



University
of Glasgow

OUTCOME AGREEMENT 2023-24

SEPTEMBER 2023

WORLD
CHANGING
GLASGOW

Foreword from the Principal

The University of Glasgow is a civic institution, committed to making an impact on our city, on Scotland and globally, too. This includes our commitment to deliver against the 17 United Nations' Sustainable Development Goals (SDGs).

As this Outcome Agreement outlines, we want to be a world-changing University, creating a world-class learning and research environment across our three campuses and for the communities we serve. The University of Glasgow is recognised as a world-leading University, and we improved our position among the world's top 100 universities in the 2023 THE (Times Higher Education) World University Rankings, placing 82nd globally and 10th among UK universities. The University of Glasgow has also been named as Scottish University of the Year in The Times & The Sunday Times Good University Guide 2024 in recognition of the excellent student experience at Glasgow, the variety of learning options offered to our students and the groundbreaking research and innovation taking place.

We see ourselves as a proudly international institution, sharing study abroad partnerships with over 420 partners and creating opportunities for research collaboration and staff mobility across the globe. We've continued to work with our TNE partners and the University is an active member of Universitas 21, The Guild EU, CIVIS and we are proud to deliver 11 Erasmus Mundus Joint Master Degree Programmes. In the inaugural QS Europe University Rankings 2024, we were ranked 14th in Europe and 9th in the United Kingdom, placing our overall performance within the top 2% in the rankings.

As an international institution, we also understand the important role we can play in addressing the most significant humanitarian crises we face. This past year saw Glasgow awarded University of Sanctuary status, in recognition of the commitment we have made to supporting people who have experienced forced migration. We offer a range of assistance, including targeted pastoral, financial and educational support. This includes up to 20 places for our Sanctuary Scholarships and embedding a culture of sanctuary into our policies and processes, such as adjusted offers of entry and incorporating experiences of forced migration into the curriculum. Our work to support refugees and asylum seekers also sees us collaborating with external networks such as the Council for at Risk Academics (CARA), and within our own community, through Student Action for Refugees (STAR) and our Glasgow Refugee, Asylum and Migration Network (GRAMNet). We've also strengthened our ties with partner universities in Ukraine, through the Twin for Home initiative, partnering with National University of Kyiv-Mohyla Academy (NaUKMA) as well as two medical schools: Danylo Halytsky Lviv National Medical University and Poltava State Medical University.

This year we were also pleased to announce that the University has joined partners from across Africa and Europe in the formation of vital new Clusters of Research Excellence, established by the African Research Universities Alliance (ARUA) and The Guild of European Research-Intensive Universities (The Guild). These partnerships will bring together distinguished researchers from Glasgow (leading research on infectious diseases, multimorbidity, climate change, food security and genomics), together with universities and research institutes across both continents to address head-on the inequity that has characterised research in relation to Africa, to the detriment of global science. This exemplifies the approach we are taking as a responsible institution, focusing on meaningful and sustainable capacity building with in-country partners in nations impacted by Britain's colonial legacy. For example, through initiatives such as the Blantyre-Blantyre research collaboration

between Glasgow and Kamuzu University of Health Sciences which has strengthened life sciences research capabilities in Malawi and was recognised by the European Commission as an example of best practice in partnership-working to achieve the UN's SDGs. The University will also be leading a similar initiative with partners in Zambia to strengthen research capabilities, with support from the Scottish Government.

As this Outcome Agreement will outline, our ambition is to remain one of the top universities in the world, and to be the best university **for** the world.

As a research-intensive Russell Group University, much of our impact is rooted in research. Glasgow is one of the top universities in the UK for being awarded Research Council funding and in the 2021 Research Excellence Framework (REF), 93.1% of our research was assessed as world-leading or internationally excellent. The grade-point average (GPA) derived from the REF assessment showed Glasgow as the top-performing University in Scotland and 13th in the UK.

This year saw us celebrate the one-year anniversary of the opening of our Mazumdar-Shaw Advanced Research Centre (ARC): the beating heart of research collaboration at the University which signals our commitment as an institution to go further to break down traditional barriers to collaboration. Central to this is our ambition to foster a rich culture for research collaboration and knowledge exchange between researchers at all stages of their career and from across a variety of disciplines. The ARC brings together research focused initially on five key themes: Quantum Technologies, Creative Economies and Cultural Transformations, Digital Chemistry, Global Sustainable Development and Technologies Touching Life. It does not belong to a single School or College and instead provides an entirely unique and collaborative space for our world-class researchers to combine their expertise. For example, a team primarily based in the ARC and combined of expertise from medicine, engineering and life sciences, was awarded a tranche of £12 million in June 2023 from the Engineering and Physical Sciences Research Council (EPSRC) to develop engineered models of leukaemia in bone marrow, in order to better understand leukaemia development.

We know we have significant talent to harness within our research community, and we are committed to enabling opportunities for our researchers, and particularly for our PhD students. We recently hosted our inaugural James McCune Smith annual conference, organised by our first cohort of James McCune Smith PhD Scholars. These scholarships are supporting Black UK students to undertake PhD research at the University, and are named in honour of James McCune Smith, alumnus of our University and the first African American to graduate with a medical degree in 1837.

Our Research Strategy 2020-2025 was designed with the key challenges facing the world in mind, and we believe advancing knowledge and addressing inequalities and injustices should be the mission of all civically-minded institutions. In 2023 we opened our new Clarice Pears Building, home to our School of Health and Wellbeing which is providing a brand-new facility for colleagues, students and the local community to come together and collaborate on research projects designed to address the complex health and social challenges we face. As we continue to see the effects of the cost-of-living crisis on vulnerable communities, the work of colleagues in this School will be more crucial than ever.

We know there's much more we can do as an institution to pivot our work to meet these challenges, particularly in our own city. Glaswegians were once at the forefront of the industrial revolution and we want to reimagine the city as the epicentre of emerging technologies with potential to drive the nation's productivity and growth such as quantum, semiconductors, AI, XR/VR, telecommunications and life sciences. Core to this approach is our capacity as an institution to innovate quickly and efficiently, and we must continue to consider the strategic priorities of Government to ensure we remain responsive to new funding calls. Last year the University launched a new Innovation Strategy for 2022-2025, which will focus on empowering innovation in every corner of our institution, and in March 2023 we were delighted that six University of Glasgow-led projects were chosen by the UK Government as recipients of funding through the £100M Levelling-Up Innovation Accelerators programme.

This year also saw the announcement of the Glasgow Riverside Innovation District (GRID), led by the University, as Scotland's first ever whole-systems innovation demonstrator. Through this major initiative, known as 'GRID Discovery' we will attract inward investment to the Govan area of the city, creating access to good quality jobs, and developing a skills pipeline to build on the region's strengths. To this end, the close involvement of communities in the area will be critical and we're seeking to build on the existing partnerships we have with the Queen Elizabeth University Hospital and the NHS. Indeed, one of the first major steps we took to launch GRID Discovery saw us enter into an agreement with GE HealthCare, a leading global medical innovator, to work together to identify opportunities for collaboration focused on people-centred healthcare.

