

University of the Highlands and Islands

Equality Outcomes 2017-2021

April 2017

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Introduction

Under the Scottish specific duties of the equality Act 2010, the University is required to prepare and publish equality outcomes at intervals of not more than four years.

We published our first set of equality outcomes in 2013. The following reports show the progress we have made towards achieving those outcomes:

[Progress report on the mainstreaming of equality and diversity within the University of the Highlands and Islands and our planned equality outcomes 2013 to 2017.](#)

University of the Highlands and Islands: Progress in achieving Equality Outcomes 2013-17

Our 2017-21 Equality Outcomes are the results that our university aims to achieve that will further one or more parts of the **public sector equality duty** ie for those with protected backgrounds, to

- **Eliminate discrimination**
- **Advance equality of opportunity**
- **Foster good relations**

They show the changes that will result as a consequence of institutional action that will improve equality for individuals, communities or society.

Our equality outcomes are strategic and will focus our equality work for the next 4 years. They link to our university's **Strategic Themes**:

- 1 The university will act as a force for economic, social and cultural change across the region by connecting and collaborating with businesses, public and third sector partners and communities.
- 2 The university will continue to meet the needs of learners within the region, while targeting growth in our share of young entrants and students from beyond the region.
- 3 The university's research will be recognised internationally, nationally and regionally for its quality and for its contribution to our remit of transforming and enhancing lives, the environment and the economy.

Our equality outcomes cover the full range of **protected characteristics** ie:

age, disability, gender-reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation

Summary of equality outcomes

EO1 Leadership, Governance and Management

Inequalities affecting those with protected characteristics are reduced and eliminated through the embedding of equality and diversity in the university's leadership, governance and management structure and processes.

EO2 Stakeholder engagement

People's needs are better understood because the University takes reasonable steps to involve people who share a relevant protected characteristic and any person who appears to the University to represent the interests of those people.

EO3 Data and disclosure

The most pressing equality challenges affecting those with protected characteristics are identified and addressed through the gathering and analysis of comprehensive, robust evidence.

EO4 Students

There is parity of outcome and consistency of experience for all students whatever their background.

EO5 Staff development

Staff understand and act on their responsibilities to advance equality and foster good relations between all equality groups.

EO6 Staffing

Equivalence for staff is supported through consensus building and agreement on partnership-wide policies relating to staffing and staff development and through initiative aimed at developing shared understanding of roles and responsibilities.

Regulation 4 of the specific duties requires that our equality outcomes are based on evidence and involvement of equality groups, and are published.

The University of the Highlands and Islands has:

- ✓ Prepared and published on our website, this set of equality outcomes
- ✓ Taken reasonable steps to involve people who share relevant protected characteristics, or who represent the interest of those people
- ✓ Considered relevant evidence relating to people who share a relevant protected characteristic

Gathering the evidence required to support the development of our equality outcomes

It was important at the beginning of the process to have a clear map of available supportive internal and external evidence sources.

The key external and internal documents identified as being key to the process are shown at the end of this document.

Key Regional Themes

Having analysed previous mainstreaming reports and equality outcomes from across the partnership, the following essential themes have been identified as being key areas where the mainstreaming of equality could be furthered:

- Leadership, Governance and Management
- Stakeholder engagement and partnerships
- Data and disclosure
- Students
- Staff development
- Staffing

Pan-university equalities objectives, targets, initiatives and evidence have been collated and matched to the identified key themes.

This process has informed the development of the following set of strategic regional Equality Outcomes for the University of the Highlands and Islands and provides a helpful context for the Academic Partners to take forward their own locally identified equalities priorities.

It is important that due account is taken of local equality priorities reflecting institution history and stage of equalities development ie the equality agenda at a local level.

For each equality outcome we have shown:

- evidence of need as identified through our Equality Mainstreaming Report 2017
- outputs we plan to achieve
- activities we will carry out to achieve our outputs

Monitoring progress

An in-house pan university **Equalities Enabling Plan** has been developed and will be used as a working tool to record achievement and to identify further beneficial actions. It sets out an ambitious agenda for action, ensuring that we meet not only our general and specific duties for equality, as required by legislation, but also work to meet the needs of our diverse workforce, student population and communities. We believe this reflects our commitment to embedding equality of opportunity in all that we do.

Each action in the Enabling Plan has been allocated a timescale and a lead or leads responsible for:

- Taking actions forward;
- Involving and updating key stakeholders;
- Recording and reporting on key milestones reached.

