



University  
of Glasgow

# INTERIM OUTCOME AGREEMENT 2020–21 January 2021



## Foreword from the Principal

At the University of Glasgow, our mission is to unleash the potential of our world-changing community via a learning, teaching and research environment that is diverse, inclusive, creative and collaborative.

While we remain firmly wedded to these values, this last year has tested us in ways few could have predicted. As this Interim Outcome Agreement reflects, the pandemic has impacted the full scope of our operations, requiring us to learn new ways of working and to address an unprecedented set of challenges.

It is a testament to our University community that, together, we have met the adversity of the last twelve months. Our response to the pandemic has demonstrated the extraordinary commitment, resilience and inventiveness of our staff and student body.

At a national level, the University of Glasgow has worked closely with other universities, public health experts and officials from the Scottish Government, UK Government and the SFC to ensure an effective response to the pandemic. From managing one of the UK's Lighthouse Labs, to developing a range of ground-breaking Covid-related research projects, to supporting the trialling of Oxford/AztraZeneca vaccine, the University continues to play a major role in the fight against the virus.

We have brought this same determination and focus to our wider activities around student outcomes. Despite the challenges presented by Covid-19, we continue to exceed our MD20 and MD40 targets. Indeed, our intake in each cohort is now at record levels.

This is supported by a continued expansion of our widening participation agenda. I am particularly pleased to report a near doubling of the intake to our 2020 Summer School – enabling 840 students to progress on to the University and other HEIs. Similarly, we are delighted to have partnered with the University of Edinburgh and the educational charity IntoUniversity to launch *IntoUniversity Scotland* – a novel, whole-community approach to WP taken forward via three community-based centres in Govan, Maryhill and Craigmillar.

During this emergency period the University has also provided secure accommodation to several care experienced school pupils and students whose home situation had become untenable. We have also offered every vulnerable student within our community £1,500 to aid living costs, repurposed our laptop loan scheme to support students without home computing facilities and expanded access to our hardship fund – distributing over £1.6million to students in need.

But we recognise that the burden of the pandemic has manifested itself in ways far beyond the financial. Accordingly, additional resource has been directed towards our mental health and wellbeing support services and we continue to pilot new forms of student support within our Schools and Colleges.

More broadly, the University's pre-Covid commitment to increased engagement with blended and distance-learning approaches provided a platform from which we could rapidly upscale our online activity and move teaching and assessments online.

To support this, the University invested in additional IT capacity, utilised software to create virtual laboratory environments and created a suite of resources to support staff deliver teaching online. In addition, we digitalised library resources, enabled students to practice the process of downloading exam papers and created a 24-hour helpdesk during the exam diet.

The University also developed a comprehensive range of assessment support measures to support students in their studies and mitigate against the impact of the pandemic. We also activated a programme of support for researchers including fee-waived extensions to thesis submission deadlines and stipend extensions of up to 6 months, alongside access to an enhanced hardship fund.

These are just some of the ways that we have acted to meet the challenges of the moment and this Interim Outcome Agreement offers further detail on the wide variety of initiatives the University have developed during AY 2020-21.

Of course, as a world-leading university we recognise our broader obligation to building back from the pandemic. We are, for instance, an integral part of the Glasgow Riverside Innovation District and we will continue to take forward ambitious projects from our Campus Development Programme to the “Living Lab” initiative, which has attracted significant support from UKRI’s Strength in Places Fund.

The University will also continue to play our part in the sustainability agenda through our own plan to be carbon neutral by 2030, bold new research initiatives such as the Centre for Sustainable Solutions and by collaborating with stakeholders and partners around COP26 and the broader fight against climate change.

While the future remains uncertain, this Interim Outcome Agreement outlines the University’s comprehensive response to the challenges sparked by Covid-19. Despite the tremendous difficulties of the last twelve months, in many ways the pandemic has strengthened our institutional focus and the bonds that bind our community of world-changers together.

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

**Professor Sir Anton Muscatelli**  
**Principal and Vice-Chancellor**

## Funding Position

Any ambitions set out in this document which stretch beyond 2020/21 assume that funding levels and the funding regime remain broadly similar to current arrangements.

With the SFC's review of Coherent Provision and Sustainability underway, and the impacts of COVID likely to be felt for years, we are conscious that a review of these ambitions will be necessary as funding levels and the underlying regime change.

## Section 1: Outcomes for Students

Outcomes & Measures/Indicators of Success	SFC Expectations / UofG Actions and Outcomes
<p><b>Fair Access and Transitions</b> Education is accessible to students from all backgrounds and students are supported through successful pathways.</p> <p><b>Core Associated National Measures:</b></p> <ul style="list-style-type: none"> <li>- Total Number Scottish Domiciled Undergraduate Entrants (SDUE)</li> <li>- Proportion of Full Time, First Time SDUE from SIMD20 postcodes (CoWA measure)</li> <li>- Number of SDUEs with Care Experience</li> <li>- Articulation</li> </ul>	<p><b>People from deprived areas are supported to have fair access.</b></p> <p>UofG has worked consistently with SFC, Scottish Government and the broader sector to implement the CoWA agenda. We have met or surpassed all our targets in recent years (MD20, MD40, CoWA MD20), while increasing our intake annually against each. We continued this progress, exceeding our 2020/21 MD20 / 40 recruitment figures, despite the difficulties of Covid: 15.7% MD20 and 30.5% MD40 against targets of 13.8% and 27.5% respectively; 14.7% FT MD20 entrants against a CoWA target of 13.8%. These are our highest ever figures achieved for each target. They were reached by enhancing our WP provision on every level and utilising our partnerships with schools and LAs to maintain provision and compensate for the particular impact of Covid felt by those residing in MD20/40 areas: a wholesale online pivot of our suite of WP in-school and summer programmes; further lowering of our adjusted offers and Access Thresholds via our WP contextualised admissions; stepping up our provision for vulnerable learners. Hardship funds and equipment loan schemes have been made available with priority for WP students.</p> <p>Of particular note, we nearly doubled student numbers on our 2020 Summer School to 877, with 737 and 103 progressing to UofG and other HEIs respectively, a significant contribution to the whole sector. We used Summer School performance in lieu of Higher Grade results, giving applicants control back over their own results and the confidence to accept Glasgow as their destination of choice. We have maintained this approach for 2021-22, (see <a href="https://www.gla.ac.uk/study/wp/adjustedoffers/adjustedentry/">https://www.gla.ac.uk/study/wp/adjustedoffers/adjustedentry/</a>), ensuring access to HE remains within their reach in this most difficult year, including more vulnerable WP learner groups, not necessarily picked up by the SIMD measure: care-experienced; estranged; carers; asylum seekers; refugees. We guarantee adjusted offers to all these groups and recognise they are equally or more eligible in terms of disadvantage and deprivation. We signed the Stand Alone Pledge in 2016, signed the Armed Forces Covenant in 2017, achieved the Carers Trust Going Higher Award in 2020 and are currently working towards achieving University of Sanctuary status in 2021.</p> <p>This work is not straightforward. As a civic-facing, global, top 100, research-intensive institution, we attract very high levels of applications from all sections of Scottish society, RUK, Europe and internationally. We have to maintain a balance to meet the needs of each learner within a diverse student body. Within this approach, widening access holds a prominent place. We have worked hard over the years to build our provision for learners living with disadvantage or in complex circumstances and to make our institution open and welcoming for all learners. We are satisfied that the multiple approaches we have taken have shown real impact for UofG and the sector more broadly, but we recognise we still have further to go to achieve complete parity. We pledge to continue to work towards this ultimate aim.</p>

**People with experience of care are supported to have fair access.**

Our bespoke provision for care-experienced learners has been in place since 2007, when we achieved the Buttle UK Quality Mark. We develop and strengthen this on an ongoing basis, as outlined in our Corporate Parenting Plan, with the participation of UofG care-experienced students, see <https://www.gla.ac.uk/study/wp/care/careexperience/>. We have two First Points of Contact for care-experienced learners, one of whom chairs the Care Experienced, Estranged and Student Carers West Forum (CEESCWF), leading and promoting collaborative work across all HEIs and FECs in the west, and working jointly with the equivalent east of Scotland body - major contributions to national SFC and Scottish Government Widening Access policy and targets. We have membership of the SFC Care Experience Governance Group and Stand Alone Stakeholder Group Scotland and fully support the SFC National Ambition for Care-Experienced Students and commitment to fulfilling CoWA recommendations 21-23. Our provision is widely promoted with schools, pupils, parents, carers, teachers, Local Authorities and third sector organisations. Highlights include:

- Guaranteed offers of entry at Access Thresholds for care experienced applicants since 2010, leading the way and predating the pledge made in 2019 by the sector to do so. These offers are accompanied by free participation in the UofG Summer School, access to Care Leaver Bursaries and other financial, academic and pastoral support.
- 365-day a year accommodation
- Priority access to student counselling and disability services and other support services, e.g., Careers Service to plan post-degree opportunities).
- Students can self-identify as care-experienced, estranged or carers upon registration at UofG and at any point during degree study. This is a more accurate source of information than via the UCAS tick-box, providing more than double the numbers of students self-identifying. On this basis, we aim to increase care-experienced entrants year on year.
- We liaise and work in partnership with third sector organisations as appropriate, e.g., Who Cares? Scotland, MCR Pathways, CELCIS.
- Our Student Representatives Council work closely with our Widening Participation team to arrange events for care experienced and estranged students, building towards something akin to a support community.