We've also committed to continued investment in our enabling infrastructure. This includes advancing plans for campus development, with our Adam Smith Business School & Postgraduate Teaching Hub opening by the end of the year and plans to increase the support provided for entrepreneurship at Glasgow. This past year we've seen major successes for University of Glasgow spinouts, with Causeway Therapeutics, a spinout specialising in tendon disease, raising £8.75M from investors. And Chemify, a digital chemistry spinout based in the ARC, raised more than £33M from international investors. We have immense potential to unlock and we can compete with our innovative European peers like Finland, Germany and Denmark.

To be a world-changing University we must also continue to focus our innovative capabilities on the climate emergency. Building on the legacy of COP26 in the city in 2021, we continue to prioritise sustainability and create opportunities for everyone in our community to play their part. In November 2022 we published a new Carbon Management Plan and we have continued to support initiatives such as GALLANT (developing Glasgow as a Living Lab Accelerating Novel Transformation to test sustainable solutions in partnership with the city of Glasgow). In addition, we have been successful in securing funding for four projects aiming to help Scotland reach net-zero through green hydrogen, working in partnership with the Scottish Government and industry partners including Glasgow Airport. While we were pleased to rank 13th in the world out of 700 universities in the QS World Sustainability Rankings 2023 and 2nd in Europe in the QS Europe University Rankings for sustainability, we are committed to going further to use our research, teaching and wider activity to support Scotland's just transition to net zero.

Beyond our research and innovation activity, we continue to make an impact through our initiatives to support widening access and lifelong learning. We continue to work with the University of Edinburgh and the education charity IntoUniversity through three centres (two in Glasgow

and one in Edinburgh) to support young people aged 7-18 to raise their aspirations into university, further education or employment. We work with over 30,000 school pupils across Scotland each year, and we've committed to developing opportunities to support the upskilling and reskilling of adult learners, particularly on issues linked to the climate emergency: offering micro credential courses on topics such as Carbon Literacy and Sustainable Decision-Making.

Above all, we understand that tackling the biggest challenges we face and supporting Scotland to achieve the UN's 17 Sustainable Development Goals demands that we work together with the communities we serve, with Government, industry and with our peers across the Higher and Further education sector.

These are just some of the ways that we have acted to meet the challenges of the moment and this Outcome Agreement offers further detail on the wide variety of initiatives the University has developed during AY 2022-23. There is much we look forward to in the months and year ahead, including the launch of two new Centres focusing on Data Science & AI and Public Policy. We'll also continue with our programme to commemorate one of our most notable alumni and Father of modern economics, Adam Smith, and we'll set out plans to commemorate the bicentenary of Lord Kelvin in 2024.

In delivering this Outcome Agreement, the University of Glasgow will continue to demonstrate the unique and significant contribution we make to society and to the aspirations of both the Scottish Government and the Scottish Funding Council. I look forward to working closely with both partners to deliver our shared priorities.

Professor Sir Anton Muscatelli
Principal and Vice-Chancellor

Priority Area 1: Fair Access and Transitions

Outcomes & Measures/Indicators of Success	UofG Actions and Outcomes
<p>Core Associated National Measures:</p> <ul style="list-style-type: none"> • Total number of Scottish domiciled undergraduate entrants • The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing • The number and proportion of Scotland-domiciled full-time first-degree entrants from the 20% most deprived postcodes (i.e. the COWA target measure) • The number and proportion of Scotland-domiciled undergraduate entrants that are care-experienced • The number and proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two • The number and proportion of Scotland-domiciled entrants from the 20% most deprived backgrounds and from care 	<p>Delivery of the Commission on Widening Access (COWA) 2026 and 2030 sector targets</p> <p>The University of Glasgow has worked consistently with SFC, Scottish Government, the Fair Access Commissioner and the broader sector to implement the CoWA agenda. Our Principal, Professor Sir Anton Muscatelli, was an inaugural member of the Widening Access Commission and other University staff, including our Head of WP & Lifelong Learning, have chaired or sat as members of the various working groups and committees created to deliver the CoWA agenda since 2016, including: the Access Delivery Group, Fair Access Framework Governance Group and the Access Data Short-Life Working Group (2018 and 2023).</p> <p>The University has increased its proportion of learners across a number of key measures in recent years (SDUE MD20, MD40, CoWA MD20), while increasing our intake annually against each. However, and as outlined in our self-evaluation, 22/23 saw a reset towards pre-pandemic levels of entry with SQA exams returning and the removal of centre-assessed grades. Importantly however, our 22/23 CoWA MD20 intake was still an increase on pre-pandemic levels (14.5% +1.0% on 19/20), highlighting the lasting progress made. In 2023/24, we aim to reach 15% MD20 for the CoWA target and 30% across our MD20/40 SDUE cohort as we move steadily towards the 2026 milestones and 2030 targets.</p> <p>In 2023/24, we will continue to use and develop our well-established network of partnerships with schools, Colleges, Local Authorities (LA's) and the third sector to evolve our provision. Our programmes are all multi-exit, and we work with target learners of all ages, no matter their intended destination of study (FE or HE). In this way, we aid the west region and broader sector by working with pupils and adult learners who will progress to other institutions across Scotland. Both Top-Up and our Summer School Programmes were highlighted as examples of best practice for the sector by CoWA in combining high quality outreach with contextualised admissions. We recently published peer-reviewed research into the impact and success of Top-Up (see https://www.ingentaconnect.com/contentone/openu/jwpl/2023/00000024/00000003/art00002).</p> <p>Our contribution to sectoral delivery of CoWA targets is considerable and underpinned by our strategic approach to our WP work. In doing so we place the needs of the individual learner at the forefront -</p>

