



University for the Common Good

**Outcome Agreement  
with Scottish Funding Council  
2023-24**



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## Introduction

Glasgow Caledonian is the largest and leading modern university in Scotland, and we connect the reduction of poverty through widening access to highly skilled employment. As a civic university, we are dedicated to driving positive societal change through our education and research, and through our engagement with partners and communities in Glasgow, our region and Scotland. Glasgow is a vibrant student city and has a successful ecosystem of universities and colleges working in partnership, which is a national success story. In that ecosystem, we play a vital role and have a distinctive mission to serve the Common Good.

Through this Outcome Agreement, we aim to further enhance our contribution to widening access to higher education in Scotland and build on our inclusive approach to student recruitment, focussing on welcoming diverse applicants into the university. We have grown our recruitment of Scottish learners in 2023-24 in recognition of this, and increased the volume of students from the most disadvantaged backgrounds. The University provides a learning community that includes student engagement and participation at the heart of what we do. Partnership working with our students and with the Students' Association is vital and will continue to be a priority.

We are the leading university in Scotland for Graduate Apprenticeships and we will continue to grow the number of students and employers we work with. Our work-based education creates opportunities and vital jobs for students from diverse backgrounds. Our strength in graduate employment ensures that our students are prepared for the workplace and able to compete successfully for jobs. This involves our curricula being informed by employers, having partnerships that provide students with work-based opportunities, and developing the confidence of our students.

In the months and years ahead, we would like to further grow our Scottish student numbers by building on our strength of widening access and further scaling up graduate apprenticeships, while prioritising the quality of our provision and investing in our staff and our holistic approach to student support.

Through partnerships we have an important role to play in contributing to sustainable and inclusive growth in Scotland and addressing workforce needs, for example in health and social care, life sciences, the green economy, digital and data, the creative economy, and with businesses and financial services.

In research, partnerships are essential for impact. This is the defining feature of the university's research culture, and we will grow our research further, building on excellent REF outcomes and sharpening our focus on quality, impact, and partnerships. Our research is often co-created with the NHS, businesses, charities, governments, and the public, ensuring the relevance and the impact of what we do.

We will continue to embed an inclusive culture that celebrates diversity. We will strengthen mechanisms to attract a diverse workforce, and engage staff and students in developing, implementing and evaluating our Equality, Diversity and Inclusion plans, and are committed to achieving Advance HE's Race Equality Charter.

We look forward to working with the Scottish Funding Council in academic year 2023-24 in support of achieving the ambitions in our Outcome Agreement and enhancing our contribution to sustainable and inclusive growth in Scotland.

**Professor Stephen Decent**

Principal & Vice-Chancellor

## 1. Fair access and transitions

**Glasgow Caledonian is a leader in widening participation, connecting reduction of poverty through widening access to highly skilled employment as the leading modern university for graduate employability.**

**The University will further enhance its major contribution to Scottish Government's widening access aims for the sector.** All applicants from SIMD20 (Quintile 1) areas are eligible for a contextual offer at the minimum entry requirements, as well as care-experienced students, young carers, refugees and asylum seekers, and SIMD40 (Quintile 2) applicants from selected schools. As a university focussed on inclusive growth, we consistently exceed our ambitions for SIMD20 intakes, and pride ourselves on encouraging widening access across the breadth of our courses. The University has achieved a significantly higher intake of students from SIMD20 areas in academic year 2023-24 and a greater share of the overall sector position. Furthermore, indicative data show a much higher number and increased percentage of our undergraduate entrants in 2023-24 declared a disability on application.

**We will ensure our commitment to widening access is combined with successful student outcomes.** GCU's retention rate to year two was 91.7%, compared to the sector rate of 91.5%; and 89.4% for those from SIMD20 areas, ahead of the sector rate (88.6%), as is consistently the case (SFC, 2023). We analyse student data by widening participation measures and protected characteristics and their intersections as a basis to better understand potential barriers to success, to consider mitigating actions, and to support work on specific initiatives such as Athena Swan and gender equality, disability, Tackling Racism, and Autism Accreditation.

**The University will support a high number of students from under-represented backgrounds,** for whom the legacy impact of the pandemic and cost of living crisis has been significant. These impacts will continue, and the University is very much focussed on support for students. Common Good Scholarships, supported by donors provide vital financial support for undergraduate students from disadvantaged backgrounds. In 2022-23 we maintained a high intake of care-experienced students at c90, offering a wide range of support including targeted travel and financial support, laptop loans and potential eligibility for free accommodation as part of our Corporate Parenting Strategy for under 26s. We offer support for estranged students through guaranteed 365-day accommodation, supporting funding applications and linking to additional services. The University is a member of the Scottish Care Leavers' Covenant and we have signed the Stand Alone pledge.

**We will play a lead role in achieving sector CoWA targets for articulation,** recruiting almost a quarter of all articulating students in Scotland each year. Through our College Connect team and partnerships with colleges across Scotland, we have in place an effective infrastructure for articulation, which includes joint planning on curriculum design, admission, transition, and CPD for staff. The impact of the pandemic on college recruitment and retention is seen in reduced articulation but the University actively finds routes to articulation and has maintained a high intake from this smaller population, with Advanced Standing rates much higher than in the sector as a whole. We are keen to engage with the SFC on sector-level consideration of how articulation can be further supported as a route for students in the context of the pandemic legacy and wider developments in education reform. To build a sense of learner identity and help students develop peer support networks and social groups, our College Connect Transition Programme is offered to all entrants from college – articulation, SWAP and those without advanced standing. The PALS (Peer Assisted Learning) Scheme gives new students an opportunity to connect with classmates and students at other levels.

**Our outreach work will focus on school pupils and families in hard to reach groups,** through GCU Connect, the Caledonian Club, STEAM outreach and the Advanced Higher Hub (funded for a further year by SFC, Glasgow City Council and Dumfries and Galloway Council). We are increasing school outreach in 2023-24 and are keen to learn more about the future plans for the SFC National Schools Programme to understand how our school engagement fits with the wider goals of the NSP.

Delivering on widening access and student success is a core activity for which the key financial underpinning derives from non-core funding in the form of the SFC Widening Access and Retention Fund (WARF).

## 2. Quality learning and teaching

**Glasgow Caledonian delivers excellence in education and high-quality teaching to support an outstanding student experience for our diverse learning communities.**

**We will continue to embrace developments in the use of technology to support innovation, create greater flexibility for students, and personalise the learner experience.** Building on best practice developed during the pandemic, the University has in place a set of pedagogic Delivery Principles for 2023-24 based on an in-person student learning and social experience. We will continue to build on our consistently strong performance for Learning Resources (89%) in the 2023 National Student Survey (NSS), providing flexible learning spaces for a range of learning and teaching activities and utilising technology to enrich student understanding and engagement. The University recognises the potential value and benefits of AI to society but notes that it can pose challenges in terms of its misuse and concerns around academic integrity. We are trialling e-proctoring solutions and providing support to staff around assessment design to minimise opportunities for misuse of AI tools and guidance to students on the importance of academic integrity.

