



University of the  
Highlands and Islands  
Oilthigh na Gàidhealtachd  
agus nan Eilean

# **Research Excellence Framework 2021**

# **Code of Practice**

University of the Highlands and Islands  
Executive Office  
Ness Walk Inverness  
IV3 5SQ

## Contents

Background and Context: An introductory note.....	3
The University of the Highlands and Islands Code of Practice for REF 2021 .....	5
Part 1: Introduction.....	5
Part 2: Identifying staff with significant responsibility for research.....	8
Part 3: Determining Research Independence .....	8
Policies and procedures .....	8
Staff, committees and training .....	13
Appeals process .....	14
Equality impact assessment (EIA) .....	16
Part 4 Selection of Outputs.....	17
Policies and procedures .....	17
Staff, committees and training .....	18
Declaration of circumstances.....	20
Data Protection .....	22
Ensuring confidentiality: Internally .....	22
Anonymising your data .....	22
Ensuring confidentiality: Externally .....	22
Changes in circumstances .....	23
Equality impact assessment.....	23
Còd-cleachdaidh Oilthigh na Gàidhealtachd agus nan Eilean airson REF 2021 [Code of Practice: Gaelic version] .....	24
Cùl-fhiosrachadh agus Co-theacsa: Nòta Tòiseachaidh .....	24
Còd-cleachdaidh Oilthigh na Gàidhealtachd agus nan Eilean airson REF 2021 .....	26
Pàirt 1: Ro-ràdh .....	26
Pàirt 2: A’ comharrachadh luchd-obrach le uallach brìgheil airson rannsachaidh. ....	31
Pàirt 3: A’ dearbhadh Neo-eisimeileachd ann an Rannsachadh .....	31
Poileasaidhean agus modhan-obrach.....	31
Luchd-obrach, comataidhean agus trèanadh .....	36
Am Pròiseas-tagraidh.....	37
A’ Measadh Buaidh Co-ionannachd (EIA) .....	39
Pàirt 4 A’ Taghadh Mhach-chuir .....	40
Poileasaidhean agus Modhan-obrach.....	40
Luchd-obrach, comatadhean agus trèanadh .....	42
A’ Foillseachadh Shuidheachaidhean.....	43
Dìon Dàta .....	46

Dìomhaireachd a chumail: A-staigh .....	46
An dàta agad gun ainm. ....	46
Dìomhaireachd a dhèanamh: A-muigh .....	46
Atharrachaidhean ann an suidheachadh .....	46
A' Measadh Buaidh Co-ionannachd .....	47
Pàirt 5: Èarr-ràdhan.....	47
Part 5: Appendices .....	48
APPENDIX A - Equality, Diversity, and Inclusiveness Policy .....	48
Policy Summary.....	49
1. Policy Statement .....	50
2. Definitions.....	50
3. Purpose .....	55
4. Scope.....	56
5. Exceptions .....	56
6. Notification .....	56
7. Roles and Responsibilities.....	56
8. Legislative Framework .....	57
9. Related Policies, Procedures, Guidelines and Other Resources .....	57
10. Version Control and Change History .....	57
APPENDIX B - Gender Action Plan.....	58
APPENDIX C – UHI Eligibility Scoping Exercise .....	135
APPENDIX D - Preparing for REF2021 .....	141
APPENDIX E - UHI COMMITTEES AND GROUPS WITH REF RESPONSIBILITIES.....	144
APPENDIX F – Standard Template:Output Selection .....	151
APPENDIX G – REF 2021 Reduction Request Process .....	152
INDIVIDUAL STAFF CIRCUMSTANCES.....	152
APPENDIX H - Privacy Notice – REF 2021 data collection and submission (Staff) .....	162
APPENDIX I - Privacy Notice – REF 2021 data collection and submission (Non-Staff).....	169

## Background and Context: An introductory note

1. This document is the University of the Highlands and Islands' 'Code of Practice' for the Research Excellence Framework (REF) 2021. It sets out the procedures which will be used to determine the university's submission for REF 2021.
2. REF is the system used across the whole of the UK to assess the quality of research undertaken in UK higher education institutions (HEIs). The current exercise will be completed in 2021.
3. The four UK funding bodies<sup>1</sup> have stated publicly that the overarching aim of REF is to 'secure the continuation of a world class, dynamic and responsive research base across the full academic spectrum of UK higher education'<sup>2</sup>
4. In practical terms, the REF is the tool the funding bodies use to:
  - 'provide accountability for public investment in research and produce evidence of the benefits of this investment';
  - 'provide benchmarking information and establish reputational yardsticks, for use in the higher education sector and for public information';
  - 'inform the selective allocation of funding for research'.<sup>3</sup>
5. For REF 2021, all UK HEIs making a REF submission are required to develop, document, and apply, a code of practice detailing, for their staff, the various processes they will use to:
  - identify staff with significant responsibility for research (*where this is not immediately apparent*);
  - establish whether this research is undertaken independently;
  - select outputs.
6. The role of a code of practice is to ensure HEIs' approaches to decision making are framed in such a way to meet their legal responsibilities in terms of all currently applicable UK legislation<sup>4</sup>. In particular, the code of practice will ensure that the processes identified by the university relating to the identification of staff and the selection of outputs are conducted in such a way that is both transparent and equitable.
7. There is a national requirement that completed codes of practice for REF 2021 are approved internally before being submitted to the National REF team for external assessment by the Equality and Diversity Advisory Panel (EDAP). Final approval indicates that a code meets the legislative obligations, and at this point the University of the Highlands and Islands code of practice, along with all other HEIs' codes of practice will be made publicly available both on universities' websites and the REF 2021 website<sup>5</sup>.
8. The national REF team has provided a template for all institutional codes of practice in order to ensure a consistent approach across the sector.
9. There are four sections to the template:

---

<sup>1</sup> Research England, Scottish Funding Council (SFC), Higher Education Funding council for Wales(HEFCW) and the Department for the economy , Northern Ireland(DfE)

<sup>2</sup> Equality Impact Assessment for the Research Excellence Framework 2021, Paragraph 3

<sup>3</sup> Equality Impact Assessment for the Research Excellence Framework 2021, Paragraph 3

<sup>4</sup> Guidance on codes of practice REF 2019/03 Paragraphs 18 - 26

<sup>5</sup> Further information can be found at <https://www.ref.ac.uk/>

Part 1: Introduction

Part 2: Identifying Staff with Significant Responsibility for Research. *The university is intending to submit 100% of all staff with a significant responsibility for research, as defined in the REF 2021 guidance on submissions document and, as such, it is not required to complete this section.*

Part 3: Determining Research Independence

Part 4: Selection of outputs

The University of the Highlands and Islands' code of practice follows the agreed national template.

## Part 1: Introduction

10. The University of the Highlands and Islands is the United Kingdom's leading integrated university, encompassing research, higher and further education. The university consists of a partnership of 13 colleges and specialist research institutions – the academic partners - together with a central executive office. Individual academic partners and the university's executive office are separate employers, but together form the university.

11. The University of the Highlands and Islands takes its responsibilities towards equality and diversity very seriously<sup>6</sup>. It has developed an Equality, Diversity and Inclusiveness policy (**Appendix A**) and there is a consistent policy framework for equality and diversity across the university's academic partnership. This section sets out some of the main elements of this policy framework.

12. In 2017, as part of this commitment, the university developed its Gender Action Plan (**Appendix B**) which lays out its approach for promoting gender equality. The outcomes of this approach are reported to the Scottish Funding Council as a part of statutory returns. Recognising the university's tertiary nature, the plan includes steps to ensure inequality issues are considered from both the higher education and further education perspective. Within its higher education provision, the university's subject networks, operate across the university partnership and have responsibility for curriculum development and enhancement, exam boards, and for quality assurance activities. Each subject network has produced its own gender action plan. Academic partners also develop their own gender action plans to support and further promote the overarching objectives of the university plan. In March 2019, the University Court reviewed progress in implementing gender action plans and their impact.

13. Furthering the university's equality aims has also seen the creation of a STEM Action Plan; and with the achievement of Athena SWAN Bronze status, the Athena SWAN action plan. The Athena SWAN action plan is under constant review and enhancement given that Athena SWAN is now inclusive of all disciplines and teaching and professional services staff as well as academics. Again, both plans support and advance the university's equalities agenda helping it to fulfil both its statutory and moral duties and its responsibilities to fully include all staff and students.

14. The university promotes equality and diversity in a number of ways, such as:

- **The Mentoring Scheme** <sup>7</sup> Open to all staff, this scheme is organised around three distinct mentoring strands; Research, Learning and Teaching Enhancement and ALPINE (Accredited Learning, Professional development and Innovation in Education) and is designed to support the personal development and skills enhancement of the individual in ways that are contextualised to their own needs, interests and aspirations. This scheme is open to new, early career, and more experienced colleagues who are seeking mentoring support and to colleagues who wish to become mentors.
- **The Advance HE Aurora scheme** <sup>8</sup> The university has funded a number of places on this personal development programme, which is for all people who identify as women. One purpose of Aurora is to support an increase in the number of women in senior management roles. Intended for those in academic and professional roles, the programme brings

---

<sup>6</sup> <https://www.uhi.ac.uk/en/about-uhi/governance/policies-and-regulations/policies/equality-diversity/>

<sup>7</sup> <https://www.uhi.ac.uk/en/research-enterprise/staff-dev/mentoring/>

<sup>8</sup> <https://www.uhi.ac.uk/en/learning-and-teaching-academy/professional-recognition-and-development/advancehe-aurora-leadership-development-programme/>

leadership experts and higher education institutions together to take positive action to address the under-representation of women in leadership positions in the sector.

- **British Sign Language Plan**<sup>9</sup> In line with its duties to the British Sign Language (Scotland) Act 2015, the university has created its own British Sign Language plan as a means of widening access to higher education for BSL users. The plan is designed to encourage BSL users into the university and to strengthen the support that is then available to them. A cross-partner working group was formed both to support writing the university's BSL plan and to ensure that any particular local context was taken in to consideration. Moving forward, this group will continue to meet to ensure the plan is implemented appropriately and consistently across the university. The plan was published in October 2018, following decision at the university's Partnership Council, and was developed to allow academic partners the flexibility to tailor plans to local needs and resources.
- **Virtual Learning Environment (VLE)** From academic year 2019/20, the university will begin to use a new virtual learning environment for students called Brightspace. DESIRE2LEARN (D2L)<sup>10</sup> the company behind Brightspace prides itself on its inclusive approach, designing products that are accessible to all.

Page | 6

15. This code of practice is consistent with the university's commitment to weave equality and diversity considerations into the very fabric of the institution, achieving a fairer, more inclusive, environment for both work and study by providing equal opportunities for **all** staff and students across the university partnership.

16. At the end of REF 2014, the Dean of Research and the Head of Human Resources at the university carried out a final equality impact assessment (EIA) on the university's policy and procedures related to the REF 2014 submission and identified five actions that would be key to ensuring equality of opportunity for inclusion in future REF exercises:

- The need to strengthen the collection and monitoring of protected characteristics data, so that the university can identify any areas where these processes may be having a disproportionate impact upon one or more group.
- The consistent application of the process and procedures relating to the selection of staff across the university and at all levels within each academic partner.
- The development of a clear communication strategy delivered through multiple channels, particularly in relation to the rationale for collecting equality and diversity data and the consideration of individual circumstances.
- The provision of effective equality and diversity training for all staff involved in the selection process for future REF exercises.
- Active consideration of participation in the equality charter programmes, which includes completion of the process already under way to secure Athena SWAN Bronze accreditation.

17. The university has fully and proactively taken these points into account in determining the arrangements for REF 2021 by, for example:

- Maintaining consistent processes and procedures when identifying staff who are in scope for REF 2021 across the university partnership. In taking this forward, it should be noted that REF 2014 was predicated on the selection of staff, whereas REF 2021 is

---

<sup>9</sup> <https://www.uhi.ac.uk/en/students/support/british-sign-language-plan/>

<sup>10</sup> <https://www.d2l.com/en-eu/accessibility/>

underpinned by an 'all staff with a significant responsibility for research in' approach. The university therefore recognises that the approach has migrated from selection to identification;

- Providing appropriate equality and diversity training to **all** those staff across the partnership directly involved in the preparations for our 2021 REF submission;
- Taking an inclusive approach to communication by finding ways to connect with **all** staff across the university partnership and inviting them to engage with the university's processes for REF 2021.

18. Connected to the first two points above, **Section 3: Determining research independence**<sup>11</sup> within this code of practice provides detailed information on the university's policies and procedures relating to the identification of the cohort of staff eligible for inclusion in REF 2021. In particular, the section identifies how staff involved in leading and preparing the university's REF 2021 submission were identified and explains what their role and remit is, in the context of the REF exercise. Section 3 also describes the equality and diversity training these staff have received to ensure full comprehension not only of the legislative context and the guidance from the funding councils, but also of the university's equality, diversity and inclusiveness policy.

19. The university has also enhanced its staff communication strategy for REF 2021. As with REF 2014, there has been for some time a dedicated REF 2021 briefing area within the research area of the UHI website designed to provide staff with key information on the background and purpose of REF and also highlighting the university's plans for identifying 'in scope' staff. To encourage staff to engage further, in early March 2019, the university undertook a REF Code of Practice consultation exercise. The exercise gave visibility of the draft code to staff, and offered them the opportunity to either comment on, or ask questions about, the draft code of practice in advance of its final submission to the funding bodies. In relation to staff on leave during the period of staff consultation on the code of practice, it was the responsibility of the individual employers across the university to ensure that the normal protocols pertaining to communication with staff on leave applied. In addition, due to the consultation progressing over a number of weeks it was anticipated that staff who were on short periods of leave during the consultation period would be included as the university provided multiple opportunities to provide feedback.

20. Alongside the staff consultation exercise, the Vice-Principal Research and Impact also consulted union representatives on the development of the code to elicit their feedback and comments for consideration.

21. Lastly, following approval by the funding bodies, the code of practice is being made widely available across the university via various central and academic partner communication channels and can be accessed through the REF 2021 area of the UHI website<sup>12</sup>. To ensure staff on leave are also included in the communication flows, the various human resources departments within the university will be contacted with a request that they issue a targeted communication to staff on leave, providing them with information on how they too might access information on the circumstances process and the code in whichever format they might require. The code is also being disseminated via a number of research specific committees and groups, including the REF Management Group, Research and Knowledge Exchange Committee and research clusters. In recognition of the University's Gaelic Language Plan, the code of practice for REF 2021 is presented as a bi-lingual document in both Gaelic and English.

---

<sup>11</sup> Please see Part 3, Staff, committees and training, paragraph 52

<sup>12</sup> <https://www.uhi.ac.uk/en/research-enterprise/ref/ref-info/>



22. The code can also be obtained in an accessible format by contacting the Research Administrative Officer.<sup>13</sup> The code has been put together to include a 'Background and Context' section. This addition acknowledges that whilst, in principle, this code will be of interest to those directly involved in REF 2021, there may be staff members not involved in REF 2021 who wish to access the code as part of ongoing professional development.

23. Finally, in the interim period between REF 2014 and REF 2021 the university has become a member of the Advance HE Athena SWAN charter<sup>14</sup>, successfully achieving the Bronze Institutional Award in 2016 representing a significant achievement to the university. The Athena SWAN action plan, managed by the Athena SWAN Self-Assessment Team is helping to drive forward the equality and diversity agenda within the institution. One outcome has been increasing recognition that identifying a means to collect and monitor protected characteristic data from across the partnership as well as executive office, is of the utmost importance as it forms a fundamental part of our commitment to seeing all staff develop and flourish. Senior teams are progressing mechanisms for gathering protected characteristic data in order to help inform the university to fulfil its obligations to its staff in relation to equality and diversity. It is hoped that staff too will recognise the value in such an exercise and embrace the opportunity this may offer them to contribute to creating a fairer, more equitable working environment. In short, the university is building capacity to collect a broader range of equalities data and whilst Athena SWAN is helpful in supporting this, the university recognises in any case its legal obligations relating to equality and diversity.

## Part 2: Identifying staff with significant responsibility for research.

24. The university is intending to submit 100% of all staff with a significant responsibility for research, as defined in the REF 2021 guidance on submissions document and, as such, it is not required to complete this section. Under paragraph 118 of the REF 'Guidance on Submissions' (REF 2019/01), it is noted that the University of the Highlands has an internal employment structure – across 14 separate employers – a consequence of which is that it does not submit a HESA return, except for staff directly employed by the university. The consequence of this is that whilst it is not appropriate to complete part 2 of the code of practice, it will be necessary in part 3 to articulate the alternative which the university has used, with the support of the Scottish Funding Council, to determine the eligible cohort.

## Part 3: Determining Research Independence

### Policies and procedures

25. In late 2017, the funding bodies advised all UK HEIs that a number of the Stern report recommendations following REF 2014<sup>15</sup> would be implemented. In particular for REF 2021 HEIs, would be required to submit **all** research staff with significant responsibility for research, provided they were acting independently.

<sup>13</sup> For Research Administrative Officer please email [Margaret.Little@uhi.ac.uk](mailto:Margaret.Little@uhi.ac.uk)

<sup>14</sup> <https://www.uhi.ac.uk/en/research-enterprise/staff-dev/athena/>

<sup>15</sup> REF 2017/04 Decisions on staff and outputs, paragraph 6

26. For REF 2021, the University of the Highlands and Islands will submit **all** those individuals it has identified as having significant responsibility for undertaking research. That is, where it is evident that they are given explicit time and resources to undertake independent research **and** it is an expectation of their job role. This definition of 'significant responsibility' aligns explicitly with that laid out in the funding bodies' guidance on submissions to the REF 2021.<sup>16</sup>

27. It should also be noted that the University of the Highlands and Islands recognises the important contribution made by the wide range of researchers working across the institution in a number of different contexts, including those who work full-time and those who work part-time. All staff are provided with equal access to professional development and research support services as required. Staff on fixed-term and part-time contracts, including contract research staff, **will** be considered for inclusion in the REF 2021 in accordance with the university's submission policy as noted in this code of practice.

28. Additionally, it is noted that staff pursuing personal scholarly activity interests or undertaking scholarly activity to inform teaching or engaging in knowledge exchange activities, are integral to the university's ongoing development, even though they may not meet the criteria for inclusion in REF 2021. The university wishes to make clear that non-inclusion in REF 2021 would not debar staff from future REF involvement, nor from undertaking research and scholarship in the future.

The next section of this code articulates the approach that the university took in identifying the eligible staff cohort for inclusion in REF 2021.

## The provisional REF register.

29. In advance of the outcome of the Stern review, (published in July 2016), the university began background preparatory work for REF 2021 in the spring of 2015. During the period from March 2015 to October 2016, informal discussions with research leads from both academic partners and the university's executive office took place, culminating in the creation of a provisional 'REF register'.

30. From the outset, inclusivity was the guiding principle behind the creation of the register. It aimed to capture all staff known to be involved with research at some level (including research assistants at the time) or anyone it was thought may become involved in research or produce research outputs, in the following 5 years. Whilst not all staff on the provisional REF register were eligible for submission to REF 2021, the university adopted a fully inclusive approach in advance of the full criteria being published by the National REF Team, which allowed then to ensure that all potentially eligible candidates were considered.

## Establishing independence (and REF eligibility)

31. Internal processes for establishing eligibility for REF 2021 have been driven not only by the need to ascertain staff members' independence, but also to confirm the nature of their engagement with research. The funding councils have been very clear that they expect HEIs to work with their staff to determine eligibility in preparing for REF 2021, adopting an approach that sees them *'working with their staff and with guidelines' to 'identify who is in scope for submission among staff meeting core eligibility criteria'*<sup>17</sup>.

---

<sup>16</sup> REF 2019/01 Guidance on Submissions, Part 3, paragraph 141

<sup>17</sup> REF 2017/04 Decisions on staff and outputs, paragraph 6

32. The university undertook preparatory activities during the course of 2017/18 to put in place an exercise to 'scope', those staff already identified in the provisional REF register against five eligibility criteria, taken from REF 2014, and in lieu of the further guidance expected from the funding councils which at the time was still to be published.

## Approving the initial staff eligibility scoping exercise

33. The university's 'Research Excellence Framework 2021, staff eligibility scoping exercise', devised in the autumn of 2017 by the then 'acting' Vice-Principal (Research), gave due recognition to the employer status of the university's academic partners. In line with funding council expectations, the exercise was designed to facilitate dialogue between the various key actors, especially individual researchers and their line managers. In due course, the outcomes of these dialogues were used to inform initial decisions concerning eligibility.

34. This approach was initially discussed informally at the UHI REF Management Group in September 2017 with high-level approval ultimately sought from the university's Partnership Council. The Partnership Council is a senior committee of the university, and membership consists of all academic partner principals and senior staff from the university's executive office. Welcoming what was deemed an open and inclusive approach, the scoping exercise proposal was endorsed for implementation at the Partnership Council meeting of 4th October 2017.

35. Further ratification for the staff scoping exercise was sought and secured from the following individuals and groups: academic partner principals, Partnership Planning Forum (PPF) and finally, the cross-partner Human Resource Practitioners Group (HRPG). The initial scoping exercise ran from late January 2018 to mid-June 2018 with the guidance document and forms, **REF2021 (A)** and **REF2021 (B)** to be used in the exercise prepared and circulated in advance, to all those involved in leading initial discussions with staff. (**Appendix C**)

There were five key steps which were undertaken during the period January-June 2018, described below:

### Staff eligibility scoping exercise; part 1

#### 36. **Stage 1. 1-1 Meetings involving researchers and line managers: 15 January 2018 to 30 April 2018**

The first stage of the scoping exercise began with those individuals identified in the provisional REF register of staff having one to one meetings with their line managers as a means to gauge the nature and level of their involvement in research in the university against a number of set criteria. On concluding discussions, individual outcome forms **REF2021 (A)**, were completed indicating which of the criteria the said individual did or did not meet. The five criteria used in this stage of the exercise were as follows:

- **Employment category** – to establish individual's contractual status
- **Researcher category** – to identify individual's research career point i.e. their independence
- **Time commitment** – to ascertain the amount of time an individual spends **employed to undertake research**<sup>18</sup>.

---

<sup>18</sup> A time commitment of 0.2 fte on research was considered by the Vice-Principal (Research and Impact) to be the reasonable minimum required to allow staff to engage in a process of investigation leading to new insights that could be shared effectively. Furthermore, he considered that anything less than 0.2fte may not provide sufficient time to develop research at an appropriate depth and substance.

- **Knowledge exchange(KE)** – to identify staff engaging in research equivalent KE activity
- **Funded research** – to identify individuals undertaking funded research

### 37. **Stage 2. Academic Partner Meetings: 30 April 2018 – 31 May 2018**

The second stage in the exercise saw the academic partner line managers from stage 1 meeting with the senior research lead in each academic partner, alongside the university Vice-Principal (Research and Impact). Working together, this small group scrutinised the information that had been gathered on the individual forms before completing form **REF2021 (B)**, which provided a concise 'return' of those research active staff in each academic partner noting which of them did, or did not meet the inclusion criteria REF 2021 available at the time.

Page | 11

38. It should be noted that two of the research areas, health and history, are predominantly within the university's executive office and the process adopted here was identical to that in each academic partner.

### 39. **Stage 3. Determining the Outcomes of the Initial Staff Scoping Exercise: By 7th June 2018**

Completed paper work from across the partnership was collated in a central administration point within the university's Research Office by the 7 June 2018. Here, the outcomes of the exercise were drawn together to form an overview document of the initial results from across the university in preparation for the final steps of the exercise.

### 40. **Stage 4. Determining the Outcomes of the Initial Staff Scoping Exercise: 15 June 2018**

As per his original proposal, this penultimate meeting of the scoping exercise saw the, by then, substantive Vice-Principal (Research and Impact) reconvene with the whole cohort of academic partner senior research leads to share the initial provisional aggregated results of the exercise.

### 41. **Stage 5. Determining the Outcomes of the Initial Staff Scoping Exercise: 26 June 2018**

The provisional overall results were then shared with university's Unit of Assessment Leads at a REF Management Meeting.

42. The staff scoping exercise (part 1) provided an initial assessment of staff who were in scope for inclusion in the REF 2021 cohort. However, recognising that further work will be required in the run up to the REF census date in 2020 to keep the information base current and 'scope' new staff as they are recruited, the university will progress a further exercise – the staff scoping exercise (part 2) - in order to finally determine which staff are within scope.

43. Building on the initial scoping exercise (part 1) a process paper will be prepared and submitted to REF Management Group, Research and Knowledge Exchange Committee, prior to being considered for approval by Partnership Council in the summer of 2019.

This paper will articulate a number of key stages as follows:

## Staff eligibility scoping exercise; part 2

44. **Stage 1:** (September 2019) The research administrative officer will produce a list of staff deemed to be within scope for inclusion following the conclusion of part 1 of the staff scoping exercise. At this time, the research administrative officer will ensure that awareness of the staff scoping exercise is raised across the academic partnership and that there is a further and final opportunity for any member of staff to identify themselves for possible inclusion.

45. **Stage 2:** (October-November 2019) The Vice-Principal (Research and Impact) will convene with individual academic partner Principals, HR managers and senior research leads across the university

partnership in order to sense check the potentially eligible cohort, and to update this as required in the light of variables such as new staff members and staff with changing responsibilities. Particular consideration will be given to staff on teaching only contracts, and their omission from the eligible staff cohort. It should be noted in this context that staff on teaching only contracts comprise the majority of staff in the non-research intensive academic partners. Particular attention will also be paid to the final identification of staff deemed to be Early Career Researchers.

46. The university has 14 separate employers and a HESA staff return only includes those staff *directly* employed by the university (i.e. employed by the university's executive office). Following discussion and agreement with the Scottish Funding Council and the National REF team, the staff scoping exercise is deemed to be an acceptable proxy for the HESA exercise. As an additional assurance, the HESA return for the university's executive office will be compared with the outcomes of the staff scoping exercise for executive office staff in order to provide assurance of the robustness of the staff scoping exercise in identifying accurately the eligible cohort of staff for inclusion in REF 2021.

47. **Stage 3:** (January-March 2020) Once the results of the overall scoping exercise, parts 1 and 2, are known, the indicative list of staff will be presented to the university's Academic Council for decision, having already been considered by Research and Knowledge Exchange Committee and Partnership Council. Individual staff deemed to be eligible and their line managers will then be informed by letter early in 2020 of their confirmed eligibility, and the university's intention to include them in its REF 2021 submission. In addition, staff involved in research, but who do not meet the university's 'significant responsibility for research' criterion will be informed by letter that they are not eligible for REF 2021 submission, the decision will be explained and they will be notified of the appeals procedure. In addition, there will be a general communication to all staff, including those who may be on leave, about the process for identifying staff for REF 2021.

48. **Stage 4:** (April-May 2020) The appeals mechanism as set out in the appeals section on page 14 of this code of practice will be applied.

49. **Stage 5:** (November 2019 – June 2020) It is to be expected that the university partnership will experience some level of staff 'movement' within in the period between the conclusion of Stage 2 noted above and the census date noted below. In recognition of this, the university will put in place an administrative process to scope incoming staff. This will involve the Vice-Principal (Research and Impact), the academic partner senior research leads and various academic partner HR departments.

50. **Stage 6** (31 July 2020) Staff will be submitted as eligible in line with the national arrangements connected with the census date.

51. To view the university's REF 2021 Privacy Notice please see **Appendix H**

## Staff, committees and training

52. The purpose of this section is to set out the university's procedures for identifying designated staff and committees/panels responsible for determining research independence (distinguishing between those with advisory and those with decision-making roles.)

### Staff and Committees

Page | 13

53. In terms of the identification of individuals, the key individual is the Vice-Principal (Research and Impact). Following the sudden passing of Professor Ian Bryden, Vice-Principal (Research) in November 2016, the post of Vice-Principal (Research and Impact) was created. The job description for this post is explicit in stating that the post-holder is the key decision maker in relation to all matters connected with the Research Excellence Framework. In addition, the Dean of Research provides strategic support and guidance to the Vice-Principal (Research and Impact) with high-level operational support provided by the Research Administrative Officer and Research Information Systems Officer.

54. When the current Vice-Principal (Research and Impact) came into post, (initially in an 'acting' role) in January 2017 he proposed a set of arrangements for overseeing the university's planning and preparation for REF 2021. **(Appendix D)** The most significant element of this was the creation of a REF Management Group with clear terms of reference and a membership consisting primarily of designated Unit of Assessment Leads. The Unit of Assessment Leads were identified, in the main, by dint of their positions as leading academics in the various research centres and institutes across the university.

55. Subsequent to the creation of the REF Management Group, a smaller informal operational group was created in order to oversee the implementation and proper management of agreed actions in relation to REF 2021. This informal group – REF Core Administrative Team – meets in between the meetings of the REF Management Group.

56. The terms of reference for REF Management Group state that this group is advisory. Key strategic decisions on REF 2021 are made by Academic Council and Partnership Council. In relation to the specific question about which staff members meet the criteria for determining research independence, the decision making body for this will be Academic Council, though the matter will also be considered by Research and Knowledge Exchange Committee and Partnership Council. In addition this code of practice has been approved by the University Court's Finance and General Purposes Committee. **(Appendix E – UHI Committees and Groups with Designated REF Responsibilities)**

### Training

57. In preparing for REF 2014, the University of the Highlands and Islands provided all those staff then associated with its REF submission with internally facilitated general Equal Opportunities and Diversity training. The training, which staff were expected to take and pass, highlighted particular aspects and issues that were deemed to be of relevance and significance in the context of the REF 2014 exercise.

58. Since 2014, the university has continued to work to ensure equality of opportunity for all staff and through its virtual learning environment has made available to staff, both within the executive office and throughout the academic partnership, an online module to assist them in the completion of equality impact assessments. Building on earlier arrangements, the university appointed a full-

time equality and diversity advisor who will increase capacity for face-to-face training provision for those involved in REF 2021 and more widely.

59. The university's preparations for REF 2021 recognised an ongoing commitment to providing a bespoke and REF tailored training package to those directly involved in its REF preparations. To these ends, an additional and compulsory training event was organised for those individuals and committees more closely involved in identifying staff for REF 2021. This includes academic partner and executive research leads, the members of REF Management Group and the core administrative and leadership team for REF 2021. This training has covered the legislative context around the protected characteristics, HEIs' legal responsibilities, and unconscious bias. This training was procured from Advance HE and was delivered as a face-to-face (including video conferencing facilities) full day workshop in April 2019. Training materials from this event will remain online as a reference point to those involved in the university's REF preparations via the university's internal discussion and file sharing platform, Yammer.

## Appeals process

60. The university has also established a process for individual staff to appeal the decision as to whether or not they have been identified as being eligible, or ineligible, for inclusion in the university's staff cohort for REF 2021.

61. **Stage1:** Following the decisions of Academic Council, individuals will be informed by Friday 27 March 2020 as to whether, or not, they have been identified for inclusion in the university's cohort for REF 2021 and laying out how, and on what grounds, they may appeal the decision.

Individuals may appeal the decision of Academic Council, citing the following grounds:

1. That there has been an alleged incorrect assessment of the criteria for inclusion in/exclusion from the REF 2021 staff cohort.
2. That there has been a procedural irregularity in the process of determining an individual's inclusion/exclusion.

Appellants may wish to seek advice and support from the relevant Trades Union when an appeal is being considered.

62. **Stage 2:** Appeals should be submitted in writing to the Research Administrative Officer by Monday 27 April 2020. On receipt of an appeal, the Vice-Principal (Research and Impact) will convene an appeals panel within five working days and comprising the Deputy Principal (chair), 1 representative from the Research and Knowledge Exchange Committee (not directly involved in REF management and leadership), and 1 Human Resources manager, (not from the appellant's academic partner). The Research Administrative Officer will service all appeal panels. This panel will have authority to uphold or dismiss the appeal. The decisions reached will be confidentially communicated to the relevant staff members by the Vice-Principal (Research and Impact) within two working days of the hearing.

Under normal circumstances, as noted above, appeals will be accepted up until 17.00 on Monday 27 April 2020.

63. **Stage 3.** Upon receiving the outcome of the appeal, should appellants wish to appeal further, their final course of appeal will be to the Principal and Vice-Chancellor of the university, who will otherwise not have been previously been involved directly in discussions or decisions relating to their appeal.

64. Staff will have five working days to make a final appeal following the date of receipt of the letter from the Vice-Principal (Research and Impact) confirming their inclusion or exclusion in university's submission to REF 2021. The staff member's wish to make a final appeal should be communicated formally, in writing, to the Principal and Vice-Chancellor of the university.

65. The Principal and Vice-Chancellor will then consider the case and will normally call for an independent review by a REF Appeals Group. This will normally comprise a Senior Officer who has not otherwise been involved in the decision-making process and two further senior academic staff who are independent of the individual appellant, their department and of the preceding discussions over the case. The review will be conducted and concluded within fifteen working days of receipt of the referral to the Principal and Vice-Chancellor of the university. The Principal and Vice Chancellor's decision on the case will be considered final and communicated accordingly to the staff member, in confidence.



## Equality impact assessment (EIA)

66. The university recognises its responsibility to undertake an equality impact assessment (EIA) in advance of final decisions being made by Academic Council in regard to which staff have been identified for inclusion in the REF eligible cohort. The university will take two actions in order to meet this responsibility.

Page | 16

67. In the first instance, the university has completed an EIA, using its EIA policy, in relation to the processes and procedures identified in this code of practice.

68. Secondly, the university will undertake an EIA prior to the confirmation of the eligible cohort for REF 2021 by Academic Council. This will involve the collection of information related to protected characteristics for each member of staff in the *whole* scoping exercise cohort. This will include staff deemed eligible for inclusion and those deemed ineligible for inclusion in the REF 2021 submission. During this exercise, staff will be provided with the opportunity for non-disclosure. Subsequent analysis of the data gathered for each Unit of Assessment being submitted will be undertaken in order to determine whether there is unintended bias present, or particular challenges being faced by those possessing or sharing particular characteristics. As REF 2021 is predicated on the identification and not selection of staff, if the EIA reveals that there is potentially unconscious bias, this will provide evidence for further investigation including in relation to support, recruiting and contracting arrangements within individual disciplines as opposed to the actual process of identifying staff for REF purposes.

69. It is anticipated that the EIA will be conducted between November 2019 and January 2020.

70. To view the university's REF 2021 Privacy Notice please see **Appendix H**

## Part 4 Selection of Outputs

### Policies and procedures

71. The University of the Highlands and Islands is committed to ensuring that a fair and transparent procedure is put in place in relation to the selection of outputs for REF 2021. In terms of managing this commitment, the university's arrangements are as follows:

### Output review and scoring

#### 72. Stage 1. Output review and scoring (carried out by Unit of Assessment Lead and review team)

1. Research outputs are proposed by authors and are uploaded to the university's research repository, PURE.
2. Each Unit of Assessment within the university has an identified review team and as an initial exercise, outputs are screened for REF eligibility.
3. All eligible outputs are subsequently assessed both internally by the review team and externally, by unit of assessment 'critical friends'<sup>19</sup> and scored, with the results then being uploaded into PURE.
4. An initial stocktake was undertaken in autumn 2017, in order to form a provisional view as to the volume and strength of outputs in each Unit of Assessment. This initial stocktake was complimented by a Mock REF in 2019, which provided further provisional information about the volume and strength of outputs for each Unit of Assessment.
5. This process creates a comprehensive pool of eligible outputs, and in all cases there are more outputs than are required to meet the average of 2.5 outputs per fte, which provides a context whereby outputs can be selected.

### Output selection

#### 73. Stage 2. Output selection (carried out by Unit of Assessment Lead and output selection panel)

The second stage of the university's process involves the systematic selection of outputs for inclusion in the submission to the REF 2021 exercise. The final selection of outputs will be progressed at Unit of Assessment level and the undernoted criteria will be applied across all Units of Assessment.

74. Each Unit of Assessment lead and their respective output selection panel will apply these criteria when making decisions about the selection of individual outputs at the Unit of Assessment level:

1. To make decisions which maximise the number of 3\* and 4\* outputs;
2. To make decisions in order to ensure that all research areas within the Unit of Assessment are represented appropriately;
3. To make decisions in order to ensure that there is a demonstrable link between the environment statements for each submitting Unit of Assessment and the selection of outputs.
4. To make decisions relating to the selection of outputs which take account of agreed individual circumstances.
5. To make decisions relating to the selection of outputs with due regard to equality of representation in terms of protected characteristics, thereby ensuring that any necessary

---

<sup>19</sup> The term Critical Friends refers to external academics employed to provide advice and guidance to researchers involved in each Unit of Assessment

changes to prevent discrimination or promote equality can be taken prior to the submission deadline.

6. To make decisions that take account of the minimum and maximum output requirements per Unit of Assessment fte, in line with REF 2021 requirements.

75. Each Unit of Assessment has an output selection panel, chaired by the Unit of Assessment lead. Each Unit of Assessment output selection panel will be required to decide which outputs are to be included in the university's REF 2021 submission. The outputs of staff who have accepted *voluntary* redundancy in the REF 2021 period are deemed eligible for inclusion in the output pool. The output selection panel will consist of the Unit of Assessment lead, together with at least two other members of the university's staff who have been selected with due regard to inclusivity, gender balance and discipline specific knowledge.

76. Each Unit of Assessment output selection panel will record and justify the decisions it makes about which outputs to include in the REF 2021 submission using a standard template. **(Appendix F – Standard Template: Output Selection)** The Unit of Assessment lead will be responsible for ensuring that each staff member is notified about which of their outputs has been included. Output selection panels will meet in December 2020 in order that final decisions can be made about the selection of outputs in a timely manner prior to the final REF submission date in March 2021.

77. In terms of the process for approving the university's procedures for the selection of outputs, a draft procedure laying out the process for the selection of outputs was considered by REF Management Group, Research and Knowledge Exchange Committee and approved by Academic Council in early 2019.

78. The university reserves the right to include in the REF submission the outputs of former staff where they accepted redundancy voluntarily or where they were engaged on a fixed term contract. In this instance, the university will make every reasonable endeavour to ensure that said former staff members are made aware of its intentions to include outputs. The university will not use the outputs of any former staff made compulsorily redundant.

## Staff, committees and training

### Staff and Committees

79. There are a number of staff and committees involved in the selection of outputs:

- Original decisions made about the Unit of Assessment leads were based on the cohort of staff who were Unit of Assessment leads in REF 2014. In many cases, leads were staff who held a professorial role in relation to the discipline, and who were often Heads of Departments/Sections/Research Institutes or Centres.
- Unit of Assessment leads identified their review team, with due regard to considerations of inclusivity.
- At the time of the formal selection of outputs, REF Management Group will consider and approve a proposal for populating the output selection panels from each Unit of Assessment lead and the criteria for this process will include gender balance and inclusivity considerations.
- The output review team is advisory, whilst the output selection panels make final decisions about which outputs will be included in REF 2021.

