



Queen Margaret University  
EDINBURGH



# Outcome Agreement

2017 - 2020

APRIL 2019 UPDATE

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## PRINCIPAL'S FOREWORD

*The achievements and objectives set out in this Outcome Agreement demonstrate Queen Margaret University's continuing contribution to national and local priorities, and its commitment to continuous enhancement. This agreement complements and supports the University's broader strategic plan for 2015-2025. That strategy is underpinned by our vision and mission, and reflects our flagship areas of expertise in health and rehabilitation, sustainable business, and creativity and culture.*

*Our vision and mission build on our historical commitment to developing intellectual capital with both a theoretical and a practical focus, giving students and staff the confidence to make a real impact on the world around them.*

*This Outcome Agreement also provides information on our research competitiveness and industry collaboration, in addition to our commitment to, and achievements in, widening access to higher education. Our work in this area ranges from our work with the Children's University to the support we provide to students and to graduates from non-traditional groups.*

*During the lifetime of this agreement, we have contributed fully to addressing the recommendations set out in the 'Blueprint for Fair Access' produced by the Commission on Widening Access and we continue to work closely with the Commissioner for Fair Access, Sir Peter Scott. In so doing, we work with partners and stakeholders at all levels of education, contributing to the evidence base necessary for developing a detailed and coherent policy plan.*

*This is the final update to our 2017-20 Outcome Agreement (published originally in July 2017), and in publishing, we have taken full account of the SFC Guidance issued in October 2018, including the emphasis within that guidance on intensification of the Outcome Agreement process. We are committed to playing an active part in delivering on areas identified for prioritisation and enhanced focus, including widening access, retention and enhanced outcomes for disadvantaged learners, enhanced alignment of skills provision with the needs of the economy, supporting enhanced business innovation, and addressing gender imbalances. We believe our targets are ambitious and challenging.*

*This document gives an account of our work in raising aspirations in Scotland's young workforce. It also highlights our work in enhancing the student experience. Our refreshed Student Experience Strategy (2015-20) provides the framework to ensure that our students will have a transformative experience, enabled by outstanding learning and teaching and extra-curricular opportunities, to help them achieve their individual goals and meet the wider needs of society. We will take individual and collective responsibility for enhancing the student experience,*

*placing student centred-learning and engagement at the heart of our thinking and practices. We will establish, maintain and contribute to communities and to an environment within which our students can flourish and succeed.*

*It also confirms our full alignment with the Scottish Code of Good Higher Education Governance 2017, and summarises our holistic approach to environmental, economic and social sustainability.*

*In order to deliver on agreed outcomes, adequate funding needs to be available. Of particular importance are arrangements put in place post-Brexit in relation to EU students. We have a high percentage of students from the EU (about 20%), and the spread across programmes is uneven. I welcome the Scottish Government's recent announcement that it has extended the home fee status guarantee to EU and associated students commencing a course of Further or Higher Education in the 2020-21 academic year. Nevertheless, it is difficult to plan on the implications for provision of the UK leaving the EU beyond that period. We have modelled the impact on students of the UK leaving the EU, ranging from no change to EU students' fee status to EU students being on full international fees. We continue to urge SFC to ensure that funding associated with EU activity is not removed from the sector. This makes an untested and unlikely assumption that all universities will be able to replace this funding with increased fees for EU activity, and would lead to significant financial stress for many universities.*

*As one of nine institutions in receipt of Widening Access and Retention Funding (WARF), we note particularly paragraph 82 of the OA Guidance, which signals SFC's intention during 2018-19 to consult with the sector on a wider review of WARF. We will want to make meaningful representation to the SFC before the outcomes of the review, including any transitional arrangements, are announced.*

*This is my last year as Principal and Vice Chancellor of Queen Margaret University. Over my ten years I have seen the University flourish and succeed by creatively meeting the increasing challenges for the sector. Working with students, staff and other stakeholders to achieve the objectives of our outcome agreements has brought me much joy. I have relished working with the Scottish Funding Council and I now look forward to seeing the University fulfil its vision as a university of ideas and influence.*

**Professor Petra Wend PhD, FRSA, FRSE**  
Principal and Vice-Chancellor

## I INTRODUCTION

This Outcome Agreement sets out a number of objectives across the range of SFC funded activity, namely, teaching, research and innovation. Where applicable, we have established outcomes that align with the SFC measures of progress, but we have also established outcomes against our own baseline measures of progress.

This three-year agreement 2017-2020, published originally in July 2017, is being republished with updates to the narrative where we have made progress towards our agreed outcomes, or where we will engage in additional activity over the final year of operation of this agreement. The agreement reproduces specific outcome targets established in April 2017 where we are confident that they address the intensification agenda, as set out in the Outcome Agreement Guidance and the Letter of Guidance from the Minister to the SFC. This approach was endorsed by the University Court and the University Senate at respective meetings held in December 2018.

In setting our outcomes, we have sought to be ambitious – for our students, our staff and our wider stakeholders. To realise those ambitions, we will continue to be enterprising in all we do. However, their full achievement will depend upon our receiving an equitable allocation of sustainable levels of funding for teaching, research and innovation from the SFC. Any erosion of funding will impact directly on the University's ability to deliver on the outcomes set out in this OA; such reduction or withdrawal, by necessity, will result in the reduction or withdrawal of activities on the basis that we will not have the capacity to deliver effectively on those activities. At the time of writing (April 2019) we are in receipt of our indicative funding allocation for 2019-20. We await confirmation of additional funded places for Initial Teacher Education and Nursing and strategic funding for Access and Acting for Stage and Screen. We also anticipate further information on how allocations for upskilling/skills shortages should be used following consultation with the sector.

This agreement has been developed with the support and active engagement of the Students' Union, and in consultation with the broader student body through the Student Academic Council, and through student representation on key institutional committees to which the agreement has been presented for discussion and comment. The Agreement has been the subject of consultation with TU representatives, and has been discussed by a range of staff constituencies represented on institutional committees, including the University Court, the University Senate, School Academic Boards, Student Experience Committee, Research Strategy Committee and the Equality and Diversity Committee.

This version was approved by the University Court on 3 April 2019. An equality impact assessment of the Agreement was approved by the Equality and Diversity Committee on 7 March 2019.

## 2 INSTITUTIONAL STRATEGIC CONTEXT

### 2.1 Vision and Mission 2015-25

Our **vision** is to be a university of ideas and influence.

Our **mission** is to foster intellectual capital with a theoretical and practical focus, giving students and staff the confidence to make a real difference to the world around them.

In the period to 2025, we will look to establish Queen Margaret University as a university of ideas and influence, known not only for excellent, relevant teaching and research but also for the care and respect we give our students, staff and partners.

As a thriving campus university, we strive to create a community without borders, helping to improve people's lives locally, nationally and internationally.

We will be ambitious and enterprising, and, in everything we do, committed to social justice.

## 2.2 Strategic Plan 2015-25

Our Vision and Mission find explicit expression in our Strategic Plan, which sets out how we will fulfil our potential as a university of ideas and influence. The strategy covers the period leading up to 2025.

From its beginnings in 1875, the institution that is now Queen Margaret University has consistently addressed society's needs and facilitated positive social change. Our QMI50 Strategy holds true to the principles and values on which the institution was founded. This is reflected in the strategy's focus on supporting students, serving the community, creating meaningful partnerships, promoting impactful knowledge exchange and enshrining social justice.

Inspired by our strong record of achieving ambitious goals throughout our history, from addressing 19th century social problems to creating the first new Scottish University campus of the 21st century, our strategy sets out how we will reach beyond our current horizons. Underpinning this is an emphasis on institutional confidence.

To allow us to develop further as a university of ideas and influence we have developed a set of nine overarching goals. We believe that there is significant alignment between these goals and stated Scottish Government priorities.

### 1) An excellent student experience

Students will have access to the highest quality of learning. All students, regardless of their background, will have equal opportunities to succeed and become graduates with a strong sense of ethical and social responsibility who can contribute to and influence the wider community.



**QMU and the Festival City Theatres Trust signed an agreement that is providing a variety of artistic and development opportunities for students, staff and the wider community.**

### 2) A highly visible and strongly promoted academic portfolio

Our flagship areas and our reputation for high quality will make us the “go to” University across our provision.

### 3) A strong research culture

We will actively pursue continuous improvement in our research performance. Research will also underpin our other activities, such as teaching and knowledge exchange.

### 4) An increased international reach

Our international footprint will be increased both through activities on campus and in other countries.

## **5) A culture of knowledge exchange and commercialising which embraces and supports entrepreneurialism**

The need for universities to maintain and develop a diversified income base will remain (and most likely increase). We will continue to identify and exploit areas where our knowledge can be used to that effect, helping to drive forward the economic sustainability of the communities we serve.

## **6) A University without borders**

We will be an integral part of a community with no borders. Facilities available to the public will be developed further so that they become an integrated, efficient and sustainable part of the range of facilities in the area. The local community will be involved in our day-to-day activities.

## **7) Significant fundraising and development**

We will continue to embed fundraising into our core operations. This will include growing a solid regular giving programme, cultivating major gifts from individual donors, and working with trusts and foundations. By developing a “giving back” culture, we will encourage our supporters to give in kind.

## **8) A vibrant campus with attractive facilities**

QMU is predominantly an environmentally conscious Campus University and it will remain so. It is vital that there are the facilities to maintain a vibrant student and staff community, both socially and academically. As part of the University’s partnership working and engagement with the community we also need to exert influence over the use of surrounding land.

## **9) Motivated, confident, engaged and inspiring staff**

Through supportive leadership, staff will be encouraged to think creatively and take considered risks. We will attract and retain good staff by valuing them through transparent promotion opportunities, appropriate staff development, inclusivity and equality, and through instilling in our staff a strong sense of social responsibility.

Our QMI50 Strategy builds on our well established track record in research. Research is an essential element of our mission to foster intellectual capital with both a theoretical and practical focus. We see research, teaching and knowledge exchange as a ‘virtuous circle’, with each of these three elements informing the other two. Our REF 2014 results confirmed that our research is world-leading and has real practical impact. Through our QMI50 Strategy, we will strengthen our research culture further, focusing on research centres aligned to our flagship areas of expertise.

Our QMI50 Strategy enthusiastically embraces the concept of a broad community. We aim to be a ‘University without borders’. Working with partners, we will create the critical mass and cross-pollination required to ensure a vibrant, inspiring environment on and around our campus. We will cultivate a real sense of ‘belonging’ amongst all those who form part of the QMU community, in Scotland and across the world.

Indeed, as well as being a ‘community without borders’, we will be a ‘community without barriers’. We will build on our existing success in widening participation to ensure that we fulfil people’s potential, whatever their background.

Underpinning the Mission and the Vision are the Values to which the University aspires, including “recognising equality and diversity in all we do”.

We are working to promote entry to, and provide education at undergraduate and postgraduate level for, all students, whatever their background. We are committed to enhancing the student experience through delivering equality across the protected characteristics and creating an inclusive learning environment; this applies to recruitment and admissions, to the curriculum, teaching and assessment, to welfare and support services, and to staff development and training.

The Student Experience Strategy also commits us to enhancing the student experience by recruiting, developing and retaining excellent staff who reflect the diversity of the student population. The policy and practice of the institution requires that all staff are afforded equal opportunities within employment, and that entry into

employment with the institution and the progression within employment will be determined only by personal merit and the application of criteria which are related to the duties of each particular post and the relevant salary structure.

Our strong commitment to equality in research is promoted in a number of different ways, including through the HR Excellence Award for Researcher Career Development and Athena SWAN recognition. Further details are set out under Section 5 below.

Our strategy includes a heightened emphasis on entrepreneurialism that will ensure that we exploit our research to maximise its benefit to society. We will prepare our students to perform to the best of their abilities in the world of work. We will attract revenue to invest in further development of the University. More broadly, we will maximise our contribution to the prosperity of Scotland, the UK and the world.

We believe in a student-centred approach, and this is integral to our QM150 Strategy. We will continue to nurture our culture of providing personalised support. Extending beyond this, we will foster a sense of pride and belonging amongst our students, and enrich their experience of university by developing a supportive framework of activities, strengthened by investment in extra-curricular activities.

Our strategic plan finds further expression in a number of discrete sub-strategies, including those of Student Experience, Research and Knowledge Exchange, and Internationalisation.

For each of the strategies listed above, we have put in place a range of agreed high level outcomes, or key performance indicators (KPIs), that have been developed in consultation with staff and students, and progress on which is reported quarterly to the Court, Senate and the Executive Board.

We have endeavoured to ensure that our Outcome Agreement reflects and, where appropriate, builds upon objectives set out in our Strategic Plan and sub-strategies. Where we have re-phrased or re-stated objectives in our Outcome Agreement, we have reflected that re-positioning in an update to our Strategic Plan and Key Performance Indicators. As suggested in the SFC Guidance, our Outcome Agreement aligns with our strategy so as to enable the institution to negotiate its contribution toward sector level impacts according to its mission and strengths. We have interpreted and applied the SFC Guidance in a way that is appropriate and relevant to our particular context and mission.

The format of this Agreement follows that suggested in the SFC Outcome Agreement Guidance, with outcomes established under headings set out in Priority areas identified in that Guidance (table 2 in particular refers). The agreement is supported by a completed national measures data table (not published), and includes our updated statement on our use of UIF funding for the period 2019-20 (original statement published at: [http://www.sfc.ac.uk/web/FILES/UIF/QMU\\_updated\\_UIF\\_plan\\_2018-19.pdf](http://www.sfc.ac.uk/web/FILES/UIF/QMU_updated_UIF_plan_2018-19.pdf)).

### **3 ACCESS TO HIGHER EDUCATION**

This section of the Outcome Agreement, together with Section 4 below, addresses the reporting requirements set out in Paragraph 74-77 of the SFC Outcome Agreement Guidance concerning CoWA related targets.

We are committed to widening participation amongst students who have previously been inhibited from entering Higher Education for social, economic or cultural reasons, but also to taking active steps to maximise their persistence and success. Our widening participation and retention strategy seeks to increase student numbers from non-traditional groups, including those that are: first generation to go to Higher Education; from low progression schools; reside in communities in the lowest 20% of the Scottish Index of Multiple Deprivation (MD20); articulating students from Scotland's Colleges, disabled students, BME students, male students studying Nursing and Allied Health programmes, or those who are Care Experienced.

Our approach to widening access offers built-in tailored support throughout the learner journey. To deliver on those commitments, we have invested carefully in people and structures, utilising fully our SFC Widening Access and Retention Funding (WARF) allocation of £590k (May 2018) specifically for this purpose. Specifically, we invest some 90% of our WARF funding on dedicated people who develop and implement our widening access agenda through school, college and community engagement, and provide dedicated support to applicant and student groups who we have identified through our research are at a higher risk of not persisting with their studies. The latter includes entrants from SIMD20 and SIMD40 quintiles, articulating students and those from a care-experienced background.

Our Outreach and Community Engagement Team, consisting of three staff funded directly by WARF, works determinedly with a range of partners, including schools, colleges, community groups, third sector and voluntary agencies, and local councils, to maximise the opportunities of people in Edinburgh and the Lothians and beyond. A snapshot of the many of the projects and initiatives on which the team lead, or in which they are involved, is provided in this Agreement, including partnership work through LEAPs, SHEP and SWAP, the development and promotion of articulation pathways, and support to entrants through transition, induction and peer mentoring.

The Widening Participation and Student Retention (WiSeR) Board, under the Convenership of the University Secretary, continues to have a clearly defined remit to develop, promote, review and evaluate strategies and activities in support of our Outcome Agreement targets, including those funded directly through WARF monies.

Over the period during which we have published an Outcome Agreement, we have adopted a definition of 'under-represented groups' that has extended beyond that of the narrow SIMD national indicator and have developed a range of initiatives to increase the participation and retention of those from a broad range of non-traditional groups. There has been success in a number of areas of recruitment and retention, and this is detailed more fully below.

We were encouraged by the Deputy First Minister's statement to the Scottish Parliament Education and Skills committee that the Scottish Government has accepted the CoWA commentary on the limitations of SIMD, and look forward to the conclusion of work undertaken on this measure. We accept that SIMD can be a useful national measure but we are increasingly concerned regarding its usefulness at local level.

We welcomed the publication in May 2018 by the Scottish Government of its Evidence Paper 'Fair Access: Analysis of school leaver attainment by SIMD quintile', which was a response to the Commission on Widening Access (CoWA) data-related recommendations, including Recommendation 30 which asked the Scottish Funding Council and the Scottish Government to provide "enhanced monitoring of fair access at key stages of the learner journey including analyses by socioeconomic background of [...] school attainment". The data is suggested as allowing universities 'to consider the potential impact of access thresholds on the school leaver applicant pool'. We have been addressing this directly in revisions to our Contextualised Admissions Policy, and in response to sector wide development of standard and adjusted offers. In so doing, we have reflected on the work by researchers at the University of Durham, which took an empirical approach to identifying appropriate minimum entry requirements using historic data on student retention and outcomes to determine likelihood of entrants successfully continuing to the second year of our programmes. This work has informed the development of minimum requirements for entry in 2019/2020.

### **3.1 Contextualised Admissions**

Our Contextual Admissions Policy was developed originally in 2014, and takes into account the context of an applicant's academic achievement, and gives consideration to a range of factors that might have impacted on attainment. The policy is based on the following key principles:

*Fairness* – we will strive to use admission assessment methods that are reliable and valid.

*Transparency* – details of our entry requirements will be published in our prospectus and on our website and will be clear and transparent to applicants and their advisers.

*Reflect our community* – we are committed to admitting as wide a range of applicants as possible to reflect our community.

*Encourage participation* – we will minimise barriers to applicants and encourage student persistence, progression and retention through our targeted pre-entry and transition support services.

In the period since the policy's development, we have continued to identify and share best practice in the use of contextual admissions in a way that supports our aspirations, informs decision-making and encourages more applications from all backgrounds. We are committed to making offers to identified groups where we recognise that a range of factors might have impacted on attainment. These groups include, but are not limited to those who are:

1. Care experienced.
2. Eligible for the Lothian Equal Access Programme for Schools (LEAPS).
3. Applying via a Scottish Wider Access Programme (SWAP) route.
4. Attending a school where few students progress to University - Schools for Higher Education (SHEP) schools.



5. Living in an area of high deprivation, as defined by the Scottish Index of Multiple Deprivation (SIMD).

In 2017-18, we reviewed our approach to contextualised admissions, considering internal and external evidence, and benchmarking against practice in the sector, including the SFC 'Mapping and Evaluating the Use of Contextual Data in Undergraduate Admissions in Scotland' report. Internal evidence included published entry requirements, UCAS tariff points on entry, and student progression at programme level. <https://www.qmu.ac.uk/media/6610/contextual-admissions-policy-november-2018.pdf>

We moved to trial 'adjusted' offers during the 2018 admissions cycle for care experienced applicants and applicants living in an area of high deprivation, as defined by the Scottish Index of Multiple Deprivation (SIMD). We also moved to centralise our admissions decision-making further, and established an Admissions Decision Monitoring Group, which meets weekly to monitor and direct admission to programmes across the full range of applicant demographics with the aim of increasing applicant to entrant (conversion) rates.