**The University will engage with and contribute to national enhancement activities and apply best practice for continuous improvement.** The QAA Enhancement Theme of Resilient Learning Communities continues to enrich, catalyse and inform our actions on belonging, resilience, mental health, transitions and equality, diversity and inclusion. A suite of Strategy for Learning 2030 innovation projects is concluding in 2023-24, providing rich data and learning to inform future innovations. Data and analysis are used extensively in the development and delivery of strategy and enhancements to teaching, learning, the student experience and curriculum development. During 2023-24, the focus of institutional quality review will be preparation for and responding to recommendations resulting from the Quality Enhancement and Standards Review (QESR) process which is scheduled for December 2023.

**We will enhance staff development in support of education and research.** Staff development plans are co-developed in response to the priorities identified by our academic Schools and align to the implementation of our strategic priorities. We aim to further improve our positive outcomes for course teaching in the NSS, where we had an overall rating of 85% and 21 courses achieving scores of 90% or higher. The University supports staff engaged in teaching to gain professional recognition in learning and teaching. GCU was one of the first Universities to be successfully accredited against AdvanceHE's new Professional Standards Framework in June 2023. A programme of staff CPD to respond to Digital Accessibility legislation continues, and following successful piloting in 2022-23 the provision of captions and transcriptions for recorded lectures/learning content is being rolled out in 2023-24.

**We will scale up our partnership working with the student body, which is central to the University's values and pedagogic approach.** Enhancements to partnership working are set out in an appended case study. Effective representation underpins our approach to student participation and partnership, and our jointly devised University and Students' Association Guide to Student Representation is updated annually. The Association delivers comprehensive training for all student and academic representatives, supported by workshops delivered by the University and participation in national programmes delivered by Sparqs and the National Union of Students. In addition to regular dialogue and engagement with the University Executive, the Students' Association is represented on all key Committees and working groups that impact upon the student

learning experience and all GCU student facing policies with impact across the institution go through the SAGE group (Student Action Group for Engagement) at an early stage of development and prior to Senate.

**The University will apply holistic approaches to academic and pastoral support for our students.** Our academic School based Learning Development Centres, Student Life and Library have enhanced their provision during and following the pandemic, offering a combination of face-to-face and online appointments and sessions and providing students with greater flexibility and enhanced responsiveness. Our results in the 2023 NSS demonstrate high satisfaction with academic support (84%), and our score on communication about mental wellbeing support services (77%) outperformed the Scottish sector by five percentage points.

We have in place a strategic framework for a University-wide approach to student and staff wellbeing, which is informed by best practice and sector guidance including the Universities UK Mentally Healthy Universities, Think Positive Student Mental Health Agreement and Student Minds University Mental Health Charter. In December 2022, the University became Scotland's first - and one of just five universities in the UK - to be awarded charity Student Minds' Mental Health Charter Award. The award recognises and benchmarks best practice in supporting mental health across in the sector.

Our Gender Based Violence Policy aims to ensure we provide a consistent, caring, and timely response when any member of our University community is affected.

Planned developments in 2023-24 include:

- The development of a student engagement and success framework empowering students to engage and succeed with their studies, career planning and to make the most of their student experience. The framework will seek to ensure targeted, joined up support across student services, wellbeing, mental health, peer support, learning support and academic programme support providing students with the personalised support, information and guidance they need to succeed at every stage of their journey.
- A project to review support for disabled students, with an overarching aim to develop an action plan to deliver a revised model of support focussed on inclusive practice that seeks to meet disabled students' needs.
- The university has developed a Suicide Safer Policy, accompanied by a Suspected Student Suicide Response Guide and Resources for staff, which have been endorsed by the University Executive Group and will be presented for approval by Court in early 2024. The Policy, Guide and Resources have been developed in alignment with UUK's [Suicide Safer Universities Guidance](#).
- Additional support for our leading Gender Based Violence prevention and response initiatives. Support to deliver on our commitment to the EmilyTest Charter, on which we will work closely with the organisation to prepare to 'take the test' in the following year.

**We will provide targeted support for students from a range of backgrounds.** Glasgow Caledonian University has been leading the way in the sector over many years in the formal recognition and accreditation of our commitment to various student groups, for example from the Ministry of Defence for Armed Forces and Veterans, the National Autistic Society, and Carers Trust Scotland.

**We will promote student engagement and creating a sense of community and belonging as an institutional priority.** In support of this priority, the University has undertaken a comprehensive review of academic induction programme of support and recommendations will be implemented and evaluated during 2023-24.

### 3. Coherent learning provision

**As the largest modern University in Scotland, Glasgow Caledonian delivers career focused education to meet the needs of our students and employers, to support inclusive economic growth in the city of Glasgow and across Scotland and the UK.**

**The University will continue to focus curriculum planning, portfolio development and alignment of our provision with skills and employment opportunities and gaps.** We make extensive use of in-depth labour market intelligence, industry links and collaboration with employers to inform the curriculum including in relation to our sector leading delivery of Graduate Apprenticeships [see Section 4 below]. This is managed through a combination of programme industrial advisory boards, dialogue with subject matter experts and business development engagement. We adapt curricula and teaching to respond to changing employer needs and our portfolio is also informed by professional bodies and Scottish Government workforce planning where appropriate. New provision is monitored through our quality processes, and student performance and experience data. At undergraduate level, 76% of our programmes have professional accreditation.

**The University will remain at the forefront in Scotland for training of the healthcare workforce.** Our provision spans all strands of nursing and a wide range of AHPs, at undergraduate and postgraduate level and through CPD. The University undertakes critical collaborative work with universities across Scotland offering nursing and AHP programmes, placement providers, service colleagues, Council of Deans, NES, professional bodies, to address challenges in delivery of health workforce education. For example, there continues to be challenges in placement provision in the health service, which the University has responded to creatively to mitigate some of the impact on student progression and completion, leading the way on the development of simulation-based and non-traditional placement alternatives in Scotland, such as hybrid and remote practice learning opportunities; partnership development of placement hubs with Glasgow City Council and third sector organisations; and development of Island based placements, as well a building placement capacity by implementing new but evidence-based models of supervision (long arm, 2:1 and 3:1 models).