## Terms of Reference

### 80. Output Review Team (Advisory)

1. To identify which proposed outputs are eligible for REF 2021;
2. To assess each eligible output and ascribe a provisional score;
3. To monitor the overall profile of outputs, in terms of the potential proportion in each quality category.

### Output Selection Panel (Decision-making)

1. To assess each output previously deemed eligible for inclusion in the REF submission against the agreed criteria;
2. To ensure that agreed individual circumstances are taken into account in the output selection process;
3. To record and justify inclusion/exclusion decisions;
4. To ensure that staff are informed of inclusion/exclusion decisions

## Training

81. In all cases, output selection panels will be chaired by the Unit of Assessment lead, and as all Unit of Assessment leads sit on the REF Management Group they have already undertaken unconscious bias training in 2019. In addition to this, and prior to the selection panels meeting, a further half-day training event for all members of the output selection panels will be arranged for the autumn of 2020. This will ensure a consistent approach is taken across Units of Assessment in relation to the making of decisions regarding the identification of outputs that should be included in the REF submission.

## Declaration of circumstances

82. In the interests of supporting and encouraging equality and diversity in research careers, the REF team has laid out some new arrangements around staff circumstances for REF 2021. This recognises that there may be some staff eligible for submission to REF 2021 whose circumstances have led to their having been:

Page | 20

- a) unable to contribute fully to their unit's total output requirement or;
- b) unable to produce the required minimum of one eligible output

83. This process will require the university to submit all its internally agreed 'special circumstances' requests to the REF team via a secure submissions system by March 2020 in accordance with the REF team guidance. The outcomes of the reduction request process will subsequently be relayed back to the institution in the week commencing 14 September 2020

84. The University of the Highlands and Islands is supportive of the inclusive approach being adopted by the REF team in regards to special circumstances for REF 2021. It recognises that there may be research staff within the university whose ability to produce outputs or research productively during the REF 2021 assessment period, 1 January 2014 – 31 December 2020, has been limited due to their personal circumstances.

85. It may therefore be possible for the university to make a reduction request to the REF team for either:

- a) A reduction in the number of outputs at the Unit of Assessment level such that fewer than 2.5 outputs per fte. are submitted in the unit or;
- b) A reduction so that the requirement for a minimum of one output per individual staff member is removed.

86. From the university's perspective the new special circumstances arrangements are helpful in that they will assist in managing the institutions' output submission to REF 2021. This is because in contrast to REF 2014, where the outcomes of special circumstances requests were not known until the REF results were published, in REF 2021 the university will know in advance precisely how many outputs it will be required to submit in each Unit of Assessment.

87. Detailed information around special circumstances and the reduction request process can be found REF guidance document REF2019/01, Guidance on Submissions<sup>20</sup>. However, a summary of the applicable circumstances that will be taken into account in REF 2021 is included for information alongside the 'REF 2021 Individual Staff Circumstances Form in **Appendix G**.

---

<sup>20</sup> For full definitions of all circumstances, please see REF2019/01, Guidance on Submissions paragraphs 151 to 201.

## The University of the Highlands and Islands' process for declaring special circumstances in REF 2021

88. The university is adopting an inclusive approach to the special circumstances arrangements for REF 2021, and in the first instance, all university staff will be made aware of the special circumstance process via a communication through academic partner communications teams and the UHI Staff Newsletter of August 2019. A further, more directed communication will also be circulated at this point to those staff previously identified in the initial REF register as potentially being within scope for REF 2021 submission. Staff will continue to be reminded of the process thereafter on a monthly basis via the staff newsletter, and via research cluster and departmental communication channels from September 2019 to February 2020.

89. Between 25 August 2019 and 28 February 2020, staff wishing to declare any special circumstances should in the first instance submit the **REF 2021 Individual Staff Circumstances Form**, available as **Appendix G** in this code of practice or as a download from the REF 2021 area of the UHI website, to the Head of UHI Human Resources. As part of this process all staff provisionally identified as Early Career Researchers will be invited to complete a special circumstances form should they so wish. The Head of UHI Human Resources will carry out an initial check of the information provided to ensure that the declaration falls within the circumstances definitions recognised by the REF team for REF 2021. The Head of UHI Human Resources will subsequently convey the outcome as to whether or not the application is deemed to be eligible, including a rationale for the decision taken, within 2 days to the staff member concerned, copying in the Unit of Assessment lead via email under confidential cover.

90. In addition to the consideration of individual circumstances, in preparing for its submission to REF 2021 the university will consider the overall impact of all declared individual circumstances on the outputs profile of each unit. In this regard, it should be noted that the flexibility offered by decoupling outputs from staff means that the university may not need to request actual reductions to the number of outputs required by a submitting unit. In order to determine whether or not the university will submit an output reduction request, each unit of assessment lead will need to come to an initial decision on whether to apply for a reduction based on:

- a. whether there is a wide enough pool of outputs from other employed eligible staff to make up any shortfall or:
- b. noting the university's position regarding former members of staff who have been made redundant (page 18 above), whether there are outputs available from former staff who were eligible at the time of their employment that could make up any shortfall.

91. In order to determine whether or not a reduction request should be made to the national REF team, the Vice-Principal (Research and Impact) will convene with each relevant Unit of Assessment Lead and the UHI Equality and Diversity Advisor to consider the potential impact of all special circumstances and decide on the most appropriate course of action approving, or otherwise, the declaration to go forward to take part in the reduction request process.

92. There are two possible outcomes in the event of the application being supported:

1. A recommendation is made that the university applies to the National REF team for a reduction in the number of outputs at the Unit of Assessment level;
2. The university applies to the National REF team for the required minimum of one output to be removed at the level of the individual.

93. Following a decision to submit a reduction request for any Unit of Assessment, all staff who are in scope for submission to that unit will be written to in order to explain the decision to apply for a reduction in the number of outputs.

## Data Protection

### Ensuring confidentiality: Internally

94. All information relating to personal circumstances declared by staff will be used strictly for consideration in relation to the REF 2021 Reduction Request Process and will be handled and stored in compliance with current data protection legislation – General Data Protection Regulation (EU) 2016/679 and the Data Protection Act 2018 – and all other legal obligations. As detailed in the process laid out in the university's code of practice, the information declared relating to personal circumstances will be kept confidential to the Head of UHI Human Resources, the Vice-Principal (Research and Impact), the Unit of Assessment lead, the UHI Equality and Diversity Advisor and the Research Information Systems Officer, in his capacity as UHI REF submission system administrator.

95. If the institution decides to apply to the funding bodies for either form of reduction of outputs (removal of 'minimum of one' requirement or unit circumstances), we will need to provide UKRI with data that you have disclosed about your individual circumstances, to show that the criteria have been met for reducing the number of outputs. Please see the '[Guidance on submissions](#)' document (paragraphs 151-201) for more detail about reductions in outputs and what information needs to be submitted.

### Anonymising your data

96. Staff declaring personal circumstances should note that whilst a full version of their declaration form will be used to inform decision making internally, any declarations subsequently submitted to the REF team for scrutiny, as part of the reduction request process, will be allocated a case number only and will be redacted to remove all personal details such as name, place of work or email.

### Ensuring confidentiality: Externally

97. Information submitted as part of the REF 2021 Reduction Request Process will be kept confidential to the National REF team, the Equalities and Diversity Advisory Panel (EDAP) and the main panel chairs, all of whom are bound by confidentiality requirements in respect of all information contained in submissions. No information relating to individual circumstances will be published by the National REF Team and it will be destroyed on completion of the REF assessment phase.

## Changes in circumstances

98. The university recognises that staff circumstances may change between completion of the declaration form and the census date (31 July 2020). If this is the case, then staff should contact the Head of UHI Human Resources in order to provide the updated information.

## Equality impact assessment

99. The University of the Highlands and Islands fully recognises that the funding bodies require that HEIs taking part in the REF in 2021 undertake equality impact assessments (EIAs) on all their processes to ascertain whether they may be having a differing impact on particular groups.

100. The protected characteristic data coming from the EIA on the eligible staff pool will be taken into consideration by the output selection panels when selecting outputs for submission to ensure that any necessary changes to prevent discrimination or promote equality are taken prior to the submission deadline. Specifically, the strength of outputs will then be cross referenced to protected characteristics data to establish if any particular groups face implicit challenges that may prevent candidates producing their best work.

101. In addition, should it become evident that there is unintended bias or differentiation present which has negatively impacted on a particular group or groups, the university's senior officers will reflect on actions they may take going forward within the context of the current university structure to redress any apparent inequality.

102. To view the university's REF 2021 Privacy Notice please see **Appendix H**



## Cùl-fhiosrachadh agus Co-theacsa: Nòta Tòiseachaidh

1. 'S e 'Còd-cleachdaidh' Oilthigh na Gàidhealtachd agus nan Eilean airson Frèam-obrach Sàr-rannsachaidh (Research Excellence Framework - REF) 2021 a tha anns an sgrìobhainn seo. Tha e a' mìneachadh nan dòighean-obrach a bhios air an cleachdadh gus tagradh an Oilthigh airson REF 2021 a dhearbhadh.

2. 'S e REF an siostam a tha air a chleachdadh air feadh na RA gus càileachd an rannsachaidh ann an institiudan foghlam àrd-ìre (HEIs) RA a mheasadh. Bidh an eacarsaich a tha a' ruith an-dràsta deiseil ann an 2021.

3. Tha na ceithir buidhnean-maoineachaidh<sup>21</sup> air a ràdh gu poblach gur e prìomh amas REF 'bunait rannsachaidh innsingeach agus freagairteach aig sàr-ìre chruinneil a ghlèidheadh tarsainn làn speactram acadaimigeach foghlam àrd-ìre na RA.'<sup>22</sup>

4. Gu pragtaigeach, 's e a tha anns an REF an t-inneal a bhios na buidhnean maoineachaidh a' cleachdadh gus:

- 'cunntachalachd a libhrigeadh mu sheilbheachd phoblach ann an rannsachadh, agus fianais buannachdan na seilbheachd a nochdadh;
- 'tomhas-measaidh a thabhainn agus slatan-tomhais creideasach a dhearbhadh, airson an cleachdadh ann an roinn foghlam àrd-ìre agus airson fiosrachadh poblach';
- 'fiosrachadh a tha ag innse carson a chaidh maoineachadh airson rannsachaidh a thoirt seachad'<sup>23</sup>.

5. Airson REF 2021, bidh aig gach HEI anns an RA a bhios a' cur a-steach tagradh REF còd-cleachdaidh a leasachadh, a chlàradh, a chur an gnìomh, agus a mhìnichas don luchd-obrach na pròiseasan eadar-dhealaichte a thèid a chleachdadh airson:

- Luchd-obrach aig a bheil uallach brìgheil airson rannsachaidh a chomharrachadh (far nach eil seo grad-fhollaiseach);
- Dearbhadh a bheil an rannsachadh seo air a dhèanamh gu neo-eisimeileach);
- Mach-chuir a thaghadh

6. Is e obair còd-cleachdaidh a dhèanamh cinnteach gu bheil na modhan-obrach aig HEIs airson tighinn gu co-dhùnadh a rèir nan dleastanasan laghail aca agus a' cumail ri reachdas làithreach na RA. <sup>24</sup>Gu h-àraidh, nì an còd-cleachdaidh cinnteach gum bi na dòighean a tha air an taghadh leis an

<sup>21</sup> Research England, Scottish Funding Council (SFC), Higher Education Funding council for Wales (HEFCW) and the Department for the economy, Northern Ireland (DfE)

<sup>22</sup> Equality Impact Assessment for the Research Excellence Framework 2021, Paragraph 3

<sup>23</sup> Equality Impact Assessment for the Research Excellence Framework 2021, Paragraph 3

<sup>24</sup> Guidance on codes of practice REF 2019/03 Paragraphs 18 - 26

oilthigh airson luchd-obrach a chomharrachadh agus mach-chuir a thaghadh soilleir agus cothromach.

7. Tha iarrtas nàiseanta ann gum bi còdan-cleachdaidh coileanta REF 2021, ion-dhearbhte mus tèid an cur gu sgioba nàiseanta REF airson muigh-mheasadh leis a' Phanal Comhairleachaidh airson Co-ionannachd agus Iomadachd (EDAP). Tha aonta deireannach a' leigeil fhaicinn gu bheil còd a' freagairt air dleastanasan laghail, agus aig an ìre seo bidh còd-cleachdaidh Oilthigh na Gàidhealtachd agus nan Eilean, còmhla ri còdan-cleachdaidh gach HEI eile air am foillseachadh gu poblach air làraich-lìn nan oilthighean agus air làraich-lìn REF 2021<sup>25</sup>.

8. Tha sgioba nàiseanta REF air teamplaid airson còd-cleachdaidh a thabhainn do gach institiud gus dèanamh cinnteach gum bi dòigh-obrach cho-chòrdail ann air feadh na roinne.

9. Tha ceithir roinnean anns an teamplaid:

Pàirt 1: Ro-ràdh

Pàirt 2: A' Comharrachadh Luchd-obrach le Uallach Brìgheil airson Rannsachaidh. Tha e am beachd an oilthigh 100% den luchd-obrach a chur air adhart mar fheadhainn aig a bheil uallach airson rannsachaidh, mar a tha mìnichte anns an sgrìobhainn airson REF 2021 a tha toirt stiùireadh mu thagraidhean, agus, mar sin, chan fheumar an earrann seo a lìonadh.

Pàirt 3: A' Dearbhadh Neo-eisimeileachd Rannsachaidh

Pàirt 4: A' Taghadh Mhach-chuir

Tha Còd-cleachdaidh Oilthigh na Gàidhealtachd agus nan Eilean a' leantainn na teamplaid nàiseanta aontaichte.

<sup>25</sup> Further information can be found at <https://www.ref.ac.uk/>

### Pàirt 1: Ro-ràdh

10. 'S e Oilthigh na Gàidhealtachd agus nan Eilean am prìomh oilthigh amalaichte, a tha a' gabhail a-steach rannsachadh, foghlam àrd-ìre agus foghlam adhartach. Tha Oilthigh na Gàidhealtachd agus nan Eilean na chom-phàirteachas de 13 colaistean agus institiudan rannsachaidh speisealaich – na com-pàirtichean – le aon àrd-oifis. Tha na com-pàirtichean iad fhèin agus àrd-oifis an oilthigh nan luchd-fastaidh fa leth, ach còmhla 's iad an oilthigh.

11. Tha Oilthigh na Gàidhealtachd agus nan Eilean a' gabhail gu da-rìribh ri a dhleastanas a thaobh co-ionannachd agus iomadachd<sup>26</sup>. Tha e air poileasaidh Co-ionannachd, Iomadachd agus Inghabhalachd (**Eàrr-ràdh A**) a leasachadh agus tha frèam-poileasaidh cunbhlach tarsainn com-pàirteachas acadaimigeach an oilthigh. Tha an earrann seo a' foillseachadh cuid de na prìomh eileamaidean anns a' fhream-poileasaidh seo.

12. Ann an 2017, mar phàirt den ghealltanas seo, leasaich an t-oilthigh Plana-Gnìomha Gnè (**Eàrr-ràdh B**) a tha a' mìneachadh mar a bhios e a' brosnachadh co-ionannachd gnè. Tha builean na dòigh-dèiligidh seo air an aithris gu Comhairle-maoineachaidh na h-Alba, an lùib aithisgean reachdail. Le tuigse gu bheil an t-oilthigh anns an treas roinn, tha am plana a' gabhail ri ceumannan a nì cinnteach gum bi breithneachadh air cùisean neo-ionannachd ann, an dà chuid bho thaobh foghlam àrd-ìre agus ìre-adhartach. Taobh a-staigh na tha air a thabhainn ann am foghlam àrd-ìre, tha lìonraidhean cuspaireil an oilthigh ag obair air feadh com-pàirteachas an oilthigh. Tha dleastanas aca airson leasachadh agus meudachadh curraicealam, bùird dheuchainn, agus obair barantachadh càileachd. Tha gach lìonra cuspaireil air plana-gnìomha gnè a dhealbhadh dhaibh fhèin. Bidh gach com-pàirtiche acadaimigeach cuideachd a' dealbhadh plana-gnìomha gnè dhaibh fhèin gus taic agus brosnachadh a bharrachd a thoirt do dh'amasan tar-ruigheach plana an oilthigh. Anns a' Mhàrt 2019, rinn Cùirt an Oilthigh ath-sgrùdadh air mar a bha a' dol le plànaichean-gnìomha gnè agus a' bhuaidh a bha aca.

13. Airson amasan an oilthigh airson co-ionannachd a leasachadh, tha Plana-gnìomh STEM air a bhith air a chruthachadh; agus air inbhe Umha Athena SWAN a choisinn, plana-gnìomh Athena SWAN. Tha plana-gnìomh Athena SWAN daonnan fo sgrùdadh airson meudachadh a chionn 's gu bheil Athena SWAN a-nis a' gabhail a-steach gach dìosaplain, luchd-teagaisg agus luchd-obrach seirbheisean proifeasanta cho math ri acadamaichean. A-rithist, tha an dà phlana a' toirt taic do chlàr-gnothaich co-ionannachd an oilthigh agus ga adhartachadh, is ga chuideachadh ann a bhith a' coileanadh an dà chuid a dhleastanasan reachdail agus moralta agus a dhleastanasan airson gach neach-obrach agus gach oileanach a ghabhail a-steach gu h-iomlan.

14. Tha an t-oilthigh a' brosnachadh co-ionannachd agus iomadachd ann an grunn dhòighean, mar:

- **An Sgeama Meantoraidd**<sup>27</sup> Fosgailte do gach neach-obrach. Tha an sgeama seo suidhichte timcheall trì dualan meantoraidd fa seach: Rannsachadh, Meudachadh Ionnsachadh agus Teagaisg, agus ALPINE (Accredited Learning, Professional development and Innovation in Education). Tha e air a dhealbhadh gus taic a thoirt do leasachadh pearsanta agus leasachadh sgilean neach ann an dòighean a tha a' freagairt air na feumalachdan, na h-ùidhean agus na dùilean aca. Tha an sgeama seo

<sup>26</sup> <https://www.uhi.ac.uk/en/about-uhi/governance/policies-and-regulations/policies/equality-diversity/>

<sup>27</sup> <https://www.uhi.ac.uk/en/research-enterprise/staff-dev/mentoring/>

fosgailte do cho-obraichean ùra, no tràth-dhreuchdail, no foirfeach a tha a' sireadh taic meantoraidd agus do cho-obraichean a tha airson a bhith nam meantoran.

- **Sgeama Aurora Advance HE** <sup>28</sup>Tha an t-oilthigh air grunnan àitean a mhaoineachadh air a' phrògram leasachadh pearsanta seo airson gach neach a tha a' fèin-aithneachadh mar bhoireannach. Is e aon adhbhar airson Aurora, taic a thoirt gus barrachd bhoireannach fhaicinn ann an àrd-dhreuchdan stiùiridh. Tha am prògram dhaibhsan a tha ann an dreuchdan acadaimigeach agus proifeasanta, agus tha e a' toirt còmhla eòlaichean ann an ceannardas agus institiudan foghlam àrd-ìre gus obair-ghnìomha dheimhinneach a dhèanamh a dhèiligeas ri fo-riochdachadh bhoireannach ann an dreuchdan ceannardais anns an roinn.

Page | 27

- **Plana Cànan-soidhnidh Bhreatainn** <sup>29</sup>A rèir a dhleastanasan fo Achd Cànan-soidhnidh Bhreatainn 2015 (Alba), tha an t-oilthigh air a phlana Cànan-soidhnidh Bhreatainn fhèin a chruthachadh mar dhòigh air cothrom nas motha fhosgladh do luchd-cleachdaidh BSL ann am foghlam àrd-ìre. Tha am plana air a dhealbh ann an dòigh 's gu bheil luchd-cleachdaidh BSL air am brosnachadh gus tighinn dhan oilthigh, agus an an uair sin an taic a tha ri fhaotainn a neartachadh. Chaidh buidheann obrach thar-phartaidh a chur air bhonn an dà chuid gus taic a thoirt do bhuidheann-sgrìobhaidh plana BSL an oilthigh agus gus dèanamh cinnteach gun toireadh fa-near do cho-theacs ionadail sònraichte sam bith. A' gluasad air adhart, bidh am buidheann seo a' coinneachadh gus dèanamh cinnteach gum bi am plana seo air a choileanadh mar bu chòir 's air an aon dòigh air feadh an oilthigh. Chaidh am plana fhoillseachadh anns an Dàmhair 2018, an dèidh co-dhùnaidh aig Comhairle Com-pàirteachais an Oilthigh. Bha e air a leasachadh gus sùbailteachd a thoirt do chom-pàirtichean planaichean a dhealbh a rèir fheumalachdan agus stòrasan ionadail.

- **Àrainneachd Ionnsachadh Bhiortail (VLE)** Bho bhliadhna acadaimigeach 2019/20, tòisichidh an t-oilthigh air àrainneachd ionnsachadh bhiortail airson oileanaich a chleachdadh leis an ainm Brightspace. Tha DESIRE2LEARN (D2L)<sup>30</sup>, an companaidh air cùl Brightspace, moiteil às an dòigh in-ghabhalach aca, a' dealbh stuthan so-ruigsinneach do na h-uile.

15. Tha an còd-cleachdaidh seo a' co-chòrdadh ri dealas an oilthigh gus cùisean co-ionannachd agus iomadachd a' fighe a-steach am broinn clò na h-institiud, gus am bi àrainneachd nas cothromaiche agus nas in-ghabhalaiche ann, an dà chuid airson obrach agus airson rannsachaidh le bhith a' toirt co-ionannachd-chothroman do gach neach-obrach agus oileanach air feadh com-pàirteachais an oilthigh.

16. Aig deireadh REF 2014, rinn Deadhan Rannsachaidh agus Ceannard Ghoireasan Daonna an oilthigh measadh deireannach air buaidh co-ionannachd (EIA) air poileasaidh agus modhan-obrach an oilthigh a thaobh tagradh REF 2014. Chomharraich iad còig gnìomhan a bhiodh bunaiteach gus dèanamh cinnteach gum biodh co-ionannachd cothruim ann an obair REF anns an àm ri teachd:

- Feum air neartachadh an dòigh a tha an t-oilthigh a' cruinneachadh agus a' cumail faire air dàta le feartan tèarainte, gus am bi fios càit a dh'fhaodadh na pròiseasan seo buaidh mhì-chothramach a thoirt air aon no barrachd de bhuidhnean.
- A' dèanamh cinnteach gum bi na pròiseasan agus na dòighean airson luchd-obrach a thaghadh an-còmhnaidh cothromach air feadh an oilthigh agus aig a h-uile ìre taobh a-staigh gach com-pàirtiche acadaimigeach.

<sup>28</sup> <https://www.uhi.ac.uk/en/learning-and-teaching-academy/professional-recognition-and-development/advancehe-aurora-leadership-development-programme/>

<sup>29</sup> <https://www.uhi.ac.uk/en/students/support/british-sign-language-plan/>

<sup>30</sup> <https://www.d2l.com/en-eu/accessibility/>

- A' leasachadh ro-innleachd conaltraidh soilleir a bhios air a lìbhrigeadh tro iomadh seanail, gu sònraichte mun adhbhar airson a bhith a' cruinneachadh dàta mu cho-ionannachd agus iomadachd, agus a bhios mothachail mu shuidheachaidhean pearsanta.
- A' solarachadh trèanadh èifeachdach air co-ionannachd agus iomadachd airson a h-uile neach-obrach a bhios an sàs anns a' phròiseas-thaghaidh airson eacarsaichean REF anns an àm ri teachd.
- A' beachd-smuaineachadh air pàirt a ghabhail ann am prògraman cairt co-ionannachd, a dh'fheumas am pròiseas a tha a' dol air adhart an-dràsta a choileanadh airson barantachadh Umha Athena SWAN fhaighinn.

17. Tha an t-oilthigh mu thràth air làn-gabhail ris na puingeann seo ann a bhith ag ullachadh airson REF 2021 tro a bhith, mar eisimpleir:

- A' glèidheadh phròiseasan agus mhodhan-obrach rianail tarsainn com-pàirteachas an oilthigh an uair a bhios luchd-obrach ann an sgòp airson REF 2021. Ann a bhith a' toirt seo air adhart, bu chòir cuimhneachadh gun robh REF 2014 stèidhichte air luchd-obrach a thaghadh, ach tha REF 2021 stèidhichte air a' phrionnsabal 'a h-uile neach-obrach le uallach brìgheil airson rannsachaidh.' Le sin, tha an t-oilthigh a' toirt fa-near gu bheil am prionnsabal air gluasad bho thaghadh gu comharrachadh;
- A' solarachadh trèanadh freagarrach ann an co-ionannachd agus iomadachd do gach neach-obrach air feadh a' chom-pàirteachais 's aig a bheil dlùth-cheangal ris na h-ullachaidhean airson an tagradh againn airson REF 2021;
- A' leantainn modh in-ghabhalach airson conaltraidh tro bhith a' lorg dhòighean air ceanglaichean a dhèanamh leis gach neach-obrach air feadh com-pàirteachais an oilthigh agus cuireadh a thoirt dhaibh pàirt a ghabhail ann am pròiseasan an oilthigh airson REF 2021.

18. Ceangailte ris a' chiad dà phuing gu h-àrd, **tha Earrann 3: A' Dearbhadh Neo-eisimealachd Rannsachaidh**<sup>31</sup> taobh a-staigh a' chòd-cleachdaidh seo, a' mion-fhiosrachadh phoileasaidhean agus mhodhan-obrach an oilthigh a tha a' buntainn ri comharrachadh a' bhuidhinn de luchd-obrach a bhiodh ion-roghnach airson a bhith an sàs ann an REF 2021. Gu sònraichte, tha an earrann ag innse mar a chaidh luchd-obrach a bha an sàs ann an stiùireadh agus ullachadh tagradh REF 2021 an oilthigh a thaghadh, agus tha e a' mìneachadh an ròil agus an raon-obrach aca ann an co-theacsa eacarsaich REF. Tha Earrann 3 cuideachd ag innse mu trèanadh co-ionannachd agus iomadachd a fhuair an luchd-obrach sin gus dèanamh cinnteach gum biodh làn tuigse aca, chan ann a-mhàin mu cho-theacsa reachdail agus stiùireadh nan comhairlean maoineachaidh, ach cuideachd mu phoileasaidh co-ionannachd, iomadachd agus in-ghabhalachd an oilthigh.

19. Tha an t-oilthigh cuideachd air an ro-innleachd conaltraidh luchd-obrach aige airson REF 2021. Ana na REF 2014, tha àite ullachaidh airson REF 2021 taobh a-staigh raon rannsachaidh làrach-lìn UHI a chaidh a dhealbh gus luchd-obrach a tharraing le prìomh fhiosrachadh air cùl is adhbhar de REF agus cuideachd a' toirt iomradh air planaichean an oilthigh a thaobh a bhith ag aithneachadh taobh a-muigh 'luchd-obrach. Gus luchd-obrach a bhrosnachadh gus a dhol an sàs nas fhaide, tràth sa Mhàrt 2019, ghabh an t-oilthigh an gnìomh co-chomhairleachaidh còd obrachaidh REF. Thug an eacarsaich sealladh don luchd-obrach mun chòd, agus thug e cothrom dhaibh beachd a thoirt air, no ceistean a chur mu dheidhinn, an dreachd còd cleachdaidh mar a bhith a' cur an dreach deireannach dha na buidhnean maoineachaidh. A thoabh luchd-obrach air fòrladh rè ùine co-chomhairleachaidh

<sup>31</sup> Please see Part 3, Staff, committees and training, paragraph 52

luchd-obrach air 'chòd cleachdaidh, bha e na urra leis an luchd-fastaidh fa-leth air feadh na h-oilthighe dèanamh cinnteach gu robh na pròtacalaidhean àbhaisteach a' buntainn ri conaltradh le luchd-obrach air fòrladh air an cur an sàs. A bharrachd air an sin, mar thoradh air a 'cho-chomhairleachadh a' dol air adhart tarsainn grunn sheachdainean bha dùil gum biodh luchd-obrach a bha air fòrladh goirid rè na h-ùine co-chomhairleachaidh air an toirt a-steach leis gun tug an t-oilthigh iomadh cothrom seachad airson fios air ais.

20. A thuilleadh air a 'eacarsaich co-chomhairleachaidh luchd-obrach, chuir an Iar-Phrionnsapal Rannsachaidh agus Buidh co-chomhairle cuideachd ri riochdairean aonadh a thaobh leasachadh a' chòd gus am fios fhaighinn air ais coimhead air am beachdan.

21. Mu dheireadh, an dèidh aonta fhaighinn bho na buidhnean maoineachaidh, tha an còd-cleachdaidh seo air a thabhainn gu farsaing air feadh an oilthigh bhon a' mheadhan agus bho chom-pàirtichean acadaimigeach tro iomadh seanail conaltraidh agus gheibhear sealladh air tro àrainn REF 2021 air làrach-lìn UHI agus tro eadra-lìn nan luchd-obrach.<sup>32</sup> Gus dèanamh cinnteach gu bheil luchd-obrach air fòrladh cuideachd mar phàirt do na sruthan conaltraidh, thèid fios a chuir gu na diofar roinnean goireasan daonna san oilthigh le iarrtas gun cuir iad a-mach conaltradh cuimsichte gu luchd-obrach air fòrladh, a 'toirt fiosrachadh dhaibh mar a dh' fhaodadh iad cuideachd fiosrachadh fhaighinn air pròiseas nan suidheachaidhean agus a 'chòd ann an ge bith dè an cruth a dh' fhaodadh iad a bhith ag iarraidh.

Tha an còd cuideachd air a sgaoileadh tro iomadh comataidh agus buidheann a tha an sàs ann an rannsachadh a-mhàin, mar Bhuidheann Stiùiridh REF, Comataidh Rannsachadh agus Iomlaid Eòlais, agus cròileanan rannsachaidh. Mar chomharradh air Plana Cànan Gàidhlig an Oilthigh, tha an còd-cleachdaidh airson REF 2021 air fhoillseachadh mar sgrìobhainn dà-chànanach.

22. Gheibhear an còd cuideachd ann am fòrmat so-ruigsinneach bho Oifigeach Rianachd Rannsachaidh.<sup>33</sup> Chaidh an còd a chur ri chèile gus am biodh earrann air 'Cùl-fhiosrachadh agus Co-theacsa' na lùib. Tha am fiosrachaidh a bharrachd seo ag aithneachadh ged a bhios ùidh anns a' chòd, anns a' chiad dol a-mach, aig an fheadhainn a tha dèiligeadh gu sònraichte ri REF 2021, dh'fhaodar gum bi luchd-obrach ann nach eil an sàs ann an REF 2021 ach a tha airson cothrom fhaighinn air a' chòd air sgàth leasachadh proifeasanta leantainneach.

23. Mu dheireadh, anns a' ghreis eadar REF 2014 agus REF 2021 tha an t-oilthigh air ballrachd a thoirt a-mach anns a' chairt Advance HE Athena SWAN<sup>34</sup> agus air Duais Institiudach Umha a choisinn ann an 2016. Tha seo na choileanas brioghmhor dhan oilthigh. Tha plana-gnìomha Athena SWAN, air a stiùireadh le Sgioba Fèin-mheasaidh Athena SWAN, a' cuideachadh leis an iomairt airson co-ionannachd agus iomadachd a sgaoileadh taobh a-staigh na h-institiud. B' e aon bhuil, barrachd tuigse a thoirt gu bheil e fìor chudromach dòigh fhaighinn airson dàta feartan tèarainte a chruinneachadh agus a dhìon bho air feadh a' chom-phàirteachais agus bhon àrd-oifis. Tha seo fìor chudromach oir tha e na phàirt bhunaiteach den ghealltanais againn gum bi na luchd-obrach gu lèir air an leasachadh agus air am beartachadh. Tha àrd-sgiobaidhean a' leasachadh dhòighean airson dàta feartan tèarainte a chruinneachadh gus a choilean an t-oilthigh a dhleastanas a thaobh co-ionannachd agus iomadachd dhan a h-uile neach-obrach. Thathar an dòchas gun tuig luchd-obrach cuideachd an luach a tha ann an leithid de dh'eacarsaich agus gun gabh iad ris a' chothrom a dh'fhaodadh seo a thoirt dhaibh gus comann-obrach nas cothromaiche agus nas co-ionannachail a

<sup>32</sup> <https://www.uhi.ac.uk/en/research-enterprise/ref/ref-info/>

<sup>33</sup> For Research Administrative Officer please email Margaret.Little@uhi.ac.uk

<sup>34</sup> <https://www.uhi.ac.uk/en/research-enterprise/staff-dev/athena/>

chruthachadh. Ann an aithghearrachd, tha an t-oilthigh a' leasachadh a chomais gus raon nas fharsainghe de dhàta co-ionannachail a chruinneachadh, agus am feadh 's a tha Athena SWAN ga chuideachadh, tha an t-oilthigh gu tur ag aithneachadh a dhleastanasan laghail a thaobh co-ionannachd agus iomadachd.

## Pàirt 2: A' comharrachadh luchd-obrach le uallach brìgheil airson rannsachaidh.

24. Tha e am beachd an oilthigh 100% den luchd-obrach a chur air adhart mar an fheadhainn aig a bheil uallach brìgheil airson rannsachaidh, mar a tha mìnichte anns an sgrìobhainn, stiùireadh mu thagraidhean airson REF 2021, agus, mar sin, chan fheumar an earrann seo a lìonadh. Fo pharagraf 118 de 'Stiùireadh air Tagraidhean' an REF (REF 2019/01), thathas a 'toirt fa-near gu bheil structar cosnaidh taobh a-staigh Oilthigh na Gàidhealtachd - thar 14 luchd-fastaidh eadar-dhealaichte - agus mar thoradh air seo cha chuir e HESA a-steach, ach a-mhàin luchd-obrach air am fastadh gu dìreach leis an oilthigh. Mar thoradh air an seo, ged nach eil e iomchaidh pàirt 2 den chòd cleachdaidh a choileanadh, bidh e riatanach ann an cuid 3 an roghainn eile a chur an cèill a tha an t-oilthigh air a chleachdadh, le taic bho Chomhairle Maoineachaidh na h-Alba, gus faighinn a-mach dè na rudan a tha 'ann an sin agus na buidheann iomchaidh.

## Pàirt 3: A' dearbhadh Neo-eisimeileachd ann an Rannsachadh

### Poileasaidhean agus modhan-obrach

25. Anmoch ann an 2017, thug na buidhnean maoineachaidh comhairle do gach HEI san RA gum biodh grunnan de na molaidhean ann an aithisg Stern a chur an gnìomh air sgàth REF 2014.<sup>35</sup> Gu sònraichte, airson REF 2021 bhiodh aig HEIs innse mu **gach** neach-rannsachaidh aca aig a bheil uallach brìgheil airson rannsachaidh, air chumha 's gun robh iad ag obair gu neo-eisimeileach.

26. Airson REF 2021, bheir Oilthigh na Gàidhealtachd agus nan Eilean fios mu **gach** neach a tha e air comharrachadh mar fheadhainn aig a bheil uallach brìgheil rannsachadh a ghabhail os làimh. Sin, far a bheil e follaiseach gu bheil iad air tìde air leth agus goireasan fhaighinn gus rannsachadh neo-eisimeileach a ghabhail os làimh **agus** far a bheil e an dùil san dreuchd aca. Tha am mineachadh seo 'uallach brìgheil' gu dìreach a rèir mar a tha na buidhnean maoineachaidh air sgrìobhadh anns an stiùireadh aca mu thagraidhean airson REF 2021.<sup>36</sup>

27. Bu chòir cuimhneachadh gu bheil Oilthigh na Gàidhealtachd agus nan Eilean ag aithneachadh a' chuibhrinn chudromaich a tha an raon farsaing de rannsaichean a' dèanamh 's iad ag obair air feadh na h-institiud ann an grunnan cho-theacsan eadar-dhealaichte, a' gabhail a-steach an fheadhainn a bhios ag obair làn-ùine agus pàirt-ùine. Tha na luchd-obrach mar aon a' faighinn cothrom air leasachadh proifeasanta agus seirbhisean taic airson rannsachaidh mar a dh'fheumas. **Bidh** luchd-obrach le cùmhnantan ùine-shuidhichte agus pàirt-ùine, agus luchd-rannsachaidh le cùmhnant, air am measadh airson a bhith ann an REF 2021 a rèir poileasaidh tagraidh an oilthigh mar a tha sgrìobhte sa chòd-chleachdaidh seo.

28. Cuideachd, tha e air mothachadh gu bheil luchd-obrach aig a bheil ùidh phearsanta ann an obair sgoileireachd no a tha a' gabhail pàirt ann an obair sgoileireachd gus tuigse fhaighinn air teagasg no a tha a' gabhail pàirt ann an gnìomhan a bhios ag iomlaid eòlas, gu bheil iad seo nam pàirt chudromach a thaobh leasachadh leantainneach an oilthigh, ged nach biodh iad a' coileanadh nan iarrtasan airson REF 2021. Tha an t-oilthigh airson a dhèanamh soilleir nach deidheadh neo-in-ghabhail ann an REF 2021 luchd-obrach a chumail a-mach bho chom-pàirteachas REF san àm ri teachd, no bho bhith a' dèanamh rannsachadh agus sgoilearachd san àm ri teachd.

<sup>35</sup> REF 2017/04 Decisions on staff and outputs, paragraph 6

<sup>36</sup> REF 2019/01 Guidance on Submissions, Part 3, paragraph 141



Tha an ath earrann den chòd seo ag innse mun t-slighe a ghabh an t-oilthigh gus comharrachadh a' chuibhrinn sin den luchd-obrach a bha freagarrach airson a bhith an lùib REF 2021.

## Clàr Sealladach REF

29. Ro fhoillseachadh toradh ath-sgrùdadh Stern, (foillsichte luchar 2016), thòisich an t-oilthigh ag ullachadh air cùl ghnothaichean as t-earrach 2015 airson REF 2021. Anns an àm seo bho Mhàrt 2015 dhan Dàmhair 2016, chaidh còmhraidhean neo-fhoirmeil a chumail le ceannardan rannsachaidh, an dà chuid bho chom-pàirtichean acadamaigeach agus àrd-oifis an oilthigh, a' crìochnachadh le 'clàr REF' sealladach a chruthachadh.