We have developed standard and minimum entry requirements for each undergraduate programme, which have been published in the University's 2020 prospectus in line with CoWA recommendations. The prospectus includes information on QMU's commitment to widening access and approach to contextual admissions, presented in simple, clear language and developed in accordance with the 'Common Language' guidelines produced by Universities Scotland.

<https://view.joomag.com/qmu-undergraduate-prospectus-ug-prospectus-2020/0554446001551699867?short>

We believe that the actions set out above align directly with the Scottish Government's intensification agenda.

### **3.2 Access by those from the 20% and 40% most deprived postcodes**

We remain committed to the recruitment of students from the 20% and 40% most deprived postcodes. This Agreement, published originally in April 2017, has rebalanced our targets in this area, and commits us to outcome agreement targets for entry in 2020 of 15% and 28% respectively.

We are continuing to take measures, in line with our Contextual Admissions Policy, to increase further the number and proportion of entrants from these cohorts. For entry in 2018/19, a higher percentage and number of MD20 and MD40 students received an offer than in the previous two years. This in turn resulted in an increase in the number of MD20 and MD40 students accepting an offer (although % acceptance was slightly down on 2017/18). Against a baseline of 65.2% of Scottish applicants receiving an offer of an undergraduate degree place in 2017/18, the equivalent percentages for SIMD20 and SIMD 40 were 66.4% and 64.3 %. Offer acceptance rates were 31.4% SIMD 20 and 33% SIMD 40 respectively.

There were 93 SIMD20 entrants in 2018/19, which represents 12.2% of total Scottish domiciled undergraduate entrants, against a target of 13%. The MD40 entrant numbers were 218, which is 28.6% of Scottish domiciled undergraduate entrants, against a target of 27%. We continue to monitor closely offer and acceptance rates to both of these quintiles through our OA Data Working Group, which meets regularly through the admissions cycle to review performance against agreed outcomes. Our SIMD20 and SIMD40 intake targets for the period 2019-22 are set out in Table 1 of this agreement, and the supporting National Measures table provided separately to the SFC.

There is no doubt however that recruitment in this area continues to be challenging as a result of the allocation of additional funded widening access places to research intensive universities. We have addressed this challenge through intensification of our outreach work, but also, in the context of our contextualised admissions process, by monitoring carefully data on applications, offers and conversion rates for candidates from those groups identified as having targeted intake in our Outcome Agreement.

As we focus our efforts on increasing our intake numbers for applicants identified as SIMD20 or SIMD40, we consider that this will be particularly challenging where there is high competition for restricted numbers of places, such as within the Allied Health courses. We could increase our intake of SIMD20 students further were additional funded places made available for highly competitive programmes.

We would want the review of WARF funding to consider an appropriate allocation of funded widening access places, were there to be any suggestion of a removal of that funding stream.



**Prue Leith CBE, QMU Chancellor, joins young learners to celebrate their success at the Queen Margaret Children's University.**

### **3.3 LEAPS, SHEP, SWAP and the Children's University**

In developing this Outcome Agreement, we disaggregated targets for LEAPS, SHEP and SWAP East entrants, as set out in Table I, to allow us to monitor more closely the application and offer rates for mature SWAP applicants, and applicants applying from LEAPS/SHEP schools.

We acknowledge that mature applicants and applicants from low progression schools can face additional challenges when applying to University. We are committed to addressing any such barriers as part of our contextualised admissions process.

Over the lifetime of this Outcome Agreement, we have guaranteed an offer of admission to any LEAPS, SHEP or SWAP applicant with the potential to meet our minimum entry requirements for their chosen programme of study. Where the selection process for a course includes an interview or audition, applicants from these cohorts are guaranteed an interview or audition, where they have the potential to meet the minimum entry requirements.

Our LEAPS engagements enable us to access over 5000 pupils through a range of activities, including:

- 1-2-1 Interviews with S5/S6 pupils.
- LEAPS Summer School: 7 week Summer School.
- Kickstart: Summer School for S5/S6 pupils attending LEAPS 1 and 2 category schools.
- High Flyers: residential summer school for 40 S4 pupils attending the five lowest performing High Schools in Edinburgh and the Lothians.
- Creative Extras: portfolio preparation programme for arts-based course applicants.
- Broughton Up: S4 project delivered in partnership with Heriot-Watt and Edinburgh Napier University that works with 40 pupils who reside in SIMD10 postcode areas with a view to supporting them into HE upon completion of school studies.
- S5 and S6 Conferences: information, guidance and advice for S5 and S6 pupils from LEAPS 1 and 2 category schools.

We have recently engaged in a review of the activities undertaken by the LEAPS partnership, which aims to address many of the recommendations outlined in the Commission on Widening Access Final Report: A Blueprint For Fairness. The partnership seeks to engage at an earlier stage of a high school pupil's learning journey, and is currently reviewing summer school activity. A pilot Summer School will run in 2019 with a view to informing delivery from 2020.

As our approach to widening participation has broadened, we have been concerned also to deepen our engagement with our communities with a view to raising aspirations at an early age. A key strategy has been collaboration with communities to de-mystify higher education and to empower individuals seeking to access higher education. We work with a number of East Lothian and Midlothian based community groups and initiatives that support local community development plans.

Our commitment to raising pupils' aspirations and to working in partnership with schools and employers extends beyond the senior phase of the School. We were the first higher education institution in the east of Scotland to host the Children's University, a development that was signalled in our 2013/14 Outcome Agreement.

The Queen Margaret Children's University was established to promote social mobility by providing high quality, exciting and innovative learning activities and experiences outside normal school hours to children aged 7-14 (and 5 and 6 year olds with their families) and engage the wider communities as learning partners in the realisation of this. At the heart of its work is the ambition to raise aspirations – "... aspire to inspire ...", boost achievement and foster a love of learning, so that young people can make the most of their abilities and interests, regardless of the background into which they were born. Although open to all, the QMCU focused on reaching children and young people facing socio-economic and educational disadvantage through the targeting of grants to, and the promotion of activities in, areas of deprivation.

In August 2018, the Children's University (CU) Scotland Trust moved to a new programme model whereby existing-partner schools finance and manage the programme directly. The revised arrangements mean that participant and learning destination provider registrations are no longer recorded and managed by the University, which has resulted in amended outcomes for the programme in this Agreement. From 2018-19, our engagement with the Children's University has been re-focused, but we remain committed to developing deeper links with schools in areas of deprivation with lower than average progression to HE, and continue to be an important strategic partner in the delivery of the Children's University programme in East Lothian and Midlothian.

Our Outreach and Community Engagement (OCE) team continue to focus on increasing the volume of in-school and on-campus learning opportunities for Children's University partner and non-partner primary schools in East and Midlothian. This includes the delivery of our CU Friday initiatives, which are programmed to feature subjects where there has traditionally been a gender imbalance, and hosting the Children's University Graduation ceremonies, with the most recent being in November 2018.

In August 2018, we hosted a week-long QMU Summer School (formerly QMCU Summer School) aimed at P6 and P7 pupils attending schools in areas of lower than average progression to HE across East and Midlothian. We filled each of the 40 places, with a waiting list of pupils hoping to attend. Pupils took part in a varied programme of activities and learning experiences, some of which were supported by partners, including Santander Universities and Newbattle Abbey College. The programme contributes to our efforts to ease the transition from primary to high school, as described further below. We will build on this in 2019-20.

We are delivering a programme of engagement in 2019 that will reach out to new and current partner primary schools and engage over 2000 pupils throughout the 2018-19 session. For example, working in partnership with East Lothian Council and DYW Edinburgh, Midlothian and East Lothian, we are developing a new and innovative careers insight project *Job Kingdom*. In May 2019, 1500 Primary 5 pupils attending schools in East Lothian will visit QMU to take part in a variety of employer-led, hands-on workshops aimed at raising awareness and understanding of key employment opportunities and associated educational pathways.

We believe that our efforts in this area contribute unquestionably to raising aspiration and attainment amongst those who participate, but we recognise too that the impact will not be realised for a number of years. The approaches set out above represent long-term commitments on the part of the University, and its partners.

We recognise that the transition or bridging from one educational establishment to another – regardless of the level – can be difficult. We deliver bridging support at various stages of a learner's journey, and participate in a range of activities designed to support school pupils with transitions from primary to secondary school, and from secondary school to University. This includes four programmes for S3-S6 pupils that support bridging from secondary school to university: Kickstart, LEAPS Summer School, Lift Off and High Flyers.

*Kickstart* is a collaborative project between Queen Margaret University, Edinburgh Napier University, Heriot Watt University, the University of Edinburgh, and Scotland's Rural College. It offers subject taster workshops to some 150 S5/6 pupils over a week during the summer school holidays. A recent review of the project by the partners has resulted in a new delivery model that engages S3 pupils at the stage where they are choosing S4-S6 subject choices. Delivery has moved from the summer period to a series of weekly engagements between August and December.

We actively support the *LEAPS Summer School*, aimed at S6 [LEAPS-eligible students](#) who are holding one or more UCAS offers. The current seven week Summer School gives pupils the opportunity to prepare for university teaching styles, assessment methods, develop academic skills and experience student life. LEAPS is

currently undertaking a review of the Summer School with a view to developing a new delivery model for 2020. QMU is committed to continue to be an active partner in both the review and future delivery model.

*Lift-Off 2 Success* works with new S4 and S5 pupils attending schools in Fife and brings up to 65 young people together for a 5-day summer residential programme. Pupils visit different colleges and universities each day, and we deliver taster sessions for a wide range of subjects (most of which cannot be studied at school) with the aim of introducing post-school study options.

*High Flyers* works with new S4 pupils attending Lothian's lowest performing schools (Newbattle, Wester Hailes, Castlebrae, Drummond, Tynecastle and Leith High Schools). Pupils take part in a multi-partner week long residential programme, undertaking a wide variety of subject-based workshops and social activities with the aim of inspiring them to apply to college/university upon completion of their senior stage studies.

We have most recently expanded our support for bridging programmes through work with Aspire North to deliver a residential engagement for S6 pupils. During the residential, pupils find out more about living independently, cooking on a budget, student social life and additional study options to enhance their final year at school. QMU hosted 40 Aspire North pupils for a day and looks forward to developing this emerging partnership in the future.

Direct Entrants to QMU (students entering year 2, 3 or 4 of an undergraduate degree) continue to be offered the opportunity to participate in a dedicated week-long induction programme. The programme is an invaluable opportunity to become familiar with the University, to meet lecturers and other students, and start to develop the academic skills required for a successful university experience.

We continue to run our QMAvance programme, designed to support the transition to the first year of a degree programme for those students from a widening access background. The 3-day programme aims to build confidence in students, while giving early access to a range of key services and staff, and for the last two years has been heavily over-subscribed. Working in partnership with staff from LEAPS, in 2019-20 our OCE team will deliver a dedicated QMAvance for LEAPS pupils, expanding overall capacity on the programme from 60 to 80 places. As with the Direct Entrant induction, this programme is facilitated by a team of students with widening participation backgrounds.

We know that we can contribute further, and to this end, we will continue to work with the SFC to explain how strategic funding supports us to build on our current approaches to access and to achieving the Scottish Government's ambitions for pupil attainment

### **3.4 Students from a Care Experienced Background, Student Carers and Estranged Students**

We remain committed to the recruitment of students from a care experienced background. We recognise that Care Leavers and those with a background in care are amongst the most under-represented groups in Higher Education. The number of applicants and entrants to the University from this group is too small for meaningful trend data to be used, but they continue to be a group identified by us for additional support in terms of the provision of a named contact, proactive identification of support services, and provision of additional financial support where available.

In 2017-18, we recruited 12 students (1.8% of the Scottish domiciled UG student intake). This was an increase on the previous year, when we recruited 7 students (0.9% of Scottish domiciled UG entrants). In 2018/19 we recruited 7 students (0.9% of the Scottish domiciled UG student intake).

We guarantee to make an offer of admission, or an offer of an interview or audition, to any care leaver who has the potential to meet our entry requirements for their chosen programme of study. Offers for care experienced students are made at the level of minimum entry requirements. We continue to work in partnership with the East Lothian Champions' Board and the Care Leavers' Hub, in order to support care experienced young people and promote the University as a positive destination.

Through our partnership with Who Cares Scotland, we have established a Corporate Parenting Plan based on our engagement during 2016 with care experienced young people residing in East and Midlothian. We published our Corporate Parenting Plan in March 2018: <https://www.qmu.ac.uk/study-here/student-services/support-for-care-leavers/>, and our OCE team worked with Who Cares Scotland to deliver associated Corporate Parenting training to senior staff in December 2018.

In May 2016, we hosted an event aimed at senior staff throughout the University and senior/guidance teachers from our partner schools in Edinburgh and Lothians. Representatives from Who Cares Scotland and 10 care experienced young people presented their stories and the Who Cares project to the audience. QMU staff worked with all those involved to produce a film of the presentations which has since been delivered in schools throughout Scotland and at Head Teachers' conferences.

We are active partners in East Lothian's Looked After Children Forum, which meets quarterly to share best practice. Our OCE team has recently supported the Forum in developing a new opportunity for care experienced pupils attending East Lothian's primary schools to join Children's University Scotland. In partnership with CU Scotland c.70 pupils with a background in care will be offered membership of the programme, which will be administered by staff from East Lothian Council and overseen by a 'Virtual' Head Teacher as part of a wider programme of engagement supported by attainment challenge funding. We look forward to supporting this project going forward and will prioritise on and off campus learning opportunities/graduations for these young people and their families /carers.

Under our Policy and Procedure for Undergraduate Applications from Care Leavers, and those with a Background in Care, anyone who has been in the care of a local authority for at least 13 weeks, whether away from home or in the home, is considered to have a background in care, and is eligible for support in the form of pre-entry and post-entry advice, support and guidance, accommodation guarantees and help to access any appropriate bursaries and grants. We provide individualised support from our Student Funding Adviser at both the pre-entry and post-entry stages, and, with the Care Leaver's permission, work with their relevant Social Worker(s) to ensure their application is supported appropriately.

We provide support in completing the UCAS application form, and guarantee an offer to the course for which they have applied at the minimum entry requirement. Care Leavers are assigned priority places on our QMAvance/ Direct pre-induction course for new students, and on the QMConnect Peer Mentoring Support Project. Care leavers are guaranteed a place in student accommodation (this includes those who live locally), and are provided with the opportunity to apply and receive a guaranteed interview for temporary part-time work opportunities offered by the Student Services, Outreach and Community Engagement and Recruitment teams. These include roles as Student Ambassadors, Student Guides and QMAvance Assistants.

All of this information is publicised through our website and in leaflets: <https://www.qmu.ac.uk/study-here/student-services/support-for-care-leavers/>

We are delighted that we are the only university in the UK to have two of its student case studies chosen to be featured in the six case studies featured in Universities UK's digital campaign, Opportunity for Everyone (**www.universitiesuk.ac.uk/opportunity-for-everyone** #YesUniCan). One of the case studies exemplifies our work with Care Experienced students.



### Daniel Pauley, BSc (Hons) Podiatry

Daniel spent some of his life in foster care. Sadly, only 6% of children in foster care go on to university level education compared to 43% of people who have not been fostered, so it was a great achievement when Daniel secured his place on the podiatry degree at QMU. Daniel, who left school at 15 with hardly any qualifications, has used his QMU education to transform his life and train for a career in healthcare where he could help others.

“As a foster child, you can be easily cast off. If no-one believes in you, then you don’t believe in yourself. But my experience at QMU has completely transformed my life. I am shocked at how much help and support is available – from financial support through bursaries, which means I should complete my degree without building up massive debt - to the incredible support of the academics and professional services staff. They are totally invested in helping students be all they can be.

At last, I’ve found people who believe in me, so I can start believing in myself.

“As a student of QMU, I am no longer overlooked - I am more than just a number. I have people who are 100% behind me and are helping me achieve my goals. This encouragement means I’ve developed a passion for learning and I always keep classes running late because I ask so many questions.”

<https://www.qmu.ac.uk/study-here/student-stories/daniel-pauley>

In developing our support for student carers, we partnered with Carers Trust Scotland to develop the QMU Student Carers’ Support policy. A student carer is defined by the Carers Trust Scotland <https://www.carers.org/scotland> as “anyone who cares, unpaid, for a friend or family member who due to illness, disability, a mental health problem or an addiction cannot cope without their support”.

We are committed to ensuring that students with caring responsibilities are given the support they need to reach their potential. We recognise that students with caring responsibilities may be disadvantaged in terms of being able to devote the necessary time to study for qualifications for degree level study entry and whilst at University. Student carers are provided with support and advice that recognises that they may have limited opportunities for paid part-time employment whilst studying, as well as more limited opportunities for social engagement and integration with other students.

We are engaging with the outputs from the Scottish Government’s Carers Strategic Policy Statement (CSPS) which is intended to set out the Scottish Government’s overall ambitions for carers and carer support. We continue to work with the Carers Trust Scotland to ensure that we are adopting very best practice in this area. We were invited by the Trust to deliver a keynote speech at their annual conference in March 2017 highlighting our work to date in establishing a sector-leading support policy for our students with caring responsibilities. Since 2016-17 we have also captured this information at the point of matriculation; this will be updated annually, to ensure we have baseline evidence to further support this group. Our OCE team has recently devised a 12-month action plan with Carers Trust, aimed at achieving their Going Higher for Student Carers Recognition Award and are on course for achieving the award by the end of 2019.

We are developing our approach to Estranged students in line with our support for Care Experienced students, and have committed to the Stand Alone Pledge during the life-time of the OA.

The University has developed policies for Special Leave arrangements which offer a degree of work flexibility for those staff with caring responsibilities. The University provides for flexible working requests from all staff and accommodates a high volume of flexible working requests, both formal and informal, to support employees in managing their caring responsibilities.

### **3.5 Protected characteristic and other groups**

On the basis that we have adopted a wider definition of 'under-represented groups' that has extended beyond that of the narrow SIMD national indicator, we have included specific outcomes for protected characteristic groups in our Outcome Agreements since 2011. We have developed a range of initiatives to increase the participation and retention of those from a broad range of non-traditional groups. This has included disabled students, BME students, mature students, and male students studying Allied Health programmes.

We are committed to enhancing the student experience by creating and promoting an inclusive learning environment. This applies to recruitment and admissions, to the curriculum, teaching and assessment, to welfare and support services, and to staff development and training.

We continue to benchmark and evaluate our performance in this area, primarily through the Equality and Diversity Committee and through the Widening Participation and Student Retention (WiSeR) Board.

Regarding the proportion of students entering the university with protected characteristics, using the SFC national measure, progress against targets in our Outcome Agreement for 2018/19 are: Disabled (21.3%); BME (7.0%), Mature (38.2%), Female (71.5%), Male (28.5%).

We continue to benchmark and evaluate our performance in this area, primarily through the Equality and Diversity Committee. We are pleased to have made progress in terms of enhancing our student demographic in line with our stated objectives,

We will deliver on the priorities established in our Gender Action Plan published in July 2017. <http://archive.qmu.ac.uk/equal/docs/Gender-Action-Plan-July-2017.pdf>

The priorities set out in that Action Plan were drawn from already established priorities published by the University in a number of its strategic documents. We consider that a Gender Action Plan should not be a stand-alone document, but should draw together existing commitments made as part of the mainstreaming of equality within the University. As such, the Plan draws on priorities published already within the University's Mainstreaming Report and Associated Equality Outcomes 2017-20 (<https://www.qmu.ac.uk/about-the-university/equality-and-diversity/>) this Outcome Agreement, our overarching Strategic Plan, and Student Experience and Research and Knowledge Exchange Strategies.