Through the implementation of our Equalities Enabling Plan we will continue to:

- put the individual at the centre of our policies and practices
- develop an inclusive culture and promote a university wide understanding of equality issues
- improve the staff and student experience
- build upon our innovative approach to learning, the quality of our students' experience and for their achievement

We will continue to consult with our students, staff, stakeholders and members of the community we serve, on our progress and priorities for our ongoing work on equality, diversity and inclusion. We believe this will help with the continued shaping, implementation and mainstreaming of equality within our organisation.

We will publish our progress in achieving our Equality Outcomes in April 2019.

Equality Outcomes 2017-2021

EO1 Leadership, Governance and Management

Inequalities affecting those with protected characteristics are reduced and eliminated through the embedding of equality and diversity in the university's leadership, governance and management structure and processes.

Parts of the Public Sector Equality Duty covered

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

Protected characteristics covered

All

Linked to Strategic Themes

1 2 3

Evidence of need

Visible leadership from Court members and senior managers will be an important factor in successfully delivering our outcomes and progressing equalities work within the university.

In order to enhance and sustain parity of experience for students across the partnership a joined up approach at senior level is required.

Responsibility will be crucial at a senior level to lead and support on the development of key legal responsibilities eg Gender Action Plan, forthcoming Disability Action and British Sign Language Plans.

An equality and diversity policy will show that as a university we are commitment to tackle discrimination and promote equality and diversity in all functions of our organisation.

Outputs:

- through their role of overseeing strategy, measuring progress towards outcome agreements and scrutinising proposals for change, the Court ensures that there is a robust approach to equality impact assessment in the work they consider
- due recognition is given to addressing reviews of legal equality requirements eg Gender Action Plan and forthcoming BSL Plan and Disability Action Plan

- an equalities culture prevails across all functions of the university
- the university can demonstrate that equality impact assessment of all policies, procedures and practices is carried out at all levels of the organisation
- clear policies, procedures and guidance are built on best practice advice and support from local and national equalities groups
- a university equality and diversity policy is developed, approved and implemented
- equality and diversity targets are embedded within the Highlands and Islands Regional Outcome Agreement

Activity:

- embed the equality impact assessment process in all functions of the university partnership
- develop a university equality and diversity policy
- embed the universities Equality Outcomes within the Regional Outcome Agreement
- develop a Gender Action Plan
- develop a British Sign Language (BSL) Plan
- develop a Disability Action Plan

EO2 Stakeholder engagement

People's needs are better understood because the University takes reasonable steps to involve people who share a relevant protected characteristic and any person who appears to the University to represent the interests of those people.

Parts of the Public Sector Equality Duty covered

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

Protected characteristics covered

All

Linked to Strategic Themes

1 2 3

Evidence of need

We are required as a listed authority, to take reasonable steps to involve equality groups and communities in preparing our equality outcomes.

Without the support from community groups who represent people with protected characteristics it will be difficult for the university to address underrepresentation.

Working in partnership with other agencies and organisations from the public, community, voluntary and private sector will help to focus effort and resources in a coherent way, encouraging a more joined up approach to equality.

Involving others will help support our wider-decision making eg assessing impact and improving services

Academic Partners will need to work in partnership, as detailed in their Access and Inclusion Strategies, with their community partners to address undiagnosed need within the local area.

Staff report that they do not always understand the barriers being faced by people from particular protected backgrounds.

Outputs:

- evidence that stakeholders, partners, community groups, people with protected characteristics and/or their representatives are consulted as part of the Equality

Impact Assessment process is collated and shared through the Equalities Practitioner Network (EPN)

- evidence of equality and diversity initiatives where stakeholders etc from a variety of backgrounds have been consulted and involved, are shared through an equality and diversity resource bank on the University staff intranet
- a database of collaborative partnerships representative of a wide variety of protected backgrounds is developed and shared through the EPN and through an equality and diversity resource bank on the University staff intranet

Activity:

- Executive Office Staff and all academic partners to engage where reasonable with local and national equality groups stakeholders, partners, community groups, people with protected characteristics and/or their representatives to inform equalities decisions.
- develop template to record consultation with stakeholders, partners, community groups, people with protected characteristics and/or their representatives.
- extract stakeholder information from completed Equality Impact Assessments and gather evidence from across the university partnership to populate template and develop database.
- share evidence of engagement across university partnership through EPN/Staff Intranet/SharePoint.