30. On toiseach, b' e in-ghabhalachd an solas-iùil air cùl cruthachadh a' chlàir. Dh'amais e air gach neach-obrach a bha an sàs ann an rannsachadh aig ìre air choireigin a dh'ainmeachadh ('s a' toirt a-steach cuidichean rannsachaidh aig an àm), no neach sam bith a dh'fhaodadh a bhith an sàs ann an rannsachadh no a dhealbhadh mach-chuir rannsachaidh anns na còig bliadhnaichean a leanadh. Ged nach robh a h-uile neach-obrach air a' chlàr shealadach ion-roghnach airson a bhith anns an tagradh airson REF 2021, ghabh an t-oilthigh ri modh-obrach a bha gu tur in-ghabhalach ro fhoillseachadh nan slatan-tomhais iomlan bho Sgioba Nàiseanta REF. Rinn seo cinnteach gum biodh gach tagraiche a bha freagarrach air a mheas.

## A' dearbhadh neo-eisimeileachd (agus ion-roghnachd REF)

31. Chaidh ion-phròiseasan airson ion-roghnachd a stèidheachadh airson REF 2021 a dh'iomain chan ann a-mhàin tro bhith a' dearbhadh neo-eisimeileachd luchd-obrach, ach cuideachd tro bhith a' dearbhadh an dòigh 's a tha iad an sàs ann an rannsachadh. Tha na comhairlean maoineachaidh air a bhith gu math soilleir gu bheil iad an dùil gum bi HEIs ag obair còmhla ris na luchd-obrach aca gus ion-roghnachd a dhearbhadh anns an ullachadh airson REF 2021. Tha iad a' sùileachadh gum bi HEIs a' cleachdadh dòigh-obrach far am bi iad 'ag obair leis an luchd-obrach aca agus le riaghailtean-treòrachaidh' gus 'comharrachadh cò tha san sgòp airson tagradh am measg nan luchd-obrach a tha a' coileanadh prìomh shlatan-tòmhais ion-roghnachd'.<sup>37</sup>

32. Ghabh an t-oilthigh obair-ullachaidh os làimh air feadh 2017/18 gus eacarsaich a chur air dòigh airson 'sgòpadh' nan luchd-obrach a bha mu thràth air an comharrachadh anns a' chlàr shealach REF, le còig iarrtasan ion-roghnaidh a thàinig à REF 2014, agus chaidh a dhèanamh an àite an stiùiridh a bharrachd a bha air a shùileachadh bho na comhairlean maoineachaidh, a bha aig an àm sin fhathast gun fhoillseachadh.

## Ag aontachadh tùs-eacarsaich airson ion-roghnachd luchd-obrach a sgòpadh.

33. Thug 'Frèam-obrach Sàr-rannsachaidh 2021, eacarsaich airson ion-roghnachd luchd-obrach a sgòpadh', a dhealbhadh an t-oilthigh as t-fhoghar 2017, ceart aithne do inbhe com-pàirtichean an oilthigh mar luchd-fastaidh. Bha e air a dhealbhadh leis an Iar-phrionnsabal (Rannsachadh) a bha 'ann an gnìomh' aig an àm. Co-shìnte ri dùilean comhairle a' mhaoineachais, bha an eacarsaich air a dhealbhadh gus còmhraidh a dhèanamh comasach eadar na prìomh actairean, gu sònraichte rannsaichean fa leth agus na sreath-stiùirichean aca. An ceann ùine, chaidh na builean bho na còmhraidhean sin a chleachdadh gus tùs-cho-dhùnaidhean a tharraing mu ion-roghnachd.

34. Chaidh bruidhinn gu neo-fhoirmeil mun mhodh-obrach seo an toiseach aig Buidheann Stiùiridh REF UHI anns an t-Sultain 2017 le cead àrd-ìreach air a shireadh aig a' cheann-thall bho Chomhairle Com-pàirteachais an oilthigh. 'S e àrd-chomataidh oilthigh a tha anns a' Chomhairle Com-

---

<sup>37</sup> REF 2017/04 Decisions on staff and outputs, paragraph 6

pàirteachais, agus tha ballrachd a' toirt a-steach phrionnsabalan gach pàirtear acadaimigeach agus àrd-luchd-obrach bho àrd-oifis an oilthigh. A' cur fàilte air modh-obrach a bha air a mheas fosgailte agus in-ghabhalach, bha moladh na h-eacarsaich sgòpaidh air gabhail ris airson a chur an gnìomh aig coinneamh na Comhairle Com-pàirteachais 4 Dàmhair 2017.

35. Chaidh daingneachadh a bharrachd a shireadh agus fhaighinn airson eacarsaich sgòpaidh nan luchd-obrach bho na pearsachan agus na buidhnean a leanas: prionnsabalan phàirtaran acadaimigeach, Fòram Dealbhaidh Com-pàirteachais (PPF) agus aig a' cheann thall, Buidheann thar-phàirteachais Luchd-cleachdaidh Ghoireasan Daonna (HRPG). Ruith an tùs-eacarsaich sgòpaidh bho anmoch anns an Fhaoilleach 2018 gu meadhan an Ògmhios 2018 leis a' sgrìobhainn stiùiridh agus na foirmean **REF2021 (A)** agus **REF2021 (B)** ri bhith air an cleachdadh anns an eacarsaich a bha air ullachadh agus air sgaoileadh ro làimh dhan fheadhainn a stiùir tùs-chòmhradhean le luchd-obrach. (**Eàrr-ràdh C**).

Chaidh còig slatan-tomhais a chleachdadh eadar Faoilleach 2018 agus Ògmhios 2018. Tha iad air ainmeachadh gu h-ìosal:

## Eacarsaich sgòpaidh luchd-obrach Pàirt 1

### 36. Ìre 1. Coinneamhan 1-1 le rannsaichean agus sreath-stiùirichean: 15 Faoilleach 2018 gu 30 Giblean 2018

Thòisich a' chiad ìre den eacarsaich sgòpaidh leis an fheadhainn sin a chaidh a chomharrachadh ann an clàr sealadach luchd-obrach REF. Bha coinneamhan aon-ri-aon ann le sreath-stiùirichean gus tomhas a dhèanamh air dè an ìre agus dè an seòrsa ceangail a bha aca do rannsachadh anns an oilthigh. Bha grunnan slatan-tomhais air an cleachdadh. An dèidh nan còmhradhean, chaidh foirmean toraidh fa leth a lìonadh **REF2021 (A)** a' sealltainn dè na slatan-tomhais a choilean no nach do choilean gach neach. B' iad na còig slatan-tomhais a chaidh a chleachdadh aig an ìre seo den eacarsaich:

- **Seòrsa fastachd** – gus cor cùmhnaidh gach neach a dhearbhadh.
- **Seòrsa rannsaiche** – gus ìre dreuchd gach rannsaiche a chomharrachadh i.e. an neo-eisimeileachd.
- **Sònrachadh ùine** – gus fios fhaighinn air an ùine a tha gach neach **air am fastadh** airson obair rannsachaidh a dhèanamh.<sup>38</sup>
- **Iomlaid Eòlais (KE)** – gus luchd-obrach a chomharrachadh a tha an sàs ann an obair rannsachaidh co-ionann ri KE.
- **Rannsachadh maoinichte** – gus an fheadhainn a tha an sàs ann an rannsachadh maoinichte a chomharrachadh.

### 37. Ìre 2. Coinneamhan Phàirtaran Acadaimigeach: 30 Giblean 2018-31 Cèitean 2018

Anns an dàrna ìre den eacarsaich, choinnich sreath-stiùirichean nam pàirtaran acadaimigeach à ìre 1 leis an àrd-rannsaiche anns gach pàirtear acadaimigeach, còmhla ri larr-phrionnsabal (Rannsachadh agus Buidh) an oilthigh. Ag obair còmhla, sgrùdaich am buidheann beag seo am fiosrachadh a bha air a thional bho gach foirm mus do lìon iad foirm **REF2021 (B)**, a thug dealbh san aithghearrachd air luchd-obrach a bha an sàs ann an rannsachadh anns gach pàirtear acadaimigeach

<sup>38</sup> A time commitment of 0.2 fte on research was considered by the Vice-Principal (Research and Impact) to be the reasonable minimum required to allow staff to engage in a process of investigation leading to new insights that could be shared effectively. Furthermore, he considered that anything less than 0.2fte may not provide sufficient time to develop research at an appropriate depth and substance.

agus chaidh fios a chumail air an fheadhainn a choilean no nach do choilean slatan-tomhais in-ghabhalach REF 2021 a bha ri fhaotainn aig an àm.

38. Bu chòir cuimhneachadh gun robh a dhà de na raintean rannsachaidh, slàinte agus eachdraidh, airson a' mhòr-chuid taobh a-staigh àrd-oifis an oilthigh agus bha am pròiseas a bha air a chleachdadh an seo co-ionann ris an seòrsa a bha aig gach pàirtear acadaimigeach.

### 39. Ìre 3. A' Dearbhadh Builean Tùs-eacarsaich Sgòpaidh Luchd-obrach: Ro 7 Ògmhios 2018

Chaidh obair-pàipeir choileanta bho air feadh a' chom-phàirteachais a tharraing ri chèile ann an àite rianachd meadhanach taobh a-staigh Oifis Rianachaidh an oilthigh ro 7 Ògmhios 2018. An seo, bha na builean bhon eacarsaich air a tharraing ri chèile gus sgrìobhainn foir-sheallach fhaighinn air na ciad toraidhean bho air feadh an oilthigh gus ullachadh airson nan ceumannan mu dheireadh anns an eacarsaich.

### 40. Ìre 4. A' Dearbhadh Builean Tùs-eacarsaich Sgòpaidh Luchd-obrach: 15 Ògmhios 2018

A rèir a chiad mholaidh, dh'ath-ghairm an larr-phrionnsabal (Rannsachadh agus Buidh), a bha a-nis na dhreuchd gu deimhinneach, a' choinneamh leth-dheireannach seo le làn-bhuidheann àrd-cheannardan-rannsachaidh pàirtearan acadaimigeach gus tùs-toraidhean sealadach na h-eacarsaich air fad a roinn.

### 41. Ìre 5. A' Dearbhadh Builean Tùs-eacarsaich Sgòpaidh Luchd-obrach: 26 Ògmhios 2018

Chaidh na toraidhean sealadach air fad a cho-roinn le Ceannardan Aonad Measaidh an oilthigh aig Coinneamh Stiùiridh REF.

42. Thug eacarsaich-sgòpaidh luchd-obrach (Pàirt 1) ciad measadh air luchd-obrach a bha sgòpte airson a bhith anns a' bhuidheann REF 2021. Ach, a' tuigsinn gu feum barrachd obrach a bhith air a dhèanamh anns an ùine suas gu ceann-latha cunntas-sluaigh REF ann an 2020 airson bun-fhiosrachaidh a chumail suas agus luchd-obrach ùr a 'sgòpadh' nuair a thig iad dhan dreuchd, cuiridh an t-oilthigh eacarsaich eile air dòigh – eacarsaich sgòpaidh luchd-obrach (pàirt 2) – gus dearbhadh deireannach a dhèanamh air cò na luchd-obrach a tha ann an sgòp.

43. A' togail air an tùs-eacarsaich sgòpaidh (pàirt 1), thèid pàipear pròiseis a dh'ullachadh agus thèid a chur gu Buidheann Stiùiridh Rannsachaidh, Comataidh Rannsachadh agus Iomlaid Eòlais, mus tèid cnuasachadh airson aontachadh le Comhairle Com-pàirteachais as t-samhradh 2019.

Minichidh am pàipear seo grunn ìrean cudromach mar a leanas:

## Eacarsaich Sgòpaidh Ion-roghnachd Luchd-obrach; pàirt 2

44. Ìre 1: (Sultain 2019) Nì oifigeach rianachd rannsachaidh liosta de luchd-obrach a shaoilear a tha ann an sgòp airson a ghabhail a-steach an dèidh crìoch a chur air pàirt 1 den eacarsaich sgòpaidh airson luchd-obrach. Aig an àm seo, nì an t-oifigear rianachd rannsachaidh cinnteach gum bi mothachadh mun eacarsaich chomasan luchd-obrach air a thogail thairis air a 'chom-pàirteachas acadaimigeach agus gu bheil cothrom eile ann airson ball den luchd-obrach iad fhèin a chomharrachadh airson gabhail pàirt.

45. Ìre 2: (Dàmhair-Samhain 2019) Coinnichidh larr Phrionsabal (Rannsachadh agus Buidh) le Prionnsabalan pàirtearan acadaimigeach, Luchd-stiùiridh HR agus àrd-cheannardan-rannsachaidh thar com-pàirteachas an oilthigh gus dearbhadh cò a dh'fhaodadh a bhith ann am buidheann ion-roghnach. Dh'fheumadh am buidheann ion-roghnach seo a dh'ùrachadh a rèir chaochlaidhean mar

luchd-obrach ùr agus luchd-obrach le uallaichean a tha air atharrachadh. Bidh sùil gheur a thoirt air luchd-obrach aig a bheil cùmhnantan teagaisg a-mhàin, agus iad air am fàgail a-mach on bhuidheann luchd-obrach ion-roghnach. Bu chòir cuimhneachadh gu bheil luchd-obrach a tha air cùmhnantan teagaisg a-mhàin a' dèanamh suas a' mhòr-chuid de luchd-obrach am measg phàirtèaran acadaimigeach far nach eil rannsachadh na phrìomhachas. Bidh oidhirp shònraichte ann aig deireadh an latha gus luchd-obrach a chomharrachadh a shaoilear Rannsaichean Tràth-dhreuchdail.

46. **Bha 14** luchd-fastaidh fa leth aig an oilthigh agus chan eil aithris luchd-obrach HESA ach a' toirt a-steach na luchd-obrach sin a tha air am fastadh leis an oilthigh fhèin (i.e. air am fastadh le ard-oifis an oilthigh). An dèidh còmhraidh agus aont le Comhairle Maoineachaidh Alba agus sgioba Nàiseanta REF, tha eacarsaich sgòpaidh nan luchd-obrach air a meas mar dheagh phrògsaidh airson eacarsaich HESA. Mar dhearbhadh a bharrachd, thèid coimeas a dhèanamh eadar aithris HESA airson àrd-oifis an oilthigh agus na builean bho eacarsaich sgòpaidh nan luchd-obrach airson luchd-obrach na h-àird-oifis. Dearbhaidh seo neartmhorachd na h-eacarsaich sgòpaidh airson luchd-obrach ann a bhith a' comharrachadh gu ceart buidheann luchd-obrach ion-roghnach a bhios air a thoirt a-steach gu REF 2021.

47. **Ìre 3:** (Faoilleach-Màrt 2019) Aon uair 's gum bi fios dè na toraidhean a thig bhon eacarsaich sgòpaidh iomlan pàirtèan 1 agus 2, bidh an liosta innseachail de luchd-obrach air a thabhainn do Chomhairle Acadaimigeach an oilthigh airson co-dhùnadh, an dèidh Comataidh Rannsachadh agus Iomlaid Eòlais agus Comhairle Com-pàirteachais cnuasachadh air ro làimh. Gheibh neach-obrach a tha air a mheas ion-roghnach agus na sreath-stiùirichean fios ann an litir tràth ann an 2020 ag innse mu dhaingneachadh na h-ion-roghnachd aca, agus rùn an oilthigh an cur an lùib tagradh REF 2021. A thuilleadh air seo, gheibh neach-obrach a tha an sàs ann an rannsachadh, ach nach eil a' coileanadh slat-tomhais an oilthigh airson 'uallach brìgheil rannsachaidh' litir ag innse nach eil iad ion-roghnach airson tagradh REF 2021 agus thèid an co-dhùnadh a mhìneachadh agus thèid fios a thoirt dhaibh mun phròiseas ath-thagraidh. A bharrachd air seo, a' toirt a-steach an fheadhainn a dh' fhaodadh a bhith air fòrladh, thèid fios coitcheann a-mach dhan luchd-obrach air fad mun phròiseas airson comharrachadh luchd-obrach airson REF 2021.

48. **Ìre 4:** (Giblean-Ògmhios 2020) Bidh modh ath-thagraidh, mar a tha e air a chur a-mach anns an earrann air tagraidhean air taobh-duilleig 14 den chòd-cleachdaidh seo, a chur an gnìomh.

49. **Ìre 5:** (Samhain 2019-Ògmhios 2020) Tha e ri shùileachadh gum fairich com-pàirteachas an oilthigh ìre de 'ghluasad' air an taobh a-staigh am measg luchd-obrach anns an ùine eadar crìoch ìre 2 ainmichte gu h-àrd agus ceann-latha a' chunntais ainmichte gu h-ìosal. Mar aithneachadh air seo, cuiridh an t-oilthigh pròiseas rianachd air dòigh gus luchd-obrach ùra a sgòpadh. Bidh larr-phrionnsabal (Rannsachadh agus Buaidh), am pàirtèar acadaimigeach, àrd-cheannardan-rannsachaidh, agus iomadh roinn HR à pàirtèaran acadaimigeach an sàs.

50. **Ìre 6:** (31 Iuchar 2020) Bidh luchd-obrach air an tagradh mar ion-roghnaich a rèir nan riaghailtean nàiseanta a tha ann aig ceann-latha a' chunntais.

51. Gus sealltainn air Fios Dìomhaireachd REF 2021 an oilthigh, faic **Eàrr-ràdh H**

## Luchd-obrach, comataidhean agus trèanadh

52. 'S e adhbhar na h-earrainn seo innse mu mhodhan-obrach an oilthigh airson luchd-obrach comharraichte a dhearbhadh agus comataidhean/panailean air a bheil uallach airson neo-eisimealachd ann an rannsachadh a dhearbhadh (a' dèanamh sgaradh eadar an fheadhainn aig a bheil dleastanas comhairleachaidh agus an fheadhainn aig a bheil dleastanas airson cho-dhùnaidhean.)

### Luchd-obrach agus Comataidhean

53. A thaobh a bhith a' comharrachadh phearsachan fa leth, 's e an t-larr-phrionnsabal (Rannsachadh agus Buidh) am prìomh phearsa. An dèidh bàs aithghearr Proifeasair Iain Bryden, larr-phrionnsabal (Rannsachadh) anns an t-Samhain 2016, chaidh dreuchd larr-phrionnsabail (Rannsachadh agus Buidh) a chruthachadh. Tha tuairisgeul-obrach airson na dreuchd seo ag innse gu follaiseach gur e an neach ann an dreuchd am prìomh neach airson cho-dhùnaidhean a dhèanamh a thaobh gach rud co-cheangailte ri Frèam-obrach Sàr-rannsachaidh. A bharrachd air seo, bidh Deadhan Rannsachaidh a' toirt taic ro-innleachdail agus stiùireadh don larr-phrionnsabal (Rannsachadh agus Buidh) le taic obrachaidh àrd-ìre air a thabhainn le Oifigeach Rianachd Rannsachaidh agus Oifigeach Siostaman Fiosrachaidh Rannsachaidh.

54. An uair a thàinig a t-lar-phrionnsabal (Rannsachadh agus Buidh) a tha ann am post an-dràsta dha obair Faoilleach 2017, (an toiseach 'gu sealadach'), mhol e seata riaghailtean airson sùil a chumail air ullachadh agus planadh an oilthigh airson REF 2021. **(Èarr-ràdh D)** B' e prìomh eileamaid seo Buidheann Stiùiridh REF a chur air dòigh le cumhaichean iomraidh soilleir agus ballrachd a bha air a dhèanamh suas airson a' mhòr-chuid à Ceannardan comharraichte às an Aonad Mheasaidh. Chaidh Ceannardan Aonadan Measaidh ainmeachadh, sa mhòr-chuid air sgàth 's gun robh iad nam prìomh acadaimigich anns na caochladh ionadan rannsachaidh agus institiudan thar an oilthigh.

55. An dèidh Buidheann Stiùiridh REF a chur air dòigh, chaidh buidheann-obrach na bu lugha agus na bu neo-fhoirmeile a chruthachadh gus sùil a chumail air mar a bhiodh na chaidh aontachadh airson REF 2021 a thoirt gu buil agus air a stiùireadh gu ceart. Tha am buidheann neo-fhoirmeil seo – Bunsgioba Rianachd REF – a' coinneachadh eadar coinneamhan Buidheann Stiùiridh REF.

56. Tha na cumhaichean iomraidh airson Buidheann Stiùiridh REF ag ràdh gur e buidheann comhairleachaidh a tha ann. Thèid co-dhùnaidhean ro-innleachdail airson REF 2021 a dhèanamh leis a' Chomhairle Acadaimigich agus le Comhairle a' Chom-pàirteachais. A thaobh na ceist cò iad na luchd-obrach a tha a' coileanadh nan slatan-tomhais a tha a' dearbhadh neo-eisimeileachd rannsachaidh, 's e a' Chomhairle Acadaimigeach am buidheann a cho-dhùnas seo, ach beachdaichidh cuideachd Comataidh Rannsachadh agus Iomlaid Eòlais air agus Comhairle a' Chom-pàirteachais. A bharrachd air seo, tha an còd-cleachdaidh seo air aont fhaighinn bho Chomataidh Rùintean Coitcheann agus Ionmhais Cùirt an Oilthigh. **(Èarr-ràdh E – Buidhnean agus Comataidhean UHI le Dleastanasan Comharraichte)**

### Trèanadh

57. Ann a bhith ag ullachadh airson REF 2014, thug Oilthigh na Gàidhealtachd agus nan Eilean do na luchd-obrach a bha co-cheangailte ri tagradh REF aig an àm, trèanadh coitcheann ion-taigh air Co-ionannachd Chothroman agus Iomadachd. Shoitheirich an trèanadh, a bhathar a' sùileachadh gun gabhadh agus gum pasadh luchd-obrach, taobhan agus cùisean a bhatar a' meas buntainneach agus brìgheil ann an co-theacs eacarsaich REF 2014.

58. O 2014, tha an t-oilthigh air a bhith a' cumail ag obair gus am bi co-ionannachd cothruim ann do gach neach-obrach. Tro a àrainneachd ionnsachadh bhiortail tha an t-oilthigh air a thoirt do luchd-obrach, an dà chuid taobh a-staigh na h-àrd-oifis agus air feadh a' chom-pàirteachais acadaimigich, mòideal air loidhne gus cuideachadh le measaidhean buaidh co-ionannachd a choileanadh. A' cur ri riaghailtean na bu tràithe, chuir an t-oilthigh comhairliche co-ionannachd agus iomadachd làn-ùine ann an dreuchd a bheir barrachd comais airson trèanadh a sholarachadh aghaidh ri aghaidh dhan fheadhainn an sàs ann an REF 2021 agus nas fharsainghe.

59. Thuig an t-oilthigh, ann a bhith ag ullachadh airson REF 2021, gu feumadh pasgan trèanaidh sònraichte agus freagarrach airson REF a sholarachadh dhan fheadhainn a bha an sàs anns na h-ullachaidhean aig an oilthigh airson REF. A thaobh seo, tha tachartas trèanaidh èigeantach a bharrachd air a bhith air a chur air dòigh do phearsachan agus comataidhean dlùth-cheangailte ri luchd-obrach a chomharrachadh airson REF 2021. Tha seo a' toirt a-staigh ceannardan phàirtearan agus àrd-oifigich rannsachaidh, buill Buidheann Stiùiridh REF, agus prìomh sgioba rianachd agus ceannardas airson REF 2021. Tha an trèanadh seo air còmhachadh an co-theacs reachdail timcheall nam feartan tèarainte, dleastanasan laghail HEIs, agus claon-bhreith neo-rùnaichte. Fhuair an trèanadh seo bho Advance HE agus chaidh libhrigeadh aghaidh ri aghaidh (agus tro cho-labhairt bhidio) mar bhùth-obrach latha slàn tràth ann an 2019. Bidh stuthan trèanaidh bhon tachartas seo a' leantainn air adhart mar phuuing tarraingeach don fheadhainn a tha an sàs ann an ullachaidhean REF an oilthigh tro dheasbad eadar-obrach agus co-roinn fhaidhlichean an oilthigh, Yammer.

## Am Pròiseas-tagraidh

60. Tha an t-oilthigh cuideachd air pròiseas a stèidheachadh anns am faod neach-obrach tagradh a dhèanamh an aghaidh co-dhùnadh a dh'fhàg iad ion-roghnach no do-roghnaidh a thaobh a bhith ann am buidheann luchd-obrach an oilthigh airson REF 2021.

61. **Ìre 1:** An dèidh cho-dhùnaidhean na Comhairle Acadaimigich, gheibh neach fios ro Dhihaoine 27 Màrt 2020 an d'fhuair iad a-steach do bhuidheann an oilthigh airson REF 2021. Gheibhear fios cuideachd mar a nì iad tagradh an aghaidh a' cho-dhùnaidh, agus dè a' bhunait air am faod iad tagradh a dhèanamh.

Faodaidh neach co-dhùnadh na Comhairle Acadaimigich ath-thagradh, ag ainmeachadh na h-adhbharan a leanas:

1. Gu bheil, mas fhìor, measadh ceàrr air a bhith ann a thaobh nan slatan-tomhais airson in-ghabhail/às-dùnadh à buidhean luchd-obrach REF 2021.
2. Gu bheil modh-obrach mì-riaghailteach air a bhith anns a' phròiseas airson dearbhadh in-ghabhail/às-dùnadh neach.

Is dòcha gum bi ath-thagraichean ag iarraidh comhairle is taic bhon Aonadh Luchd-malairt iomchaidh nuair a thathar a' beachdachadh air ath-thagradh.

62. **Ìre 2:** Bu chòir ath-thagraidhean a chur a-steach ann a sgrìobhadh gu Oifigeach Rianachd Rannsachaidh ro 27 Giblean 2020. An dèidh ath-thagradh fhaighinn, gairmidh larr-phrionnsabal (Rannsachadh agus Buaidh) panail ath-thagraidh taobh a-staigh còig latha-obrach. Air a' phanail bidh an t-larr-phrionnsabal (cathraiche), 1 riochdaire às a' Chomataidh Rannsachadh agus Iomlaid Eòlais (nach eil ann an dlùth-cheangal ri stiùireadh agus ceannardas REF), agus 1 Mhanaidsear Ghoireasan Daonna (nach eil bho chom-pàirteachas acadaimigeach an ath-thagraiche). Bidh an t-Oifigeach Rianachd Rannsachaidh a' frithealadh a h-uile panail tagraidh. Bidh ùghdarras aig a' phanail a ghabhail ris an ath-thagradh no a dhiùltadh. Thèid na co-dhùnaidhean innse fo rùn dhan ath-

thagraiche leis an larr-phrionnsabal (Rannsachadh agus Buidh) taobh a-staigh dà latha-obrach den èisteachd.

Anns a' chumantas, mar a tha sgrìobhte gu h-àrd, gabhaidh ri ath-thagraidhean suas gu 17.00 Diluain 27 Gibeain 2020.

63. **Ìre 3:** An dèidh buil an ath-thagraidh fhaighinn, ma tha ath-thagraichean airson ath-thagraidh eile a chur a-steach, 's iad Prionnsabal agus Iar-sheansalair an oilthigh an cothrom mu dheireadh, 's iad gun a bhith an sàs ro-làimh ann an còmhraidhean no co-dhùnaidhean co-cheangailte ris an ath-thagradh. Page | 38

64. Bidh còig latha-obrach ann airson ath-thagradh deireannach a chur a-steach an dèidh litir fhaighinn bhon Iar-phrionnsabal (Rannsachadh agus Buidh) a dhaingnich nach/gun d'fhuair iad àite ann an tagradh an oilthigh airson REF 2021. Bu chòir iarrtas an neach-obrach airson ath-thagradh deireannach a dhèanamh a chur a-steach ann a sgrìobhadh gu foirmeil do Phrionnsabal agus do Iar-sheansalair an oilthigh.

65. An uairsin cnuasaichidh Prionnsabal agus Iar-sheansalair mun chùis, agus anns a' chumantas gairmidh iad sgrùdadh neo-eisimeileach le Buidheann Ath-thagraidh REF. Anns a' chumantas, gabhaidh seo a-steach Àrd-oifigeach nach eil air a bhith an sàs anns na co-dhùnaidhean agus dithis àrd luchd-obrach acadaimigeach aig nach eil ceangal ris an ath-thagraiche, no an roinn, agus nach do ghabh pàirt ann an còmhraidhean ro làimh mun chùis. Gabhaidh an sgrùdadh seo àite agus bidh e crìochnaichte taobh a-staigh còig latha-obrach deug on a fhuair Phrionnsabal agus Iar-sheansalair an tar-chur. Bidh co-dhùnadh a' Phrionnsabail agus an Iar-sheansalair ceangaltach agus thèid aithris dhan neach-obrach gu prìobhaideach.

## A' Measadh Buaidh Co-ionannachd (EIA)

66. Tha an t-oilthigh ag aithneachadh a dhleastanas measadh buaidh co-ionannachd (EIA) a ghabhail os làimh air thoiseach air co-dhùnaidhean deireannach a' Chomhairle Acadaimigich a thaobh cò na luchd-obrach a thèid a chomharrachadh ann am buidheann ion-roghnach REF.Nì an t-oilthigh dà rud airson an dleastanas seo a choileanadh.

Page | 39

67. Anns a' chiad àite, tha an t-oilthigh air EIA a dhèanamh, a rèir a' phoileasaidh EIA aige, a thaobh nam pròiseasan agus nam modhan-obrach a chaidh a chomharrachadh anns a' chòd-chleachdaidh seo.

68. Anns an dara àite, mus tèid buidheann ion-roghnach REF 2021 a dhearbhadh leis a' Chomhairle Acadaimigich, gabhaidh an t-oilthigh EIA os làimh. Bheir seo a-steach am fiosrachadh a chaidh a chruinneachadh mu fheartain tèarainte gach neach-obrach a bha ann am buidheann na h-eacarsaich sgòpaidh. Bheir seo a-steach luchd-obrach a chaidh a mheas ion-roghnach agus an fheadhainn a chaidh a mheas do-roghnaidh airson a bhith ann an tagradh REF 2021. Anns an eacarsaich seo, gheibh luchd-obrach cothrom neo-sgaoileadh iarraidh. An dèidh seo thèid an dàta, a chaidh a chruinneachadh airson gach Aonad Measaidh agus a bhios air a thagradh, a mhion-sgrùdadh gus dearbhadh a bheil claon-bhreith neo-rùnaichte ann, no a bheil dùbhlain shònraichte aig cuid aig a bheil feartan no a tha a' roinn fheartan shònraichte. O chionn 's gu bheil REF 2021 stèidhichte air luchd-obrach a chomharrachadh 's chan ann an taghadh, ma sheallas an EIA gum faod claon-bhreith neo-rùnaichte a bhith ann, bheir seo dearbhadh gu feum barrachd rannsachaidh a dhèanamh a 'gabhail a-steach taic, rianachd fastaidh agus rianachd chùmhnanntan taobh a-staigh dhiosaplainean fa leth, seach am pròiseas fhèin airson luchd-obrach a chomharrachadh airson adhbharan REF.

69. Tha e air sùileachadh gum bi an EIA air a dhèanamh eadar Samhain 2019 agus Faoilleach 2020.

70. Gus sealltainn air Fios Dìomhaireachd REF 2021 an oilthigh, faic Pàipear-taice H



## Pàirt 4 A' Taghadh Mhach-chuir

### Poileasaidhean agus Modhan-obrach

71. Tha Oilthigh na Gàidhealtachd agus nan Eilean dealasach gus dèanamh cinnteach gum bi modh-obrach cothromach agus soilleir air a chur ann an àite airson mhach-chuir REF 2021 a thaghadh. A thaobh stiùireadh an dealais, seo rianachd an oilthigh:

Page | 40

### Ath-sgrùdadh buil agus sgòradh

#### 72. Ìre 1. Ath-sgrùdadh buil agus sgòradh (air a dhèanamh le Ceannard an Aonaid Mheasaidh agus sgioba sgrùdaidh)

1. Tha mach-chuir rannsachaidh air a mholadh le ùghdaran agus air an luchdachadh suas gu ionad-tasgaidh rannsachadh an oilthigh, PURE.
2. Tha sgioba sgrùdaidh comharraichte aig gach Aonad Measaidh taobh a-staigh an oilthigh agus, mar thùs-eacarsaich, tha mach-chuir air an sgrìonadh airson ion-roghnachd REF.
3. Bidh gach mach-chur ion-roghnach air a mheas an dèidh seo, an dà chuid air an taobh a-staigh leis an sgioba sgrùdaidh, agus air an taobh a-muigh le 'caraidean breitheach'<sup>39</sup> an aonaid mheasaidh agus air an sgòradh, leis na toraidhean an uair sin air an luchdachadh suas gu PURE.
4. Bha measadh-stòrais tòiseachail air a dhèanamh as t-foghar 2017, gus beachd sealadach fhaighinn air meud agus neart mhach-chuir anns gach Aonad Mheasaidh. Bha am measadh-stòrais tòiseachail seo air a choileanadh le REF Bhiortail ann an 2019, a sholair tuilleadh fiosrachadh sealadach mu mheud agus neart mhach-chuir gach Aonad Mheasaidh.
5. Tha am pròiseas seo a' cruinneachadh stòras mòr de mhach-chuir ion-roghnach, agus anns gach suidheachadh tha barrachd mach-chuir na dh'fheumas airson mach-chuir cuibheasach co-ionann ri 2.5 (fte) làn-ùine a choileanadh; tha seo a' toirt co-theacs far am faod mach-chuir a bhith air an taghadh.

### A' taghadh mhach-chuir

#### 73. Ìre 2. A' taghadh mhach-chuir (air a choileanadh le Ceannard an Aonaid Mheasaidh agus panail taghaidh mhach-chuir.)

Anns an darna ìre de phròiseas an oilthigh, bidh taghadh rianail de mhach-chuir airson an cur an lùib eacarsaich tagradh REF 2021. Bidh an taghadh mu dheireadh de mhach-chuir ann aig ìre Aonad Mheasaidh agus bidh na slatan-tomhais comharraichte gu h-ìosal air an cleachdadh anns gach Aonad Measaidh.

74. Cleachdaidh gach ceannard Aonad Mheasaidh, ann an co-bhoinn ris a' phanail taghadh mhach-chuir aca, na slatan-tomhais seo an uair a nì iad co-dhùnadh mu na mach-chuir fa leth a thaghas iad aig ìre Aonad Mheasaidh:

1. Co-dhùnaidhean a dhèanamh a làn-mheudaicheas an àireamh de mhach-chuir 3\* agus 4\*;
2. Co-dhùnaidhean a dhèanamh a nì cinnteach gu bheil gach raon rannsachaidh taobh a-staigh an Aonad Mheasaidh air a riochdachadh gu freagarrach;

---

<sup>39</sup> The term Critical Friends refers to external academics employed to provide advice and guidance to researchers involved in each Unit of Assessment

3. Co-dhùnaidhean a dhèanamh gus dèanamh cinnteach gu bheil ceangal soilleir ann eadar na h-aithrisean àrainneachd a thig bho gach Aonad Measaidh a bhios a' tagradh agus taghadh nam mach-chuir;
4. Co-dhùnaidhean a dhèanamh co-cheangailte ri taghadh mhach-chuir agus a ghabhas beachd air suidheachaidhean sònraichte aontaichte;
5. Co-dhùnaidhean a dhèanamh co-cheangailte ri taghadh mhach-chuir a bheir an aire do cho-ionannachd riochdachaidh a thaobh fheartan tèarainte 's le sin a' dèanamh cinnteach gum bi atharrachaidhean riatanach sam bith gus claon-bhreith a sheachnadh no co-ionannachd a bhrosnachadh air an dèanamh ro cheann-latha an tagraidh;
6. Co-dhùnaidhean a dhèanamh a bheir fa-near do na h-iarrtasan as lugha agus as motha aig gach Aonad Measaidh fte, a rèir iarrtasan REF 2021.

75. Tha aig gach Aonad Measaidh panail taghadh mhach-chuir, le ceannard Aonaid Mheasaidh anns a' chathair. Bidh aig panail taghadh mhach-chuir gach Aonad Measaidh ri cho-dhùnadh dè na mach-chuir a dh'fheumas a bhith ann an tagradh an oilthigh airson REF 2021. Bidh na mach-chuir aig luchd-obrach a tha air gabhail ri anabarrachd shaor-thoileach ann an àm REF 2021 air am meas roghnach airson a bhith ann an stòras nam mach-chuir. Ann am panail taghadh mhach-chuir bidh ceannard an Aonaid Mheasaidh, còmhla ri co-dhiù dithis bhall eile de luchd-obrach an oilthigh a tha air a bhith air an taghadh air sgàth in-ghabhalachd, co-chothromachadh gnè agus tuigse sònraichte mun diosaplain aca

76. Bidh panail taghadh mhach-chuir aig gach Aonad Measaidh ri chlàradh agus ri dhearbhadh ann an teampalaid àbhaisteach (**Eàrr-ràdh F – Teampalaid Àbhaisteach: Taghadh Mhach-chuir**) nan co-dhùnaidhean a nì iad mu na mach-chuir a chuireas iad a-steach do thagradh REF 2021. Bidh e an urra ri ceannard Aonad Mheasaidh a dhèanamh cinnteach gum faigh gach neach-obrach a-mach dè na mach-chuir aca a chaidh a thaghadh. Thig panailean mhach-chuir còmhla san Dùbhlachd 2020 gus am bi na co-dhùnaidhean mu dheireadh air an dèanamh mu thaghadh nam mach-chuir ann an deagh àm ro cheann-latha an tagradh mu dheireadh airson REF sa Mhàrt 2021.

77. A thaobh a' phròiseis airson modhan-obrach an oilthigh aontachadh airson mhach-chuir a thaghadh, chaidh dreachd modh-obrach, a mhìnich am pròiseas airson mhach-chuir a thaghadh, a chnuasachadh le Buidheann Stiùiridh REF, Comataidh Rannsachadh agus Iomlaid Eòlais agus a dh'aontachadh leis a' Chòmhairle Acadaimigich tràth ann an 2019.

