding from DFID, BBSRC and JOA, the new Centre – with nodes in Edinburgh, Kenya and Ethiopia – is focused entirely on the genetic improvement of farmed livestock in developing countries.



Our work to achieve equality and respect for our communities of staff and students

Scotland's universities are actively working to address the inequalities that exist within our community of over 48,000 staff and 247,000 students and to make sure that our culture is one that is respectful and enabling.

Gender

Gender has been a key focus at both staff and student level in higher education. Universities have achieved gender balance at the most senior levels of university governance; in the appointments to the role of Chair and in the membership of their courts or governing bodies. This positive role modelling is important but universities are clear it needs to filter down through all levels of senior management, professorial appointments and crucially, senior management and professorial appointments.

Higher education wants to tackle the gender imbalances that persist at subject level. Universities each have a gender action plan with a bold ambition to ensure that by 2030 no subject studied at university has a gender imbalance exceeding 75% of one gender. There's also a broader goal to reverse what has been a gradual decline in the number of men studying at undergraduate level.

Inextricably linked to the sector's wider work on gender equality, universities have made delivery of the Equally Safe strategy a key priority since 2017 to signal there is no place for gender based violence (GBV) in higher education and to ensure a safe and respectful environment in which to learn and study. The roll out of the Equally Safe Toolkit across all universities began in 2018, with high levels of interest from universities in being early adopters. This was complemented by initiatives like the GBV support cards, delivered at the start of the 2018 academic year in partnership with the college sector and Emily Test, to ensure that all staff have to hand the basic information needed to support a student making a disclosure of gender based violence. Work to prevent and address GBV in higher education has high levels of senior management buy-in and one of the next developments in Scotland will be to revise the guidance on how to handle student misconduct where it may also constitute a criminal offence. The revision will acknowledge the role of trauma as experienced by victims and better reflect the gendered policy approach adopted throughout Scotland.

Race

Race is also a key focus for universities and the sector proactively led a review, in partnership with the National Union of Students, into the attainment of black, Asian and minority ethnic (BAME) students in 2019. Scotland's universities have welcomed the report's set of recommendations and will focus on implementation. In Scotland, BAME participation in higher education is broadly representative of the population as a whole. Retention and attainment rates for BAME students are more complex and require a more sophisticated interpretation with some ethnicities outperforming the average, whilst others do not.

Socio-economic deprivation

Though not a protected characteristic as such, the link between socio-economic deprivation and representation at university has, deservedly, had a lot of focus in Scotland. Scotland's universities have taken a series of steps to try to level the playing field for students as a result of inequality that impacts on lives and limits opportunities by the time people are even considering applying to university:

- Every university in Scotland with entry requirements set new minimum entry requirements for undergraduate degree programmes in 2019 which take effect for students applying in the 2019/20 admissions cycle. Care experienced applicants and applicants living in the 20% most deprived areas of Scotland are eligible to apply at the minimum entry requirements.
- Universities went one step further to support care experienced applicants. Any care experienced applicant meeting the minimum entry requirements will be guaranteed an offer. This commitment was welcomed by organisations representing care experienced students including Who Cares? Scotland, MCR Pathways, CELCIS and others.

Progressive and sector-wide policy measures such as these, coupled with universities own longstanding initiatives to widen access, are starting to have an impact and the data is shifting confidently towards the interim 2021 target that 16% of all entrants to first degrees should be from the most deprived 20% of neighbourhoods (known as SIMD20).