Through that plan, we have committed to addressing severe gender imbalance under the definition adopted by the SFC. Benchmark statistics published by the Scottish Funding Council on 19 March 2019, 'Higher Education Students and Qualifiers at Scottish Institutions 2017-18', record that females accounted for 58.6% of HE students in HEIs. This proportion has been increasing since 2010-11. The subjects with the highest proportions of female entrants were Subjects Allied to Medicine (83.8%), followed by Veterinary Science (82.1%) and Psychology (76.6%).

The demographic profile of students at Queen Margaret University reflects the national picture to the extent that female students are in the majority, albeit a more significant majority, at some 71.5% of SDUE in 2018/9. Nevertheless we have made progress in this area, with the percentage of male entrants standing at 28.5%, and male students having increased over the period of this agreement from 21.5% to 23.1%.

The gender balance reflects the University's antecedents, and in particular, the predominance of its Allied Health and Nursing provision which historically has attracted application and entry from females. In promoting entry to Nursing and the Allied Professions, we aim not to promote 'stereotypes'. Nevertheless, we are acutely aware of the reality that the 'caring' professions have historically been more attractive to females than males, and this is reflected in entry to the professions across the UK.

We have been actively involved in STEM, the government backed programme to help promote Science, Technology, Engineering and Maths, in schools. The QMU Student Volunteer project has focused on attendance at career events, with current students from allied health professions and science disciplines explaining to children their chosen professions. We are working to encourage as many eligible students as possible to subscribe to this programme, which has a major focus in areas of social deprivation.

Our Mainstreaming Report and Equality Outcomes includes commitments to increase the application, offer and enrolment of mature and younger male applicants to Psychology and to Nursing, the two subject areas identified as having a severe gender imbalance within the University under the definition adopted by the SFC.

We recognise that, application and entry to some degree programmes is subject to wider societal influences. Audit Scotland's report on the Scottish NHS workforce records that 1 in 10 of the Nursing workforce is male, and that 2 in 10 of the Allied Health professions are male. A rebalancing of the student demographic requires partnership working with schools, Colleges, parents, and with the professions and wider community influencers. This is reflected in our approaches to addressing this imbalance.

We have been engaging fully in the national initiative 'Men in Nursing - Attracting and Retaining Men in Midwifery and Nursing'. Currently, in Scotland the percentage of male nursing students is between 8 - 10% (Scottish Government 2017). The Chief Nursing Officer (CNO) Commission on Widening Access to Nursing and Midwifery education and careers has suggested that best practice in the area of attracting more men into nursing should be identified, and recommendations for a national approach are needed (Scottish Government 2017). A recent report for NES on underrepresentation of men in nursing has recommended the need for a positive national 'rebranding' of nursing, a co-ordinated marketing campaign by colleges, universities and the NHS including the use of high profile examples of men in nursing (Whitford et al 2018).

We welcome the establishment of the National Working Group, the terms of reference for which are to increase the numbers of male applications to pre-registration nursing and midwifery programmes in Scotland; improve the retention of male nursing and midwifery students on pre-registration nursing programmes in Scotland; act as a focus for activity throughout Scotland by working together to promote and publicise nursing and midwifery as a potential career choice for men; engage with stakeholders across Scotland, ensuring they are both informed and consulted and share practice related to applications and retention of male nursing and midwifery students.

We are benefitting from membership of the Group, which includes representatives from all universities that provide nursing and midwifery education, from colleges, NES, RCN, the Scottish Government and the regional NHS boards.

QMU has a very similar percentage of males to females to the national picture (differences of 1%). The data on mature students shows that the gender split is far less pronounced, and the conversion rates are much higher, which may be evidence of the work QMU staff are doing with applicants entering QMU through alternative routes. The data shows that although conversion rates were up on previous years for males, there were still not enough males applying to plug the gap in the gender split.

The focus during 2019 and beyond will continue to be on outreach work with Schools and Colleges.

As noted above, the UUK Opportunity for Everyone

([www.universitiesuk.ac.uk/opportunity-for-everyone](http://www.universitiesuk.ac.uk/opportunity-for-everyone) #YesUniCan) initiative includes two QMU case studies, the second of which exemplifies our commitment to encouraging men into Nursing.





### **Norman Todd, BSc & MSc Nursing**

Norman Todd, a single parent from Ullapool in Ross-shire, has a BSc and MSc in Nursing from QMU. Having left school at the age of 16 with few qualifications and no academic aspirations, Norman began his working life as a deep sea fisherman off the north coast of Scotland, but decided to change his career path and move into nursing in 1999. Following an access to higher education course at Telford College (now Edinburgh College), Norman chose to study at QMU due to its reputation for delivering a high quality nursing undergraduate course. Norman now works in the oil and gas sector as an offshore medic for Centrica in the East Irish Sea.

“QMU has given me a thirst for life-long learning. I've had a wonderful career which wouldn't have been possible without having a firm academic basis, confidence and ambition that I gained from my undergraduate years.”

<https://www.qmu.ac.uk/study-here/student-stories/alumni-norman-todd-2003-bsc-nursing-2007-msc-nursing/>

A complementary film, highlighting the Work Experience and Placement opportunities afforded by studying Nursing was produced and incorporated into the BSc (Hons) Nursing landing page. The film also features on QMU's YouTube channel: <https://www.youtube.com/watch?v=caEMiNTIBu4>

In addition, a number of video profiles featuring male PG students studying Health related programmes also feature as part of our Step Up to QMU promotional campaign [www.qmu.ac.uk](http://www.qmu.ac.uk).

We have produced and published a promotional leaflet in full colour A5 format, highlighting the range of careers available with a Nursing degree. The leaflet features five student profiles, three of whom are males. Our website also reflects this commitment also: <https://www.qmu.ac.uk/study-here/student-stories/gareth-pocock-bsc-hons-nursing-year-3/>

We have established formal next level articulation agreements with Borders College and West Lothian College that present students undertaking HNC Care and Administrative Practice with the opportunity to articulate to Level 2 BSc (Hons) Nursing. In 2018/19, five HNC students accessed Year 2 upon completion of the HNC.

In terms of retention, we recognise that the relatively small numbers involved means that any increase in drop out numbers has a significant impact on the retention percentage measure. We are pleased therefore that we have 100% retention of male and female entrants.

We continue to evaluate progress and develop responses to our student retention performance through our Widening Participation and Student Retention (WiSeR) Board. Evaluation of our student data has shaped the outcomes set out in our Gender Action Plan (July 2017) and our Mainstreaming Report and Equality Outcomes 2017-20, and in particular our commitment to increase the representation of males in Nursing, and in Allied Health subjects generally, and our commitment to reducing the gap between male and female retention rates. Section 4.2 below expands on this.

The Senate, the Student Experience Committee and the Equality and Diversity Committee receive reports with data on gender, age, ethnicity, disability, gender reassignment, religion and belief, sexual orientation and pregnancy and maternity. Detailed analysis of the National Student Survey data is also broken down by declared protected characteristic.

Specific reports are produced annually which set out statistics by gender, ethnicity and disability in relation to students who have submitted academic appeals, have submitted a complaint under the University's formal Complaints procedure, or have been subject to action under the University's Discipline or Fitness to Practise regulations.

The Outcome Agreement Data Group, which is a sub-group of the WISeR board, meets on a monthly basis to monitor and review progress in the achievement of our Outcome Agreement outcomes. Using both SFC national measures and institutional specific measures, it ensures timely responses are made to any emerging trends identified, and recuperative action taken, as appropriate and where possible.

Sections 5, 6 and 8 of this Agreement describe progress and our continued commitment to advancing the position of women in Research and through our governance structures.

We are fully committed to our duties under the British Sign Language (Scotland) Act, and to contributing in a meaningful way to the first BSL National Plan. We published our BSL Action plan in October 2018: <https://www.youtube.com/watch?v=pN8sXvv3ezw>

Our Plan 2018-2024 is framed around the same long-term goals as the national plan, where these are relevant to our work. We believe we have developed a plan that is ambitious, responsive, builds on our progress and which will be shaped continually by national initiatives, local needs and the priorities of BSL users. Our actions are embedded into our Inclusive Learning and Teaching Materials Policy, and feedback sought from students and staff through informal and formal mechanisms, including staff development and workshops sessions. We will contribute to the National Progress Report in 2020 through submission of data analytics and information requests as required, to enable us to build on our progress and take us closer to the national long-term goals.

Our Action Plan focuses on improving access, removing barriers, improving experience, and removing obstacles through addressing the following five key National themes:

- Post-School Education
- Training, Work and Social Security
- Health, Mental Health and Wellbeing
- Culture and the Arts
- Democracy

In doing so, we have set out our aims, commitment and the associated actions to ensure that our Deaf and Deafblind BSL Users are supported in their ability to learn, work, be creative, live life to the full and to make their contributions to our communities, our culture and our economy. We commit to playing our part in the shared Scottish Government vision that Scotland will be the best place in the world for BSL users to live, work and visit.

Our associated key actions centre around heightening awareness within the University, training staff (particularly front of house staff) and students, consulting with and responding to BSL users' views and creating opportunities for development and growth across the University.

Additionally, we believe we have an important contribution to make to the plan through the delivery of online modules in Advanced BSL/ Interpreting, and the delivery of an on-line Postgraduate Diploma/MSc in BSL/English Interpreting.

<https://www.qmu.ac.uk/study-here/continuing-professional-development-cpd-courses/cpd-courses-folder/bsl-english-interpreting-single-modules/>

The on-line modules are for experienced practitioners who have been through academic training in the past, as well as those who may have joined the profession through vocational routes. All modules will aim to engage interpreters to reflect more critically about their work and relate professional practice to evidence-based research. Subject to appropriate funding, we hope to introduce further provision in this area during the lifetime of this Outcome Agreement.

We will continue to work to remove stigma around mental health. Our Student Mental Health and Wellbeing Steering Group, which is a joint partnership between the Students' Union and University, has developed our Student Mental Health and Wellbeing Policy. The policy is available at

<https://www.qmu.ac.uk/media/5900/student-mental-health-and-wellbeing-policy-october-2016.pdf>

The policy codifies our approach, which is to:

- Promote and improve student mental wellbeing and support students who may experience mental health difficulties during their time at university.
- Engage with students and staff to support students in making informed choices about protecting, strengthening and improving their own mental wellbeing.
- Tackle discrimination arising from mental ill health difficulties and ensure students are treated with sensitivity and confidentiality.
- Develop a university environment and culture that promotes student mental wellbeing and supports students experiencing depleted mental wellbeing.
- Ensure students and staff have a full understanding of the boundaries of their responsibilities.

We welcome the ambitions set out in the Scottish Government's Programme for Government 2018-2019 for the radical reform of the response to, and treatment of, mental ill-health, supported by a commitment to "providing more than 80 additional counsellors in Further and Higher Education over the next four years." When the University relocated to its Musselburgh campus in 2007, it partnered with a local Medical Practice to assist in the provision of counselling support. This works well for emergency student referrals, although due to demands on its own service, it cannot be considered an extension to our own counselling service. Our preference remains for all students to be able to access support directly on campus.

At QMU, we have designed and implement an integrated system that supports students with mental health issues across different levels.

The key features of our model are:

- **Mental Health and Wellbeing Policy:** we developed a comprehensive Policy in 2016 that focuses on the key principles of promotion, prevention and support.
- **Investment in Wellbeing and Mental Health Mentoring** through our Wellbeing Service. Our resident life team (ResLife) has been expanded to offer support to students living in University accommodation.
- **Integrated approach:** all services work together, including Personal Academic Tutors, the Students' Union, Accommodation and Student Services.
- **Pro-active approach:** based on data utilisation. Our Stay-on-Course process flags students who are not attending classes and offers Wellbeing Adviser support to get the student back on track.
- **Preventative approach:** investment in Wellbeing, Sports, Five Ways to wellbeing.
- **Mutual support approach:** support groups for depression, anxiety, stress. An enhanced programme of activities is planned for 2019 focusing on mindfulness, eating disorders and healthy body, healthy mind.
- **Scotland's Mental Health First Aid (SMHFA) training:** 25% of all QMU staff trained over the last two years, as well as over 100 students.
- **Collaborative work:** Local GP Practice, CHANGES charity; East Lothian Council to provide an all-round support service on and off campus.

More than 100 QMU staff, including front facing services, such as security and finance, are now trained in Scotland's Mental Health First Aid. Through the Group's efforts, we have been awarded funds from the Lottery Young Start Fund to extend our training programme for students.

We have recognised that not all students requesting counselling require that specific approach, so we have invested in a Wellbeing Service, overseen by a full time Wellbeing Adviser. The Wellbeing Service offers mental health mentoring (to DSA eligible students), wellbeing support and promotion of wellbeing. The service effectively triages students who need support. It provides targeted support able to act quickly to student's needs and demands and triage effectively. After the introduction of this service the demand on the counselling service reduced. It also allowed a more tailored provision of support focused on the needs of the individual student concerned. The Well-being Adviser role is funded through the University's share of the Widening Access and

Retention Funding allocation, on the basis that we have identified that mental health issues contribute to students' non-persistence with their studies.

We are working collaboratively with Edinburgh universities and relevant partners to address gender based violence as part of a wider, regional approach to tackling violence, harassment and hate crime against university students. Queen Margaret University is a member of the Fearless Edinburgh group, which is a multiagency partnership tackling and preventing sexual violence through joint strategic and operational actions. Primarily focusing on further and higher education settings, the partnership is committed to ending sexual violence by challenging harmful behaviours and attitudes, supporting those impacted and building confidence. The partnership stakeholder event in December 2018 was attended by 100 operational staff from the partner HEIs and partner organisations. QMU will continue to contribute to the regional, joint objectives identified in the joint action plan, whilst also developing specific on-campus projects and interventions.

We have established a Gender Based Violence Working Group to progress our approach to the prevention and reporting of gender based violence. Reporting to the University's Equality and Diversity Committee, the Group held its inaugural meeting in November 2018. The Group's membership is drawn from key departments across the University, and is co-convened by the Student Union President and the Assistant Secretary for External Liaison and Student Services.

The remit of the Working Group includes implementation of the Scottish Government's Equally Safe in Higher Education Toolkit, and coordination of University level activities. We are working to review policies, provide guidance for staff and students, and secure senior level support in line with best practice guidance set out in the UUK 'Changing the Culture' publication. The Students' Union has led on the delivery of Bystander Training for students, in cooperation with Police Scotland, with sessions delivered early in 2019 being designed to promote discussion and awareness of this important topic.

We welcome the recent publication of the SFC funded research 'TransEdu Scotland: Researching the experience of trans and gender diverse applicants, students and staff in Scotland's colleges and universities' which examined the experiences of, and current provision for, trans and gender diverse applicants, students and staff in colleges and universities across Scotland. We have committed already to the development of a specific policy for trans and gender diverse staff and students, and this published resource will assist us enormously.

We are working actively with the Military Education Committee (MEC) for Edinburgh and Lothians and actively working to engage with the Armed Forces Covenant which seeks to ensure those who serve or have served in the armed forces, and their families, are treated fairly. This includes recognising the potentially different needs and experiences of children of military families when accessing post-16 education.

We are one of six universities in Scotland that have made the real Living Wage commitment by becoming an accredited Living Wage employer. The University welcomed the Scottish Government's Higher and Further Education Minister, Shirley-Anne Somerville, to celebrate the move on campus during Living Wage Week (30 October - 5 November 2016).

The Living Wage commitment sees everyone working at QMU, regardless of whether they are permanent employees or third party contractors, receive a real Living Wage, which is significantly higher than the government minimum wage and the minimum wage premium for over 25s introduced in April 2016. The University's third party contractors will adopt the Living Wage as and when existing contractual arrangements are renewed.

## **4 HIGH QUALITY, EFFICIENT AND EFFECTIVE LEARNING.**

This section of the Outcome Agreement, together with Section 3 above, addresses the reporting requirements set out in Paragraph 74-77 of the SFC Outcome Agreement Guidance concerning CoWA related targets.

### **4.1 Articulation**

We are committed to working with college partners to maximise progression from college to university.

In discussing articulation, our Outcome Agreement has focused historically on the proportion of Scottish Domiciled students entering our programmes through an articulation route. This has under-represented our commitment to student articulation with advance standing. We updated this agreement in 2017 to align with the SFC measure

of articulation, which is the 'Proportion of Scotland-domiciled HN entrants articulating with advanced standing'. Some 56.1% of SUDEs entering the University with an HN, do so with Advanced Standing. We are working to increase this proportion, but recognise that there are challenges in particular around articulating into a number of the Allied Health Professions.

Over the last three years, we have proactively sought development and renewal of articulation agreements, reviewed our College Engagement Plan, and further redistributed Associate places to prevent cannibalisation of high volume articulation routes. We are actively pursuing additional collaborative working with colleges, with our Outreach team having most recently developed new partnerships and associated articulation pathways with Ayrshire College, Glasgow Clyde College, City of Glasgow College and North East College. In May 2019, we will host a partnership review meeting with key partner Edinburgh College.

In the 2017-18 intake, 166 of our Scottish domiciled students entered QMU above level 1 with advanced standing. This represents 25% of our Scottish domiciled undergraduate entrants. In the 2018-19 intake, 243 of our Scottish domiciled students entered QMU above level 1 with advanced standing. This represents 31.9% of our Scottish domiciled undergraduate entrants. The number of Scottish Domiciled students entering above level one in 2018/19 is 243, an increase of 30% on the 188 entering in 2017/18.

Applications from articulating students in 2018/19 continued the growth trend. This enabled us to continue making offers to a higher number and proportion of applicants, with 498 applicants (76.7%) receiving an offer (equivalent figures for 2016/17 being 419 (68.1%).

We have stated explicitly in our annual evaluation to the SFC that we consider that the current Outcome Agreement measure does not fully or accurately reflect our commitment to articulation, and the high number of students we admit through this route. Although we understand the Government's focus on Scottish domiciled students, excluding SAAS eligible EU students attending a Scottish college and progressing to QMU does not accurately reflect our commitment to articulation, and the high numbers of students we accept via this route.

We continue to support articulation arrangements with our partner colleges. The embedding of additional funded places allows us to offer Associate Student places to students on programmes at Edinburgh College, West Lothian College and Newbattle Abbey College. We provide Associate Student status to students on specific programmes across these colleges which allows students on these programmes to access:

- QMU student accommodation.
- QMU library facilities.
- University visits.
- College visits from QMU staff.

In 2018 we worked with Newbattle Abbey College and SWAP EAST to develop a new Primary Education Access to Higher Education programme.

The University is partnering with colleges in Lanarkshire, Glasgow and the West of Scotland in the areas of Creative Arts and Sports Therapy. This includes validation of degrees taken at college and bespoke articulation arrangements, with college students being able to access an honours year at QMU after three years at college.

The potential widening of the Associate Student Scheme, coupled with further work with other colleges, should allow for additional targeting of disadvantaged learners for whom a learner journey via college is the most appropriate route.