During lockdown, we stepped up this support, giving every vulnerable student £1,500 to aid living costs and priority access to further financial support thereafter. We provided secure accommodation in University residences for several care experienced or estranged school pupils and students, whose home situation had become dangerous or untenable, at no cost to these most vulnerable students and with full subsistence provided. This remains in place as required and is an excellent example of the cross-University approach we take to this provision mobilising to act swiftly in emergency situations.

**Prior learning is taken into account in the student's journey.**

SFC pump-prime funding enabled the creation of our HNC Articulation Programme with FE College partners in 2018-19, which is introducing new routes for targeted WP learners to enter year 2 with full advanced standing, in a breadth of subjects and for an increasing numbers of learners, not previously seen at UofG. This has been conducted via an evidence-based, controlled methodology, which fulfils the recommendations of COWA in placing the needs of the individual learner at the forefront of the process, providing alternative routes of entry, while bringing benefit to both UofG and our college partners. Our first bespoke HNC ran in one college in 2018-19; 13 bespoke HNC programmes will run in 2021-22 in 7 colleges. Targeted via WP criteria, we have radically evolved our Access Thresholds for the target subject areas. While ensuring applicants have a high enough standard of knowledge in requisite subjects to ensure success on degree course, we are utilising existing college entry requirements for entry to the HNC courses - typically two Highers - opening up study within UofG to a significantly wider audience of target WP students. Entrants with Advanced Standing doubled from 2019 to 2020 and we anticipate this increase will continue, despite Covid disruption to recruitment on several HNC programmes.

We have maintained and increased the number of Access courses we run within UofG and in partnership with SWAP, from which we recruit adult returner learners to every subject area. Our Head of WP currently chairs SWAP West, contributing to regional and national aims and provision.

UofG accepts all Foundation Apprenticeship courses as the equivalence of one Higher Grade at A and maintains a policy of offering year 2 entry to some courses for pupils applying with three Advanced Highers at A. Our BSc (Hons) in Software Engineering Graduate Apprenticeship has run since 2019 and we actively participate in the Modern Apprenticeship programme, facilitating progression of employees via this route.

By these methods, facilitating such a breadth of routes of entry to study and work within UofG, accepting a wide variance of qualifications and operating an Admissions policy which treats WP entrants separately from the standard entrant cohort, we continue to ensure equity at point of entry and to retain and enhance the flexibility of entry routes and entry points to degree study at UofG.

**Transitions and pathways for students are supported and signposted.**

We disseminate our WP provision, including our outreach, contextualised admissions approach and support for vulnerable groups widely, to ensure schools, colleges and prospective applicants are fully aware and can take advantage of these opportunities. We send hard copy Adjusted Entry Requirements brochures, clearly outlining our

Access Thresholds, to every secondary school and Local Authority in Scotland, and our adjusted offers for WP applicants are outlined in full online and in our University Prospectus.

We attend events in schools and colleges for pupils, students, parents and carers, delivering presentations on application to college and university and holding AIG sessions. Our Adjusted Entry Requirements brochures are distributed at these and other sectoral events, e.g. UCAS Fairs, to ensure our WP Admissions Policy and use of Access Thresholds is widely publicised. We host an annual WP Admissions Conference at UofG for teachers and Local Authorities to discuss our WP Admissions Policy and how Access Thresholds work, involving Admissions Officers from every subject area across the institution. To mitigate the loss of in-person attendance during Covid, we pivoted this provision online, sending presentations to all schools and pupils with whom we engage, to also enable parent/carer engagement. We worked closely with SWAP during the spring 2020 lockdown to ensure Access students were fully aware of all options. We use feedback and comment from all these avenues to help inform and shape our WP provision, ensuring outreach work is current and relevant Access Thresholds are set at a level appropriate for our target audiences, including Higher Grades for pupils and Student Profile grades for adult returner applicants via SWAP and our own UofG Access programmes.

We take pride in our work being a true embodiment of widening participation, engaging with learners throughout their entire learner journey: pre-entry, application, admission, transition, on-degree, graduation, and beyond. This broad approach allows us to work with any eligible learners across the very large west of Scotland area

**Institutions work with schools and local communities to support successful pathways for students.**

We have a long-established portfolio of bridging or pre-entry programmes, which is the broadest and most far-reaching in the sector. We maintain, develop and expand this as appropriate, facilitating programmes individually and in collaboration. Partners include: 14 Local Authorities; 160 secondary schools; FOCUS West (SHEP) (UofG hosted from 2013-17); SWAP West; the Reach HEIs (UofG facilitates this programme for the west of Scotland); other HEIs; FE Colleges; third sector partners, e.g. the Sutton Trust, Santander Universities, the Robertson Trust, ICAS, Carers Trust, Who Cares? Scotland, MCR Pathways; alumni and philanthropic donors. To be fit for purpose, we ensure our widening participation programmes fulfil three main functions for underrepresented groups, considering study at UofG or elsewhere:

- 1) Promote aspiration for and awareness of routes and pathways to HE study.
- 2) By rigorous academic engagement, enhance pre-entry attainment and prepare applicants for the transition to HE, retention and degree completion, and a successful student experience.
- 3) Provide an access route for applicants to gain entry via Contextualised Admissions progression agreements at Access Thresholds to every subject area at UofG and beyond.



We combine funding from different sources, including: UofG core; SFC national programme; LAs; philanthropic and alumni, third sector, to create an economically efficient model of engagement to cover the west of Scotland and beyond. The philosophy behind our approach is to facilitate programmes which can engage every target institution, group and learner. We operate innovative and efficient delivery models, utilising a body of 100 professional WP Tutors and combining online, in-person and blended learning options, to reach anyone who may harbour aspirations to enter HE, whether in inner-city or remote and rural areas. (This multiple delivery approach enabled us to quickly pivot fully online to mitigate the Covid lockdown.) Our programmes are all multi-exit programmes. We work with all target learners, no matter their intended destination for HE or FE study. In this way, we aid the broader sector and national entrant and retention targets by working with pupils / adult learners who will progress to university or college across the country. Our Top-Up and Summer School Programmes were highlighted as examples of best practice for the sector by CoWA in combining high quality outreach with contextualised admissions offers.

In 2019-20, we engaged with over 25,000 pupils and adult learners. Despite the impact of Covid, we judiciously utilised uplifts in funding granted by SFC for Reach and SHEP, supplemented by increased LA funding to expand further. Reach West now engages with all 160 secondary schools across 14 LAs in the west and north-west of Scotland, an increase of 46 schools from 2018-19. Our Top-Up Programme expanded from 74 to 95 secondary schools, working jointly with FOCUS West and LAs. These programmes are the main widening access programmes for the west of Scotland and we conduct significant outreach work for other HEI partners across Scotland, preparing students for entering their institutions and negotiating Admissions agreements to enable this. We created and have facilitated the cross-sector Admissions Progression Agreements for FOCUS West (SHEP) since 2002. We direct and facilitate the admission of high numbers of entrants to other HEIs via our pre-entry WP programmes. We do not receive any credit for this in terms of Outcome Agreement targets, but it is the correct way to conduct widening access, with learner choice at the forefront. We shall maintain and increase all our widening access provision, retaining our prominent position within the sector.

An exciting new initiative we are launching this year, in partnership with the educational charity IntoUniversity and the University of Edinburgh, is IntoUniversity Scotland, opening three community-based centres in Govan, Maryhill and Craigmillar, areas with the highest and most deeply ingrained levels of deprivation. The centres will engage with target WP pupils aged 7-18 across their entire learner journey, via a novel whole-family and community approach, which will involve local schools, community groups, FE colleges, business and industry. We shall report on progress in future reports, but a cross-University approach internally, involving academic, central service and student support service areas, combined with another new strong external partnership approach, promises exciting and impactful developments ahead.

	<p><b>This work is equality impact assessed.</b></p> <p>All policies and processes in relation to access are EIA in the appropriate timeframe.</p> <p>Our work via the Reach and Top-Up Programmes (the latter via SHEP) is equality impact assessed in line with SFC conditions of funding. Our WP provision as-a-whole disadvantages no group within society, seeking only to equalise entry, retention and student success.</p>
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## **Quality, Learning, Teaching and Participation**

Students get a high-quality, safe and supportive learning experience that enables them to succeed in their studies and they find it easy to participate and engage in their educational experience.