EO3 Data and disclosure

The most pressing equality challenges affecting those with protected characteristics are identified and addressed through the gathering and analysis of comprehensive, robust evidence.

Parts of the Public Sector Equality Duty covered

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

Protected characteristics covered

All

Linked to Strategic Themes

1 2 3

Evidence of need

The gathering and consideration of relevant data from across the partnership is central to equality mainstreaming.

Robust processes which enable us to monitor, record, share and ultimately analyse the profile of all of our students, staff and their journeys' would be of benefit.

Processes in place to help monitor the engagement of all protected groups will help us to integrate equality into general consultations and engagement activities.

Staff from around the institution who carry out an analytical role, report that they need appropriate training and support to identify and set actions to address any inequalities.

Not all staff and students feel confident in disclosing their protected characteristics.

There is benefit from identifying for example the gender balance of students who access our services ie wider engagement to identify any potential inequalities in service provision.

The university and each of the partner colleges are required to develop and publish a Gender Action Plan which sets out plans to address complex gender imbalances ie

- the historical severe gender imbalances in some subject areas.
- the gap between male and female participants in undergraduate study
- gender balance on our Board of Management
- gender equality in relation to staff
- the gender pay gap

We welcome the opportunity to focus on this gender work in partnership with the SFC.

As a Higher Education Institution we are required under the 2017 specific duties reporting requirements to provide the following information:

- the gender breakdown of governing body / board members
- how information on the protected characteristics of the governing body / board has and / or will be used to improve diversity amongst members

Outputs:

- across the partnership, data is collected for 'all' student protected characteristics through a supportive culture
- core data reports for both HE and FE students are identified and analysed in relation to under-representation, low retention and low achievement for protected groups with findings disseminated across the partnership, for action
- demonstrable good practice in reporting, analysis and action processes for student protected characteristics data, is enhanced and shared across the partnership
- across the partnership data is collected for 'all' staff protected characteristics through a supportive culture
- governing bodies across the partnership are representative of the diversity of their communities
- 2 years of data and analysis on recruitment, retention and development of all staff is reported
- a clear section on progress in collecting and using employee equality data is shown in all Academic Partner (AP) and Executive Office (EO) Employee data Reports, as part of the Public Sector equality Duty (PSED)
- areas of staff under-representation of protected characteristics are identified and addressed
- Academic Partners and Executive Office work collectively to support consistent reporting with regards to their Gender Pay Gaps
- APs with between 20 and 149 staff to publish gender pay gap information and a statement on equal pay, including occupational segregation, for gender.
- Academic Partners and Executive Office develop and publish Gender Action Plans showing their plans to address complex gender imbalances within their organisations

Activity:

- across the partnership, data is collected for 'all' student protected characteristics through a supportive culture
- core data reports for both HE and FE students are identified and analysed in relation to under-representation, low retention and low achievement for protected groups with findings disseminated across the partnership, for action

- demonstrable good practice in reporting, analysis and action processes for student protected characteristics data, is enhanced and shared across the partnership
- across the partnership data is collected for 'all' staff protected characteristics through a supportive culture
- governing bodies across the partnership are representative of the diversity of their communities
- 2 years of data and analysis on recruitment, retention and development of all staff is reported
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- Academic Partners and Executive Office work collectively to support consistent reporting with regards to their Gender Pay Gaps
- APs with between 20 and 149 staff to publish gender pay gap information and a statement on equal pay, including occupational segregation, for gender.
- Academic Partners and Executive Office develop and publish Gender Action Plans showing their plans to address complex gender imbalances within their organisations
- develop a procedure to use the information provided by the Scottish Government, on the relevant protected characteristics of court members, to promote greater diversity of court members

EO4 Students

There is parity of outcome and consistency of experience for all students whatever their background.

Parts of the Public Sector Equality Duty covered

- Eliminate discrimination
- Advance equality of opportunity

Protected characteristics covered

All

Linked to Strategic Themes

1 2 3

Evidence of need

We recognise that broad parity of student experience across the partnership is essential to avoid potential unfairness and/or discrimination.