**We will take a collaborative approach with education partners to meet skills needs and create education pathways, including:**

- In 2023-24 we will be building on existing collaborations with University of Glasgow to explore greater linkages between the Universities in medical, nursing and allied health professional education. This acknowledges the importance of interprofessional education and the benefits of shared learning for the health services of the future.
- We have articulation agreements and strategic partnerships with multiple colleges across Scotland, involving a range of joint working as noted under Priority 1. We work with colleges to identify new routes for their students into the University, and onwards to employment as graduates, for example offering Level 2 entry points for students for whom the HND year will not be available in college and building deeper relationships with a wider range and geographical spread of college partners to facilitate new pathways to the university. We will also be fully engaged in the HN Next Gen developments in 2023-24, as changes will have a major impact on articulation.
- New collaborative provision to address skills needs include new two-year Masters qualifications in travel medicine and expedition and wilderness medicine – which will be delivered jointly by the Royal College of Physicians and Surgeons Glasgow (RCPSG) and Glasgow Caledonian.

**We will develop a new internationalisation strategy, building on the success of our international student recruitment and TNE partnerships as a globally connected university.** The University has been successful in attracting international students to join our Glasgow and London campuses, with substantial growth since 2020-21. This is a benefit not just to our university community but in attracting international talent to contribute to Scotland's (and the UK's) economic strategy, but its sustainability is dependent on the wider political environment, at UK level and globally. The University has been at the forefront of transnational

education (TNE) for many years and continues to apply a partnership approach to TNE development based on our values. We are committed to providing mobility opportunities for our students, particularly those under-represented in mobility, and this agenda will be supported in 2023-24 through Turing Scheme funding recognising the limited funds awarded across the sector. We look forward to the publication of the Scottish Government's International Education Strategy which we hope will further support internationalisation efforts in the context of devolved powers.

## 4. Work based learning and skills

**As a civic University, Glasgow Caledonian has distinctive strengths in Graduate Apprenticeships and work-based education, and seeks to address skills needs in line with Scotland's National Strategy for Economic Transformation.**

**Employability will be at the heart of our student learning experience.** Given the importance we place on employability, coupled with the changing context post pandemic, the University will develop new strategic approaches to employability and employer engagement for implementation starting in 2023-24. We will enhance our Careers Service to support students and graduates to enter positive destinations, including through tailored initiatives for student groups who have greater challenges in transitioning to employment. A focus on employability, placement provision and work based learning brings clear benefits. Work placements enable students to gain really valuable opportunities. Graduate Apprenticeships and other work-based learning deepens our connections with employers, benefiting all of our students. The diversity of our students and our distinctive approach makes us an attractive partner for employers who aim to diversify their own workforce through inclusive graduate recruitment. Through this we can contribute to sustainable and inclusive growth in Scotland.

Graduate Outcomes data published in 2023 show very positive outcomes for Glasgow Caledonian graduates:

- 91% of 2020-21 graduates were in employment and/or further study, above the Scottish sector rate. At undergraduate level, 83% of GCU graduates who are in employment are in a highly skilled occupation and at postgraduate level this is 85%. The Scottish sector rates are 75% and 90% respectively.
- As in the previous year, Glasgow Caledonian has the highest proportion of undergraduate level graduates in highly skilled occupations of all Scottish modern universities.
- In relation to 'graduate reflections' the University exceeds the Scottish sector averages on all three measures: 88% of graduates agree that their current activity is meaningful; 80% of graduates agree that their current activity fits with their future career plans; and 73% of graduates agree that they are utilising what they learned during their studies in their current activity.

Figures released by the UK Department for Education's Longitudinal Education Outcomes in 2023 show that, one year after graduation, Glasgow Caledonian's UK-based graduates' average earnings are the joint highest of all Scottish universities. Of the Scottish modern universities, our graduates were consistently amongst the highest paid after three and five years. The data also show that, five years after graduation, our graduates' median earnings were higher compared to the Scottish average in ten of our 16 subject areas.

**The University will build on its sector leading position for Graduate Apprenticeship education.** We have set an ambitious target for growth in our Graduate Apprenticeship provision for 2023-24, and have grown our intake by over 100, with a view to ensuring that the workforce development, early careers education and critical skills challenges of employers are supported and transformed. Working with a range of large and SME employers to expand the numbers of students taking up this route to higher education; over 250 employers have committed candidates to the 2023-24 intake, including a high proportion of new employers as well as existing clients. The majority of Apprenticeship students start in first year but many are experienced upskilling and reskilling candidates benefitting from the University's flexible entry process and recognition of prior learning. We welcome the recommendations in the *Skills delivery landscape independent review* which



supported further flexibility and provider involvement in the development of new frameworks and models, which would further enhance the University's capacity to deliver on its commitment to expanding Graduate Apprenticeship provision. [see Appendix B Case Study 2]

**We will develop new approaches to business and civic engagement.** The University will work in partnership with the City Council and key stakeholders to enhance our significant contribution as an anchor institution in Glasgow, and will build on our work with over 300 employers to address critical skills gaps in our region and across Scotland. Our Institute for University to Business Education is a dedicated employer facing service, focussing on Scotland's Sector Skills Investment Plans. Clusters of activity are in infrastructure, energy, computing and security, business process outsourcing, health and institutional capacity building. We will continue to deliver work-based programmes designed with a variety of companies and bodies, for example, our partnership with the Institution of Railway Operators, and consultancy through, for example, our Moffat Centre for Travel and Tourism.

**We will continue to embed placement opportunities as a key feature of our academic offering.** A total of 78% of our full-time undergraduate programmes and 60% of our full-time taught postgraduate programmes offer a placement opportunity, and as noted most of our courses have professional accreditation. Our modern city centre campus provides students with real-life practical experience through teaching and research facilities such as the Vision Centre, Virtual Hospital, Broadcasting Suite and laboratories.

**We will utilise the SFC 2023-24 Upskilling fund to provide opportunities in support of the Scottish Government and SFC ambitions for upskilling and reskilling.** The University has identified sectors with skills shortages and will work with industry partners to reach individuals and communities to provide opportunities in areas that contribute to regional communities and wider economic growth. A large component of the skills gap in digital is the missing contribution of women to software engineering and cyber security jobs that Scottish and UK companies need. We will continue to develop partnerships and initiatives that encourage women into technology jobs, demonstrated by our 'Women into Cyber' Upskilling programme.

**We will expand opportunities for the development of meta skills and attributes.** For example, all students have the opportunity to develop Common Good attributes through the formal taught curriculum; the Common Good Award recognises and rewards informal learning gained through co- and extra-curricular activities; and Magnus Magnusson Awards are granted to students to undertake their chosen projects and use their expertise and knowledge where it will make a real and lasting difference. We will continue to deliver the innovative MINT (Mentoring, Internships, Networking and Talks) programme which works with our alumni, honorary graduates and industry leaders to provide help and support to final year students and new graduates in their transition to employment, having enhanced the final year of studying for over 4,000 students to date.