### **Core Associated National Measures:**

- Retention.
- No. of Scottish domiciled qualifiers at undergraduate level.
- National Student Survey.

### **People have the necessary meta skills and attributes to succeed.**

We have reviewed our approach to recognising graduate attribute development and will continue strengthening the existing matrix ([https://www.gla.ac.uk/media/Media\\_183776\\_smxx.pdf](https://www.gla.ac.uk/media/Media_183776_smxx.pdf)) by building in reference to digital skills and meeting the needs of the economic recovery.

Working in partnership with the student bodies, we will promote the approach to students through a range of initiatives. We have also created related resources to support embedding of skills in the curriculum (<https://www.gla.ac.uk/myglasgow/leads/goodpractice/graduateattributes/>).

The new 2021-25 Learning and Teaching Strategy places an emphasis on the need for disciplinary and generic skills acquisition and makes a commitment to embedding new approaches for developing these and recording these to enhance and demonstrate students' professional development.

### **There is quality online and repurposed blended learning.**

The University's pre-Covid commitment to increased engagement with blended learning approaches and fully online approaches (e.g. MOOCs and fully online distance learning), provided a platform from which to rapidly upscale our online activity during the pandemic and to undertaking the vast majority of assessments (including exams) online. We have continued to offer almost all of our courses for 2020-21. To support this, the University increased provision of remote desktop access to specialist software, purchased laboratory software to create online laboratory environments, augmented provision of online educational tools to support interactive online classes, created a suite of resources for staff who teach and support learning (<https://www.gla.ac.uk/myglasgow/anywhere/#learningandteaching>) (with others on our internal virtual learning environment), delivered staff 'upskilling' sessions throughout June – September, created new helpdesk and support arrangements, invested in additional server and IT capacity to support the increase in online / remote working, and rolled out rapid use of MS Office 365 functionality to support staff collaboration. Library resources – including archive materials – were digitised where possible and the Library created a virtual reading room to enable students to continue to interact through digitally enabled means, with special collections.

On campus study spaces were made available with appropriate safety measures in place, including access control, enhanced cleaning, ventilation and reduction in capacity, to ensure student and staff wellbeing. Occupancy levels have been strictly controlled to reflect government guidance and students supported to access resources safely. Student feedback has indicated that access to personal study space in the University Library was regarded as a "life-line service".

Students were supported in this transition to new ways of learning. Guidance for students on studying remotely is available through the Glasgow Anywhere resource and space in our Virtual Learning Environment (VLE) is available for them to practice the process of downloading online exam papers and uploading mock answers, allowing them to assess the adequacy of their home IT equipment (<https://www.gla.ac.uk/myglasgow/anywhere/#learningandteaching>).

We undertook surveys with students to evaluate their readiness for engaging online, extended hardship funding to allow students to buy IT equipment, repurposed our laptop loan scheme to support students who lacked their own home computing facilities, created 24-hr helpdesk arrangements during exams, and have altered our approach to seeking student feedback so we can more readily have a sense of the students' experiences. Choices concerning technology use for teaching and for exams were made taking account of students' variable access to high-speed broadband and the differential data costs for students.

Our student facing academic support (study skills support) moved to online delivery within days of lockdown, so that there was no break in provision for supporting students during their dissertation, and that provision has continued online with high levels of demand. Further resources were created to support preparation for study and in particular to support international students already in Glasgow but for whom studies would not begin until January. These resources were a combination of study skills and some disciplinary-specific content. Also important has been the provision of guidance for student on how to engage with learning online – a form of 'netiquette' – so that they can be comfortable learning in an online environment where they were not previously accustomed to doing so.

Student engagement with exams in April/May 2020 and December 2020 was high. Both exam diets involved around 40K exam instances (students x exams) and in both cases, fewer than 2% of students raised queries through the helpdesk. Our experience thus far, suggests that the approach has been inclusive, and that fewer queries have been raised during online exam diets than in traditional on-campus exams.

**Students are supported in their mental health and wellbeing.**

The University's health and wellbeing service has been restructured during the last 12-18 months, and services have been reviewed. New forms of student support embedded within academic Schools have also been piloted. This approach places more emphasis on promoting wellbeing and on triage. Thus far, it is proving effective and student feedback is positive. Demand for mental health and wellbeing support has increased during the pandemic, and waiting lists for specialist support have increased, but resources have been increased accordingly and remain constantly under review. The new student support officer roles piloted during 2019-20 are currently being reviewed



with a view to wider roll-out across the University as an element of the restructuring and reprovisioning of the service. Other commitments were made during the year to support students studying remotely. All student-facing health and wellbeing services offered support online and continue to do so because of the Pandemic. It is possible that longer-term, we will retain a blended model of service provision.

In addition, we have created a package of support for isolating students. We undertook regular welfare checks on around 2,500 students over the first term and for the hundreds who remained in Glasgow during the Christmas and New Year holidays. We delivered over 10,000 hot meals (at a cost of c. £100k) and celebrated countless birthdays whilst students were isolating. Residents groups and a programme of physical and online activities were developed to maintain morale and student wellbeing. A team of over 100 staff volunteers have spent time in halls and on phones in support of our student community.

The University created a 'no-detriment' policy relating to assessment and degree awards (<https://www.gla.ac.uk/myglasgow/senateoffice/policies/assessment/codeofassessment/covid19regulationchanges/>) This policy was designed with input from students, and was communicated to all students with accompanying videos explaining how the policy would be applied in the calculation of their grades and degree awards. Furthermore, the University revised its approach to 'good cause' (mitigating circumstances) and removed the need for students to submit any form of good cause claim; the approach taken was on the basis of the presumption that all students would have been adversely affected by the extreme circumstances that prevailed in the period from March until the formal end of the academic year in September 2020. These developments were designed to acknowledge the impact on students, to maintain standards, and to support students comprehensively in their studies.

The University also launched a new Student Newsletter which has featured student stories of studying during lockdown, has included a focus on wellbeing support, and has pointed to resources internally and externally to help student mental health and wellbeing, including the SRC's Isolation Toolkit.

**Students have their voice heard and valued, and influence their educational experience.**

[Glasgow University Students' Representative Council](#) is an independent, student-led organisation which is recognised as the representative body for the students registered at The University of Glasgow. In the 2019 [Enhancement-led Institutional Review \(ELIR\)](#) the University of Glasgow was commended for a "strong and productive relationship with the Students' Representative Council... both on formal committees and on the range of strategic projects underway."

	<p>As reflected in this feedback, the Student Voice has been integral to many of the actions, plans and policies described in this document and in the developments that have been introduced in response to the pandemic.</p> <p>Although the SRC are ordinarily embedded within the University’s decision-making processes, the extent of their involvement in the Covid response took that involvement yet further. The SRC have been present in daily communications meetings with the Principal, Chief Operating Officer and other key stakeholders in the University, were directly involved in the development and approval of the University’s No-detriment Policy (mentioned above), meet multiple times per week in a range of different meetings with the Vice Principal and Clerk of Senate and with the Vice Principal Learning and Teaching to discuss and agree approaches to: exam management, student guidance, registration and enrolment, communications with students, student feedback on their experiences of learning remotely, and even the design of exam templates and instructions within the VLE. Both outgoing and incoming SRC officers were involved in weekly (then fortnightly) extraordinary University Learning and Teaching committees from April – September, co-authored guidance for students and staff, and contributed fully to discussions about plans for on-campus and online preparations and teaching. The University also worked with the SRC to create weekly pulse surveys that we ran for the first time from September 2020. These surveys addressed a range of issues from student wellbeing, access to IT services and equipment, sense of community within their courses and learning with their peers. We are revising this approach both for ongoing use during this period of online study, and with a view to longer term developments in our student engagement strategy. The SRC are involved in all discussions and developments, and indeed were key drivers of the pulse survey approach.</p>
<p><b>Learning with Impact</b> Students are equipped to flourish in employment, further study and to lead fulfilling lives.</p> <p><b>Core Associated National Measures:</b> -Graduate Outcomes (Scottish Domiciled qualifiers in positive destinations, and FT Scottish-domiciled qualifiers employed at ‘professional’ level).</p>	<p><b>Analysis and engagement: There is a good understanding of the needs of business and industry; and Scotland’s economic recovery needs.</b></p> <p>Our team in External Relations routinely undertake evaluations of the needs of business and industry as part of their market intelligence work, however, the activities being undertaken in relation to Corporate Engagement and our Civic Mission, have extended that further in the last year. Additionally, and in response to the SFC upskilling initiative, we have been undertaking focused work on employer needs to inform not only the choices around course offerings as part of this initiative, but to feed into new developments associated with the forthcoming 2021-25 L&amp;T strategy and its focus on student skills (mentioned above). Our SFC upskilling provision during 2019-20 resulted in us having waiting lists for some of the courses (indicative of employee and employer demand) and we will shortly be exploring some bespoke provision for one employer organisation.</p>

**Delivering the right skills: There is a pipeline of appropriately skilled people for the labour market.**

We have been proactive in adapting our curriculum in response to employer needs. There has been an increased provision of mathematical and quantitative skills across programmes and a growth in industry engagement through placements, projects, and guest speaker sessions across disciplines as well as a growth in international experiences. An example of this is the national Q-Step programme introduced a few years ago aiming to drive a step-change in quantitative social science skills, at Glasgow the Q-Step Centre in the School of Social and Political Sciences lead efforts to improve quantitative literacy. The Q-step work has become fully embedded within the College of Social Sciences. A further key development has been the launch of the Software Engineering Graduate Apprenticeship which has proved very successful and attracted excellent student and employer feedback. Collaborative dissertations have become increasingly popular with students, as have service-learning courses and there has been an extension of the work on graduate skills development in the form of employer engagement in project work. A particular example of excellent skills development is the School of Engineering's "Creativity Week" which this year saw circa 470 students in the Kelvin Hall (before the Pandemic) and working with employers on creative problem solving ([https://www.gla.ac.uk/myglasgow/news/newsarchive/2020/20january2020/headline\\_706281\\_en.html](https://www.gla.ac.uk/myglasgow/news/newsarchive/2020/20january2020/headline_706281_en.html)).

