

UHI FOUNDATION CONFERENCE

Friday, 22nd April 2016

Sabhal Mòr Ostaig (SMO), Sleat, Isle of Skye

Programme

Delegates arrive. Coffee & tea available from 10.00	10:00 – 10:30
Welcome & Introduction – Professor Boyd Robertson – Principal, SMO	10:30 – 10:35
Introduction from the Rector – Anton Edwards	10:35 – 10:45
Sabhal Mòr Ostaig: An overview (presentation and questions) – Professor Boyd Robertson	10:45 – 11:05
Icebreaker – An introduction to Gaelic	11:05 – 11:20
Tour of Sabhal Mòr Ostaig	11:20 – 12:10
Keynote speech – Professor Norman Sharp	12:10 – 12:40
A view on the university – Fiona Larg	12:40 – 13:00
Lunch	13:00 – 14:00
Student experiences – Beth Fraser and Iain Macmillan	14:00 – 14:45
Research in the university – Professor Ian Bryden	14:45 – 15:15
Tea and biscuits available throughout Foundation session	15:15 – 15:50
Foundation – a discussion	
Concluding comments – Rector	15:50 – 16:00

Welcome to Foundation Members at Sabhal mor Ostaig, April 22 2016

Thanks

Warm thanks are due to Boyd Robasdan, to the UHI Executive, to Christine Shaw and to all Foundation members who are present.

Introduction

The slides in the running presentation (*of aspects of the UHI, its region and its people*) have been chosen to exemplify the diversity of our geography and of our academic and educational interests and achievements.

Such diversity is at once a strength but in a region like ours it is also a challenge. Our dispersed geography, despite its diversity and beauty, does not always seem helpful to our unity of purpose. However, by helping our students to live confidently and competently in that geography we certainly fit them to make the most of it and of themselves.

Where better to meet than here (SMO), where language, the greatest indicator of human diversity, and the one so often under threat from centralist despots, is so effectively promoted? From that viewpoint, the diversity of our interests is a strength that maps well onto our geography.

In our common wish to see the region develop, we have the potential to create stronger geographical links, stronger interdisciplinary links and stronger links between FE and HE than in many older universities.

Foundation

Foundation in its present form contains stakeholders who reflect the needs and opportunities of our region. We have a position at the heart of the UHI constitution, but little formal power. Foundation previously lobbied for the creation of the university; that aspiration is now largely fulfilled. So where next?

I have argued that diversity is a strength. We have a job to do lobbying for the retention and encouragement of diversity in our academic partners, our teaching and our research.

But there is more to do. I also argue that unity is a strength. We must lobby for the unity that can sometimes be more fragile than it appears when viewed from the local bastions of the periphery. Our partnership will only succeed if diversity is embedded in unity.

It is our hope that with annual events such as today, we can give you an influential feel for work done here in one of the partner institutions, for the diversity and unity of the UHI itself, and for the wider context that surrounds all that we do.

In short, diversity and unity must be our strengths.

Now, please enjoy the conference!

Anton

Sabhal Mòr Ostaig

The National Centre for Gaelic Language and Culture



Sabhal Mòr Ostaig

Development milestones

- 1973: College established
- 1983: Full-time courses introduced
- 1993: Àrainn Ostaig extension
- 1994: Committed to UHI project
- 1999: Àrainn Chaluim Chille (ACC)
- 2002: Columba Centre established on Islay
- 2002: Queen's Anniversary Prize
- 2008: Fàs building
- 2015 : Ionad Iain Nobail

Sabhal Mòr Ostaig

Course provision

- All courses taught through the medium of Gaelic
- FE and HE provision from access to PhD level
- Full-time and part-time courses, on and off campus
- Four BA/BA (Hons) degree programmes
- MA/MA (Hons) degree in Gaelic with Education
- Five courses at Masters and PG Cert levels
- 10 weeks of short courses during vacation periods

Sabhal Mòr Ostaig

Students: 2015-16

Higher Education	227
Further Education	198
Short Courses	850

- International student body and reach
- 60 telephone tutorials per week

Sabhal Mòr Ostaig

Research

- REF Results: 7 staff submitted and 61% of output rated in top two bands: world-leading or international
- Soillse: £5.2m inter-university, sociolinguistic project
- Staff: 5 Professors and 14 Doctorates
- Resources: Special Collections in Library and facilities in new building
- Rannsachadh na Gàidhlig conference to be held here in June

Sabhal Mòr Ostaig

National Projects

- Tobar an Dualchais/Kist o Riches
- Faclair na Gàidhlig: Historical Dictionary of Scottish Gaelic
- Ainmean Àite na h-Alba: Gaelic Place names of Scotland
- Soillse
- CeangalG/ConnectG

Sabhal Mòr Ostaig

Arts and Media

- Facilities: four studios – film, sound, art and music
- Diploma in Gaelic Media course
- Skyespace
- Film companies: Young Films and Sealladh
- Artists in Residence: four art forms
- Window to the West project
- Jon Schueler Conference at SMO in May
- Cànan: multi-media company

Sabhal Mòr Ostaig

Social and economic impact

- Population of Sleat has doubled since 1971 Census
- Primary School roll has trebled since 1972-73
- SMO is the third largest employer on Skye
- 138 FTEs sustained and £3.5 million income generated, mostly in South Skye and Lochalsh
- An average of £26,700 per fte for jobs on campus - higher than Skye & Lochalsh average
- Award winning partnership with Seall arts agency
- A hub for local bodies and activities

Sabhal Mòr Ostaig

Kilbeg Village



Sabhal Mòr Ostaig

Kilbeg Phase 1: Ionad Iain Nobail



Sabhal Mòr Ostaig

Kilbeg Village

- Up to 75 new homes
- New College buildings and residences
- Sports facilities: indoor and outdoor
- Conference and Events centre
- Enterprise units and workshops
- Hotel, shop and cafe
- Public open space and path network

Sabhal Mòr Ostaig



Mòran Taing

UHI Foundation Conference

Sabhal Mor Ostaig
Friday 22nd April 2016

Professor Norman Sharp

In the springtime of life: UHI in national and international contexts

- Introductory reflections
- UHI in a Scottish (and UK) context
- UHI in a global context - Some pointers from new universities round the world
- Some particular pointers from Luxembourg
- UHI in the Arctic Universities – the case of Iceland
- Closing reflections

William Butler Yeats (or Plutarch)

“Education is not the filling of a pail, but the lighting of a fire.”

Higher education institutions in Scotland

- 19 Institutions
- 5 Ancients (1418)
- 4 Middle-aged (1960's)
- 3 Specialist + Open University
- QMU 2007
- UHI 2011

The Scottish HE Framework

- Autonomy and national standing
- QAA Quality Code
- National Qualifications Framework
- National external review (ELIR)
- Professional/Statutory Body scrutiny
- Scottish Funding Council & Outcome Agreements

Luc Soete (Maastrich – 4)

His university was established “to provide innovation in higher education teaching....and adopted a problem-based learning strategy modeled on the approach at Canada’s McMaster University that involves students discussing topics in small groups with a mentor..... meaning that students will engage fully with their learning and challenge their tutors.”

Jean Chambaz (Pierre & Marie Curie, also known as Paris V1 - 9)

Emphasized the freedom to create new academic and research programmes and the importance of interdisciplinarity and flexible programme structures that allow students to mould their own degrees to match their strengths, interests and aspirations.

Sir Peter Downes (Dundee – 16)

Ancient universities “do not have a monopoly on excellence. Younger institutions..... have been able to create their own areas of strength, Life Sciences at Dundee being an example. From a small biochemistry department in a converted horse stables in the mid-1970s, we have built one of Europe’s largest research institutions, housing over 900 scientists from over 60 countries.”

Emerging messages – Importance of:

- Focus of vision and conviction – don't just imitate
- Importance of flexible programme structures avoiding 'tyranny of the discipline'
- Flexibility in approaches to learning
- Invest in success (and dis-invest.....)
- Securing full student involvement

Clarity of focus – Luxembourg (14)

- Founded 2003
- Founded with the vision of being an international research intensive university
- Now has 7000 undergraduate, postgraduate and doctoral students
- 215 lecturing staff from over 20 countries
- Global reputation now established in research in 5 key areas

Implications – success seems to follow:

- Building on strengths and founding principles
- Clear strategy defining investment and disinvestment
- Courage of convictions: always excellence – no excuses
- Flexibility in structures and approaches – serving ‘the community’ – not vice-versa
- Effective student engagement

But, perhaps above all....

Unity of purpose all pulling in the same
direction..... whole greater than the sum of
the parts.....

It's built into the UHI crest!



The University of the Highlands and Islands

**A Tertiary (FE & HE) university delivering for
the people, communities and economies of
the Highlands and Islands**

Fiona M Larg
Chief Operating Officer and Secretary

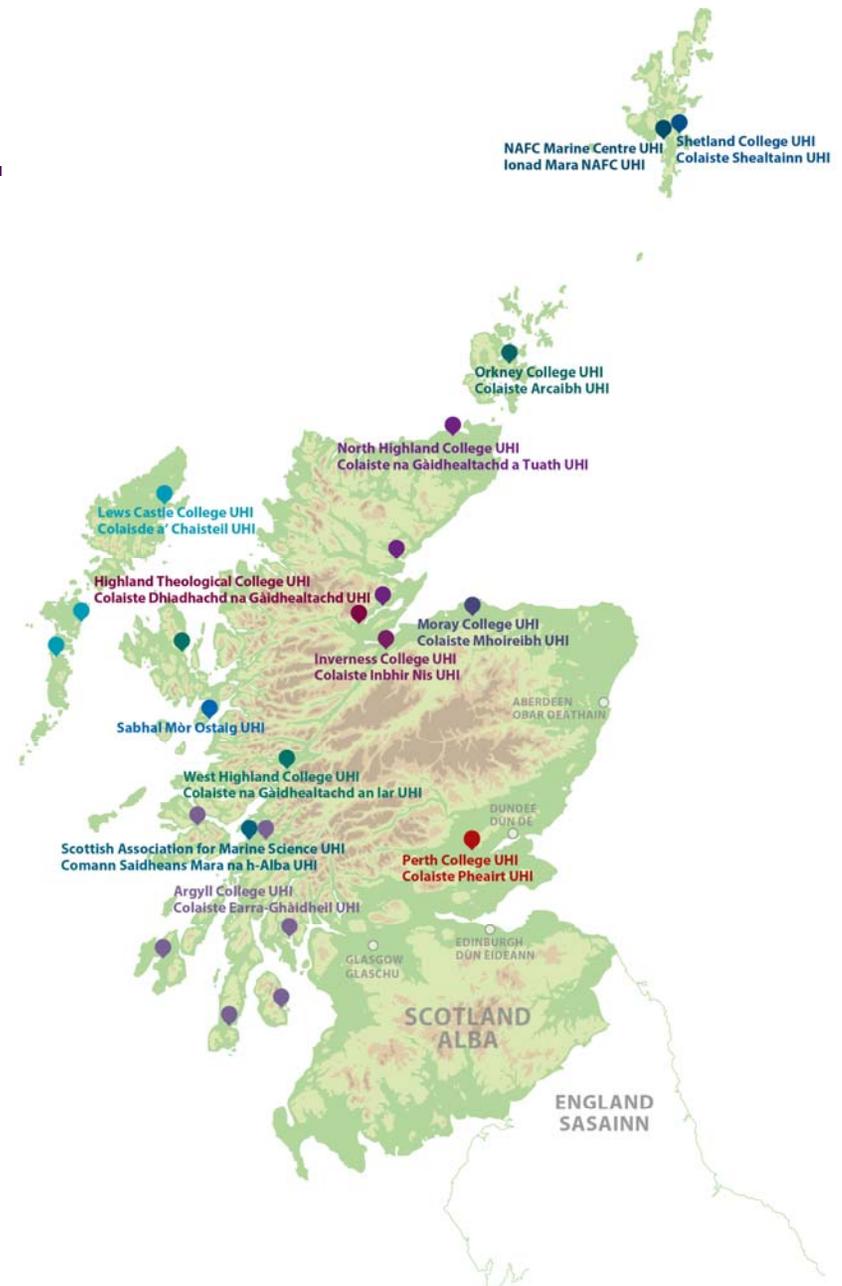
History: Development of UHI

- 1992 Project established
- 1996 Millennium Commission funding
- 2001 Higher Education Institution (HEI) status (Teaching Funding)
- 2002 Research Assessment Exercise 2001 (Research Funding)
- 2004 Parity of funding for teaching
- 2008 Taught degree awarding powers
- 2010 Application for University Title
- **2011 The University of the Highlands & Islands**
- 2012 HRH The Princess Royal appointed as first Chancellor
- **2014 Post 16 Education (Scotland) Act 2013 – strategic body for FE 2014-15**
- 2015 Research degree awarding powers – application submitted