In partnership with Scotland's colleges and SWAP, we will continue to support mature students through a range of student engagements. Our College Engagement Plan commits us to visiting all SWAP students at our partner colleges within the first 6 weeks of their course to offer guidance and advice about making the move to university. The SWAP Study Skills annual event provides SWAP students with study skill advice and guidance to support their transition from college to university

## 4.2 Retention

We have put in place a number of strategies to enhance student engagement, persistence and retention. We have a broad approach to student retention that offers support to students throughout their student journey and beyond, recognising that promoting retention and success to all, benefits all. We believe that student retention and attainment involves ensuring the full and equitable participation in, and progression through, HE for all students. However, we recognise that students entering HE from non-traditional backgrounds are more likely to face early transition, integration and retention challenges. For that reason, we deliver both targeted and mainstream services to support articulation, progression and retention. We monitor and evaluate initiatives through student feedback and assessing evidence of impact.

We recognise a number of factors as being important contributors to student persistence, including good mental health and wellbeing, engagement in academic study and participation in social groups. Student resilience and persistence is promoted also by access to dedicated support for additional learning needs, through peer mentoring, by providing access to financial advice and support and through targeted interventions at key transition points, from pre-entry through to post-graduation. For those entering through a college articulation route, there is targeted guidance and support pre-entry to college and at the transition point of entry to the University. Staff funded directly by our WARF funding support each of these areas. The impact of our use of these funds is reported to the SFC annually as part of the OA evaluation arrangements, and to internal constituencies through our suite of KPIs. We believe that the WARF funded activities listed below reflect best practice in terms of widening participation and student retention.

The Widening Participation and Student Retention (WISeR) Board, under the Convenership of the University Secretary, has a clearly defined remit to develop, promote, review and evaluate strategies and activities in support of our Student Retention targets, including those set out in this Outcome Agreement, and those funded directly through WARF monies. The Board is the successor to the previous Student Retention Board, and its work recognises the link between our changing student demographic and the need for evolving student retention activities. The WISeR Board reviews a broader set of widening participation and student retention data, and directs and oversees relevant activities and projects, promoting best practice and facilitating joined up working across the University. The Board commissions enhancement activities in support of those elements of the University's Outcome Agreement concerned with access and retention.

The Student Retention and Surveys team actively supports the work of the Board through research into reasons for student withdrawal, and works with academic and professional services colleagues to promote interventions that enhance student persistence and attainment.

The WISeR Board allocates ring fenced WARF funds to a number of projects each year, and the annual WISeR event showcases these projects and allows staff and students to share their experiences and evidence of what works. With the support of the WISeR Co-ordinators, we are seeking to involve more staff in such activity, as well as engaging staff generally in the dissemination and adoption of good practice in relation to retention. Projects supported with WARF pump priming funding during Session 2018-19 include the summer re-sit support programme, the phone call support project for First Generation, Direct Entrants and care leavers, and the extension of the Peer Assisted Learning Scheme (PALS), piloted in BEAM, into Psychology and Sociology. We continue to monitor and evaluate targeted initiatives for evidence of impact and will roll out or develop successful projects for use in other subject areas.

WISeR (Widening Participation and Student Retention) Coordinator posts have been established in each of the two Schools. Both posts, funded through WARF and drawn from the academic staff of each School, support and promote the implementation and embedding of best practice in relation to widening participation and student retention activity within each School. A primary objective is furthering engagement of staff across the University with student retention and widening participation priorities.

We have in place robust management information capability that provides us with the basis to monitor and evaluate our performance across a wide range of indicators. We continue to build capacity in this area through judicious targeting and allocation of support towards identified subject areas and demographic groups.

In support of our wider Public Sector Equality duties, equality data is provided to senior committees, and to programme leaders and senior staff for the purposes of annual monitoring and the development of action plans.

Our research helps provide evidence of impact from initiatives. We consider retention of all students including postgraduate taught students, and monitor performance at different levels, including by programme and group to ensure we identify any emerging trends. We will continue to develop our research approach to make best use of the data.

Over the three year period, we have continued to develop our Electronic Register of Attendance (ERA), for all taught students, to ensure they are supported to complete their programmes. The ERA was piloted originally in 2015-16 through an allocation of WARF project monies. On the basis of our evaluation of the pilot, the ERA approach has now been embedded into the University's practice, and funded accordingly.

We believe that monitoring student attendance and engagement in their studies, and importantly, intervening where the data suggests such engagement is not taking place, contributes to student persistence and attainment. Students identified as not attending, and considered to be at risk of not persisting with their studies, are offered appropriate academic and pastoral support and guidance through the 'Stay on Course' programme.

Our Stay-on-Course project is now embedded also and will continue to offer targeted support, with priority given to identified widening participation groups. Male student engagement with the pilot was higher than the QMU average population, suggesting this direct offer of help was effective for this group. We will develop the programme to ensure this group continues to benefit.

Our overall retention rate in 2017-18 declined slightly compared to the previous year, and is 1% off our target. We are pleased nevertheless to have exceeded our 2017-18 targets for SIMD20, BME, disabled and care experienced students, and to be just below target for direct entrants and SIMD40.

### **4.3 Quality Enhancement and Student satisfaction**

We engaged recently in a portfolio sustainability review, the overarching objective of which is to ensure that the University offers a sustainable academic portfolio that is attractive and relevant to home and overseas students and employers, that contributes to our long-term financial sustainability, and that delivers an efficient and equitable teaching and learning experience.

We last reviewed our academic portfolio in late 2009, as part of the Re-Organisation for Sustainability Project. While individual academic programmes are reviewed every five years in line with our quality assurance process, and there is regular work undertaken within both academic Schools on programme efficiency and new programme development, it is critical that we review our academic portfolio on a periodic and holistic basis.

The recent review involved internal and external evaluation of a range of elements that contribute to portfolio sustainability. Internal evaluation was conducted by working groups, membership of which was drawn from academic and professional services staff across the university, and external evaluation was conducted by an external consultancy. The review provided us with a clear diagnosis of the health of our current undergraduate and postgraduate taught position, with potential areas for investment, and for growing tuition fee income in line with market price sensitivity. It identified opportunities for streamlining the curriculum within individual courses (essentially by reducing the overall number of modules offered) without negatively affecting either student recruitment or the student experience.

The review also confirmed the positive contribution that expanding into Initial Teacher Education (ITE) would make to our established portfolio. We were delighted to receive confirmation from the Scottish Government in February 2018 that it supported our proposals in this area.

The University's framework for institution-led quality review is available on the University's Quality website at: <https://www.qmu.ac.uk/about-the-university/quality/>

In 2018, we were the first institution to participate in the fourth cycle of the Enhancement-Led Review process conducted by QAA Scotland. We were pleased to achieve an 'Effective' judgement in that Assessment (Report April 2018). For the purposes of this agreement, we were particularly pleased to be commended on our partnership with our student body, and on our Widening Participation strategy. The report comments that our 'holistic and student-centred approach to widening participation represents excellent practice. Students are supported at each stage of their learner journey and the University's commitment both to widening participation and ensuring students succeed is demonstrated through the broad range of outreach activities it has in place. These include hosting the Children's University and working with schools, colleges community groups, the third sector and voluntary agencies'.

We are commended also on our approach to Employability, and the 'extent to which programmes and staff are focused on preparing students for employment including providing work-related learning experiences such as placements, live projects and community engagement, as well as staff helping students to reflect and describe the personal and professional skills they are developing'.

NSS 2018 results were positive, with increased satisfaction achieved in all but the learning resources category (which experienced a slight fall). The most significant improvement in satisfaction by question was for 'feedback on my work has been timely', which increased by 21% to 67%, reflecting the work undertaken in this area. There was a strong increase in satisfaction with the Students' Union (SU) (+11%), with 52% of students satisfied that the SU effectively represents students' academic interests, 1% above the Scottish average. We achieved strong results for a number of subject areas with four programmes scoring 100% overall satisfaction (Dietetics; Diagnostic Radiography; Acting for Stage & Screen and Psychology & Sociology).

The University's student representation system is well established. Students' Union and University staff work together to gather a range of feedback that contributes to the assessment of the effectiveness of the system, including feedback from Reps who attend the introductory training sessions.

The University Court signed off the Annual Statement of Assurance as required by the SFC Guidance on Quality at its meeting on 3 October 2018.

#### **4.4 Graduate Outcomes**

Through our portfolio of socially and economically relevant educational programmes, we continue to develop graduates and postgraduates who are able to think independently, reflectively and creatively, who are ready for employment, and who have an enthusiasm for lifelong learning. We aim to provide an infrastructure and environment that actively supports graduate start-ups.

When published in April 2017, we advised in this Outcome Agreement that our HESA Destination of Leavers (DHLE) benchmark is the highest of all the Universities in Scotland, and that we had reviewed our employability target from one whereby we achieve that benchmark, to one that would have us placed in the top 50% for employability in Scotland. We were pleased that the HESA PI for employability published in 2017 was 98.2%, which placed us as the leading University in Scotland for this indicator and third in the UK. Our HESA PI for employability published in July 2018 is 97.1%, which places us third in Scotland for graduate employment and further study, and 14<sup>th</sup> in the UK.

We know from experience that very small fluctuations in student numbers can have a significant impact on the percentage of graduates in employment and further study, but we are optimistic that our work over the past four years is beginning to bear fruit. We have adopted Yorke's definition of employability: 'A set of achievements - skills, understandings and personal attributes - that make an individual more likely to secure and be successful in their chosen occupation to the benefit of themselves, the workforce, the community and the economy'. This approach has informed our refreshed Employability Strategy, originally launched in August 2014, which brings together in a single document our approach to employability, with the primary objective of providing equitable employment and careers education to all student and graduates.

Key objectives during the lifetime of this Outcome Agreement have been to:

- Enable a parity of provision of employability and careers education to all students and graduates.
- Review, prioritise and promote the University's Graduate Attributes.
- Increase the appropriate use of work-based and work-related learning, seeking to include a placement/appropriate industry partners for every programme, encouraging self-reflection and personal development planning at all levels.
- Embed the culture of mentoring across the University, promoting mentoring with peers, Personal Academic Tutors, employers and entrepreneurs.
- Increase participation of students in university committees, internships, volunteering, overseas study exchanges and sports and societies, expanding students' sports groups and societies, including discipline-based societies.
- Recognise active participation of students in co- and extra-curricular activities through appropriate award schemes.
- Promote actively entrepreneurship and enterprise across all academic disciplines, encouraging student and graduate start-ups in association with Business Gateway and external initiatives linking with the leadership of the Enterprise and Entrepreneurship Advisory Group;
- Support students and graduates in developing a positive mind-set, resilience and self-management.



The strategy is a public statement of our commitment to our students, staff, partners and employers, and provides focus, drive and resources to the support of students and graduates, further connecting their studies with their future employment and life opportunities and enabling successful transitions. All the objectives and associated actions within the strategy are on track to be completed successfully.

Our Employer Mentoring Project continues to provide employability mentoring to specific groups of students for whom statistics show that it can be difficult to find graduate employment. The programme gives committed and enthusiastic students the opportunity to meet with an experienced individual from a relevant sector, who is willing to offer their time, advice and inside knowledge surrounding the world of work.

Priority is given to undergraduate Scottish domiciled male, BME, mature, direct entrant or disabled students.

The overall objective of the programme is to nurture a mentoring culture at the university, where senior students mentor junior students. The programme's goal is to increase confidence in participant students, prepare students for the world of work and create links and job opportunities for them. We established a partnership with the Business Gateway to offer entrepreneur mentoring to students who sought to set up their own companies. The employer mentoring project was awarded the Education Project of the Year in the 2017 and 2018 Scottish Mentoring Awards, and was accredited by the Scottish Mentoring Network Project Quality Award (April 2018). Mentoring is incorporated firmly in our Employability Strategy and has been a key element of that strategy during the lifetime of this Outcome Agreement.

We will build on work to date to ensure that enterprise and employability is a core component of academic provision at all levels by: increasing start up activity; supporting opportunities for developing and understanding enterprise skills, both within QMU and externally, including placements, internships and participation in enterprise competitions; presenting a single, coherent message about enterprise to all stakeholders; and nurturing relationships developed with employers through other interactions to maximise graduate employment opportunities.

As part of that agenda, we were delighted to have been recognised by Skills Development Scotland as a delivery partner for Graduate Apprenticeships in Business Management. We secured funding for a cohort of 20 apprentices to complete their GA in Business Management over 4 years starting from September 2018, and a further 30 starting from September 2019.

Further information on our approach to student entrepreneurship and enterprise is provided in section 5 below.

We are committed also to enhancing employability of school pupils, and to supporting Scotland's economic development in key areas of growth. Through the Academies project in particular, we have worked to achieve a number of the ambitions that preoccupied the Commission for Developing Scotland's Young Workforce.

Specifically, the Commission shared our vision of partnership between schools, employers and further and higher education to broaden the pathways available to young people, and where possible, to shorten the learner journey. The final report of the Commission suggested that, as they move into the senior phase, 'young people of all abilities should have the opportunity to follow industry relevant vocational pathways alongside academic studies'. In response, the Commission proposed new school-college vocational partnerships with the potential for young people to undertake qualifications, such as National Certificates and Higher National Certificates, as well as options to do the first year of a 3-4 year apprenticeship, while still at school. Our South East Scotland Academies project (SESAP) pre-dated the Commission's recommendations by a couple of years, the first Academy having been established in 2012. The project was designed to provide young people aged 15-18 years with the educational building blocks and work experience needed to prepare them for a range of opportunities in specific industries, namely Tourism and Hospitality, Creative Industries, Food Science and Nutrition and Health and Social Care.

Working together, QMU and Edinburgh College developed a revised model of delivery for the Academies which came into operation at the start of academic year 2018-19 (August 2018), and which provides for Edinburgh College assuming the coordination, recruitment, and marketing tasks managed previously within QMU. With the new model, QMU's primary role is to continue to recognise Academies programmes as routes into degree programmes. We continue to support the Academies programmes through University taster sessions and transition activities, embedding them into the work QMU already does with college partners. This brings the Academies model into the core activity of the colleges and the University.

## **5 INTERNATIONALLY COMPETITIVE RESEARCH BASE.**

Our vision is to achieve an international research profile that ranks QMU as one of the leading post-92 universities for research and knowledge exchange. We will maintain and enhance research excellence while promoting the highest standards of integrity, and maximising impact in a research environment that is vibrant, inclusive and sustainable.

Our research is focused on improving quality of life and building the evidence base for policy and practice through world-leading multidisciplinary, translational research and international collaboration. We initiate and share research ideas that are demand led and focused on a broader perspective. The value of our work is measured by its impact and the social usefulness, practicality and applicability of its outcomes.

Our approach is set out in full at: <https://www.qmu.ac.uk/research-and-knowledge-exchange/strategy-and-policy/>

We are committed to working at the intersection of conventional disciplinary groupings to create innovative approaches to contemporary societal challenges and public discourse, and to making a significant contribution to the creation and sharing of knowledge that reaches and influences a broad range of regional and international stakeholders.

During the lifetime of this Outcome Agreement, we have sought to build on our successful performance in REF 2014, which judged 58% of our research output to be world leading or internationally excellent. We moved up thirty places in the Times Higher Education league tables, moving into the top one hundred UK HEIs for research excellence (89th). This positive assessment of research at QMU is epitomised by Speech & Hearing Sciences, where 92% of its research profile was rated as internationally excellent or world leading, placing it 1st in Scotland and 2nd in the UK. The REF 2014 also ranked QMU as 1st in Scotland for the quality of publications in Communication, Cultural & Media Studies. In Allied Health, over 40% of the publications were rated world leading or internationally excellent. In terms of research impact, QMU was able to demonstrate that in Psychology 40% of the work is outstanding in relation to reach and significance. In Speech & Hearing Sciences, 30% is outstanding and 70% is very considerable, and in International Health & Development, 60% of the research is judged to be of very considerable impact.

We have been responding to a challenging and complex framework for REF 2021, with new game-changing criteria for Significant Responsibility for Research and Research Independence. Following the publication in January 2019 by the Joint UK Funding Bodies of the Final REF 2021 Guidance on Submissions, Panel Criteria, and Working Methods, we are progressing the development of our structures to underpin our REF 2021 Code of Practice, and implemented new criteria for REF 2021 Submittable Staff in January 2019.

Through the collaborative work of the Universities Scotland REF Managers Group, we are building on good practice identified by the REF 2014 Equality and Diversity Panel, and have sought advice and representation from other post-92 HEIs in our REF 2021 Code of Practice structures.

Subject to the application of our Code of Practice, we approach REF 2021 with increased publication activity across a number of new Units of Assessment (UoA). Internally we have been raising the profile of QMU's commitment to supporting and promoting the fair and equitable assessment of all research, including interdisciplinary research, submitted to the assessment exercise. Raising the level and ambition of our activities to international standards by increasing the quality profile and volume of our submission to REF 2021 is fundamental to our future strategy. In March 2017, we were delighted to receive confirmation that Professor Jim Scobbie, Director, Clinical Audiology, Speech and Language Research Centre had been appointed as a REF 2021 Panel Member to UoA 26 Modern Languages and Linguistics.

### **Research Excellence Grant Case Studies 2018/19**

The strategic institutional support provided by the Research Excellence Grant (REG) combines flexibility and stability, giving QMU a platform to pursue ambitious research goals and seize international opportunities. We continue to use REG to support our strategic Research Centres and Institutes. This has allowed us to embrace our strategy of specialisation and focus, while encouraging collaboration to maximise complementary strength, so that we develop a critical mass of staff and activity with a clear goal of delivering international research excellence, creating critical volume and ensuring sustainability while nurturing nascent capability and opportunities.

Strategic investment in Research Centres and Institutes has enabled devolved decision-making to those at the front line, allowing local knowledge and cumulative experience to contribute to the strategic direction of the institution.

The **Institute for Global Health and Development (IGHD)** builds upon our work in the field of international health development over three decades. IGHD has a track record of postgraduate education and professional capacity development for health professionals from the global south (with a particular emphasis on south Asia and sub-Saharan Africa). Over the last decade, this has been accompanied by an increasingly strong portfolio of global health research.

IGHD currently holds in excess of £5 million in research funding, with funds secured from the Medical Research Council, Arts and Humanities Research Council, Department for International Development (DFID), Wellcome Trust, United States National Institutes of Health, and the UK National Institute of Health Research (NIHR). A further recent award of £3.5 million was secured from the NIHR to establish the Research Unit on Health in Situations of Fragility at IGHD (one of just 13 Global Health Research Units across the UK channelling Global Challenge Research Funds (GCRF) for strategic research development in the global health sector).

IGHD has an internationally renowned reputation as a focus for research of significant policy and practice impact. Research on user fees has made a significant contribution to how these were removed for all, or for selected populations, in 28 out of 50 countries with the largest maternal and child health mortality rates. Our work across Ethiopia, Indonesia and Kenya was recognised by the World Health Organisation (WHO), demonstrating that community-based practitioners operating within an integrated team, and supported by the health system, provide a cost-effective means to deliver essential health interventions.

Our research on the issue of refugee integration has significantly shaped the Scottish Government Refugee Integration Strategy 'New Scots', and has impacted on policies more widely in Europe, Australia and the USA.