**There is appropriate provision to help people upskill and reskill.**

In March 2020 we made the decision to instantly open 20 of our Massive Online Open Coursers (MOOCs) to help learners world-wide during the COVID-19 pandemic. Since then, we have increased this to 34 courses. Courses include Post-Traumatic Stress Disorder (PTSD) in the Global Context, History of Slavery in the British Caribbean, Basic First Aid: How to Be an Everyday Hero and Interpreting for Refugees: Contexts, Practices and Ethics.

We have witnessed 130,000 enrolments to these courses during this period. The top five counties for enrolment are: UK, USA, India, Australia and Canada. Of those who responded, 30.6% were working fulltime, 13.6% were a full time student and 19% either unemployed or looking for work. 70% of our learners are female.

We also offer free access to our MOOCs for all Glasgow learners and staff via FutureLearn campus. This provides both groups with continued access to the course content and a free digital upgrade certificate, even if the course closes when they are studying.

The UofG SFC Upskilling Project has implemented, following evaluation of the pilot and consideration of new guidance:

- Further industry engagement – formalising partnerships with Glasgow Chamber of Commerce and Project Lift (NHS)
  - Including elements of co-design with employers for April courses
- Increased employability/careers support for learners embedded in course content and communications
  - UofG Careers Service ‘e-package’ of support available to all learners
- New interactive learning models: peer-facilitated learning in April courses

The SFC Upskilling Project will launch provision in 2 phases in 2021:

#### Phase 2

5 Courses, all re-running from pilot (July 2020 start date). Teaching began on 18th January 2021 and runs for 10 weeks. Courses are fully online, delivered via FutureLearn.

- Introduction to Management and Leadership in Healthcare - Delivered by: College of Medical, Veterinary and Life Sciences (MVLS)
- Teaching Healthcare Professionals - Delivered by: MVLS
- The Impact of Trauma on Mental Health - Delivered by: MVLS
- Project Management - Delivered by: College of Social Science
- Change Management - Delivered by: College of Social Science

#### Phase 3

- 2 new courses, both demand-led and developed specifically for upskilling.
  - Inter-cultural Competency Skills Training (working title) – Delivered by: College of Social Science and College of Arts
  - An Introduction to Climate Change and Sustainability (working title) – Delivered by: College of Science and Engineering, Centre of Sustainable Solutions
- Teaching begins end-April 2021, for 10 weeks. Courses are fully online, delivered via Moodle.



## **Equalities and Inclusion**

Institutions ensure through effective equality impact assessment that the needs of the diverse student body are considered in every aspect of the student experience.

### **Indicators of Success:**

- Institutions comply with relevant legislation and commit to prioritising action to tackle inequalities.
- Measurable equality outcomes are set (April 2021).
- Equality Impact Assessments are published.
- Action is taken to improve management information (protected characteristic data) with regard to equalities priorities (e.g. harassment, mental health).

## **All students are supported to achieve their full potential.**

The University continues to support the implementation of the [PSED Equality Outcomes set in 2019](#) and is currently consulting on the priorities for 2021-25. Equality outcomes which we know will feature include:

- The University has conducted a significant research project into the experiences of students and staff in relation to racial harassment considering the EHRC report in racial harassment at British Universities in 2019. This research will be launched in February 2021.
- The University has conducted a significant review of provision and support for Disabled students, which will make recommendations in March. The aim of this process is to ensure all Disabled students receive appropriate and timely support, and wherever possible the provision is mainstreamed through University systems.
- Addressing GBV across campus and ensuring the University has the appropriate policy framework and support mechanisms.

Equality Impact Assessments are required for all new policies and initiatives. This year we have reviewed and updated our Accessible and Inclusive Learning Policy and have moved from an opt in Lecture Recording Policy to an opt out policy (approved in June 2020). The move to opt out is in recognition of the educational benefits of increasing access to digital resources that support all students. We have created a suite of guidance to support staff and students to comply with the Digital Accessibility Guidelines (<https://www.gla.ac.uk/myglasgow/digitalaccessibility/>), and this includes a resource on how we can support students with a range of additional needs (<https://www.youtube.com/watch?v=VdSEpaM14H8&feature=youtu.be>). To support staff, we included guidance on digital accessibility within our upskilling programme over the summer (<https://www.gla.ac.uk/myglasgow/anywhere/blendedteaching/upskillingsessions/>).

**Universities to explore how protected characteristics impact on core measures.**

In 2019/20 the University designed and developed a systemic process for collecting, reviewing and addressing actions relating to the protected characteristic data of our student population. This tool allows the organisation to consider reports for different student cohorts (UG, PGT, PGR and by fee status). The protected characteristics are – Age, Disability, Ethnicity, Sex and Sexual Orientation. Within each overarching characteristic, we can compare groups at four key touch points on the student journey:

- Admissions
- Registered Students
- Degree classification
- Positive Graduate outcomes

This analytic tool has taken a year to develop (due to COVID restrictions) and we are now at the stage of rolling this out to the relevant users across the organisation. The tool will allow us to consider trends of student experience across the organisation as it holds 6 years of data and will direct and shape our strategic priorities for supporting the student community.

## Section 2: Outcomes for Research

Outcomes & Measures/Indicators of Success	SFC Expectations / UofG Actions and Outcomes
<p><b>Research Excellence</b></p> <p><b>Indicators of Success:</b>                      - Case studies showing use of SFC research funding to achieve/ work towards greater excellence but with additional emphasis on sustainability/ resilience of HEI's research base; and on contribution to broader recovery.</p>	<p>In Oct 2020 the University released its <a href="#">Research Strategy 2020-25</a> with the mission “By working in teams, building on each other’s ideas and making Glasgow the best place to build a career, our research transforms lives and changes the world”. The Strategy builds on three pillars: (i) Collaboration – working together to tackle bigger challenges; (ii) Creativity – reaffirming the centrality of ideas; (iii) Careers – making Glasgow the best place to develop a career. The purpose of the strategy is to further develop a research environment that promotes excellence and impact and in which the conduct of research is as important as its outcomes. The strategy builds on a substantial body of work, and the current year marks the beginning of its implementation.</p> <p>Glasgow measures the excellence of its research outputs by an institutional KPI composited from three citation metrics and benchmarks these against the Russell Group. This KPI has continuously improved in the period 2015-20 and Glasgow’s comparative position has risen from 12<sup>th</sup> to 9<sup>th</sup> – our target for the year is to further improve this position. As part of REF preparation, we have introduced and continue to use internal assessment processes for evaluating the quality of research outputs using a combination of qualitative and quantitative indicators. In our commitment to open research we are encouraging and tracking the use of <a href="#">CRediT taxonomy</a> for assigning author contributions (currently around 330 outputs have CRediT contributions in our repository) and the percentage of our outputs that are open access (currently second worldwide for institutions with over 10,000 outputs over a four-year window); further details are provided in our <a href="#">2020 Annual Statement on Research Integrity</a>. In 2019-20 new professorial promotion criteria were introduced to introduce parity of credit for research impact and outputs and to require a demonstration of collegiality that helps more staff to excel. The performance and development review process for that year was suspended to reduce pressure on researchers, but these factors will be accounted for in this year’s process.</p> <p>The University retains a strong focus on recovery from Covid-19 and commitment to a sustainable future in all its activities. The University’s research contribution to the pandemic effort is extensive and well-publicized and details can be found <a href="#">here</a>. As a signatory to the Sustainable Development Goals Accord, the University <a href="#">declared a Climate Emergency in May 2019</a> and since then has been developing <a href="#">Glasgow Green</a>, the University’s Climate Change Strategy and Action Plan, which commits us to the ambition of achieving carbon neutrality by 2030. We have started to collect data on the <a href="#">alignment of our research and impact projects with the SDGs</a>, and the University established the <a href="#">Centre for Sustainable Solutions</a> in Apr 2020 as a focus for University action. The University’s new travel policy seeks to take</p>

our learnings on remote working from the pandemic to significantly reduce our research travel footprint, particularly flights.