The UHI Partnership

- Fourteen partners (13 +EO)
- Further + Higher Education colleges
- Specialist colleges
- Research institutions
- Executive office
- Around 75 outreach learning centres
- Linked by technology



Growth (UGT/PGT) by Academic Partner (fundable)

Fundable FTEs	2010/11	2014/15	2015/16 (forecast)	Change (10/11:15/16)	% change
Argyll College UHI	30.2	142.4	164.5	134.3	445%
NAFC Marine Centre UHI	31	40.7	24.5	-6.5	-21%
SAMS UHI	41.3	74.3	77.5	36.2	88%
HTC UHI	51.7	56.8	61.8	10.1	20%
West Highland College UHI	63.9	143.8	192.9	129	202%
Sabhal Mor Ostaig UHI	101.1	120.9	110.7	9.6	9%
Shetland College UHI	105.6	123.6	110.1	4.5	4%
Orkney College UHI	160.8	170.2	166.6	5.8	4%
Lews Castle College UHI	275.2	318.9	301.3	26.1	9%
North Highland College UHI	439.9	377.4	365.3	-74.6	-17%
Moray College UHI	782.1	851.4	939.8	157.7	20%
Inverness College UHI	1004.7	1349.4	1523.2	518.5	52%
Perth College UHI	1177.1	1867.1	1907	729.9	62%
TOTAL	4264.6	5636.9	5945.2	1680.6	39%



Growth (all HE students)

Total FTEs	2010/11	2011/12	2012/13	2013/14	2014/15
Degree	1348	1766	2220	2469	2746
Other UGT	2920	2827	2844	2922	3060
PGT	119	128	135	163	134
Total	4387	4721	5199	5554	5940
PGDE				20	40



Growth & FE Student Numbers by Academic Partner

Total number of full-time enrolments: Target 2014/15 -						4974	-356.00
	2010-11	2011-12	2012-13	2013-14	2014-15		
Argyll	0	0	0	295	213		
Inverness	980	1120	1020	1104	1216		
Lews	221	215	201	226	190		
Moray	824	782	815	906	920		
NHC	653	685	708	390	392		
Orkney	70	70	78	99	78		
Perth	1092	1128	1143	1298	1291		
Shetland	76	116	109	91	103		
WHC	0	0	0	199	215		
TOTALS	3916	4116	4074	4608	4618		



Strategic vision

The University of the Highlands and Islands is the United Kingdom's leading integrated university, encompassing further and higher education.

We will be recognised for the quality of our students' experience and for their achievement.

Our worldwide reputation will be built upon our innovative approach to learning and our distinctive research and curriculum, enriched by the people, natural environment, economy, culture and heritage of our region and its communities.

We will be locally based, regional in structure and have national and international reach.

Strategic themes

THE UNIVERSITY FOR ALL OF OUR REGION

The university will act as a force for economic, social and cultural change across the region by connecting and collaborating with businesses, public and third sector partners and communities.

We will:

- » Be active partners in community planning within our region and contribute to reduced inequality, improved services, enhanced training and skills development and the promotion of sustainable economic growth
- » Provide a professional and consistent approach to employer and community engagement that underpins the relevance of our curriculum and research.
- » Ensure our academic structures and work practices respond effectively to the development needs of communities and key economic sectors.
- » Work with schools within our region to raise ambition, achievement and progression to higher levels of post-school study.

OUR STUDENTS

The university will continue to meet the needs of learners within the region, while targeting growth in our share of young entrants and students from beyond the region

We will:

- » Ensure our further and higher education curriculum better meets current and future local and regional needs while also including elements of national and international relevance.
- » Use our expertise in blended delivery, supported by pedagogical research, to meet the learning, teaching and support needs and expectations of our diverse student body, studying in a wide variety of locations and contexts.
- » Pursue greater flexibility and responsiveness in our further and higher education curriculum design and delivery, so we can fully deliver and promote the tertiary basis of our offering to learners and the opportunities this presents for them.
- » Enhance connections between our curriculum and employers and the workplace.
- » Establish a culture of student engagement by working in partnership with students to ensure their voices drive improvement and change.
- » Recognise and respond to the diversity of our student population by creating opportunities where inclusive practice can be enhanced and mainstreamed.
- » Ensure all students have appropriate opportunities to network with other students and staff to ensure they feel connected to the university.

FOCUSED RESEARCH

The university's research will be recognised internationally, nationally and regionally for its quality and for its contribution to our remit of transforming and enhancing lives, the environment and the economy.

We will:

- » Continue to develop research excellence performance in targeted areas.
- » Enhance the experience of research students.
- » Ensure effective public engagement and dissemination of research outputs.
- » Promote knowledge exchange as an integral part of our wider employer and community engagement plans.
- » Achieve sustainable funding for research and knowledge exchange activities.

Priorities

- Investment meets needs of employers
- Planning for needs of future economy
- Region for young people
- Attracting people of working age
- Engaging employees in the skills system



Our Future Plans

- Health, Energy, Digital
- Innovation (opportunities for new models)
- Internationalisation
- Magnet City Regions





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

The UHI Regional School of Healthcare and Life Sciences

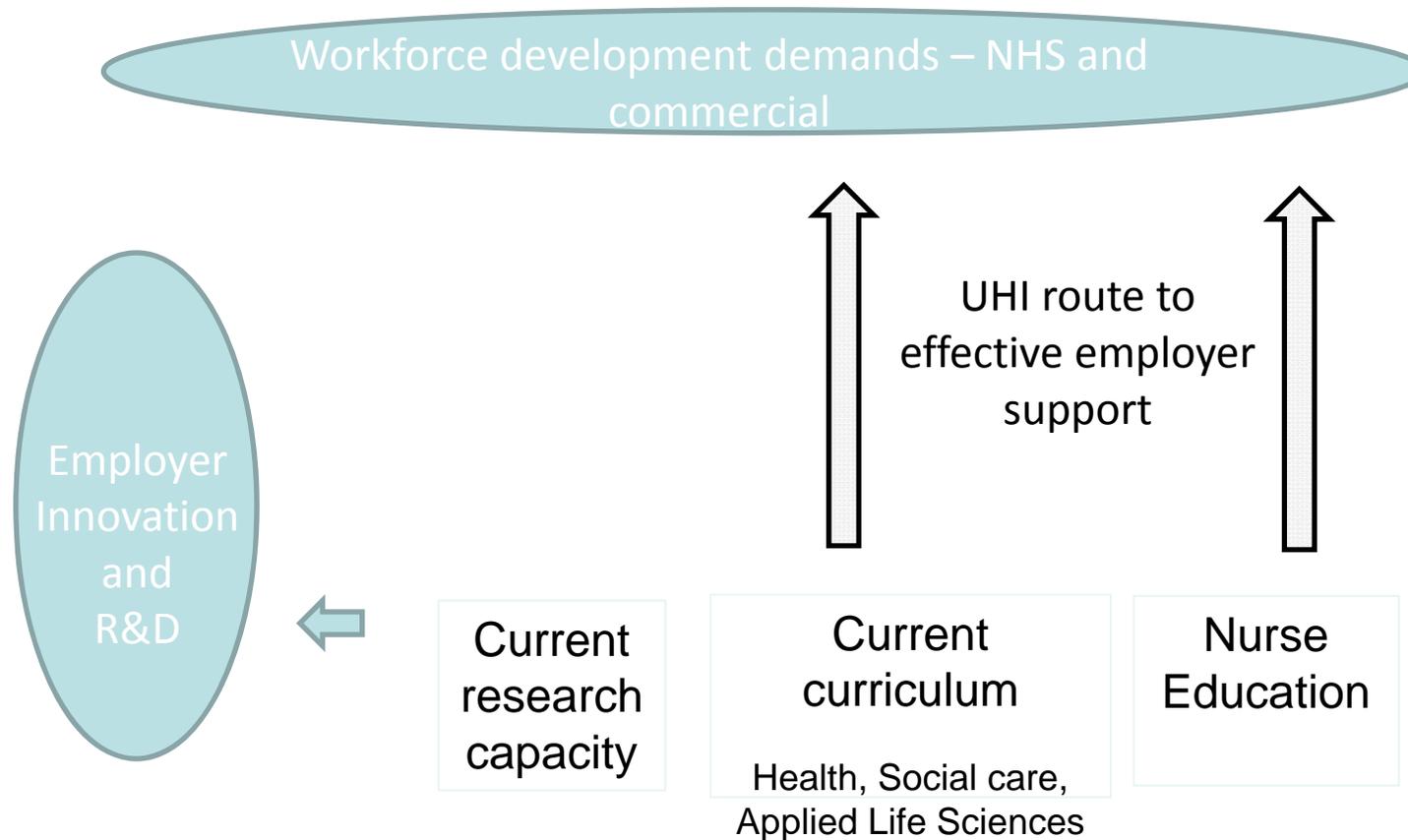
Workforce Planning

New Roles (health/social care)