78. Tha an t-oilthigh a' gleidheadh na còrach toraidhean an luchd-obrach a bha ann roimhe a ghabhail a-steach ann an tagradh REF far an robh iad a' gabhail ri dìth obrach gu saor-thoileach no far an robh iad an sàs ann an cùmhnant stèidhichte. Anns an t-suidheachadh seo, nì an t-oilthigh gach oidhirp reusanta gus dèanamh cinnteach gu bheil seann luchd-obrach mothachail mu na tha san amharc aca toraidhean a ghabhail a-steach. Cha bhith an t-oilthigh a' cleachdadh toraidhean bho luchd-obrach sam bith a chaidh a dhèanamh a dh' fheumar gu h-ìomchaidh

### Luchd-obrach agus Comatadhean

79. Tha grunnan luchd-obrach agus chomataidhean an sàs ann an taghadh mhach-chuir:

- Bha na ciad co-dhùnaidhean mu cheannardan Aonadan Mheasaidh stèidhichte air buidheann nan luchd-obrach a bha nan ceannardan Aonadan Mheasaidh ann an REF 2014. Ann an iomadh suidheachadh, bha ceannardan nan luchd-obrach aig an robh dreuchd phroifeasanta a thaobh an diosaplain, agus gu tric a bha nan Ceannardan Roinne/Fo-roinnean/Institiudan no Ionadan Rannsachaidh.
- Chomharraich Ceannardan Aonadan Mheasaidh an sgioba sgrùdadh aca, a' cumail aire air in-ghabhalachd.
- Aig àm taghadh foirmeil mhach-chuir, cnuasachaidh agus ceadaichidh Buidheann Stiùiridh REF moladh airson phanailean taghadh mhach-chuir a lìonadh bho gach Ceannard Aonad Mheasaidh agus bheir na slatan-tomhais airson a' phròiseis seo fa-near do cho-chothromachadh gnè agus cùisean in-ghabhalachd.
- 'S e sgioba comhairleachaidh a tha anns an sgioba sgrùdadh mhach-chuir, ach 's iad na panailean taghadh mhach-chuir a nì na co-dhùnaidhean mu dheireadh air na mach-chuir a thèid a-steach gu REF 2021.

### Cumhaichean Iomraidh

80. Sgioba Sgrùdadh Mhach-chuir (Comhairleachaidh)

1. Gus comharrachadh na mach-chuir a tha ann am beachd agus a tha ion-roghnach airson REF 2021.
2. Gus gach mach-chur ion-roghnach a mheasadh agus sgòr sealadach a thoirt dhaibh.
3. Gus làn-fheart gach mach-chur a sgrùdadh, a rèir a chomais cho-rèirichte anns gach roinn càileachd.

Panail Taghadh Mhach-chuir (Co-dhùnaidhean)

1. Gus measadh gach mach-chur ion-roghnach a chaidh aontachadh a rèir nan slatan-tomhais airson tagradh REF ;
2. Gus dèanamh cinnteach gun gabhar sùim de shuidheachaidhean pearsanta a chaidh aontachadh anns a' phròiseas airson taghadh mhach-chuir;
3. Gus co-dhùnaidhean mu in-ghabhail/às-dùnadh a chlàradh agus a dhearbhadh;
4. Gus dèanamh cinnteach gum faigh luchd-obrach fios air co-dhùnaidhean mu in-ghabhail/às-dùnadh.

### Trèanadh

81. Anns gach suidheachadh, bidh ceannard Aonad Measaidh anns a' chathair aig panailean taghadh mhach-chuir, agus a chionn 's gu bheil gach ceannard Aonad Measaidh anns a' Bhuidheann Stiùiridh REF, tha iad air trèanadh claon-bhreith neo-rùnaichte fhaighinn ann an 2019. A thuilleadh air seo, agus mus gabh coinneamhean panailean taghaidh àite, bidh trèanadh a bharrachd leth-latha air cur air dòigh do gach ball de na panailean taghadh mhach-chuir as t-fhoghar 2020. Nì seo cinnteach gum bi dòigh cho-chòrdail ann tarsainn Aonadan Measaidh a thaobh a bhith a' comharrachadh cho-dhùnaidhean air mach-chuir a bu chòir a bhith ann an tagradh REF .

## A' Foillseachadh Shuidheachaidhean

82. Airson taic agus brosnachadh a thoirt do cho-ionannachd agus iomadachd ann an dreuchdan rannsachaidh, tha sgioba REF air riaghailtean ùra fhoillseachadh mu thimcheall shuidheachaidhean luchd-obrach airson REF 2021. Tha seo ag aithneachadh gum faod cuid de luchd-obrach a tha ion-roghnach a thaobh tagradh REF 2021 a bhith ann an suidheachadh far a bheil e air a bhith:

- a) Eu-comasach dhaibh làn-phàirt a ghabhail ann an iarrtasan mhach-chuir slàn an aonaid aca no;
- b) Eu-comasach dhaibh an t-iarrtas riatanach de aon mhach-chur ion-roghnach a dhealbh.

83. Tha am pròiseas seo ag iarraidh air an oilthigh a 'shuidheachaidhean àraid' in-aontaichte gu lèir a chur do sgioba REF tro shiostam tagraidh tèarainte ro Mhàrt 2020 a rèir stiùireadh sgioba REF. Bidh builean pròiseas lùghdachadh iarrtasan air innse dhan institiud anns a t-seachdainn a' tòiseachadh 14 Sultain 2020.

84. Tha Oilthigh na Gàidhealtachd agus nan Eilean a' toirt taic dhan mhodh-obrach in-ghabhalach a tha air a chleachdadh le sgioba REF a thaobh shuidheachaidhean sònraichte airson REF 2021. Tha e ag aithneachadh gur dòcha gum bi luchd-rannsachaidh ann taobh a-staigh an oilthigh a bha air an cuingealachadh a thaobh mhach-chuir a libhrigeadh neo rannsachadh a choileanadh ann an àm measadh REF, 1 Faoilleach 2014 -- 31 Dùbhlachd 2020, air sgàth ghnòthaichean pearsanta aca fhèin.

85. Is dòcha gum bi e comasach dhan oilthigh iarrtas-lùghdachaidh a shireadh airson sgioba REF, an dà chuid airson:

- a) Lùghdachadh àireamh mhach-chuir aig ìre Aonad Measaidh gus am bi nas lugha na 2.5 mach-chuir gach fte air an libhrigeadh anns an aonad no;
- b) Lùghdachadh gus am bi an riatanas airson co-dhiù aon toradh anns gach neach-obrach fa leth air a thoirt às

86. Bho thaobh an oilthigh, bidh rianachd ùr airson shuidheachaidhean sònraichte taiceil anns an t-seadh gun cuidich e le làimhseachadh tagradh mhach-chuir na h-institiud gu REF 2021. Tha seo eadar-dhealaichte bho REF 2014 oir an sin cha bhiodh toradh iarrtasan shuidheachaidhean sònraichte aithnichte gus am biodh builean REF air fhoillseachadh: ann an REF 2021 bidh fios mionaideach aig an oilthigh ro làimh cia mheud mach-cur a dh'fheumas libhrigeadh anns gach Aonad Measaidh.

87. Gheibhear fiosrachadh mionaideach air suidheachaidhean sònraichte agus pròiseas iarrtas lùghdachaidh ann an sgrìobhainn stiùiridh REF, REF2019/01-Stiùireadh air Tagraidhean.<sup>40</sup> Airson fiosrachaidh, ge-tà, ann **an Eàrr-ràdh G** tha geàrr-chunntas de na suidheachaidhean iomchaidh a thèid a gabhail ris ann an REF 2021 còmhla ri 'Foirm Suidheachaidhean Sònraichte Luchd-obrach REF 2021.'

---

<sup>40</sup> For full definitions of all circumstances, please see REF2019/01, Guidance on Submissions paragraphs 151 to 201.

## Pròiseas Oilthigh na Gàidhealtachd agus nan Eilean airson shuidheachaidhean sònraichte fhoillseachadh ann an REF 2021

88. Tha an t-oilthigh a' dol le modh in-ghabhalach a thaobh rianachd shuidheachaidhean sònraichte airson REF 2021, agus, anns a' chiad àite, gheibh luchd-obrach an oilthigh air fad fiosrachadh mu phròiseas nan suidheachaidhean sònraichte tro chonaltradh a thig bho sgiobaidhean-conaltraidh phàirtearan acadaimigeach agus bho Chuairt-litir Luchd-obrach UHI anns an Lùnastal 2019. Thig conaltradh eile, a bheir barrachd stiùiridh, 's a thèid a sgaoileadh aig an àm seo cuideachd dhan luchd-obrach sin a chaidh ainmeachadh ann an tùs-chlàr REF mar an fheadhainn a dh'fhaodadh a bhith ann an sgòp airson tagradh REF 2021. An dèidh seo, thèid am pròiseas a chur ann an cuimhne luchd-obrach gach mìos tro chuairt-litir nan luchd-obrach, agus tro sheanailean chròileanan-rannsachaidh agus chonaltraidhean roinnean bho Shultain 2019 gu Gearran 2020.

89. Eadar 25 Lùnastal 2019 agus 28 Gearran 2020, bu chòir do luchd-obrach a tha airson shuidheachaidhean sònraichte sam bith fhoillseachadh, **Foirm Suidheachaidhean Sònraichte Luchd-obrach REF2021** a chur a-steach gu Ceannard Sgiobachd UHI anns a' chiad àite. Tha am foirm seo ri fhaotainn mar **Eàrr-ràdh G** anns a' chòd-chleachdaidh seo no mar luchdachadh a-nuas bho raon REF 2021 air làrach-lìn UHI, gu Ceannard Goireasan Daonna UHI. Mar phàirt den phròiseas seo gheibh gach neach-obrach a dh'fhaodadh a bhith na Rannsaiche Tràth-dhreuchdail cuireadh gus foirm shuidheachaidhean sònraichte a lìonadh ma tha iad ag iarraidh seo. Nì Ceannard Sgiobachd Goireasan Daonna UHI tùs-sgrùdadh air an fhiosrachadh gus dèanamh cinnteach gu bheil am foillseachadh a rèir mìneachadh an t-suidheachaidh aontaichte le Sgioba REF airson REF 2021. An dèidh seo, cuiridh Ceannard Sgiobachd Goireasan Daonna UHI fios taobh a-staigh 2 latha dhan neach-obrach ag innse a bheil an tagradh ion-roghnach no nach eil, còmhla ri adhbhar a' cho-dhùnaidh. Gheibh ceannard an Aonaid Mheasaidh lethbhreac tro phost-dealain ann an dreach fòrùnach.

90. A bharrachd air a bhith a' breithneachadh air suidheachaidhean fa leth, na dheisealachadh airson a thagradh gu REF 2021, breithneachaidh an t-oilthigh air làn-bhuaidh gach suidheachadh a chaidh fhoillseachadh air pròifil mhach-chuir gach aonaid. A thaobh seo, bu chòir cuimhneachadh gu bheil an sùbailteachd a tha air a thairgsinn tro bhith a' sgaradh mhach-chuir bho luchd-obrach a' ciallachadh gur dòcha nach fheum an t-oilthigh a bhith ag iarraidh lùghdachadh ann an àireamh nam mach-chur a dh'fheumas aonad-tagraidh. Gus dearbhadh am feum no nach fheum an t-oilthigh iarrtas lùghdachadh mhach-chuir a chur a-steach, feumaidh ceannard gach aonad measaidh a thighinn gu co-dhùnadh anns a' chiad àite an fheum tagradh a chur airson lùghdachaidh stèidhichte air:

- a. a bheil stòras mhach-chuir gu leòr ann bho luchd-obrach ion-roghnach eile gus gainnead a lìonadh no:
- b. a 'toirt fa-near suidheachadh an oilthigh a thaobh seann luchd-obrach a chaidh a-mach à obair (duilleag 45 gu h-àrd), co-dhiù a tha toraidhean rim faotainn bho seann luchd-obrach a bha ion-roghnach aig àm na h-obrach aca a dh'fhaodadh call sam bith a dhèanamh.

91. Gus dearbhadh am bu chòir iarrtas lùghdachaidh a chur do sgioba nàiseanta REF no nach bu chòir, coinnichidh an t-larr-phrionnsabal (Rannsachadh agus Buidh) ri gach Ceannard Aonad Measaidh freagarrach agus ri Comhairliche Co-ionannachd agus Iomdachd UHI. Cnuasaichidh iad air a' bhuidh a dh'fhaodadh a bhith aig gach suidheachadh sònraichte agus thig iad gu co-dhùnadh air an dòigh as fheàrr airson gluasad, ag aontachadh neo ag easaontachadh leis an dearbhadh a dhol air adhart gus pàirt a ghabhail anns a' phròiseas airson iarrtas lùghdachaidh.

92. Tha dà bhuil comasach ann an suidheachadh far a bheilear a' toirt taic dhan tagradh:

1. Thathar a' moladh gun dèan an t-Oilthigh tagradh do Sgioba Nàiseanta REF airson lùghdachadh san àireamh de mhach-chuir aig ìre Aonad Measaidh;
2. Bidh an t-oilthigh a 'dèanamh tagradh do sgioba an REF Nàiseanta gus an tèid an ìre as lugha de thoraidhean a thoirt às aig ìre an neach fa leth.

---

Page | 45

93. An dèidh co-dhùnadh iarrrtas lùghdachaidh a chur a-steach airson Aonad Measaidh sam bith, thèid sgrìobhadh chun an luchd-obrach gu lèir a tha comasach a bhith a 'cur a-steach don aonad sin gus an co-dhùnadh a mhìneachadh airson tagradh anns an àireamh de thoraidhean a lùghdachadh.

## Dìon Dàta

### Dìomhaireachd a chumail: A-staigh

94. Thèid am fiosrachadh uile a tha a 'buntainn ri suidheachaidhean pearsanta a bhios an luchd-obrach ag ainmeachadh a chleachdadh airson beachdachadh air a' Phròiseas Iarraidh Ìsleachaidh ann an 2021 agus thèid a làimhseachadh agus a stòradh a rèir an reachdas dìon dàta a tha ann an-dràsta - Riaghailtean Dìon Fiosrachaidh Coitcheann (AE) 2016/679 agus Achd Dìon Dàta 2018 - agus gach dleastanas laghail eile. Mar a chaidh a mhìneachadh anns a 'phròiseas a tha air a mhìneachadh ann an còd cleachdaidh an oilthighe, bidh am fiosrachadh a tha co-cheangailte ri suidheachaidhean pearsanta air a chumail dìomhair do Cheannard Goireasan Daonna UHI, an Iar-Phrionnsapal (Rannsachadh agus Buidhneachd), ceannas an Aonaid Measaidh, an t-Comhairliche Co-ionannachd is Iomadachd OGE agus an t-Oifigear Siostaman Fiosrachaidh Rannsachaidh, na dhreuchd mar rianaire siostam cuir a-steach REF UHI.

Page | 46

95. Ma cho-dhùineas an institiud tagradh a chur gu na buidhnean maoineachaidh airson an dara cuid de lùghdachadh toraidhean (toirt air falbh an riatanas 'as lugha de aon' no suidheachadh aonaid), feumaidh sinn dàta a thug thu mu na suidheachaidhean fa leth agad a nochdadh don UKRI, a shealltainn gun deach na slatan-tomhais a choileanadh airson lùghdachadh àireamh nan toraidhean. Faic an '[Stiùireadh air tagraidhean](#)' (paragrafan 151-201) airson barrachd fiosrachaidh mu lùghdachadh ann an toraidhean agus dè am fiosrachadh a dh'fheumas a bhith air a chur a-steach.

### An dàta agad gun ainm.

96. Bu chòir do luchd-obrach a tha ag ainmeachadh shuidheachaidhean pearsanta a thoirt fa-near, ged a thèid dreach slàn den fhoirm dearbhaidh aca a chleachdadh gus co-dhùnadh a dhèanamh taobh a-staigh na buidhne, gun tèid cùis sam bith a thèid a chuir a-steach do sgioba an REF airson sgrùdadh a dhèanamh, mar phàirt den phròiseas airson iarrtas a lùghdachadh, àireamh air a thoirt dhà. Bidh an àireamh sin a-mhàin agus thèid a chuir air dòigh gus am fiosrachadh pearsanta uile mar ainm, àite-obrach no post-dealain a thoirt air falbh.

### Dìomhaireachd a dhèanamh: A-muigh

97. Bidh fiosrachadh a thèid a chur a-steach mar phàirt de Phròiseas Iarraidh Ìsleachaidh REF 2021 air a chumail dìomhair do sgioba Nàiseanta an REF, am Pannal Comhairleachaidh Co-ionannachdan is Eugsamhlachd (EDAP) agus na prìomh chathraichean pannail, a tha uile fo smachd riatanasan dìomhaireachd a thaobh na h-uile fiosrachadh sna tagraidhean. Cha tèid fiosrachadh sam bith mu shuidheachaidhean fa leth fhoillseachadh leis an Sgioba REF Nàiseanta agus thèid a sgrios nuair a bhios an REF aig ìre measaidh.

### Atharrachaidhean ann an suidheachadh

98. Tha an t-oilthigh ag aithneachadh gum faod suidheachaidhean luchd-obrach atharrachadh eadar lìonadh an fhoirm dearbhaidh agus ceann-latha a 'chunntais (31 Iuchar 2020). Ma tha seo fìor, bu chòir don luchd-obrach fios a chuir gu Ceannard Goireasan Daonna UHI gus am fiosrachadh as ùire a thoirt seachad.

## A' Measadh Buaidh Co-ionannachd

99. Tha Oilthigh na Gàidhealtachd agus nan Eilean a' làn-tuigsinn gu bheil na buidhnean maoinachaidh ag iarraidh air HEIs a tha a' gabhail pàirt anns a' REF ann an 2021, measaidhean buaidh co-ionannachd (EIAs) a dhèanamh air a h-uile pròiseas aca gus dearbhadh am faod buaidh eadar-dhealaichte a bhith aca air buidhnean sònraichte.

Page | 47

100. Thèid breithneachadh le panailean-taghaidh mhach-chuir air dàta fheartan tèarainte a bhios a' tighinn bhon EIA mun stòras de luchd-obrach ion-roghnach a tha ann. Nì seo cinnteach an uair a bhios iad a' taghadh nam mach-chuir a chuireas iad a-steach gum bi atharrachaidhean sam bith a thaobh claon-bhreith no a thaobh co-ionannachd a bhrosnachadh dèanta ro cheann-latha an tagraidh. Gu sònraichte, thèid tar-iomradh a dhèanamh air treise nam mach-chuir agus dàta fheartan tèarainte gus faicinn a bheil buidhnean air leth ann a dh'fhaodadh dùbhlanan fillte a dh'fhulang 's a chuireadh bacadh air luchd-tagraidh an obair as fheàrr aca a dhèanamh.

101. A thuilleadh air seo, ma nochdas gu bheil claon-bhreith neo-rùnaichte no diofarachadh ann a tha air buaidh mhì-shoirbheach a thoirt air buidheann no buidhnean sònraichte, beachdaichidh àrd-oifigich an oilthigh air na dh'fhaodadh iad a dhèanamh taobh a-staigh co-theacs structair an oilthigh mar a tha e an-dràsta gus neo-ionannachd sam bith a dh'fhaodadh a bhith ann a chur ceart.

102. Gus sealltainn air Fios Dìomhaireachd REF 2021 an oilthigh, faic **Eàrr-ràdh H**

## Pàirt 5: Eàrr-ràdhan.....





University of the Highlands and Islands

# Equality, Diversity and Inclusivity Policy

## POL

Lead Officer (Post):	Head of Governance and Records Management
Responsible Office/ Department:	Governance and Records Management
Responsible Committee:	Finance and General Purpose Committee
Review Officer (Post):	Equality and Diversity Adviser
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	18/07/2017
Date policy due for review:	01/07/2022
Date of Equality Impact Assessment:	01/05/2019
Date of Privacy Impact Assessment:	n/a

Accessible versions of this policy are available upon request. Please contact the Governance and Policy Officer on 01463 279000.

## Policy Summary

<b>Overview</b>	<b>This policy shows our commitment to equality for our students, staff, visitors, contractors and others who engage with us through any activity.</b>
<b>Purpose</b>	To specify the Equality, Diversity and Inclusivity Policy of the University, identify protected characteristics under the Equality Act (2010); outline the principles, responsibilities and commitments of the institution in realising the statutory obligations of the Equality Act (2010).
<b>Scope</b>	This policy applies to all current and prospective students and employees. This includes temporary staff, agency staff, consultants, Board and Court Members, volunteers and collaborators at the University of the Highlands and Islands and all Academic Partners.
<b>Consultation</b>	The Policy Ownership Group includes representation from all Academic Partners and HISA. The policy received endorsement from Partnership Council prior to approval being sought from Finance and General Purpose Committee.
<b>Implementation and Monitoring</b>	The policy will be implemented by all Academic Partners and the University of the Highlands and Islands. The policy will be monitored by relevant local staff on an operational basis and on a strategic basis by the Policy Ownership Group.
<b>Risk Implications</b>	Failure to comply with policy may result in a breach of the Equality Act (2010).
<b>Link with Strategy</b>	Policy relates to statutory compliance and governance arrangements.
<b>Impact Assessment</b>	Equality Impact Assessment: Complete – No further action required.
	Data Protection Impact Assessment: n/a

## 1. Policy Statement

- 1.1 The University of the Highlands and Islands and all Academic Partners are committed to equality of opportunity and non-discrimination in all aspects of work and study. We recognise that individually we all have differences of some sort, from which we can share and learn. The broader a range of people we employ, the wider a perspective we can adopt; a diverse workforce not only ensures that we are legally compliant, but makes good business sense.
- 1.2 As a provider of education and employment, the University values diversity and is committed to encouraging everyone to realise their full potential. To this end, the University continues to work with students, staff, external agencies and the wider community to develop a positive and enabling culture of work and study.
- 1.3 In particular, the University and all Academic Partners strive to ensure that all people engaging with us have the opportunity to:
  - Study
  - Take up employment
  - Be actively involved in their community without discrimination
  - Be treated in a courteous, caring and sensitive way in all engagement with us

We also expect that contractors, businesses and others who engage with us aspire to the same values.
- 1.4 Achievement of the above goals requires the promotion of practices to overcome any existing structural barriers (systems or processes that make entry to education or employment more difficult for a person/group), geographical isolation, and the provision of opportunities which reflect the linguistic and cultural diversity of the region. It also involves continuing to attract new and diverse people to the Highlands and Islands, to add to the culture and economy, and help the University and all Academic Partners reach our full potential.
- 1.5 The Equality, Diversity and Inclusivity Guidelines should be referred to for practical information to support the policy.

## 2. Definitions

- 2.1 **Protected Characteristics:** the Equality Act (2010) ("the Act") prohibits unfavourable treatment on the basis of the following nine protected characteristics. The University of the Highlands and Islands and all Academic Partners recognise that identity can be complex and fluid and strive to keep up with best practice in supporting individuals and groups.
 

**Age:** This refers to a person belonging to a particular age group, which can mean people of the same age (e.g. 32 year olds) or range of ages (e.g. 18-30 year olds, or people over 50).

**Disability:** A person has a disability if they have physical or mental needs which have a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. Some disabilities may require reasonable adjustments to be made to remove or minimise barriers to participation (see 2.7: Reasonable Adjustments for Disabled Persons).

**Sex:** Refers to whether a person is a man or a woman.

**Gender Reassignment:** Gender reassignment is when a person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning

the person's sex by changing physiological or other attributes of sex.

**Race:** Refers to a group of people defined by their race, colour, nationality (including citizenship), ethnic or national origins.

**Religion or Belief:** Religion has the meaning usually given to it but belief is defined as religious and philosophical beliefs, including lack of belief (e.g. atheism). Generally, a belief should affect your life choices, or the way you live, for it to be included in the definition.

**Sexual Orientation:** A person's attraction towards their own sex/gender, another sex/gender, all sexes/genders or none.

**Marriage and Civil Partnership:** In Scotland, marriage is no longer restricted to a union between a man and a woman, but also includes same-sex couples.

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples. In society, civil partnership is generally recognised simply as 'marriage'.

Marriage and civil partnership is listed in the Act as a protected characteristic. The Act provides protection against discrimination only in respect of the need to eliminate unlawful discrimination in employment.

**Pregnancy and Maternity:** Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

- 2.2 **Gender Identity and Gender Expression:** the Equality Act recognises sex as a binary characteristic (i.e. Male/ Female), and protects those who undergo or intend to undergo gender reassignment (i.e. from one gender to another). The University recognises that gender identity and gender expression are not necessarily fixed or binary; we will treat bullying and harassment on these grounds as seriously as if they relate to any protected characteristic as defined in the Act.
- 2.3 **British Sign Language (BSL):** the University recognises that BSL is a language in its own right (with its own vocabulary and syntax), and does not necessarily relate to disability as defined by the Equality Act. We are required to meet the requirements of the Scottish Governments BSL National Plan, to raise awareness of BSL and improve support for BSL users over 2018-30.
- 2.4 **Gaelic Language:** The Gaelic language is indigenous to the Highlands and Islands, among other areas. As such it is not covered under the definition of race/nationality as defined by the Equality Act 2010. The University recognises responsibilities under the Gaelic Language Scotland Act (2005) to ensure that discrimination is not incurred by Gaelic speaking individuals and communities.
- 2.5 **Short term disability:** Students may be eligible for Disabled Students Allowance support due to short term disability that may not fulfil the criteria of the Disability protected characteristic (see 2.1). Students who feel they are affected by a short-term disability should discuss this with the local student support staff.

Students with a short term disability are not entitled to use the legal powers of the Act in the

same way as someone who has a disability as defined by the Act, e.g. in relation to discrimination, harassment and victimisation.

**Short term disability example:** A student suffers a spinal injury and is expected to make a full recovery, however they will need to use a wheelchair and other assistive measures for 6 months. This may include assistive technology, equipment to study from home and classes scheduled on the ground floor where lifts are unavailable.

2.6 **Discrimination** occurs when prejudices, stereotypes and assumptions prompt actions that result in less favourable treatment of individuals or groups. The Act prohibits discrimination on the grounds of protected characteristics, with types of discrimination listed and described below. There are two different categories of discrimination under the Act, with further sub-categories:

2.6.1 **Direct Discrimination** occurs when someone is treated less favourably than another on grounds of their perceived or actual protected characteristic.

- a. **Associative discrimination** is direct discrimination against someone because they are associated with another person who possesses a particular protected characteristic.
- b. **Direct discrimination by perception** means treating one person less favourably than someone else because you incorrectly think they have a particular protected characteristic.

There are specific criteria for direct discrimination arising from disability, gender reassignment and pregnancy/maternity, which are available in sections 15-18 [here](#).

**Direct discrimination example for students:** Assuming that a student may not be able to reach a certain level of work because they have a disability, or rejecting a male applicant's application to a childcare course as they do not think it is appropriate for a male to be working with children. In these cases the act itself is unlawful, whether or not someone intended to discriminate.

**Direct discrimination example for staff:** Deciding not to employ someone, dismissing them, refusing to promote them, denying them training, giving them adverse working conditions or denying them benefits based their perceived or actual protected characteristic.

2.6.2 **Indirect discrimination** occurs when an organisation has rules or policies, conditions or requirements that are applied to everyone but leave a person with a particular protected characteristic at a disadvantage.

**Indirect discrimination example for students:** A college will only allow students to go on placement if they have more than 95 per cent attendance. A student with a disability has missed a lot of classes for health reasons and are told they cannot go.

**Indirect discrimination example for staff:** A contract clause which applies to all employees saying that they could be required to work late or travel away from home for work at short notice. Although this applies to everyone in the same way, this could potentially put parents or those with care

responsibilities at a disadvantage, as they would need to make childcare arrangements at unreasonable notice.

- 2.7 **Reasonable Adjustments for Disabled Persons:** When a person requires additional support to participate in an activity due to a disability, public bodies have a duty to make reasonable adjustments to enable participation: this may be to work, study or use facilities.

Page | 53

There is no set definition of 'reasonable': this is relative to an organisation's resources and organisational demands: a large company may be expected to spend extensively, where a smaller company may not. The extent to which an adjustment is reasonable cannot be formally defined outside of a tribunal.

For staff: Initial requests for reasonable adjustments should be discussed with your line manager and formally made through Human Resources. Human Resources may engage with Occupational Health to ascertain the evidence for any significant adjustments needed.

For students: Students have a range of opportunities to disclose, from pre-application stage onwards. Access to appropriate reasonable adjustments can be authorised by Home Academic Partner student services, following a contextualised assessment of need.

All students and prospective students are encouraged to disclose any specific requirements at the earliest opportunity, in order that appropriate support can be identified as soon as is practicable.

**Reasonable adjustment examples:** Provision of a large screen for a partially sighted staff member; relocation of a class to the ground floor to enable a wheelchair-user to participate; or additional time in assessments for a dyslexic student.

- 2.8 **Positive Action:** Anyone recruiting staff, students or volunteers can legally justify 'positive action' if a particular group is underrepresented, to help ensure that a body is informed by the widest set of circumstances, experiences and identities. This involves taking action to increase the likelihood of underrepresented groups participating.

**Positive Action examples:** A rural institution may have disproportionately low numbers of Black, Asian and Minority Ethnic staff. In the event of a tied interview result, the interviewer could legally justify recruiting a black candidate over a white candidate, so that the body can make decisions that are less likely to disadvantage or marginalise subsequent black staff.

A college with disproportionately low numbers of female engineering students may target marketing at a certain group, or make amendments to wording to encourage certain applicants e.g. advertising engineering courses at all-female schools, or changing entry requirements to include subjects that are over-represented by female secondary school pupils.

- 2.9 **Prohibited Behaviours:** As well as the above types of discrimination, the Act prohibits other forms of behaviour:

- 2.9.1 **Harassment** denotes unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment can take many forms, including but not limited to: physical contact,

offensive language, gossip, slander, graffiti, obscene gestures, exclusion. Harassment can involve persistent conduct or behaviour that continues after the individual states they want it to stop. A single incident can also constitute harassment if it is sufficiently serious.

- 2.9.2 **Victimisation** is treating someone less favourably because of something they have done under, or in connection with, equalities legislation.

**Victimisation examples for students:** A member of staff shouts at a student because he thinks she intends to support another student's sexual harassment claim.

A student alleges that they have encountered racism from a member of staff, and as a result of making this allegation are ignored by other staff members.

**Victimisation examples for staff:** Refusal to promote an employee because he or she has previously invoked a grievance procedure, or given evidence against the employer at a tribunal.

The employer brands an employee as a 'troublemaker' because they raised a lack of job-share opportunities as being potentially discriminatory.

- 2.10 **Public Sector Equality Duty:** as a publicly-funded organisation, the University has a statutory duty to fulfil both General and Specific Public Sector Equality Duties under the Equality Act (2010).

- 2.10.1 **General Duties** direct the way the University treats its staff, students and visitors and reflect all UK public bodies' responsibility to:

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

- 2.10.2 **Specific Duties:** Section 153 of the Equality Act enables the Welsh and Scottish ministers to impose specific duties on certain domestic public bodies through secondary legislation: Scottish-Specific Duties relate to how public bodies carry out, evidence and present their commitment to enacting General Duties, and responds to ongoing changes identified by the Scottish Government.

Scottish-Specific Duties are listed and linked below. The University and partner Further Education Colleges have duties to:

- [Report progress on mainstreaming the equality duty](#)
- [Publish equality outcomes and report progress](#)
- [Assess and review policies and practices \(complete Equality Impact Assessment\)](#)
- [Gather and use employee information](#)
- [Publish gender pay gap information](#)
- [Publish statements on equal pay, etc.](#)
- [Consider award criteria and conditions in relation to public procurement](#)

- Publish in a manner that is accessible, etc.
- Consider other matters

- 2.11 **Equality Mainstreaming** aims to ensure that equality perspectives are central to an organisation's culture and operational delivery, by incorporating these into all strategic decision-making processes. This aims to ensure that all areas of an organisation carry out their public sector equality duties when delivering day-to-day functions.

Equality Mainstreaming ensures that the needs of underrepresented groups, as well as those of members of historically marginalised or disenfranchised groups, are pro-actively considered when decisions are made. The experiences of frontline staff and service users should inform the decision making process.

The University is required to report on its Mainstreaming activities every four years, and to update this every two years.

- 2.12 **Equality Outcome Agreements** set out the equality activities that colleges and universities plan in order to better meet their general duties.

The University is required to set new Equality Outcomes every four years, and to report on progress every two years.

- 2.13 **Equality Impact Assessment (EIA)**: assesses the potential impact of new or revised policies, practices or services against the requirements of general public sector equality duties.

Conducting an EIA is a legal requirement for public bodies in Scotland, and helps to ensure that everybody's needs are taken into account before changes are implemented. This allows the University to proactively identify and mitigate against barriers to participation, attainment or wellbeing, and hopefully avert potentially negative experiences.

Forms to carry out Equality Impact Assessments are available from the Policy and Governance Officer.

### 3. Purpose

- 3.1 This policy allows the University to carry out its general and specific public sector equality duties, and work to improve the experience of all staff and students, regardless of an individual's protected characteristics.

- 3.2 We will conduct our statutory duties under the Equality Act 2010 as per section 2.10 of this policy, and demonstrate our commitment to mainstreaming equality and diversity by:

- 3.2.1 Developing policies, procedures and processes to achieve the general and specific public sector duties in accordance with the Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.
- 3.2.2 Monitoring the potential impact of our policies, procedures and practices on different protected groups to help tackle inequality, promote equality of opportunity and foster good relations. We do this through the process of Equality Impact Assessments.
- 3.2.3 Removing any potential barriers to access, participation, retention and achievement of students and staff by making reasonable adjustments where appropriate.
- 3.2.4 Creating inclusive learning and working environments and practices that promote respect for all. These environments aim to prevent and challenge stereotyping, prejudice, discrimination and harassment and disadvantage.



- 3.2.5 Reasonably anticipating and responding to the needs of students through collaboration with individuals, the student body and Highlands and Islands Students' Association (HISA).
- 3.2.6 Working in conjunction with HISA to take forward their work on equality and diversity and to seek student feedback relevant to equality of opportunity and experience.
- 3.2.7 Involving and consulting within the wider community, particularly those who share particular characteristics and those who represent their interests, to inform policy and practice.
- 3.2.8 Ensuring that equality, diversity and inclusivity are embedded within the Scottish Funding Council Regional Outcome Agreement process through consultation with key stakeholders across the Partnership.
- 3.2.9 Collecting, analysing and reporting on and improving the quality of student and staff protected characteristic data in line with public sector equality duties/sector best practice and Data Protection legislation.
- 3.2.10 Publishing equality outcomes reflecting how we plan to impact positively upon our communities.
- 3.2.11 Publishing a mainstreaming report, demonstrating our progress against our planned outcomes and showing what progress we have made to mainstream equality in our policies, practices and decision-making functions.

## 4. Scope

- 4.1 This policy applies to all current and prospective students and employees. This includes temporary staff, agency staff, consultants, Board and Court Members, volunteers and collaborators.
- 4.2 The principles of non-discrimination and equality of opportunity apply to the way in which staff and students, as well as visitors, contractors, sub-contractors, temporary and agency staff, service providers, suppliers, former staff and students and any other persons associated with the functions of the University treat one another.

## 5. Exceptions

- 5.1 This policy applies without exceptions, exclusions or restrictions.

## 6. Notification

- 6.1 This policy will be available on the University's website.
- 6.2 All individuals with responsibilities outlined in Section 7 will be notified of changes.

## 7. Roles and Responsibilities

- 7.1 Finance and General Purpose Committee is responsible for approving the policy and for ensuring that the University complies with its statutory obligations in terms of meeting the requirements of the Equality Act 2010 and the Public Sector Equality Duty for Scotland.
- 7.2 Senior Management Team is responsible for operational oversight of the policy. They must ensure that Managers, Staff and Students operate in an environment where they can fulfil their responsibilities in relation to the policy.
- 7.3 Line Managers are responsible for implementing this policy, ensuring that our commitment to equality is followed through and adequately communicated both internally and externally.

Line Managers are responsible for ensuring selection for recruitment, promotion, training and

work allocation is carried out in a non-discriminatory manner and in accordance with the law.

Line Managers are responsible for ensuring that selection for admission and ongoing assessment of students is carried out in a non-discriminatory manner.

- 7.4 All staff and students have a responsibility to ensure the continuing success of this policy by:
- Treating other people with respect
  - Bringing to the attention of management any suspected breaches of this policy
  - Working together to promote an environment that eliminates discrimination and harassment.
  - Seeking opportunities to identify, implement, share and reflect upon potential improvements to inclusive practice
  - Seeking opportunities to include staff and students who may be or feel peripheral to the University and Academic Partner communities.
- 7.5 Contractors, temporary staff, agency staff, consultants, volunteers, collaborators and providers of services on behalf of the University are responsible for adhering to the principles of this policy in the context of their engagement with the University

## 8. Legislative Framework

- [British Sign Language \(Scotland\) Act 2015](#)
- [Children and Young People \(Scotland\) Act 2010](#)
- [Counter-Terrorism & Security Act 2015](#)
- [Data Protection Act 2018](#)
- [Equality Act 2010](#)
- [Equality Act 2010 \(Specific Duties\) \(Scotland\) Regulations 2012](#)
- [Gaelic Language \(Scotland\) Act 2005](#)
- [Higher Education Governance \(Scotland\) Act 2016](#)
- [Islands \(Scotland\) Act 2018](#)

## 9. Related Policies, Procedures, Guidelines and Other Resources

- [Complaints Process](#)
- [Dignity at Work Policy](#)
- Disciplinary Procedures (forthcoming)
- Equality, Diversity and Inclusivity Guidelines (link TBC)
- Promoting a Positive Learning Environment Policy (forthcoming)
- [Public Interest Disclosure Policy](#)
- Safeguarding Policy (forthcoming)
- Student Code of Conduct (link TBC)

## 10. Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0			New policy for 2019	Equality, Diversity and Inclusivity Policy Ownership Group
1				
2				
3				
4				

## **University of the Highlands and Islands**

### **Gender Action Plan**

**July 2017**

**Signature: Principal and Vice-Chancellor**

A handwritten signature in dark ink, appearing to read "B. Mulholland". The signature is written in a cursive style with a large initial "B". Below the signature is a horizontal line.

**Please ask if you, or someone you know, would like this document in a different format**

## Introduction

The Scottish Funding Council (SFC) in August 2016 published its Gender Action Plan<sup>41</sup> and ambitious aims to tackle gender imbalances within colleges and universities.

SFC Aim	SFC Milestone
<b>By 2021, increase by 5% the minority gender share in each of the 10 largest and most imbalanced 'superclasses' among 16-24 year olds.</b>	Increase by 4.2% by 2019-20
<b>By 2030, no subject has an extreme gender imbalance (75:25)</b>	50% reduction in the number of college subjects in this category by 2025
<b>By 2030, the gap between male and female participation in undergraduate study is reduced by 15.4% gap to 5%</b>	We will look to have reduced this gap to 13.6% in 2019-20

Page | 59

In the guidance for Outcome Agreements for AY2017-18<sup>42</sup>, the Scottish Funding Council (SFC) set out that all Higher Education (HE) and Further Education (FE) institutions are to develop institutional gender action plans (GAPs).