**Case study – research culture:** Since 2015 we have implemented a series of aligned actions to advance our research culture – a project that spans research integrity, open research, support for careers, and clear and responsible approaches to evaluating research quality. We began in 2015 by undertaking a panel-based external review of each of our ~30 disciplines, with a view to understanding what constitutes a good output (including but not limited to publications) in each discipline, as well as what makes good societal impact and a supportive environment. This 18-month project led to an action plan for each discipline, and a centrally led project to implement what we learned. Together with our community we defined a positive culture as one in which we (i) support each other to succeed, (ii) we recognise and value different contributions to research and (iii) we uphold the highest standards of academic rigour. Our actions (which are embedded in our [5-year culture action plan](#) and more recently in our [2020–2025 University Research Strategy](#)) are aligned to these three key aims. Example projects within this journey include a statement on the use of quantitative indicators in research assessment; modifying our promotion criteria to require collegiality, giving parity of credit to outputs and impact, and requiring evidence of a commitment to open research; launching [research culture awards](#); introducing career tracks for research scientists (to support those staff who don't follow the path of a traditional PI); embedding the CRediT taxonomy in our institutional outputs repository; using our culture survey to check the impact of our actions. All our [resources and outcomes](#) are open for the community to re-use and improve on. To cement these activities, in December 2020 we launched a [Lab for Academic Culture](#), with the aim to enhance both academic research and teaching culture both by implementing local initiatives and shaping sector policies.



## Research Sustainability (includes Collaboration)

Institutions ensure they protect their world-leading research programmes against the impact of COVID-19.

### Indicators of Success:

- SFC will receive regular reporting from each university on the use of their allocation of the one-off £75 million increase in funding to help secure the jobs and training needed to support ongoing and future research work.

The current year sees continuing challenges to the future careers and aspirations of our researchers as well as to normal research operations. Having [signed up to the Concordat for the Career Development of Researchers](#) in April 2020, we have started implementation of our [three-year action plan](#) and expect to provide the first annual report in Sep 2021. Since writing, we have adapted our action plan considering the pandemic. To acknowledge the practical and mental health challenges of the disruption we have provided support in the form of workshops on wellbeing and on the return to campus, two new positions to provide mental health support, a new post to support the implementation of the Researcher Careers Concordat, additional online training and induction resources, and tools to allow PIs to hold career conversations and support supervisors.

We will continue to support our research students through planned modifications to research and, if necessary, stipend extensions. We took the decision to furlough research-funded staff who were unable to work productively, either because of the nature of their research or their personal circumstances. Over 440 of our 1,300 externally funded research staff (e.g. postdocs and RAs) were furloughed, with the University providing the top-up to 100% salary beyond the statutory minimum. This represents a ~£5M investment in ensuring that our projects can be completed, and thus support research careers. For RAs taking the step to independence, we reactivated our LKAS Fellowship Scheme, which commits £100K to external Fellowship applications. Since lockdown we have supported >60 applications, each containing an LKAS commitment of £100K. Many of our activities were directed to COVID-19 research or to front-line duties. Around £3.75M has been used to get these projects back on track, and to mitigate the long-term costs of projects having to be halted. UKRI funds around 35% of our research and an uplift of >£7M from UKRI has allowed us to offer extensions to UKRI-funded projects ending by 31 March 2021 as a first priority, followed by those projects ending 30 Sept 2021.

There is more that we are continuing to do. We know that COVID-19 has affected our community differentially. We want to understand and mitigate this differential impact and in order to do so we have launched several funding schemes. This will represent a ca. £1M investment in helping staff “get back time” to undertake research and are therefore not placed at a career disadvantage compared to peers. We are running workshops in Jan and Feb 2021 to define what good career support, and its evaluation, looks like.

**Case study – mitigating the impact of COVID on PGR students:** Since the start of lockdown, the University’s [policy](#) has been to mitigate the impact of the pandemic on our ~2,500 postgraduate researchers (PGRs) based on the impact that the pandemic has had on individual research projects or on the *ability* of a student to progress their project. The policy applies to all our students regardless of funding source and adheres to the principles agreed by Scottish HEIs via the Universities Scotland RDTc. The impact on PGR projects is being mitigated in three ways: by providing fee-waived

extensions to thesis submission deadlines; by providing opportunities for students to adapt their research to include content that does not require access to e.g. facilities or study participants; and by offering a stipend extension of up to 6 months and access to an enhanced hardship fund. Stipend extensions have been awarded to final-year PGR students due to complete their studies the 12 months to 3 April 2021: 17% of eligible final-year students have applied for, and have been granted, an extension (2.7 months, on average). The allocation shows no bias by gender, FTE, or geographic region of origin. Applications are currently open for students completing between April and September 2021, and students from any year who have experienced additional disruptions; for example, disabled students or those with a long-term illness. SFC funds are supporting stipend extensions (£3.5M) and an uplift to the hardship fund (£0.2M). To acknowledge the practical and mental health challenges of the disruption we have delivered new workshops on wellbeing and on the return to campus, created two new positions to provide mental health support, recruited to a new post to support the implementation of the Researcher Careers Concordat, provided additional online training and induction resources (>400 participants in webinars for COVID-specific programmes alone) and delivered tools to allow PIs to hold career conversations and support supervisors on supporting PGRs with mental health issues. Some resources (such as [PGR@Home](#)) and webinars have been open to researchers outside UofG.

## Section 3: Outcomes for Economic Recovery and Social Renewal

Outcomes & Measures/Indicators of Success	SFC Expectations / UofG Actions and Outcomes
<p><b>Responsive institutions</b> Institutions are responsive to employer and industry needs and to current and future skills requirements.</p> <p><b>Indicators of Success</b> - Successful utilisation of funding such as Flexible Workforce Development Fund (colleges) and Upskilling Funding (universities) and others that become available.</p>	<p><b>Institutions use labour market intelligence to align provision.</b> As noted above under ‘delivering the right skills’ our teams in External Relations work closely on market intelligence as a core part of our business activity, and recent work with Glasgow City Council on innovation and renewal has augmented our activity in relation to economic recovery and renewal.</p> <p><b>Institutions play their part in upskilling and reskilling the existing workforce.</b> Please see comments above under ‘There is appropriate provision to help people upskill and reskill.’</p> <p><b>Institutions help find pathways for people without work to study and move into employment.</b> The first run of our SFC Upskilling Courses showed that they were proving attractive to people without work and those considering a change of career. Unemployed applicants accounted for 12.7% of applications for this first run of courses, with applicants spread across all of Scotland’s 16 postcode areas, illustrating the wide appeal of the initiative.</p> <p>Admissions to the second round of our Upskilling courses are prioritising learners at risk of redundancy or unemployed. These courses are: Change Management, Project Management, Introduction to Management and Leadership in Health, Impact of Trauma, Teaching Healthcare Professionals</p> <p>To further support the employability of all upskilling learners, UofG Careers Service have put together an e-packet of support resources (interview tips, CV-writing guidance) which were sent to over 1,000 learners in round 1 and will be sent to all in round 2 of the Upskilling project (on target for 1,500 learners).</p> <p>Upskilling courses also include information on Career options and professional pathways, to support learners in their employability and development goals.</p>

**Work-ready**

Work-ready graduates are ready to meet employer needs: Students are equipped to take up employment and succeed when the job market opens up.

**Core Associated National Measures:**

- Students find suitable work and thrive when the jobs become available.
- Results from Community Learning Development survey.
- Results from University Graduate Outcomes.

**There is a pipeline of technically skilled people for key industries who have identified their skills gaps.**

*This recognises that the job market will be severely impacted by Covid-19.*

Our graduate employment statistics demonstrate the success that our graduates have post-graduation. There are several programmes that have advisory board or equivalent forms of input from employers, and the engagement that researchers have with industry, also feeds back into how we prepare our courses. Students within the 2020 Computing Science Periodic Subject Review, for example, cited the links with industry and the career destinations of previous graduates as key reasons for applying for the degree. A key challenge with the pandemic is creating opportunities for laboratory skills development in PGT students in particular within Life Sciences, Engineering, and other such disciplines. We are prioritising their access to on-campus teaching so that we can support them in particular. The Pandemic presents us with particular challenges in on-campus teaching though and in the development of some practical skills and this will be seen across the sector.

Our programme and course approval processes require engagement with employers in order for us to ensure that our courses are meeting recognised priorities and needs. There is also a growing appetite for, and initiatives designed to encourage, employer engagement through advisory boards for academic areas, and our alumni engagement supports us with this activity.

**Innovation**

**Core Associated National Measures:**

- Universities submit an updated UIF plan with their Outcome Agreement.