<p>experienced backgrounds returning to study in year two.</p> <ul style="list-style-type: none"> • The number and proportion of Scotland domiciled undergraduate entrants from the 20% and 40% most deprived backgrounds 	<p>encouraging informed choice of destination – supporting wider student success and retention and contributing to all CoWA targets.</p> <p>Engagement with the SFC funded National Schools Programmes</p> <p>We remain heavily involved in the development and delivery of the National Schools Programme (NSP), hosting the Reach West programme (since 2010) and Top-Up Programme (since 1999), the senior element of FOCUS West (SHEP). In 2023/24 we will continue to work jointly with SFC and on both a regional and national basis with our Reach, ACES and SHEP partners to ensure the NSP develops and works as effectively and flexibly as possible for learners. To enhance opportunities for our west of Scotland learners, we are expanding the formalised Admissions Progression Agreements via the Top-Up Programme from the current 8 HEIs to all Scottish HEIs, working with the sector to create this as a pillar of the NSP. This will give learners portability of credits earned and enable mobility to their course of choice; with 1,200 pupils entering HE each year via Top-Up: 300 to Glasgow and 900 to other HEIs. Through the NSP, we will continue to build on the arrangements already in place via the Reach partnership to increase the 200+ learners entering professional degree areas each year via Reach West.</p> <p>Broader WP & Lifelong Learning Strategy</p> <p>The University merged its WP and Short Courses teams in late 2021, to create a new Widening Participation & Lifelong Learning team, with an ambition to further develop our Access and adult learner provision and the pathways available for all learners progressing into the University of Glasgow. Work on this has proceeded well over the past 18 months and is ongoing. We are creating an integrated pathway system, involving our entire suite of WP and Access programmes, to produce proper choice and customisation of route for WP learners wishing to progress to degree study at the University of Glasgow, while also preparing those looking to study elsewhere in Scotland.</p> <p>For adult returners, we are strengthening the Access provision we run within the University and in partnership with the Scottish Wider Access Programme (SWAP), recruiting 200+ adult learners annually to each programme subject area. We continue to develop our bespoke HNC Articulation programmes with 8 College partners, a figure we will look to extend in 2023/24.</p> <p>We are progressing and enhancing our work for particularly vulnerable learners, underpinned by our signing of the Stand Alone Pledge in 2016, the Armed Forces Covenant in 2017, achieving the Carers Trust Going Higher Award in 2020. We achieved University of Sanctuary status in 2022 and continue to enhance</p>
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the bespoke provision for asylum seekers and refugees that we have developed over the past decade. Through partnerships with schools, colleges, LAs and the third sector, and with dedicated staff at all levels, including senior management driving this work forward, we are building pathways for progression from pre-degree foundation level to postgraduate study for forced migrant learners, with the multi-layered support and guidance needed for these most vulnerable of learners. Our bespoke provision for care-experienced learners has been in place since 2007, when we achieved the Buttle UK Quality Mark, and is now embodied within our Corporate Parenting Plan. We regularly review and evaluate this provision in conjunction with our students and those with lived experience. See: <https://www.gla.ac.uk/study/wp/care/>, <https://www.gla.ac.uk/study/wp/asylum/>.

In 2023/24 we will continue to develop our partnership (launched in 2020-21) with the educational charity IntoUniversity and the University of Edinburgh, with three community-based centres operating in Govan, Maryhill and Craigmillar. The centres continue to engage with around 3,000 target WP pupils aged 7-18 annually, providing support across the entire learner journey.

For our School of Social and Environmental Sustainability based at the Crichton Campus in Dumfries specifically, we are finalising a new articulation agreement with Dumfries and Galloway College for second year entry into our MAPE programme starting in academic year 2024/25. Furthermore, we have developed our Undergraduate Summer Residential programme to take a hybrid online/in-person approach. This programme allows prospective students to experience university life and has been developed in response to consultation with our FE partners and their students.

We engage with 10,000+ senior phase and adult learners annually via our programmes and enable thousands more primary and early secondary pupils to participate online. We continue to guarantee adjusted offers to students from WP learner groups, and those who take part in our programmes; including students from SIMD20/40 postcodes, and those who are care-experienced, estranged, carers, asylum seekers and refugees (see <https://www.gla.ac.uk/study/wp/adjustedoffers/adjustedentry/>). By these methods, we continue to ensure equity at point of entry and retain our ability to enhance the flexibility of entry routes and entry points to degree study at the University of Glasgow.

This is complex work. As a civic-facing, global, research-intensive institution, recently ranked 76th in the QS World University Rankings 2024, we attract very high levels of applications from all sections of Scottish society, the rest of the UK, Europe and internationally. We must maintain a balance to meet the needs of each learner within a diverse student body, with widening access holding a prominent place in our strategy moving forward.

Priority Area 2: Quality Learning and Teaching

Outcomes & Measures/Indicators of Success

UofG Actions and Outcomes

Core Associated National Measures:

- The number and proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two
- Satisfaction – the percentage of respondents to the National Student Survey satisfied with the overall quality of their course
- The number and proportion of Scotland-domiciled undergraduate qualifiers entering positive destinations
- The number and proportion of Scotland-domiciled full-time first-degree graduates entering professional occupations
- The number of Scotland-domiciled qualifiers at undergraduate level
- The number and proportion of Scotland-domiciled entrants from the 20% most deprived backgrounds and from care-

Our Approach to Learning and Teaching

Our Learning and Teaching Strategy outlines our approach to a student-centred learning experience. For 2023/24, we have identified key areas of focus that reflect the priorities associated with strategy implementation across 4 workstreams. These are:

- Creation of staff-facing resources to support adoption of new forms of assessment; staff guidance concerning appropriate use of Generative AI; and changes to assessment policy designed around programme-level outcomes.
- Creation and preparation for the launch of a framework to support interdisciplinary undergraduate projects for students across all years of UG study; and progress towards a ‘common core’ approach in areas of study that relate to life skills.
- Scoping activity (internal and external) to evaluate our approach to embedding student skills in the curriculum and identification (and where possible adoption) of a new tool to support skills portfolios.
- Staff development and evaluation of teaching practices that support continued adoption of active learning approaches to teaching.

During 2023/24 we are increasing our central resource dedicated to supporting the implementation of the strategy, with new web pages being launched to support this work. There will also be ongoing commitment to funded student internships as part of the underpinning work to support implementation.

The student experience of learning and teaching and related support will be the subject of our recently developed all-student ‘Student Experience’ survey which is in addition to long-standing quality assurance procedures (see below) and the NSS. In addition, College and School level plans continue to focus on supporting the learning community and strengthening the Student Voice, where we expect to implement recommendations arising from our 2022/23 student voice working group.

experienced backgrounds returning to study in year 2

Following disappointing scores in the 2023 NSS around closing the feedback loop (student voice) and timeliness of feedback, these actions will be even more important, and the themes of student feedback and timeliness of feedback will feature in the 2023-24 student experience survey and be subject to follow up through programme-level NSS action plans where particular problems are identified.

Finally, University-wide work will be undertaken to adopt templates in our Virtual Learning Environment, a direct response to student feedback and the desire for consistency in the online experience.

Quality Enhancement and Assurance

There are no planned changes to our academic quality processes which have just been reviewed during our QAA Quality Enhancement and Standards Review. Our Internal Led Review Process (Periodic Subject Review) will have caught up with the full cycle following the postponement of some reviews in previous years due to the pandemic initially, and subsequently, industrial action. We continue to require all academic staff who are new to teaching to undertake the Post-Graduate Certificate in Academic Practice (PGCAP) and our internal recognition scheme aligned to the Professional Standards Framework continues to grow in popularity. We have a developing programme of staff upskilling and CPD - and as noted in the self-evaluation - have expanded Peer Assisted Study Support for students during 2022/23 and so will evaluate this and review the levels of investment required ahead of the start of the 2023/24 AY.