Research<sup>43</sup> commissioned by the Scottish Funding Council looked at how institutions were already tackling gender imbalances across Scotland. It suggested a provisional framework for tackling gender imbalances based on the key underlying criteria, and design features of, a successful and sustainable approach to tackling gender imbalances within an institution's activities. Five broad themes were identified:

- 1 Infrastructure
- 2 Influencing the influencers
- 3 Raising awareness and aspiration
- 4 Encouraging aspirations
- 5 Supporting success

The SFC asks that we:

- Outline our key ambitions to tackle gender imbalances at subject level, focusing on those subjects with the greatest gender imbalances in the university.
- Identify where there is an imbalance between male and female students within completion in a particular subject area and outline outcomes to be achieved in addressing this imbalance.
- Outline how we are proactively promoting gender equality in relation to staff. This includes addressing gender imbalances at senior academic level and how we are working towards eliminating the gender pay gap.
- Describe how we are working towards improving gender imbalances on our Court.

---

<sup>41</sup> SFC Gender Action Plan August 2016

<sup>42</sup> Guidance for the development of College Outcome Agreements: 2017-18 to 2019-20 October 2016  
3 HEA Whose job is it anyway?

We welcome the opportunity to focus on this gender work in partnership with the Scottish Funding Council.

## Our equality commitments

The University of the Highlands and Islands is committed to equality of opportunity and non-discrimination in all aspects of its work and study.

We accept our obligations to fulfil the statutory requirements relating to gender equality and will take steps to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people from different groups
- Foster good relations between people from different groups, tackling prejudice and promoting understanding

Publishing our Gender Action Plan gives us the opportunity to:

- present the gender equalities work we are undertaking
- highlight our commitment to gender equality
- present a set of strategic targets which set out our approach to promoting gender equality.

In conjunction with our SFC Regional Outcome Agreement Manager and our Subject Network Leaders it was agreed that within this university Gender Action Plan targets would be set in relation to HE subject data only with FE subject targets being set by the Academic partners within their own plans.

We are therefore taking a regional approach to developing and reporting on our HE gender work by looking across the partnership, taking account of the HE gender work of our Academic Partners and bringing it together at a university level.

## Developing our gender action plan

For this first round of institutional gender action plans (GAPs) we have explored our HE institutional and regional data to understand where gender imbalances lie and have set out:

- Our current work in relation to the five themes of Infrastructure; Influencing the Influencers; Raising awareness and aspiration; Encouraging applications; and Supporting Success;
- Actions across these five themes;
- How we are working with partners, both regional (e.g. schools and other HE/FE institutions) and national (e.g. equality specialists);
- Who is responsible for implementing the actions within the GAP;
- How the institution will seek to build capacity across the institution to implement the GAP;
- How progress will be monitored.

Our action plan impacts on policy and practice already in place across the university, and outlines how additional policy and/or practice will be developed to ensure the required step-change in efforts to tackle gender imbalances.

### **Our evidence base**

In order to support the tackling of gender imbalances within the key functions of the university, the following table shows how for each of the **5 key themes** of Infrastructure, Influencing the influencers, Raising awareness and aspiration, Encouraging aspirations, and Supporting success, we have considered **potential outcomes** and have developed an evidence base having identified **what is already in place**.

Page | 61

### **Setting Subject Network targets**

In conjunction with our SFC Regional Outcome Agreement Manager and our Subject Network Leaders (SNLs) it was agreed that within this university Gender Action Plan targets would be set in relation to HE subject data only, with FE targets being set by the Academic partners within their own plans. The SNLs have consulted and involved the Programme Leaders in the Academic Partners to develop and set HE targets and actions.

### **Our Staffing targets**

Our staffing gender equality targets are in relation to Executive Office staff who are employed by the university. The Academic partners are responsible for setting gender equality targets for their own staffing.

<b>1 Infrastructure: How do we plan to?</b>		<b>Potential outcomes</b>
Systems	<p>Incorporate into policies, processes, strategies, leadership and current reporting mechanisms?</p> <p>Efficient and effective systems and physical infrastructure for the design, delivery and evaluation of approaches.</p> <p>Gather and analyse (evaluate) comprehensive subject, institutional, regional and sector qualitative and quantitative data on which to base approaches.</p>	<p>Strong leadership</p> <p>Built into Vision, Mission, Values</p> <p>Embedded within strategic plans, policies and accompanying documentation</p> <p>Senior management oversight of and involvement in EDI committees and initiatives</p> <p>Commitment to gender equality explicit within equality outcomes</p>
<p><b>What is already in place</b></p> <p><b>Our commitment to equality and diversity:</b></p> <p>We are committed to the promotion of equality and diversity and believe there is no place for unlawful discrimination in any of our services and activities. We aim to ensure that all of our policies, procedures and practices do not unfairly discriminate and that positive measures are taken to redress any inequalities in employment practices, provision of services to students, or the way in which we manage our business.</p> <p>The University's <b>Strategic Vision and Plan 2015-20</b> has three broad themes, two of which underpin our equalities work and are classified under the following titles – 'our students' and 'the university for all of our region'.</p> <p>Our students are of central importance. "Students must be at the centre of our university. This means meeting the needs and expectations of a diverse geographically dispersed student body" (Strategic Vision and Plan 2015).</p> <p>The 2015 plan expands this -"we will be active partners in community planning within our region and contribute to tackling inequality, improving services, enhancing training and skills development and the promotion of sustainable economic growth" (Strategic Vision and Plan 2015).</p> <p>Within these two themes we set out our aims and a range of objectives to enable the University to secure its mission which is "to have a transformational impact on the prospects of our region, its economy, its people and its communities" (UHI 2015).</p> <p>The university's strategic goals therefore directly impact on effective implementation and prioritisation of equality mainstreaming themes and equality outcomes including addressing gender imbalances.</p>		

**Court** is the governing body of the university, and has responsibility for the determination of the educational character and mission of the university and for overseeing its activities – including equalities activities. Its constitution was recently changed to accommodate the university's new responsibilities in relation to further education.

In December 2014 Court members undertook training delivered by the Equality Challenge Unit which clarified Court responsibilities in relation to the University's equalities work including the importance of tackling staff and student gender imbalances.

A number of Academic Partners report that their own Boards have undertaken equalities training and that an action is in place to tackle Board gender imbalances.

Following the appointment of our **Equality Outcomes Adviser** in August 2014, significant consultation and investigation has been undertaken across the partnership and the wider sector to identify how equality is being mainstreamed within the Academic partners on a pan-university basis and across both the wider FE and HE sector through working in particular with the equality Challenge Unit and Colleges Development Network. This work is to support and advance the implementation of the university's policies and strategies on equality and diversity.

Two groups have been established to take forward this agenda. The **Equality Outcomes Group** meets quarterly to look at equalities issues relating to students, curriculum and staff. Its main aims are to support University Court in the promotion of equality and diversity and in ensuring that the university's strategic goals direct effective implementation and prioritisation of equality mainstreaming themes and equality outcomes. Representatives are drawn from key groups of staff across the university.

The second group has established an **Equalities Practitioner Network** which brings together staff from the Academic Partners with an interest in, or responsibility for, equality and diversity. This is a more informal forum, aimed at information sharing and awareness-raising. Equalities initiatives identified both externally and internally by the university are effectively disseminated across the partnership.

The creation of these two groups is a significant step forward in how the university manages and enhances its operations and strategy in relation to equalities.

[Equality Outcomes 2017-2021](#) - actions to address gender related imbalances are embedded throughout our Equality Outcomes.

**Equality Impact Assessment (EIA):** Gender equality is embedded within all university policies. The University has recently adopted an EIA online training module which was designed and developed by Perth College in conjunction with the Equality Challenge Unit, to support all staff across the partnership in the implementation of the EIA process.

**Quality Monitoring Process:** As part of the Quality Monitoring Process, Module Self Evaluation Documents (SEDs) and are completed annually. Key Performance Indicator (KPI) Reports are developed and allow for easier, more specific data analysis and comment within the SED on trends eg any notable differences between different student groups – including gender.



In addition to the KPI data and student module survey results embedded in the SED proforma, other data sources eg Academic Partner student satisfaction surveys where results are broken down by gender are used as supporting evidence when completing the SED.

Humans	<p>Embed in staff recruitment, retention and development processes</p> <p>Embed in staff reward and recognition processes</p> <p>Embed student awareness of gender bias/imbances</p>	<p>Increasing staff and student capacity through training and CPD (internal and external, online and face to face)</p> <p>Emphasis on unconscious or implicit bias training, particularly in admissions and recruitment</p> <p>Build into learning and teaching, and guidance sessions.</p>
--------	--	---

#### What is already in place

#### Higher education student numbers and demography 2015/16

##### Gender

	Heads						FTEs					
	FT		PT		Total		FT		PT		Total	
Female	2975	35%	1894	22%	4869	56%	2870	45%	606	10%	3476	55%
Male	2508	29%	1241	14%	3749	44%	2430	38%	423	7%	2853	45%
Total	5483	64%	3135	36%	8618		5300	84%	1029	16%	6329	

*Numbers have remained consistent with previous years. In 2014/15, 57% of female students generated 55% of total FTEs.*

#### Executive Office – Staff data

Following the introduction of a new e-recruitment portal in May 2012, we have been able to collect data for seven of the protected characteristics of **new** applicants.

An analysis of our Executive data shows a steadily aging population, with relatively little fluctuation in the gender mix.

#### Composition of the executive office workforce

	2012/13	2013/14	2014/15	2015/16
--	---------	---------	---------	---------

	Number	%	Number	%	Number	%	Number	%
<b>Number of employees (headcount)</b>								
	251		274		262		256	
<b>Gender</b>								
<b>Male</b>	101	40.24	116	42.34	115	43.9	107	41.8
<b>Female</b>	150	59.76	158	57.66	147	56.1	149	58.2

#### Analysis of Executive Office recruitment data [1 April 2013 – 20 February 2017]

Gender	Male	Female	Not disclosed
Applications Number (%)	421 (41)	598 (58)	12 (1)
Interviewed Number (%)	145 (37)	237 (61)	5 (2)
Appointed Number (%)	38 (44)	48 (55)	1 (1)

see also:

[Action plan: Athena SWAN Bronze university award application](#)

[Executive Office Equal pay statement and pay gap analysis 2017](#)

[Executive Office Employee information 2013 - 2017](#)

#### Court gender balance

01 January 2013 – 31 July 2016 Gender

Gender	Male		Female		total
	No.	%	No.	%	%
University of the Highlands and Islands	34	74	12	26	46

The university is currently providing opportunities for a wide demographic - including those with protected characteristics – on its governing body, through inclusive job descriptions, local and national advertising (including local groups), use of the public appointments register, and via training and appointments to sub-committees of potential future governors.”

In March 2015 the University joined the 30% club <http://30percentclub.org/> with a goal of 30% of women representing the Court.

Following the 2014 Ministerial Guidance on College Sector Board Appointments, the University developed a subsequent document 'Process for appointment of chairs and board members to incorporated college boards.' The university has issued this to all APs to support the appointment process.

**Embedding student awareness of gender bias/imbbalances:** see Academic partner GAPs.

Resources	Plan for the carrying out of the research including the time that will be required and the longitudinal funding and physical support (cross-institutional teams with the capacity, ability and desire to create change) that will be needed to support the planning, delivery and evaluation of approaches.	Longitudinal funding that can support the effective planning, delivery and evaluation of approaches eg Sector Funding, Institutional Funding, Collaborative Funding Cross-university action gender groups Developing knowledge and expanding the evidence base via reports, research etc. Sharing best practice
<p><b>What is already in place</b></p> <p>See <b>action plan:</b> <a href="#">Athena SWAN Bronze university award application</a></p> <p><b>Equality Outcomes Group:</b> meets quarterly to look at equalities issues relating to students, curriculum and staff. Its main aims are to support University Court in the promotion of equality and diversity and in ensuring that the university's strategic goals direct effective implementation and prioritisation of equality mainstreaming themes and equality outcomes. Representatives are drawn from key groups of staff across the university.</p> <p><b>Equalities Practitioner Network:</b> this group brings together staff from the Academic Partners with an interest in, or responsibility for, equality and diversity. This is a more informal forum, aimed at information sharing and awareness-raising. Equalities initiatives identified both externally and internally by the university are effectively disseminated across the partnership.</p>		

**ATHENA Swan Self-Assessment Team (SAT):** The SAT is drawn from academic, teaching, human resource and support staff and the senior management team across the Academic Partnership and Executive Office. Consideration was given to both the gender balance and range of grades and experience of the SAT. The SAT is chaired by the Senior Lecturer in the Division of Health Research and Head of PGR Development.

**Module Self Evaluation Documents (SEDs):** As part of the Quality Monitoring Process, Module Self Evaluation Documents (SEDs) and are completed annually.

Key Performance Indicator (KPI) Reports are developed and allow for easier, more specific data analysis and comment within the SED on trends eg any notable differences between different student groups – including gender.

**Equalities documents which support the GAP:**

[Equality Mainstreaming Report 2017](#)

[Equality Outcomes 2017-2021](#)

[Executive Office Employee Information](#)

[Executive Office Equal pay statement and pay gap analysis 2017](#)

[Executive Office Progress on equality outcomes 2013-2017](#)

[Mainstreaming Equality Case Studies 2017](#)

[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

Relationships	Collaborate with internal and external networks	Schools, colleges, universities Articulation hubs and networks Sector agencies (SDS, CDN, ECU, Equate Scotland) Local and national STEM strategic groups College based working groups University based working groups
<p><b>What is already in place</b></p> <p><b>School liaison:</b> In December 2015, the Highlands and Islands Regional Colleges were offered funding from the Scottish Funding Council (SFC) to deliver a project that would meet several outcomes including to improve gender imbalance and tackle inequalities.</p> <p>As part of a project co-ordinated through the Regional Schools Group, case studies of initiatives in place to improve gender balance and tackle inequalities were gathered from across the region.</p> <p>The case studies were collated into a good practice guide and shared across the network.</p> <p>Equality Outcomes Group/Equalities Practitioner Network (see <b>Resources</b> above)</p>		

Our **Equality and Diversity Adviser** and **equality leads** from across the university partnership are members of Equality Challenge Unit led cross-sector groups: College Liaison Group/Scottish Liaison Group and attend regular equalities workshops and webinars led by Colleges Development Network.

Much **STEM work** is currently being undertaken across the partnership with several initiatives to address gender inequality. Developing a STEM Strategy will help to bring this work together through using a more cohesive approach.

STEM Skills Hub – [work with schools](#)

**ECU Attracting Diversity Project:** A university team has been working since 2015 with the ECU on a project to attract females to Engineering courses and to develop a model of approach that could be used to address the imbalance of other protected characteristics in subject areas. The project is now being taken forward through the development of a university STEM Strategy. Templates are in place to support the gathering of evidence and the setting of actions to address the under-representation of other protected characteristics in other subject areas.

2 Influencing the influencers: How do we plan to?		Potential outcomes
Educators and careers advisors	Embed training, CPD and resource creation	TQFE/HE PDA Teaching in Colleges Today PDA Advancing Equality and Diversity through Inclusiveness (new award due late 2017) GTCS Registration Professional Standards for College Lecturers Links with school careers and guidance teachers Careers fairs, workshops, twilight events for teachers
<b>What is already in place</b>  We currently deliver M.Ed. Tertiary & Higher Education which is designed for those who are in professional practice either in the tertiary or higher education sectors. The programme is centred on reflection of practice in the light of current educational theory. Though gender equality is not currently overstated in the programme there are plans to see that it is addressed directly.  PDA Advancing Equality and Diversity through Inclusiveness (new award due late 2017) – our Equality and Diversity Adviser is a member of the qualification development team and has supported the development of this new award.  see also Academic Partner Gender Action Plans for local links with school careers and guidance teachers, careers fairs etc.		

Parents	Raise awareness and provide support	Colleges/university attending parents evening and careers events in schools Communications targeted at parents/carers Open Days for parents/carers (taster events)	
<p><b>What is already in place</b></p> <p><b>Parent's evenings, careers events in schools and open days</b> are locally focussed and organised by individual Academic Partners – see Academic Partner Gender Action Plans.</p> <p><b>Highlands and Islands Students' Association</b> (HISA) volunteers support, for example, careers days where they liaise with parents.</p> <p><a href="#">Information for Parents and Guardians</a> of young people who are considering accessing the university, is available on our website.</p>			

Current students	<p>Embed in the curriculum and co-curricular activities</p> <p>NB: Although we don't liaise directly with parents our students are/may be parents in the future. We need to consider how we can influence our current and future students. We have an opportunity to influence our students' parents at university events eg Graduation ceremonies.</p> <p>Raise awareness and provide training</p>	<p>Embedding gender equality within the curriculum for all students</p> <p>Looking at students as workforce and parents of today and tomorrow with particular emphasis on early years practitioners</p> <p>Student campaigns around gender issues such as gender based violence</p> <p>Campaigns and events on gender specific issues (eg International Women's Day)</p> <p>Partnership working with students associations</p>	
<p><b>What is already in place</b></p> <p>Our <b>Learning and Teaching Strategy Enhancement Strategy (2016/17 to 2020/21)</b> is based on the premise of creating and implementing a 'common language' to support the development, sharing, and enhancement of learning and teaching across the university. It is intended to: complement the values within the learning and teaching strategies (or equivalent) of Academic Partners; align with the university's Strategic Vision and Plan 2015-20 including the Our Students dimension in particular; and be orientated towards current and emerging educational developments and practices in the tertiary education sector – including gender equality gender equality.</p>			

STEM gender imbalances are being targeted through a range of initiatives: more extensive research-teaching linkages, promotion of specific courses through media (e.g. BBC Alba series on female gamekeepers) and a two year project– Attracting Diversity: equality in student recruitment in Scottish HEIs in partnership with the Equality Challenge Unit (ECU) see above. Through this project, an initiative has been put in place to develop a STEM Strategy. A model of approach has also been developed, to support the addressing of other protected characteristics in other subject areas.

The **Highlands and Islands Students' Association (HISA)** are currently planning for the start of some focused work on liberation (women, LGBT, Disabled and BME). The post of Women's Officer will be open again for nominations in September (annually) with a view to a Women's Group being in place by the end of October.

**Student Partnership Agreement:** The purpose of this agreement is to present the work being done to improve the student experience in partnership between the University of the Highlands and Islands ('the university'), including our college academic partners, and the Highlands and Islands Students' Association ('HISA'), and to show students how they can get involved in that activity. It includes all students studying with the university and our partner colleges, on further and higher education courses. Gender equality is to be considered within each of the following themes which the university and HISA have agreed to work on together over the coming year: Mental Health/Sustainability/Learning Resources

The **Academic Partners**, through their equalities work in partnership with their student officers, engage students in events to support student awareness of gender specific issues. Academic Partners' equalities reports and Gender Action Plans are published on their websites.

<b>3 Raising awareness and aspirations: How do we plan to?</b>		<b>Potential outcomes</b>
Outreach	<p>Provide workshops, taster programmes, clubs, talks, bespoke programmes, competitions, school visits etc</p> <p>Aim to raise awareness and understanding of, and interest in, subjects and careers so as to influence the educational and career choice process.</p> <p>Use role models, single-sex activities, thematic foci and media campaigns.</p>	<p>Workshops</p> <p>Taster events</p> <p>Talks</p> <p>Site visits</p> <p>A Day in the Life of....</p> <p>Use of videos and social media</p> <p>Role models and student ambassadors</p> <p>School visits/school university partnership work</p> <p>Working with youth clubs and other CLD activity</p>
<b>What is already in place</b>		

Much **STEM work** is currently being undertaken across the partnership with several initiatives to address gender inequality. Developing a STEM Strategy will help to bring this work together through using a more cohesive approach.

STEM Skills Hub – [work with schools](#)

**Schools liaison:** In terms of schools recruitment, our primary goal is to raise the profile of the university to secondary pupils to raise their ambition, achievement and desire to progress to higher level post-school study. We do not have a specific offer that addresses inequalities (gender balances included), but we do ensure that our resources and materials represent our commitment to promoting the issues around inequalities and under representation of groups in traditional and non-traditional roles. Where possible, for example our imagery and student profiles have been non-traditional. We are committed to continue to seek out opportunities to continue to do this, under the broader marketing strategy.

**Highlands and Islands Students' Association** (HISA) volunteers support, for example, careers days.

See also Academic Partner Gender Action Plans for further examples.



4 Encouraging applications: How do we plan to .....?		Potential outcomes
Recruitment	Ensure equitable admissions. Support the recruitment process. Tackle attainment disparities	Equitable admissions Unconscious bias training Equality impact assessments
<p><b>What is already in place</b></p> <p><b>Widening Access:</b> The University of the Highlands and Islands is committed to achieving widening access, and achieving a fair balance of entrants to higher education. Our widening access work is embedded within mainstream practice. The university was established to bring higher education to the communities of the Highlands and Islands of Scotland. Our mission relates not only to these regions, but to all people within these communities and beyond who choose to study with us.</p> <p><b>Admissions:</b> The University of the Highlands and Islands recognises that admissions policy and practice are vital aspects of widening access, and we are committed to recruitment and selection processes that are fair, non-discriminatory and open. We undertook a review of admissions during 2013, with a view to benchmarking against sector practice and aligning with the UK Code of Practice, which led to revised policy, processes and regulations. Contextualised Admissions has been established as part of the admissions process across the partnership within the current admissions cycle ie for 2017-18 HE entry. Training was given to admissions staff at the recent Annual Admissions Conference in November 2016. We will continue to monitor effectiveness and consistency through analysis of applications and enrolment data. Further recommendations are being taken forward to support our aims in widening access, as it is acknowledged that overcoming historic disadvantage requires more than simply ensuring fairness. It has been identified also that there is a need for training amongst academic staff who make the assessments on contextualised applicants, before we can be confident that this policy is being implemented.</p> <p><b>Articulation:</b> It is possible to join the university with a HNC or HND for direct entry to year 2 or 3 of one of our degree programmes. We encourage applications from students with non-traditional qualifications, including those coming direct from college with a HNC or HND. In addition to accepting applications from any student with a HN qualification, we also have articulation agreements with selected colleges, including North East Scotland College and SWAP East. This allows entry at a specific level on completion of one of their courses.</p> <p><b>Access courses:</b> For those who have been away from study for some time, or don't have the usual entry requirements for a HN or degree, we have a range of access courses to choose from. Access courses introduce students to higher education study and provide them with the skills to successfully complete a HN or degree qualification. Many also have subject - specific content so students can study the subject of their interest during the access year.</p> <p><b>Mature students:</b> The university has recently become a partner of SWAP East (Scottish Wider Access Programme). This is a consortium made up of colleges and universities in Scotland. Its aims are to promote access to higher education for adult learners who have been out of education for some</p>		

time, who have few or no formal qualifications, who come from traditionally under-represented groups in HE. The university works with SWAP to facilitate appropriate progression routes for students who successfully complete their SWAP access programme to go on to HN or degree courses at UHI.

**Equality Impact Assessment:** a process is in place to assess the equality impact of all recruitment processes.

Limited Unconscious Bias training for staff is currently delivered within the Academic Partners.

See also Academic partner GAPs for examples of local recruitment procedures.

Marketing	Embed gender equality and counter-stereotyping within prospectuses, websites and open-day activities	Embedding gender equality in prospectuses and websites Using counter-stereotypical imagery and case studies Positive statements on gender equality Use of videos, news stories, blogs, social media to promote gender equality Single sex information and networks Open days
<p><b>What is already in place</b></p> <p>How gender imbalance is currently being addressed:</p> <p>Where possible we source and use imagery and student/graduate case studies in online and offline marketing to promote gender equality and counter traditional gender stereotyping in occupational areas. Schools liaison activities undertaken by the UHI STEM hub include single sex taster sessions which have proved popular. Other good practice includes using videos/guest lectures in class from speakers in non-traditional gender role to act as role models.</p> <p>We are committed to continue to seek opportunities to improve what we do under the broader marketing strategy:</p> <p>From 2017, we will include the promotion of gender equality across all marketing activities more prominently in our <b>marketing strategy</b> and development of actions/activities. This will be disseminated to the partnership marketing practitioners through group meetings and annual conference, where good practice is shared.</p> <p>We will develop some <b>staff profiles</b> where these can give a positive statement on gender balance.</p> <p>The university is hosting two UCAS conventions in 2017-18; <b>student ambassadors</b> will be recruited for these events for the first time, gender equality will be one of the considerations.</p>		

More work is needed on **understanding and tackling misconceptions** on what certain occupations entail and the type of roles available, which may be adding to the gender imbalance. Where necessary clearer descriptions of the various roles will be provided in marketing materials.

In 2017, we will **work with the subject networks** on ideas for promoting gender equality through marketing to determine what is achievable/feasible.

Course packaging	Design courses to attract non-traditional students. Utilise access programmes.	Women and men only courses Targeting gender interests based on research Using access programmes
<p><b>What is already in place</b></p> <p><b>Access courses:</b> For those who have been away from study for some time, or don't have the usual entry requirements for a HN or degree, we have a range of access courses to choose from. Access courses introduce students to higher education study and provide them with the skills to successfully complete a HN or degree qualification. Many also have subject - specific content so students can study the subject of their interest during the access year.</p> <p><b>Women and men only courses and initiatives:</b> Men into Childcare Course– Perth &amp; Kinross Council and Perth College UHI 'People Like Me' training on behalf of the WISE (Women in Science and Engineering) group – STEM team work with schools Girls Only CoderDojo – STEM Team work with schools.</p> <p>See also Academic Partner Gender Action Plans and Equality Reports which are published on their websites.</p>		

5 Supporting success: How do we plan to .....?		Potential outcomes
Creating gender inclusive environments	Audit for and tackle environmental and structural barriers. Develop gender inclusive environments.	Auditing of courses and classrooms: how female/male friendly are they? Tackling gender imbalances in using support services Family-friendly timetabling
<b>What is already in place</b>		

See Academic Partner Gender Action Plans and Equality Reports which are published on their websites.

Enhancing the student experience	<p>Encourage student mentoring</p> <p>Develop student networks</p> <p>Raise awareness and support for progression into counter-stereotypical careers</p>	<p>Student mentoring</p> <p>Student networks</p> <p>External mentoring</p> <p>External networks</p> <p>Work/industry experience and placements</p> <p>External speakers and visits</p> <p>Using alumni positively</p> <p>Links with employers and industry</p> <p>Coaching and careers advice</p> <p>On-campus career awareness raising activities</p> <p>STEM job clubs</p>
----------------------------------	--	--

#### What is already in place

**Mentoring:** Student mentoring brings together students to share their knowledge and experience in order to help each other progress. We provide training and a structure for more experienced students to help those new to the University. This is primarily achieved through study groups and small group mentoring, although options are also available for 1:1 mentoring. Options are also available to support students who wish to assist each other virtually for when they are based at another campus.

We recognise that **Clubs and Societies** are an important part of student life. The University of the Highlands and Islands has a range of clubs and societies to suit every interest including for example a Women's Society. Support is available to those students who wish to start a new club or society. HISA volunteers support Careers Days across the partnership.

The Executive Office **Student Services team** are supported by a variety of local and national organisations. Students are referred externally where required. A variety of Groups are also in place to support the academic partners with their student services work. There is also a student support contact at every university Academic Partner who can provide access to a range of services. **Red Button:** the Red Button is a feedback, suggestion and communication channel that students may use to contact the university on any issue they wish. During 2016/17 we gathered gender information for the first time on the use of the service. We will continue to collect this data and will analyse if there is a gender imbalance and if so, any potential reasons for this and actions we can put in place to remove any barriers. We can also monitor red button issues to see if there are any gender related issues being presented through the service.

**Highlands and Islands Students' Association (HISA)** – HISA Officers: gender data has been analysed for past couple of years. No gender imbalance identified. Data will continue to be collected and analysed.

**HISA Awards:** gender data has been analysed. It is predominantly females who are nominated for awards. Further work will be carried out to identify any barriers to male nominations – action taken where barriers identified.

**HISA:** initiative in place to ensure gender balancing on working groups.

**Our Careers Advice services:**

aim to raise awareness and raise aspirations of students of all career paths including counter-stereotypical careers.

Embed opportunities to discuss options for support for students progressing into counter-stereotypical careers.

promote national careers / employability programmes and schemes designed to address gender imbalance e.g. Equate:

<http://www.equatescotland.org.uk/>

### Setting pan-university targets

The following table shows our pan-university targets, embedded within the following 5 key themes:

- 1 Infrastructure
- 2 Influencing the Influencers
- 3 Raising awareness and aspiration
- 4 Encouraging applications
- 5 Supporting success

## University of the Highlands and Islands – Gender Action Plan 2017-2020

Key themes	Projected Outcomes	Actions	Owner (Job role)	Timescale	Progress
<b>1 Infrastructure Systems Humans Resources Relationships</b>	There is a gender balance on all university committees including Court.	Work towards achieving a gender balance greater than 75:25 on all committees and Court.	Committee Chairs	2017-2020	
	Equality is considered within discussions and in the setting of actions, during meetings.	Consider the inclusion of 'equality' as a standing item on meeting agendas.	Committee Chairs	2017-2020	
	The university overall has a solid foundation (the policies, practices, systems and arrangements) for eliminating gender bias and developing an inclusive culture that values all staff.	see <a href="#">Athena SWAN Bronze Award application – including action plan</a>	Athena SWAN SAT	2017-2020	
	All staff, students and external partners are treated with respect and dignity, regardless of gender.	Staff and students promote and demonstrate the university's commitment to gender equality within all internal and external working relationships.	All staff and students	2017-2020	
<b>2 Influencing the Influencers Educators Careers advisors Parents Current students</b>	Gender equality is embedded within the Tertiary and Higher Education M.Ed.	Embed gender equality within the generic Teaching & Learning in Tertiary & Higher Education module as it is common to all awards within the programme.	Programme Leader	Sept 2017 Onwards	

	The goal of gender equality is considered within the 2017-18 SPA themes: Mental Health, Sustainability, Learning Resources	Include gender equality within the agenda of all SPA meetings.	SPA sub group	2017-18 and future themes thereafter	
<b>3 Raising awareness and aspiration Outreach</b>	Gender equality is embedded within Careers and Employability services.	<p>Promote national careers/ employability programmes and schemes designed to address gender imbalance e.g. Equate: <a href="http://www.equatescotland.org.uk/">http://www.equatescotland.org.uk/</a></p> <p>As an ongoing part of material review (eg online learning materials, website, leaflets) ensure that imagery used avoids conforming to gendered career stereotypes.</p> <p>Work with national careers bodies e.g. CDI / AGCAS to: Secure examples of good practice in terms of equality and diversity across the sector in careers work Access CPD, newsletters and other supporting information Promote AGCAS events such as the Scottish Careers Fair to students (designed to increase awareness of different careers and sectors).</p>	<p>Careers information Officer</p> <p>Careers Advisor</p> <p>All members of the team</p>	<p>2018 onwards</p> <p>2018</p> <p>Ongoing</p>	
<b>4 Encouraging applications Recruitment Marketing</b>		See Subject Network GAPs below			

Course packaging					
<b>5 Supporting success</b> <b>Gender inclusive environments</b> <b>Enhancing the student experience</b>	There is no gender barrier for those wishing to take up the role of class representative.	Class reps. Gather data to establish if there is a gender imbalance in those taking up the role of class rep. Take action where imbalances are identified.	Student Engagement Manager	2017-2020	
	There is no gender barrier for those accessing Student Engagement services.	Monitor student engagement services to determine if there is a gender imbalance, and if there are any potential barriers to gender participation. Take action where barriers, imbalances are identified.	Student Engagement Manager	2017-2020	
	There is no gender barrier for students who engage in the Red Button service.	Red Button: analyse if there is a gender imbalance and if so, any potential reasons for this. Take action to remove any barriers.	Student Engagement Manager	2017-2020	
		Monitor Red Button issues to see if there are any gender related issues being presented through the service.	Student Engagement Manager	2017-2020	

### University of the Highlands and Islands – Gender Action Plan 2017-2020

**Who will be responsible for implementing actions within the plan:**



Key area	Projected Outcomes	Key themes	Actions	Owner (Job role)	Timescale	Progress
<b>SMT</b>	Responsibility is taken by the action owners, for implementing actions within the plan.	1-5	The Equality and Diversity Adviser will request from the action owners, a brief overview of the progress of actions, in advance of or during each scheduled Equality Outcomes Group (EOG) meeting. E&D Adviser to collate and share progress at the EOG meetings.	All action owners  E&D Adviser	2017-2020  September December March June	

### University of the Highlands and Islands – Gender Action Plan 2017-2020

#### How our students will play an active role in supporting the university to tackle gender imbalances:

Key area	Projected Outcomes	Key themes	Actions	Owner (Job role)	Timescale	Progress
<b>HISA</b>	Students have the opportunity to, and are equipped to, engage in the Gender Action Plan playing an active role in supporting the university to tackle gender imbalances.	1-5	HISA officers to identify gender activities that they would like to develop, including clubs and societies.  E & D Adviser to support induction of new HISA officers – ie equalities work across the university - including GAP.	HISA Officers  E&D Adviser	October annually 2017-2020  September annually	

**University of the Highlands and Islands – Gender Action Plan 2017-2020**

**How as a university we will seek to build internal capacity in all departments, including learning and teaching, support staff, placement/employer engagement staff, marketing and communications to implement the plan effectively:**

Key area	Projected Outcomes	Key themes	Actions	Owner (Job role)	Timescale	Progress
<b>SMT</b>	Internal capacity is identified in all departments, including learning and teaching, support staff, placement/employer engagement staff, marketing and communications to implement the plan effectively.	1-5	Develop a communication strategy to raise awareness of GAP objectives and actions.	E&D Adviser	September 2017	
			Identify/develop appropriate Unconscious Bias training and Positive Action training for all staff.	Head of Human Resources E&D Adviser	January 2018	

**University of the Highlands and Islands – Gender Action Plan 2017-2020**

**How as a university we are addressing the gap between male/female participation in undergraduate study:**

Key area	Projected Outcomes	Key themes	Actions	Owner (Job role)	Timescale	Progress
<b>SMT</b>			To be considered			

**University of the Highlands and Islands – Gender Action Plan 2017-2020**
**How we will work in partnership with other organisations regionally (schools and other FE/HE institutions) and nationally (eg equality specialists):**

	Projected Outcomes	Key themes	Actions	Owner (Job role)	Timescale	Progress
<b>SMT</b>	The University works in partnership with other organisations regionally (schools and other FE/HE institutions) and nationally (eg equality specialists):	1-5	The Equality and Diversity Adviser will represent the university at the Equality Challenge Unit Scottish Liaison Group and College Liaison Group ie liaising with national equality specialists, FE and HE institutions.	E&D Adviser	2017-2020	

**University of the Highlands and Islands – Gender Action Plan 2017-2020**
**How we are proactively promoting gender equality in relation to Executive Office staff (including progress with addressing gender imbalances at senior academic level and how we are working towards eliminating the gender pay gap):**

Key area	Projected Outcomes	Key themes	Actions	Owner (Job role)	Timescale	Progress
<b>HR</b>	Gender equality in relation to staff is promoted.	1-5	Our current work to promote gender equality in relation to staff and work towards eliminating the gender pay gap is reported in our: <a href="#">Executive Office Employee Information 2013-2017</a>	Head of Human Resources	Report on progress 2019	

			<a href="#">Executive Office Equal pay statement and pay gap analysis 2017</a> Our reports and action plans will be updated in 2019 in line with the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.			
	<p>Areas of gender imbalance are identified.</p> <p>Positive action measures are devised and their impact quantified.</p>		Develop a baseline equality data across the employee lifecycle (i.e. recruitment, working patterns, promotion, development, resignation, retirement, etc).	Head of Human Resources	From August 2017	
	<p>The gender balance is adjusted and occupational segregation eliminated within the university.</p>		Use existing female employees in non-tradition roles to promote these job opportunities within the University and the wider community.	Head of Human Resources	2017-2020	
	<p>All staff complete training provision related to equality and diversity.</p>		Staff will be encouraged to complete existing training provision related to equality and diversity. Any gaps in training provision will be identified and appropriate provision sourced.	Head of Human Resources	2017-2020	
	<p>In line with our Equal Pay statement, the university ensures that a fair and equitable system for the determination of pay rates is maintained across the institution.</p>		Pay audits will be conducted on an annual basis.	Head of Human Resources	2017-2020	

	Staff members who are transitioning are supported.		Develop a Transgender Policy and associated procedures that should be followed when a member of staff is transitioning. Support the implementation of the policy through appropriate communication and engagement with all staff so that their awareness of the issue and our response is raised.	Head of Human Resources	2017-2020	
--	--	--	---	-------------------------	-----------	--

<b>University of the Highlands and Islands – Gender Action Plan 2017-2020</b>  <b>How actions will align with broader work to tackle obstacles for career progression for female staff</b>						
Key area	Projected Outcomes	Key themes	Actions	Owner (Job role)	Timescale	Progress
<b>Athena SWAN Self-Assessment Team</b>	Actions align with broader work to tackle obstacles for career progression for female staff.	1-5	See Action Plan <a href="#">Athena SWAN Bronze application</a>	Head of PGR Development	2017-2020	

## University of the Highlands and Islands – Gender Action Plan 2017-2020

### How actions will align with broader work to prevent violence against women:

Key area	Projected Outcomes	Key themes	Actions	Owner (Job role)	Timescale	Progress
Student Services	Work is undertaken to tackle and prevent violence against women.	2,3,5	Approve and implement developed UHI Changing the Culture Action Plan	Student Support Group (SSG)	December 2017 - 2020	

## University of the Highlands and Islands – Gender Action Plan 2017-2020

### How we are working towards improving gender imbalances on our Court:

Key area	Projected Outcomes	Key themes	Actions	Owner (Job role)	Timescale	Progress
Court	Work is undertaken to improve gender imbalances on our Court.	1,2,3,5	Work to address gender imbalances on our Court is embedded within our equality reports: <a href="#">Equality Mainstreaming Report 2017</a> <a href="#">Equality Outcomes 2017-2021</a>	Equality and Diversity Adviser	Progress report 2019	

## University of the Highlands and Islands – Gender Action Plan 2017-2020

How progress against key actions will be monitored:						
Cross university areas	Projected Outcomes	Key themes	Actions	Owner (Job role)	Timescale	Progress
Equality and Diversity	Progress against key actions is monitored.	1	The effectiveness and implementation of this plan will be monitored by the Equality Outcomes Group (EOG) who will meet to review progress against our gender objectives and actions, on a quarterly basis. EOG is comprised of representatives from key university committees.	E&D Adviser	2017-2020  September December March June	
	Annual progress report developed.		An annual progress report will be submitted for appending to the Highlands and Islands Regional Outcome Agreement.	E&D Adviser	2017-2020 annually	

### Setting Subject Network targets

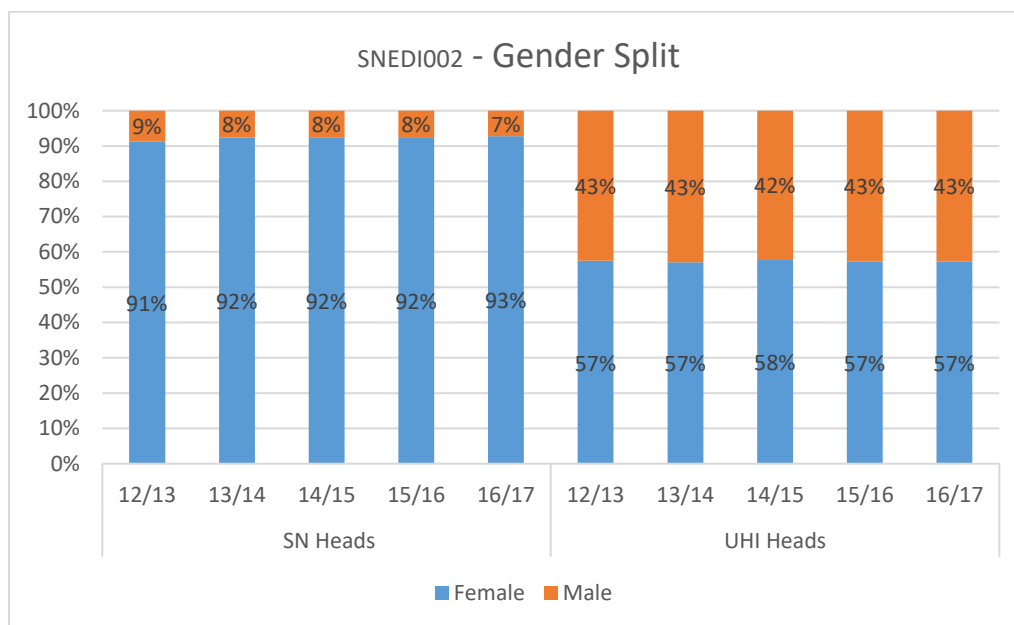
In conjunction with our SFC Regional Outcome Agreement Manager and our Subject Network Leaders (SNLs) it was agreed that within this university Gender Action Plan targets would be set in relation to HE subject data only, with FE targets being set by the Academic partners within their own plans. The SNLs have consulted and involved the Programme Leaders in the Academic Partners to develop and set the following HE targets and actions.