Our internationally excellent **Clinical Audiology, Speech and Language Research Centre (CASL)** has used REG to consolidate, exploit and expand world leading research strengths in speech, language and hearing. Through empirical and theoretical research into the rich and complex patterns of social, physiological and developmental variation that exist in typical language, we are developing new treatments for the Speech and Language Therapists and Audiologists of the future.

REG has enabled us to strengthen our research culture to generate excellent research and build an environment that attracts international researchers and allows pioneering experimentation with bold ideas that require exploratory work to attract further funding.

Children with Down's syndrome present with specific difficulties in speech production making them less intelligible to family and friends. Previous research funded by the Medical Research Council (MRC) and Baily Tomas Charity at QMU trialled the use of Electropalatography (EPG) as a therapy technique for these specific difficulties with a group of young people with Down's syndrome. This research found that speech intelligibility can be improved using EPG as a therapy tool. We are now developing and evaluating a consultative model of intervention, providing specialised training to educational support staff who will provide speech input within the child's normal school environment.

Our Intensive Communication Group for people with Aphasia (ICGA) has transitioned into a collaboration with local NHS clinicians and a third sector organisation. This transition to NHS-led clinical activity on campus, extends the care-pathway for their patients. ICGA provides a sustainable model of on-site intensive, multi-disciplinary therapy.

Securing a sustainable research infrastructure that seeks to balance the production of excellent (3\* +) research with high impact has remained a priority. Over the past three years, we have recruited and retained staff with internationally excellent research profiles, remaining alert to opportunities to attract world leading researchers who complement our identified strengths. This has allowed us to drive excellence through the creation of strategic Research Centres, containing cognate groupings of researchers, in order to build coherence, credibility and capacity in research excellence, while maximising outputs from internal and external strategic investments.

QMU has a long-held reputation for producing excellent research, encouraging innovative thinking and building regional and international partnerships. In December 2018 we refreshed our portfolio of Research Centres in response to the recent changes in the external research landscape. Going forward, this will allow us to respond to the challenges in this new landscape, as well as to inherent opportunities for more proactive exploitation of potentially overlapping interdisciplinary approaches, while continuing to deliver internationally excellent and world leading research. In 2019-20, we will continue to position QMU Research Centres and their points of distinction with the current external focus of interdisciplinarity and challenge led research to ensure we respond to key societal demands and grand challenges.

Performance measures have been established for individual Research Centres to ensure alignment with sector and institutional KPIs, and new structures are in place to monitor and review activity, including Open Access (OA) publishing and Equality and Diversity measures. The Centres will progress our commitment to national and international research collaborations. These will include maximising opportunities for engagement with the Scottish Innovation Centres and opportunities aligned to the UK Government's UKRI. An investment strategy supports the work of Research Centres, further strengthening and improving our research to be dynamic, transformative and life-changing in its impact.

Following the implementation of our REF 2021 Impact Strategy, we have invested significantly in our REF 2021 Impact Case Studies. Drawing on the guidance from the Forum for Responsible Metrics, we have embraced sector developments relating to research metrics, including altmetrics and alternative measurement tools, and are using the July 2018 Guidance from RAND Europe on Standardising Quantitative Indicators in the drafting of our REF 2021 Impact Case Studies. In support of our environment for REF 2021, we are developing, embedding and implementing new policies for Open Data to ensure compliance with the Concordat for Open Research Data. We have a new institutional statement on our commitment to the responsible use of metrics within QMU, as evidenced by our signing of the San Francisco Declaration on Research Assessment (DORA) at institution level. In November 2018, QMU became a member of the UK Research Integrity Office (UKRIO), and we are currently working towards compliance with the Concordat to support Research Integrity.

Our researchers are at the forefront of influencing change in society and driving creative and collaborative responses to grand challenges. By strengthening our global strategic linkages and synergies with external partners and policy makers, we have sought to achieve increased impact through greater demand-led complementary alignments with Government and international policy agendas. Significant progress has been made in developing a coherent strategy that continues to support short-term horizons, but with a new priority focus towards long term and more sustainable funding frameworks, including the Grand Challenges Research Fund (GCRF) and the Industrial Strategy Challenge Fund (ISCF).

We continue to use increased GCRF to support our Institute for Global Health and Development (IGHD). Activities funded have included: Mapping of Social Connections and Trust amongst Kurdish and Yazidi Refugee Survivors of Sexual and Gender-based Violence; a scoping study of Local Faith Community Engagement with Child Protection (a literature review building upon recent fieldwork in Malawi, Uganda and Senegal which has positioned IGHG for major policy influence with donors and humanitarian organisations); updating a Cochrane Review of Performance Based Financing Initiatives in the Health Sector in Sierra Leone and Zimbabwe; and a Baseline Assessment of Preparedness for Non-Communicable Diseases Service Delivery in El Salvador.

We have adopted a more proactive approach to peer review and mentoring, to improving management information on citation performance, and to ensuring that all our outputs are deposited in eResearch, in line with our commitment to Open Access (OA) publishing. New OA compliance monitoring reports have been developed and are being used to support our REF 2021 preparations. Through ongoing investment in our institutional repository, we have enhanced support for OA to our researchers to ensure that all eligible published outputs are online and freely available, and we will seek to provide sustainable policies in support of data management.

By 2020, we aim to grow our intake of doctoral students to at least 41 students per year, to have at least 75% of doctoral students completing their studies, and to deliver a high quality doctoral student experience that places

QMU amongst the leading post-92 universities for results in the Postgraduate Research Experience Survey. Key to achieving these aims is the University's Graduate School, which provides the infrastructure that supports students and their supervisors, and facilitates the community of doctoral learners who learn from and with each other.

The Graduate School's vision for doctoral education at QMU is to provide a challenging but supportive learning environment that nurtures creative, autonomous, and socially-responsible free-thinkers. A review of the Graduate School in 2017 provided for the enhancement of the environment for doctoral research, building on feedback from doctoral students as a means of developing and continuously monitoring excellence in our research environment. Recognising that a world-class student experience and excellence in research and knowledge exchange are mutually illuminating, our Graduate School ensures the highest standards of supervision and training, promoting an inclusive and interdisciplinary research environment for PhD and Professional Doctorate students. As part of our commitment to continuous improvement and innovation within our curricula, we have introduced a Certificate in Researcher Education and Development for doctoral candidates. This consists of three x 20 CATS at level 10 and recognises the learning achieved by candidates as part of their broader doctoral studies.

As referred to already, underpinning our strategy is a commitment to comply with sector Concordats and contemporary standards of good practice that promote quality and integrity in research and knowledge exchange. We support our researchers in maintaining the highest possible standards of good practice and research integrity to underpin the University's commitment to the NHS Framework for Research Governance, and the proactive implementation of the Concordat for Research Integrity. A new Research Integrity webpage has been developed, and procedures for reporting research integrity annually to the University Court will be embedded. The Concordat for Research Integrity will be proactively implemented across all Research Centres, with support from our new institutional membership of the UK Research Integrity Office (UKRIO) and using online resources purchased under license from the University of Dundee.

We have prioritised new measures to enhance our position in responding to the Concordat for Engaging the Public with Research and the Concordat on Open Research Data, working pro-actively with the sector to develop new governance structures and public facing narratives to support this commitment. We have reviewed and integrated research governance structures with oversight of HR Excellence, Athena Swan, Research Data Management, Research Integrity, NHS Research Governance and other cross-cutting initiatives and concordats.

We continue to champion equality and diversity in research careers, both within and beyond the traditional domains of STEM and Athena SWAN. QMU has held an institutional Athena SWAN bronze award since 2013, and holds a departmental bronze award for the Division of Nursing. We introduced a new 4-year institutional action plan in 2018. As part of our ongoing commitment to Athena SWAN, We have prioritised a rolling programme of departmental applications across STEM and AHSSL departments over the next two years.

In September 2018, we were part of the first cohort of UK universities to submit to the Concordat for Research Careers HR Excellence in Research Award Eight Year Review. Retention of the award after eight years is a significant achievement and we have welcomed the timely production of the UKRI Review of the Concordat to Support the Career Development of Researchers (June 2018). We have embraced some of the helpful key themes presented in this Review relating to Researcher Independence, Freedom to Innovate and Equality in the delivery of our Concordat Action Plan 2018-2020. In March 2019, we received confirmation that we had been successful in our retention of the award.

We continue to work collectively and individually throughout the Brexit negotiations to secure the best outcome for our researchers and students and for the future of academic endeavour in the UK. In September 2018, we were the only Scottish HEI to secure funding from the British Council to represent the sector at the EURAXESS research mobility event in London. We will continue to work with local EURAXESS contact points in championing researcher mobility.

A major driver will be raising the quality of our research, to increase capacity and capability in research income generation. We will build on the success we achieved in 2016 in securing new research income from the MRC, AHRC, European Commission, DFID, WHO, Wellcome Trust and other international bodies. Efforts will continue to focus on building confidence in external income generation. We will continue to roll out targeted external funding alerts to researchers. Enhanced internal review processes will be applied to both grant applications and publications. A future priority is to ensure that all QMU researchers are registered with an Open Research and Contributor ID (ORCID).



**Chancellor Prue Leith meets staff, students, business advisers and East Lothian Council representatives at a reception for the upgraded Business Gateway and the Business Innovation Zone.**

## **6 UNIVERSITY/INDUSTRY COLLABORATION**

We continue to prioritise innovation and enterprise through collaboration and working with the private, public and third sectors to achieve economic and societal transformation, regionally, nationally and internationally. To maximise the economic, cultural and social impact of our research, we aim to provide applied, translational and market ready solutions to strategically identified external priorities, generating income in order to drive sustained growth in capacity. Our strategic approach and contribution in this area is set out: <https://www.qmu.ac.uk/research-and-knowledge-exchange/knowledge-exchange/>

Skills as a key driver for innovation has become a primary focus for our enterprise activity. The importance of innovation within QMU has increased significantly, with growing acknowledgement of the pivotal role it plays in enhancing our student experience and delivering impact. A major driver is the development and sustainability of a changing culture that supports the capacity of our staff and students to be entrepreneurial in a variety of contexts. We will ensure that we maximise the impact of our UIF investment to diversify our income streams and that our offer to industry has currency, adds value to both parties and develops longer-term relationships.

Delivery of agreed contributions to the nationally approved University Fund (UIF) Outcomes oversees much of our knowledge exchange and enterprise activity. We are supporting our researchers in responding to a rapidly changing external context, with increased emphasis on innovation and entrepreneurial initiatives, delivered through new and more strategic structures. There is considerable potential for QMU to add value through its involvement in these agendas ie Scotland Can Do and the Innovation Scotland Action Plan at both regional and national level, particularly where they are focused on our key economic sectors.

Shifting our business engagement from a transactional portfolio to a model based on strategic partnership has been a priority. This has seen us expand our portfolio of clients and add value to these relationships through formal key account management. In our Scottish Centre for Food Development and Innovation (SCFDI), this approach has secured major contracts for sensory work on behalf of large UK retailers. Our purpose-built sensory analysis suite assesses new products before they are launched, and products already on the market.

Recognising that skills are intrinsically linked to innovation and that, combined, they are important drivers of inclusive economic growth and productivity, we have responded to the opportunities in the Skills Development Scotland (SDS) Skills Investment Plan for Food and Drink. An important objective was securing a key role for QMU in the technical development and delivery of Graduate Apprenticeships in Food and Drink, and optimising links with West Lothian College, SRUC and Abertay University.

As an institution rooted in regional economic agendas, but with international ambitions, we have continued to support local partnerships. We continue to strengthen our collaboration with East Lothian Council. This has ensured that collective regional assets play their part more fully in supporting the national economic agenda. QMU continues to host on-campus the East Lothian Business Improvement District (BID) and is also a BID member.

In August 2018, we welcomed the confirmation of City Deal funding of £600 million from the UK and Scottish Governments, which, when taken together with contributions from partners, will result in an investment of more than £1.3 billion in the economy of the Edinburgh and South-East Scotland region. Government funding of £30 million, being made available through the Edinburgh and South East Scotland City Region Deal, will contribute towards the development of the Edinburgh Innovation Park on land next to the University campus, a joint development by East Lothian Council and QMU. An Innovation Hub will facilitate an expansion of the University's existing SCFDI and will also provide flexible commercial space for small and medium sized businesses in the food and drink sector. Businesses will have ready access to the University's expertise in the healthy food and drink

product market, including the development of new leading-edge functional foods and reformulation of existing products. The Innovation Hub is expected to act as a catalyst for the further development of an Innovation Park, based broadly around the theme of food and drink, on a 52-acre site close to the University campus.

We welcome the UIF as a focal point for Scottish Universities to develop and co-ordinate resources to address innovation challenges and opportunities. Institutionally, we will continue to pursue bold ideas in an environment where creativity, innovation and success is encouraged and celebrated. We will work consultatively and collaboratively with the other Scottish HEIs to benefit from new perspectives, and will continuously improve our innovation profile, as measured by key national/international benchmarks, and strive to deliver maximum benefit to society from our activities.

Through the Universities Scotland Research and Commercialisation Directors' Group (RCDG), we are committed to contributing to all of the UIF national outcomes. We welcome all opportunities to embed good practice and implement any recommendations arising from RCDG led activity.

The current Research and KE policy environment is both challenging and vibrant, with new measures for Significant Responsibility for Research in REF 2021; the impact of the Industrial Strategy; the increasing emphasis on emerging and disruptive technologies, including Artificial Intelligence; the creation of UKRI and major new funding streams, such as the Global Challenges Research Fund (GCRF) and Industrial Strategy Challenge Fund (ISCF) that require new partnerships and approaches to conducting research; and Government ambitions to increase R & D as a percentage of GDP. QMU will use its refreshed portfolio of Research Centres to articulate its diverse strengths concisely and persuasively, including, as appropriate, its collective ability to address place-based or thematic challenges.

We have reported separately to the SFC on how we will deliver on the UIF National Plan [http://www.sfc.ac.uk/web/FILES/UIF/QMU\\_updated\\_UIF\\_plan\\_2018-19.pdf](http://www.sfc.ac.uk/web/FILES/UIF/QMU_updated_UIF_plan_2018-19.pdf)

We have reproduced below our high level priorities over the period 2019-20 in particular. As a small institution, we have been unable to lead on any of the UIF collaborative clusters but are actively involved in and committed to working with the clusters for:

- Innovation Demand - ISCF
- Innovation Demand – SMEs
- Enhancing Researcher Skills for Business Engagement
- Entrepreneurship – including social enterprise and innovation
- Inclusive Growth - including opportunities arising from City Deals
- Equality and Diversity

Our Priorities for 2019-20 are summarised below, ie we will:

### **National Outcome One (demand stimulation)**

Invest in our Research Centres and KE Centres to drive critical, multidisciplinary insights, generate more robust understandings of contemporary global challenges to foster positive cultural, economic and social exchange and increase external income generation. This will be supported by continued additional staff resourcing in our Research and KE Development Unit (RKEDU).

Re-establish the position of the refreshed QMU Research Centres and KE Centres and their points of distinction with the current external focus of interdisciplinarity and challenge led research to ensure we respond to key economic and societal demands and grand challenges.

Invest in and support new QMU Innovation Fellows, appointed specifically in ISCF challenge areas, to increase engagement with the UK Industrial Strategy, gain traction and profile in securing ISCF funds in priority wave challenge areas, and support us in leading on collaboration with industry and other universities.

Continue to focus on the Scottish Government priority economic sectors of Food and Drink and Creative Industries, with a developing emphasis on Service Innovation that cuts across other sectors, such as Health and Public Services. Social Innovation also continues to be an area of enterprise resonating firmly with our institutional mission.

Maximise all opportunities for engagement with UKRI.

Scale up activity where exemplar models of SME engagement exist – specifically those demonstrating market ready research, and sustainable collaborative partnerships that are underpinned by evidence of demand and a willingness to invest in innovation.

Strengthen links between KE and the impact agenda by changing the focus from pursuing short-term business interventions, to creating culturally embedded behaviours and practices.

Embed the knowledge and expertise of our external partners to ensure our KE portfolio is demand led.

Promote QMU as a catalyst for economic growth and new enterprise creation in the regional economy.

### **Outcome two (simplification/commercialisation)**

Maximise support to enterprising researchers by encouraging a culture of open access and open innovation. We will continue to invest in our institutional e-repository to exploit the full potential of the open innovation paradigm, recognising that institutional repositories represent a major and an alternative gateway to knowledge. In 2019-20 we will seek an external university partner to provide back office support to promote compliance with the Concordat for Open Research Data.

Promote access to cutting-edge facilities and equipment, proprietary data and industry resources. In emerging sectors we recognise that this can strengthen the innovation absorption process, enhance researcher capabilities to work across the innovation interface, and the mutual understanding of needs, capabilities, constraints and contexts. In 2019-20, Viarama, an SME focusing on Virtual Reality technology and a QMU collaborator on Innovate UK and Industrial Strategy grant applications, will take up residency in our Business Innovation Zone (BIZ).

Progress our ongoing commitment to adopting all simplified and standard contract templates and post project referral protocols, established through RCDG and supporting ongoing work to facilitate their implementation across all Scottish Universities.

Continue to review internal processes to support commercialisation in order that we grasp opportunities while ensuring that activities are both commercially and ethically robust, protecting our public liability and ensuring our brand values are upheld. As a result of our IP back office support collaboration with the University of St Andrews, in 2019-20 we will launch a new, much simplified IP policy, underpinned by the principles of “Easy IP”, to ensure that knowledge sharing and partnership working is far more straightforward and cost effective. The Professor’s Privilege/ Easy IP brand will be a valuable marketing tool, both to academics and to potential industry and external partners, and sends a positive message that QMU is open and easy to work with. It will assist us in reducing the staff time and legal costs of the transaction stage, and will help build relationships and trust that should lead to an increase in research collaborations.

### **Outcome three (simplification/greater innovation)**

Ensure the strategic use of UIF for external engagement and communications to advance UKRI priorities. In 2019-20, we will maximise all opportunities to engage with the ISCF, and have identified potential opportunities for QMU in the priority challenge areas of Healthy Ageing, Food Production, Audience of the Future and Next Generation Services (pioneering).

Pursue opportunities to match-fund and leverage external income in support of UIF activity. Build on complementary funding streams secured in 2018-19 from external sources, such as the Merchant Company, Santander and industry.

Continue to focus on the Scottish Government Economic Strategy and the Scotland CAN DO Framework. There will be a continued emphasis on an evidence-based approach on the targeted investment and impact of the UIF, ensuring that it is embedded across the institution and understood as a key enabler for industry interaction.

Continue to shift our model of business engagement from a transactional portfolio to a model based on strategic partnership, maximising all links with the Business Gateway, Industry Bodies, Scottish Enterprise and Interface.

Work with the Data Lab and School of Informatics at the University of Edinburgh to understand the potential of AI in our areas of strength and in increasing collaboration with data driven SMEs and accessing ISCF.

