

THE FUTURE FOR SCOTLAND'S UNIVERSITIES

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This briefing summarises the reports of the Joint Future Thinking Task Force on Universities collectively titled "New Horizons". The Task Force was chaired jointly by the Government and Universities Scotland and included the Scottish Funding Council and individual HE institutions. The Taskforce reviewed future challenges for the university sector and set out a new organisational and funding structure. This includes:

- a lighter touch role of the Scottish Funding Council
- the provision of two funding streams from the Funding Council: a core General Fund for Universities (GFU) and a developmental Horizon Fund for Universities (HFU).

Following endorsement of the 'New Horizons' Report, the Scottish Funding Council have agreed a three year implementation plan of the report's recommendations. This implementation plan can be found in Annex A of this paper.

The work of the Taskforce was considered by the Education, Lifelong Learning and Culture Committee on 28 January 2009. The Committee's considerations are also summarised.

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BACKGROUND

The Joint Future Thinking Task Force on Universities (the Taskforce) was established in November 2007, chaired jointly by the Cabinet Secretary for Education and Lifelong Learning and the Convener of Universities Scotland, Sir Muir Russell. Several individual Higher Education Institutions, the Scottish Funding Council and the Scottish Government were also represented.

In December 2007, it was agreed that the Taskforce's remit would be to consider the following (Scottish Government, 2007):

- how to optimise and shape the contribution which the Scottish university sector can make during the next 20 years to the Scottish economy, to Scottish culture and society, and to the political priorities of the Scottish Government
- what opportunities can be created and what barriers will need to be overcome to achieve that
- what resources will be needed and how they will be provided

'NEW HORIZONS': THE INTERIM REPORT

The Taskforce met between December 2007 and September 2008. In June 2008, The Taskforce completed the first phase of its work and published an interim report [*New Horizons: responding to the challenges of the 21st century*](#). There were 4 parts to this report, which are summarised below.

THE CONTEXT

Parts 1 and 2 considered ways in which universities, through their various activities, already contribute towards achieving the Government's Strategic Objectives and explored the context in which Government and universities can expect to operate over the next 20 years. The report described the various challenges that will be faced, including increasing international competition, the need to improve the use of employees' skills ('skills utilisation') and productivity of businesses and their ability to use external knowledge for commercial advantage (their 'absorptive capacity'); and changing demographics with regards both to Scotland's workforce and to its student population.

CHALLENGES AND ACTIONS

The report then considered what implications these challenges have for both policy development and resource allocation; and what actions should be taken by the bodies involved.

The Taskforce agreed that universities and Government could help to address the issue of Scotland's changing demographics by encouraging inward migration of learners to study in Scottish universities; and by working with employers to ensure employment opportunities are available to these learners after graduation, if they wish to remain in Scotland. In the context of changing demographics, it was also suggested that provision of learning needed to be more flexible to account for the diversity of future student populations (e.g. part-time or mature students).

In addition, the relatively low 'absorptive capacity' of indigenous Scottish businesses and lack of connection between business and academia was considered to be an area of apparent market failure. The Taskforce proposed to address this by improving the incentives for universities and businesses to work together. It was agreed that this would help improve businesses' awareness of the benefits of making full use of graduate skills and of university research. This joint working would also demonstrate the benefits of market-focused research to universities.

Future collaborations both in teaching and in research, between colleges and universities and/or between universities were seen as a priority for several reasons. The Taskforce agreed that these forms of activity could result in efficiencies of scale and allow Scottish institutions to work together to compete on the international research stage. It was also argued that certain forms of collaboration could help to improve transition for students between institutions of further and higher education, particularly those who historically have lower participation or completion rates in higher education.

In terms of resource allocation, it was agreed that overall funding for the university sector needed to remain competitive (specifically with the rest of the UK) and sustainable. The Taskforce established a set of criteria that should be used to guide future spending reviews, including:

- Maintaining the dual support model, where the university sector is partly but not exclusively funded by the Scottish Government
- Maintaining broad comparability with the rest of the UK on Government investment in learning and teaching, research and knowledge exchange activities, with a new tripartite advisory group proposed to play a key role in advising Government on these matters
- Ensuring sufficient funding to provide targeted and sustained growth in postgraduate student numbers
- Optimising the use of public resources by collaborative estates development between universities and/or universities and colleges in local and regional areas

Recognition was also given to the independent income sources that many universities either generate on a competitive basis, through research and/or industry collaboration; or that they receive through philanthropic giving. It was acknowledged that some smaller and specialist institutions rely more heavily on public funding for understandable reasons, however it was suggested that consideration could be given to how income streams for universities could be further diversified in the future, resulting in reduced dependency on public funding.