## Applied Life Studies Subject Network

### Higher Education Programmes

#### Gender Action Plan Overview

The gender split for the network is seen below in Figure 1. It can be seen that there are many more females than males. This is seen in all the programmes in the SN. In comparison females in the university represent only slightly more than half of the enrolled students. The data from 12/13 to 16/17 shows that the trends are reasonably stable with a very slight increase in women in the SN.



SN male applications: There has been an increase in male applications from 187 in 12/13 to 226 in 16/17 of an increase in UHI from 3445 to 5006. Of these 80 in 12/13 enrolled and 89 enrolled in 16/17 which is a 39% conversion rate cf 35% conversion rate for the university.

SN female applications: There has been an increase in female applications from 1771 in 12/13 to 2519 in 16/17 of an increase in UHI from 4373 to 7184. Of these 705 in 12/13 enrolled and 998 enrolled in 16/17 which in 16/17 is a 40% conversion rate for the SN cf 36% conversion rate in for the university



## University of the Highlands and Islands – Gender Action Plan 2017-2020

Key themes	Projected Outcomes	Actions	Owner (Job role)	Timescale	Progress
<b>1 Infrastructure</b>	Liaise with relevant internal and external groups to determine how to increase the number of males being recruited onto ALS courses by 3% per year	Work with government agencies and policies and which can increase the number of men e.g. SDS, NES, SDS, CDN, SFC, Developing the Young Workforce, Skills Investment Plans Liaise with schools and employers where appropriate, looking at new and innovative ways to recruit males putting them on appropriate placements and increasing the number of males into employment UHI – more male academic staff to provide positive role models and to visit schools and provide support for male students Link to UHI Athena Swan actions (1,6,25)	Tertiary Curriculum Working Groups(TCWGs) TCWGs/PLs	June 18	
				June 18	
			TCWGs/PLs	June 18	
			Athena Swan SAT	June 19	
<b>2 Influencing the Influencers</b>	Raise awareness of those who can help increase the number of males being recruited onto ALS courses by 3% per year	Careers advisors: male role models - counter stereotypical staff, students or industry ambassadors Parents: male role models and knowledge at nursery and primary schools Current students: Proactively group males applicants for discussion of courses Male only courses Ensure targeted support in place from induction for male students. Peer support put in place Embed in courses gender equality in particular those which will influence children's thinking for the future: HNC CP BACP BACYS	TCWGs/PLs	June 19	
			TCWGs/PLs	June 20	
			TCWGs/PLs	June 19	

<b>3 Raising awareness and aspiration</b>	Identify ways to help individuals understand better the routes of entry, roles and career opportunities in order to help increase the number of males being recruited onto ALS courses by 3% per year	Market and recruit to men only courses. Include support from employers to deliver some content and placements Develop taster sessions with employers e.g. So you want to Work in Care/Careers in Health, where students are able to actively participate in different course options, aiming to raise awareness of routes to and commitment to further study, raise interest in subjects and challenge gender balances by obliging students to taste non-traditional subjects. Use male staff, students and employers where available. Consider recommendations raised from research in the ALS Scholarship and Research Group as well as wider research findings.	TCWGs/PLs	June 19	
			TCWGs/PLs	June 19	
			SNL/SARG	June 18	
<b>4 Encouraging applications</b>	Identifying processes which will positively encourage males to apply for courses in order to help increase the number of males being recruited onto ALS courses by 3% per year	Review all promotional materials (prospectus, both UHI and AP, course pages, for computing programmes for equality and diversity and seek opportunities for positive counter-stereotypes Create and transmit positive role model/testimonies, case studies etc to highlight roles of males in care Use alumni male students and current male staff to promote programmes in ALS SN, in particular at open days	Marketing/TCWGs/PLs	June 19	
			Marketing/TCWGs/PLs	June 19	
			Marketing/TCWGs/PLs	June 18	
<b>5 Supporting success</b>	Identify methods to support male students when they do enrol on the courses in order to help increase the number of males being recruited onto ALS courses by 3% per year	Staff to mentor and support male students to apply for HE courses. Consider use of male PATs for male students and male peer support to be put in place during course. Earlier intervention when either progress or attendance drops off. Promote success stories.	TCWGs/PLs/PATs	June 18	
			TCWGs/PLs/PATs	June 18	
			TCWGs/PLs/PATs	June 18	

## University of the Highlands and Islands – Gender Action Plan 2017-2020

**HE subjects which have an imbalance of male or female students of more than 75% one gender – all programmes in ALS  
SN have more than 75% of females**

Page | 90

Subject area/course	Base-line 16/17 F/M%	Projected Outcome (numerical targets)	Action	Owner (Job role)	Timescale	Progress
<b>SN APPLIED LIFE STUDIES</b>	93/7%					
<b><u>Health and Social Care</u></b> <b><u>PGt Health:</u></b> <b>MA Health and Wellbeing</b>  <b>MSc Infection Prevention and Control</b>	89/11%  83/17%	Increase male participants year on year, aspiring to 3% per year, but with a realistic target of 10% increase over 5 years	See actions from the 5 key themes: Infrastructure Influencing the Influencers Raising awareness and aspiration Encouraging applications Supporting success	SNL/CMs/PL	Monitor annually from 17/18 to 21/22	
<b><u>UG Health:</u></b> <b>BA (Hons.) Health Studies</b> <b>HNC Care and Administrative Practice</b>	92/8%  95/5%	Increase male participants year on year, aspiring to 3% per year, but with a realistic target of 10% increase over 5 years	See actions from the 5 key themes: Infrastructure Influencing the Influencers Raising awareness and aspiration Encouraging applications Supporting success	SNL/CMs/PL	Monitor annually from 17/18 to 21/22	

<b><u>Social Care:</u></b>  <b>CPD leading and Managing Care Services</b> <b>HNC Social Services</b> <b>SVQ4 Social Services and Healthcare</b> <b>PdAs in:</b> <b>Health and Social Care Supervision</b> <b>Health and Social Care: Administration of Medicine</b> <b>Counselling Addiction</b> <b>Promoting Excellence in Dementia Skilled Practice</b> <b>Brief Interventions for Substance Misuse</b> <b>Mental Health Peer Support</b> <b>Supporting Individuals with Autistic Spectrum Disorders</b>	81/19%	Increase male participants year on year, aspiring to 3% per year, but with a realistic target of 10% increase over 5 years	See actions from the 5 key themes: Infrastructure Influencing the Influencers Raising awareness and aspiration Encouraging applications Supporting success  Also look at examples of good practice from: HEA 'Whose Job Is It Anyway?' Men into Care One-day taster to increase awareness of men in Care careers and to raise aspirations to enter into these. Addresses gender imbalance through thematic focus and presence of counter-stereotypical role models	SNL/CMs/PL	Monitor annually from 17/18 to 21/22	
	89/11%					
	84/16%					
	94/6%					
	89/11%					
	97/3%					
	67/33%					
<b><u>Children and Young People:</u></b> <b>BA (Hons.) Child and Youth Studies</b> <b>BA (Hons.) Childhood Practice</b>	78/22%					
	90/10%					
<b><u>Children and Young People:</u></b> <b>BA (Hons.) Child and Youth Studies</b> <b>BA (Hons.) Childhood Practice</b>	96/4%	Increase male participants year on year, aspiring to 3%	See actions from the 5 key themes: Infrastructure Influencing the Influencers Raising awareness and aspiration Encouraging applications	SNL/CMs/PL	Monitor annually from 17/18 to 21/22	
	96/4%					

<b>HNC Childhood Practice SVQ4 Social Services (Children and Young People)</b>	96/4%  75/25%	per year, but with a realistic target of 10% increase over 5 years	Supporting success  Also look at examples of good practice from: HEA 'Whose Job Is It Anyway?' PC .The Childcare Challenge: Encouraging men into Childcare. A men only course. OC Men into Care Men into Childcare One-day taster to increase awareness of men in Childcare and early education careers and to raise aspirations to enter into these. Addresses gender imbalance through thematic focus and presence of counter-stereotypical role models			
<b><u>UG Dental:</u> BSc Oral Health Science</b>  <b><u>UG Psychology:</u> BSc (Hons.) Psychology</b>  <b><u>UG Counselling:</u> Diploma of Higher Education in Person-Centred Counselling and Psychotherapy</b>	86/14%  85/15%  86/14%	Increase male participants year on year, aspiring to 3% per year, but with a realistic target of 10% increase over 5 years	See actions from the 5 key themes: Infrastructure Influencing the Influencers Raising awareness and aspiration Encouraging applications Supporting success	SNL/CMs/PL	Monitor annually from 17/18 to 21/22	

## University of the Highlands and Islands – Gender Action Plan 2017-2020

HE subjects which have an imbalance of male or female students of more than 75% one gender – all programmes in ALS SN have more than 75% of females

Subject area/ course	Base-line	Projected Outcome	Action	Owner (Job role)	Timescale	Progress
<b><u>UG Complementary Therapies:</u></b> <b>BSc (Hons) Integrative Healthcare</b> <b>HNC Complementary Therapies</b> <b>HND Complementary Therapies</b>	N/A  98/2%  90/10%	Increase male participants year on year, aspiring to 3% per year, but with a realistic target of 10% increase over 5 years	See actions from the 5 key themes: Infrastructure Influencing the Influencers Raising awareness and aspiration Encouraging applications Supporting success	SNL/CMs/PL	Monitor annually from 17/18 to 21/22	
<b><u>UG Beauty Therapy:</u></b> <b>HNC</b> <b>HND Beauty Therapy</b>	100/0% 100/0%	Increase male participants year on year, aspiring to 3% per year, but with a realistic target of 10% increase over 5 years	See actions from the 5 key themes: Infrastructure Influencing the Influencers Raising awareness and aspiration Encouraging applications Supporting success  Also look at examples of good practice from: HEA 'Whose Job Is It Anyway?' 'Man in the Mirror' Workshop exploring male grooming, aiming to increase male interest in hair and beauty	SNL/CMs/PL	Monitor annually from 17/18 to 21/22	

			subjects and careers. Addresses gender imbalance through thematic focus			
<b><u>UG Hairdressing:</u> HNC Hairdressing PDA Innovations in Hair Design</b>	93/7%  87/13%	Increase male participants year on year, aspiring to 3% per year, but with a realistic target of 10% increase over 5 years	See actions from the 5 key themes: Infrastructure Influencing the Influencers Raising awareness and aspiration Encouraging applications Supporting success  Also look at examples of good practice from: HEA 'Whose Job Is It Anyway?' 'Man in the Mirror' Workshop exploring male grooming, aiming to increase male interest in hair and beauty subjects and careers. Addresses gender imbalance through thematic focus  Barbering courses delivered at FE may help with progression to HE courses. Market and promote the course. Visit local barbering employers.	SNL/CMs/PL	Monitor annually from 17/18 to 21/22	
<b>University of the Highlands and Islands – Applied Life Studies Gender Action Plan 2017-2020</b>						
<b>Who will be responsible for implementing actions within the plan: SNL and curriculum managers from TCWGs</b>						
<b>How we will work in partnership with other organisations regionally (schools and other FE/HE institutions) and nationally (eg equality specialists):</b>						

**SNL and curriculum managers from TCWGs as well as PLs and their teams will work with the relevant organisations to recruit, select and support males into traditionally female orientated courses. Employers forums will be held and events with schools to change perceptions of the subject areas and careers for men.**

**How as a university we will seek to build internal capacity in all departments, including learning and teaching, support staff, placement/employer engagement staff, marketing and communications to implement the plan effectively:**  
**SNL and curriculum managers from TCWGs will work to use resources across the 9 APs to maximise the outcomes and use the blend of learning to maximise physical and staffing to allow flexible delivery for mature students including employees.**

**How actions will align with broader work to tackle obstacles for career progression for female staff, prevent violence against women:**  
**The SNL is a member of Athena Swan SAT and will link this GAP with the actions from the application which was approved. Examples from the care curriculum can be used to promote an understanding of how to prevent violence against women for students and staff**

**How we are addressing the gap between male/female participation in undergraduate study:**  
**This Gender Action Plan is addressing the gap.**

**How progress against key actions will be monitored:**  
**Tertiary Curriculum Working Groups and Applied Life Studies Subject Network Committee and SN SEDs**



## Business, Management and Leisure Network

### Gender Action Plan Overview

The gender split for the network is illustrated Figure 1. It illustrates that the network overall has a slightly stronger male representation than the university generally with a balance above 50%. It does show that the trend over the period is for increasing female representation and the network moving closer to the university position and hopefully beyond to a broadly in balance position, having fallen from 66% male in 2012/13 to 63% in 16/17.

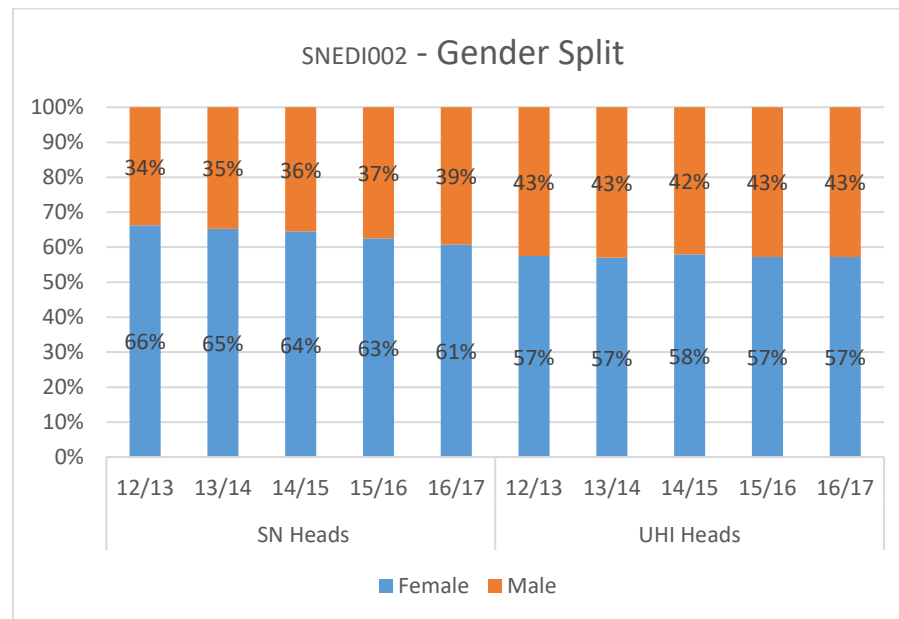


Figure 1 Gender split at Network and University 2012/13 – 2016/17

The overall position however masks considerable variability at a programme level, Figure 2 provides a summary of gender imbalance at a programme level for degree and postgraduate programmes in the network:

Course Code	Programme	2015/16		2016/17	
		% F	% M	% F	% M
UC600	BSc (Hons) Sport and Fitness	14	86	39	61
UC690	BA (Hons) Professional Golf	20	80	15	85
UC6N2	BA (Hons) Sports Management	41	59	35	65
UD4N2	BA (Hons) Equine Business Management	100	0	100	0
UF7N8	BA (Hons) Marine and Coastal Tourism	80	20	73	27
UN290	BA (Hons) Golf Management	16	84	17	83
UC695	DipHE Professional Golf (PGA)			7	93
UN430	BA (Hons) Accounting and Finance	64	36	89	11
UN820	BA (Hons) Events Management			87	13
UN870	BA (Hons) Adventure Tourism Management	34	66	26	74
UN875	BA (Hons) Adventure Performance and Coaching	38	62	42	58
UNN21	BA (Hons) Business and Management	65	35	72	28
UNN28	BA (Hons) Hospitality Management	83	17	57	43
UH490	MBA Aviation	19	81	0	100
UN215	PGCert Health Leadership and Management	80	20	80	20
UN220	MBA Business Administration	32	68	14	86
UN291	MSc Leadership and Management	65	35	38	62
UN293	MSc Public Service Leadership	60	40		
UN593	MSc E-Marketing	25	75		
UN690	MSc Human Resource Management	61	39	76	24
UN8C1	MSc Ecotourism	65	35	42	58

The programmes highlighted light blue have a significantly higher proportion of female students the programmes highlighted yellow have a significantly higher proportion of male students. In 2016/17 13 of the awards out of 19 (68%) have a significant gender imbalance with 7 of those a significantly higher female representation and 6 a higher male representation

## University of the Highlands and Islands – Gender Action Plan 2017-2020

HE subjects which have an imbalance of male or female students of more than 75% one gender

Subject area/course	Base-line	Projected Outcome	Action	Owner (Job role)	Timescale	Progress
<b>MSc HRM</b>	F-76% M-24%	tbc	<i>Undertake PDA in Advancing Equality and Diversity through Inclusiveness by members of programme team</i>	1-5 and 7 and 8 Programme PL	1-5 and 7 and 8 through to July 2018	
<b>MSc Leadership and Management</b>	F-38% M-62%		<i>School visits that also invite parents to attend – re. careers in Talent Management</i>	76b PL and HOS	6 is a longer term development and will be phased in over 2018 and 2019	
<b>PG Cert Health Leadership and Management</b>	F-80% M-20%		<i>Build in curriculum activities to get students to think about gender equality and gender-based issues in the workplace. We do already do this within the MSc HRM as students study Managing Diversity and talent management strategies to ensure gender equality. Invitation evening to employees/employers in the region to come and learn about managing people/talent management School visits to get pupils to think about careers in talent management etc We are currently re-designing the UHI Management School website, so we can make sure that we use</i>			

			<p><i>counter-stereo-typical imagery and case studies.</i></p> <p><i>Carry out research with current students on their views on the gender imbalance and what attracted them to the programme.</i></p> <p><i>Encourage external mentoring by same gender as students.</i></p>			
<b>BA Hons Professional Golf</b>  <b>Dip HE Professional Golf</b>  <b>BA Hons Golf Management</b>	F-15% M-85%  F-7% M-93%  F-17% M-83%	tbc				
<b>BA Hons Equine Management</b>	F-100% M-0%	tbc	<p>Equestrian activities seem to attract more females than males from attendance at riding schools up to non-elite competition riders. The balance changes at elite levels, although research carried out by an equine degree student found that often as females climb the ladder they may find starting a family and having children could have an effect on them carrying on competing at this level. This is a high risk sport. The</p>	PL	2017/18-2020/21	

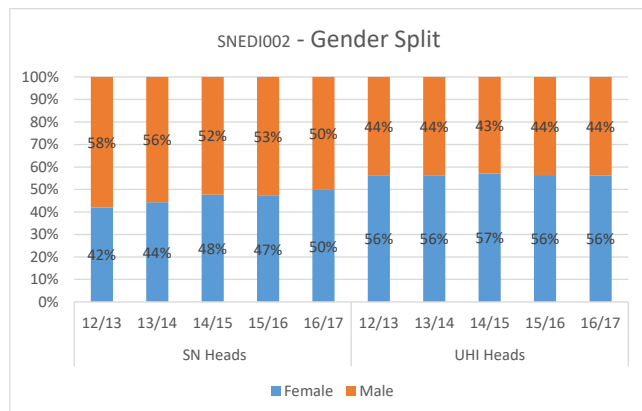
			<p>equine degree relies on articulation from HND and therefore the gender imbalance is something that has been highlighted at FE and HE level.</p> <p><i>Ensure promotional materials include gender equality in the equine industry</i></p> <p><i>Include counter-stereo-typical case studies within promotional material</i></p> <p><i>Work with employers/employees to promote gender equality in the equine industry including guest speakers</i></p>			
<b>BA Hons Marine and Coastal Tourism</b>	F-73% M-17%	tbc				
<b>BA Hons Adventure Tourism Management</b>	F-26% M-74%	tbc				
	F-72%	tbc				

<b>BA Hons Business Management</b>	M-28%					
<b>MBA</b> <b>MBA Aviation</b>	F-14% M-86% F-0% M-100%	tbc	<p>The MBA Aviation currently has no female students. This is an issue that is STEM related where initial applications to aviation subjects are predominantly male meaning there are far fewer female graduates. Things we might do to address this issue for applications to the MBA Aviation include targeted marketing to female graduates highlighting the course is open to non-aviation students. We could look for female role models in the sector and use these as case studies.</p> <p>In terms of the MBA itself I think moving into a more flexible delivery arrangement where students can study modules online/part-time may help to improve the gender balance.</p>			
<b>PG Cert Health Leadership and Management</b>	F-80% M-20%	tbc				

<b>BA Hons Accounting and Finance</b>	F-89% M-11%  Prior year F – 64 M – 36	tbc	Awareness of the gender imbalance recognised. Discussion with HN programme leader to discuss recruitment of students as the progression route is HND Accounting into BA Accounting and Finance. Encouragement of male students to progress from HND Accounting. Marketing material to include male student profiles.	Programme Leader – ST 1, 2 and 4  3 PATS for HND Accounting		
<b>BA Hons Event Management</b>	F-87% M-13%	tbc	The events degree is in its infancy, however, in addition to the above which can also relate to the events industry, we will  <i>Carry out research with current students on what attracted them to the course and their views on gender imbalance</i>	PL	2017/18 – 2019/20	

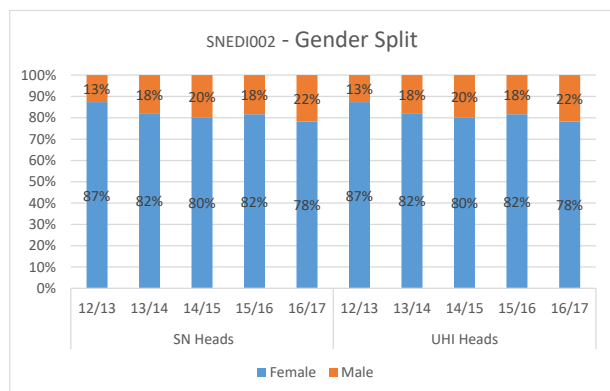
## Creative and Cultural Industries Subject Network

As seen from the chart below, the gender split across the network is remarkably even.

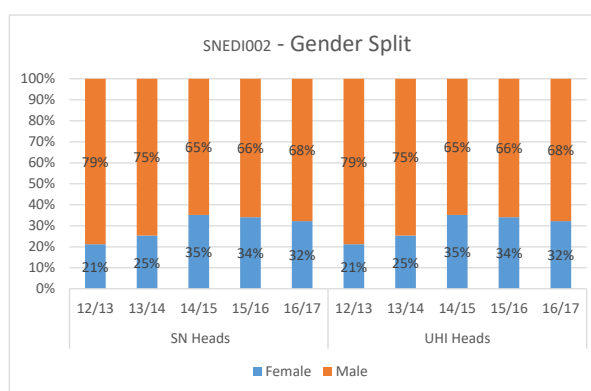


However this masks extreme gender bias in some subjects;

Visual art subjects:



Music/Audio subjects:



There is a great deal of research available which points to deep-seated cultural reasons for this split: for art, the perceived lack of employment opportunities, the perception of so-called 'feminine' values (aesthetics, emotional expression etc.) the predominance of female art teachers in schools.



For music the position is further polarised, with Audio and popular music being very male-dominated; again a great deal of research points to traditional male attitudes to rock music, rebellion, a need to express individuality, seeking attention etc. The industry is seen as 'cool' and an extension of a particular teenage attitude to jobs and work – no suits and ties, no 9 – 5 etc.

BAH Applied Music illustrates this with a much more even gender split, due to the mix of genres. Empirically it seems traditional and classical music appeal much more to female musicians (apart from singers, as can be seen from the Musical theatre programme).

While we can implement actions which reinforce a variety of role models, the reasons behind these gender imbalances are beyond our control and stem from societal attitudes instilled from birth.

**University of the Highlands and Islands – Gender Action Plan 2017-2020 - Creative and Cultural Industries**

**HE subjects which have an imbalance of male or female students of more than 75% one gender**

Subject area/course	Base-line	Projected Outcome	Action	Owner (Job role)	Timescale	Progress
<b>BAH Fine Art</b>  <b>HND Contemporary Art Practice</b>	F= 82% M= 18%  F = 84% M = 16%	This is a cultural issue, and is replicated (though not as extremely) in other Art schools. It will be difficult to overcome. The Art world itself is relatively free of gender discrimination but there is research looking at the gendered nature of art education in schools and perceived employment opportunities	Continue to work with schools in catchment areas to promote.  Continue to ensure positive gender role modelling in teaching or publicity materials.  Most art teachers in schools are female, so lack of male role models at this level – visits by male and female Staff.  Undertake research into balance at other art schools and look for collaborative approach.	PL, staff team (Moray, Perth, Inverness, Orkney, Shetland, LCC)		
<b>BSc Audio Engineering</b>	F = 20% M = 80%	A cultural issue shared across the subject area, any positive outcome will be welcome	Investigate change of title to replace 'engineering' however this is the industry-current title, and we need to be careful with student expectations and patronising potential female students.  Promote positive role models of all genders wherever practical  Check t&l environments for suitability	PL, Staff team (Perth)		

<b>HNC Sound production</b>	F = 21% M = 79%	<p>There is a gender bias towards the music industry – perceived ‘jobs for boys’, although music in schools is often female-dominated, the popular music industry tends to appeal more to males, often coming out of the adolescent need for rock music and rebellion .</p> <p>BAH Applied Music is much more balanced because of the mix of musical genres.</p>	<p>Continue to work with schools in catchment areas.</p> <p>Continue to ensure positive gender role modelling in teaching or publicity materials</p> <p>HND musical theatre has provided an outlet for more female students interested in music, as has Applied Music.</p>			
<b>BAH Contemporary Textiles</b>	F = 100%	Even one Male student would be a success.	Positive reinforcement of male designer images: knitwear on Shetland has traditionally been a female domain, and this will be difficult to shift.	PL, Staff team (Shetland)		

**University of the Highlands and Islands – Gender Action Plan 2017-2020 - Creative and Cultural Industries**

**HE subjects in which retention levels significantly differ by gender**

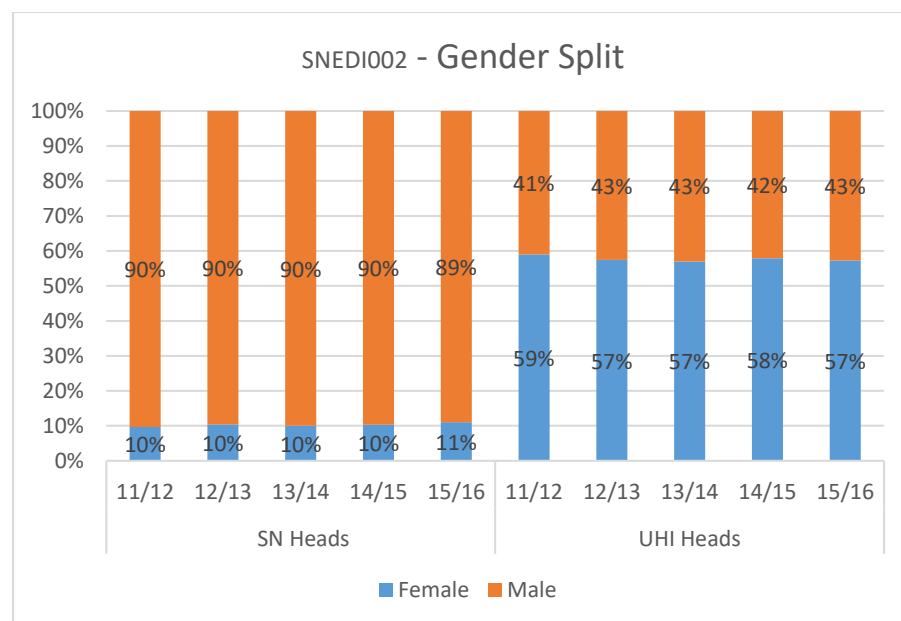
<b>Subject area/ course</b>	<b>Base-line</b>	<b>Projected Outcome</b>	<b>Action</b>	<b>Owner (Job role)</b>	<b>Timescale</b>	<b>Progress</b>
<b>HNC Acting and Performance</b>	(non- continuation) F = 17.6%  M = 80% (2/9)	tbc	Very small numbers so not really statistically reliable, but the team need to investigate why so many male students are not completing			
<b>HNC Music</b>	F = 35%  M = 25%	tbc	Quite high rates but not particularly gender-related. Some investigation required around female students and expectations, check environment			
<b>HNC Technical Theatre</b>	F = 12.5%  M = 50%	tbc				
<b>HNC Sound production</b>	F = 0%  M = 36.4%	tbc	The relatively small number of female students all completed – some work generally required around expectations			

## Engineering and the Built Environment (EBE) Subject Network

### Gender Balance

The chart below (Chart 2: Gender Split) shows the gender balance within the Subject Network has changed very little over the last 5 years. There have been concerted efforts made by government, professional institutions, staff from UHI as well as from many others to try and address this and to try and raise the number of women coming into engineering and construction. It would appear that these initiatives have made very little difference as far as numbers are concerned. UHI engineering/construction are below the national average for a university where the average gender split is 85% male, 15% female. This can be explained through the fact that many of our programmes in the SN are craft or vocationally related through apprenticeships etc where the average gender split for apprenticeships is 96.5% male and 3.5% female, so we are probably with an acceptable range when compared to other Universities.

We have no barriers in place that puts female applications at a disadvantage, inclusion of females is something we actively embrace at every possible opportunity.



## Chart 2: Gender Split

The data below from the Woman's Engineering Society gives an idea of the scale of the changes we need to make within UHI and across Scotland nationally. To make changes that will have an effect it will include changing cultures and perceptions and probably starting at primary school level as many think it is too late by secondary school level but it should almost certainly include parents and careers teachers.

Extracted from the Woman's Engineering Society (WES) Statistics document (Dr Sarah Peers, 2016) this is a compilation of data and statistics from multiple sources (revised in March 2016).

Only 9% of the engineering workforce are female and only 6% of registered engineers and technicians (ie CEng, IEng, EngTech) are women.

The UK has the lowest percentage of female engineering professionals in Europe, at less than 10%, while Latvia, Bulgaria and Cyprus lead with nearly 30%.

15.8% of engineering and technology undergraduates in the UK are female. Compare with India: where over 30% of engineering students are women on engineering courses.

The proportion of young women studying engineering and physics has remained virtually static since 2012.

In 2013/14, women accounted for only 3.8% of Engineering apprenticeship starts and 1.7% of Construction Skills starts.<sup>(7)</sup>

Only around 20% of A Level physics students are girls and this has not changed in 25 years.