## 5. Net zero and environmental sustainability response

**At Glasgow Caledonian, we believe that tackling the Climate Emergency is intrinsically aligned with our mission as the University for the Common Good.**

**We will maintain our commitment to the Higher Education Sustainability Initiative for Rio+20, Principles for Responsible Management Education, and the SDG Accord.** Our commitment to the SDGs is evidenced through our 2030 Strategy and our strong position in the Times Higher Education Impact Rankings. In 2019, the University declared a Climate Emergency and committed to carbon neutrality by 2050. With the launch of Strategy 2030 the carbon neutrality commitment was revised to 2040. Our sustainability agenda will be core to planning for the development of a future University Masterplan in 2023-24.

**We will enable and support climate action across our operations.** The University is the only university in Scotland to have our Environmental Management System (EMS) certified with an EcoCampus Platinum award (ISO 14001). Work is currently underway to refresh the pathway to decarbonise the University's estate, with this work complementing a family of other thematic guides on: food, travel, procurement, circular economy, biodiversity and water efficiency. Each of these guides has, where appropriate, its greenhouse gas emissions (GHG) reduction targets for all scopes and maps their contribution to specific SDG targets and indicators. Examples of the impact of these plans include: an advisory not to fly on business to destinations that can be reached by train in six hours; upgrading lighting to LED during refurbishment projects; and refreshing internal processes for infrastructure funding to ensure a direct, measurable contribution to our carbon commitments.

**The University will continue to champion transparent and consistent reporting.** We will continue to participate in the sector peer review exercises organised by EAUC. Glasgow Caledonian's Head of Operational Sustainability co-chaired EAUC's working group that developed the Standardised Carbon Emissions Framework for use by the sector across the UK, and which reflects Scottish Government reporting good practice guidance. The University reports GHG annually according to the GHG Protocol and uses its inventory reports to improve performance, meet compliance obligations and track progress towards its own environmental commitments. In 2021-22 GCU's GHG emissions' inventory was 30,775 tonnes CO<sub>2</sub>e, 22% lower than the 2014-15 baseline. Overall, GCU's GHG emissions continue on a downward trajectory since a peak in 2015-16 with a sharp decline in emissions due to the curtailment of on-campus activity during the pandemic (2019-20 and 2020-21) but with an expected rebounding thereafter as we began a return to a pre-pandemic operating model.

**Our research on climate change and climate justice will influence policy making.** Our Built Environment and Asset Management Centre (BEAM) will continue to provide climate science services to assist the decision-making on the preparedness and resilience to climate change. It will focus in particular on the impact of climate change as well as the transformation of the work space following covid. The University's Mary Robinson Centre for Climate Justice is at the forefront of global research and debate on access to climate finance, the relationship between climate justice and gender justice, the displacement and migration of people due to changes in climate, mental health and wellbeing, climate-related racial injustice, adaptation and resilience, making a fair and just transition to clean energy solutions, energy justice and inequality - working in both rural and urban settings. The Centre works in partnership with governments, charities, and communities around the world to help improve policy, development, and business practices.

**We will deliver upskilling opportunities to directly support the future skills transition to Net Zero and deliver on our commitment to meaningful education around the SDGs.** Through the SFC Upskilling fund we will provide opportunities for the development of green skills in support of the ambitions in the Scottish Government's Climate Change Plan Just Transition Digital Strategy (including Digital Health and Care Strategy). In support of SDG Target 4.7, we seek to ensure that students are literate in sustainability. Evidence of pedagogic approaches that facilitate students' literacy of sustainability matters will be explicitly sought within the University's quality processes for provision seeking approval in 2023-24, and all existing courses from 2024-25.

## 6. High quality research and innovation

**Glasgow Caledonian was unsurpassed amongst the Scottish modern universities for its internationally excellent and world-leading research in REF2021. In health research (UoA3), more than 85% of our real-world impact was judged as world-leading, at a level joint top in Scotland, and second in the UK.**

**The University will implement the outcomes of a comprehensive review of research in response to the REF2021 results and in preparation for REF2028.** This will inform a refreshed Research Strategy, with a focus on enabling and rewarding research excellence, enhancing support for academics, and optimising the University's research culture and environment. The University is fully committed to the highest standards of research integrity and good practice in all of its research activities, set out in the [GCU Research Integrity Policy Statement and reports](#) and is signatory to the [UKRIO Concordat to Support Research Integrity](#) and adheres to the [UKRIO Code of Practice for Research](#) in the conduct of its research. We also support our researchers through our commitment to the [Researcher Development Concordat](#), underpinned by our obligations to the four key stakeholder groups - funders, institutions, researchers and managers of researchers - to realise the aims of the Concordat.

**We will continue to use SFC Research Excellence Grant (REG) funding to support sustainability and future research excellence.** The application of the University's REG allocation is principally informed by our overarching strategic approach to research excellence, as defined by our 2030 Strategy which states five research goals to:

- i) devise and carry out cutting-edge, interdisciplinary research, not only addressing the SDGs via our three societal challenges of Healthy Lives, Inclusive Societies and Sustainable Environments but also reflecting the SDGs in the way we carry out and manage research;
- ii) capture and promote evidence of research impact with our stakeholders in public and private sectors and in civil society;
- iii) extend our research capacity and capability, striving for the highest standards of excellence;
- iv) contribute to the continued development of academic culture and sense of community within the University through Group, Centre and cross-campus working on research-with-purpose; and
- v) strengthen our research-teaching nexus.

In particular, SFC REG funding is used to invest in doctoral training, post-doctoral support, researcher development and the success of our Research Centres and academic Schools:

- Within the School of Health and Life Sciences there is one unifying centre, Research Centre for Health (ReaCH) which receives the majority of REG funding and contributed the majority of the submission to UoA3 in REF2021, with 91% of the University's health research formally classified as world-leading or internationally excellent. The School uses REG funding to invest in its pioneering work, *Beyond Blood-Borne Viruses*, various NIHR-funded projects, such as PRECIOUS (PREdictors of COVID19 OUTcomes), with total funding of £500k from NIHR (subsidised by REG); and the continuation of our Nursing, Midwifery and Allied Health Professions Research Unit, previously majority funded by CSO (now minority funder) which was recently awarded £1m for the establishment of an Evidence Synthesis Programme.
- The Yunus Centre for Social Business and Health has grown substantially in part through REG. A specific focus developed at the Centre, Commonhealth, exploring social enterprise as a complex public health intervention continues to win multi-million funding from a range of bodies, including MRC, NIHR and AHRC. Other funding includes a CSO project helping disadvantaged communities address and promote healthy weight and wellbeing (£196k).
- Within the School of Computing, Engineering and the Built Environment, REG funding is used to invest in three centres: BEAM (Built Environment & Asset Management Research Centre); Mary Robinson Centre

for Climate Justice; and the SMART Technology Centre. Investment has included further development of BEAM's involvement in the Hydronation initiative (£200k), Advanced Logistics Data Integration (£246k) and the development of a sensor led technology for epilepsy detection and monitoring.