*See Equality Mainstreaming Report 2017 for further evidence of need in relation to Students

Outputs:

- processes to review degree programme frameworks established, to make curriculum more accessible, flexible and appropriate to student and employer needs
- develop and share pan-university resources through the equalities Practitioner Network to ensure student understanding and knowledge of equality and diversity
- mechanisms to increase breadth and depth of employer engagement with our curriculum are established – to advance equality of opportunity for those with protected backgrounds
- all students, regardless of protected background are adequately supported in their preparation for employment or further study
- available progression pathways, entry and re-entry points are reviewed to ensure that our curriculum is accessible to as many learners as possible and supportive of lifelong learning
- more even patterns of participation by those from protected characteristic groups, including an improvement in the gender balance of the student population and in imbalanced subjects

- positive interventions are planned and agreed to encourage higher student recruitment in both FE and HE from SIMD, fragile areas and areas of rural deprivation
- the university works with groups with low levels of participation to remove perceived and real obstacles and develop responsive provision
- a university Science, Technology, Engineering, Maths (STEM) Strategy is in place which addresses gender inequality
- to develop a model of approach to address the underrepresentation of protected characteristics in subject areas
- training and support for academic decision makers is in place in relation to admissions processes
- support to Care Leavers in both FE and HE is provided through further development of the Care Leavers Group and Corporate Parenting Scheme
- evidence how the needs of learners with profound and complex needs are being met
- increased participation, (access, retention and successful completion) of learners from all protected characteristic groups
- facilitate a review of the University's approach to undertaking DSA Assessments by VC, with a view to identifying and sharing best practice amongst disability practitioners.
- review periodically as required other aspects of University DSA processes
- consider how the response rate to the student survey offered to assessed students might be improved in future years
- gender disparities within subject areas are reduced
- training and support for students is reviewed to ensure that all students regardless of protected background are able to access training and support to engage effectively at all levels of institutional decision making
- there is consistency of approach and an equivalence of student experience across the university
- inclusive support is in place to encourage all students regardless of protected background to understand and engage in the student representation process
- student feedback, where gathered by protected characteristics, is analysed to determine any under-representation or low scoring by specific groups – where identified, action is taken
- work to ensure all students are aware of the Red Button
- develop a process to record where Red Button issues are equalities-related to help identify any actions that can be taken to ensure inclusiveness of services etc
- record number of pan-university clubs set up and successful recruitment to these
- clubs, societies and activities in place across the partnership which create a positive experience for students are identified
- activities from across the partnership which have shown to aid social integration of our students are identified
- information on clubs etc promoted and disseminated across academic partners for action

- targets from Highlands and Islands Regional Tertiary Outcome Agreement 2017 - 2020

Activity:

- establish processes to review degree programme frameworks to ensure curriculum more accessible, flexible and appropriate to student and employer needs
- develop and share pan-university resources through the equalities Practitioner Network to ensure student understanding and knowledge of equality and diversity
- establish mechanisms to increase breadth and depth of employer engagement with our curriculum– to advance equality of opportunity for those with protected backgrounds
- adequately support all students, regardless of protected background in their preparation for employment or further study
- review available progression pathways, entry and re-entry points to ensure that our curriculum is accessible to as many learners as possible and supportive of lifelong learning
- establish more even patterns of participation by those from protected characteristic groups, including an improvement in the gender balance of the student population and in imbalanced subjects
- work with groups with low levels of participation to remove perceived and real obstacles and develop responsive provision
- develop a university STEM Strategy
- develop a model of approach to address the underrepresentation of protected characteristics in subject areas
- establish training and support for academic decision makers in relation to admissions processes
- provide support to Care Leavers in both FE and HE through further development of the Care Leavers Group and Corporate Parenting Scheme
- evidence how the needs of learners with profound and complex needs are being met
- increase participation, (access, retention and successful completion) of learners from all protected characteristic groups
- reduce gender disparities within subject areas
- review training and support for students to ensure that all students regardless of protected background are able to access training and support to engage effectively at all levels of institutional decision making
- ensure consistency of approach and an equivalence of student experience across the university
- establish inclusive support to encourage all students regardless of protected background to understand and engage in the student representation process

- analyse student feedback, where gathered by protected characteristics, to determine any under-representation or low scoring by specific groups – where identified, take action
- work to ensure all students are aware of the Red Button
- develop a process to record where Red Button issues are equalities-related to help identify any actions that can be taken to ensure inclusiveness of services etc
- identify clubs, societies and activities in place across the partnership which create a positive experience for students
- record number of pan-university clubs set up and successful recruitment to these
- Identify activities from across the partnership which have shown to aid social integration of our students
- promote and disseminate information on clubs etc across academic partners for action
- to ensure ongoing compliance with the sector guidance on Prevent and integrate the handling of Prevent-related student issues through existing safeguarding procedures across the partnership.