Attract students and professionals in

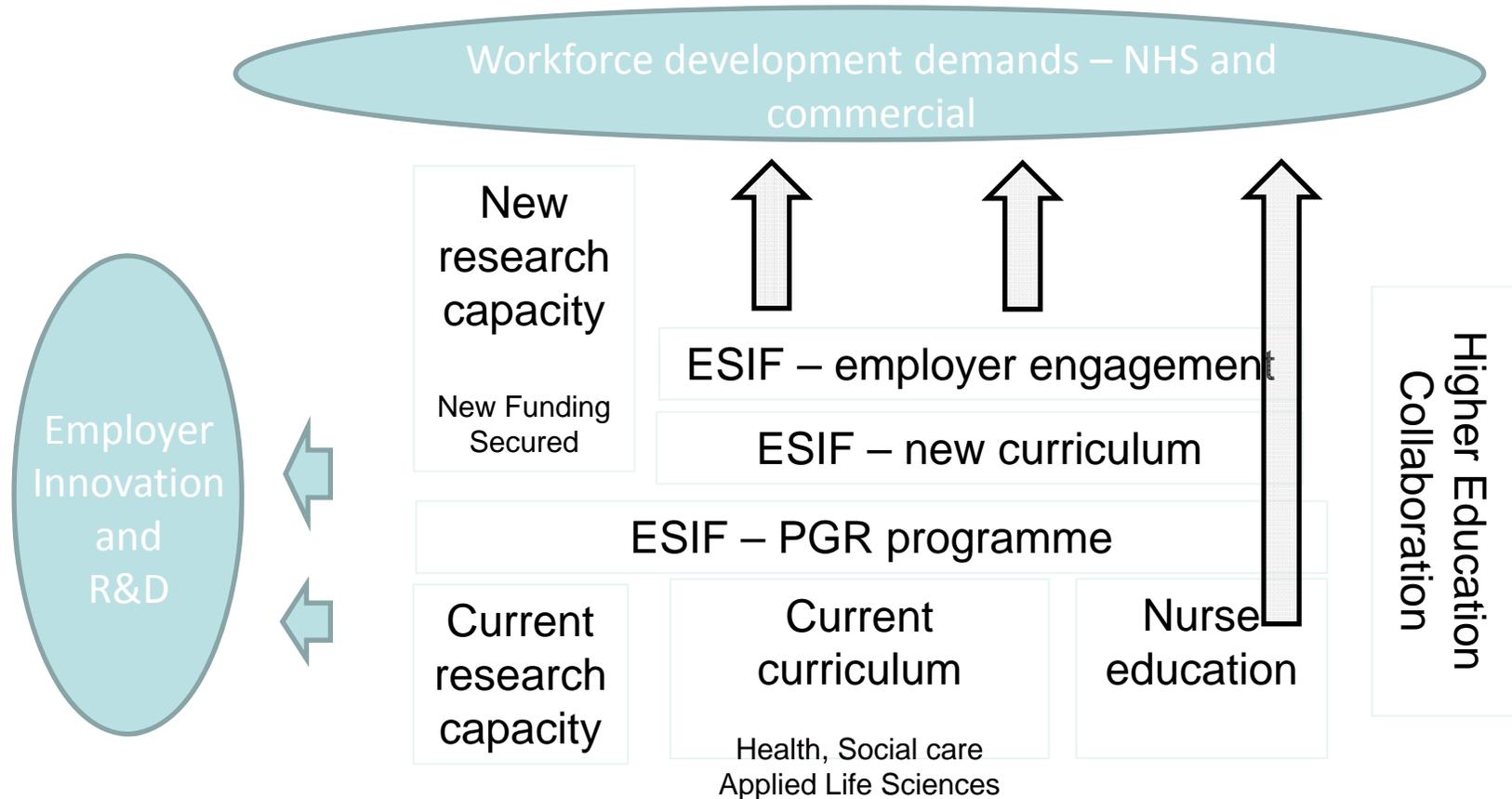
Innovation - Technology to support remote and
rural care

The Regional School of Healthcare and Applied Life Sciences, including Nurse Education



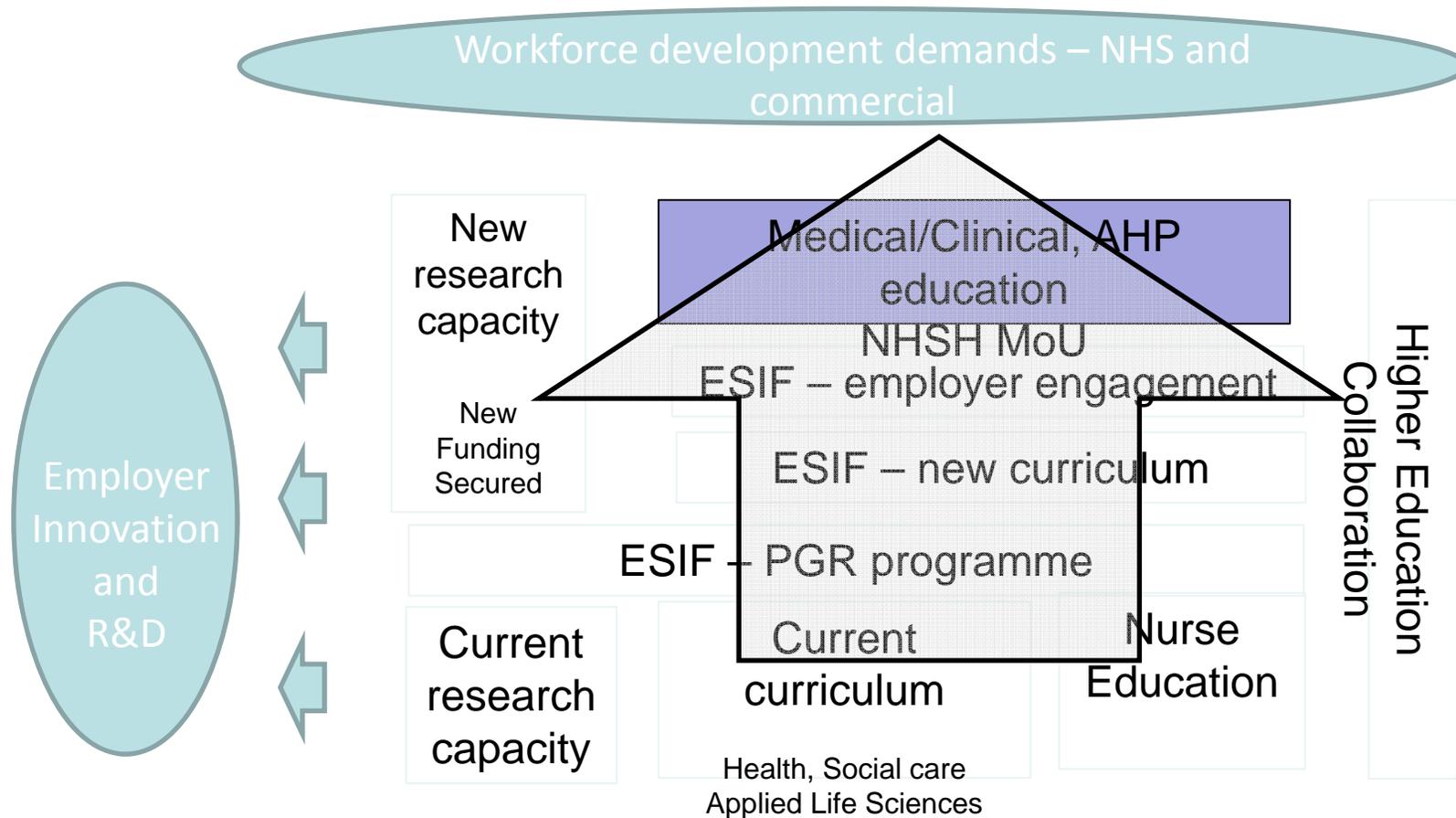
UHI has a range of health and applied life studies curriculum and research, making a significant contribution to the regional economy through workforce development and innovation. This contribution will grow as UHI creates new activities.

With newly secured ESIF and research investments



Building on this, new investments have been secured in applied research capacity, PGR research, new teaching capacity, new curriculum and employer engagement. This will increase the routes for impact in workforce development and innovation.

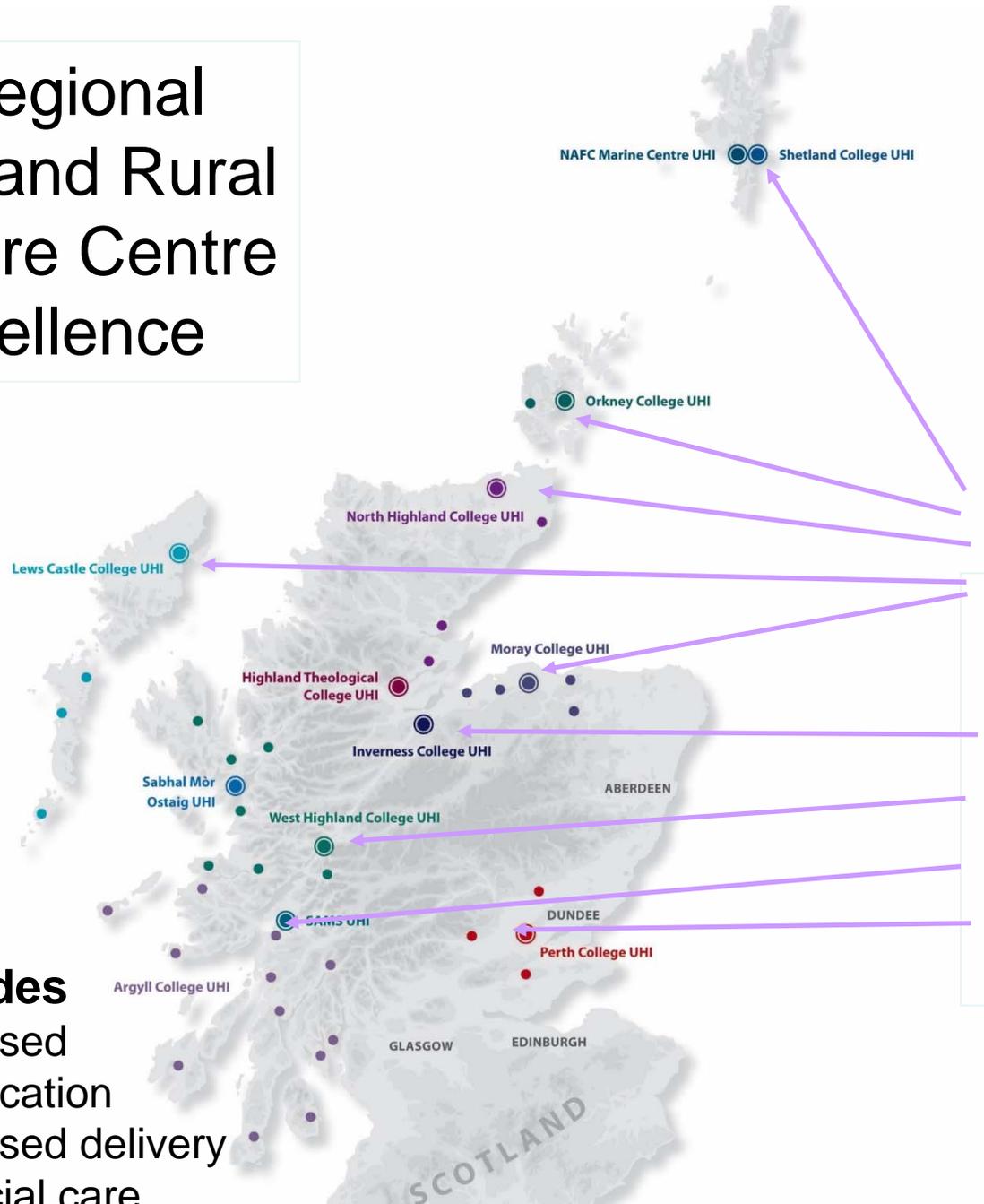
Creating the Regional Remote and Rural Healthcare Centre of Excellence



This final phase of development will create regional impact by spreading benefit across the whole Highlands and Islands as a driver of economic growth through commercialisation, innovation and workforce development.