- Within the Glasgow School for Business, the WiSE Centre for Economic Justice, investment to support staff continues to result in international project success including Horizon Europe project 'From Oppositional Extremism to Attuned Social and Political Dialogue' (£477k).

A new approach to research support has been adopted to ensure that SFC REG allocation is used to best effect. Firstly, REG income will follow REF performance, hence investing in research excellence. Secondly, institutional support for research will be directed to enhance research grant applications and increase the chances of bid success by providing up to 10% internal funding to the total FEC of high-value (£100k+) grants, at the time of application. In addition, the University will support the recruitment of PhD students through a studentship matching scheme.

The SFC Research Postgraduate Grant (RPG) goes towards funding our pan university Graduate School which helps facilitate inter-disciplinary research culture and cross-school collaborations that enrich the PGR student and researcher experience and research communities:

- Student progression through School Postgraduate Research Tutors, Research Degree Administrators, and close integral partnership with the Research Student Representatives.
- PgCert in Research Methods and PgCert in Academic Practice may be taken in parallel with PhD study, offering the opportunity for broad-based and subject specific training in research methodologies, with opportunities to undertake teaching and become an associate teaching fellow with Advanced HE.
- Events organised and funded by the University such as the 'Three-minute thesis competition' as part of the annual Research Celebration and the Glasgow Science Festival.
- Support for wellbeing in collaboration with the Scottish Association for Mental Health and as part of the Emotionally Demanding Research Network.

**The University will use SFC funding to enable an excellent research environment and positive cultures.** SFC grants will be used to invest in targeted research support through specialised equipment, and greater support from professional services and personal and professional development of academic staff. Increased support from our Research and Innovation Office and the Graduate School has enabled a more integrated, cohesive approach to building and supporting research, offering training, mentoring and bid-writing support to academics, including sandpits and research cafes. The University is also continuing to develop its fully integrated Awards Management and Projects Repository through PURE, complementing it with further products for modelling outputs and impact metrics such as SCIVAL and Scopus whilst also investing in the promotion of funding opportunities through Funding Institutional. This helps to build a culture of responsible research metrics, complementing the implementation of our research integrity agenda.

## Appendix A – University Innovation Fund (UIF) Submission

Integral to our University Strategy is the drive towards impactful engagement, co-production and knowledge exchange with the public in line with RCUK’s Concordat for Engaging the Public with Research and the UKRI’s mission to connect diverse communities and create new combinations. The University’s innovation and knowledge exchange work will contribute to the emerging actions and ambitions of the Innovation Strategy and the Entrepreneurial Campus strategy. To reflect this, we are developing a renewed strategic focus on innovation, reflecting also the Knowledge Exchange Concordat of which GCU is a signatory. The University will also be bringing a new focus to its wider engagement work, which will support new collaboration, knowledge exchange and innovation opportunities. The UIF will be used predominantly to support the various activities described below. However, the uplift of £83k will be used more explicitly to contribute to a substantial refresh of the University’s strategy for commercialisation and entrepreneurialism, in preparation for KEIF, focussed on process, mechanisms and training for staff to result in increased engagement in commercial activity, KE and IP; maximised Intellectual Property portfolio in protected IP, the application of University IP in commercial and KE activities, licensing and spin outs and income generated from IP; and greater connections with industry for commercial project and KE opportunities.

### UIF Submission

Clear reference is made throughout this submission to the six national UIF outcomes:

- **Outcome 1** Demand Stimulation
- **Outcome 2** Simplification/Commercialisation: Simplify business access to the knowledge and expertise in Scottish universities
- **Outcome 3** Simplification/Greater Innovation: Make strategic use of their sectoral knowledge to promote greater innovation in the economy
- **Outcome 4** Entrepreneurialism: Make a significant and positive change in the way entrepreneurial opportunities are promoted and delivered to students, HEI staff, and businesses
- **Outcome 5** International: Pool knowledge and networks and share good practice to promote and engage Scotland internationally
- **Outcome 6** Inclusive Growth and Social Impact

Our Research Centres reflect the Scottish Government’s Strategy for Innovation through their commitment to its four priorities in energy transition, health and wellbeing, data and digital technologies and advanced manufacturing. They will centre around building successful innovation clusters strongly committed to helping Scotland achieve its green recovery ambitions, a well-being economy and just transition to a net-zero carbon society. Energy transition and Decarbonisation of Transport (SMART and BEAM), Software and IT (SMART and Data for Common Good); Digital Financial Services and Digital Business Services (Data for Common Good and WISE); Healthtech (Reach); Transformation of Chemical Industries (SMART and ReACH); and Food & Drink Innovation (BEAM). We are reviewing our work with industrial partners to focus on projects that fall within these interconnected themes, making use of support partners such as Interface, and their referrals of potential Innovation Voucher projects to Scottish Enterprise for future development.

#### **(Outcome 1 and 2)**

Our Innovation and Knowledge Exchange Management team will create a framework in preparation for the KEIF, working with academics to develop tailored knowledge exchange funding packages for SME and large companies through our external stakeholders such as Interface, Innovate UK, KTN, Innovation Centres and Research Pools. The team will continue to represent GCU on Scottish and UK steering groups set up to promote collaborative working across the sector, and to work as the University’s Point of Contact for Interface helping academics to respond to c200 Interface enquiries, which have resulted in over 100

meetings with academic staff and businesses to discuss potential opportunities. They will also seek to extend our KTP portfolio, working with the KTP Centre, hosting weekly drop-in clinics and seminars, complemented by a series of workshops, working closely with academic staff and external partners to develop new pipeline including Management KTPs and African agriculture strand. There is also be a drive for more active consultancy carried out by academics. **(Outcomes 1 and 2)**

Our Impact Officers and Community and Public Engagement Officer will continue to work across the University in order to ensure that both the commercial and societal value of knowledge created is fully exploited. They will support and consolidate the work of academic staff from the breadth of our disciplines who increasingly recognise the importance making societal impact integral to the design and development of research projects. **(Outcome 1)**