A NEW RELATIONSHIP AND FUNDING ARRANGEMENT

Having considered the challenges that lie ahead and the actions that need to be taken, in part 3 the Taskforce set out proposals for a new relationship between the Scottish Government, the Scottish Funding Council and the university sector. These proposals included a new set of roles and responsibilities for the bodies involved, alongside a new funding arrangement for the SFC to implement, comprising two main funding streams: the General Fund for Universities (GFU) and a Horizon Fund for Universities (HFU). The proposals are summarised below.

Roles and Responsibilities

The role of the SFC will become more strategic, working with universities, colleges and other relevant agencies (such as Scottish Enterprise) to implement key initiatives and concentrate resources on facilitating change and development, contributing to sustainable economic growth

(SFC, 2008). It will therefore adopt a 'lighter touch' approach to regulation of the university sector, relaxing its control over the use of funding streams and reducing its data collection. It will also significantly reduce the amount of advice, guidance and information it provides on operational matters, in order to free up resources within the organisation that can be used more strategically.

The Scottish Government will become more focused on ensuring that public funds are used to deliver and/or incentivise activities that will help achieve the Scottish Government's Purpose, Strategic Objectives and Outcomes, outlined in the National Performance Framework.

Universities will demonstrate that their publicly funded activities are significantly contributing to the Scottish Government's Purpose and Strategic Objectives, thereby demonstrating a stronger case for maintaining or increasing their shares of the Government's budget. Governing Bodies of universities will also have a greater role to play in terms of governance and leadership, in order to free up the SFC to concentrate on strategic direction. The Taskforce also stated that universities should be seen explicitly as a sector of the economy in their own right.

It was agreed that a new Tripartite Advisory Group should also be established between the Scottish Government, the SFC and Universities Scotland. The group will be chaired by the Cabinet Secretary for Education and Lifelong Learning and will meet once or twice a year. The [Tripartite Advisory Group's Terms of Reference](#) was published alongside the 'New Horizons' report and explains that the group will advise the Cabinet Secretary for Education and Lifelong Learning on how effectively the new arrangements are operating, both in terms of the new funding streams and the SFCs lighter regulatory approach. It will also advise on the level of public investment required to maintain broad comparability with the rest of the UK; and on the strategic outputs and outcomes that should be monitored by the SFC.

Funding Arrangements

Alongside the new roles and responsibilities outlined above, a new set of funding arrangements will be put in place. Current funding for the Council by the Scottish Government will be split into 2 streams: the General Fund for Universities (GFU) and the Horizon Fund for Universities (HFU).

The GFU will fund Universities' mainstream activities and will still be allocated through a formulae process to provide certainty of funding for institutions, but these formulae will be made much simpler and there will be a lot less restriction on universities in how they choose to allocate it, in order to be able to meet their priorities. Some subjects may still remain 'protected'.

The HFU is an incentivised funding stream, with the Scottish Government setting the broad direction of delivery based on alignment with their national strategies and priorities. It will be able to be used to fund specific performance or specialism related projects with individual institutions (or groups of institutions), for example to incentivise a project with industry collaboration.

THE CHALLENGES SET FOR GOVERNMENT AND FOR THE UNIVERSITY SECTOR

Finally, part 4 of the Taskforce's 'New Horizons' report sets out three main challenges, for both the Scottish Government and the university sector.

The Scottish Government challenged universities to:

1. demonstrate that they use Government funds to support activities that are aligned with the Government's objectives

2. respond to the changing needs of students, both in improving the flexibility of their learning provision and being more capable of delivering this provision through appropriate institutional collaborations and structures

3. to engage with Scottish micro, small and medium sized businesses, in order to more directly contribute to Scotland having a world class knowledge economy

Universities Scotland challenged the Scottish Government to:

1. progress towards Scotland being in the top quartile of OECD countries for the percentage of GDP invested in its universities and for national investment in research, development and innovation

2. aim towards Scotland being in the top quartile internationally for its higher education participation rate and to substantially increase postgraduate taught and research student numbers

3. to ensure that the newly proposed GFU and HFU funding streams provide the resources necessary to deliver sustainable funding for all mainstream university activities, to support strategic change and non-standard funding needs; and to fund new initiatives and projects

THE FINAL REPORT

Following the publication of the interim report in June 2008, public consultation with the wider stakeholder group took place, culminating with a stakeholder conference in August 2008. Some stakeholders also responded to the report in writing. During this consultation period, the SFC undertook a review of its processes and procedures in preparation for its new strategic role.