## University of the Highlands and Islands – Gender Action Plan 2017-2020

Key themes	Projected Outcomes	Actions	Owner (Job role)	Timescale	Progress
<b>1 Infrastructure</b>	Liaise with relevant internal and external groups to determine how to increase the number of females being recruited onto EBE programmes by 5% by 2020	Work with government agencies and policies and which can increase the number of females e.g. SDS, IET, RAeS, SDS, SFC and STEM. Developing the Young Workforce, Skills Investment Plans	Tertiary Curriculum Working Groups(TCWGs)	3 year timescale, full review in June 2020	
		Liaise with schools and employers where appropriate, looking at new and innovative ways to recruit females putting them on appropriate placements and increasing the number of females into employment	TCWGs/PLs/STEM Ambassadors	Annual review, Programme SED and SN SED, full review 2020	
		UHI – recruit more female academic and technician staff to provide positive role models, visit schools to promote females onto our programmes and provide support for female students	TCWGs/PLs	3 year timescale, full review in June 2020	
		Work with agencies specifically setup to promote women in to engineering ie Women in Science and Engineering (WISE)	WISE/PLs/STEM Ambassadors	3 year timescale, full review in June 2020	
<b>2 Influencing the Influencers</b>	Raise awareness of those who can help increase the number of females being recruited onto EBE programmes by 5% by 2020	Careers advisors: female role models - counter stereotypical staff, students or STEM ambassadors	TCWGs/PLs/STEM Ambassadors	3 year timescale, full review in June 2020	

		<p>Parents: female role models and knowledge at nursery and primary schools</p> <p>Current students:</p> <p>Proactively group female applicants for discussion of courses</p> <p>Female only courses</p> <p>Ensure targeted support in place from induction for female students. Peer support put in place</p> <p>Embed in courses gender equality in particular those which will influence children's thinking for the future:</p> <p>Engineering</p> <p>Built Environment</p>	<p>TCWGs/PLs/STEM Ambassadors</p> <p>TCWGs/PLs/STEM Ambassadors</p>	<p>3 year timescale, full review in June 2020</p> <p>3 year timescale, full review in June 2020</p>	
<b>3 Raising awareness and aspiration</b>	<p>Identify ways to help individuals understand better the routes of entry, roles and career opportunities in order to help increase the number of females being recruited onto EBE programmes by 5% by 2020</p>	<p>Design, develop, market and recruit to women only courses. Include support from employers to deliver some content and placements</p> <p>Develop taster sessions with employers e.g. "Careers in Engineering and Construction", where students are able to actively participate in different course options, aiming to raise awareness of routes into HE and a commitment to further study, raise interest in subjects and challenge gender balances by obliging students to taste non-traditional subjects. Use female staff, students and employers where available.</p>	<p>TCWGs/PLs</p> <p>TCWGs/PLs/STEM Ambassadors</p>	<p>3 year timescale, full review in June 2020</p> <p>3 year timescale, full review in June 2020</p>	



		Consider recommendations raised from local and national research into the promotion of females into STEM subjects/programmes	SNL/PLs	3 year timescale, full review in June 2020	
<b>4 Encouraging applications</b>	Identifying processes which will positively encourage females to apply for courses in order to help increase the number of females being recruited onto EBE programmes by 5% by 2020	Review all promotional materials (prospectus, both UHI and AP, course pages, for computing programmes for equality and diversity and seek opportunities for positive counter-stereotypes	Marketing/TCWGs/PLs	3 year timescale, full review in June 2020	
		Create and transmit positive role model/testimonies, case studies etc to highlight roles of females in STEM areas	Marketing/TCWGs/PLs	3 year timescale, full review in June 2020	
		Use alumni female students and current female staff to promote programmes in EBE SN, in particular at open days and student conference events	TCWGs/PLs/STEM Ambassadors	3 year timescale, full review in June 2020	
<b>5 Supporting success</b>	Identify methods to support female students when they do enrol on the courses in order to help increase the number of females being recruited onto EBE programmes by 5% by 2020	Staff to mentor and support female students to apply for HE courses. Consider use of female PATs for female students and female peer support to be put in place during course.	PLs/PATs	3 year timescale, full review in June 2020	
		Earlier intervention when either progress or attendance drops off.	PLs/PATs	3 year timescale, full review in June 2020	
		Promote success stories.	Marketing/TCWGs/PLs/PATs	3 year timescale, full review in June 2020	



## University of the Highlands and Islands – Gender Action Plan 2017-2020

### HE subjects which have an imbalance of male or female students of more than 75% one gender

Subject area/course	Base-line	Projected Outcome	Action	Owner (Job role)	Timescale	Progress
<b>Engineering</b>	5-10% female	5% increase in females by 2020	STEM activities, supporting female only groups	UHI STEM	2017-2020	
			School liaison, discussions with more female groups on engineering courses	UHI school liaison and AP staff	2017-2020	
			Increasing the understanding of the variety careers in engineering suitable for women	UHI and AP marketing, SN staff	2017-2020	
			Raise the awareness of subject choices needed to enter engineering			
			Increase STEM activities with primary schools	UHI and AP marketing, SN staff	2017-2020	
			Continue work to remove current perceptions of 'engineering' to females	SN staff and STEM ambassadors	2017-2020	
			Use female engineering lecturers/staff as role models	SN Staff	2017-2020	
			Advise women on new apprenticeships ie advanced and graduate apprenticeships	Female SN staff	2017-2020	

			<p>Support UHI and local areas with new STEM initiatives</p> <p>AP open days to include female engineering staff to talk to prospective female students</p> <p>Work with WISE (Women in Science and Engineering), girl geeks etc to support growth in female numbers</p>	<p>UHI work-based learning and PLs</p> <p>SN staff and STEM ambassadors</p> <p>AP staff</p> <p>SN staff</p>	<p>2017-2020</p> <p>2017-2020</p> <p>2017-2020</p> <p>2017-2020</p>	
<b>Aircraft Engineering</b>	7% female	5% increase in females by 2020	<p>STEM activities, supporting female only groups</p> <p>School liaison, discussions with more female groups on aircraft engineering courses</p> <p>Increasing the understanding of the variety careers in Aircraft Engineering suitable for women</p> <p>Raise the awareness of subject choices needed to enter Aircraft Engineering</p> <p>Increase STEM activities with primary schools</p>	<p>UHI STEM</p> <p>UHI school liaison and AP staff</p> <p>UHI and AP marketing, SN staff</p> <p>UHI and AP marketing, SN staff</p>	<p>2017-2020</p> <p>2017-2020</p> <p>2017-2020</p> <p>2017-2020</p>	

			Continue work to remove current perceptions of 'aircraft engineering' to females	SN staff and STEM ambassadors	2017-2020	
			Use female aircraft engineering lecturers/staff as role models	SN Staff	2017-2020	
			Advise women on new apprenticeships ie advanced and graduate apprenticeships	Female SN staff	2017-2020	
			Support UHI and local areas with STEM initiatives	UHI work-based learning and PLs	2017-2020	
			AP open days to include female aircraft engineering staff to talk to prospective female students	SN staff and STEM ambassadors	2017-2020	
			Work with WISE (Women in Science and Engineering), girl geeks etc to support growth in female numbers	AP staff	2017-2020	
				SN staff	2017-2020	

<b>Civil Engineering</b>	14% female	5% increase in females by 2020	STEM activities, supporting female only groups	UHI STEM	2017-2020	
			School liaison, discussions with more female groups on civil engineering courses	UHI school liaison and AP staff	2017-2020	
			Increasing the understanding of the variety careers in civil engineering suitable for women	UHI and AP marketing, SN staff	2017-2020	
			Raise the awareness of subject choices needed to enter civil engineering	UHI and AP marketing, SN staff	2017-2020	
			Increase STEM activities with primary schools	SN staff and STEM ambassadors	2017-2020	
			Continue work to remove current perceptions of 'civil engineering' to females	SN Staff	2017-2020	
			Use female civil engineering lecturers/staff as role models	Female SN staff	2017-2020	
			Advise women on new apprenticeships ie advanced and graduate apprenticeships	UHI work-based learning and PLs	2017-2020	
			Support UHI and local areas with STEM initiatives	SN staff and STEM ambassadors	2017-2020	
			AP open days to include female civil engineering staff to talk to prospective female students			

			Work with WISE (Women in Science and Engineering), girl geeks etc to support growth in female numbers	AP staff	2017-2020	
				SN staff	2017-2020	
<b>Construction</b>	10% female	5% increase in females by 2020	<p>STEM activities, supporting female only groups</p> <p>School liaison, discussions with more female groups</p> <p>construction courses</p> <p>Increasing the understanding of the variety careers in Construction suitable for women</p> <p>Raise the awareness of subject choices needed to enter Construction courses</p> <p>Increase STEM activities with primary schools</p> <p>Continue work to remove current perceptions of 'construction' to females</p> <p>Use female construction lecturers/staff as role models</p>	<p>UHI STEM</p> <p>UHI school liaison and AP staff</p> <p>UHI and AP marketing, SN staff</p> <p>UHI and AP marketing, SN staff</p> <p>SN staff and STEM ambassadors</p> <p>SN Staff</p>	<p>2017-2020</p> <p>2017-2020</p> <p>2017-2020</p> <p>2017-2020</p> <p>2017-2020</p> <p>2017-2020</p>	

			Advise women on new apprenticeships ie advanced and graduate apprenticeships Support UHI and local areas in STEM initiatives AP open days to include female engineering and construction staff to talk to prospective female students	Female SN staff  UHI work-based learning and PLs SN staff and STEM ambassadors AP staff	2017-2020  2017-2020  2017-2020  2017-2020	
--	--	--	---	---	--	--



## University of the Highlands and Islands – Gender Action Plan 2017-2020

### HE subjects in which retention levels significantly differ by gender

Subject area/ course	Base-line	Projected Outcome	Action	Owner (Job role)	Timescale	Progress
<b>HNC Computer Aided Draughting and Design</b>	50% of Females are Non- Continuing	Reduce the ratio of females Non- continuing to 20% by 2020	Increased monitoring of female student progress	PAT	2017 -2020	
			Increased monitoring of female student attendance	AP senior staff	2017 -2020	
			Female PAT to be used where possible	PAT	2017 -2020	
			One to one sessions with the PAT.	PAT & tutors	2017 -2020	
			Earlier intervention when either progress or attendance drops off.	Course team	2017 -2020	
			Team meetings to include issues pertinent to females on the course	Course team	2017 -2020	
			Partner up females in the class to act as support 'mentors' to each other Support females into jobs	Course team	2017 -2020	
<b>BSc Hons Air Traffic Management</b>	33% of Females are Non- Continuing	Reduce the ratio of females Non- continuing to 10% by 2020	Increased monitoring of female student progress	PAT	2017 -2020	
					2017 -2020	

(off campus learning)			Increased monitoring of female student contact with staff	AP senior staff	2017 -2020	
			Female PAT to be used where possible	PAT	2017 -2020	
			One to one sessions with the PAT.	PAT & tutors	2017 -2020	
			Earlier intervention when either progress or contact drops off.	Course team	2017 -2020	
			Team meetings to include issues pertinent to females on the course	Course team	2017 -2020	
			Partner up females in the class to act as support 'mentors' to each other	Course team	2017 -2020	

**University of the Highlands and Islands**

**Gender Action Plan 2017-2020**

**Humanities Education and Gaelic**

## University of the Highlands and Islands – Gender Action Plan 2017-2020 Humanities, Education and Gaelic

### HE subjects which have an imbalance of male or female students of more than 75% one gender

Subject area/course	Base-line	Projected Outcome	Action	Owner (Job role)	Timescale	Progress
<b>PGDE Primary</b>	80.7% female in 16-17	PGDE was 100% female in 13-14 and 82.5% in 15-16. Aim is to continue this trajectory to bring PGDE below the 75% threshold by 19-20	Continue with policies which have already achieved an improved balance Promote balance through marketing and publicity information eg photographs of students Connect with national initiatives on balance and recruitment	Head of Teacher Education	2019-20	
<b>BAH Social Sciences</b>	76.3% female in 16-17	To bring the balance below the 75% threshold by 18-19	The HNC Social Sciences is 72% female in 17-18. Improve male retention and progression from HNC Increase awareness of employment opportunities in the social sciences eg male employment stats in care Enhance profile at careers events and in schools	PL BASS	2018-19	

<b>BAH Literature</b>	78% female in 16-17	To bring the balance below the 75% threshold by 18-19	Improve male retention and progression from Highers/NC Increase awareness of employment opportunities in the Humanities Enhance profile at careers events and in schools Enhance male profile in programme website	PL Literature	2018-19	

## University of the Highlands and Islands – Gender Action Plan 2017-2020

### HE subjects in which retention levels significantly differ by gender

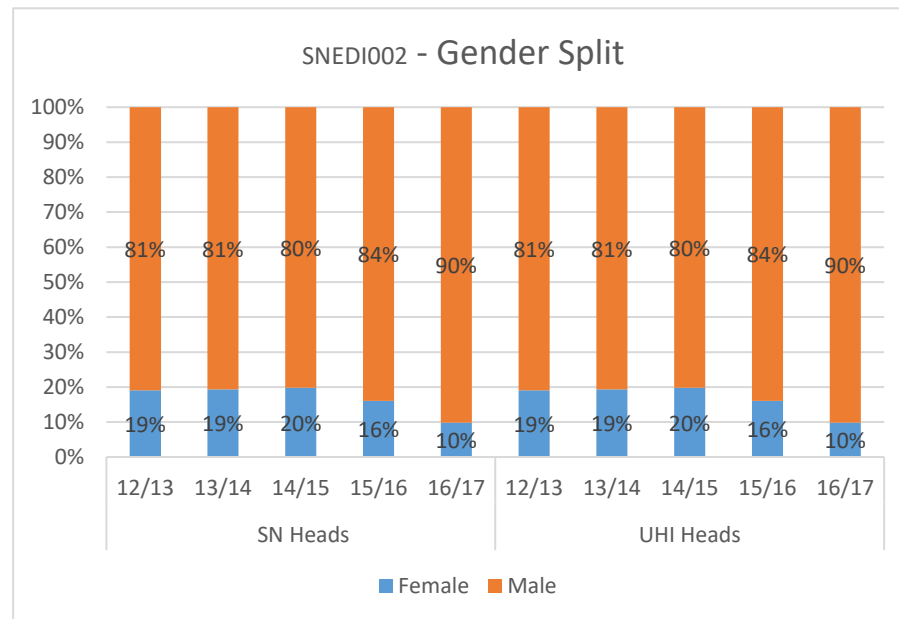
Subject area/ course	Base- line	Projected Outcome	Action	Owner (Job role)	Timescale	Progress
<b>MEd Critical Enquiry</b>	76.8% female in 16-17	To bring balance below threshold by 2020-21.  Note that this is a new programme and relates to the PGDE	Emphasise Secondary Education opportunities in marketing Link with national initiatives on recruitment Use PR opportunities to promote successful graduates	Head of Teacher Education	2020-21	
<b>MSc Interpretation</b>	89% female in 16-17	Note that numbers are very low.	The balance is usually under the threshold though declining numbers have exaggerated the imbalance Continue to work with the Advisory Group and Marketing, and related PGT initiatives, to attract greater recruitment.			

University of the Highlands and Islands – Science, Technology and the Environment Subject Network  
Gender Action Plan 2017-2020

Gender context in STE

Gender balance in the STE Subject Network as a whole has become more polarised over the past 5 years, with an overall 67M:33F (male: female) ratio (by FTEs) compared with 43M:57F in the University as a whole. It is notable that the ratio of M: F amongst full time students has not changed substantially over the past 5 years (currently STE 69M: 31F). However, a marked decline in the numbers of PT students enrolling on our programmes in 14/15 and 15/16 is associated with a greater polarity in the M;F ratio amongst PT students since that time (currently STE 61M:39F) It seems that there was a drop in female part time students recruited in 2014/15, particularly evident amongst the 25+ age group. Though this has now recovered, the gender balance of students has not changed.

Figure 1. Gender split in STE Subject Network



## SFC Priority areas

### Computing

SFC has identified computing science programmes as a priority for focus in the GAPs, both at College and University level. Within UHI, ratios in computing science are more pronounced than sector norms (using data for all HE computing related programmes (HNC/HND/ BScH/PDA), 2016/17 90M:10F; for Computing science programmes at University nationally 2013/14 ECU Statistical report for Scotland 82.9M:17.1F, SDS states 82M:18F on computing degrees in Scotland ).

The bias exists for both FT (92M: 8F) and PT students (82M: 18F), though is markedly less for PT. This pattern is replicated when looking at heads rather than FTE FT 90M: 10F, PT 80M: 20F .The ratio amongst PT students has changed considerably over the past 5 years, from 52M: 46F in 2012/13 to 82M:18F in 2016/17, so there are far fewer PT female students.

It is possible that factors which influence the numbers studying PT will have a disproportionate influence on one gender. Factors such as economic climate may influence the uptake of PT versus FT study.

Retention. Using data for 2015/16, it does not appear that there is a consistent difference in non-continuation rate between males and females (HNC Computing Science M 31.9%: F26.1%; HND Computing M 31.1/F 40.0%; BScH M16.7/ F no data)

Success. It has not been possible to analyse student success according to gender.

Applications. The gender ratio for applications to Computing programmes has remained relatively stable for the past 5 years (2016/17 86M: 14F). The applications ratio is slightly less polarised than the enrolment ratio, suggesting that we are doing less well in translating female applicants into enrolments compared to male.

In our STE gender action plan, we aim to prioritise actions relating to computing programmes. Other programmes identified for action include Forestry/ Arboriculture programmes (82M: 18F by FTE); game-keeping (91M:9F) and HNC/D equine studies (0M:100F).

### Underpinning themes.

In line with the HEA (2016) report '[Whose job is it anyway?](#)' , our actions will be underpinned by

- ☐ “a drive to support the development of young people’s and students’ identities with regard to subject choice and future employment;
- ☐ a drive to challenge gender stereotypes and increase the awareness, willingness and ability of others to do the same, facilitating the realisation that it is everyone’s responsibility. ”

Actions have been aligned with several of the top ten recommendations identified by the HEA (2016). We have selected those that we feel are most appropriate to the programmes concerned. Numerical targets for change have not been identified to date. Actions have been identified for 2017/18 with the intention that these will be revisited annually and revised as efficacy and available resources become apparent.

HE subjects which have an imbalance of male or female students of more than 75% one gender



Subject area/course	Base-line	Projected Outcome	Action	Owner (Job role)	Timescale	Baseline
Computing	Enrolments (by FTE) 90M:10 F	Develop institutional commitment to the tackling of student gender participation imbalances.	Ensure that gender participation imbalances are referenced and any change monitored in all annual SEDs for computing programmes and in the SED for Subject Review 2017/18	PLs and SNLs	Sep 2017	
		Capitalise on <b>external enablers</b> such as national campaigns ‘	Coordinated engagement with sector level campaigns e.g. Tackling the Technology Gender Gap Together <a href="http://www.skillsdevelopmentscotland.co.uk/media/42478/tackling-the-technology-gender-gap-together-2.pdf">http://www.skillsdevelopmentscotland.co.uk/media/42478/tackling-the-technology-gender-gap-together-2.pdf</a> .	SNL coordination and sharing of intelligence  CM provision of time and funds to attend events		several staff attended events in Glasgow and Inverness March 2017
			Ensure cross promotion with sector wide campaigns e.g. Digital World <a href="https://www.digitalworld.net/">https://www.digitalworld.net/</a>	Marketing and Communications manager		
		Work institutionally, in collaboration with other	Engage with British Computing Society ‘Cygnets’ group <a href="http://www.bcs.org/content/conWebDoc/57303">http://www.bcs.org/content/conWebDoc/57303</a> ; propose a named representative for UHI	CM to dedicate resource to this		

		institutions and in partnership with other sectors.				
			Representation on UHI Athena Swan SAT from a member of computing team	CM to dedicate resource to this		
			Continued engagement with SICSA and any gender themed workstreams	SNL		
		Develop holistic and longitudinal approaches that support young people throughout their educational choice process	Map existing engagement with young people throughout their education and identify any gaps. Ensure all engagement activities are at least gender neutral or ideally promote positive counter stereotypes.	STEM team leader		Baseline activity: STEM activity at primary schools; engagement with careers and secondary school guidance teachers; coding clubs;
			Review all promotional materials (prospectus, both UHI and AP, course pages, for computing programmes for equality and diversity and seek opportunities for positive counter-stereotypes	Marketing and Comms with PL		Baseline: almost all images of computing staff/ students are male in the UHI prospectus

			Work with UHI photographer and webteam to produce images and case studies of counter-stereotypical gender roles	Marketing and Comms with course teams		
		Support student involvement in approaches through the development of student-led, student-staff co-created, and student-delivered initiatives.	Coordinate focus groups or online survey to understand the perspective of our female computing support and to identify any opportunities to support their success.	HISA		
			Consider support to computing students (including females) through the RBS mentoring scheme.	Work with Careers and Employability centre to explore RBS mentoring scheme or similar opportunities		
<b>Forestry</b>	82M/18F	Develop the capacity and motivation of <b>all</b> staff to tackle student gender	Ensure fair gender representation in role models presented to students e.g. Integrated Land Use Conference	ILUC coordinator		Baseline: this was a deliberate aim in 2017. Keynote speaker was a high

		participation imbalances.				profile female forester but otherwise the ratio was reflective of the sector, rather than changing the sector.
		Develop institutional commitment to the tackling of student gender participation imbalances.	Ensure that gender participation imbalances are referenced and any change monitored in all annual SEDs for computing programmes and in the SED for Subject Review 2017/18	PLs and SNLs	Sep 2017	
		Capitalise on <b>external enablers</b> such as national campaigns ‘	Anything currently for Forestry/ land based?			
		Develop holistic and longitudinal approaches that support young people	Map current activity in terms of engagement at nursery/ primary/ secondary school level and beyond to identify any gaps. Ensure all engagements are gender neutral or promote positive counter-stereotypes.			Wide range of engagements such as nursery visits, forest

		throughout their educational choice process				schools?, open days,
			Review all promotional materials (prospectus, both UHI and AP, course pages, for computing programmes for equality and diversity and seek opportunities for positive counter-stereotypes	Marketing and Comms with PL		Baseline: all photos of foresters are male in UHI prospectus
			Work with UHI photographer and webteam to produce images and case studies of counter-stereotypical gender roles	Marketing and Comms with course teams		
		Support student involvement in approaches through the development of student-led, student-staff co-created, and student-delivered initiatives.	Coordinate focus groups or online survey to understand the perspective of our female students and to identify any opportunities to support their success.	HISA		
Equine	OM/100F	. Work institutionally, in	Raise as a high level priority for strategic dialogue with other land based providers e.g. UHI and SRUC.	Deputy Principal		

		collaboration with other institutions and in partnership with other sectors.				
			Liaise with other equine providers to look for ways to work together on gender equality	PL		
		Develop holistic and longitudinal approaches that support young people throughout their educational choice process	Review all promotional materials (prospectus, both UHI and AP, course pages, for computing programmes for equality and diversity and seek opportunities for positive counter-stereotypes	Marketing and Comms with PL		Baseline: all photos of equine students are female in UHI prospectus
			Work with UHI photographer and webteam to produce images and case studies of counter-stereotypical gender roles	Marketing and Comms with course teams		
		Support student involvement in approaches through the development of student-led, student-	Coordinate focus groups or online survey to understand the perspective of our male students and to identify any opportunities to support their success.	HISA		

		staff co-created, and student-delivered initiatives.				
<b>Gamekeeping and Wildlife Management</b>	91M/9F	. Work institutionally, in collaboration with other institutions and in partnership with other sectors.	Liaise with other equine providers to look for ways to work together on gender equality	PL		
		Develop holistic and longitudinal approaches that support young people throughout their educational choice process	Review all promotional materials (prospectus, both UHI and AP, course pages, for computing programmes for equality and diversity and seek opportunities for positive counter-stereotypes	Marketing and Comms with PL		Baseline: all photos of equine students are female in UHI prospectus
			Work with UHI photographer and webteam to produce images and case studies of counter-stereotypical gender roles	Marketing and Comms with course teams		



University of the  
Highlands and Islands  
Oilthigh na Gàidhealtachd  
agus nan Eilean

## Research Excellence Framework 2021

### Staff Eligibility Scoping Exercise Guidance Notes

Originally published December 2017 University of the Highlands and Islands  
Executive Office Ness Walk Inverness IV3 5SQ

*Endorsed by REF Managers Group 08/12/17*

#### Introduction

In looking forward to REF2021 and taking account of the recently published guidance around 'All research active staff in' it has become clear that the University of the Highlands and Islands requires to put in place a process to identify those staff members meeting the currently available REF2021 criteria defining 'significant responsibility' for undertaking research in the institution and who are therefore likely to fall within the inclusion parameters outlined for the REF2021 exercise.

The steps noted below essentially summarise the actions necessary to secure background data on research active staff from around the partnership and are based on those identified and agreed in various internal fora, including **Partnership Council** via the acting Vice Principal (Research) paper REF2021: 'All research active staff in'.

Various criteria, based on earlier REF2014 guidelines, and lifted from the guidance currently available for REF2021, will be used as a starting point to assist line, and senior, managers gauge who could be deemed at present to have 'significant responsibility' for research within the university and who would therefore be eligible (or otherwise) for REF2021 submission.



## **Next steps**

### **Step 1 – Line manager/Academic Partner Research Active staff meetings**

(From 15 January 2018 – 30 April 2018)

*Individual line managers in each academic partner are tasked with arranging individual meetings with all those research active individuals in their academic area within the timeframe noted above and, through discussion with them, completing and agreeing form **REF2021 (A)** to ascertain which of the currently available inclusion criteria they do, **or do not**, meet.*

Page | 136

### **Step 2 – Line managers/Academic Partner Senior Research Lead Manager meeting**

(From 30 April 2018 – 31 May 2018)

*On concluding their meetings with all those research active individuals falling under their management area, each line manager involved should arrange to meet with their academic partner's identified senior lead (with responsibility for research) alongside a senior member of the Research Office to scrutinize the information gathered at Step 1.*

*Working together, they should complete and agree form **REF2021 (B)**, thereby compiling a concise return of those research active staff in the academic partner who do, **or do not**, meet the currently available REF2021 inclusion criteria and proposing an appropriate UoA for each.*

*Form **REF2021 (B)**, should also be used to record the data for former employees with research outputs in PURE to confirm that whilst employed at UHI or within any of its academic partners they too met the criteria for inclusion in the university's REF2021 submission.*

### **Step 3 – Response collation**

*On concluding the above steps in the exercise the senior research lead involved in each academic partner should, **by the 7<sup>th</sup> June 2018**, submit all completed individual **REF2021 (A)** forms and the academic partner **REF2021 (B)** form to the REF 2021 administrator ([Margaret.little@uhi.ac.uk](mailto:Margaret.little@uhi.ac.uk)) for collation.*

### **Step 4 - VPR/Academic Partner Senior Research Lead Managers meeting**

*Once gathered from all academic partners, the Vice-Principal (Research) will proceed, **by the 15<sup>th</sup> June 2018**, to convene a meeting with all academic partner senior research lead managers, as per his REF2021: 'All research staff in' paper, to confirm the final decisions about those staff members meeting the currently available eligibility criteria and who should therefore be included in UHIs REF2021 submission.*

### **Step 5 – Agreeing Unit Allocation**

*Following the decisions reached on inclusion at Step 4 (the VPR/Academic Partner Senior Research Lead Managers meeting) UoA leads will be consulted via the REF managers Group regarding the identified UoA's for each staff member.*

## Criteria A – Employment Contract

Defined for the purposes of this exercise as academic member of staff who is either on a research only contract or a teaching and research contract, or is on a teaching contract **but** is bought out of this for significant research activity. For the purposes of this exercise a ‘contract’ would include job descriptions.

## Criteria B – Independent researcher status

The term ‘independent researcher’ as defined in the 2014 REF exercise, does not normally include research assistants nor early career researchers unless they are operating as principal investigator or equivalent on a research grant or significant piece of research work.

## Criteria C – Time commitment

‘Significant responsibility for research’ will be defined in the REF2021 exercise as an individual who undertakes research activity for a minimum of 0.2fte for a full-time employee (or pro-rata).

## Criteria D – Knowledge exchange equivalence

Encompasses individuals undertaking knowledge exchange activity which leads to public output which can reasonably be deemed to be research equivalent;

## Criteria E – Funded research

Encompasses individuals who normally undertake funded research (either through formal remission or funded research projects);

### PLEASE NOTE\*

Further guidance from the REF2021 team around the definition of both ‘independent’ research and ‘significant responsibility’ for research is expected during 2018, but in the interim period and in anticipation of the final guidance, for the purpose of this exercise the university has made the decision to base its scoping exercise on the guidance currently available whilst recognising that there may be a need to revisit the outcomes of the scoping exercise as and when more guidance becomes available.

It should also be noted that staff members undertaking scholarly activity exclusively to underpin teaching practice would not normally be eligible for submission in the REF2021 exercise.

## REF2021 (A) – Individual questionnaire

(To be completed by academic partner line managers in discussion with individual members of research active staff)

NAME:

JOB TITLE/DEPARTMENT:

EMAIL:

ORCID:

Page | 138

Please indicate whether this staff member potentially meets the currently available eligibility criteria\* defining significant responsibility for research at UHI by inserting either a tick ( ✓ ) or a cross (X) in each of the five undernoted criteria and highlighting as appropriate in columns A and B.

A Employment category*	B Researcher category*	C Time commitment	D Knowledge exchange	E Funded research
Defined as: <ul style="list-style-type: none"> <li>Research only contract</li> <li>Teaching &amp; Research contract</li> <li>Teaching contract (with research buy out)</li> <li>Teaching only contract</li> <li>Research expectation explicit in job description</li> </ul> <i>*Please highlight as appropriate</i>	Defined as: <ul style="list-style-type: none"> <li>Independent research lead</li> <li>Research Assistant + <input type="checkbox"/> Early Career Researcher +                      (+ Research Assistants and Early Career Researchers are likely only to be in scope if they meet the REF 2014 national criteria as primary investigator or equivalent on significant research grant/research work. REF 2021 criteria are not yet available. If claiming RA+ or ECR+ status please record start date of said status in comments box below.</li> </ul> <i>*Please highlight as appropriate</i>	Please note FTE spent undertaking research in green box below. <div style="background-color: #92d050; width: 50px; height: 20px; margin: 10px auto;"></div> (0.2 fte minimum required for full time employee)	Defined as: <input type="checkbox"/> Undertaking knowledge exchange activity which leads to public output which can reasonably be deemed to be research equivalent	Defined as: <input type="checkbox"/> Normally undertaking funded research (either through formal remission or funded research projects)

Comments:

Please insert any background information you think might prove helpful in providing further context in regard to eligibility.

Print name.....

Print name.....

Page | 139

Signed ..... (Staff member)

Signed ..... (Line manager)

**\*Please see page 4 in Research Excellence Framework 2021 Staff Eligibility Scoping Exercise Guidance Notes**

**Date: DD/MM/YYYY**

## REF2021 (B) Collated Research Active Staff Return by Academic Partner

(To be completed by the senior lead with responsibility for research in conjunction with academic area line managers)

Name	Criteria A Employment category	Criteria B Researcher category	Criteria C Time commitment	Criteria D Knowledge exchange deemed research equivalent	Criteria E Normally undertakes funded research	Proposed UoA	Comments:	Page
								140

Recognising that the currently available eligibility criteria for inclusion in REF2021 as noted above is pending further guidance and therefore subject to update\* please find above the research active staff return from (*please insert academic partner name here*) In due course and pending further eligibility guidance from the REF2021 team eligible staff should be included in submissions within the Units of Assessment as indicated.

Senior research lead signature..... (*Please insert job title here*)

Line manager signature..... (*Please insert job title here*)

Date: .....

**\*Please see page 4 in REF 2021 staff eligibility scoping exercise guidance notes**

## APPENDIX D - Preparing for REF2021

### Introduction

As you may well know, following Professor Ian Bryden's passing at the end of November 2016, I have been asked to take on the role of Acting Vice-Principal Research (alongside my substantive role of Assistant Principal for Curriculum Growth) for an initial period of six months until the end of June 2017. A key task during this period will be to continue to develop arrangements and architecture relating to the University's preparation for REF2021. I am therefore writing to outline how I would like us to work together to progress this key strategic area which has clear implications for our future research funding across the institution.

Page | 141

### Context

At this point in time there are a number of contextual considerations, both internally and externally that we need to take into account.

- Following the Stern report, as you will no doubt recall, the consultation on the shape of REF2021 is now underway. It is reasonable to expect that following consultation we shall know more about key components of the framework by mid-summer 2017. It is not anticipated that detailed guidance will be issued until 2018.
- We clearly cannot wait until the national guidelines are published before we commence structured REF preparations.
- Whilst all elements of the national framework will be of interest to us, the most important element relates to whether or not "all academic staff" will be included in the REF, and if so on what exact basis academic staff are to be defined, and how many outputs will be required for each staff member.
- Given the current ambiguity at national level, we should plan at this stage on the assumption that "all academic staff" who are involved in producing research output will be required by dint of the national framework to be included in the REF. In effect this will mean that compared with the REF2014, there *may* eventually be a requirement to include a broader range of subject areas, including units related to theology, art and design, and music, drama and performing arts. At this stage we do not know the degree of flexibility which universities will have to decide which areas should be included and using any definition of "all academic staff", exactly what the criteria will be in regard to the inclusion of academic staff.
- A further consideration is that the definition of the academic staff list will, in all probability, be derived from Universities' HESA return. This creates a particular challenge for us, as due to the nature of our partnership, it is not straightforward to create a HESA return due to multiple employers. In the past we have negotiated with SFC who have supported our case for the distinctive nature of our University to be recognised as the staff list is worked up. We will need to come to a decision as to how to approach this issue within the context of REF2021 which is likely to be rather different to REF2014. An additional challenge regarding our HESA return is that REF2021 may move to allocating individual UoA's based on the HESA researcher subject category – in other words we lose the ability to choose which UoA's we submit to.
- Whatever the outcome of the national deliberations, our PURE database is a key tool, and Stuart Knight has an important contribution in working with staff to progress all matters connected with its population including technical system support, system training for staff working in the REF2021 module, liaison with UKRI systems team and providing reporting of our position.

- We need to plan for a REF audit in 2017/18, involving external assessors, and we also need to plan for a more formal mock REF in 2018/19. But the key point is that we need to monitor our preparation throughout the preparation period.
- Within our strategic plan, a KPI relates to a 25% increase in the number of research staff (ftes) to be included in the REF, beyond the 81 baseline in 2013/14. The REF guidelines will provide a context for how this target will be met.

### Key Actions

1. I am planning to convene a **REF Management Group** which will meet on a roughly two monthly basis. This would not be a formal committee and ultimate decisions about UHI's REF submission would need to be made by high level committees and the Vice-Chancellor. Within this context I would propose the undernoted as key strands of the remit for this group:
  - To receive information on the national guidelines and to deliberate on key aspects relating to UHI's REF preparation;
  - To identify high level actions which will benefit the University's REF preparation, including arrangements for the REF audit;
  - To monitor the implementation of UHI's agreed REF preparation strategy, identifying where intervention and support is required;
  - To provide advice and recommendations to formal committees with an interest in matters connected to the REF.

I would anticipate that due to the "all academic staff" context, the initial (suggested) *membership* of this group should reflect a broad range of UOAs, as follows:

#### **Research Office staff:**

Neil Simco (**Chair**)

Michael Rayner

Stuart Knight (in attendance for specific items)

Iona Macdonald (Clerk)

#### **Head of Knowledge Exchange**

Joe Irvine

#### **Health Professions, Dentistry, Nursing, Pharmacy**

Ian Megson

#### **Earth Systems and Environmental Sciences (including Energy)**

Sheila Heymans

#### **Geography, Environmental Studies and Archaeology**

Martin Price

Colin Richards

#### **Education**

Keith Smyth

#### **Area Studies**

Donna Heddle

**Modern Languages and Linguistics**

Conchúr Ó Giollagáin

**History**

Iain Robertson

Page | 143

**Theology**

Jamie Grant

**Art and Design**

Anne Bevan

**Music, Drama and Performing Arts**

Mark Sheridan

2. The **four research clusters** have a role too in the preparation of the University's REF submission, whilst it is also true that their remit is wider than the REF. It is important that the research clusters are informed both about the national guidelines, but also the internal arrangements as these are defined. Accordingly I am planning to convene open meetings with the research cluster members twice during the course of 2016/17, in February/March and May/June, to ensure that all staff are briefed about current REF developments.
3. Working with Ian Bryden, Stuart Knight had already begun the process preparing for a UHI **REFaudit** via PURE, and this is something that will need to continue throughout the build up to REF2021. We will need to get to the point where we have reviewed, rated, rejected/accepted and compliance re-checked outputs. In order to achieve this 1 to 1 sessions between Stuart and the REF output review team will be held to familiarise colleagues with the PURE REF module. I attach a paper which Stuart and prepared which provides more detail about this, the full list of the review team based on previous discussions with Ian Bryden is on the attached appendix, and the suggested REF Management group are marked in red.
4. A specific task is to prepare UHI's response to the REF2021 consultation document. Michael Rayner will be preparing this, using, of course, his extensive experience and knowledge of the REF.
5. A further short order task will be to consider how we ensure that, within a context of limited resources in the University, there is an appropriate level of staff resource to progress all aspects of REF preparation/oversight on a day to day basis. I shall be having discussions with Crichton Lang, Michael Rayner and Stuart Knight in order to progress this but I anticipate that this will have to be through utilising existing resource across the University.

**Professor Neil Simco**

**Assistant Principal for Curriculum Growth and Acting Vice Principal (Research)**

**18<sup>th</sup> January 2017**



## APPENDIX E - UHI COMMITTEES AND GROUPS WITH REF RESPONSIBILITIES

A range of information relating to various individuals and groups/committees that are, or will be, associated with the University of the Highlands and Islands preparations for REF 2021 can be found in Section 3 of this code of practice. This appendix provides more of the detail on these committees and notes specifically their relationship with the Research Excellence Framework (REF).

RKEC, RMG and RCAT for example have specific designated responsibilities to the REF noted in their terms of reference whilst for Partnership Council; REF would be part of its overall university remit.

Academic Councils' exist in most other universities so its involvement with REF would only be as part of its overall university remit, therefore, there is no requirement to provide further detail in this appendix.

1) Research and Knowledge Exchange Committee (RKEC)

2) REF Management Group (RMG)

3) REF Core Administration Team (RCAT)

4) UHI Partnership Council (PC)

\*\*\*\*\*

5) UHI Academic Council (AC)

\*\*\*\*\*

### 1) Research and Knowledge Exchange Committee (RKEC)

#### **Role and remit**

This committee, introduced by the Vice-Principal (Research and Impact) when he came into post in 2018 is the primary formal committee within the university's governance structure that considers research-related issues and items. At the time of its inception, the Vice-Principal (Research and Impact) took great care to ensure that there was balance on the committee in terms of not only gender but also the spread of subject disciplines and academic partner representation. Charged with devising a research development plan for the university, the committee develops and promotes the university's strategies for research, knowledge exchange and commercialisation and audits and monitors the quality and compliance of research.

1. To endorse university strategy for research and knowledge exchange for approval at Academic Council and Partnership Council as appropriate taking full account both the external and internal environment for research and knowledge exchange;
2. To endorse research and knowledge exchange policies and procedures for recommendation to Academic Council and Partnership Council as appropriate;

3. In relation to the REF, to decide on key institutional approaches to preparation, drawing on the work of the REF Management Group;
4. To endorse the draft REF submission for progression to Academic Council and institutional sign-off;
5. To monitor achievement against key performance indicators pertaining to research and knowledge exchange activity, including UIF;
6. To receive operational plans from the research clusters and provide advice and support to these;
7. Within available budgets for research and knowledge exchange, where appropriate consider options for the deployment of resources to support research and knowledge exchange;
8. To endorse proposals for new research centres and institutes from time to time.

### **Membership**

#### **Chair:**

*Vice-Principal (Research and Impact), UHI*

#### **Members:**

*Dean of Research*

*Vice-Principal (Enterprise)*

*Head of Knowledge Exchange, UHI*

*Chair of the Health and Wellbeing Research Cluster*

*Chair of the Marine Environment, Science and Engineering Research Cluster (MESE)*

*Co-Chairs of the Humanities and Arts Research Cluster (HARC)*

*Chair of the Society, Identity, Landscape and Knowledge Research Cluster (SILK)*

*Four research active academic staff*

*2 x Professors of the University, not represented in other membership categories*

*2 x Chairs of Academic Partner Research/Knowledge Exchange Committees*

*HISA representative (Student Association)*

*PA to the Vice-Principal (Research and Impact) (Clerk)*

### **Mode of operation**

Typically meets quarterly.

### **Record keeping and administration**

In advance of each meeting and through consultation with committee members as necessary, an agenda consisting of matters arising from previous meetings, substantive new items for consideration and notes and minutes from other research groups is drafted by the Chair, in liaison with the PA to the Vice-Principal (Research and Impact).

Papers are prepared and presented by the various members of the committee, as required. These are specific to the tasks and responsibilities relating to the committee that they hold. Formal minutes are taken during the meeting by the PA to the Vice-Principal (Research and Impact) and subsequently circulated to the wider group membership. These minutes also feed into the university's Academic Council

***To see where RKEC sits within the wider UHI management structure, please see page 124***

\*\*\*\*\*

## 2) REF Management Group (RMG)

### **Role and remit**

This informal advisory group, initiated by the Vice-Principal (Research and Impact) in January 2017, was set up specifically to help the university prepare for REF 2021 submission. Its proposed role and remit was:

- to receive information on the national guidelines and deliberate on key aspects relating to UHI's REF preparation;
- to identify high level actions that would benefit the University's REF preparation, including arrangements for the REF audit due to take place in November 2017;
- to monitor the implementation of UHI's agreed REF preparation strategy and identify where intervention and support was required and;
- to provide advice and recommendations to formal committees with an interest in matters connected to the REF.

The membership of the UHI REF Management Group (RMG) membership consists of up of those staff in UHI Executive Office with the core leadership and administrative responsibility for REF 2021 alongside designated UOA Leads and a number of senior research managers from across the academic partnership.

### **Membership**

#### **Chair:**

*Vice-Principal (Research and Impact), UHI*

#### **Members:**

*Dean of Research*

*Head of Knowledge Exchange, UHI*

*Thirteen senior academics and managers from across the university partnership, nine of whom are also designated Unit of Assessment leads.*

*Research Information Systems Officer*

*Research Administrative Officer (Clerk)*

### **Mode of operation**

Typically meets every 6 weeks.

Page | 147

### **Record keeping and administration**

An agenda consisting of matters arising from previous meetings and new substantive items for consideration is drafted by the Chair in liaison with the Research Administrative Officer in advance of each meeting and through consultation with team members as necessary. Papers are prepared and presented by the various members of the group during meetings as required and specific to the tasks and responsibilities relating to REF 2021 that they hold. The Research Administrative Officer takes action notes, which are subsequently circulated to the group membership and fed into the Research and Knowledge Exchange Committee (RKEC).

***To see where RMG sits within the wider UHI management structure, please see page 124***

\*\*\*\*\*

## **3) REF Core Administration Team (RCAT)**

### **Role and remit**

To oversee the implementation and proper management of agreed actions in relation to REF 2021. The Vice-Principal (Research and Impact) initiated this informal operational group in December of 2017 with the approval of UHI REF Management Group (RMG). The RCAT is not a decision making body in itself but aims to help the institution co-ordinate its operational approach to REF preparations. The RCAT membership is made up of those staff in UHI Executive Office with the core leadership and administrative responsibility for REF 2021 with the addition of two members of staff from the university's academic partners to ensure appropriate representation.

### **Membership**

#### **Chair:**

*Vice-Principal (Research and Impact)*

#### **Members:**

*Dean of Research,*

*Head of Research Development from Inverness College UHI,*

*Research co-ordinator from Perth College UHI,*

*Research Information Systems Officer,*

*Research Administrative Officer (Clerk).*

**Mode of operation** – *Typically meets every 6 weeks, usually in the week following UHI REF Management Group.*

#### **Record keeping and administration**

An agenda of items for consideration is drafted by the Chair in liaison with the Research Administrative Officer ahead of each meeting, and through consultation with team members as necessary. Papers are prepared and presented by various members of the group, as required. Action notes are taken during the meeting by the Research Administrative Officer and subsequently circulated to the wider team.