Looking ahead: the sector is ambitious to do more

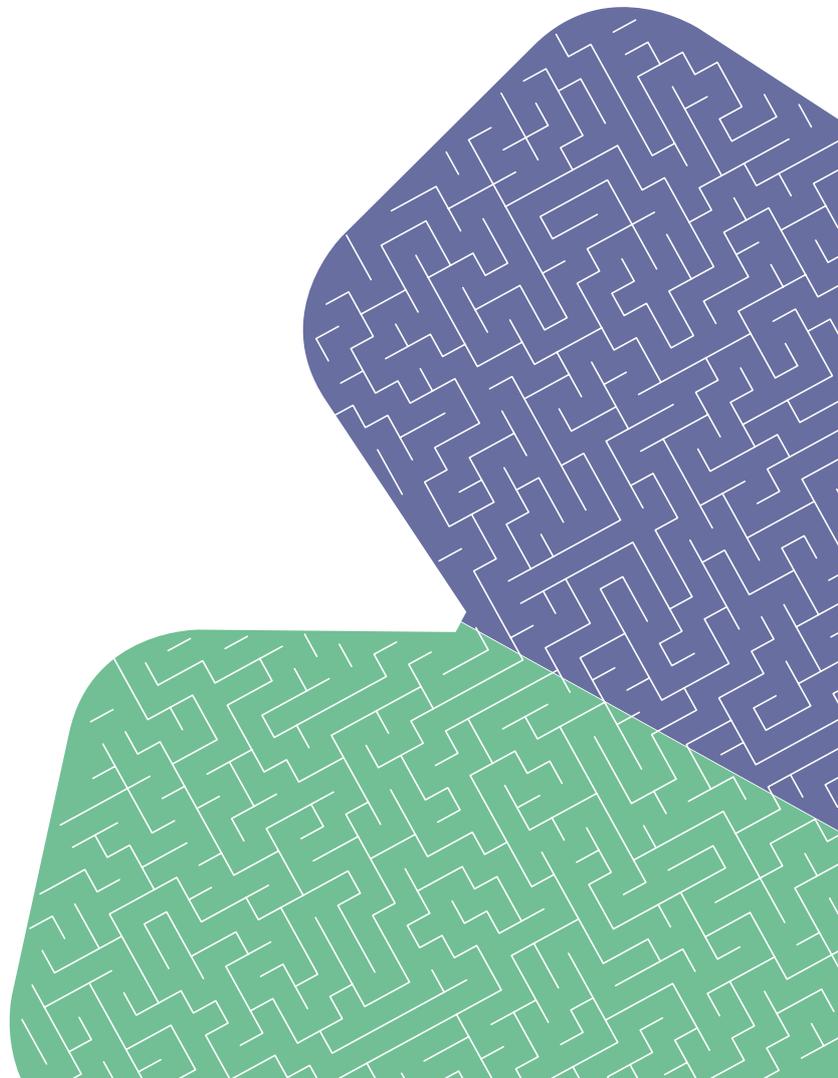
The investment we seek from the 2019 budget would support more progress with the following national indicators:

| Specific contribution from universities | National indicator | National outcome |
|--|---|------------------|
| Increased economic impact from increased number of international students, attracted by sustained quality of Scottish higher education. | Scotland's population International networks | International |
| Continued progress to improve the accessibility of higher education to everyone with the potential to benefit whatever their circumstances. This includes students with protected characteristics, care experience or socio-economic disadvantage. To deliver a curriculum and learning experience that recognises, reflects and supports the full diversity of individuals. | Public services treat people with dignity and respect | Human Rights |
| To continue progress towards the achievement of an equally safe environment on campus and in our institutions so we provide a safe and respectful environment in which to study and to work and in which there is no place for gender based violence. | Public services treat people with dignity and respect | Human Rights |
| Ensuring that all of our students are 'global citizens', equipped to succeed in a globalised economy. | Scotland's population International networks | International |
| The continuing attraction of highly skilled people to live in Scotland. | Scotland's population | International |
| Building on Ministerial discussion, the delivery of mutually-beneficial work with our alumni community, helping to drive up exports and FDI. | International networks | International |
| In the face of strong and growing international competition, maintaining the reputation of Scotland's higher education system on which outcomes are built. | Scotland's reputation | International |

Where we're aiming for by 2030

The coming decade will be marked by the acceleration of internationalisation, with higher education playing an important role. Scotland's university sector is in relative decline in the face of strong patterns of investment by countries across Europe and beyond. If Scotland chooses to invest, then by 2030:

- Our research and education will have made a crucial contribution to addressing worldwide sustainability challenges.
- Our research and education will be a key export industry, as synonymous with Scotland as whisky and salmon.
- Scotland's universities will have maintained close research and educational links with our European partners, whilst also deepening our worldwide relationships. We will be leaders in offering higher education in partner nations, based on the Scottish traditions of excellence and inclusion.
- We will be Scotland's critical nexus of 'soft power', through our deep relationships with universities, business and government worldwide. Our worldwide network of alumni is a key national asset, giving Scotland 'ambassadors' in every nation and opening doors to business, cultural and philanthropic opportunities.
- We will continue to develop confident and respectful global citizens, meeting contemporary challenges and making their way in different contexts and cultures.



Universities
Scotland



September 2019

universities-scotland.ac.uk

 [@Uni_Scot](https://twitter.com/Uni_Scot)