This will support strong local centres of excellence across the region's natural laboratory

The Regional Remote and Rural Healthcare Centre of Excellence



Healthcare
research
and
education
key
locations

Regional Nodes

- Community based delivery of education
- Community based delivery of health & social care

Regional nodes and possible specialist themes



Moray College
and
NHS Grampian

Digital healthcare
Health Apps
Telehealth



West Highland
College
and
NHS Highland

Digital and remote
healthcare
Sport Medicine
PGT medical



Lews Castle
College and
NHS Western Isles

Nursing, AHP education
Socio-economic health
studies and Community
Health research
Telehealth

A regional node – Inverness Campus

The Green
House
Business
Incubator

Raigmore
Hospital

Centre for
Health
Science-1

LifeScan
Scotland

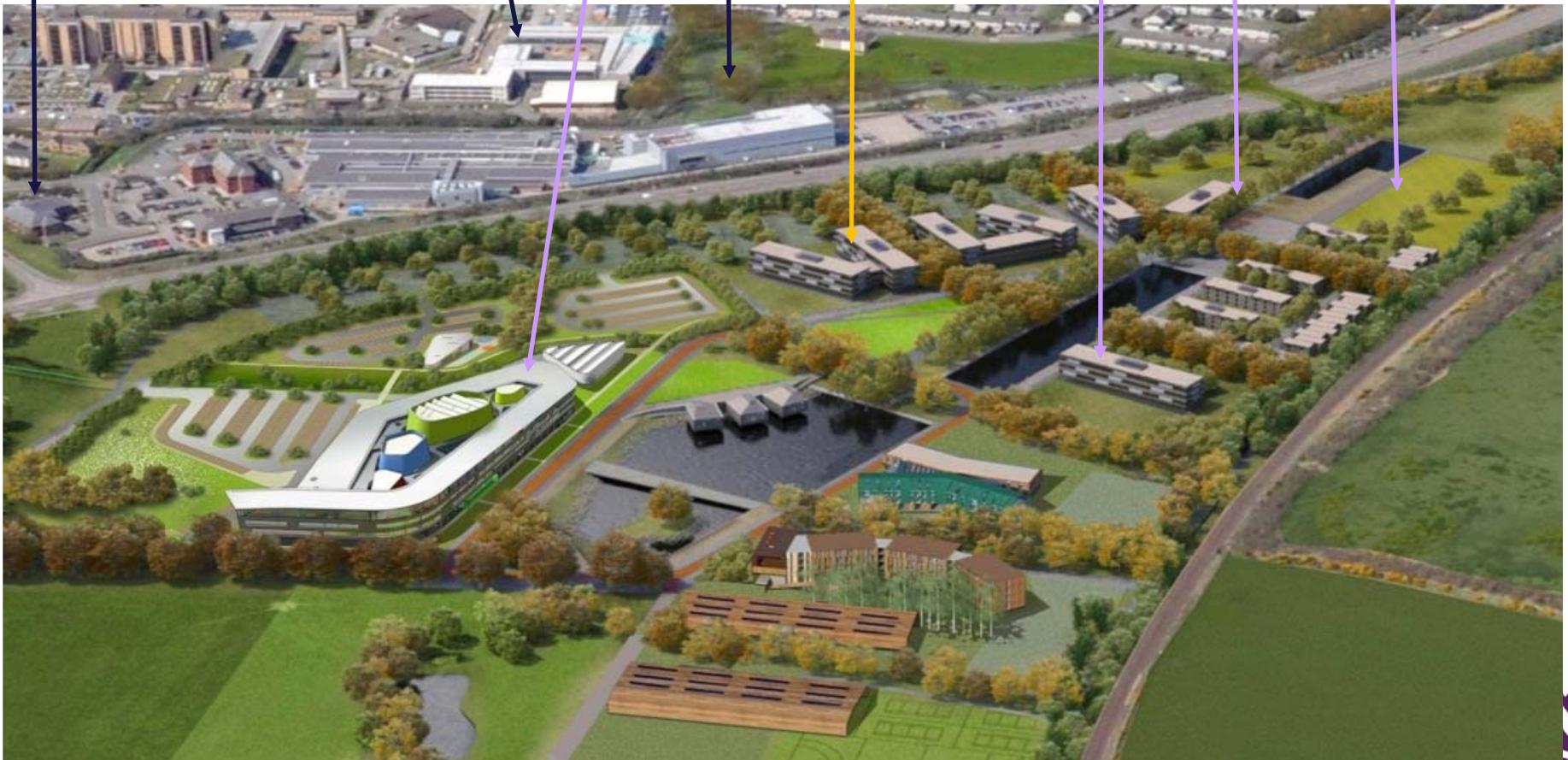
Inverness
College
UHI

"Centre for
Health
sciences"
Phase 2

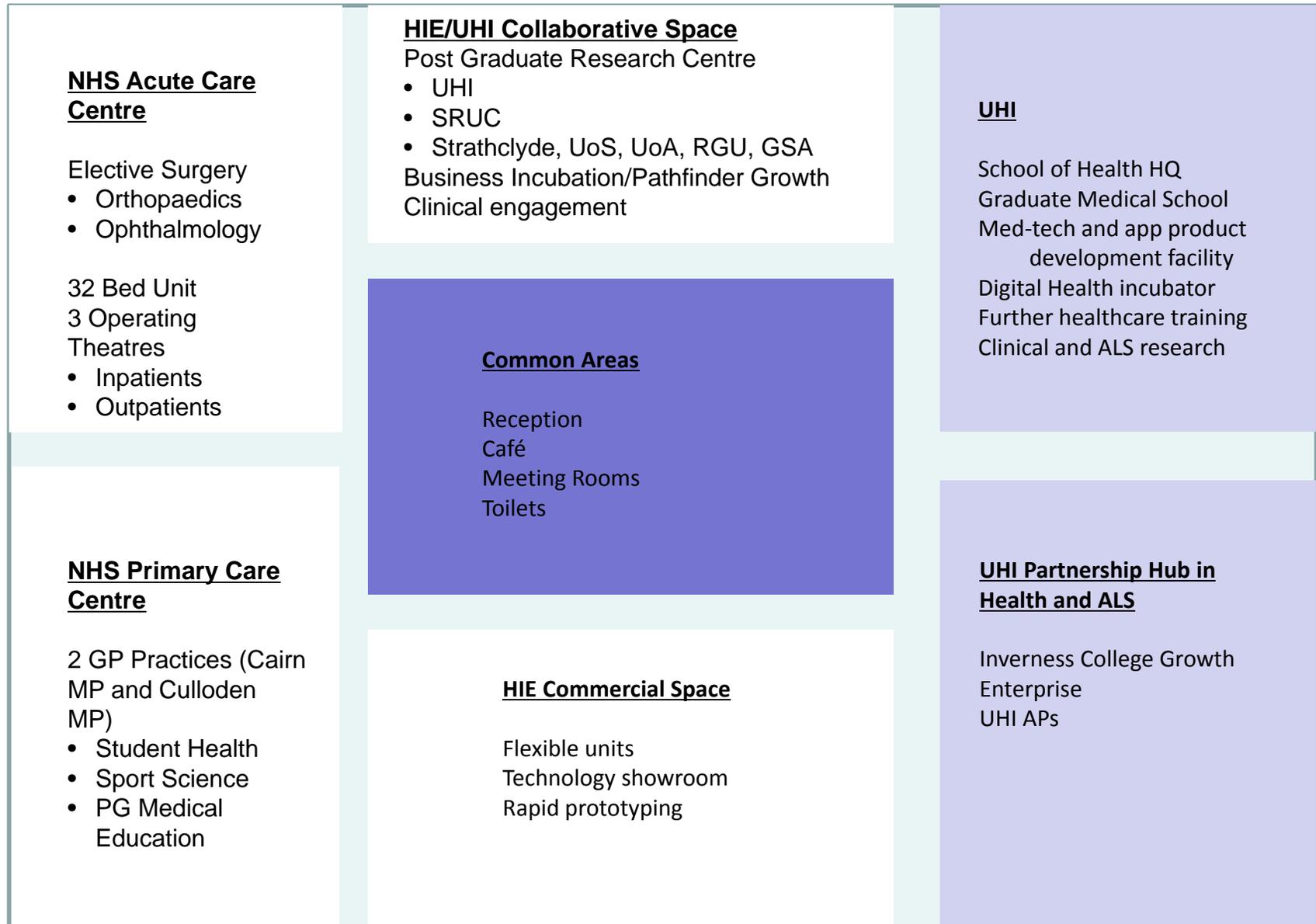
Enterprise
& Research
Centre

Advance
Life Science
Unit

Student
residences



Potential partners in a proposed new development – “Centre for Health Science - Phase 2 ”



At the start of 2009 I appeared to be a fairly typical fifth year student in Highland.

I was 16, I did the things you do when you are 16, I spent my time with my friends - we listened to music, watched too much tv, spent all our pocket money in Starbucks and dreamt of travelling, taking in the sights and as many music festivals as we could, we hadn't quite figured out how to pay for it but that seemed like a minor detail! Beyond that I was focussed on one thing: getting 5 Highers and leaving home to go to University in central Scotland. That was how things worked, it was what my friends did, it was what my family did. My grandmother, my parents and my siblings had all left the region to get an education, I would too. Then things changed. At the beginning of March I was preparing for my prelims when we received a phone call containing 3 words that destroyed my plans and changed my life forever: "You have cancer."

A week later when my friends were beginning those exams I was beginning aggressive treatment in Aberdeen. Chemotherapy for primary bone cancer is hardcore. The drugs are run continuously for several days, add to that the day for tests and blood transfusions before it begins and the time it took to stop being sick

afterward and the whole process never took less than a week. Then I would reunite with my own bed for a few days until my immune system disappeared, after that it was straight back to hospital for antibiotics. On good cycles I would get 3 or 4 days at home before the whole thing began again. Thus, I soon found myself spending more time in hospital than I did at home. You know those Western movies. The outlaw – who invariably looks like Johnny Cash - is arrested by the sheriff and the next morning he gets out of prison and always seems to say “Prison gives you a lot of time to think”? Well in that sense hospital is a bit like prison. I had a lot of time to think. I physically wasn't really capable of much else. My thoughts quickly turned to assessing my life: if I didn't make it would I have any regrets?

I came up with 2 big ones. I would regret not having lived long enough to have a family of my own and I would regret not getting to go to university.

Happily I made it through treatment, and now I knew the 2 things I wanted most. Obviously university was the more immediate goal. But treatment had taken a toll, I was unable to return to school for 6th year. I applied and was accepted to

try for Highers again at Inverness College. Once again I threw everything I had into them, once again my health caused me to drop out, this time an infection meant I needed 2 major surgeries the first in March, the second in December. In between the 2 any movement to my shoulder caused extreme pain, leaving the house was unbearable.

By Christmas 2011 when I'd finally had the additional surgeries I'd needed, I was frustrated. My months in college had been interesting and fun but it seemed that I would need to return again just so I had a couple of letters for a UCAS form. At the same time, I was finally honest enough to admit that even if I got them, I wasn't well enough to live independently and study at the same time. It was at that time that my Dad told me that UHI had a joint honours degree in History and Politics and had flexible access.

I applied and was told that if I passed one of the first year history modules I would be accepted onto the degree. It was an opportunity that I couldn't get anywhere else. I jumped into the work and discovered something very important: I love

history. Really love history. The module was challenging and exciting and I passed. Finally, I had a place in university. For me it represented not only an opportunity for education but a recognition from outside my family that I still had something valuable to contribute. Something that I'd almost stopped believing.

Unfortunately, a month into my degree I had to suspend my studies again to have yet more surgeries. When I was finally well enough to consider returning I checked my email and found that UHI were launching a new joint honours in History and Theology. I jumped at the chance. While I had enjoyed my few weeks of history the year before, I hadn't enjoyed politics. Prior to my illness I'd loved politics, even considering it as a possible career, but I have changed. I no longer have any intention of wasting my life persuading people to like me. My programme change was accepted and that September I started studying from Inverness, though travelling over to Highland Theological College in Dingwall for certain classes.