On 17 November 2008, the final report was published, ['Taking Forward New Horizons'](#) which confirmed that the interim 'New Horizons' report was the taskforce's final position. 'New Horizons' was therefore republished alongside the [Scottish Funding Council's response to 'New Horizons'](#) and the [Tripartite Advisory Group's Terms of Reference](#).

The final report was a short supplementary that summarised the written stakeholder feedback that had been received (21 responses), and provided clarification on a number of points raised.

STAKEHOLDER VIEWS OF 'NEW HORIZONS'

The summary of stakeholders' views stated that the majority of respondents were largely positive and in support of the approach proposed in 'New Horizons'. Many agreed with the issues identified in the report, but few suggested solutions. However, trade unions and student representatives suggested that the report did not address a number of important issues due to the narrow membership of the Taskforce. Some criticisms were made of the lack of formal consultation and the rush in implementing what are seen to be major changes.

The 'lighter touch' approach proposed by the Taskforce was welcomed by almost everybody, universities in particular, with Governing bodies believing they have the 'maturity and expertise' to deal with these extra responsibilities effectively (Taking Forward New Horizons, JFTT, 2008).

The largest number of comments was received on the proposed new funding streams. It was appreciated that the proposal recognised the diversity of institutions, however most stakeholders found it difficult to comment on it without knowing the exact detail of how the funding streams would operate and how the changes would impact on them. Suggestions were made on what might be included in each of the funds, and there were differing opinions on the

balance of funding channelled through each of the funding streams. There was general support for an 'outcomes based approach' although trades unions suggested that an outcomes based approach should be people-focussed to empower staff, rather than all about the Government's Purpose. Some concern was expressed that greater alignment of funding could result in a tension with academic freedom.

The Tripartite Advisory Group was welcomed by universities, however trades unions and student representatives were concerned about the group, and the fact that there had been no reference to the [Further and Higher Education Roundtable](#) was seen as an omission.

The majority of stakeholders recognised the need for flexibility in learning provision in the coming years. There was also widespread support for ensuring all universities undertake research so that teaching is based on cutting edge knowledge, whilst acknowledging that some universities will remain more research or teaching intensive than others. It was also agreed by stakeholders that universities have a role in increasing businesses 'absorptive capacity', but that other key stakeholders such as the SFC, colleges and Scottish Enterprise all had a contribution to make too and that there was a need to work together.

RESPONSE FROM THE SFC

The [Scottish Funding Council's response to 'New Horizons'](#) was published alongside the final report and provides further details on how the new approach to funding, the 'lighter touch' and 'outcome agreements' will work in practice. It also details how the current SFC budget would be allocated between the 2 new funding streams stating

'Based on the Council's 2008-09 budget (excluding ring-fenced budgets), the Council's view therefore is that the GFU would consist of £965 million and the HFU of £122 million. The GFU would include all main teaching grants except for funding for a small number of targeted places which recognise specialisms or particular priorities (such as conservatoire provision, or the places allocated to Crichton etc.). The GFU would include all of the Quality Research budget.

The horizon fund would include current strategic grants (e.g. skills and employability, SRDG), sector-wide infrastructure grants (e.g. JISC), targeted premiums and some parts of current KT and capital budgets for strategic allocation.'

The report concludes by stating that the SFC believe the proposals put forward strike the right balance by assuring the Scottish Government that the activities of the university sector are contributing to the Government's Strategic Objectives, as well as allowing targeted investment for 'improvement, development, differentiation and diversity' and reducing the regulation over the university sector.

COMMITTEE CONSIDERATION

At the [Education, Lifelong Learning and Culture Committee's third meeting](#) on 28 January 2009, the Committee discussed the 'New Horizons' report with a panel of witnesses, including members of the Taskforce from Universities Scotland, the Scottish Funding Council and the joint chair of the Taskforce group, Sir Muir Russell. The STUC were also represented. The main issues covered at this meeting are summarised below.