**Institutions are focussing and prioritising their knowledge exchange and innovation activity on Scotland’s recovery.**

The University has a major role to play in economic and social recovery from Covid-19. The [Glasgow Riverside Innovation District \(GRID\)](#), a joint initiative between Glasgow City Council, Scottish Enterprise and the University, encompasses the west end of Glasgow and the south side of the Clyde, and incorporates Govan, one of the city’s areas of multiple deprivation. Within the Innovation District the University intends over time to catalyse the development of an innovation ecosystem composed of academics, entrepreneurs, industry partners, support networks, social enterprises and sources of finance that will build on the University’s research excellence and partnerships. A major step on this journey is the £60M “[Living Lab](#)” project to expand the application of precision medicine by industry and within the NHS. The Living Lab builds on earlier investments between the University and the Queen Elizabeth University Hospital, notably the [Clinical Innovation Zone](#), and will add a Health Innovation Hub for new commercial partners at the University’s [Clyde Waterfront Innovation Campus](#) in future years. In parallel, the University, working with [Policy Scotland](#), is undertaking a series of structured consultations with the community in Govan to identify how investment in the area can meet their needs and be genuinely inclusive.

The University has a major and well-publicized focus on [Covid-19 research](#) that began as soon as the pandemic was identified and is continuing at pace. While this is firmly part of the University's research programme, it has a strong innovation focus in addressing immediate issues and building public health resilience. The [Lighthouse Lab](#) is now Scotland's largest centre for processing Covid tests and has continued to ramp up its capacity during 2020-21.

**Case study – Covid-19 pandemic response:** The University of Glasgow is at the heart of the COVID-19 research response in Scotland and the UK. Scientists at the University are currently working on a number of vital COVID-19 related research projects, including vaccines, testing, treatment, virus behaviour, health complications and the wider effects of the pandemic on society. The [MRC-University of Glasgow Centre for Virus Research](#) (CVR) is working in partnership with colleagues across the UK on a range of crucial research areas related to the coronavirus SARS-CoV-2, including working on the new variant first discovered in the UK. In early 2021 it was announced scientists at the CVR would join [G2P-UK](#), a new national research project to study the effects of emerging SARS-CoV-2 mutations, while the centre would also lead the establishment of [CRUSH](#), a COVID-19 drug screening and resistance hub in Scotland. Alongside investigating the new variant, since the emergence of COVID-19 researchers in Glasgow have worked on a range of projects to discover and understand more about the novel coronavirus. Researchers and clinicians in Glasgow will also lead a global study into the longer-term health impacts of COVID-19. The international, multi-site study is launched by [ISARIC](#) to measure prevalence and risk factors of long-term health and psychosocial consequences of the disease.

The University spun out six new companies in 2019-20, significantly more than its average of around three per year over the past ten years, and has a strong pipeline of new opportunities. Commercialisation activities have generally continued without major interruption through the pandemic and the priority for the University is to grow this activity as part of its ecosystem development, with new enterprises expected to start operation within this year. We have found it harder, however, to conclude projects with small companies during the current year; three KTP projects that were to be submitted during January have been delayed. In collaboration with a number of English universities, Glasgow is a participant in the [ASPECT programme](#) promoting entrepreneurialism in social sciences and in this year has also partnered with [CEIS](#), the UK's largest social enterprise support organisation. This marks a significant new direction in the University's enterprise support programme.

## Section 4: Responsive and Collaborative

Outcomes & Measures/Indicators of Success	SFC Expectations / UofG Actions and Outcomes
<p><b>Public Health Emergency</b> Institutions are responsive, have assurance mechanisms in place to comply with guidance, communicate well with students, staff and communities, and remedy situations as they arise.</p> <p><b>Indicators of Success:</b> - Appropriate use of limited on campus provision, blended learning and restricted blended learning in line with public health guidance.</p>	<p><b>Institutions take steps to ensure the health and well-being and best interests of their students during the emergency period.</b> The University of Glasgow has worked closely with other universities, Scottish Government and SFC officials, public health experts and DHSC to ensure an effective response to the pandemic. The COO was appointed Covid Lead and a daily meeting was established bringing together key members of staff to ensure a coordinated approach. We have contributed to the shaping of policy through dialogue with officials and ministers, and by responding to a large number of draft guidance documents.</p> <p>Internally, we managed the closedown of much of the University in March 2020 and the switch to remote working. The next major challenge was the delivery of online summarise assessment for degree programmes and preparation of online teaching material for academic year 2020/21. Four further challenges have dominated the agenda in recent months:</p> <ol style="list-style-type: none"> <li>1) Preparing the campus for the safe return of more staff and students from late summer</li> <li>2) Managing behavioural issues in student residences (particularly during a spike in cases in University residences in September 2020)</li> <li>3) Delivering lateral flow testing to asymptomatic students in December</li> <li>4) Preparing for the staggered return of students to term-time addresses in 2021.</li> </ol> <p>In addition to the above the University has played a major role in the national effort to tackle Covid, setting up and managing one of the three national Light House Labs in collaboration with the NHS; taking forward a range of Covid-related research projects; and supporting the trialling of the Oxford / Astra Zeneca vaccine.</p> <p>Throughout, the health and safety of staff, students and the wider community have been at the heart of our agenda. This has included working hard to foster connections with individual members of our community and supporting those suffering from loneliness, low moods and more serious mental health problems. We have forged a close working relationship with the campus trade unions and with student leaders in the SRC. Externally, we have placed a premium on close collaborative relationships with government, the HE sector and colleagues in the NHS. We have been willing to try new, innovative approaches and to share the results of these with others.</p>

In many ways, our experience of the pandemic has made us stronger as an institution - learning new ways of working, anticipating and solving problems, and placing a stronger emphasis on individual and collective wellbeing. As a consequence, the University is well placed to make a strong recovery in 2021.

**Appropriate mental health support is available.**

In addition to the support arrangements outlined above, the University has continued to progress its plans to deliver more integrated and student-centred support services. Using SFC funding, it has recently appointed a Mental Health Campaigns Adviser who will work closely with colleagues in our Schools and Colleges to provide awareness training and support to help equip staff in their support of students. They will also help promote self-help and self-advocacy in an attempt to encourage early intervention. This combined with new approaches being developed within CaPS to provide different prescriptions for students, not all of whom require clinical intervention, thereby ensuring that mental health resources are used more appropriately and sustainably.

We are in the process of evaluating the work of our Student Support Officer network and plans are in place to expand this to cover more subject areas. These roles have been invaluable in providing an additional layer of support for students. Integrated within the school teams but managed by our Student Engagement function centrally, this resource has enabled student issues to be addressed more quickly at School level and, where necessary, students signposted to the appropriate specialist support if necessary. In spite of the challenges that have faced us as a result of the pandemic, we continue to develop our service delivery model, which will see the integration of our wellbeing teams and a new service ethos and while we remain restricted in terms of what we can deliver face to face, our experience has taught us that we can still achieve service improvement in a virtual environment. We intend to capitalise on this.



<p><b>Collaborative institutions</b> There is active collaboration with other institutions.</p> <p><b>Indicators of Success:</b> - Specific details of new collaborative arrangements, or plans for collaboration, and what they will achieve in terms of impact for all stakeholders.</p>	<p><b>Institutions find new ways of working together to support coherent, sustainable provision, research and financially viable institutions in Scotland.</b> Specific instances of collaboration are included throughout this document. We collaborate with other institutions across a wide range of priorities. These include: Collaborative work supporting Care Experienced students across the west of Scotland. Continuing validation of Glasgow School of Art degrees. Collaboration on student bridging and pre-entry programmes. Collaboration with English HEIs in the <a href="#">ASPECT programme</a>. Collaboration is a pillar of our <a href="#">Research Strategy 2020-25</a>.</p>
<p><b>Climate Emergency</b> Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures.</p> <p><b>Indicators of Success:</b> - Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures.</p>	<p><b>Colleges and universities demonstrate innovative approaches in their response to the climate emergency. <i>Evidence of transformative leadership and the empowerment of sector communities, building capacity in institutional structures across the sectors, developing a place-based response to the climate emergency.</i></b> The University of Glasgow recognises that the world is facing a climate emergency; urgent action is needed. Our recently published report, <a href="#">Glasgow Green</a>, is the University’s response to that emergency. It commits us to a very significant plan of action to achieve carbon neutrality by 2030, with interim targets over the next decade.</p> <p>Alongside the move to carbon neutrality, we want to make a measurable difference by raising public understanding of climate change and the challenges it represents for humanity. We aim to become a beacon of good practice, drawing on the expertise of our academic, the enthusiasm of our staff and students, and a willingness to put sustainability at the top of our agenda.</p> <p>Our most recent Carbon Emissions data shows that emissions fell sharply for 2019/20, dropping to 46,785tCO<sub>2</sub>e from 60,358 the previous year. This reduction is an outlier, as a large portion of it is due to COVID dramatically reducing Scope 3 emissions in commuting and business travel in particular.</p>

## The University of Glasgow at Dumfries

The University of Glasgow at Dumfries, based in the Crichton Campus, is an integral part of the University of Glasgow. In Dumfries, we commit to the same excellence in Teaching and Research and work to implement the same strategic priorities and commitments described throughout our Interim Outcome Agreement.