EO5 Staff development

Staff understand and act on their responsibilities to advance equality and foster good relations between all equality groups.

Parts of the Public Sector Equality Duty covered

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

Protected characteristics covered

All

Linked to Strategic Themes

1 2 3

Evidence of need

There is a wealth of opportunities for staff support and engagement in professional development provided both by Academic Partners locally, and through partnership-wide structures and initiatives. Nonetheless, since staff are employed under differing terms and conditions, there are challenges, evident through subject review and annual monitoring, arising from the differing approaches to staff remission from teaching to engage in CPD, scholarship and research and the absence of a standard workload planning model.

Reflection on this point at Quality and Enhancement Committee (QAEC), the Human Resources Practitioners' Group (HRPG) and especially the Learning and Teaching Academy (LTA) has identified two main areas for development; the need for greater alignment of HR based systems for accessing these opportunities; and a more systematic approach to the identification of professional development requirements. Both of these are recognised in the Strategic Plan and the supporting operational plan.

It has been identified also that there is a need for training amongst academic staff who make the assessments on contextualised applicants, so that we can be confident that this policy is being implemented fully.

Outputs:

- to include 'equalities' within the Professional Development Review (PDR), giving all staff across the partnership an opportunity to discuss how they mainstream equalities within their job role and to have their equalities work recognised.
- improved access to guidance and support/direction/encouragement on equalities is created for staff in relation to teaching practice, student support, quality and policy.
- greater alignment of HR based systems for accessing CPD, scholarship and research opportunities

- a more systematic approach to the identification of professional development requirements
- all staff complete the EIA online training module
- all staff supported to develop accessible materials and inclusive approaches eg through Blended Learning Standards/Style Guide
- Contextualised Admissions policy is fully implemented
- the underrepresentation of protected characteristics in subject areas is addressed through a systematic model of approach
- inclusive practice processes are embedded into the university online assessment and feedback resource
- staff equalities training available across the partnership is collated and shared

Activity:

- include 'equalities' within the PDR, giving all staff across the partnership an opportunity to discuss how they mainstream equalities within their job role and to have their equalities work recognised.
- Create improved access to guidance and support/direction/encouragement on equalities for staff in relation to teaching practice, student support, quality and policy.
- Further align HR based systems for accessing CPD, scholarship and research opportunities
- Establish a more systematic approach to the identification of professional development requirements
- Ensure all staff complete the EIA online training module
- Ensure all staff are supported to develop accessible materials and inclusive approaches eg through Blended Learning Standards/Style Guide
- Develop a process to ensure staff equalities training available across the partnership is collated and shared
- Develop and deliver training to academic staff who make the assessments on contextualised applicants
- consider improvement of staff awareness of existing Additional Support Online processes
- develop a model of approach that can be used to address the under-representation of protected characteristics in subject areas.
- Develop a university Science, Technology, Engineering, Maths (STEM) Strategy to help tackle gender inequality.

EO6 Staffing

Equivalence for staff is supported through consensus building and agreement on partnership-wide policies relating to staffing and staff development and through initiative aimed at developing shared understanding of roles and responsibilities.

Parts of the Public Sector Equality Duty covered

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

Protected characteristics covered

All

Linked to Strategic Themes

1 2 3

Evidence of need

The majority of teaching and learning support staff are employed by the Academic Partners, and some by Executive Office. Many teach at both FE and HE level, which enables them to support students effectively in the transition between FE and HE, or from HN to degree. A high proportion of staff hold a teaching qualification, as this is mandatory in the FE sector. However, staff deployment and time allocation can be challenging in the context of the higher class contact hours prevalent in the FE sector, and the different terms and conditions across 14 different employers. We seek to address these through consensus building and agreement on partnership-wide policies relating to staffing and staff development, and through initiatives aimed at developing shared understanding of roles and responsibilities, thereby supporting equivalence.

Across the APs there are a range of initiatives and schemes in place and action planned to support staff from underrepresented groups eg Disability Confident Scheme/See Me/Flexible Working. Collating and sharing this information across the partners would prove beneficial in supporting equivalence.