This led to two discoveries. One was the library at HTC. It is a wonderful place (both in terms of its collections and its staff!) The second discovery was how much I liked the atmosphere at Dingwall. The on campus community is small but welcoming. There is always someone to talk to, always tea to be drunk and fun to be had. Once again I took advantage of UHI's flexibility, this time to switch campus' from Inverness to HTC. First year was wonderful, I thrived on the challenge and only became more interested in my subjects.

First year was also my first opportunity to truly come into contact with teaching at UHI. My one lingering concern about studying at the University of the Highlands and Islands was that I wouldn't receive education of the standard available at Edinburgh or St Andrews. First year put that concern to rest. I struggle to imagine a better place to study history than with the UHI Centre for History - teaching is consistently wonderful and expectations are high but the work is engaging. Similarly, Highland Theological College is a pretty kick-ass place to study theology. (That's probably the first time it has ever been described as 'kick-ass'.) Far from concerned I now truly believe that I enjoy an incredible

education, rivalling and frequently surpassing the experience of many of my school friends who went to university elsewhere. First year also brought the opportunity of serving my community locally through the Girl guiding Association. I am a Brownies leader over in Dingwall so most of my time is with 7-9 year olds. As an organisation we encourage our kids to dream big and to believe that they are capable of achieving those dreams. In Dingwall the Rainbows leader is a UHI graduate, and their Brownies leader a UHI student. Why is that important? The more students choose to become involved with their communities the more we can break the idea that university means leaving and that other universities are somehow better than ours.

Second year came and has brought a mix of challenges and opportunities. This time my health forced me to drop down to part-time. Initially achieving one module and hopefully by the end of this summer's resits a few more. That one module is in literature, historically an arts degree in Scotland meant a broad foundation and increasingly UHI is a place capable of living up to that legacy. This year also saw me work from home for the majority of the semester for health

reasons. UHI's video conference delivery and online resources were completely essential for me to continue my studies. Without them I would have been forced to drop out and all my work would have been for nothing.

I have also had the opportunity this year of becoming more involved with the University through the new student association, I was elected as the Depute President at HTC for HISA. The chance to represent student interests and help to shape the future of our university is an enormous privilege. Now it's not just my own education that I worry about, its everyone's else's too. It can be a challenge to balance my studies and work for HISA but I wouldn't swap it for anything and next week I will be running for a second term as Depute President.

As to my future, well Cardinal Newman, in his lecture series *The Idea of a University*, said "A university training is the great ordinary means to a great but ordinary end; it aims at raising the intellectual tone of society...It is the education which gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them and a force in urging

them.” If I can come within a football field of meeting this description I will be capable of helping to transform this region, or any area I find myself.

Today we’ve heard that our university is about a few different things: Anton described its diversity; Norman spoke of it as ‘lighting fires’. I’d like to suggest an overarching theme that Fiona touched upon, transformation. The goal of the University of the Highlands and Islands is to transform. At a time when we face serious challenges locally, nationally and internationally it couldn’t be more important to ensure that the Highlands are not left behind. In fact we shouldn’t be content with keeping up, we should view our University as a chance to make this region a trailblazer. After all this is the only truly tertiary University in the UK. FE, HE, College, University. Here level of study doesn’t matter. It’s just a place we can use to improve our lives and our communities by harnessing the ingenuity and creativity that has always been present here and using it to build a bright future.

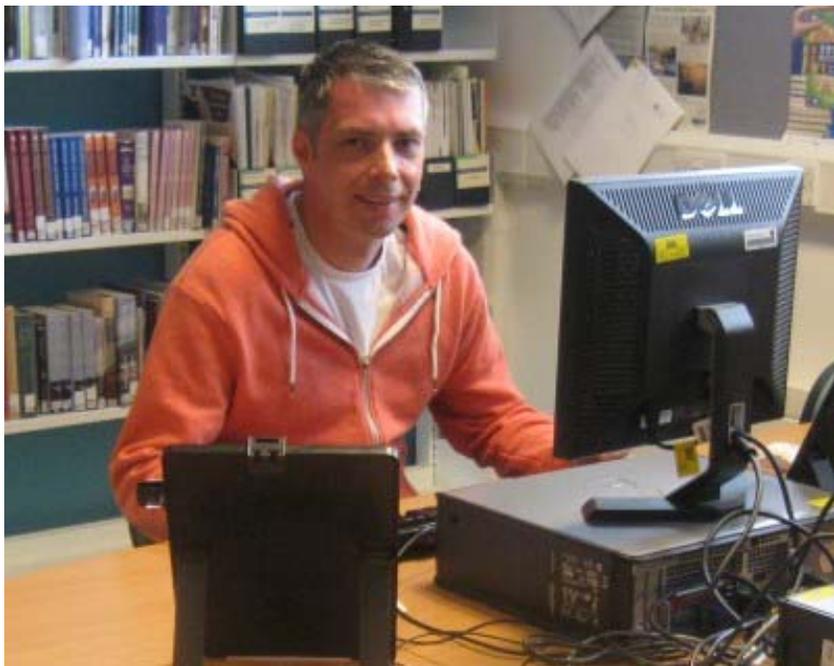
Beth Fraser 22/04/16

The University of the Highlands and Islands has given me the opportunity to pursue I dream was sure I would have to abandon. To grow and thrive on the challenges before me. And to be the first person in my whole family who didn't have to leave for education. The hard work of many people including you, the UHI Foundation, made that possible. And going forward, the same hard work, the same dream, the same passion will see this region transform.

Today I stand before you with a future. Thank you.



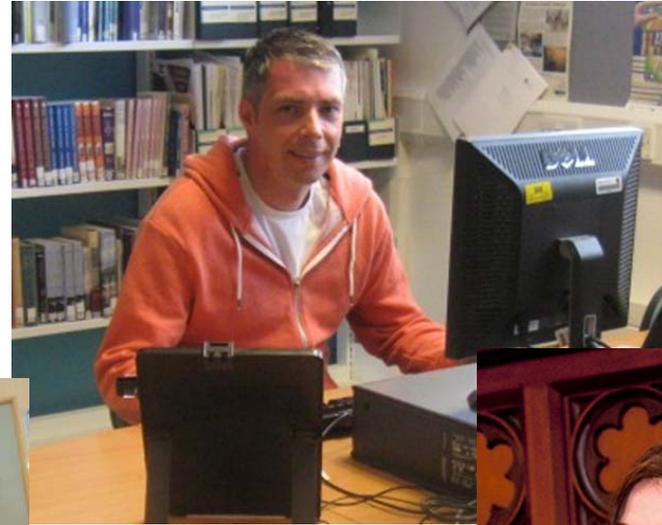
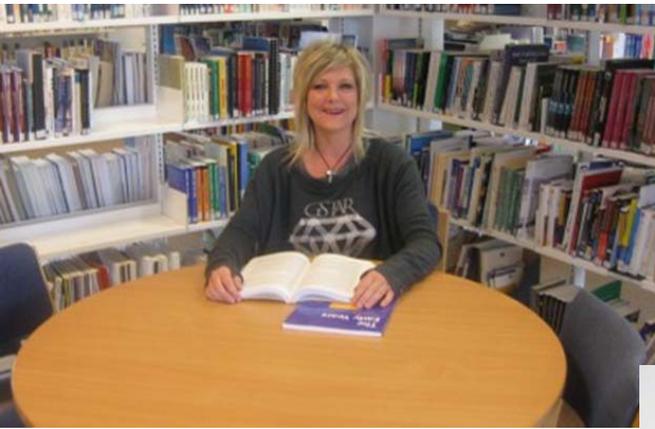












Aimee Morrison - BA(Hons) Health Studies and Lews Castle College UHI Student of the Year 2015

A student who achieved exceptional academic grades while bringing up a young family has been named as the Lews Castle College UHI Student of the Year. Aimee Morrison (26) from Stornoway graduated with a First Class BA (Hons) in Health Studies from the University of the Highlands and Islands.

Aimee completed the four-year degree while bringing up her first child, giving birth to her second and expecting her third during the final term of the course. She also gave up her time to volunteer as a general advisor with the Citizen's Advice Bureau. Staff praised her for successfully managing the demands of her personal life and studies to produce high quality work which always met course deadlines.

Aimee was nominated for the accolade by health studies programme leader, Donald Macdonald. He explained: "Aimee performed to an exceptionally high standard throughout the course, culminating in the award of a first class honours degree. She has been an exemplary student. Her journey to an honours degree in her home location through an online programme is a shining example of how the University of the Highlands and Islands can transform lives."

Aimee said: "I have thoroughly enjoyed my studies at the University of the Highlands and Islands and the years have flown past. I am grateful for the ability to study online and therefore fit everything around my family life. I would like to thank the lecturers and college staff, and also my friends and family, for all their support during my degree."

Lews Castle College UHI principal Iain Macmillan said: "Aimee is an exceptionally talented young woman making the most of the opportunities that the University of the Highlands and Islands offers. I believe the sky is the limit for Aimee and we are proud to have been involved in her academic development." Aimee was also awarded the NHS Western Isles Award for Highest Achievement in Health Studies for 2015.

Daniel Smith - BA (Hons) Business and Management

Daniel enrolled at Lews Castle College UHI in September 2009 on an HNC Business course. His intention at that time was to "try the HNC" and then decide whether this was the career direction he wanted to follow. Having successfully completed his HNC he decided to follow through his studies to degree level and this year became the **first "First Class Honours" Business graduate** to have completed his studies through the University of the Highlands and Islands at Lews Castle College UHI.

Daniel's initial decision to study at Lews Castle was based on an induction visit he had to the college, advice from Guidance staff at the Nicolson Institute and a desire to study at home in the islands – a pathway that an increasing number of island students are choosing to take.

The growth in island students choosing to study for degrees through Lews Castle is summed up by Daniel 's view that the decision to study at home

wasn't just based on convenience it was based on what he describes as being "pleasantly surprised by the resources available at the college" and the "really good support" he received from college staff.

Daniel's achievement of a First Class Honours Degree is all the more remarkable considering that his **final two years studies were on-line**. On-line study involves significant discipline and commitment and is now becoming regarded by employers as an indication that prospective employees are "self-motivators" and can work to challenging targets without requiring constant supervision.

When asked about advice he would give to future potential Business students Daniel said he would thoroughly recommend the course but that students should be prepared for "a big jump" in work and commitment if they want to move on from an HND to completing a degree.

Lews Castle College offers potential students the option of choosing to do an HNC/D before deciding to continue to degree which provides students with the flexibility to make career and study choices which suit their needs.

Daniel is now employed as a marketing Officer with one of the most successful businesses in the Islands, Stag Bakeries. The company continues to extend into new bakery product markets both nationally and internationally, while making a substantial investment in new production facilities in Stornoway.

"I was fortunate enough to be given the opportunity to gain practical Marketing experience with Stag Bakeries in July 2014, through a Marketing Graduate Placement, at a time when the company was expanding rapidly into new markets. The placement provided me with invaluable experience to build on the Marketing which I had studied while completing my Honours Degree and it allowed the firm to assess whether I would be suitable for a full-time Marketing post." said Daniel "I joined the company full time after completing my placement and I would recommend the career path I followed to anyone thinking of thinking of studying at Lews Castle. I started with the intention of completing an HNC and seeing how that went. Now I have a full time Marketing post - after completing an Honours Degree and a Graduate Placement. It worked for me!"

Eric Macleod - BA Health Studies

"I've just completed my degree in Health Studies at Lews Castle College UHI. The reason I chose this course, was that I was looking to change career. Previously I worked with a local construction manufacturer, but I'd always wanted a career working with young people, which is something I've been committed to ever since leaving school. A large part of my spare time has always been devoted to coaching and youth work, but when any jobs came up in this area I couldn't get to the letting stage as I lacked formal qualifications."