Maximise all opportunities from the Government funding of £30 million, being made available through the Edinburgh and South East Scotland City Region Deal, which will contribute towards the development of the Edinburgh Innovation Park on land next to the University campus, a joint development by East Lothian Council



and QMU. Specifically the Innovation Hub will facilitate an expansion of the University's Scottish Centre for Food Development and Innovation (SCFDI), and will also provide flexible commercial space for SMEs in the food and drink sector. Businesses will have ready access to the University's expertise in the healthy food and drink product market, including the development of new leading-edge functional foods and reformulation of existing products. The Innovation Hub is expected to act as a catalyst for the further development of an Innovation Park, based broadly around the theme of food and drink, on a 52-acre site close to the University campus. We will continue to actively engage with the James Hutton Institute who are involved in the Tay City Deal (through the International Barley Hub and the Advanced Plant Growth Centre) to discuss synergies and complementary plans between institutions. This development has attracted interest from global food companies.

Develop and share good practice on the commercialisation of physical space and Innovation/Enterprise Parks linked to City Deal Partnerships. Through collaboration with other Universities, respond to the importance of the Innovation Theme in the Edinburgh City and Region Deal, and the component relating to the provision of support to emerging and fledgling companies, with the objective of delivering c400 data driven, innovative new companies over the duration of the project. Consider how we can collaborate with other Universities and the FE sector where there is a City and Region Deal interest.

In partnership with East Lothian Council, continue to work with businesses in the region as part of a unique Food and Drink based Business Improvement District (BID), the first of its kind in the UK.

#### **Outcome four (entrepreneurialism)**

Increase the on-campus Business Gateway's active involvement in the direct delivery of entrepreneurial education into the curriculum. In 2019-20, it will deliver enterprise education to an increasing number of undergraduate and postgraduate programmes across QMU.

Working with the Business Gateway, maximise opportunities to embed entrepreneurship within the curricula and develop channels for student input into these activities by creating curricula that showcase and reflect our critical and applied research and practitioner expertise.

Working with our Business School and Business Gateway, implement a novel approach to our new MSc in International Leadership and Management (IMAL). The programme is currently undergoing validation and we are exploring the inclusion of a business incubation project and tenancy in our BIZ as an alternative to a dissertation or consultancy project at the end of the programme.

In responding to REF 2021 requirements for Significant Responsibility for Research, apply a new workload allocation model that rebalances our emphasis towards academic capacity building to respond to external demand and capture high value academic links with industry.

As cited in our EU Concordat for Research Careers and European HR Excellence Award framework, work in partnership to develop people exchange by working collaboratively with other institutions to develop training for SME translational skills for researchers with a focus on co-creation, alignment of objectives and expectations, and the development of mutual value. Responding to the notion of "freedom to innovate" we will support Early Career and Contract Research Staff in accessing skills and time to respond to the innovation agenda.

In 2019-20, launch a new Entrepreneurship Framework and Action Plan to govern the operational direction of our enterprise activities. To date, we have supported nearly forty student and graduate start-up companies in our BIZ. These graduates come from a wide variety of backgrounds, including health, business, film and media, theatre studies and speech and languages.

Continue collaboration with Glasgow School of Art (GSA) and the Royal Conservatoire of Scotland (RCS) to establish a number of initiatives to explore and stimulate collaborative activity in Creative Entrepreneurship. These include the collation of persuasive case studies of creative industries students engaging with enterprise; devising and designing training to illuminate the actual professional ecology of creative industries; and developing initiatives to support enterprise in sectors with high growth rates but where the business model is sole trader/owner practitioner.

In collaboration with GSA and RCS in 2019-20, roll out a programme of activity, to be delivered in collaboration with the Cultural Enterprise Office, which we hope to launch as part of the Scotland CAN DO Festival. This will centre on a one week summer school for undergraduate and postgraduate students. At the end of the

week, students will be encouraged to present their business ideas at Venture Fest in November 2019 to a panel of business experts. Topics to be covered will include:

- Creative Freelancers - highlighting the value of one-person business, their impact on the economy and the wider society.
- Growing a new business - the journey of those businesses that have grown organically over time and now employ and re-employ a number of graduates from our educational institutions.

### **Outcome five (international)**

Maximise the position of our Institute for Global Health and Development to progress opportunities arising from new ODA funding opportunities for collaboration and growing international partnerships. Specifically, we will engage with our global alumni across all sectors of society to expand our connections and share expertise.

Review and improve the international profile of our Research and KE webpage.

### **Outcome six (inclusive growth and social impact)**

Increase the number of QMU Social Enterprise and Community Interest Companies, and explore new inter-university Social Enterprise partnerships, and specifically seek to collaborate with a wide range of cross-sector organisations to enhance and develop ecosystems of support for social entrepreneurs.



Actively engage in the RCDG group on Responsible Innovation.

In partnership with others, explore novel forms of enterprise incubation – incubators in ideas and innovation in culture and society, improve systems for national data sets for impact capture around social and cultural impact and KE, and develop new mechanisms for collating data on researcher mobility and career destination.

Continue to enhance public engagement with research through our commitment to the Concordat for Public Engagement and the National Co-ordinating Centre for Public Engagement's (NCCPE) Manifesto, signed in September 2018. We have committed to a new and refreshed collaboration with the Edinburgh Beltane Partnership and in October 2018, signed up to a new collaborative Beltane manifesto with the University of Edinburgh, Heriot Watt University and Edinburgh Napier University. In June 2019, we will co-host the first "Beltane Sparks" event with a focus on building collaboration in public engagement focused on the "Grand Challenges". In April 2019, QMU was delighted to be involved in Heriot Watt University's Oriam event, focused on Health, as part of the Edinburgh International Science Festival.



**Our 'Inspiring Entrepreneurs' exhibition showcased student and staff entrepreneurs to encourage students to view entrepreneurship as a first destination career option**

### Outcome seven (Equality and Diversity)

Develop baseline data on equality and diversity for innovation and enterprise activities, including graduate start-ups.

Continue to champion Female Entrepreneurship, building on the success of our 2019 EntreprenHER event with our Chancellor Prue Leith. In 2019-20, we will ensure that our mandates for equality and diversity and social innovation cut across all of our UIF activities, rather than acting as discrete, unsustainable, stand-alone initiatives. With the Scottish REF Managers Group, we will embed good practice from REF 2021 across KE activities.

Deliver plans, as cited in our EU Concordat for Research Careers and European HR Excellence Award framework, to develop and share good practice in relation to promoting industry engagement as a form of bridging for contract research staff, and look at possible models of cross-institutional collaboration. We plan to link this activity to equality and diversity impact assessment profiles of staff who undertake commercialisation and knowledge exchange. We will increase the integration of innovation and enterprise activity with initiatives such as ATHENA Swan, Aurora and our REF 2021 Equality Codes of Practice.

In collaboration with the Cultural Enterprise Office and the FE sector, continue to roll out our proposal for a BA (Hons) in Creative Enterprise to illuminate the actual professional ecology of creative industries, and develop curricula to support enterprise in sectors with high growth rates, but where the business model is sole trader/owner practitioner. This responds to research highlighting the extent to which significant socio-economic inequality exists in regards to establishing a career in the creative industries.

## 7 SUSTAINABILITY

Sustainability in all its forms is one of the University's stated values. Our high level strategy, QM150, resonates with sustainable principles. It states one of our core values as being 'committed to all forms of sustainability'.

We continue to define sustainability according to its three pillars – environmental, economic and social. We believe that sustainability affects everyone, so our Sustainability Committee has representatives from all parts of the University, and has identified work streams which promote this value in the student experience, the academic curriculum, the management of our estate and our use of resources. The Sustainability Committee has responsibility for monitoring the achievement of the key objectives within the Climate Change Action Plan and for oversight of the collation and reporting of other external statutory and benchmarking reporting.

The Sustainability Committee reports directly to the Executive Board and by extension to the University Court. The Committee will provide important assurance to the Court that the University is meeting its obligations under the Revised Code of Good HE Governance 2017.

Queen Margaret University's major step towards the forefront of climate change action came with the move to a new sustainably engineered campus in 2007, which reduced annual carbon emissions by 38%. The University was among the first signatories of the Universities and Colleges Climate Commitment for Scotland (UCCCfS) in November 2015, and continues to report against both mandatory and recommended criteria under our Outcome Agreement and annual PBCCD return.

Underlining the holistic approach taken to sustainability at QMU, a Climate Change Action Plan has been in place since 2010 and was relaunched in 2018. The plan establishes baselines, and seven key areas for action. The next steps include calculating realisable targets, investigating climate change adaptation and seeking further engagement and feedback from stakeholders.

Reducing our carbon emissions is a major objective of our revised Climate Change Action Plan 2018-2023 (CCAP). The updated plan seeks to build and improve on previous accomplishments, with the ambition to reduce annual carbon emissions by 12% per annum by 2022 (from a 2015-16 baseline). This will see annual emissions coming below 2000tCO<sub>2</sub>e for the first time in the University's history. As well as the environmental benefits, the cost savings represent best value for public investment.

Queen Margaret University recognises a need to take action beyond simply fulfilling mandatory reporting duties. For climate change action to work most effectively, all the university's occupants and stakeholders need to be invested in the cause. While there may be growing recognition for action on climate change, it is important to maintain and build momentum over the long-term. To move beyond compliance, into a position of leadership, Queen Margaret University will continue to take the necessary steps in educating and engaging with staff and students.

In the last PBCCD report (November 2017) we were able to report further encouragingly positive emissions reductions. The reduction is due predominantly to our Biomass plant taking over a significantly higher proportion of heating requirements (from gas), decarbonisation of the electricity grid, and a reduction in electricity use. Overall we achieved a reduction of around 20% (500tCO<sub>2</sub>e) compared with 2015-16.

Although reducing emissions is an important part of this plan, primarily through projects focused on energy consumption, as an institute of learning, Queen Margaret University recognises its potential to have a wider influence, through helping educate and engage students on the existential challenge that climate change represents. The CCAP outlines the University's targets and ambitions over the next five year period to become a truly sustainable institution.

Operationally, significant investment projects following the acquisition of the residences continue to deliver energy and carbon reductions. For example, the full year carbon reduction benefits of the investment in LED lighting within the residences, as well as the installation of voltage optimization across our high voltage network, have contributed to a 22% carbon reduction against our revised 2015-16 baseline.

We remain a signatory to the Universities and Colleges Climate Commitment for Scotland (UCCCfS) which supports delivery of the Public Bodies Duties under the Climate Change (Scotland) Act 2009. We were an early adopter of the new reporting framework and continue to report annually under this new framework.

In terms of energy generation, the most recent figures (2016-17) show that we generated 59% of total energy from onsite renewables (2015-16 figure 45%). This is likely to remain the highest figure of any UK HEI.

Our Green Travel Plan Strategy 2016-2020 serves to make sustainability a key consideration in all our travel and transport decisions. It aims to shrink our carbon footprint, and encourage healthier living and working.

The 'social' pillar of sustainability is embedded throughout the university's mission and vision, values and actions. It is in evidence from our academic curricula to our approach to learning and teaching. We state in our mission that, in everything we do, we are committed to social justice. Our Widening Participation and Student Retention Strategy embodies that approach. We are committed to widening participation amongst students who have previously been inhibited from entering higher education for social, economic or cultural reasons.

Our Employability Strategy 2017-2020 references social sustainability principles insofar as we aspire to create graduates equipped with the skills to benefit themselves, the workforce, the community and the economy. It links to our graduate attributes, among which are skills of problem solving, behaving ethically, and being 'a positive contributor to building a just and sustainable society'.

We continue to work with the EAUC, which remains housed on our campus. For instance, in the current reporting period, we have engaged the EAUC as consultants to advise on our draft CCAP, and liaised on the SFC's new sustainability guidance for Outcome Agreements. Representatives of the EAUC are co-opted members of our Sustainability Committee. Academic staff both participate in, and in some cases, lead EAUC groups and events.

## **8 GOVERNANCE**

The University continues to reflect on the effectiveness of its Governance arrangements in line with the provisions of the Scottish Code of Good Higher Education Governance 2017.

The University has taken full account of the provisions of the Higher Education Governance (Scotland) Act which came into force early in 2017. We have assessed in full the impact of the key provisions of the Act on our governance arrangements, including those concerning the election of the senior lay member of the governing body, and the composition and size of the Court and the Senate. The University is currently in compliance with key sections of the Act, including the requirements set out for the appointment of the senior lay member, which were addressed by the University when it secured parliamentary approval in 2015 for amendments to its Order of Council. The majority of the Act's remaining requirements concerning the composition of the governing body are accommodated currently within the Queen Margaret University, Edinburgh (Scotland) Order of Council 2007, with the exception of the additional category of membership of '2 persons by nomination of a Trades Union'. Revisions to the University's Statutory Instrument are required and have been progressed with the Scottish Government in anticipation of a revised SI being in force by October 2019.

In approving revisions to its composition, the University Court sought to maintain, as far as possible, a size and composition that did not depart too far from that judged to be effective under the Court's most recent externally facilitated effectiveness review. The skills matrix maintained by the Nominations Committee identifies gaps in skills or experience that form the basis of candidate specification in member recruitment rounds, while equality monitoring data provides assurance in terms of compliance under the Gender Balance on Public Boards and Equality legislation.

The University Court commissioned an externally facilitated review of its effectiveness in 2015, the final report of which was submitted to the University Court in December 2015, and debated in full at the Court Away Days in February 2016. Having reviewed all of the evidence available to it, the overarching judgement of the Review Working Group was that the University Court has Effective arrangements in place to ensure that it meets its key obligations as set out in the University Court Statement of Primary Responsibilities.

Examples of best practice in governance are in place, and a small number of areas for potential development and enhancement were identified and formed the basis of recommendations. The final review report and action plan are published on the University website at:

<https://www.qmu.ac.uk/media/6218/court-effectiveness-report-part-1.pdf>

<https://www.qmu.ac.uk/media/6217/court-effectiveness-action-plan.pdf>

The next externally facilitated review will take place in 2020.

The University has undertaken a full mapping of its compliance with the Scottish Code of Good Higher Education Governance 2017 and was in compliance with effect from August 2018, save for those elements awaiting approval of revisions to the University's Statutory Instrument.

The University submitted a Gender Action Plan to the SFC in July 2017, as required by the SFC. We consider that we have been able to demonstrate significant progress in a number of areas, including governance.

In December 2014, the University Court approved goals and policies concerning the balance of its independent members in terms of equality and diversity as follows:

'Queen Margaret University is committed to ensuring that the University Court (Court), Senate and all committees and decision making bodies of the University are representative of its community. In particular, the University will seek opportunities to address gender balance and to strengthen the representation and voice, amongst its lay membership, of all groups represented by Court.

The University is committed to achieving the following goals and targets:

- Achieving practical gender balance amongst lay members of Court. Practical gender balance will be achieved where the lay membership of Court constitutes not less than 40% of either gender.
- Undertaking an annual review of the equality and diversity characteristics of the Court or as a specific need for review is identified.
- In undertaking any recruitment activity concerning the appointment of lay members of Court, the Court will have regard to equality and diversity characteristics of the Court and will take positive actions to increase the likelihood of applications being submitted from applicants that would enhance the representative character of the Court.

During Session 2018-19, the gender balance of membership of Court is 57% female and 43% male. The lay member gender balance is 68% female and 32% male. Equality Monitoring has been introduced for all Court members.

As set out in section 2.2 above, the Values underpinning our Mission and Vision include "recognising equality and diversity in all we do". A commitment to equality shapes our institutional Strategic Plan. This Agreement embodies our commitment to attract and retain students from a wide range of backgrounds, and to support them to achieve successful outcomes.

Equally, we will attract and retain good staff by valuing them through transparent promotion opportunities, appropriate staff development, inclusivity and equality, and through instilling in our staff a strong sense of social responsibility.

At the last HESA data return, gender balance in terms of Professorial staff was 60% female and 40% male. The relatively small size of the academic staff population of the University means that the loss of one or two staff can alter the gender balance significantly.

We are committed to the principle of equal pay for work of equal value, free from bias and based on objective criteria. As part of this commitment, and in line with our Public Sector Equality Duties, we publish an equal pay review every second year. Our Equal Pay Review for 2018 suggests that, for all staff at all grades, including the Executive Board, there is a positive pay gap in terms of mean salary of some 0.27% between male and female employees. Excluding the Executive Board, there is a positive mean pay gap in terms of female employees of 0.23%.

We are one of 6 Universities in Scotland to have been accredited as a Living Wage employer.

As part of our governance and risk management arrangements, we are working with the UCSS Information Security team to address the issues around cyber security raised in the Deputy First Minister's letter of 8 November 2017 concerning the Cyber Resilience Strategy for Scotland Action Plan. In so doing, we have noted the particular emphasis within that guidance that, wherever possible, work on cyber resilience within the sector is aligned with the Action plan. Our approach to this, and to related matters, is being monitored regularly by the Audit & Risk Committee of the University Court, and the Information Security Steering Group, established in 2018. The University is on schedule to achieve Cyber Essentials accreditation by the end of April 2019, and to achieve Cyber Essentials Plus accreditation by October 2019.