Outputs:

- Agree and develop partnership-wide policies relating to staffing and staff-development
- Develop initiatives to gain shared understanding of staff roles and responsibilities
- Staffing initiatives and schemes for underrepresented groups to be gathered and shared through the Equalities Practitioner Network

- Where areas of under-representation are identified – action is taken to address the most pressing
- Athena Swan Bronze Award achieved

Activity:

- Gather and share staffing initiatives and schemes for underrepresented groups through the Equalities Practitioner Network
- Take action to address the most pressing areas of under-representation identified
- Achieve Athena Swan Bronze Award

Guidance from within the following key documents has been taken into consideration when developing our regional equality outcomes.

Key external documents:

EHRC (2016) *Guidance for Scottish public authorities*

<https://www.equalityhumanrights.com/en/advice-and-guidance/guidance-scottish-public-authorities>

ECU (2016) *Setting equality outcomes: guidance for Scottish institutions*

<http://www.ecu.ac.uk/publications/setting-equality-outcomes-guidance-for-scottish-institutions/>

ECU (2015) *Toolkit: how to embed equality in outcome agreements - colleges*

<http://www.ecu.ac.uk/wp-content/uploads/2015/09/Embedding-equality-in-outcome-agreements-colleges-2016-17.pdf>

ECU (2015) *Toolkit: how to embed equality in outcome agreements - HEIs*

<http://www.ecu.ac.uk/wp-content/uploads/2015/09/Embedding-equality-in-outcome-agreements-HEIs-2016-17.pdf>

ECU (2015) *Equality in colleges in Scotland 2015: Highlands and Islands statistical tables*

<http://www.ecu.ac.uk/publications/equality-in-colleges-in-scotland-statistical-report-2015/>

Education Scotland (2014) *Developing the Young Workforce - Scotland's Youth Employment Strategy: Implementing the Recommendations of the Commission for Developing Scotland's Young Workforce*

https://www.educationscotland.gov.uk/Images/DYWResponseYouthEmpl%20Strategy_tcm4-853595.pdf

EHRC (2015) *Measuring up? Report 4: Performance*

http://www.equalityhumanrights.com/sites/default/files/publication_pdf/measuring_up_4_performance_final_1.pdf

EHRC (2015) *Measuring up? Report 4: Practice*
<http://www.equalityhumanrights.com/publication/measuring-report-4-practice-report-public-authorities-practice-meeting-scottish-specific-equality>

Scottish Government (2015) *Equality Evidence Toolkit for Public Authorities*
<http://www.gov.scot/Publications/2015/03/6567>

SFC (2015) *College Outcome Agreements (AY 2016-17)*
http://www.sfc.ac.uk/web/FILES/GUI_SFCGD152015_DeliveringCollegeOutcomeAgreement_sAY201/College_outcome_agreement_guidance_201617.pdf

SFC (2015) *University Outcome Agreement Guidance for AY 2014-15 to 2016-17: Refresh*
http://www.sfc.ac.uk/web/FILES/GUI_SFCGD162015_UniversityOutcomeAgreementGuidanceforAY/HE_Outcome_Agreement_Guidance_2016-17.pdf

(2013) The Scottish Code of Good HE Governance
<http://www.scottishuniversitygovernance.ac.uk/wp-content/uploads/2013/07/Scottish-Code-of-Good-HE-Governance.pdf>

Key internal documents:

Identified equalities objectives, targets, initiatives and evidence from within the following internal documents, have been collated and used in the development of our regional equality outcomes:

- UHI (2014) Highlands and Islands Regional Further and Higher Outcome Agreements 2015/16
- UHI (2015) Progress report on the mainstreaming of equality and diversity within the University of the Highlands and Islands and our planned equality outcomes 2013-2017
- UHI (2015) draft Reflective Analysis, Enhancement-led Institutional Review (ELIR) 2015/16
- UHI (2015) Strategic Vision and Plan 2015/20
- UHI (2015) draft Operating Plan 2015/16
- UHI (2014) Highlands and Islands Regional Further and Higher Outcome Agreements 2014/15 to 2016/17
- UHI (2015) Widening Access Framework
- UHI (2015) Student Support Services Operational Plan 2015/16
- UHI (2016) Athena SWAN Bronze university award application

- QAA (2016) Enhancement-led Institutional Review of University of the Highlands and Islands: Reflective analysis 2015-16
- UHI (2017) Highlands and Islands Regional Tertiary Outcome Agreement 2017-2020