"When I was looking at ways to gain a qualification to provide me with a pathway into a career in youth work, I looked at a range of options. I knew that there were a large choice of courses, but I also knew that there were a number of limiting factors for me. The main ones being the course needed to

be available locally and delivered flexibly, in a way which allowed me to fulfil other commitments."

"The BA Health Studies **"fitted the bill"** in terms of the qualification I needed, but the clinching factor for me was that it was available **on-line through my local college – Lews Castle College UHI."**

"When I was accepted for the course, I was given an induction which introduced me to an approach to learning I knew nothing about previously. This brought its own worries but these were quickly dealt with by the teaching and library staff at the college, who showed me how to structure my studies, and helped me through the most difficult early stages. Most important of all, they made me feel more like a friend than a student!"

"The most impressive thing for me while doing the course, was how friendly and supportive were the students and the college staff. By that I don't mean just the teaching staff, I include the library staff, office staff, cafeteria staff, janitors, cleaners and managers. They all made me feel part of a family rather than a number."

"If I was to be asked what it was about the course that worked for me, it would be that although it was available on-line, I never felt that I was studying from a distance, as great library facilities and supportive tutors were available locally."

"If anyone who is in a similar position to where I was before I started my degree course, asked me about my experience of studying at Lews Castle College, the answer would be simple. It Worked For Me!"

On completing his degree at Lews Castle - Eric was appointed to the post of Youth Support Officer with The Foyer Project in June 2013 and then moved on to become an Active Schools Coordinator with Comhairle nan Eilean Siar in October 2013.

Carol Maclean - BA Health Studies

"After coming back to the Island in 2005, I had picked up a prospectus but didn't have the confidence to apply for courses until the summer of 2010, when my lone parent adviser prompted me to "take a stroll up and see what's on offer"! Very sheepishly I proceeded to the college, not believing there would be anything suitable for someone of my age (a young 40!) and with my lack of qualifications!! Twenty minutes later, after speaking with some of the staff, I left but with a new label - STUDENT!!"

In 2010-11 I completed the full time Intermediate 2 (National 5) Care course, then went on to complete the Higher course in 2011-12.

After completing my Health, Social & Child Studies Higher course, I went on to enrol onto the BA Health Studies Degree, graduating with the degree in August 2015.

I now work as the Volunteer Development Co-ordinator with Third Sector Hebrides."

Christine Hazelton – HNC Fabrication, Welding and Inspection

My name is Christine Hazelton, Shrimpy to my friends. This is the story of how I became involved in engineering through further education, my progression through college, where I am today, and my goals for the future.

After losing my dad I never really enjoyed school I just wasn't interested. In high school it got worse due to bullying and my mum getting ill, she was in and out of hospital a lot and recently got diagnosed with Functional Neurological Disorder (FND). Circumstances at home were difficult as I also have a younger sister who depended on my support. On S2 my head wasn't really in it, and the only thing I was really interested in was work experience. I decided I wanted to be a mechanic as I loved working with my hands, so I put my name down to go to a local garage. When my subject choices came up for S3 we had three skills for work choices; Hairdressing and Retail, Maritime and Engineering and Engineering and Construction. I thought this would be the perfect way to see what other types of engineering I would be interested in. I eventually decided to do Engineering and Construction. I am quite small and I have asthma and a few people told me I wouldn't be able to do it, some even asked why I wasn't doing something more "girly". Their comments didn't bother me as my mum and most of my family just said to ignore them and do what I wanted to. I loved doing the engineering Skills for Work course, and when it came to S4 I decided I wanted to apply for the full time NC Fabrication and Welding course because that was my favourite subject area from Skills for Work. I thought these new skills could be helpful when I was ready to move to the mainland and do auto-engineering, which I was still set on doing at the time. I was actually surprised to get accepted for the course, but I was delighted as well.

In the summer before starting college I decided I needed a part-time job that fitted round college to help support myself and my family due to the lack of financial income. I applied for a cleaning relief job and my application was successful. I ended up securing the job on a permanent basis just after I had started college. I absolutely loved attending college, the class spent half the time on classroom based academic subjects including core skills, and the other half was workshop based practical units. It was hard work, but I enjoyed all the units and welding was my favourite. The theory elements weren't as enjoyable, but I was determined to do well because I loved doing this so much. The help and support I received from the lecturing staff made it so much easier, they were great. I was actually studying for assessments in the evenings after work, which for me was a big change. I had never applied myself this hard at something before and I decided that I wanted to do this all the way to HNC level and the lecturers were very supportive of my goal. I managed to achieve perfect attendance and shared the student of the year award with another girl. I was really proud but my family were more so.

The SVQ Level II was a bit harder as we had loads of questions for our portfolio to do and loads of workshop projects, but I wanted it so bad I was doing a lot of it in my spare time to help myself along, even staying in at weekends. As part of the mentoring programme at Lews Castle College, we helped the NC class in the

workshop which I enjoyed. I was helping friends that I had in the NC class with their studies in my spare time as well as studying for my own assessments.

When I started the HNC Fabrication, Welding & Inspection course I didn't realise how hard it was going to be. The first few months things were getting to me, especially with my mums health and I didn't think I was going to be able to do it. I had failed two assessments and was really down about it, but my lecturers pushed me as they knew I could do it. I started to get my head back down and pushed myself again; I was doing this because I wanted it so badly. The lecturers helped push me to pass my two resits and achieve a grade B in the HNC graded unit.

When I left college I needed a full time job due to my home circumstances and I worked in a local fish factory. I was applying for jobs in engineering, but what I really wanted was an apprenticeship. A position was advertised at Strathclyde University which I applied for, although I didn't think I would stand a chance. To my surprise I was offered the job, and now I'm employed at Strathclyde University as an apprentice technician. Since I have this amazing opportunity I'm training at work for my SVQ in mechanical engineering, and I have started going to college again to do another HNC, this time in mechanical engineering. Since being here I have helped out with CAD classes and have expanded my welding skills by working on student and company projects that require welding. I have also learned new skills such as conventional and CNC Milling and turning and how to work a water jet cutter. I'm hoping to do an assessors training course so that I can sign off SVQ trainee portfolios, and in the near future I will be helping out staff teaching welding classes, and when I'm fully qualified I'll be able to help teach classes on machining. In years to come I would love to go back home, and even work at Lews Castle College as that is where it all started for me.

Christian Gamauf - BA (Hons) in Applied Music

"I am in the 3rd year of BA (Hons) in Applied Music. I moved to Scotland from Austria to study on the HNC Music course in Benbecula in 2010 and progressed to the BA Applied Music with LCC UHI."

"The BA Applied Music degree is different from other music degrees and it suits me as I need to be available to travel and gig with different projects. The degree involves intensive 3-4 day residencies where we congregate for performances and workshops in different places all over Scotland four times a year."

"We study all genres of music and are able to select from some excellent performance practice tutors: This year I elected to study pipes with Canadian Scot Angus MacKenzie from the band Daimh. When we are not on residencies, we work online and via video conference collaborating with each other to create new music and record our work. Although I am based in Uist- which is great as this is a community rich in the Gaelic culture, providing me with many ensemble opportunities, I am able to access the video conferencing from my laptop wherever I am - and sometimes this has been whilst on a concert tour in Austria, Italy, wherever- so long as I have a connection."

Susan Macaulay – MA Health & Wellbeing 2015

Susan is employed as an Emergency Nurse Practitioner with NHS Western Isles and completed her MA degree with UHI in 2015.

“One of the main reasons I chose to complete my MA Health & Wellbeing through UHI was the flexibility it provided me to study on-line, at home in Lewis, while also fitting my studies in with my family and work commitments. I was amazed at how “well thought out” the content of my MA was and how it developed my skills. I was able to make course assignments relevant to my working practice and I developed a great interest in Rural Health provision and how to interpret health policy. This interest was strongly supported, encouraged and nurtured by my tutors and Programme Leaders.” said Susan.

“The skills and knowledge I’ve gained from my MA have been transferrable to my working practice and equipped me to work at a level I never thought I would have had the confidence to work at. Put simply my MA Health & Wellbeing studies provided me with the skills, knowledge and confidence to develop my career.” She added.

Malcolm Murray

Lewis local, Malcolm Murray - After graduating with a degree in computer science from the University of Strathclyde - returned to the island to complete a PhD through the University of the Highlands and Islands, becoming its Research Student of the Year in 2009. After completing his PhD Malcolm was product manager with greenspaceLive Ltd, UHI’s first spin-out company in 2012. The company was part of the output from the European Funded Greenspace Research Project based at Lews Castle College. Another output of the project was the current Marine Renewables Research Unit which employs 5 staff.



Research in the University of the Highlands and Islands

Professor Ian Bryden FRSE
Vice Principal (Research)

UHI Foundation Conference at Sabhal Mòr Ostaig
22nd April 2016

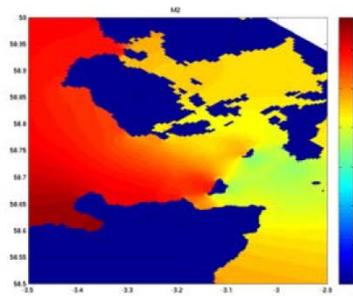
Content

- Background and Context
- The Status Quo, including REF 2014
- The Strategic Plan and targets
- Focussed Research and the clusters
- Commercial alignment and ESIF
- PhD students
- Challenges and necessary actions
- Crystal Ball Gazing



Why do Research?

- A University is about scholarship and learning
- Research is simply the process by which any of us can increase our knowledge and understanding
- Research is externally visible and may be quantifiable
 - Including the REF!
- AND, it can involve disciplines normally considered to be FE!



UHI Research Aims

- To undertake excellent research, which is internationally recognised;
- To perform applied research and KE of direct relevance to employers and society
- To support the development of a knowledge based economy within the Highlands and Islands, underpinned by locally based research excellence
- All staff will be engaged in research or scholarship appropriate to their roles, including the study of our pedagogy.



REF 2014- External Assessment

Unit of assessment	Profile	FTE category A staff submitted	FTE				
			4*	3*	2*	1*	U
Allied health professions, dentistry, nursing and pharmacy	Outputs		12	45	40	3	0
	Impacts		27	73	0	0	0
	Environment		25	63	13	0	0
	Overall	5.2	17	53	28	2	0
Earth systems and environmental sciences	Outputs		15	61	21	4	0
	Impacts		10	90	0	0	0
	Environment		15	60	25	0	0
	Overall	32.45	14	66	17	3	0
Geography, environmental studies and archaeology	Outputs		2	38	51	7	5
	Impacts		0	60	40	0	0
	Environment		13	38	26	20	0
	Overall	13.20	3	41	45	8	3
Area studies	Outputs		11	53	32	0	5
	Impacts		20	60	20	0	0
	Environment		40	60	0	0	0
	Overall	7.25	17	55	25	0	3
Language and linguistics	Outputs		14	41	36	9	0
	Impacts		0	60	40	0	0
	Environment		50	40	10	0	0
	Overall	5.80	16	45	33	6	0
History	Outputs		6	53	35	6	0
	Impacts		50	50	0	0	0
	Environment		20	40	40	0	0
	Overall	4.20	17	50	29	4	0

69% of the research we submitted was judged as either 3* or 4*.

For “Earth Systems and Environmental Science”, the figure was 80%!

87% of impact judged 3* or 4*.