**SFC KEY PRIORITY 1**  
**Access to Higher Education**

**SFC KEY PRIORITY 2**  
**High Quality Efficient and Effective Learning**

**TABLE 1**

| No. | Section ref                | Proposed Key Outputs for 2017-20  | Outcome/s over the period to 2022  |
|-----|----------------------------|---|--|
| 3   | 3.1, 3.2, 3.3, 3.4 and 3.5 | <p>Participation in, and response to, collaborative initiatives developed through the 3 CoWA work streams.</p> <p>Intensified outreach work.</p> <p>Published contextual admissions policy, to include differential offers.</p> <p>Enhanced conversion activity, including bursary support, to target students.</p> <p>Monitoring of data on applications, offers and conversion rates for candidates from those groups identified as having targeted intake in our Outcome Agreement.</p> <p>Further embedding of support arrangements targeted on those students from the most deprived postcodes.</p> <p>Prioritising schools with the lowest HE progression rates.</p> <p>Collaboration with communities to de-mystify higher education and to empower individuals seeking to access higher education.</p> <p>Work with East Lothian and Midlothian based community groups and initiatives that support local community development plans.</p> <p>Partner within the Collaborative Hub for Care Experienced Young People in the Lothians.</p> <p>Continued work with Carers Trust Scotland.</p> <p>Build on lessons learnt from 'Attracting Diversity: Equality in Student Recruitment 2017' project. Evaluate data and evidence collected during 2016 on the rationale and decision making of male applicants to Nursing and Psychology – programmes in which they are under-represented under the SFC definition.</p> <p>Participate fully in NES national working group addressing Male Recruitment into Nursing and Midwifery.</p> <p>Focus activity on outreach to schools on the basis that, even with improved conversion rates of applicant to entrant, there are insufficient male applicants to either programme to contribute to a shift in gender balance.</p> <p>Support outreach work through marketing, unconscious bias training, outreach school activities, targeted articulation routes.</p> | <p>Increased percentage of Scottish domiciled undergraduate MD20 entrants from a baseline of 10.8 % in 2017 -18 to 16% by 2021-22.</p> <p>This would mean:</p> <ul style="list-style-type: none"> <li>• 15% in 2019-20</li> <li>• 15% in 2020-21</li> <li>• 16% in 2021-22</li> </ul> <p>This translates as the following entrants:</p> <p><b>Please note – all figures below take into account increases from 2019/20 due to initial teacher education intake.</b></p> <ul style="list-style-type: none"> <li>• 123 in 2019-20</li> <li>• 123 in 2020-21</li> <li>• 132 in 2021-22</li> </ul> <p>Increase percentage of Scottish Domiciled undergraduate MD40 entrants from a baseline of 26.6% in 2016-17 to 28% by 2019-20.</p> <p>This would mean:</p> <ul style="list-style-type: none"> <li>• 28% in 2019-20</li> <li>• 28% in 2020-21</li> <li>• 28% in 2021-22</li> </ul> <p>This translates as the following entrants as a minimum</p> <ul style="list-style-type: none"> <li>• 230 in 2019-20</li> <li>• 230 in 2020-21</li> <li>• 230 in 2021-22</li> </ul> <p>Deepened engagement with our communities to raise aspirations at an early age.</p> <p>Increased percentage of males applying to study Nursing and applying to study Psychology.</p> <p>Maintained increased number of men entering the BSc Nursing programme.</p> <p>Trends in gender balance within subject areas for QMU understood to compare with national trends.</p> |

|      |            |   |   |
|------|------------|---|---|
| 3    | 3.3        | <p>Maximise recruitment of students from LEAPS and SHEP initiatives into the University.</p> <p>Guaranteed offer of admission to any LEAPS, SHEP or SWAP applicant who has the potential to meet minimum entry requirements for their chosen programme of study.</p> <p>Active membership of the LEAPS Management Committee, participating fully in the review of schools engagement programme.</p> <p>Supported delivery of LEAPS One to One Interviews, and LEAPS on and off-campus activities, including S5 and S6 Conferences, LEAPS Summer School, High Flyers, Creative Extras and other ad hoc events and engagements.</p> | <p>Targets established for students from SHEP schools as part of admissions review.</p> <p>Targets from 2018/19 are as below:</p> <ul style="list-style-type: none"> <li>• 76 in 2019-20</li> <li>• 76 in 2020-21</li> <li>• 76 in 2021-22</li> </ul>   |
| 3, 4 | 3.1<br>4.1 | <p>Development of additional articulation routes in conjunction with college partners and continued delivery of established College Engagement Plan.</p> <p>Coordination with Edinburgh College, West Lothian College and Newbattle Abbey College of Associated Students schemes, including academic and student support inputs for students whilst at college.</p> <p>Collaboration with Edinburgh Napier University on Acting for Stage and Screen undergraduate programme.</p> <p>Continue to collaborate with Scotland's Colleges to strengthen access and articulation into pre-registration Nursing.</p>                    | <p>Maintained number and/or proportion of Scottish domiciled learners articulating from college and from employer apprenticeships with advanced standing.</p> <p>At least 60% of SUDE HN entrants admitted with advanced standing and no loss of time in 2019-20, rising to 62% in 2021-22.</p> <p>Secured SFC funding in the form of additional student numbers to extend Associate Student partnership with Newbattle Abbey College into Heritage/ Tourism/Care.</p> <p>Continued to deliver the BA (Hons) Acting for Stage and Screen in collaboration with Edinburgh Napier University.</p> <p>Continued to achieve articulation from College to the BSc Hons Nursing programme. Note: baseline percentage entry 2018-19 = 12.8% against suggested national target of 8%.</p> |
| 3    | 3.3        | <p>Work with CU Trust Scotland to promote new delivery model for the CU in Scotland, building on the strong legacy of the Queen Margaret Children's University in the South East of Scotland.</p> <p>Continue to roll-out programme to Lasswade and Newbattle cluster schools.</p> <p>Embed gender equality into programmes of activity.</p> <p>Evaluate impact as part of the broader CU Trust annual evaluation.</p>  | <p>Delivered three x CU Graduation ceremonies</p> <p>Delivered three x CU Fridays per academic session.</p> <p>Delivered annual Summer School.</p>  |



|   |          |   |  |
|---|----------|---|--|
| 3 | 3.5      | <p>Continued embedding of equality and diversity across all aspects of the University's activities.</p> <p>Monitor progress against an established set of quantified indicators e.g. annual application, admission, progression and retention statistics.</p> <p>Promote initiatives to attract and support trans and gender diverse applicants and students.</p>   | <p>Secure representation of learners from different protected characteristic.</p> <p>Groups of Scottish domiciled undergraduate entrants are maintained to at least the levels set out below. This is over a three year rolling period.</p> <ul style="list-style-type: none"> <li>• Disabled students at 15%.</li> <li>• Students from BME ethnic background at 6%, rising to 7% by 2021/2.</li> <li>• Mature students at 30%.</li> </ul>   |
| 3 | 3.4, 4.2 | <p>Develop, promote and review strategies to maximise student retention and progression.</p> <p>Provide transparent and robust data on progress across the full range of protected characteristics to allow reporting at programme, Division and School level through high level institutional committees (Senate, Student Experience Committee, Equality and Diversity Committee).</p> <p>Continue to evaluate the impact of interventions, and promote best practice to establish 'what works'.</p> <p>Continue to monitor student engagement through electronic attendance and follow through 'Stay on Course' arrangements.</p> <p>Deliver on agreed benchmarks and monitor progress on SFC/University data on retention from year 1 into year 2 of the BSc (Hons) Nursing.</p> | <p>Increased percentage of full-time first year Scottish domiciled undergraduate entrants returning to study in year two from a baseline of 90% in 2015/16 to 93% in 2021-22:</p> <ul style="list-style-type: none"> <li>• 93% in 2019-20</li> <li>• 93% in 2020-21</li> <li>• 93% in 2021-22</li> </ul> <p>This translates into 727 students returning in year two.</p> <p>To achieve at least 92% returning to year two rate by 2019-20 for identified OA groups of full-time Scottish domiciled entrants, including disabled, SIMD20, SIMD40, Male, BME, Care Experienced, Mature and Direct Entrants:</p> <ul style="list-style-type: none"> <li>• 92% in 2019-20</li> <li>• 92% in 2020-21</li> <li>• 92% in 2021-22</li> </ul> <p>This translates into the following numbers returning in year two:</p> <ul style="list-style-type: none"> <li>• SIMD20: 103</li> <li>• SIMD40: 194</li> <li>• Male: 177</li> <li>• BME: 43</li> <li>• Care experienced: 13</li> <li>• Mature: 203</li> <li>• HN with advanced standing: 167</li> </ul> <p>Continue to deliver high levels of retention on the BSc (Hons) Nursing Programme against sector norm. Note: Baseline figure 2018-19 is 100% (SDUE entrants 2017-8 continuing to 2018-9)</p> |

|   |     |  |  |
|---|-----|--|--|
| 4 | 4.3 | Celebrate areas of commendation, and address areas highlighted for enhancement arising from being first participant in ELIR 4.   | 'Effective' judgement secured in ELIR 2018.  |
| 4 | 4.3 | Continue to develop and implement Action Plan for NSS in line with analysis of results on a thematic and programme basis.  | Meet or exceed benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey.   |
| 4 | 4.5 | Implement Employability Strategy 2017-20 in line with Strategic Plan 2015-20.<br><br>Focus on securing internships and placements.<br><br>Develop further the Employer Mentoring Programme with its focus on SIMD 20 and SIMD 40 students. | Number and %age of graduates in positive destinations meets or exceeds Scottish benchmark.<br><br>Number or %age of graduates entering graduate professions meets or exceeds Scottish benchmark. |



Tom Kitchin with QMU students Noah Erhun and Sanna Dahllof.

**TABLE 2**  
**SFC KEY Priority 3**  
**World-leading research – world-leading universities, nationally and internationally connected with a global reputation for their research**

| No. | Section ref | Proposed Key Outputs for 2017-20  | Outcome/s over the period to 2022   |
|-----|-------------|---|---|
| 5   | 5           | <p>Secure an international reputation for translational, applied and critical research excellence in core areas reflected by research output and funding.</p> <p>Implementation of a REF 2021 Strategy and supporting Research derived Impact Strategy.</p> <p>Growth in the annual intake of postgraduate research students.</p> <p>Development of capacity for research excellence through doctoral programmes, early career and contract researcher initiatives with explicit linkages to Research Centres.</p> <p>Implementation of new criteria for Significant Responsibility for Research and Research Independence.</p> <p>Establish new governance structures to support KE, commercialisation and enterprise.</p> <p>Enhanced Postgraduate Research Experience Survey results that places QMU amongst the leading post-92 universities for doctoral education.</p> <p>Implementation of the REF2021 Code of Practice.</p> <p>Increased external research collaboration and promotion of multi / Interdisciplinary working.</p> <p>Enhanced public and cultural engagement and contribution to public policy and public sector delivery.</p> | <p>Increased the %age of research measured as internationally excellent in REF 2021.</p> <p>Have at least 75% of doctoral students complete within the prescribed period of study.</p> <p>Maintained postgraduate research student population of at least 100 over the next three years.</p> <p>Growth in total income from the UK Research Councils from baseline of £271k to £300k over the next three years.</p> <p>Growth in Total research income from all sources.</p> <p>2019/20: £2.3m<br/> 2020/21: £2.6m<br/> 2021/22: £2.6m</p> <p>Full Compliance with the Concordats for:</p> <ul style="list-style-type: none"> <li>• Career Development of Researchers.</li> <li>• Research Integrity.</li> <li>• Engaging the Public with Research.</li> <li>• Open Research Data</li> </ul> <p>Launched a new institutional statement on the use of metrics in research assessment. Signatory to the San Francisco Declaration on Research Assessment (DORA) at institution level.</p> <p>Increased number and level of Athena Swan Awards.</p> <p>Increased the number of REF 2021 submittable female staff in line with the REF 2021 Code of Practice.</p> <p>Submission and approval of the REF 2021 Code of Practice.</p> <p>Full compliance with REF 2021 Open Access directives.</p> <p>All academic staff have ORCID IDs.</p> |

**Table 3**  
**SFC KEY Priority 4: Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy**

| No. | Section Ref | Proposed key Outputs for 2017-20  | Outcome/s over the period to 2022   |
|-----|-------------|---|---|
| 6   | 6           | <p>Delivery on the Innovation Scotland Action Plan and engaged with the innovation landscape in Scotland, including Innovation Centres, Interface, Innovation Vouchers, and the Scottish Government's proposed innovation reforms.</p> <p>Shift from transactional to strategic account management of key industry clients and alignment of Innovation Park proposals.</p> <p>Alignment with Scottish Government Economic Strategy 2015, the Scotland CAN DO framework and the Scottish Enterprise 2015 target to increase innovation active businesses.</p> <p>Deliver agreed contributions to the nationally agreed University Innovation Fund (UIF) outcomes.</p> <p>Review of Intellectual Property Policy in the spirit of Easy IP.</p> <p>Embedded enterprise and entrepreneurship training programmes.</p> <p>Delivery of QMU framework for Enterprise and Entrepreneurship.</p> <p>Developed lead position for QMU within the sector for Female Entrepreneurship.</p> <p>Strengthened links with the Scottish Innovation Centres.</p> <p>Success in the delivery of the first sector specific Business Improvement District (BID) for Food and Drink with East Lothian Council.</p> <p>Specific measures to increase the visibility, simplification and communication of our research, consultancy and contract services.</p> <p>Improved capture and promotion of public engagement activity.</p> <p>Increase in enterprise and innovation activity in the humanities and social sciences.</p> <p>Maximised all opportunities arising from the new Government Industrial Strategy.</p> | <p>Increased SFC innovation vouchers (IVs), Follow-on IVs and H2020 IVs</p> <p>2019/20: 9 new IVs<br/> 2020/21: 11 new IVs<br/> 2021/22: 13 new IVs</p> <p>Maintained industry engagements at 340 over the next three years but improve quality and longevity of relationships.</p> <p>Number of graduate start-up companies:</p> <p>2019/20 30 Graduate Start Ups<br/> 2021/21 35 Graduate Start Ups<br/> 2021/22 40 Graduate Start Ups</p> <p>Maintained spin outs/community interest group/social enterprise from academic staff. Support further scale up and enhanced relationships.</p> <p>Increased number of staff and students taking part in sector enterprise and entrepreneurship workshops over the next 3 years.</p> <p>2019/20 200 staff/students<br/> 2020/21 400 staff/students<br/> 2021/22 600 staff/students</p> <p>New IP Policy launched and implemented.</p> <p>Increased the number of applications submitted to ISCF.</p> <p>Annually submit 2 bids into prestigious KE/entrepreneurial funding, opportunities such as Innovate/Scottish Enterprise/Royal Society of Edinburgh</p> <p>Increased the number of QMU Innovation Fellowships from 4 in 2019 to 5 by 2022 (subject to appropriate funding being available).</p> <p>Implemented and delivered the Edinburgh Beltane for Public Engagement with Research Manifesto.</p> |

**TABLE 4**  
**SFC KEY PRIORITY 5 – HIGH PERFORMING INSTITUTION**

| No. | Section ref | Proposed Key Outputs for 2017-20   | Outcome/s over the period to 2022   |
|-----|-------------|--|---|
| 7   | 7           | Launch updated Climate Change Action Plan (CCAP).  | <p>Continued sector leading small carbon footprint.</p> <p>Carbon reductions identified in new Climate Change Action Plan achieved.</p> <p>Obligations under the Climate Change (Scotland) Act 2009 addressed.</p>  |
| 8   | 8           | <p>Conduct a further externally facilitated review of Court effectiveness. Review to take place 2020.</p> <p>Monitor equality characteristics of the Court, as the governing body.</p> <p>Continue to harness opportunities to promote and achieve gender balance in terms of representation on University decision making bodies.</p> <p>Continue to work with Advance HE to put in place arrangements to increase applications from candidates that will enhance the diversity of Court membership.</p> <p>Continue to monitor, evaluate and publish pay data by protected characteristic, including gender.</p> | <p>Continued compliance with the Scottish Code of Good HE Governance – revised 2017.</p> <p>Practical gender balance achieved where the membership of Court constitutes not less than 40% of either gender. (Note: baseline 2018-19 is 57% female and 43% male).</p> <p>Continue to meet Public Sector Equality Duties.</p> <p>Removal of any significant pay gap, including gender.</p> <p>Maintenance of accreditation as a Living Wage Employer.</p> |



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Queen Margaret University

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## Equality Impact Assessment

**OUTCOME AGREEMENT 2017-20  
2019-20 UPDATE**

## Equality Impact Assessment Template

**Once completed, please email to the Secretary of the Equality and Diversity Committee.**

This template uses the term 'policy' to apply refer to a policy, procedure, strategy, service – the initiative that is being assessed. It is a Word document to enable the table to be expanded to fit your text.

| Section 1 - Background Information<br>Sessions 1 & 2 aim to provide a frame for the policy. |  |
|---|--|
| Name of School, Division or Department  | Queen Margaret University Court  |
| Name of Person Responsible for the EQIA<br>(normally the lead for the policy design/review) | Irene Hynd, University Secretary<br>Secretary to the University Court/Convener of the Equality and Diversity Committee |
| Names of Members of EQIA group (if applicable)  | N/A  |

| Section 2 - Policy Detail  |  |
|--|--|
| Name of policy to be assessed.   | Queen Margaret University Outcome Agreement 2017-2020: 2019-20 UPDATE  |
| Is this a new or an existing policy?   | New <input type="checkbox"/> Existing <input checked="" type="checkbox"/>  |
| If this is an existing policy, is there any existing data available about the policy that can be used in this assessment, such as user feedback? | N/A  |
| What is the aim or purpose of the policy?  | The Outcome Agreement is a requirement of the Scottish Funding Council (SFC). Outcome Agreements set out what Universities and Colleges plan to deliver in return for teaching and research and knowledge exchange funding. The OA is not a stand-alone document, but brings together a number of strategic aims and purposes established in the University Strategic Plan, and in supporting strategies, including the Student Experience and Research and KE strategies. |
| Does this policy have an impact on people?   | The Agreement has a direct impact on staff and students of the University, as well as prospective staff and students of the university ie applicants for study and employment, and intending applicants for study and employment. The Agreement also impacts on a range of people who support and guide those listed above.  |
| Who is intended to benefit from the policy and in what way?  | The OA establishes outcomes that are intended to deliver on the University's Strategic Plan. It is intended to benefit students and staff of the University, as well as to deliver on specific ambitions   |



|   |  |
|---|--|
|   | set out by the Scottish Government in its guidance to the SFC, and which form the basis for guidance to Universities in establishing their Outcome Agreements, and to securing funding from the SFC.   |
| Does the policy provide opportunity to eliminate unlawful discrimination; better advance equality of opportunity; and positively affect relations between different groups? If not, how could this be improved? | The Agreement has particular outcomes that are intended to better advance equality of opportunity and positively affect relations between different groups. In referencing the University Mainstreaming Report and Equality Outcomes, the OA also provides an opportunity to eliminate unlawful discrimination.  |
| Who is responsible for the policy?<br>Which Committees are required to approve the policy?  | The Outcome Agreement is signed off formally by the University Court, having been discussed and agreed by the University Senate. The OA outcomes, and the supporting narrative, have been subject to full discussion at the University Court, University Senate, and a full range of committees and bodies/groups involving staff and student stakeholders eg Student Experience Committee, Research Strategy Committee, School Academic Boards (x 2), Widening Access and Retention Board (WISeR), and the Equality and Diversity Committee (the latter being concerned specifically with the Equality and Diversity impact of the Agreement). There has also been full consultation with the campus TUs.   |
| Who are the main internal and external stakeholders in relation to the policy? Have they been asked to participate in this EQIA?  | The comments above apply in terms of internal stakeholders. External stakeholders include the SFC and the Scottish Government, and a range of collaborative partners, including Local Authorities, FE colleges, schools, employers, professional and statutory agencies, third sector agencies, and equality and diversity bodies eg Equality Challenge Unit, Carers Trust Scotland (this is an indicative, and not an exhaustive list).   |
| What data was considered in reviewing the equality impact of this policy?   | Data Reviewed included all data provided within the University's Mainstreaming Report and Associated Outcomes, which included full sets of trend data on staff and student demography. The Mainstreaming Report and Associated Equality Outcomes was being drafted at the time as the OA, so data reviewed was fully up-to-date. The primary and secondary sources were:<br><br>Mainstreaming Report and Equality Outcomes: <sup>1</sup> Mainstreaming Report and Equality Outcomes published at:<br><a href="http://archive.qmu.ac.uk/equal/docs/April%20v2MAINTSTREAMING%20%20REPORT%20AND%20EQUALITY%20OUTCOMES%20FINAL%20PUBLISHED.doc">http://archive.qmu.ac.uk/equal/docs/April%20v2MAINTSTREAMING%20%20REPORT%20AND%20EQUALITY%20OUTCOMES%20FINAL%20PUBLISHED.doc</a><br><br>QMU Outcome Agreement 2017-21 published at:<br><a href="http://www.sfc.ac.uk/web/FILES/outcome-agreements-2017-18/qmu-outcome-agreement-2017-18.pdf">http://www.sfc.ac.uk/web/FILES/outcome-agreements-2017-18/qmu-outcome-agreement-2017-18.pdf</a><br><br>Equality in higher education: students statistical report 2016, Equality Challenge Unit;<br><a href="http://www.ecu.ac.uk/wp-content/uploads/2016/11/ECU_students16.xlsx">www.ecu.ac.uk/wp-content/uploads/2016/11/ECU_students16.xlsx</a> |

Equality in higher education: staff statistical report 2016, Equality Challenge Unit:  
[www.ecu.ac.uk/wp-content/uploads/2016/11/ECU\\_staff16.xlsx](http://www.ecu.ac.uk/wp-content/uploads/2016/11/ECU_staff16.xlsx)

Higher Education Students and Qualifiers at Scottish Institutions 2015-16: Statistical publication  
 SFC/ST/06/2017, published 30/03/2017  
<http://www.sfc.ac.uk/communications/Statisticalpublications/2017/SFCST062017.aspx>

### Section 3 - Projected Equality Groups

This session aims to look at what the policy impact may be on each of the groups.