The Student Representative Council (SRC) remains a key partner in institutional decision making, and with regards to quality and enhancement of L&T activity. In addition to pre-pandemic consultation and feedback arrangements (such as student-staff liaison committees, class representation etc), we are continuing with some additional means of communication / fora that were introduced during the pandemic and which were deemed beneficial for decision making and consultation. These are:

1. A weekly meeting of relevant colleagues co-led by the VP Learning and Teaching and Clerk of Senate
2. A weekly update from the Clerk of Senate to the SRC President and SRC VP (Education) which was established in 2020/21 during the pandemic.

We are also implementing the recommendations from the working group to review how we best capture the student voice:

1. A refresh of the Student Voice framework to enhance consistency in student voice processes;
2. Creation of resources for staff to foster good practice;
3. A review of current methods of course evaluation.

The group will continue in session 2023-24 with a wider remit and membership to take forward these recommendations. The SRC's VP (Education) was co-convenor of this working group. The SRC remain fully embedded in our decision-making structures, contributing to the development of policy and scrutiny of all aspects of the academic experience. Formal structures are complemented by informal meetings to support student-led activity and student representation across all levels of the University and to ensure that representatives have access to University Senior Managers on a regular basis in addition to the course, School and College level access that they have on a regular basis.

We have a well-established set of processes that form part of our obligations within the QEF, and we supplement these with analytics that are shared through our Planning Insights and Analytics team (PIA). We have now embedded a reporting process to support our Periodic Subject Reviews that has been welcomed by Schools. Academic areas under review are now provided with a standardised data pack in advance of writing their self-evaluation. The data pack incorporates information on NSS results, SSRs, retention and progression, student demographics, gender profiles of students and staff, student numbers and so forth. PSR panels scrutinise the data and discuss insights during panel meetings in order to identify actions that will lead to improvements in areas of identified weakness, such as progression and attracting a more diverse student cohort.

During 2023/24 we will begin to implement our new Student Facing Services Review Framework with an initial focus on exam planning. More broadly, we intend to consolidate work on the framework for evaluating the outcomes of our Learning and Teaching Strategy and aligning this with institutional KPIs and the returns on investment from transformation work and directed internal funding. This work is being done in tandem with work on the Student Experience Strategy to ensure alignment and a holistic approach.

Our Learning & Teaching strategy demonstrates our commitment to ongoing support for blended and fully online learning. As reported previously, we invested in central teams to support the design and implementation of blended learning during 2022/23. We have expanded our support for learning technology, and we continue to invest in the L&T infrastructure with respect to upgrading AV/IT in teaching spaces and further rolling out lecture recording facilities in response to student and staff demand. We are embarking on work from September 2023 to standardise the Virtual Learning Environment and will

undertake a broader review of our online environment and approaches to blended learning following a QESR recommendation that we do so. Work that commenced in Semester 2 of 2022/23 on the Learning and Teaching IT Architecture is expected to conclude during 2023/24 resulting in a series of recommendations around systems integration and new systems development concerning curriculum management and assessment. If approved, these projects will underpin significant changes in the digital experience for students and staff from 2023/24 and beyond.

Student Experience, Partnership and Support

Our close partnership with our SRC enables us to work together in enhancing the student experience and is very much valued in supporting us to shape our approach to Learning and Teaching. As previously reported, there is no formal Student Partnership Agreement (SPA) between the SRC and the University. As outlined in our ELIR 4 the introduction of a SPA has been considered but both student representatives and senior leaders were of the clear view that it would not add further benefit to the already existing strength of our student partnership, particularly in light of the SRC's specific representation and welfare functions rather than the broad remit of the generic students' association model found in most HEI's.

We recognise the difficulties faced by students in securing term-time accommodation last academic year, given the ongoing housing shortage across Glasgow. We have worked with the SRC and other partners to ensure the impact on new and returning student is mitigated as much as possible.

In light of this planning for AY 2023/24 begun as early as possible. The University of Glasgow has a core portfolio of 3,399 bed spaces, whilst an additional 203 bed spaces were purchased from Unite Students to accommodate residents who were unable to secure accommodation within the existing portfolio. For the 2022/23 session, via nominations with private accommodation providers, the University bought a further 826 bed spaces, which will rise to 1,000 for the four subsequent academic years resulting in a total contractual period of 5 years. Whilst it was anticipated that this would be sufficient based on historic demand and student behaviour, capacity remained challenging in 2022/23 and therefore a further 1,200 beds for the 2023/24 session and the subsequent 4 following years have been secured.

Students are supported in their mental health and wellbeing

We have seen an increasing number of students with complex and severe mental health issues. Our Counselling Service offers students a confidential space to talk about issues affecting their mental health

and wellbeing, obtaining support and guidance to ensure that they can successfully engage with their programme of study and enjoy University life more generally. For 2023/24 this resource has been developed further to respond to a wide range of needs and to ensure prompt access to appropriate support and guidance.

Furthermore, staff in the counselling service continue to liaise with GPs and CMHT where appropriate. Like other institutions we are looking to forge more effective partnerships with our local NHS colleagues in order to facilitate access to clinical pathways for our students whose needs go beyond and cannot be met by internal provision. Following talks with NHS GG&C, we are preparing to pilot a liaison role, jointly managed between the University Counselling Service and CMHT, in 2023/24.

Student mental health and wellbeing is placed at the forefront of all orientation and transition provision, and most prominently within the Transition 2 Glasgow programme. All students undertaking T2G participate in a range of mental health and wellbeing content, covering topics from adjusting to University life to dealing with perfectionism and procrastination. Students can continue to explore these and other related topics through our wellbeing Masterclass programme.

Priority Area 3: Coherent Learning Provision

Outcomes & Measures/Indicators of Success	UofG Actions and Outcomes
<p>Core Associated National Measures:</p> <ul style="list-style-type: none"> • The number and proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two • Satisfaction – the percentage of respondents to the National Student Survey satisfied with the overall quality of their course • The number and proportion of Scotland-domiciled undergraduate qualifiers entering positive destinations • The number and proportion of Scotland-domiciled full-time first-degree graduates entering professional occupations • The number of Scotland-domiciled qualifiers at undergraduate level • The number and proportion of Scotland-domiciled entrants from the 20% most deprived backgrounds and from care- 	<p>At the University of Glasgow all new degree programmes are introduced only after there has been rigorous market and stakeholder analysis, both domestically and internationally.</p> <p>In doing this, our External Relations team draw on sources including previous enrolment data from HESA, current global market interest data from Studyportals, labour market insight data from Lightcast, as well as local knowledge from the central and in-country recruitment teams to inform their analysis. External Relations share external market reports, sector updates, policy changes across the UK and major competitor markets with Schools and Colleges to inform recruitment and programme development.</p> <p>In addition, we draw on other means of determining alignment with Scottish priorities specifically. We have advisory boards for a number of our Schools (e.g. Adam Smith Business School, School of Computing Science), many links into the NHS, and our growing work around economic development (e.g. Glasgow Riverside Innovation District) all provide information and consultation pipelines for informing our priorities around programmes. There's work underway in several areas to increase our Continuing Professional Development (CPD) offering to local employers and we have maintained a bespoke focus in our SFC Upskilling provision such that we can align well with policy priorities and areas of higher skills gaps in Scotland. We also have strategic partnerships with FutureLearn and Coursera who bring their own employer insights to the course commissioning process, and share market intelligence when selecting and/or commissioning courses from us for their platforms (where we have engaged many thousands of learners). Our curriculum transformation and skills development work associated with the L&T strategy is based on engagement with employers and our normal course and programme approval process.</p> <p>Through the above processes, the School for Social and Environmental Sustainability based at the Crichton Campus in Dumfries is a driving force in developing HE provision in the South of Scotland. The School works with local employers to understand labour market need, and develop programmes for a range of learners accordingly. Recently, this has resulted in the developed of a new undergraduate programme on 'Global Sustainable Development' and two new MSc programmes: 'Ecology and Environmental Monitoring'</p>