We will continue to demonstrate our strong commitment to helping Scotland achieve its net zero targets and green recovery ambitions, pooling effort and resources to leverage funding into Scotland such as from UKRI or as activity related to Scotland's Inward Investment Plan. For example, we are working with the University of the Highlands and Islands to look to develop further collaboration with AES Solaras to tackle technical barriers and identify ecological benefits and concerns, building on an Innovation voucher submission on the feasibility of a floating solar system and collaboration with UHI through UIF finding. **(Outcomes 2 and 3)**

We will be matching the UIF platform grant, with ongoing activities that support, promote and increase the innovative capacity of the University, and ensure societal and sustainable economic impact from our research. We will continue to contribute to the Research and Commercialisation Directors' Group, the Enterprise Support Group and closely collaborate with the UIF Collaboration Manager. We will actively participate in the UIF sector outcome strands and the Entrepreneurial Campus strategy. We will engage closely with SFC Innovation Centres and Research Pools and will continue active membership of the Board of Glasgow City of Science and Innovation, providing advisory support and promotional activities, such as promoting iKEN and the Can Do and Science festivals, and the Glasgow Partnership for Economic Growth. We will also seek to reflect the KEIF ambitions to focus on Scottish Government's top priorities of a green recovery, a well-being economy and transition to a net-zero carbon society. **(Outcome 3)**

The University's Research and Innovation Office (RIO) will continue to drive support for knowledge exchange activity in line with Strategy 2030, supporting academics in evolving their knowledge exchange portfolio. GCU's Awards Management system uses PURE, identifying the commercial pathways across the University and building opportunities for longer term relationships to manage the innovation and KE pipeline. The Office will continue to promote opportunities for research and knowledge exchange amongst our staff. In particular, the Office will seek to reinvigorate knowledge exchange within the University through a renewed approach to commercialisation and entrepreneurialism developed to reflect the Government's KEIF intentions. **(Outcome 3)**

We will build on the strengths in our Graduate School and its commitment to shared resources and learning. Through the DARE (Developing Academic Researcher Excellence) group it will advance the ECR agenda, opening up opportunities among new researchers for innovation and knowledge exchange. Working with our Research and Innovation Office and People Services, as part of the UK HR Excellence in Research Award, the Graduate School has developed and implemented a programme of workshops. **(Outcome 3)**

The University's UHatch incubation team will drive a culture of entrepreneurialism within the University in line with the National Strategy and the aims of the KEIF, expanding their offering of workshops, more involved business advice, access to EEF and seed funding, and engagement with entrepreneur in residence and referral to KE and Commercialisation Service, with more specific and specialised help surrounding potential investment support. It will continue to promote student, staff and graduate enterprise including international graduates on entrepreneurship visas benefitting from external schemes such as Scottish Edge Funding, Enterprise Campus, Converge Challenge, and Santander Enterprise support. **(Outcome 4)**

The University will inspire the development of an entrepreneurial mindset in our students and staff, promoting and teaching entrepreneurship especially social and impact-led entrepreneurship. We will provide co-curricular opportunities to experience how to succeed as an entrepreneur, linking in with past and current practitioners, and wraparound support for launching spinouts by facilitating access to funding. These actions will revolve around cross-disciplinary projects based around solving global challenges, amplifying regional economic development and optimising the skills of our graduates. **(Outcome 4)**

Our Research Centre for Health (ReaCH) will continue to make a direct and significant contribution to the UN's SDG Good Health and Wellbeing, bringing together research expertise and our strategic partnerships such as those with Health Protection Scotland and NHS Lanarkshire. Its overarching focus will be on Public Health and Long term conditions. In particular, the Centre will be seeking closer collaboration at a regional and international level, contributing to large-scale initiatives such as the UKRI Strength in Places funded Living Laboratory for Precision Medicine whilst leading its own international projects such as H2020 HealthCascade. **(Outcomes 5 and 6)**

Supporting a wellbeing economy, the University's Yunus Centre for Social Business and Health investigates the relationship between social enterprises and third sector organisations and how these might impact indirectly on health through addressing upstream social determinants. New large-scale projects - such as the NIHR funded mixed methods realist evaluation and economic appraisal of how community led organisations impact on the health and wellbeing of people living in deprived areas – will continue to support the inclusive growth agenda, focussing in particular on social impact within our communities in order to ensure a more equitable recovery strategy. **(Outcome 6)**

The University's WiSE Centre for Economic Justice will continue its close relationship with policymakers, advising on economic equality, new economics, public policy, gender, social history, poverty, migration and human rights issues under the broad theme of economic justice. In particular its research focuses on the gendered nature of economic policy and social investment and challenges many of the tenets that underpin the mainstream interpretation of how economies function which will be essential in supporting Scotland's post covid recovery in an equitable way. It works with other groups in the University such as the Scottish Poverty and Inequality Research Unit (SPIRU), led by Professor John McKendrick, established in partnership with the Poverty Alliance to help translate research findings into effective responses to social exclusion. **(Outcomes 6 and 7)**

Our Built Environment and Asset Management Centre (BEAM) will continue to provide climate science services to assist the decision-making on the preparedness and resilience to climate change. It will focus in particular on the impact of climate change as well as the transformation of the work space following covid. Future developments in the Centre will focus on three areas: health, safety and wellbeing including a strategic partnership with Health and Safety Executive to aid public sector innovation and best practice guidance; fire risk engineering including collaborations with Scottish Fire and Rescue Service to enhance

training as well as experimental research services; and urban climate mitigation and sustainable development promoting opportunities to influence climate change mitigation at local and regional levels using regeneration and nature-based approaches to mitigate hydro-meteorological change. **(Outcomes 3, 5 and 6)**

Our Centre for Climate Justice will continue its groundbreaking work in international development, for example with the Pan-African Climate Justice Alliance, as well as tackling challenges of just transition closer to home. **(Outcomes 5 and 6)**

On data and digital technologies, we will continue to focus on data science for the common good to underpin a transformative change in the University's data science capability and capacity. With the continued use of SafePod (one of only two in Scotland providing and managing standardised safe setting for data that requires secure access for research), the University will support our 2030 Strategy and deliver positive social impact and innovation. This will focus on key areas for the University: Public Health, Remote Diagnostics, Rehabilitation and Patient Support, Smart Cities, Preventative Asset Maintenance and Infrastructure Management. **(Outcome 1, 3 and 6)**