In which of the following equality areas are there concerns that the policy could have a differential impact?

#### Additional Notes

*EQIA should relate to the intended outcomes of the policy and why there may be a differential impact. It may be that the purpose of the policy is to create a differential impact and encourage activity toward equality goals. This should be clearly expressed and should demonstrate that other groups are not adversely affected. When outlining adverse impact, a variety of evidence may be used to demonstrate why you think there may be a differential impact and this can come from sources outside of the EQIA.*

#### Assessment

- If you tick 'yes', what concerns do you have that the policy may create a differential impact on protected groups? What existing evidence (presumed or otherwise) do you have to support this?
- If you ticked 'no impact' - what evidence do you have to make this decision?

**Yes**

**No  
Impact**

|            |                                     |                          |   |
|------------|-------------------------------------|--------------------------|---|
| AGE        | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The Outcome Agreement includes outcomes to promote the enhanced engagement and recruitment of mature entrants at 30% of the student population. The OA is therefore designed to have a differential impact, it having been agreed that positive action should be taken to promote participation and retention of mature students. |
| DISABILITY | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The Outcome Agreement commits the University to securing representation from different protected characteristic groups of Scottish domiciled undergraduate students, including Disabled   |

|   |  |
|---|--|
|   | <p>students at 15%. This %age is significantly above the University's benchmark figure (HESA PIs) and the sector average. The OA is therefore designed to have a differential impact, it having been agreed that positive action should be taken to promote participation and retention of disabled students.</p> <p>The OA also recognises the University's specific duties under BSL legislation. Work in this area is not likely to have an adverse effect on other groups, but rather, will promote further an inclusive learning and teaching environment.</p> <p>In terms of staff, the OA states clearly that policy and practice of the institution requires that all staff are afforded equal opportunities within employment, and that entry into employment with the institution and the progression within employment will be determined only by personal merit and the application of criteria which are related to the duties of each particular post and the relevant salary structure. The OA commits the University to continuing to monitor, evaluate and publish pay data by protected characteristic, including gender. This will not have an adverse effect on other groups, but will encourage activity towards equality goals</p>   |
| <p>GENDER REASSIGNMENT</p> <p><input type="checkbox"/> <input checked="" type="checkbox"/> X</p>        | <p>While there are no specific outcomes in terms of gender re-assignment, the OA commits to enhancing the student experience by creating and promoting an inclusive learning environment. This applies to recruitment and admissions, to the curriculum, teaching and assessment, to welfare and support services, and to staff development and training. This approach embraces each of the protected characteristics. Work in this area is not likely to have an adverse effect on other groups, but rather, will promote further an inclusive learning and teaching environment and raise persistence levels and attainment across all groups.</p> <p>In terms of staff, the OA states clearly that policy and practice of the institution requires that all staff are afforded equal opportunities within employment, and that entry into employment with the institution and the progression within employment will be determined only by personal merit and the application of criteria which are related to the duties of each particular post and the relevant salary structure. The OA commits the University to continuing to monitor, evaluate and publish pay data by protected characteristic, including gender. This will not have an adverse effect on other groups, but will encourage activity towards equality goals</p> |
| <p>MARRIAGE/CIVIL PARTNERSHIP</p> <p><input type="checkbox"/> <input checked="" type="checkbox"/> X</p> | <p>Equalities legislation does not require Universities to report on Marriage/Civil partnership. The OA commits to enhancing the student experience by creating and promoting an inclusive learning environment. This approach embraces each of the protected characteristics. In terms of staff, the OA states clearly that policy and practice of the institution requires that all staff are afforded equal opportunities within employment, and that entry into employment with the institution and the progression within employment will be determined only by personal merit and the application of criteria which are related to the duties of each particular post and the relevant salary structure.</p>   |

|                     |                                     |                          |   |
|---------------------|-------------------------------------|--------------------------|---|
| PREGNANCY/MATERNITY | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>The OA commits to a number of outcomes in terms of female staff, including an increase in the number and level of Athena Swan Awards; an increase in the number of REF submittable female staff from 19% of eligible staff to 25% of eligible staff. Underpinning such outcomes are specific actions to support staff on maternity/paternity leave, including coaching. The University has developed policies for Special Leave arrangements which offer a degree of work flexibility for those staff with caring responsibilities. The University provides for flexible working requests from all staff. Managers work with staff members to establish working patterns and arrangements that meet the needs of the individual and of the University. The University accommodates a high volume of flexible working requests, both formal and informal to support employees in managing their caring responsibilities.</p> <p>Such action is unlikely to adversely impact on other groups.</p>  |
| RACE                | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>The OA commits to having a Scottish Domiciled student population that includes 6% from BME ethnic background. It commits also to achieving at least 92% returning to year two rate by 2019-20 for identified OA groups of full-time Scottish domiciled entrants, including BME students. Work in this area is not likely to have an adverse effect on other groups, but rather, will promote further an inclusive learning and teaching environment and raise persistence levels and attainment across all groups.</p> <p>In terms of staff, the OA states clearly that policy and practice of the institution requires that all staff are afforded equal opportunities within employment, and that entry into employment with the institution and the progression within employment will be determined only by personal merit and the application of criteria which are related to the duties of each particular post and the relevant salary structure. The OA commits to continued work with the ECU to put in place arrangements to increase applications from candidates that will enhance the diversity of Court membership. The University will also continue to monitor, evaluate and publish pay data by protected characteristic, including race. Work in this area is not likely to have an adverse effect on other groups. The OA commits the University to continuing to monitor, evaluate and publish pay data by protected characteristic, including gender. This will not have an adverse effect on other groups, but will encourage activity towards equality goals</p> |
| RELIGION, BELIEF    | <input type="checkbox"/>            | <input type="checkbox"/> | <p>There are not specific outcomes in terms of student / staff religion or belief.</p>  |
| SEX                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>In terms of staff/governing body members, the OA commits the University to:</p> <ul style="list-style-type: none"> <li>• An increase in the number and level of Athena Swan Awards.</li> <li>• An increase in the number of REF submittable female staff from 19% of eligible staff to</li> </ul>  |

25% of eligible staff.

- Continue to harness opportunities to promote and achieve gender balance in terms of representation on University decision making bodies.
- Continue to work with the ECU to put in place arrangements to increase applications from candidates that will enhance the diversity of Court membership.
- Continue to monitor, evaluate and publish pay data by protected characteristic, including gender.

In terms of embedding equality in research and research practices, the University has:

- Continued to enhance gender equality initiatives beyond the traditional STEM domain of Athena SWAN to promote initiatives such as the Stonewall Equality Index and to participate in the Aurora programme.
- Publicised and implemented the QMU REF Equality Code of Practice.
- Committed to act on the feedback and comments from the HEFCE Equality and Diversity Panel.
- Secured an institutional Athena SWAN Bronze award, and is now working towards maintaining that award.
- Secured an Athena SWAN Bronze award for the Division of Nursing.
- Implemented the Vitae Researcher Development Framework and Planner with a section on Equality and Diversity in Research Careers.
- Actively participated in Vitae's Every Researcher Counts Project
- Introduced Maternity coaching to support researchers in their careers pre and post maternity leave.
- Put in place campus based "inspiring women case studies" to showcase positive female role models across a range of positions within the workplace.

Policy in the areas set out above is intended to create a differential impact and to encourage activity toward equality goals.

In terms of gender balance of members on the University Court, During Session 2018-19, the gender balance of membership of Court was 57% female and 43% male. Equality Monitoring has been introduced for all Court members.

In terms of the appointed Lay governor membership, the balance is 62% female, and 38% male. Other groups should not adversely affected, but care will need to be taken to ensure that people with other protected characteristics are not disadvantaged by such actions.

In terms of students, the OA commits the University to:

SEXUAL ORIENTATION



- Ensuring that recruitment, admission, progression, retention and attainment of students drawn from a wide range of backgrounds is maximised.
- Increasing the %age of males applying to study Nursing and applying to studying Psychology to address student gender imbalance.
- Increasing the %age of males enrolled to study Nursing and to study Psychology to address student gender imbalance.
- Achieving a retention rate of at least 92% returning to year two rate by 2020 for identified OA groups of full-time Scottish domiciled entrants, including Male Entrants.

Policy in the areas set out above is intended to create a differential impact and to encourage activity toward equality goals. Other groups should not adversely affected, but care will need to be taken to ensure that people with other protected characteristics are not disadvantaged by such actions.


While there are no specific outcomes in terms of sexual orientation, the OA commits to enhancing the student experience by creating and promoting an inclusive learning environment. This applies to recruitment and admissions, to the curriculum, teaching and assessment, to welfare and support services, and to staff development and training. This approach embraces each of the protected characteristics. Work in this area is not likely to have an adverse effect on other groups, but rather, will promote further an inclusive learning and teaching environment and raise persistence levels and attainment across all groups.

In terms of staff, the OA states clearly that policy and practice of the institution requires that all staff are afforded equal opportunities within employment, and that entry into employment with the institution and the progression within employment will be determined only by personal merit and the application of criteria which are related to the duties of each particular post and the relevant salary structure. The OA commits the University to continuing to monitor, evaluate and publish pay data by protected characteristic, including gender. This will not have an adverse effect on other groups, but will encourage activity towards equality goals.

NOTES:

The QMU Outcome agreement commits the University to an Increased %age of Scottish domiciled undergraduate MD20 entrants from a baseline of 10% in 2016-17 to 15% by 2019-20. There is a commitment also to guarantee offer of admission to any LEAPS, SHEP or SWAP applicant who has the potential to meet minimum entry requirements for their chosen programme of study. Policy in this area is intended to create a differential impact and to encourage activity toward equality goals ie in terms of mature entrants (age) and in terms of income. As the total number of Home/EU UG students funded is capped, there is potential for a perception that other demographic groups are being disadvantaged, or adversely affected, by these policy approaches.

| Section 4 – Outcome and sign off   |  |   |
|--|--|---|
|  | Comments   | Additional Notes  |
| Are there any risks associated with the policy (that may create a differential impact?)  | Comments in Section 3 apply. Risks identified include perception of inequality arising from positive action in relation to some groups. This should be monitored and evaluated as part of the Action Plan for the Mainstreaming Report and Equality Outcomes, but also as part of the Annual OA evaluation.  | Risk adverse impact refers to what could happen if the adverse impact happened. What could happen if the differential impact of the policy is left unaddressed? |
| If so, could these risks lead to an adverse impact on a protected group/s?   | There is a risk that a focus on gender could have an adverse impact on other protected characteristic groups. This should be monitored and evaluated as part of the Action Plan for the Mainstreaming Report and Equality Outcomes, but also as part of the Annual OA evaluation.  | If the policy's differential impact suggests an adverse impact, which equality group does this refer to?  |
| Can this adverse impact be justified, for example: on the grounds of promoting equality of opportunity for one protected groups or any other reason?   | Comments above apply.  | Is the adverse impact acceptable in terms of the promotion of specific duties? ie there may be acceptable business reasons for the adverse impact.              |
| <b>OUTCOME RECOMMENDED</b><br><b>RECOMMENDED OUTCOMES:</b> No major changes required, Adjust the policy (with recommendations), Continue the policy (with adverse impacts justified) or Stop and remove the policy | <p>No major changes required. There are no adverse impacts in terms of protected characteristic groups. The OA include specific outcomes that are designed to better advance equality of opportunity; and positively affect relations between different groups.</p> <p>Adverse impact is suggested as being possible in terms of impact of Outcomes relating to SIMD 20 and other specific widening access groups (guaranteed offers</p> | Please state the outcome suggested with reasoning.  |

|   |  |                           |
|---|--|---------------------------|
|   | LEAPS/SWAP/SHEP).<br><br>However, it is suggested that any potential adverse impact is justified in terms of the equality outcomes being sought. |                           |
| Date EQIA completed                       | February 2019  |                           |
| Date for future review                    | March 2020   | This is normally 3 years. |
| Name of person responsible for EQIA       | Irene Hynd, University Secretary<br>Secretary to the University Court<br>Convener of the Equality and Diversity<br>Committee                     |                           |
| Signature<br>(can be electronic)          |   |                           |
| COMMENTS OF EDC<br><br>DATE: 7 March 2019 | Approved by EDC 7 March 2019   |                           |



## Annex A: SFC Outcome Agreement Targets for 2019-20 to 2021-22

- \* denotes priority measure  
 \*\* denotes retention figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

|   | 2017-18<br>baseline | 2019-20<br>Projection | 2020-21<br>Projection | 2021-22<br>Projection |   |
|---|---------------------|-----------------------|-----------------------|-----------------------|---|
| <b>Scottish Government strategic priority: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of the CoWA and addressing gender balance</b> |                     |                       |                       |                       |   |
| <b>Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing</b>  |                     |                       |                       |                       |   |
| Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing  | 48.2%               | 60.9%                 | 61.9%                 | 61.9%                 | * |
| <b>Measure 2: Deprivation - The proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes</b>  |                     |                       |                       |                       |   |
| 2a: Proportion of SDUEs from 20% most deprived postcodes  | 9.9%                | 14.9%                 | 14.9%                 | 16.0%                 | * |
| 2b: Proportion of SDUEs from 40% most deprived postcode   | 29.1%               | 27.9%                 | 27.9%                 | 27.9%                 |   |
| 2c: <b>Additional CoWA target:</b> proportion of <b>full-time first degree</b> SDUEs entrants from the 20% most deprived data zones   | 9.9%                | 15.0%                 | 15.0%                 | 15.9%                 |   |
| <b>Measure 3: SHEP Schools - The proportion of Scotland-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education)</b>              |                     |                       |                       |                       |   |
| Proportion of SDUE from SHEP Schools  | 5.4%                | 9.2%                  | 9.2%                  | 9.2%                  |   |
| <b>Measure 4: Protected Characteristics - The proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers</b>                                       |                     |                       |                       |                       |   |
| Male Proportion   | 26.4%               | 25.0%                 | 25.0%                 | 25.0%                 |   |
| Female Proportion   | 73.3%               | 75.0%                 | 75.0%                 | 75.0%                 |   |
| Under 21 Proportion   | 65.4%               | 70.0%                 | 70.0%                 | 70.0%                 |   |
| 21 and over Proportion  | 34.6%               | 30.0%                 | 30.0%                 | 30.0%                 |   |
| Proportion – BME  | 9.0%                | 6.0%                  | 6.0%                  | 7.0%                  |   |
| Proportion – Disability   | 19.3%               | 14.9%                 | 14.9%                 | 14.9%                 |   |
| Proportion - Care Experience  | 1.0%                | 1.9%                  | 1.9%                  | 1.9%                  | * |
| <b>Measure 5: Retention by Protected Characteristics - The proportion of full-time first year Scotland-domiciled entrants from different characteristic groups returning to study in year two</b>             |                     |                       |                       |                       |   |
| Proportion MD20 retained  | 81.6%               | 92.0%                 | 92.0%                 | 92.0%                 | * |
| Proportion MD20/40 retained   | 88.8%               | 91.5%                 | 91.5%                 | 91.5%                 |   |
| Proportion of Males retained  | 87.2%               | 92.0%                 | 92.0%                 | 92.0%                 |   |
| Proportion of Females retained  | 91.1%               | 92.1%                 | 92.1%                 | 92.1%                 |   |
| Proportion of Under 21s retained  | 90.8%               | 92.1%                 | 92.1%                 | 92.1%                 |   |
| Proportion of 21 and over retained  | 87.7%               | 91.9%                 | 91.9%                 | 91.9%                 |   |
| Proportion retained – BME   | 91.8%               | 91.5%                 | 91.5%                 | 91.5%                 |   |
| Proportion retained – Disability  | 91.7%               | 92.4%                 | 92.4%                 | 92.4%                 |   |
| Proportion retained - Care Experience   | 25.0%               | 86.7%                 | 86.7%                 | 86.7%                 | * |

|  |            |            |            |            |
|--|------------|------------|------------|------------|
| <b>Scottish Government strategic priority: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy</b> |            |            |            |            |
| <b>Measure 6: Retention - The proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two</b>  |            |            |            |            |
| Proportion retained  | 90.0%      | 93.0%      | 93.0%      | 93.0%      |
| <b>Measure 7: Satisfaction - The difference (+/-) from the individual institution's benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey</b>   |            |            |            |            |
| % Satisfaction   | 82%        | 84         | 84         | 84         |
| <b>Measure 8: STEM - The proportion of Scotland-domiciled undergraduate entrants to STEM courses</b>   |            |            |            |            |
| Proportion of SDUE to STEM courses   | 16.1%      | 13.2%      | 13.2%      | 13.2%      |
| <b>Measure 9a: Graduate Destinations - The proportion of Scotland-domiciled graduates entering positive destinations</b>   |            |            |            |            |
| Proportion of graduates in positive destinations   | N/A        | N/A        | N/A        | N/A        |
| <b>Measure 9b: Graduate Destinations - The proportion of Scotland-domiciled full-time first degree respondents entering professional occupations</b>   |            |            |            |            |
| Proportion of FT first degree respondents in professional occupations  | N/A        | N/A        | N/A        | N/A        |
| <b>Scottish government priority: internationally competitive and impactful research</b>  |            |            |            |            |
| <b>Measure 10: The number of research postgraduate students</b>  |            |            |            |            |
| RPG students   | 85         | 100        | 100        | 100        |
| <b>Measure 11: Total income from the UK Research Councils</b>  |            |            |            |            |
| RCUK income  | £271,000   | £300,000   | £300,000   | £300,000   |
| <b>Measure 12: Total research income from all sources</b>  |            |            |            |            |
| Research income  | £1,954,000 | £2,300,000 | £2,600,000 | £2,600,000 |
| <b>Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry</b>   |            |            |            |            |
| <b>Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs</b>  |            |            |            |            |
| Innovation Vouchers (IVs)  | 4          | 9          | 11         | 13         |
| Follow-on IVs  | 0          | n/a        | n/a        | n/a        |
| <b>Scottish Government priority: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance</b>  |            |            |            |            |
| <b>Measure 14: Carbon - Gross carbon footprint</b>   |            |            |            |            |
| Tonnes CO2e  |            | n/a        | n/a        | n/a        |



## Outcome Agreement between Queen Margaret University and the Scottish Funding Council for AY 2019-20

### On behalf of Queen Margaret University:

Signed:

Print name: Dr Richard Butt

Position: Acting Principal

Date: 7.8.19

Signed:

Print name: Dr Frances Dow

Position: Chair

Date: 7.8.19

### On behalf of the Scottish Funding Council:

Signed:

Print name: Karen Watt

Position: Chief Executive

Date: 2 August 2019