experienced backgrounds returning to study in year 2

and 'Language and Literacy Education' which have received positive feedback from employers across the region. All programmes are due to commence in 2024/25.

In addition to those processes outlined above, our SFC Upskilling portfolio continues to allow us to work closely with key stakeholders (such as the Glasgow Chamber of Commerce and Project Lift) and to promote courses through organisations such as Zero Waste Scotland, the Scottish Council for Voluntary Organisations, and the General Teaching Council for Scotland (GTCS). Since the pilot ran in July 2020, over 6,000 fully funded learners have enrolled onto our upskilling courses. All our courses align with the social and economic recovery priorities, and we have contributions from all 4 academic Colleges of the University.

We continue to evolve our offering of courses via an annual Upskilling Course Commissioning Process, which ensures the SFC Upskilling portfolio provides flexible provision to allow people to upskill or reskill in strategically important areas. This process - bespoke to SFC upskilling activity - involves inviting course ideas in the form of an initial expression of interest and where progressed, a full course proposal developed in partnership with colleagues in External Relations. This allows for the exploration of skills gap to be addressed as well as market demand and fit with the SFC scheme. Final commissioning involves academic, marketing and the SFC upskilling teams (convened by the Vice Principal) input to select courses that will go forward for development. Once courses have been commissioned, they are then subject to the normal academic course design and quality assurance processes as outlined above, from course proposal scrutiny and review through School Boards of Study, to board of examiners approval and then creation with support of the Learning Innovation Support Team. The process stimulates discussions about closer alignment of and opportunities for expanded CPD and credit-bearing provision in all our Colleges and gives us new insights into the motivations and success of these part-timer learners in particular. This highlights specific learner need, and the support required for successful transition to further study and/or employment.

The programme for 2022/23 is just concluding, and the portfolio for 2023/24 launched in July 2023. An SFC Upskilling Oversight Board reviews target number for courses and evaluates course success in terms of recruitment and retention, outlined via learner insights reports produced by the Upskilling team for each course in the portfolio. As courses are designed for SFC-funded learners, we have bespoke course evaluations that include insight on study motivation, career impact etc, with findings shared with course teams to help inform decisions around future course offerings, modes of delivery and assessment design. Further details can be found here: <https://www.gla.ac.uk/study/sfcupskilling/portfolio/>.

Priority Area 4: Work-Based Learning and Skills

Outcomes & Measures/Indicators of Success	UofG Actions and Outcomes
<p>Core Associated National Measures:</p> <ul style="list-style-type: none"> • The number and proportion of Scotland-domiciled undergraduate qualifiers entering positive destinations • The number and proportion of Scotland-domiciled full-time first-degree graduates entering professional occupations • The number of Scotland-domiciled qualifiers at undergraduate level 	<p>Our Learning and Teaching Strategy has a firm focus on work-based/informed learning and skills, with several workstreams continuing across 2023/24 that will ensure our breadth of programmes are supporting students to gain and develop the skills they need to be successful in their chosen careers, whilst helping to address regional and national skills needs in partnership with employers and industry.</p> <p>Key in this is our approach to - and work in support of - the graduate apprenticeship agenda. Our Graduate Apprenticeship in Software Engineering has been offered since 2019/20, with 25 apprentices graduating this year. For 2023/24, we aim to recruit up to 40 new Graduate Apprentices, building on previous years cohort size. Across all four current cohorts, 132 students are enrolled on the Graduate Apprenticeship programme, involving 18 employer partners. We continue to work closely with employers to assess the efficacy of our GA provision and opportunities for future collaboration.</p> <p>Further, our Careers & Global Opportunities team works with over 150 organisations each year to offer over 300 internships on an exclusive basis to University of Glasgow students. Nearly all internships are paid, and are available on a local, national and international level. Within the Internship Hub, 'Find a Solution' offers paid internships with local charities to help find innovative solutions to problems: https://www.gla.ac.uk/myglasgow/careers/findingjobs/internships/</p> <p>Students can also engage in a range of international work and study opportunities including semester and full-year study abroad at a partner institution, work placements, work experience and summer schools. More information is available here: www.gla.ac.uk/myglasgow/students/goabroad/. Annually we send and support 600 students overseas and 92% of students this year reported they gained skills, knowledge and competencies that they wouldn't have obtained studying at Glasgow. 200 students in this cohort undertook work abroad activities.</p> <p>In 2023/24 we will take a more data informed approach to supporting student career development and employability by implementing Careers Registration to survey students each year at registration on their career readiness and work experience. This will help to target students more effectively throughout the</p>

student journey and design the support required. This can be linked to Graduate Outcomes data in due course for more in-depth analysis. Additionally, Careers & Global Opportunities will track underrepresented groups that perform less well in the Graduate Outcomes survey against their engagement with careers activities and adapt programmes and communications for better support of these groups.

We will continue to provide high quality careers and employability interventions within and alongside the curriculum to improve student confidence in identifying and achieving their careers goals. This will be done through teaching, coaching, Careers Masterclass series, digital careers resources. We will also provide high quality opportunities through placements, internships and study abroad securing funding to support these initiatives so more students can participate. Students will have access to employers via range of events and vacancies through GlasgowCareers portal.