The core purpose of the University of Glasgow at Dumfries is to create a world class, research-intensive university environment in niche areas matched to the Dumfries and Galloway location, thereby serving regional and national stakeholders whilst working in an international context. Our vision for the Dumfries Campus is for it to be an inclusive centre of excellence for interdisciplinary learning and teaching; a creative research-intensive environment with important national and international research partnerships producing world-class research, KE and Impact; and, as a significant contributor to, and resource for, regional economic development. Its areas of specialism include: environment, culture, health, wellbeing, social policy, education and tourism. Our objective is for activity on the Campus to reach the highest academic standards and to support the social and economic needs of the region. We seek to do this from a position of institutional strength that makes it possible for the University to engage with the considerable partnership and collaboration opportunities that are to be found on the Crichton Campus.

### **The Learner**

We continue to maintain and develop our portfolio of WP schools outreach and adult learner programmes alongside our partnership and collaborative work to widen access to UofG, but also the rest of Scotland.

Our presence in Dumfries also allows us to support other key Scottish Government initiatives. For example, by offering Articulation places in partnership with Scotland's Colleges, particularly Dumfries and Galloway College. In this way we provide students from both within Dumfries and Galloway and further afield, the opportunity to study at a world leading university while helping to meet both the Scottish Government's Regional and Accessibility Agenda.

Our teaching portfolio delivered in and from Dumfries has expanded: our interdisciplinary MSc in *Environmental Risk Management* allows students to acquire an in-depth understanding of how risks from natural hazards materialise and affect societies globally and they will develop conceptual and analytical skills to assess and propose innovative solutions. A fully online *Masters in End of Life Studies* has also launched, offering students new and critical perspectives on end of life practice and policy, palliative care, cultural representations of death and dying, and related ethical questions. We are developing, for 2022/23, an *MSc in Responsible Tourism* and STEM focussed PGDE.

### **The System**

In support of a world-class educational experience, we have institutional and local strategies and action plans to increase overall satisfaction with the student experience as measured by the NSS and as captured in our institutional KPIs. This includes UofG students at the Crichton Campus.

Focusing on entry to years 1 and 2 of the undergraduate degrees, we are developing strategies to enhance transition into, and engagement in, University life especially for Scottish domiciled students, students with caring responsibilities and care leavers. Specific interventions:

- Course-specific buddy schemes;
- School engagement events;
- Partnership working with FE Colleges where Articulation Agreements are in place/are being developed, particularly in Dumfries.
- A Bridging Course and Summer School for Access

As outlined in our Learning & Teaching Strategy, we are undertaking University-wide activity to enhance interdisciplinary learning and support increased outward mobility which sees increasing numbers of students supported to undertake study abroad and international Placements.

Following extensive consultation with employers the concepts of ‘leadership’ and enterprise’ have been embedded in all of our degree Programmes to ensure that these key attributes are acquired by all of our graduates.

We will monitor the impact these strategies have for our students on the Crichton Campus.

University of Glasgow also receive SFC strategic funding which helps support our infrastructure, in particular the Rutherford-McCowan building – this funding is fully utilised. UofG accounts for use of this funding through the consolidated annual self-evaluation progress report on Crichton to SFC in October covering the preceding academic year. UoG has also invested in space reconfiguration in Rutherford-McCowan creating first class student social and study spaces and a student-focussed café.

### Research & Innovation

The School continues to broaden its internal Research Forum to include wider partners, with the aim of identifying more potential opportunities for increased collaborative research and knowledge exchange activity.

Through active participation in RKEC /RCDG, UofG is fully engaged in the shaping of UIF outcomes to meet national priorities and deliver against the plans submitted. Glasgow is engaged in developing the UIF Evaluation Framework and is participating as lead for National Outcome 1 and contributor in the National Outcomes 2 to 7 in the RCDG led sector collaboration activity.

### School of Interdisciplinary Studies

UG Student Numbers *(Source: UofG Headcount Model)*

Programme	2018/19	2019/20	2020/21
Primary Education with Teaching Qualification	167	179	187
Environmental Science & Sustainability	79	77	68
Health and Social Policy	52	49	40
Erasmus	2	1	
<b>UG Total</b>	<b>300</b>	<b>306</b>	<b>295</b>

## Annex A – University Innovation Fund

The University of Glasgow uses the University Innovation Fund (UIF) to employ staff centrally and in its four Colleges who facilitate and support activities contributing to the UIF outcomes. During 2019 the University of Glasgow provided information to the SFC UIF Review detailing a snapshot headcount of 45 members of core staff supporting innovation (31.6 FTE) with total salary costs just over £2m. These totals did not include staff employed on grant or commercial income. The UIF is instrumental to the core support providing just over 75% of the identified salary costs. The University provides consumables costs associated with the activities of these staff members, as well as a £300k internal Knowledge Exchange Fund that pump-primes innovation and knowledge exchange activity across the institution.

During 2020-21 the University has approved new five-year research and innovation strategies. The research strategy highlights collaboration and collaborative skills as key drivers of excellent research and essential elements of the research culture the University promotes, while the innovation strategy focuses on the development of a Glasgow-centered innovation ecosystem based around increased support for creation of new businesses and social enterprises, co-location hubs in the Glasgow Riverside Innovation District and strategic support for research with critical mass to deliver innovation outcomes. Within this context, innovation staff supported by UIF and University match-funding are providing support in AY2020/21 to develop strategy, build partnerships, secure funding and deliver innovation activities as described below.

### University Innovation Fund Reporting Template

**Outcome one (demand stimulation): working with Scotland’s Enterprise Agencies (EAs), Scottish Government, business networks, Interface, and others, Scottish HEIs will have helped to increase the demand and quality of engagement from businesses and the public sector for university services.**

- New industrial-partnered initiatives starting in 2020-21 include the £60m Strength in Places funded “[Living Lab](#)” project, which will cement Glasgow as an international centre for applications of precision medicine and include expansion of co-location space for businesses around the Queen Elizabeth University Hospital. The University’s £15m Industrial Strategy Challenge Fund (ISCF) [iCAIRD](#) initiative generated a large new collaborative project with industry, [INCISE](#), which uses AI to predict bowel cancer risk. The University has been working closely with the Scottish Government-funded Scotland 5G Centre to develop industry collaboration projects using its [urban 5G testbed](#).
- The University is focusing on industry engagement models including co-location space around the [Glasgow Riverside Innovation District](#). The “Living Lab” project will incorporate a Health Innovation Hub on the [Clyde Waterfront Innovation Campus](#) in Govan, while building work on the University’s western campus site is securing listed buildings currently planned to house an interdisciplinary innovation zone, a programme which will take up to three years to complete. The University is also collaborating with commercial providers of incubation facilities to propose TechScalar facilities in the city.
- While COVID-19 has effectively ceased in-person meetings, representatives of the University’s UIF-supported innovation projects have been helping to organise and presenting at numerous virtual events connecting with businesses and the public sector. This activity is ongoing and a few examples include the launch of the [Scotland 5G Centre’s S5GConnect Hubs](#), the [UK National Quantum Technologies Showcase](#) and [Holyrood Connect’s Public Sector AI and](#)

[Automation](#). Events such as these stimulate deeper connections with government, SME's and multinational companies across the University's research-led innovation, R&D infrastructure and knowledge-based services.

- Our UKRI-funded Centres for Doctoral Training are highly networked with industry to increase the number of companies engaged in developing highly skilled PGR level scientists and engineers. The companies provide funding, industry challenges and training. CDT subjects include [ultrasound engineering](#), [tissue engineering](#) and [social robotics](#).
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**Outcome two (simplification/commercialisation): in partnership with the EAs and Interface, Scottish HEIs as a sector will have demonstrably simplified business access to the knowledge and expertise in Scottish universities.**

The University recognises that simple access to its facilities and expertise is an important aspect of delivering innovation services to business. This is, in part, achieved by simple and easy to find access points and by availability of staff with specific responsibility for relationship building. During the current year, a selection of activities intended to achieve this are highlighted.

- The University has upgraded its [business and innovation webpages](#) to enable national and international organisations to rapidly access relevant knowledge-based services, R&D infrastructure and expertise.
- Within the College of Medical, Veterinary and Life Sciences, the [Translational Research Initiative](#) provides a focus for translational research and innovation. The Wellcome Trust Translational Partnership has enabled recruitment of new posts, starting in 2021, to manage the delivery of translational projects, removing the rate limiting factor of academic time. Enterprise Associates will be provided with training in commercially relevant skills and techniques to enable them to work alongside the lead investigators to support the translational process. The College Innovation webpages are being updated to promote the knowledge and expertise within the College. The updated content will be promoted to external stakeholders, both national and international, through a variety of mechanisms including social media.
- The Adam Smith Business School has significantly increased the scope of its [relationships with business](#) and sees this as a major focus of its activity, providing opportunities for students to learn from practice and access for businesses to talent and expertise.
- The University intends to recruit at least one extra member of staff within Research and Innovation Services to support the development of Knowledge Transfer Partnerships and other Innovate UK funding streams, working in collaboration with businesses.