MEMBERSHIP OF THE TASKFORCE

One of the main points raised by several Committee Members referred to the narrow membership of the Taskforce when it was set up. Members raised concerns that the business sector, colleges and student bodies were not represented within the Taskforce membership and the panel were questioned as to why this was the case on several occasions when discussing different issues. Members of the Taskforce defended this action, stating that the intention was to keep the remit of the group focussed on very specific issues. Sir Muir Russell, the joint chair of the Taskforce said

‘We considered whether we should have a bigger, longer and wider inquiry and decided that we should not. We decided that the inquiry should address the issues fairly quickly and work through the remit that you have seen, which is about the contribution and shape of the sector, the opportunities and barriers, and so on. We knew that there were other forums. In particular, a lot of account is taken of stakeholder input from the round-table forum. The Cabinet Secretary has said on the record that she values the input from that forum.

We felt that the task force must be a quick, sharp and focused exercise that considered the outcome of the spending review through the prism of resources, the requirements and challenges that the universities would face in what they had to do, and how they would manage themselves over the next wee while. That is why we ended up where we did.’ (Col 1936, Official Report, 28 Jan, 2009)

It was also explained that the Taskforce had two evidence sessions with STUC and student representatives and that there had also been opportunity for discussion through the [Round-table Forum for further and higher education](#).

However, Mary Senior from the STUC explained that the STUC and trade unions were not happy with the fact that trade unions and student representatives had not been included in the membership of the Taskforce, and that having these key stakeholders involved would have produced a more meaningful report that would have been fully embraced by the sector. Mary Senior stated

‘I accept what Muir Russell said about needing a quick response, but the Taskforce's remit was to look at the next 20 years. There seems to be a contradiction between getting a quick, more focused change and the need to consider the extensive remit of the task force along with full engagement with a wide range of stakeholders.’ (Col 1937, Official Report, 28 Jan 2009)

Later adding, when discussing the Taskforce’s emerging framework

‘I do not want to appear to be carping from the side, but from some of the recent comments that we have seen in the press, it is clear that not all university principals are happy with the way that we are going. Elizabeth Smith is absolutely right to ask what sort of framework will come out of the task force. We in the trade unions were not that surprised by the results of the task force's work, which very much reflected the membership of the group. Including business interests, staff and students would have given a different flavour.’ (Col 1944, Official Report, 28 Jan 2009)

She also mentioned that the view of STUC affiliates was that the Parliament also had a key role in the scrutiny of the ‘New Horizons’ report and in engaging with all the key stakeholders.

Further concern was raised, specifically in relation to the absence of Scotland’s colleges within the membership of the Taskforce, with suggestions that Scotland’s colleges will face the same

challenges in terms of funding arrangements, levels of public investment in learning, teaching, research and knowledge exchange and the SFC's monitoring arrangements; and colleges therefore should have been represented.

BUSINESS AND UNIVERSITY LINKS

The Committee also discussed the development of business and university collaboration with the panel, which was identified as a strong theme within the 'New Horizons' report. Members of the Taskforce highlighted that universities already do a lot to create knowledge and ideas that support and stimulate business activity. David Caldwell of Universities Scotland put this into context, saying:

'If we compare the performance of Scotland's eight most research-intensive universities with the United States' top 10 universities on a basket of commercialisation measures including spin-out companies, licences, patents and so on we will find that for every pound of income—or dollar of income, if you like—the Scottish universities perform better than the US universities. It would therefore be a mistake to assume that the connections between universities and business and industry in Scotland are poor; in fact, as far as the objective measures of knowledge transfer between the two sectors are concerned, they are rather good.' (Col 1940, Official Report, 28 Jan)

The members of the panel however acknowledged that more could still be done. Several existing initiatives, such as [Nexus](#), the [Scottish Enterprise Proof of Concept programme](#) and a new initiative called [Interface](#) were cited as being schemes that are already helping universities transfer their knowledge to businesses and commercialise their research. However, the challenge conveyed is the need to improve Scottish businesses' 'absorptive capacity' (explained previously). It was highlighted that a large proportion of business and industry in Scotland are small to medium-sized enterprises (SMEs), and that there is a need to improve the ability of these SMEs to access and utilise universities' intellectual assets. The issue of universities' commercialisation departments being able to deal with the needs of potentially huge numbers of SMEs was also seen as a challenge.