Priority Area 5: Net Zero and Environmental Sustainability Response

Outcomes & Measures/Indicators of Success	UofG Actions and Outcomes
<p>Core Associated National Measures:</p> <ul style="list-style-type: none"> • Current total green house gas (GHG's) emissions – estimated or actual baseline emissions, scope 1 total emissions, scope 2 emissions total, and scope 3 business travel total 	<p>The University of Glasgow recognises that the world is facing a climate emergency. Glasgow Green represents the University's response to that emergency. It commits the University to a very significant plan of action to achieve carbon neutrality by 2030, with interim targets over the next decade. This is in compliance with the Scottish Government public sector carbon reporting and reduction guidance Public Sector Leadership on the Global Climate Emergency.</p> <p>Included within this is a detailed Carbon Management Plan which includes more stretching targets of reducing our footprint to 27,000 tonnes by 2030. We aim to achieve the 2030 target by:</p> <ul style="list-style-type: none"> • Reductions in business travel (new guidelines and monitoring arrangements are now in place across the University) • Reductions in commuting (new hybrid working arrangements are now in place for most members of staff) • Improvements in energy efficiency • Improved space utilisation • Extended use of alternative sources of energy • Tree planting schemes on our Cochno farm site, with 15ha to be planted in 2023/24 alone <p>Our National Table of Measures attached to this submission outlines our progress in reducing our carbon footprint across the last few AY's, and our projection for total Green House Gas emissions in 2023/24, detailed by scope.</p> <p>Alongside this, we have committed to using our expertise and resource to make a measurable difference by raising public understanding of climate change and the challenges it represents for humanity. We have started by engaging the energies of our staff and students – many of whom are already willing us to go further and faster in addressing this agenda. We have recently received permission to proceed with developing an Eco-hub on campus, due to open in spring 24, which we will use as a space to engage with student/staff on sustainability related issues and is also part of the programme of work aimed at enhancing student experience on campus.</p>

We continue to address the research, teaching and public engagement dimensions of the sustainability agenda through the Centre for Sustainable Solutions and through direct collaborations with other stakeholders, including Sustainable Glasgow (led by Glasgow City Council). This includes [GALLANT](#), the [Sustainability in Learning and Teaching Community of Practice](#) and [UrbanByNature](#).

Furthermore, we were proud to be ranked 13th in the world in the 2023 [THE Impact Rankings](#), and 2nd in the world for SDG11 – Sustainable Cities and Communities. We also performed strongly across a range of other individual SDG's, including SDG 13 Climate Action (53rd in the world). This ranking clearly demonstrates the impact the University is making in the world by working towards the UN SDGs.

The Times Higher Education Impact Rankings offers a helpful framework of metrics with a mixture of qualitative and quantitative measures which we use year on year to assess progress and create targeted action plans. We increasingly use the SDGs as a lens through which we measure the impact of our work in terms of research, learning and teaching, University operations, and civic engagement, and we are seeing the benefits of this through our improved contribution to the SDGs. We plan to continue to submit to the THE Impact rankings in future.

Priority Area 6: High Quality Research and Innovation

Outcomes & Measures/Indicators of Success	UofG Actions and Outcomes
<p>Indicators of Success:</p> <ul style="list-style-type: none"> • Narrative showing use of SFC research excellence grant funding to achieve/ work towards contribution to Scottish Government policy priorities including net zero, increasing productivity, new jobs, Scotland’s global influence, boosting enterprise, entrepreneurship, EDI, child poverty, green economy, climate change. Including alignment with priorities in the National Strategy for Economic Transformation and the National Performance Framework. These will contribute to impact reporting. • Research culture – where applicable, we will seek a high-level understanding of how institutions are developing, supporting and embedding positive research cultures (we appreciate that different 	<p>Research Excellence Grant (REG)</p> <p>As in previous years, Research Excellence Grant (REG) funding will be directed to our research activity through various channels. As a key source of funding for the University, it will enable us to continue to work towards the aims set out in our Research Strategy 2020-2025, with a focus on collaboration, creativity and careers, and an emphasis on ensuring that our research delivers new knowledge and societal impacts.</p> <p>The REG funding is shared with Schools across all four Colleges. At this level it supports existing research activity, while enabling us to create new research collaborations (disciplinary and cross-disciplinary) that respond to societal challenges and government priorities. Included in our plans for 2023/24 is the development of the Carbon, Climate and Net Zero Concordat, a strategic research collaboration between UofG and University of Edinburgh, which will be supported in part through our REG funding. This collaboration, stemming from Scottish Government priority and request, will harness the collective research capacity and expertise of our two institutions to help accelerate the government’s progress towards net zero - positioning the HE sector at the centre of a national economic recovery - and anchoring an inclusive collaborative model aimed at taking a major thematic ‘missions’ approach to new research opportunities, commercial collaborations, consortia and policy-making.</p> <p>REG funding has and will continue to enable us to be agile in identifying and supporting clusters of research strength, responding to opportunities, and building a visionary approach that will allow us to reshape the way we exploit our combined strengths in research, innovation, partnerships and influence to respond to grand challenges.</p>

<p>institutions will define research culture in different ways, please adhere to your own definition or use the Royal Society's definition as a guide).</p> <ul style="list-style-type: none"> • Evidence of compliance with the Researcher Development Concordat through the Outcome Agreement process and Research Integrity Concordat through engagement with Universities UK. 	<p>Research Postgraduate Grant (RPG)</p> <p>RPG funding is allocated to each of the 4 Colleges in relation to the FTE of PGR students and a cost weighting for each unit of assessment. Units of Assessment are mapped to the Schools within the Colleges. Each College will consider its funding separately, allocating this for strategic or operational needs as well as allocating this further to its Graduate School or constituent academic Schools. For AY 2023/24 funding will be used variably for:</p> <ul style="list-style-type: none"> • Graduate/doctoral school activities, resources and/or staff costs • PGR studentships • Institutional contributions towards full economic cost of PGR-related grants (such as research council-funded CDTs or DTPs) • Researcher development staff costs • PGR research costs (e.g. consumables, equipment) <p>Sustainability</p> <p>In considering our research strengths and planning for the future, the University has proposed a broader, more collaborative and integrated approach - Glasgow Changing Futures (GCF). GCF, which has been endorsed by the University's senior management group, has been in an intensive consultation phase since mid-2022 and will become our framework to harness UofG strengths across research, innovation and teaching; outlining how we remain at the forefront of tackling the major societal challenges of our time. The approach will demand transformational change at the institutional level and beyond, challenging traditional silos, and enabling UofG to enhance its disciplinary and transdisciplinary research offerings, ensure financial and reputational sustainability while responding to our civic and societal responsibilities to further knowledge and drive innovation.</p> <p>In the initial 18-month phase 1, which will include AY 2023/24, the focus will continue to be on building support across the institution, securing investment and identifying opportunities for strategic alignment. This phase has identified two initial priorities: sustainability and health inequalities. Moving into phase 2, efforts will be focused on building the operating, support and governance models of GCF, identifying the scope of</p>
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activity for the two priority areas explored in phase 1, building a business case for UofG investment, and communicating and engaging across the institution and beyond to gain momentum and buy-in.

Research Environment

Our Research Strategy 2020-2025 places collaboration, creativity and careers at its forefront, and in 2023/24 we will continue to prioritise incubating a healthy research environment that enables and empowers our research community to flourish in a rapidly changing and often challenging landscape. Across research and innovation, teams and projects continue to evolve with interdisciplinarity and cross-working as a paramount consideration.