**Outcome three (simplification/greater innovation): in partnership with the EAs and Interface, Scottish HEIs will, at a national level, have made strategic use of their sectoral knowledge to promote greater innovation in the economy (including beyond non-STEM).**

The University has a wide range of sectoral expertise related to innovation which includes life sciences and clinical medicine, particularly precision medicine, engineering related to healthcare, optoelectronics and quantum technologies, communications technologies, particularly 5G and immersive technologies such as virtual and augmented reality. While this is not an exhaustive list, these are the sectors that are currently generating most of the opportunities for the University to generate and support innovation; examples are provided throughout the report.

The University has secured continued funding for two of the national Innovation Centres it hosts; Precision Medicine Scotland Innovation Centre ([PMS-IC](#)) and the Innovation Centre for Sensing, Imaging and Internet of Things ([CENSIS](#)). CENSIS is in the process of setting up a trading company to generate wider opportunities to provide services and secure a broader base of future funding. The University is working closely with the Scotland 5G Centre ([S5GC](#)) to support its expansion with regional Hubs, to facilitate connections between industry and universities across Scotland to generate a greater range of use cases for 5G, and to embed 5G technology into infrastructure plans across Scotland.

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During the early part of 2020-21 the University conducted a review of IP and commercialisation practices at several UK HEIs, concentrating on those with a high volume of commercialisation activity. Over the course of the next several months, the findings of the review will inform the implementation of the University's innovation strategy including review of the University's IP and commercialisation policy and the resourcing provided to this activity, with the purposes of: (i) improving incentives for academics and the institution to conduct commercialisation activity through licensing and new venture creation, (ii) streamlining support and advice to academic / research staff, in collaboration with the Colleges, to commercialise their research-led innovations, and (iii) optimising and simplifying mechanisms for businesses and the VC community to access our IP-led opportunities. This includes identifying opportunities, filing patents, securing translational funding, accessing expert support, developing business plans and negotiating commercial terms with industry and investors. So far in 2020-21 the University has incorporated one new company, [Keltic Pharma Therapeutics](#), utilising University drug discovery technology, and is

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The University is participating as a member of the Universities Scotland International Committee Branding Group, where we work with partners to influence the nature and scope of the sector's collective branding work internationally. We will develop UofG content to support the range of marketing materials required to inform Scottish national-level, brand-led marketing campaigns #ScotlandIsNow, and will influence, in line with relevant UofG strategies, specific country marketing activity in support of recruitment and partnerships development. In partnership with other Scottish universities through Connected Scotland, we will also continue to look at ways to collaborate and enhance our research activity with universities and funding bodies across Europe.

**Outcome six (inclusive growth and social impact): building on current and good practice, Scottish HEIs will have scaled up their support of the Scottish Government's ambitions for inclusive growth.**

Our continuing development of the Clyde Waterfront Innovation Campus links the University to Govan, one of Glasgow's areas of multiple deprivation. Approval of the University's Living Lab project provides a very significant investment into this location, driving sustainable and inclusive economic growth and tackling physical and social deprivation. City Deal investment will improve the local road network to drive redevelopment of vacant sites around the Queen Elizabeth University Hospital, and the creation of a new and enhanced pedestrian/cycle infrastructure includes a cross-river connection between Govan and the West End. This will ultimately enable the complete reinvention of Greater Govan, which suffers from a poor image, low quality environment and low levels of private-sector investment. As an integral part of the Innovation District, the Living Lab will drive regeneration of the local area and its economy, attracting new talent and entrepreneurs and stimulating follow-on investments. GCC will commit £27.5m from City Deal for site-specific remediation and services, upgrade of offsite roads and services and improving connectivity between the proposed site and complementary developments in Central Govan and onwards to the University campus on the north-bank of the river.

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The University has a joint memorandum of understanding with Glasgow City Council and Scottish Enterprise regarding development of the Glasgow Riverside Innovation District in which the Living Lab and Lighthouse Laboratory are located. The organisations are jointly funding a Programme Director who, in collaboration with [Policy Scotland](#), is undertaking structured consultation with community groups into how developments could best serve current residents.

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The University, in collaboration with a wide network of partners, continues to expand and deepen the impact of its [widening access provision](#) to support as many disadvantaged learners, of all ages, as it can. Focussing on potential regardless of background, we will consistently innovate to support learners across Scotland to aspire to, prepare for, enter and succeed in Higher Education, contributing to communities, society and the wider economy.

Through our Connecting Capability Fund ASPECT programme, we have begun to experiment and innovate in the creation of businesses with social missions which are exploiting evidence based social science research. This includes continuing our relationship with the [social mission business accelerator ZINC](#) and working with them to shape an 'environmental sustainability mission' for a fourth cohort to join their business accelerator programme.

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the 'Ingenious Women' (SFC funded, 2018) program into our PGR entrepreneurship training. We have also developed and implemented a mandatory equality and diversity checklist for all engagement events and programmes to ensure that EDI best practice is being embedded.

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To ensure consistent/equitable access to reward and recognition across career stages and genders, the University's portfolio of impact case studies intended for submission to REF2021 were reviewed. The findings indicated that later career stages, and particularly professorial staff, were more likely to be involved in work that led to an impact case study. Women will make up 35% of staff submitted to REF, but 39% of staff involved in impact case studies were women, indicating a slight gender bias in impact activity towards women.

## Annex A – University Innovation Fund

The University of Glasgow uses the University Innovation Fund (UIF) to employ staff centrally and in its four Colleges who facilitate and support activities contributing to the UIF outcomes. During 2019 the University of Glasgow provided information to the SFC UIF Review detailing a snapshot headcount of 45 members of core staff supporting innovation (31.6 FTE) with total salary costs just over £2m. These totals did not include staff employed on grant or commercial income. The UIF is instrumental to the core support providing just over 75% of the identified salary costs. The University provides consumables costs associated with the activities of these staff members, as well as a £300k internal Knowledge Exchange Fund that pump-primes innovation and knowledge exchange activity across the institution.

During 2020-21 the University has approved new five-year research and innovation strategies. The research strategy highlights collaboration and collaborative skills as key drivers of excellent research and essential elements of the research culture the University promotes, while the innovation strategy focuses on the development of a Glasgow-centered innovation ecosystem based around increased support for creation of new businesses and social enterprises, co-location hubs in the Glasgow Riverside Innovation District and strategic support for research with critical mass to deliver innovation outcomes. Within this context, innovation staff supported by UIF and University match-funding are providing support in AY2020/21 to develop strategy, build partnerships, secure funding and deliver innovation activities as described below.

### University Innovation Fund Reporting Template

**Outcome one (demand stimulation): working with Scotland’s Enterprise Agencies (EAs), Scottish Government, business networks, Interface, and others, Scottish HEIs will have helped to increase the demand and quality of engagement from businesses and the public sector for university services.**

- New industrial-partnered initiatives starting in 2020-21 include the £60m Strength in Places funded “[Living Lab](#)” project, which will cement Glasgow as an international centre for applications of precision medicine and include expansion of co-location space for businesses around the Queen Elizabeth University Hospital. The University’s £15m Industrial Strategy Challenge Fund (ISCF) [iCAIRD](#) initiative generated a large new collaborative project with industry, [INCISE](#), which uses AI to predict bowel cancer risk. The University has been working closely with the Scottish Government-funded Scotland 5G Centre to develop industry collaboration projects using its [urban 5G testbed](#).
- The University is focusing on industry engagement models including co-location space around the [Glasgow Riverside Innovation District](#). The “Living Lab” project will incorporate a Health Innovation Hub on the [Clyde Waterfront Innovation Campus](#) in Govan, while building work on the University’s western campus site is securing listed buildings currently planned to house an interdisciplinary innovation zone, a programme which will take up to three years to complete. The University is also collaborating with commercial providers of incubation facilities to propose TechScalar facilities in the city.
- While COVID-19 has effectively ceased in-person meetings, representatives of the University’s UIF-supported innovation projects have been helping to organise and presenting at numerous virtual events connecting with businesses and the public sector. This activity is ongoing and a few examples include the launch of the [Scotland 5G Centre’s S5GConnect Hubs](#), the [UK National Quantum Technologies Showcase](#) and [Holyrood Connect’s Public Sector AI and Automation](#). Events such as these stimulate deeper connections with government, SME’s and multinational companies across the University’s research-led innovation, R&D infrastructure and knowledge-based services.

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