The SMART Technology Centre will explore the design, development and evaluation of intelligent computer-based systems applied in different organisational contexts, such as energy resource management, industrial processes and manufacturing, digital network infrastructures and serious computer games. Co-ordinating interdisciplinary research in Data Science, AI, IoT and End User Efficacy. Approximately 50% of the Centre's funding is derived from regional collaboration, much of this through KTPs applying of AI to industrial engineering problems, and collaborations with Innovation Centres and Research Pools such as CENSIS. **(Outcome 1 and 2)** The Centre will also develop its work on the user experience by driving more citizen engagement in shaping its research agendas in collaboration as part of the University's Research Strategy to strengthen its social innovation. **(Outcome 6)**

As identified by Scotland's Innovation Strategy, Scotland has one of the most advanced ecosystems to support social innovation and social entrepreneurship in the world. This social capital is a supporting factor for social innovation, and has a positive impact on firms' labour productivity, especially across smaller, less productive and lower tech firms. As such the University will continue its nationally endorsed Social Innovation Connect initiative acting as a catalyst for discovery, a forum for research and capacity building and an advocate for policy change. It will help build a better connected SI ecosystem across Scotland with stronger transnational ties to Europe and beyond. **(Outcome 6)**

The University will harness its international networks and connections to promote innovation support, working with funders such as the British Council. We will continue to work with European partners in Horizon Europe and other related programmes where innovation forms an integral part of the projects' impact. **(Outcomes 5 and 6)**

We will continue to invest in our Athena SWAN Institutional Silver Award achievements, in recognition of our commitment to promoting gender equality among students and staff, as well as our Leadership Foundation for Higher Education's Aurora Programme and nine recommendations for tackling racism at the University, we will continue to strive for greater equality and diversity within the Institution. **(Outcome 7)**



## Appendix B – Case studies

### Case study 1: Outcomes for students

#### **Working in partnership with students to enhance student engagement and the student voice**

Student engagement is central to everything we do at Glasgow Caledonian University and working in partnership with students is key to this. This case study highlights two developments during academic year 2022-23 that exemplify the strength of our partnership and how we work together - our new Student Partnership Agreement and a thematic review of our approach to Student Staff Consultative Groups (SSCGs).

The University's first formal Student Partnership Agreement (SPA) with the Students' Association was developed in 2016-17. Since then, the Covid pandemic and the cost of living crises have had a major impact on our students and staff, the higher education sector and wider society. Following the launch of the University's ambitious Strategy 2030 and the Students' Association Strategic Plan 2025, it was felt timely to set about reviewing and refreshing key elements of partnership working with students. Consideration of our Student Partnership Agreement was undertaken in 2022-23 through a truly collaborative series of student and staff consultation sessions and a process of co-creation, endorsement and approval within the University and Students' Association governance structures. Debate and discussion resulted in rich feedback, which has informed the development of a refreshed agreement, with enhancements to the content, language, and presentation. The approval of the new Student Partnership Agreement concluded in April 2023, following endorsement by the University Senate and Court.

The new Agreement is built around four key priorities:

1. Ensure all members of our University's community feel a strong sense of belonging;
2. Enhance our high-quality learning, teaching and research;
3. Enrich our wider GCU experience;
4. Enact positive change in our communities for the Common Good.

The University, in partnership with the Students' Association, is publishing the new Student Partnership Agreement on its website with an accompanying launch campaign for the start of the new academic year. As part of the launch, specific exemplars of student partnership working from across the University that demonstrate each of the four principles are showcased. Exemplars cover the academic curriculum as well as the wider student experience and are intended to inspire and bring the Student Partnership Agreement to life for all stakeholders, internal and external.

During 2022-23, the University undertook a thematic review of the Student Staff Consultative Groups (SSCGs) function. Staff and students were consulted with high engagement levels noted across the board. The review reaffirmed that SSCGs are a highly valued mechanism by both staff and students, and set out what was perceived to be working well, as well as some recommendations for enhancement. Many of the issues reported by stakeholders through the review process were in common with those experienced across the sector, for example, decreased student engagement levels. A series of recommendations were separated into policy and practice and operational themes, and these will be implemented over the course of 2023-24. In accordance with our new SPA, it was agreed that the SSCGs should be renamed Student Partnership Fora.

We believe that these key initiatives will further strengthen our partnership working with students, for the benefit of their learning experience and successful outcomes following graduation.

## Case study 2: Outcomes for economic transformation and social renewal

### Supporting economic development and meeting industry needs through Graduate Apprenticeships

Glasgow Caledonian is Scotland's leading provider of Graduate Apprenticeships, delivering nine apprenticeship frameworks. Working from a baseline of over 300 employers in Scotland, we have collaborated with technical, human capital and strategic leaders to build a dynamic view of forecast demand for participation in apprenticeships.

The University has identified opportunities linked to infrastructure development, digital transformation, manufacturing growth, maintenance, supply chain management, service design and delivery to enable us to work in close partnership with employers to identify job categories, role profiles and role holders in need of development and qualifications. Our business development consultation throughout 2023 highlighted an expected need for a more hybrid skilled workforce, such as business with data and analytics, with a consequent diversification in job categories and increased need for continuous learning for the lifetime of career pathways. There is also marked focus on the provision of qualifications that are aligned with the job that candidates do, so that all work-based learning has targeted momentum and impact on the apprentice's contribution to their employer's strategic objectives.

Graduate Apprenticeship courses with strong demand in 2023-24 include Construction and Built Environment (Quantity Surveying), Civil Engineering and Engineering (Design Manufacture), and growth in AI and Data Science is evident. These recruitment outcomes align with the top three sectors of Scottish economy: services (healthcare, banking and financial services, telecoms and technology), production (manufacturing, energy, water supply and waste technology) and construction.

For employers our Graduate Apprenticeship courses offer a multitude of benefits to attract and cultivate promising talent, invest in long-term success, address skill gaps, and build a strong and capable workforce for the future.

Our partnership with ID Systems (IDS) is an exemplar of the positive impact of Graduate Apprenticeship education for employers. IDS is part of M Group Services Water Division and is an integrated mechanical, electrical, instrumentation, control, automation, and telemetry (MEICAT) specialist business. Morrison Water Services and sister organisation IDS competed to secure a long-term Engineering Support Services framework as a Tier 1 strategic contract partner to Scottish Water. To deliver the scale of response necessary to meet service commitments to Scottish Water, the bid includes a scaled multi-year human capital plan to guarantee engineering services. With an awareness of engineering skills shortages, IDS chose to invest in building skills in a young workforce and through discussions with Glasgow Caledonian found a partner that can facilitate identification of candidates and a method for developing a sustainable pipeline of engineering talent. IDS brings the significant asset of highly experienced, chartered engineers keen to mentor and be a part of the tacit and applied knowledge transfer and engineering capacity building process that is so critical to a successful Graduate Apprenticeship experience. IDS's talent strategy seeks to attract, develop and retain the next generation of young people to work and study towards a BEng (Hons) Engineering (Design and Manufacture) in partnership with the University. This year IDS have guaranteed a minimum of four new Graduate Apprenticeship jobs, with the added potential to create other GA routes and further build on this partnership to wider knowledge transfer and collaboration activities.