Efforts to ensure a positive environment and healthy research culture will continue at all levels in 2023/24. The 'Shaping Schools' Research Priorities and Activities' initiative is ongoing. All Schools have participated in a reflective and collaborative SWOT analysis and will have submitted their 5-Year Action Plans by the start of the 2023/24 academic year. These plans have been supported by the latest guidance, information and resources to inform thinking around key issues such as leadership and management; equality, diversity and inclusion; staff and student support and career development; encouraging engagement, innovation and impact; and identifying both threats and opportunities and strategies for both. These plans will be reviewed and revised over the remainder of 2023 and will inform Colleges' and Schools' future deployment of REG funding.

A positive research culture is a key priority for the University of Glasgow – in the way we evaluate, support and reward quality, how we recognise diverse contributions to a research activity, how we support career development and progression, and how we are building an environment in which individuals collaborate in an atmosphere of openness and trust. Our approach to cultivating a positive research culture has been enshrined in our Institutional Strategic Priorities for Research Culture 2020-2025: focussing on Collegiality, Career development, Research recognition, Open research, and Research Integrity. Progress on the Culture Action Plan is governed by the Research Planning and Strategy Committee (Chaired by the VP Research & Knowledge Exchange). Our Research Culture work has received external recognition, including from the Royal Society, the UK Research Integrity Office, the Academy of Medical Sciences, the Guardian University Awards and BEIS R&D People & Culture Strategy.

In addition to the Schools' action planning process (outlined above), in 2023/24 a number of strategy initiatives supporting healthy and robust research environment, culture and practice will continue to be supported and developed, including:

- The [UofG Fellows' Network](#), which brings Research Fellows together to reflect on what it means to be a good research leader and how that translates through to influencing good practice and building a better research culture (more on the rationale and development of the Network is available on our [Research Culture and Researcher Development blog](#));
- The [Research Staff Assembly](#), a community-based platform encouraging researchers at UofG to connect and engage with each other through an online site and monthly briefings that encourage open conversations about what it means to be a researcher at UofG;
- The SpARC initiative designed to provide support for accelerating research collaboration. This is a new programme of activities delivered in partnership between Research Services and the [Advanced Research Centre](#) to encourage and support the ideation and development of new research and collaborations. The first half of 2023 saw the launch of facilitated interdisciplinary themed workshops and networking events aimed at bringing researchers together from all Colleges.

Crucially, this work is supported by investment in central infrastructure and support, including investment in specialised teams to coordinate support for Strategic Research Initiatives; Research Culture & Researcher Development; Research Governance, Policy & Integrity; and Research Impact & Engagement.

Research Concordats

The University's annual institutional Research Integrity Statements are published here: www.gla.ac.uk/myglasgow/ris/researchintegrity/about/annualstatementonresearchintegrity.

We have now completed a very busy year 3 of our [Action Plan](#) to implement the Concordat for the Career Development of Researchers. Our Research Strategy is operationalised through three university-wide priorities: Collaboration, Creativity and Careers. The actions outlined in our Concordat Action Plan have been purposefully aligned to these priorities and present mechanisms for the implementation of the Research Strategy, such that researcher development is seen as core business. Concordat implementation is led by the VP (Research & Knowledge Exchange) in close collaboration with the Research Culture and Researcher Development Team within Research Services. The newly launched Research Staff Assembly acts as a steering group to shape Concordat actions, co-design initiatives, and review progress.

Priority Area 7: University Innovation Fund

Outcomes & Measures	UofG Actions and Outcomes
<p>The UIF plans should meet the following requirements:</p> <ul style="list-style-type: none"> • Set out how the institution will use the UIF uplift to support the delivery of key strategic drivers in the Scottish Government’s Innovation Strategy and Entrepreneurial Campus, in a collaborative, sector wide context. • Demonstrate a strong commitment to helping Scotland achieve its green recovery ambitions, a well-being economy and just transition to a net-zero carbon society such as through CPD, collaborative R&D, events, spin-out and start-up support. Pooling effort and resources to leverage funding into Scotland such as from UKRI or as activity related to Scotland’s Inward Investment Plan is strongly encouraged. • Support and lead delivery of ‘the Entrepreneurial Campus’ 	<p>The University has recently approved a new 2023-25 Innovation Strategy and a major £12m accompanying investment into its Innovation Directorate to deliver on our ambition to be recognised as an entrepreneurial University. This is in addition to the University’s Knowledge Exchange Fund (GKEF), an internal funding source that explicitly matches the UIF Platform grant contribution. The Strategy is currently being implemented through an action plan which aligns with UIF outcomes under the following headings:</p> <p>I. Demand Stimulation: We are building a core innovation capability through the strengthening of our IP&C team and the recruitment of three new teams covering Innovation Partnerships, Academic Consultancy and Economic Development. Our central Innovation team will increase to thirty FTEs during 23/24 with a further ten business development roles being recruited directly into the four Colleges. At College level in Medical, Veterinary & Life Sciences (MVLS) and in Science and Engineering (CoSE) the UIF funding is supporting growth in these Business Development teams which have a collective target of doubling research income from industry engagement over the next three years. The combined Business Development team, including the centre and the four Colleges, will comprise approximately thirty FTEs. We have appointed a new Head of Innovation Partnerships to co-ordinate and drive success across these teams.</p> <p>Within the Colleges, Arts & Humanities will continue to expand its successful Catalyst series with two new events to identify new partnerships with industry, as well as developing a framework to enable the event to be replicated by others. Social Science will similarly leverage their Gaitherin business network to develop its partnership pipeline.</p> <p>We will also work with Social Sciences, the Adam Smith Business School and our new Centre for Public Policy to develop new ways of stimulating demand from external partners in particular Government and Public Bodies for collaboration in research and innovation activities.</p> <p>A new Innovation Communications Manager is being appointed as part of the Innovation Strategy Action Plan and this role will serve as an important link with potential clients from Government, NHS, Public Bodies, Industry and other HEIs.</p>

through the UIF. AY 2023-24 plans must include collaborative efforts to begin the implementation of the long term strategy.

- Support and lead delivery of key aspects of Scotland's Innovation Strategy, building on existing collaborative efforts particularly around Commercialisation Framework development.

- Demonstrate a commitment to supporting the further development and implementation of SFC's Review plans particularly in relation to the University KEIF and becoming strategically closer to SFC infrastructure investments.

This important investment in business development spans the whole institution and goes beyond the traditional approach to partnering which focuses just on industry clients in recognition that some of our most important clients are in Government and the NHS, which demands a different approach and skill set.

II. Simplification / Commercialisation: The University will launch its new Academic Consultancy Service to help support and drive consultancy activity across the University, creating a one-stop shop for businesses to tap into our world-class expertise. The new Service will be complemented by a revised consultancy policy offering a full service model to academic consultants, further stimulating growth in business engagement.

Academic Consultancy is recognised as an effective and easy route to form partnerships across all disciplines. By providing a simplified full-service model for researchers we are encouraging staff to get involved at an early stage in their career and also demonstrating to external partners that working with the University is easy and worthwhile. By raising awareness of consultancy and building skills among research staff in every University area we will effect a long-term shift in our institutional culture and change how consultancy practice is perceived. This cultural shift will be completed by a revised Consultancy Policy to enhance incentives, clarify our institutional purpose and articulate the roles and responsibilities of all parties involved in the consultancy process.