Page | 148

***To see where RCAT sits within the wider UHI management structure, please see page 124.***

## **4) Partnership Council**

#### **Role and remit**

Partnership Council meets monthly, and is responsible for planning, development or operational matters delegated to it by the court. It is made up of the principals and directors of academic partner colleges and research institutions and chaired by the university principal and vice-chancellor. Other members include the deputy principal, the chief operating officer and secretary, the university vice-principals, an elected university staff member, and the president of the Highlands and Islands' Student Association.

The committee is subject to overall authority and approval of court

#### **Membership**

##### ***Chair:***

*UHI Principal and Vice-Chancellor*

##### ***Members:***

*UHI Deputy Principal*

*UHI COO and Secretary*

*Vice Principal Further Education*

*Vice Principal (Research and Impact)*

*Vice Principal Tertiary*

*Vice-Principal (Strategic Harmonisation and Organisational Efficiencies)*

*Vice-Principal (International and External Engagement)*

*Elected University Staff Member*

*President of Highlands and Islands Student Association (HISA)*

*Principal and Chief Executive - Argyll College UHI*

*Principal - Highland Theological College UHI*

*Principal and Chief Executive - Inverness College UHI*

*Principal - Lews Castle College UHI*

*Principal - Moray College UHI*

*Acting Joint Principal - NAFC Marine Centre UHI and Shetland College UHI*

*Principal - North Highland College UHI*

*Principal - Orkney College UHI*

*Principal - Perth College UHI*

*Principal - Sabhal Mòr Ostaig UHI*

*Director - Scottish Association for Marine Science UHI*

*Principal - West Highland College UHI*

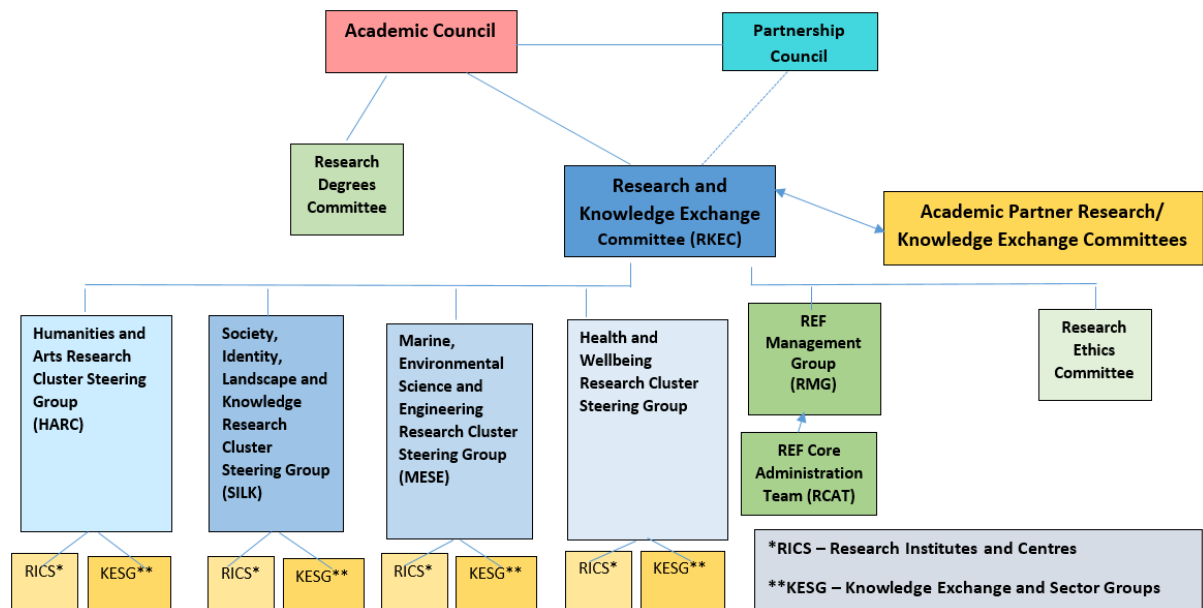
*Head of Governance and Records Management (Clerk)*

*The Director of Corporate Resources and Dean of Arts, Humanities and Business and Dean of Science, Health and Engineering attend for specific agenda items as appropriate.*

#### **Record keeping and administration**

The agenda for Partnership Council consists of matters arising, standing items (individual portfolios) and any new items for consideration. Papers are prepared and presented by various members of the council, as required. Formal minutes are taken during the meeting, normally by the Head of Governance and Records Management, and subsequently circulated to the wider group.

## Schematic for REF-related decisions and approvals



## APPENDIX F – Standard Template:Output Selection

[illegible]



## APPENDIX G – REF 2021 Reduction Request Process

### INDIVIDUAL STAFF CIRCUMSTANCES

Page | 152

This document is being made available to all Category A staff whose outputs are eligible for submission to REF2021 (see '[Guidance on submissions](#)'<sup>44</sup>, paragraphs 117-122). As part of the university's commitment to supporting equality and diversity in REF, we have put in place safe and supportive structures for staff to declare information about any equality-related circumstances that may have affected their ability to research productively during the assessment period (1 January 2014 – 31 July 2020), and particularly their ability to produce research outputs at the same rate as staff not affected by circumstances. The purpose of collecting this information is threefold:

- To enable staff who have not been able to produce a REF-eligible output during the assessment period to be entered into REF where they have;
  - circumstances that have resulted in an overall period of 46 months or more absence from research during the assessment period, due to equality-related circumstances (see below)
  - circumstances *equivalent* to 46 months or more absence from research due to equality-related circumstances
  - two or more qualifying periods of family-related leave.
- To recognise the effect that equality-related circumstances can have on an individual's ability to research productively, and to adjust expectations in terms of expected workload / production of research outputs.
- To establish whether there are any Units of Assessment where the proportion of declared circumstances is sufficiently high to warrant a request to the higher education funding bodies for a reduced required number of outputs to be submitted.

### Applicable Circumstances

A summary of the applicable personal circumstances that are being recognised by the National REF Team in this way for REF 2021 can be found below but for further and more detailed information, please see REF 2019/01 Guidance on submissions, paragraphs 151 to 201.

- a. Qualifying as an early career researcher. ECRs are defined as members of staff who meet the definition of Category A eligible on the census date, **and** who started their careers as independent researchers on or after 1 August 2016. (i.e. this is not related to a person's actual age)

---

<sup>44</sup> <https://www.ref.ac.uk/publications/guidance-on-submissions-201901/>

- b. Absence from work due to secondments or career breaks outside of the HE sector.
- c. Qualifying periods of family-related leave
- d. Junior clinical academic staff who have not gained a Certificate of Completion of Training(CCT) or its equivalent by 31 July 2020
- e. Circumstances with an equivalent effect to absence, that require a judgement about the appropriate reduction in outputs, which are:
  - i. Disability
  - ii. Ill health, injury, or mental health conditions.
  - iii. Constraints relating to pregnancy, maternity, paternity, adoption or childcare that fall outside of – or justify the reduction of further outputs in addition to – the allowances set out in Annex L of REF 2019/01 Guidance on Submissions<sup>45</sup>.
  - iv. Other caring responsibilities (such as caring for an elderly or disabled family member).
  - v. Gender reassignment.
  - vi. Other circumstances relating to the protected characteristics listed in REF 2019/03<sup>46</sup>, Table 1, or relating to activities protected by employment legislation.
  - vii COVID-19 related circumstances (REF6a only)<sup>47</sup>

As part-time working is taken account of within the calculation for the overall number of outputs required for the unit, which is determined by multiplying the unit's FTE by 2.5, reduction requests on the basis of part-time working hours should only be made exceptionally.

It should also be noted that academic and academic-related duties that might be expected to be undertaken by any member of academic staff, including teaching and administration duties, are not regarded as sufficient explanation in themselves for insufficient quantity of output relative to the

<sup>45</sup> [https://www.ref.ac.uk/media/1092/ref-2019\\_01-guidance-on-submissions.pdf](https://www.ref.ac.uk/media/1092/ref-2019_01-guidance-on-submissions.pdf)

<sup>46</sup> [https://www.ref.ac.uk/media/1086/ref-2019\\_03-guidance-on-codes-of-practice.pdf](https://www.ref.ac.uk/media/1086/ref-2019_03-guidance-on-codes-of-practice.pdf)

<sup>47</sup> As well as effects due to applicable circumstances (such as ill health, caring responsibilities), this includes other personal circumstances related to COVID-19 (such as furloughed staff, health-related or clinical staff diverted to frontline services, staff resource diverted to other priority areas within the HEI in response to COVID-19); and / or external factors related to COVID-19 (for example, restricted access to research facilities).

standard requirement for the submission of one published output across the assessment period (in a form relevant to the discipline area).

If your ability to research productively during the assessment period has been constrained due to one or more of the circumstances noted above, you are requested to complete the attached form. Further information can be found paragraph 160 of the Guidance on Submissions (REF 2019/01). Completion and return of the form is voluntary, and individuals who do not choose to return it will not be put under any pressure to declare information if they do not wish to do so. This form is the only means by which the University will be gathering this information; we will not be consulting HR records, contract start dates, etc. You should therefore complete and return the form if any of the above circumstances apply and you are willing to provide the associated information.

## Data Protection

### Ensuring confidentiality: Internally

All information relating to personal circumstances declared by staff will be used strictly for consideration in relation to the REF 2021 Reduction Request Process and will be handled and stored in compliance with current data protection legislation – General Data Protection Regulation (EU) 2016/679 and the Data Protection Act 2018 – and all other legal obligations. As detailed in the process laid out in the university's code of practice, the information declared relating to personal circumstances will be kept confidential to the Head of UHI Human Resources, the Vice-Principal (Research and Impact), and the Unit of Assessment lead, the UHI Equality and Diversity Advisor and the Research Information Systems Officer in his capacity as UHI REF submission system administrator

If the institution decides to apply to the funding bodies for either form of reduction of outputs (removal of 'minimum of one' requirement or unit circumstances), we will need to provide UKRI with data that you have disclosed about your individual circumstances, to show that the criteria have been met for reducing the number of outputs. Please see the ['Guidance on submissions'](#) document (paragraphs 151-201) for more detail about reductions in outputs and what information needs to be submitted.

### Anonymising your data

Staff declaring personal circumstances should note that whilst a full version of their declaration form will be used to inform decision making internally, any declarations subsequently submitted to the REF team for scrutiny, as part of the reduction request process, will be allocated a case number only and will be redacted to remove all personal details such as name, place of work or email.

### Ensuring confidentiality: Externally

Information submitted as part of the REF 2021 Reduction Request Process will be kept confidential to the National REF team, the Equalities and Diversity Advisory Panel (EDAP) and the main panel chairs, all of whom are bound by confidentiality requirements in respect of all information contained in submissions. No information relating to individual circumstances will be published by the National REF Team and it will be destroyed on completion of the REF in December 2021.

## Changes in circumstances

The university recognises that staff circumstances may change between completion of the declaration form and the census date (31 July 2020). If this is the case, then staff should contact the Head of UHI Human Resources to provide the updated information.

## INDIVIDUAL STAFF CIRCUMSTANCES DECLARATION FORM

*In line with the UHI process for declaring circumstances detailed on page 21 of the UHI Code of Practice for REF 2021, staff wishing to declare their individual staff circumstance should in the first instance submit this form to the Head of UHI Human Resources under confidential cover.*

Page | 156

<b>Name</b>	
<b>Department</b>	
<b>Unit of Assessment</b>	

### **SECTION ONE:**

***Please select from the following four options:***

Do you have a REF eligible output published between 1 January 2014 and 31 July 2020    Yes/No

☐ I have individual circumstances that I wish to make known but I am not seeking a reduction in outputs. (Please complete sections two and three)

### **UOA Level Reduction.**

☐ Noting the applicable personal circumstances that are being recognised by the National REF Team for REF 2021 in completing this form I wish to make known information concerning my personal circumstances that I believe has constrained my ability to work productively throughout the REF 2021 Assessment Period.

### **Individual Level Reduction (Removing the required minimum of one output)**

☐ Noting the applicable personal circumstances that are being recognised by the National REF Team for REF 2021 in completing this form I wish to make known information concerning my **exceptional** personal circumstances that I believe has restricted my ability to produce outputs throughout the REF 2021 Assessment Period.

(Please now complete sections two, three and four)

## **SECTION TWO:**

***Please select as appropriate:***

☐ I would like to be contacted by a member of the UHI human resources staff to discuss my circumstances and requirements and/or the support provided by UHI (*note: this may require further discussion with the HR section in the host Academic Partner. Ticking this box confirms that this may take place*). My contact details for this purpose are:

Page | 157

<b>Email</b>	
<b>Telephone</b>	
<b>Preferred method of communication</b>	

☐ I do **not** wish to be contacted by a member of UHI human resources staff

## **SECTION THREE:**

I wish to make the University aware of the following circumstances which have had an impact on my ability to produce outputs or work productively between 1 January 20 to 31 December 2020.

**Please provide information required on relevant circumstance/s and continue onto a separate sheet of paper if necessary:**

<b>Circumstance</b>	<b>Information required</b>
Early career researcher (started career as an independent researcher on or after 1 August 2016)	<i>Date on which you became an early career researcher.</i>
<b>Information</b>	
Absence from work due to secondment or career break outside of the higher education sector	<i>Dates and duration in months</i>

<b>Information</b>	
Maternity leave, statutory adoption leave, or additional paternity leave (taken by partners of new mothers or co-adopters)	<i>For each period of leave, state the nature of leave taken and the dates and duration in months</i>
<b>Information</b>	
Junior clinical academic staff who have not gained Certificate of Completion of Training by 31 July 2020 <b>[Delete as appropriate: applies to specific units of assessment within Panel A]</b>	<i>Please place a tick in this box if the circumstance applies:</i>
<b>Information</b>	
Disability (including chronic conditions)	<i>Please include nature/name of condition, periods of absence from work, and periods at work when unable to research productively. Total duration in months.</i>
<b>Information</b>	
Mental health condition	<i>Please include nature/name of condition, periods of absence from work, and periods at work when unable to research productively. Total duration in months.</i>
<b>Information</b>	
Ill health or injury	<i>Please include nature/name of condition, periods of absence from work, and periods at work when unable to research productively. Total duration in months.</i>

<b>Information</b>	
Constraints relating to pregnancy, maternity, breastfeeding, paternity, adoption or childcare <b>in addition to</b> the period of maternity, adoption or additional paternity leave taken.	<i>Please include type of leave taken and a brief description of additional constraints, periods of absence from work, and periods at work when unable to research productively. Total duration in months.</i>
<b>Information</b>	
Other caring responsibilities (including caring for an elderly or disabled relative)	<i>Please include the nature of the responsibility, periods of absence from work, and periods at work when unable to research productively. Total duration in months.</i>
<b>Information</b>	
Gender reassignment	<i>Please include periods of absence from work, and periods at work when unable to research productively. Total duration in months.</i>
<b>Information</b>	
Any other exceptional reasons e.g. bereavement, or relating to protected characteristics or relating to activities protected by employment legislation (but not including teaching or administrative work)	<i>Please include brief explanation of reason, periods of absence from work, and periods at work when unable to research productively. Total duration in months.</i>
<b>Information</b>	
COVID-19 (Applicable only where requests are being made for the removal of the minimum of one requirement)	<i>Please include: periods of absence from work, and periods at work when unable to research productively. Total duration in months.</i>



	The overall impact of the COVID-19 effects should be considered in combination with other applicable circumstances affecting the staff member's ability to research productively throughout the period.
Information	

#### **SECTION FOUR:**

**Please select as appropriate:**

☐ I confirm that the information provided is a true and accurate description of my circumstances as of the date noted below.

☐ I realise that the information provided above will be used for REF purposes and will be seen by the Head of UHI Human Resources, the Vice Principal (Research and Impact), the designated Unit of Assessment Lead, the UHI Equality and Diversity Advisor and the UHI Research Information Systems Officer in his capacity as UHI REF submission system administrator.

☐ I realise that it may be necessary to share information with the UK funding bodies' REF team, who will make the information available to REF panel chairs and the Equality and Diversity Advisory Panel. [Delete if not applicable: I recognise that if a joint submission is made, information may be shared with another institution.] Where permission is not provided UHI will be limited in the action it can take.

To view the university's privacy notice for REF 2021 please see Appendix H of the UHI REF 2021 code of practice or access it online via the REF 2021 area of the UHI website here:

<https://www.uhi.ac.uk/en/research-enterprise/ref/ref-info/>

Signature: \_\_\_\_\_ Date: .....

PRINT NAME (CAPS): \_\_\_\_\_

Staff member's Academic Partner affiliation: \_\_\_\_\_

**FOR OFFICIAL USE ONLY**

Following consideration of the personal circumstances described above, the UHI REF Special Circumstances Panel:

☐ (1) Will progress consideration of the staff member's inclusion in the REF submission with \_\_\_\_\_ **[insert number]** of research outputs. Rationale for the proposed number of outputs:

Page | 161

*E.g., this decision is based on the tariffs outlined in the guidance on submissions.*

☐ (2) Requires further information on the circumstances described, as follows:

*E.g., please provide information from your occupational health assessment on the effectiveness of reasonable adjustments provided.*

☐ (3) Does not feel that the staff member meets the criteria outlined within the REF 'Panel criteria and working methods' for submitting less than one research output. The reason(s) for this decision are:

*E.g., circumstances detailed are not recognised within the assessment framework and guidance on submissions.*

Signature: ..... Date: .....

UHI Vice Principal (Research and Impact)

Signature: ..... Date: .....

(Head of UHI Human Resources)

-----  
*The completed form should be submitted electronically, and under strictly confidential cover, to the Head of UHI Human Resources, [Chris.Sellers@uhi.ac.uk](mailto:Chris.Sellers@uhi.ac.uk)*

## APPENDIX H - Privacy Notice – REF 2021 data collection and submission (Staff)

The Data Controller of the information being collected is: The University of the Highlands and Islands (UHI), Executive Office, 12B Ness Walk, Inverness IV3 5SQ. Phone: 01463 279000.

Page | 162

For any queries or concerns about how your personal data is being processed you can contact the relevant Data Protection Officer at [dataprotectionofficer@uhi.ac.uk](mailto:dataprotectionofficer@uhi.ac.uk)

This privacy statement relates to the following purpose:

### UHI Research Excellence Framework 2021 participation

The purpose of the Research Excellence Framework 2021 (REF2021) is to assess the quality of UK research and to inform the selective distribution of public funds for research by the four UK higher education funding bodies. The REF is managed by the REF team, based at Research England (RE), on behalf of the four UK higher education funding bodies. RE is part of UK Research and Innovation (UKRI), and under this arrangement UKRI has the role of 'data controller' for personal data submitted by us to the REF. [Fair Processing Notice for staff submitted to REF 2021](#)

Your information will be used for the following processes:

Process 1: UHI REF Scoping - Administration of the staff eligibility scoping exercise	<p>UHI is participating in the Research Excellence Framework (REF) 2021 and therefore needs to assess and submit information about certain researchers and their research to the national REF team.</p> <p>The REF process only concerns researchers and, more specifically, those research staff within an institution with designated research responsibilities as defined by the REF eligibility criteria standards.</p> <p>UHI therefore needs to identify those of its staff who are eligible for REF submission i.e. they meet the REF defined criteria for having significant responsibility for research within the institution and it follows from this that once their eligibility has been confirmed their work can then be considered for inclusion in the university's REF submission too.</p> <p>This process of identifying all those eligible for submission to the REF is called 'staff eligibility scoping'.</p> <p>An initial exercise was conducted at UHI to identify potentially eligible staff and highlight these to the senior UHI staff responsible for our REF preparations. These staff were then included in the initial UHI REF 'register' of potentially eligible researchers. Subsequently, through a process of internal iteration, the 'staff eligibility scoping' exercise, these staff were</p>
--	---

	<p>involved in discussions to determine if they indeed met the eligibility criteria as laid out by the national REF team.</p> <p>Not all research or researchers will be identified as eligible for the university's final submission. Those with an interest in undertaking personal scholarly activity or undertaking scholarly activity to inform teaching or engaging solely in KE activities are not within scope for submission to REF 2021.</p> <p>The UHI team for administering the REF submission collects data about staff and their research and uses this to identify, from within the initial REF register and using the national REF team defined criteria those staff, and therefore research, that will, ultimately, be submitted to the REF (See Process 2: REF data Submission)</p>
<p>Process 2: REF data Submission – Submission of data about identified researchers and research outputs.</p>	<p>UHI is required to provide research outputs and associated information, including data about associated researchers, to the REF 2021 for the REF assessment of UHI to take place.</p> <p>Personal data about researchers included in UHI submission to REF 2021 will be sent, in 2021, to UKRI for the purpose of the REF 2021.</p> <p>This personal data about researchers that UHI sends to UKRI for the REF 2021 will not be in coded form. Your name and details such as your date of birth, Open Researcher and Contributor ID (ORCID), research groups, and contract dates will be provided along with details of your research. If you have declared individual circumstances and a request is made to allow a reduction in the number of outputs submitted, without penalty, some details of your personal circumstances will be provided.</p> <p>You can find further information about what data are being collected on the REF website, at <a href="http://www.ref.ac.uk">www.ref.ac.uk</a> in particular publication 2019/01, 'Guidance on submissions.</p>
<p>Process 3: Special circumstances - Administration of Special circumstances applications</p>	<p>When assessing research quality, the REF 2021 process takes into account the sizes of research departments and, using various metrics, considers how many research outputs might be expected from departments of certain sizes. UHI and the REF 2021 understand that in some circumstances researchers may not be able produce the number of research output that may be expected in ordinary circumstances.</p> <p>If researchers have been affected by such special circumstances, they can apply to have the normal research expectations altered to reflect the special circumstances.</p>

	<p>You may voluntarily disclose personal circumstances to your submitting unit, which could permit the university to submit your information to the REF without the 'minimum of one' requirement (without penalty), or to submit a reduced number of outputs without penalty. If (and only if) we apply either form of reduction of outputs, we will need to provide UKRI with individual-level data that you have -declared about your individual circumstances, to show that the criteria have been met for reducing the number of outputs. Please see the 'Guidance on submissions' document (paragraphs 151-201) for more detail about reductions in outputs and what information needs to be submitted.</p> <p>Submitted data will be kept confidential to the REF team, the Equalities and Diversity Advisory Panel, and main panel chairs. All these bodies are subject to confidentiality arrangements. The REF team will destroy the submitted data about individuals' circumstances on completion of the assessment phase.</p> <p>We will send to Research England a report that will include a summary of all voluntarily declared personal circumstances, whether or not they were used to reduce the output requirements. This report will only contain data in aggregated form and will not contain information that will identify individual members of staff.</p> <p>As noted in paragraph 96 of the UHI Code of Practice, staff should note that whilst a full version of their declaration form will be used to inform decision making internally, any declarations subsequently submitted to the REF team for scrutiny, as part of the reduction request process, will be allocated a case number only and will be redacted to remove all personal details such as name, place of work or email.</p> <p>As set out above, unless redacted, the information to be published by UKRI, on behalf of the four UK higher education funding bodies, will include a single list of all the outputs submitted by us. The list of outputs will include standard bibliographic data (including the author name) for each output, but will not be listed by author name.</p>
Process 4: Equality Impact Assessments	<p>The University of the Highlands and Islands is committed to equality of opportunity and non-discrimination in all aspects of its work and study. To this end, UHI conducts Equality Impact Assessments to ensure no implicit disadvantages face any individuals or groups. Such assessments are, in many cases, required by law.</p>

	<p>The UHI REF 2021 preparation process sees UHI identify eligible staff and select best quality outputs from this pool. The process of identifying the few research outputs that will be submitted to the REF from the body of eligible outputs is undertaken in stages:</p> <ul style="list-style-type: none"> <li>• REF register (Purpose 1)</li> <li>• Identification of eligible staff (Purpose 1)</li> <li>• Selecting outputs (Purpose 2)</li> <li>• Selecting 3* and 4* outputs (Purpose 2)</li> </ul> <p>At each stage, the number of researchers and research outputs reduces. UHI is required to assess the nature and characteristics of those researchers who do, or do not, qualify for the next stage of the process. This assessment is undertaken to determine whether there is any unintended bias present, or challenges being faced, which may adversely affect any individual or group.</p> <p>Should the EIA reveal any potential bias or disadvantage, this will provide evidence for further investigation including in relation to support, recruiting and contracting arrangements within individual disciplines.</p>
--	---

Our legal reasons for using the data are:

**To achieve the** **Process 1: UHI REF Scoping, Process 2: REF data submission,**  
**following Processes:**

---

**Our legal reason to use the data is:** Use is necessary for UHI to perform a task in the public interest or under official authority vested in us. That being the university's public task to fulfil its duties in terms of REF 2021 participation, thereby providing evidence that it is acting responsibly in terms of its use of public monies, whilst simultaneously conducting high quality research that has benefits for both the remote communities it serves and beyond.

---

**To achieve the** **Process 4: Equality Impact Assessments**  
**following processes:**

---

**Our legal reason to use the data is:** Use is necessary for UHI to comply with a legal obligation. That legal obligation being undertaking Equality Impact Assessments pursuant to the requirements of the Scottish specific public sector equality duties (Equality Act 2010) for new / significantly amended policies, processes and practices. UHI is also required to meet the general public sector equality duties (Equality Act 2010), to be mindful of the need to eliminate discrimination and stereotyping; ensure equality of opportunity between those who share a protected characteristic and those who do not; fostering good relations between those two categories.

The data being used for this process may also include special category (sensitive) data that you disclose during the process. We use this sensitive data under the following legal condition(s): Use is necessary for a matter of substantial public interest, that being identifying and keeping under review the existence or absence of equality of opportunity or treatment.

---

---

To achieve the following processes:

**Process 3: Special circumstances**

**Our legal reason to use the data is:** You have given consent to UHI and the REF team, and their agents, to process the personal data for the purpose of administering and auditing the fair application of the special circumstances process. Sharing of this data and onward use by UKRI and their agents is described in the 'data sharing' section of this privacy notice.

**The data being used for this process may also include special category (sensitive) data that you disclose during the process. We use this sensitive data under the following legal condition(s):**

You have given explicit consent to UHI and the REF team, and their agents, to process the personal data for the purpose of administering and auditing the fair application of the special circumstances process. Sharing of this data and onward use by UKRI and their agents is described in the 'data sharing' section of this privacy notice.

Page | 166

*Your data will, or may, be shared with the following recipients or categories of recipient:*

UHI will share your data with UK Research and Innovation (UKRI).

As part of the REF assessment UKRI may share or publish your data as follows:

UKRI data sharing:

UKRI may pass your data, or parts of it, to any of the following organisations that need it to inform the selective distribution of public funds for research and to carry out their statutory functions connected with funding higher education:

- Department for the Economy, Northern Ireland (DfE)
- Higher Education Funding Council for Wales (HEFCW)
- Scottish Funding Council (SFC).

Some of your data (Unit of Assessment, HESA staff identifier code and date of birth) will also be passed to the Higher Education Statistics Agency (HESA) to enable it to verify coded data returned to it as part of our HESA staff return (see [www.hesa.ac.uk](http://www.hesa.ac.uk)). Data returned to the REF will be linked to that held on the HESA staff record to allow UKRI and the organisations listed above to conduct additional analysis into the REF and fulfil their statutory duties under the Equality Act 2010 (England, Wales and Scotland) or the Northern Ireland Act 1998 (Northern Ireland). It should be noted that the organisational structure of UHI means this HESA verification exercise will only involve the data of those academic staff employed directly by UHI Executive Office as it is only they who are included in the UHI HESA staff return.

UKRI and the organisations listed above will use the information to analyse and monitor the REF2021. This may result in information being released to other users including academic researchers or consultants (commissioned by the funding bodies), to carry out research or analysis, in accordance with the Data Protection Act 2018 and the General Data Protection

Regulation (GDPR) (Regulation (EU) 2016/679). Where information not previously published is released to third parties, this will be anonymised where practicable.

UKRI will require that anyone who has access to your data, held in UKRI's records, paper or electronic, will respect its confidentiality and will only process it in accordance with instructions issued for the purposes specified by UKRI.

Parts of your data will be passed to the REF expert panels and the Equality and Diversity Advisory Panel (whose members are independent of UKRI) for the purpose of conducting a systematic evaluation of submissions, in accordance with predetermined criteria and methods. Panels will make judgments about the material contained in submissions and will not form quality judgments about individuals. All panel members are bound by confidentiality arrangements.

UKRI Data publication:

The results of the assessment exercise will be published by UKRI, on behalf of the four UK higher education funding bodies, in April 2022. The published results will not be based on individual performance nor identify individuals.

Those parts of submissions that contain factual data and textual information about research activity will also be published by UKRI, on behalf of the four UK higher education funding bodies and will be made available online. Published information is likely to include **textual information, including impact case studies, in which you may be referenced**. Your name, job title, and periods of employment may be included in this textual information. Other personal and contractual details, including your date of birth and all information about individual staff circumstances will be removed. .

As set out above, unless redacted, the information to be published by UKRI, on behalf of the four UK higher education funding bodies, will include a single list of all the outputs submitted by us. The list of outputs will include standard bibliographic data (including the author name) for each output, but will not be listed by author name.

Sharing data submitted in the personal circumstances process:

Submitted data will be kept confidential to the REF team, the Equalities and Diversity Advisory Panel, and main panel chairs. All these bodies are subject to confidentiality arrangements.

As noted in paragraph 96 of the UHI Code of Practice, staff should note that whilst a full version of their declaration form will be used to inform decision making internally, any declarations subsequently submitted to the REF team for scrutiny, as part of the reduction request process, will be allocated a case number only and will be redacted to remove all personal details such as name, place of work or email.

The REF team will destroy the submitted data about individuals' circumstances on completion of the assessment phase.

Your data will be retained for the following length of time:



Data processed for the following processes; **Process 1: UHI REF Scoping**, **Process 2: REF data submission**, **Process 3: Special circumstances** will be retained for the following period:

Personal data about you will be retained by UHI until the conclusion of the REF 2021 audit period. This audit period follows the REF submission date of the 31<sup>st</sup> of March. The audit period may last beyond the REF results publication in April 2022.

Data processed for the following process; **Process 4: Equality Impact Assessments** will be retained for the following period:

Personal data about you will be retained by UHI until the EIAs are completed. The EIAs will be completed by In the light of Covid-19, it is currently anticipated that the EIAs will be completed by January 2021

The following rights are your rights as a data subject:

- The right to rectification if the personal data we hold about you is incorrect
- The right to restrict processing of your personal data

The following rights apply only in certain circumstances:

- The right to withdraw consent at any time if consent is our lawful basis for processing your data
- The right to object to our processing of your personal data
- The right to request erasure (deletion) of your personal data
- The right to data portability
- The right to access your personal data

- To make an access request to UHI; to make a subject access request you can contact UHI's Data Protection officer at [dataprotectionofficer@uhi.ac.uk](mailto:dataprotectionofficer@uhi.ac.uk) or use the UHI online Subject Access Request request form [here](#).
- To make an access request to UKRI; Further information about the Act and GRPR, and guidance on making a subject access request, can be found on the Research England (RE) web-site at <https://re.ukri.org/about-us/policies-standards/foi-data-protection/>

If you have any concerns about your information being used by UKRI please contact:

Data Protection Officer,  
UK Research and Innovation,  
Polaris House,  
Swindon,  
SN2 1FL

[dataprotection@UKRI.org](mailto:dataprotection@UKRI.org)

You also have the right to lodge a complaint with the Information Commissioner's Office about our handling of your data. The Information Commissioner's Office website is available at: <https://ico.org.uk/your-data-matters/>

## APPENDIX I - Privacy Notice – REF 2021 data collection and submission (Non-Staff)

The Data Controller of the information being collected is: The University of the Highlands and Islands (UHI), Executive Office, 12B Ness Walk, Inverness IV3 5SQ. Phone: 01463 279000.

Page | 169

For any queries or concerns about how your personal data is being processed you can contact the relevant Data Protection Officer at [dataprotectionofficer@uhi.ac.uk](mailto:dataprotectionofficer@uhi.ac.uk)

This privacy statement relates to the following purpose:

### **Collection and use of case studies evidencing the impact of UHI for use in the REF 2021 assessment.**

The purpose of the Research Excellence Framework 2021 (REF2021) is to assess the quality of UK research and to inform the selective distribution of public funds for research by the four UK higher education funding bodies. The REF outcomes are used to calculate about £2 billion per year of public funding for universities' research, and affect their international reputations. The results also inform strategic decisions about national research priorities. The next REF will be undertaken in 2021.

The REF was first carried out in 2014, replacing the previous Research Assessment Exercise. It included for the first time an assessment of the broader impact of universities' research beyond academia: on the economy, society, culture, public policy and services, health, the environment and quality of life – within the UK and internationally.

Impact is assessed through the submission of case studies, which describe the changes or benefits brought about by research undertaken by researchers at the institution.

UHI collects case studies to evidence the impact of its research and uses (including ultimate publication) these studies for the REF 2021 assessment process. Case studies are shared with UKRI who undertake the REF assessment.

UKRI states that, previously, Impressive impacts were found across all disciplines, with 44 per cent of submissions judged to be outstanding. A database of case studies submitted in 2014 can be found here: <https://impact.ref.ac.uk/>.

The REF is managed by the REF team, based at Research England (RE), on behalf of the four UK higher education funding bodies. RE is part of UK Research and Innovation (UKRI), and under this arrangement UKRI has the role of 'data controller' for personal data submitted by us to the REF.

Your information will be used for the following processes:

Process 1: REF case studies	UHI collects case studies to evidence the impact of its research and uses (including ultimate publication) these case studies for the REF 2021 assessment process. Case studies are shared with UKRI who undertake the REF assessment.
-----------------------------	--

	<p>If you provide information for one or more impact case studies or environment statements as part of our submission to the REF 2021 we will, in 2021, send information about impact case studies and environment statements to UKRI for the purpose of the REF2021. The information will not be in coded form and your name - and details such as your job title and organisational affiliation - may be provided in these narrative statements. We refer to this information about you as 'your data'.</p> <p>UKRI will then use the case studies as a contributory factor in its assessment of UHI in the REF 2021 process.</p> <p>You can find further information about what data are being collected on the REF website, at <a href="http://www.ref.ac.uk">www.ref.ac.uk</a> in particular publication 2019/01, 'Guidance on submissions'. Annex G of that document sets out the data that we will be required to share with UKRI.</p>
--	---

Our legal reasons for using the data are:

**To achieve the** Process 1: UHI REF Scoping, Process 2: REF data submission, **following Processes:**

---

**Our legal reason to use the data is:** Use is necessary for UHI to perform a task in the public interest or under official authority vested in us. That being the university's public task to fulfil its duties in terms of REF 2021 participation, thereby providing evidence that it is acting responsibly in terms of its use of public monies, whilst simultaneously conducting high quality research that has benefits for both the remote communities it serves and beyond.

---

*Your data will, or may, be shared with the following recipients or categories of recipient:*

UHI will share your data with UK Research and Innovation (UKRI).

The REF is managed by the REF team, based at Research England (RE), on behalf of the four UK higher education funding bodies. RE is part of UK Research and Innovation (UKRI), and under this arrangement UKRI has the role of 'data controller' for personal data submitted by us to the REF.

As part of the REF assessment UKRI may share or publish you're your data as follows:

UKRI data sharing:

UKRI may pass your data, or parts of it, to any of the following organisations that need it to inform the selective distribution of public funds for research and to carry out their statutory functions connected with funding higher education:

- Department for the Economy, Northern Ireland (DfE)
- Higher Education Funding Council for Wales (HEFCW)

- Scottish Funding Council (SFC).

UKRI and the organisations listed above will use the information to analyse and monitor the REF2021. This may result in information being released to other users including academic researchers or consultants (commissioned by the funding bodies), to carry out research or analysis, in accordance with the Data Protection Act 2018 and the General Data Protection Regulation (GDPR) (Regulation (EU) 2016/679). Where information not previously published is released to third parties, this will be anonymised where practicable.

UKRI will require that anyone who has access to your data, held in UKRI's records, paper or electronic, will respect its confidentiality and will only process it in accordance with instructions issued for the purposes specified by UKRI.

Parts of your data will be passed to the REF expert panels and the Equality and Diversity Advisory Panel (whose members are independent of UKRI) for the purpose of conducting a systematic evaluation of submissions, in accordance with predetermined criteria and methods. All panel members are bound by confidentiality arrangements.

UKRI Data publication:

The results of the assessment exercise will be published by UKRI, on behalf of the four UK higher education funding bodies, in April 2022.

Those parts of submissions that contain factual data and textual information about research activity will also be published by UKRI, on behalf of the four UK higher education funding bodies, and will be made available online. Published information is likely to include **textual information including impact case studies in which you may be referenced**. Your name and job title may be included in this textual information. Other personal details will normally be removed.

Your data will be retained for the following length of time:

Data processed for the following processes; **Process 1: REF case studies** will be retained for the following period:

Personal data about you will be retained by UHI until the conclusion of the REF 2021 audit period. This audit period follows the REF submission date of the 31<sup>st</sup> of March 2021. The audit period may last beyond the REF results publication in April 2022.

The following rights are your rights as a data subject:

- The right to rectification if the personal data we hold about you is incorrect
- The right to restrict processing of your personal data

The following rights apply only in certain circumstances:

- The right to withdraw consent at any time if consent is our lawful basis for processing your data
- The right to object to our processing of your personal data

- The right to request erasure (deletion) of your personal data
- The right to data portability
- The right to access your personal data

- To make an access request to UHI; to make a subject access request you can contact UHI's Data Protection officer at [dataprotectionofficer@uhi.ac.uk](mailto:dataprotectionofficer@uhi.ac.uk) or use the UHI online Subject Access Request request form [here](#).
- To make an access request to UKRI; Further information about the Act and GRPR, and guidance on making a subject access request, can be found on the Research England (RE) web-site at <https://re.ukri.org/about-us/policies-standards/foi-data-protection/>

If you have any concerns about your information being used by UKRI please contact:

Data Protection Officer,  
UK Research and Innovation,  
Polaris House,  
Swindon,  
SN2 1FL

[dataprotection@UKRI.org](mailto:dataprotection@UKRI.org)

You also have the right to lodge a complaint with the Information Commissioner's Office about our handling of your data. The Information Commissioner's Office website is available at: <https://ico.org.uk/your-data-matters/>