FUNDING

Discussions moved on to future funding of universities. Part of the remit of the Taskforce was to examine and address the future resource needs of the sector, in order to maintain competitiveness with the university sector south of the border. Committee Members asked the panel about what the Taskforce had done to help address these future resource issues; and whether it had considered how the required future funding would be provided. One Committee Member in particular suggested that the report did not necessarily deliver detailed answers on how universities will be funded in the long run; and asked if the Taskforce had concluded whether increased resources should be brought about through public funds.

Members of the taskforce pointed to the in-principle commitment within the 'New Horizons' report that Scottish Universities' funding base should maintain broad comparability with those of universities in the rest of the UK. It was explained that the role of the Tripartite Advisory Group, in gathering evidence on the contribution universities make to the Scottish Economy and examining the resource requirements needed to support this, would provide a clear case for future funding. John McClelland of the Scottish Funding Council said

'The mechanisms of the tripartite group and the process of ensuring broad comparability with the rest of the UK have filled a vacuum that existed previously. To have agreed on those measures or mechanisms is a major step forward, because they will take us away

from the traditional process of bid and response. I repeat Sir Muir Russell's point that there is now a lot of work to be done to create the detail of those mechanisms so that we have something to lean on and use in the future when we look at spending reviews.' (Col 1949, Official Report, 28 January 2009)

ECONOMIC POWERS

One of the Committee Members asked how the gap between academic attainment and levels of productivity can be narrowed, and raised the point made in the 'New Horizons' report below, asking the panel whether they had a relationship with the UK Government to address these issues:

"In terms of employers, the Scottish Government does not have at its disposal the full range of economic powers it would need to properly incentivise an indigenous micro, small and medium sized business base to develop financial relationships with universities. Tax breaks for employers wishing to collaborate with universities, where they exist, are developed at a UK level and often fail to take account fully of Scottish situations and circumstances. This is one of the obstacles that prevents deeper engagement between universities and employers." (New Horizons, 2008)

The panel were reluctant to offer opinion on tax breaks, other than stating that universities work within the boundaries of UK tax law and that the paragraph really referred to part of the Government's agenda in relation to matters the Taskforce may want to see followed up.

They did however acknowledge that UK arrangements can impact on some of their activities. Whilst stating that all of the recommendations resulting from the [Leitch Review of Skills](#) did not necessarily apply to Scotland, one of the valuable points was that there was evidence that increasing the proportion of the workforce made up of graduates would increase the country's productivity; and this was an area where the UK fell behind its European competitors. In addition, the transfer of knowledge to businesses was a crucial challenge for improving productivity, both within Scotland and the UK as a whole. The STUC also referred to the work it has been involved in on skills utilisation, in order to improve Scotland's productivity.

THE FINAL REPORT

The Committee raised the point that there was little difference between the interim and the final 'New Horizons' report, following the stakeholder consultation event. It was suggested by Taskforce members on the panel that the reason there was little change was due to the fact that there was no radical criticism of the interim report.

However, Mary Senior contradicted this point, stating that the fact there were no significant differences between the reports was a concern to the STUC, as there were still many unanswered questions; and that she did not believe there was as much agreement at the stakeholder event as the Taskforce members were suggesting. Whilst offering support to Universities Scotland's desire for a well funded sector and to the various contributions universities make, the STUC believed many other issues could have been discussed, such as how people in the workplace can access learning. She also highlighted the concerns of the STUC about what was meant by the SFC adopting a 'lighter touch approach', but acknowledged that the STUC were meeting with the SFC in the coming weeks to discuss this point further.

When discussing implementation of the final report, Taskforce members indicated that the next two to three years would be a transitional phase to implement the recommended changes, and

that there was still significant consultation to take place with various stakeholders on specific areas.

NEXT STEPS

The Final report ['Taking Forward New Horizons'](#) explained that the SFC's response to 'New Horizons' was agreed at a Plenary meeting of on 28 October 2008 and that the SFC would now be taking forward the recommendations within the report. In doing this, the initial steps would be to set up bilateral meetings with key stakeholders to discuss the proposals in more detail. It was also explained that the SFC will observe their statutory responsibilities for consultation under the [Further and Higher Education \(Scotland\) Act 2005](#).