III. Simplification / Greater Innovation: Our Innovation Strategy 2023-25 sets out our ambition to stimulate higher levels of participation in innovation practices. To do this effectively we need to change how we think about innovation and entrepreneurship. We will do this by challenging how we do things, managing expectations and provide the right expertise, incentives and enabling infrastructure.

The three enabling themes of our new strategy are to (1) Connect our innovation communities (2) Change mindsets, and (3) Invest in our enabling infrastructure: these will be supported by the work of four teams of professional staff based in the IEED team. With a significant investment by the University in this team and supported by the UIF funding at College level we are building capability which will earn a reputation for collaboration, innovation and entrepreneurship. This in turn will allow us to support the Government's strategic goals in NSET, The National Innovation Strategy 2023-33, and the recent reports *Pathways: A new approach for women in entrepreneurship* and *The Entrepreneurial Campus*.

We have committed to doubling our innovation outputs within a three year period which will bring our performance as an institution up to a level competitive with many of our peers, but our ambitions are greater than that and are built on the research and teaching excellence which our institution is known for. As we progress through the action plan we have the flexibility and scope to add capability to our work at both

College level and Centre. This will allow us to react to a changing environment and align with Government policy as that too evolves.

In addition to the strategy action plans we also have other College based activities in the coming year targeting greater levels of innovation activity: MVLS will hold a healthcare innovation event in November 2023 to highlight how it can support healthcare innovation, officially launch and identify new opportunities for the Digital Health Validation Lab (DHVL) and develop new partnerships with industry. Science and Engineering will launch a strategic partner secondment scheme to foster direct knowledge transfer and stimulate innovation in the economy. The College will also run two internal business accelerator programmes (one general, one focused on healthtech) to nurture new spin-out opportunities into the economy. Social Sciences meanwhile will create new executive education and bespoke CPD offerings with a focus on policy and business to facilitate knowledge access across career stages and sectors.

IV. Entrepreneurial Campus: In support of NSET we will develop an integrated entrepreneurial campus infrastructure, establishing essential components including incubation spaces, seed funding and banks of technical and professional expertise to support entrepreneurs from our academic and student population.

The UIF Uplift will play a significant role in changing how we utilise UIF funding. With the uplift we are supporting 5 new activities in 23/24. The uplift will contribute approx. 60% of the total cost of the following set of programs and outcomes in support of the Entrepreneurial Campus ecosystem:

Program	Partners	Description	Outputs	Themes
Creative Arts Collaboration	College of Arts and Humanities, RCS, GSA	Promote the creation of new ventures from creative arts and collaboration between three Glasgow institutions	20 Pre-Commercialisation projects in Creative Arts per annum	1,2,6,7,8,10
UofG MedTech Collaboration	MVLS and CoSE	Identify new MedTec commercialisation opportunities between MVLS and CoSE	10-15 Pre-Commercialisation MedTec projects /year	3,6,7,8
Scottish Universities	UofG, UofE, UofS	Develop an investment proposal with UofS and UofE for a SUIF	A new investment fund for all Scottish	1,3,6,7,8

Investment Fund			Universities and Colleges	
Social Sciences Suite	SocSci/ASPECT members	ASPECT 3.0, ZINC, SDG Identifier Program, CIVTECH	3 Testbed Projects, 8 Pre-Commercial, 2 SDG solutions, 4 new pipeline projects	2,3,5,6,7,8,9,10
UofG Accelerator (101 & Venture Builder & Open Access Founders)	UofG Business School /STAC /IEED/Converge	Develop our own accelerator 101, with program modules for Pharma, MedTec, STEM, Creative Arts and Policy. In addition run an Open Access Founders program for Glasgow region entrepreneurs. 2 year programme.	Bespoke accelerator tailored for UofG which will provide education, training and immersive opportunities building to 240 researchers/students and citizens/year	2,3,(4),6,7,8,9
1 Programme Manager Fixed Term 24 months				
			40-50 new projects /year	
			200 new entrepreneurs trained / year (100 / year 1)	
			20 open access founders /year	
<p>Focusing on the key themes of Collaboration, Inclusiveness, and Growth, these six programs will deliver outputs in new projects for the innovation pipelines, new partnerships with other HEIs and new skills in entrepreneurship across researchers, staff, and student populations. The outcomes from this activity align fully with the Entrepreneurial Campus blueprint. The programmes are supported by the uplift and from SIPF funding from GCR, in particular for developing our own Glasgow Accelerator which is being done in</p>				

partnership with Converge and sector-specific entrepreneurs to offer a full suite of training and experiential learning. The outcomes from this activity align fully with the Entrepreneurial Campus blueprint, although we recognise that this is a developing area of work, and we are committed to working collaboratively with SFC and the wider sector to support the identification and delivery of other opportunities mid-year.

V. Equality and Diversity: Following a successful pilot event in 2022/23, the University will launch a new community-building and support network for women entrepreneurs, offering a year-round programme of events for current and prospective female founders. The network is fully funded and will feature input and experts from across the Scottish innovation ecosystem.

VI. International: we will launch a Founders Club to engage and bring together our international network of entrepreneurial alumni, investors, partners and other universities, strengthening Scotland's reputation for innovation on the global stage. The Adam Smith Business School will also continue to leverage the tercentenary anniversary of Adam Smith beyond its internationally focused Tercentenary Week of celebrations with its continuing leadership in UK and EU Entrepreneurship Education initiatives.

VII. Inclusive growth and social impact: our leadership of the Glasgow Riverside Innovation District via the nationally announced GRID Discovery programme will deliver innovation projects on the ground and drive inclusive economic growth in some of Scotland's most deprived communities via key national innovation assets such as the Digital Health Validation Laboratory and the Lighthouse Legacy Lab. Working in partnership with the NHS, MVLS will develop a Genomic Innovation Alliance to serve as a further innovation asset for Scotland, catalysing genomics innovation and accelerating these life-enhancing innovations into practice. The Living Lab will further bolster its leadership in this space with a new Director of Industry Partnerships and a Director of Clinical Innovation.

Our recently announced GRID Discovery Program will bring outputs from our innovation and entrepreneurship work directly into our GRID communities. Working with our partners in the NHS, Business and Government we have a proposal to establish community based rapid diagnostic centres based on the newest technology, practice and service levels available.

Outcome Agreement between The University of Glasgow and the Scottish Funding Council for AY 2023-24

On behalf of The University of Glasgow

Signed: 
Print name: Professor Sir Anton Muscatelli
Position: Principal and Vice-Chancellor
Date: 03/10/2023

Signed: 
Print name: Elizabeth Passey
Position: Convener of Court
Date: 3/10/2023

On behalf of the Scottish Funding Council:

Signed: 
Print name: Karen Watt
Position: Chief Executive
Date: 15 January 2024