The message is clear: not only is our research excellent, it is having a major impact on lives and livelihoods!

Four star	Quality that is world-leading in terms of originality, significance and rigour
Three star	Quality that is internationally excellent in terms of originality, significance and rigour but which falls short of the highest standards of excellence.
Two star	Quality that is recognised internationally in terms of originality, significance and rigour.
One star	Quality that is recognised nationally in terms of originality, significance and rigour.
Unclassified	Quality that falls below the standard of nationally recognised work. Or work which does not meet the published definition of research for the purposes of this assessment.



REF 2014

UHI ranking and comparison performance

Rank	HEI	Cat A FTE	4*	3*	2*	1*	U/C	4*/3*	GPA	QI
1	University of Edinburgh	1753.08	38	45	15	2	0	83	3.18	66.9
2	University of St Andrews	518.69	32	50	16	1	0	82	3.13	64.6
3	University of Glasgow	1099.39	31	50	17	2	0	81	3.10	63.5
4	Heriot-Watt University	352.36	26	56	16	2	0	82	3.06	61.7
5	University of Strathclyde	558.02	28	51	19	2	0	79	3.04	61.3
6	University of Dundee	395.75	31	44	21	3	0	76	3.03	61.6
7	University of Aberdeen	597.18	24	52	22	2	0	76	2.97	58.6
8	University of Stirling	300.88	25	49	24	2	0	74	2.96	58.5
9	University of the Highlands and Islands	68.10	13	56	26	4	1	69	2.76	51.2
10	Glasgow Caledonian University	153.00	13	48	33	5	0	61	2.67	48.4
11	Queen Margaret University Edinburgh	42.70	15	42	34	8	0	58	2.65	48.2
12	Edinburgh Napier University	98.90	10	44	38	7	2	53	2.52	44.2
13	University of the West of Scotland	118.20	6	38	43	12	1	44	2.36	39.0
14	Robert Gordon University	101.65	8	35	43	14	1	43	2.35	39.0
15	University of Abertay Dundee	66.54	5	27	50	14	4	32	2.16	33.8

Highest ranking of all the Post 92 Institutions and, in quality terms, not that far behind Stirling and Aberdeen



In UK Terms

2014 rank order by GPA	2008 rank order by GPA	Institution
=33	=40	University of Liverpool
=33	=45	Heriot-Watt University
=35	11	University of Essex
=35	=52	Aston University
37	50	University of Strathclyde
=38	42	University of Reading
=38	=40	University of Dundee
=40	=96	University of the Highlands and Islands
=40	30	University of Sussex
42	103	Cardiff Metropolitan University
=43	39	Queen's University Belfast
=43	=52	Bangor University
=43	=66	St George's, University of London
46	=35	University of Surrey
=47	38	University of Aberdeen
=47	=33	Birkbeck, University of London
49	=56	University of Stirling
= 50	=28	Loughborough University
= 50	=31	University of Kent
= 50	=45	City University London
= 50	62	University of Bradford
55	51	University of Leicester
= 56	=45	Ulster University
= 56	43	The Open University

What might have been!

Out of 128 Assessments. UHI is in the top 50%, having risen 33 places!

We came above Plymouth and Portsmouth and were close behind Aberystwyth, Keele and Ulster, which describe themselves as research focussed!

A 10% swing in quality rating would have put us on GPA=3.01, level with the University of Sussex and snapping on the heels of Dundee



Strategic Plan: Focussed Research

- Priorities:
 - a. Supporting and developing excellence in research;
 - b. Enhancing the research student experience;
 - c. Ensuring sustainability of funding for research and
 - d. Engaging the research community with external stakeholders,



5 Year Targets 1

- All teaching at level 10 and above to be “research informed”
- All academic staff able to participate in research
- Funds generated through research to be reinvested in research (especially REG!)
- 25% FTE increase in “REFable staff by 2020, associated with GPA of at least 3!

REG Allocation	2016/17
Centre for Health	£225,603
Centre for History	£39,484
SAMS	£949,831
SMO	£85,736
North Highland College	£223,087
Inverness College	£46,099
Orkney College	£106,326
Lews Castle College	£22,408
Perth College	£34,096
West highland College	£11,365
Shetland College	£18,366



5 Year Targets 2

- Significant numbers of teaching staff progressively buying themselves out of other duties.
 - I expect to see evidence that partner REG allocations are being used in this way!
- Involvement in Horizon 2020 projects
- Effective deployment of Structural/Innovation/Transition Funds



5 Year Targets 3

- Sustainable model for research growth
 - Increased non recurrent funding for research and “knowledge exchange” (presently, ~£15 million p.a.)
 - Increase in successful and significant grant submission, including RCUK
 - requires theme based peer review
- Enhancement of robust research-teaching-scholarship relationships



Funding now:

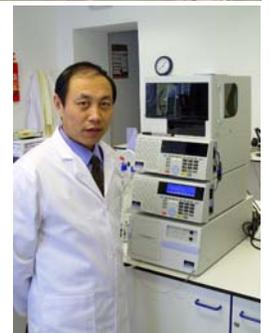
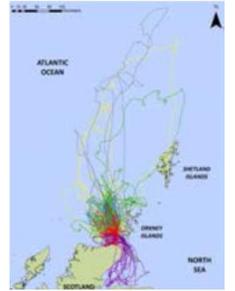
Total Research Revenue By Partner (HESA) 2015/16

Partner	RCUK	Charities	Public Sector	Commercial	Other	Total Grants	SFC REG	Combined Grant and REG
EO	157,948	171,283	1,580,130	136,063	262,231	2,307,655	596,455	2,904,110
IC	0	42,387	87,109	112,499	2,670	244,665	38,964	283,629
LCC	0	0	21,830	0	7,000	28,830	18,939	47,769
NAFC	10,431	984	345,701	976,914	0	1,334,030	0	1,334,030
NHC	5,070	53,298	208,734	49,102	80,025	396,229	188,555	584,784
OC	0	81,996	155,632	22,736	0	260,365	89,868	350,232
PC	0	62,255	8,273	0	2,093	72,621	28,818	101,439
SAMS	4,575,187	361,098	2,333,287	1,166,572	103,291	8,539,436	802,808	9,342,243
SMO	0	22,320	1,267,790	310,030	15,000	1,615,140	72,465	1,687,605
WHC	0	24,389	0	19,050	0	43,419	9,606	53,025
MC	0	0	10,000	0	2,000	12,000	0	12,000
Total	4,748,636	819,991	6,018,486	2,792,966	474,310	14,854,389	1,846,478	16,700,867



Focussed Research

- Our REF submissions reflected research strength under four broad themes:
 1. Marine and Environmental Science and Engineering (M&ESE);
 2. Humanities and Arts (HARC);
 3. Health and Wellbeing (H&W);
 4. Society, Landscape and Economy (SILK).
- These form the core of our newly defined “**Research Clusters**”, which act as the driving agents for our new research strategy.

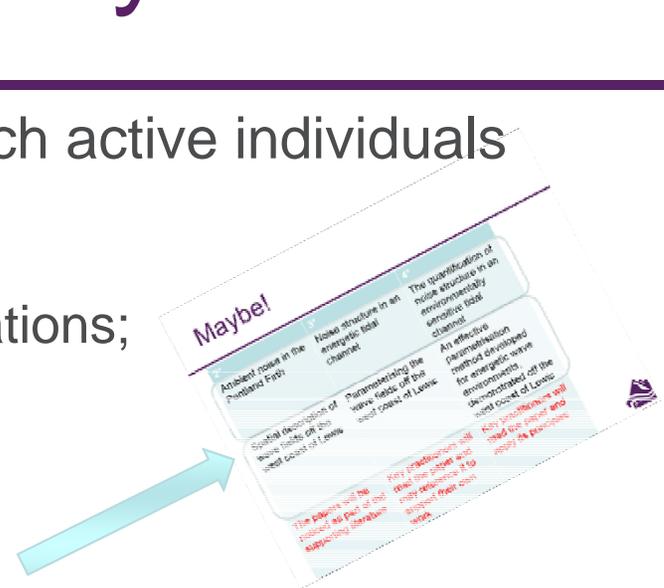


SOILLSE



The Clusters, what they are:

- Support groups of like minded, research active individuals across the partnership, allowing:
 - Sharing of information on funding;
 - Provide visible critical mass for applications;
 - Sharing of experience;
 - Funding and writing workshops;
 - No more 50K “add-ons”;
 - Output enhancement 2* → 3* → 4*
 - Discipline specific peer review groupings;
 - Discipline specific strategic debate;
 - Discipline specific interfaces with the Research Committee.
- * *Aligned with the principal funding bodies*
- * *Aligned with the Main Panels of REF2014 and, what we believe to be, the Main Panels of REF2020, allowing rapid thematic response when the “rules” are published in 2019!*

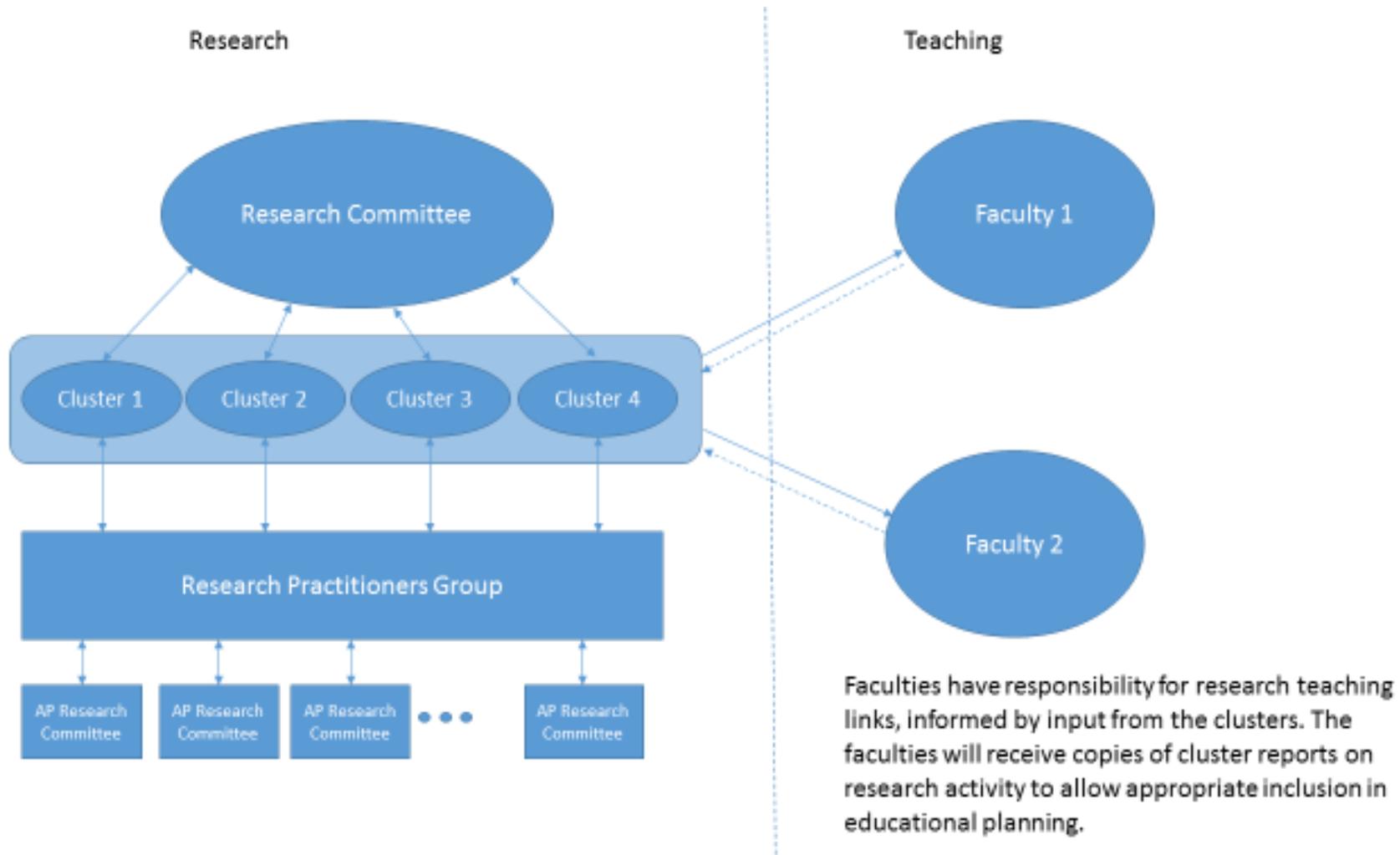


What they are not:

- Silos;
- Fixed in terms of name, structure or composition;
- Management constructs to replace the faculties;
- Prescribed in terms of management or operation.