## Case study 3: Impact of REG funding

### Health research impacting on the lives of individuals

Glasgow Caledonian University has research intensity and excellence in the area of health, as demonstrated by the outstanding results in UoA3 in REF2021 when 91% of the University's research was classified as world leading or internationally excellent.

SFC REG funding has been used to support our Research Centre for Health (ReaCH), which aims to have a positive impact on the quality of people's lives in Scotland and communities around the world. ReaCH incorporates the Nursing, Midwifery and Allied Health Professions Research Unit (NMAHP-RU) which is jointly hosted by Glasgow Caledonian and the University of Stirling. It has been funded by the Scottish Government's Chief Scientist Office, and is moving to becoming fully GCU funded. Over £200k of REG funding was used to contribute to project development and recruitment / talent attraction, match-funding projects, contributing to the FEC and paying salary costs of Unit staff.

The remit of the Unit is:

- To develop a high-quality research agenda which is useful and relevant to direct patient care;
- To provide a strong national focus for patient care research;
- To involve nurses and other direct care staff where appropriate in its research.

The Unit collaborates with academic and clinical colleagues nationally and internationally to maximise the outputs and impact. It works to increase the capacity and capability of its researchers at all levels, from the novice researcher to the research leader, through supervision, mentoring, and engagement. It has acclaimed expertise in the design and delivery of large trials of complex interventions, and systematic reviews.

Notable is the research programme leading to improvements in evidence-based clinical assessment and treatment of pelvic organ prolapse, a distressing condition affecting up to 50% of women worldwide. High-quality, internationally relevant trials of the effectiveness of Pelvic Floor Muscle Training has led to improvements in the clinical interventions delivered for prolapse, making a real difference to the lives of many.

Other research includes the standardisation of outcome measures for stroke rehabilitation trials; the long-term consequences for stroke survivors and health professionals; and the epidemiology, risk factors and natural history of urinary incontinence after stroke.

This year investment into the Unit has successfully culminated in the attainment of £1m as part of a £2.5m grant from the National Institute for Health and Care Research (NIHR) to establish an Evidence Synthesis Group across four universities to include the University of Edinburgh (as lead institution), the University of Stirling and Newcastle University. The Group will produce and disseminate timely, high-quality and impactful evidence syntheses across a wide range of topics relevant to health care, public health and social care, applicable to end users across the UK. It will do this by combining methodological, topic and PPI expertise from existing highly successful evidence synthesis teams and PPI groups co-located within the partner institutions, with strong, established links to wider networks of experts and end users of evidence. Scientific publications will be complemented with more creative products, for example podcasts, illustrations or blogs, as well as use of social media, in order to create accessible content that can be easily shared to reach a wide audience thereby maximising dissemination and impact, leading to improvements in public services and the increased wellbeing of people living in Scotland.

## Case study 4: Impact of REG funding

### Re-thinking Economic and Social Justice

Originally established around a research group focussing on Women in Scotland's Economy, the WISE Centre was established in 2018, dedicated to the elimination of economic and social inequality in society through the creation and dissemination of innovative and transformative knowledge.

With a full-time SFC REG-funded research fellow, a post-doctoral research fellow, and nine researchers from across the University's Glasgow School for Business and Society, the Centre has broadened its scope, covering a range of disciplines, including Economics and Law, Social Sciences, History, Finance, Accounting and Risk, and Health. Seven of its staff were submitted to the 2021 REF. One particular area of success has been in its portfolio of strong international research collaborations on Democracy and De-Radicalisation. These projects contribute to better decisions and policies, cultural diversity and improvement in societal issues, developing inclusive and sustainable economies in Scotland and beyond.

In addition to the core investment into the project development at the Centre itself and recruitment of the Research Fellow, REG has been directly invested into the portfolio of projects (contributing to FEC) and subsidising doctoral researchers under the prestigious Marie Skłodowska-Curie Programme.

Thanks to the support of REG funding into WISE-affiliated academics, a portfolio of international projects has evolved over the last five years:

The **VOLPOWER** Project (2018-2020, £300k) was an EU AMIF (Asylum and Migrant Integration Fund) funded two-year project led by GCU. It aimed at enhancing community building and social integration through dialogue and collaboration amongst young Europeans and third country nationals (TCNs). Working with volunteers in sport and arts organisations from across Europe, the project explored the effects which volunteering has on an individual's or communities' sense of social integration. (REG contribution to FEC: £77K)

The **DEMOS** Project (Democratic Efficacy and the Varieties of Populism in Europe, 2018-2021, £430k) was funded by the EU Horizon 2020 Framework Programme. It combined attitudinal features, political skills, knowledge, and democratic opportunity structures to explore democratic efficacy, understood as a condition of political engagement needed to address the challenges of populism. Insights from the project into the rise of populism and its impacts led to six policy briefs at an EU level. (REG contribution to FEC: £32K)

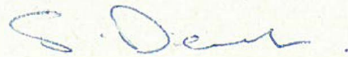
**D. Rad** (2020-2023, £870k), led by Glasgow Caledonian with partners in seventeen countries and funded under the Horizon Europe programme, is a comparative study of radicalisation and polarisation in Europe and beyond. It has identified the actors, networks, and wider social contexts driving radicalisation, particularly among young people in urban and peri-urban areas. (REG contribution to FEC: £297K)

**OppAttune** (2023-2026, £477k) is a Doctoral Training Network funded under the Marie Skłodowska-Curie Programme and subsidised by the Innovate UK's Horizon Guarantee fund training new researchers to track the evolution of oppositional extreme ideologies and protectionist decision-making, develop an innovative attunement model, and test a series of interventions at the national and transnational levels which limit the spread of extremism. (REG contribution to FEC: £140K)

**Outcome Agreement between Glasgow Caledonian University and the Scottish Funding Council for AY 2023-24**

**On behalf of Glasgow Caledonian University:**

Signed:



Print name:

Stephen Decent.

Position:

Principal and Vice-Chancellor

Date:

26/10/23

Signed:



Print name:

ROB WOODWARD

Position:

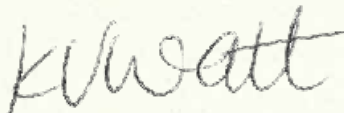
Chair

Date:

26/10/23

**On behalf of the Scottish Funding Council:**

Signed:



Print name:

Karen Watt

Position:

Chief Executive

Date:

15 January 2024