On 17 November 2008, the [Cabinet Secretary for Education and Lifelong Learning](#) endorsed 'New Horizons' as the Taskforce's final position and confirmed that the Scottish Cabinet supported the Taskforce's recommendation that Universities should become the 'seventh sector' in Scotland, in recognition of the contribution they can make to delivering the Government's Economic Strategy.

At an SFC meeting on 23 January 2009, The Council agreed to a [three year implementation plan](#) of the 'New Horizons' recommendations. This implementation plan can be found in annex A.

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ANNEX A: THE SFC'S IMPLEMENTATION PLAN OF 'NEW HORIZONS'

	2009-10	2010-11	2011-12
Horizon Fund for Universities	<ul style="list-style-type: none"> • Identify priorities for investment in each year through corporate and operational planning process • Agree development and decision-making processes for HFU • Conduct zero-based budgeting exercise to identify any uncommitted funds and enable Council to reprioritise expenditure across the whole of its budget • In line with above, review at least £44m of existing HFU grant lines with a view to releasing funds for transformational projects: <ul style="list-style-type: none"> - Museums, Galleries & Collections; - Creative Arts; - Part-time Incentive Premium; - Access & Participation - Quality Enhancement; - Research Development Foundation Grant; 	<ul style="list-style-type: none"> • Review specialised provision • Review at least £21m of existing HFU grant lines with a view to releasing funds for transformational projects: <ul style="list-style-type: none"> - Knowledge Transfer Grant; - Skills and Employability; and - Strategic Research Development Grant, Strategic Change Grant, Mergers and Collaboration and capital grants as current commitments end. 	<ul style="list-style-type: none"> • Incentivise growth in philanthropic giving • Review at least £13m of existing HFU grant lines with a view to releasing funds for transformational projects: <ul style="list-style-type: none"> - Widening Access Retention Premium; - Disabled Students Premium; and - Strategic Research Development Grant, Strategic Change Grant, Mergers and Collaboration and capital grants as current commitments end.

	2009-10	2010-11	2011-12
	<ul style="list-style-type: none"> - SORSAS; - Research Support Libraries Programme; and Strategic Research Development Grant, Strategic Change Grant, Mergers and Collaboration and capital grants as current commitments end 		
General Fund for Universities	<ul style="list-style-type: none"> • Revise and simplify teaching funding method • Develop single student number targets for each institution • Review teaching price groups for u/g and p/g provision • Conduct zero-based budgeting exercise to identify any uncommitted funds and enable Council to reprioritise expenditure across the whole of its budget 	<ul style="list-style-type: none"> • Consider multi-year formula funding approach • Review GFU rules, processes and approaches to ensure it promotes 'right provision in the right place' • 	<ul style="list-style-type: none"> • Review funding method for research and knowledge exchange elements of GFU
Outcome Agreements	<ul style="list-style-type: none"> • Determine nature/extent of outcome agreements • Determine process for developing outcome agreements with HEIs (eg using existing strategic planning processes) • By year end, 20% of agreements in place. 	<ul style="list-style-type: none"> • By year end, 60% of agreements in place. 	<ul style="list-style-type: none"> • By year end, all outcome agreements in place. • Formally review first outcome agreements.

	2009-10	2010-11	2011-12
Lighter Touch	<ul style="list-style-type: none"> • Review governance strengths within HEIs • Review statistical collection requirements • Reduce number of circular letters to 34 (40% of 2008 total) • Develop with Scottish Government method for UK comparability of funding 	<ul style="list-style-type: none"> • Require single statistical collection with reduced detail where possible 	
College Links	<ul style="list-style-type: none"> • Seek strategic engagement with college sector on FE implications of NH • Develop plan for aligned approach 	<ul style="list-style-type: none"> • Implement early stage of aligned approach 	<ul style="list-style-type: none"> • Consider extension of aligned approach
SFC Internal Change	<ul style="list-style-type: none"> • Skills audit SFC staff • Review and if appropriate adopt revised SFC staff structure • Review and if appropriate adopt revised SFC committee structure • Agree clear 3 year timetable for transition • Participate in Tripartite Advisory Group 	<ul style="list-style-type: none"> • Skills development for SFC staff • Participate in Tripartite Advisory Group 	<ul style="list-style-type: none"> • Ongoing skills development for SFC staff • Participate in Tripartite Advisory Group

(Scottish Funding Council, 2009)