Where the Clusters Fit



Alignment with Commerce

- In addition to the clusters, UHI research and Knowledge Exchange crosses traditional discipline boundaries to align with industry sectors.
- Named Champions:
 - Energy
 - Tourism
 - Health
 - Creative Industries
 - Food and Drink

In effect, these represent our “Innovation Centres” and their remit crosses cluster and partner boundaries



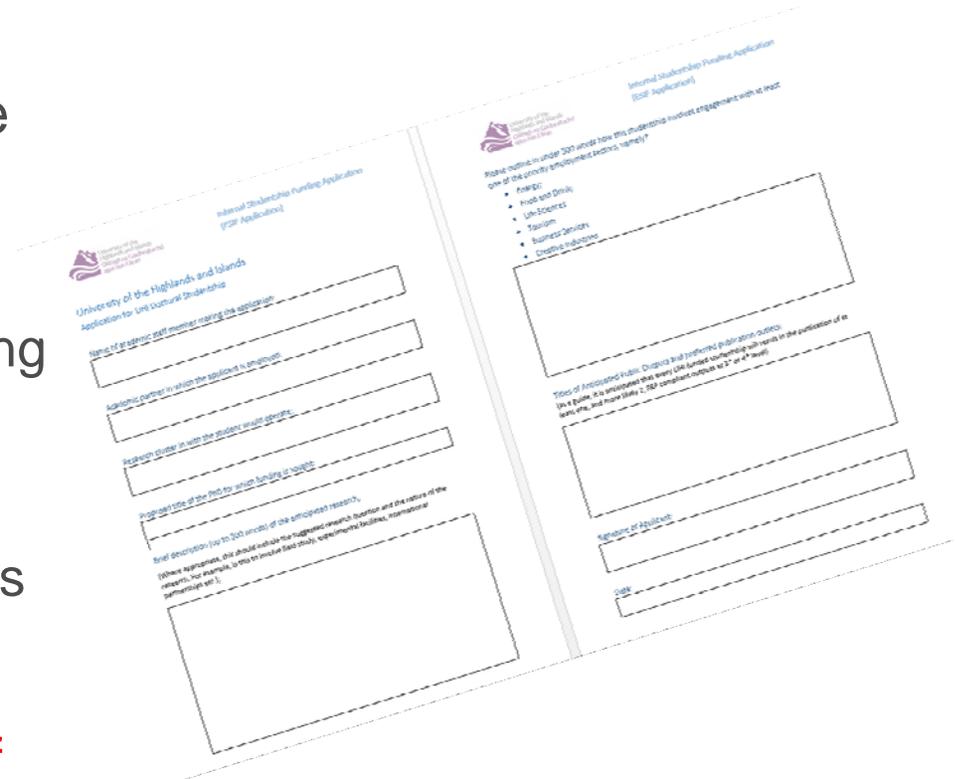
Leading to: ESIF Funding

- PGR funding
 - 32 fully funded PhD studentships in areas associated with the priority employment sectors
- Successful projects require external sector involvement
- Projects have now been identified for 2016 entry and a high profile advertisement for students will shortly appear



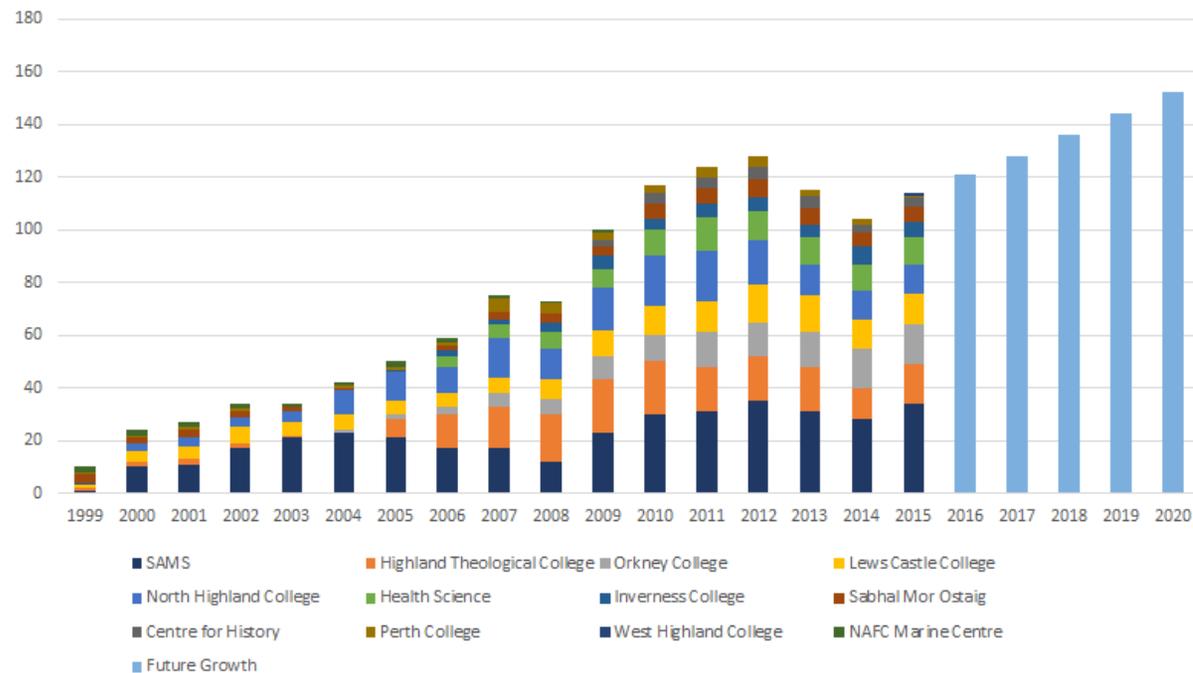
Clusters and ESIF

- The clusters, under the guidance of the sector champions, have assessed applications against defined criteria, including:
 - Alignment with the wealth creating agenda of ESIF
 - Fit to University Research Strategy
 - Potential to generate publications and spin off projects
 - External sector support
- **There were external members of the assessment panels!**



Planned Doctoral Student Numbers

Continuing PhD Students in the University of the Highlands and Islands (FTE)



In the short term, ESIF will be crucial to this growth

BUT

Already there are indicators that enhanced REF is attracting funds and students

Watch this space for exciting new announcements



Why are PhD Students Important?

- A vital part of the research community, representing the next generation of researchers
- Keeps the research (and the researchers) fresh
- Produce excellent publications



The Time Line

- “Mock REF” during 2017
- Expected REF submission in November 2020
 - Rate of 3* and 4* publications on track
- Ongoing training in the use of PURE- our database for recording public output and impact
 - REF group for ongoing assessment is being formed



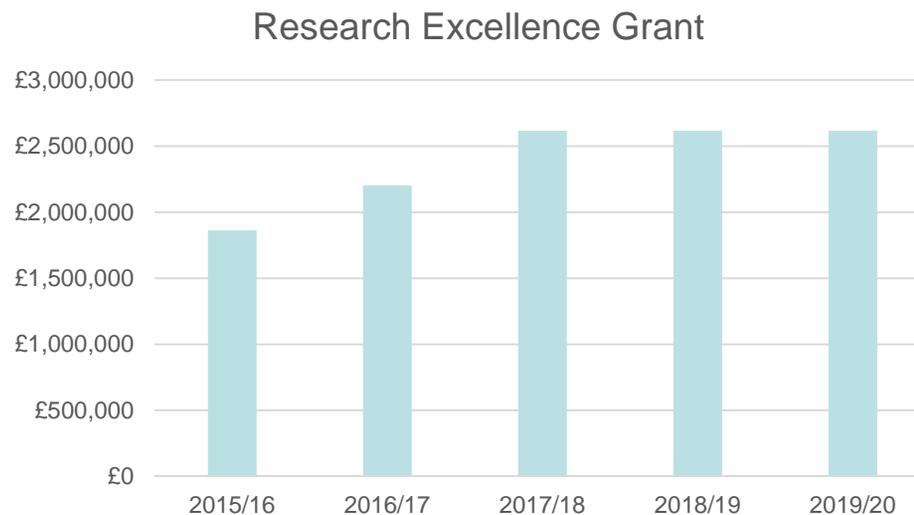
Positives

- Resource for effective mini-sabbatical processes
- Modest conference travel funding
- Mentoring Scheme
- Internal studentship fund
- Proactivity of the research community itself!



Empowering the Clusters

- The Research Excellence Grant will rise to £2.6million per annum. A proportion should be used to:
 - Provide administrative support
 - Provide competitive strategic funding for the clusters to develop their agendas



~~Negatives~~ Challenges

- Dependent upon goodwill from the “coalition of the willing”
- How do we reward research active staff for enhancing the reputation of the University?
- Do we value our staff and effectively determine workload and promotion?
- **Incentivise staff!**



Ongoing Priorities

- Embed research and scholarship into resource allocation, workload assessment and value based promotion criteria
- Ensure that research is accepted by all as a core activity of real value to the University
 - end separation of research and teaching, which often results in a lack of leadership and too many academic “orphans”



How good can we be?

- We have the capability to move into the top third of the UK research community by measured quality with appropriate support

BUT

- We can easily slip into the bottom half without it!
- **What do we want....?**



What if, just five years from now?



UHI FOUNDATION CONFERENCE

FRIDAY, 22ND APRIL 2016

DELEGATES

Title	Name
Mr.	BEDFORD Derek
Mr.	BRANSBURY Allan
Independent Councillor	BRESLIN Michael
Professor	BRYDEN Ian
Dr, Councillor	CLACKSON Stephen
Mr.	ECKL Chris
Rector, Prof	EDWARDS Anton
Mrs.	EDWARDS Margaret
Miss	FRASER Beth
Mr.	GIBB Stuart
Mr.	GILLESPIE Ewan
Ms	HANDLEY Catherine
Ms	HAYES Nicky
Mr.	KIRKPATRICK Graeme
Ms	LARG Fiona
Mr.	MACAULAY Gus
Mrs.	MACAULAY Susy
Mr.	MACMILLAN Iain
Ms.	PARR Pauline
Professor	ROBARDAN Boyd
Mr.	ROSS Alistair
Mr.	SENDALL Roger
Mrs.	SHAW Christine
Professor	SHARP Norman
Mr.	TEMPLETON Roy
Mr.	VERNAL Lewis
Ms.	WALTON Elaine