



University
of Glasgow

**OUTCOME
AGREEMENT
2021-22**
NOVEMBER 2021

**WORLD
CHANGING
GLASGOW**



Foreword from the Principal

The University of Glasgow is an institution creating a significant impact in the city of Glasgow, in Scotland and beyond. Our world-changing community and learning, teaching and research environment is diverse, inclusive, creative and collaborative.

We have cemented our position as one of the world's leading universities, rising to 73rd in the global QS rankings; 86th in the Times Higher Education World University Rankings; and being named the Times Higher Education University of the Year in 2020, and Times and Sunday Times 2021 Scottish University of the year.

Despite the challenges of the pandemic, the University remains firmly committed to our ambitions as a civic university and to providing an excellent and comprehensive learning experience for all of our students. As this Interim Outcome Agreement outlines, we have used the pandemic as an inflection point to learn new ways of working across all of our operations and to address an unprecedented set of challenges.

It is a testament to our University community that, together, we have continued to strengthen our role as an anchor institution - making a significant impact socially, economically and culturally. This was recently exemplified in a report conducted by London Economics '*Our World Changing Economic Impact*' which carried out an evaluation of the University of Glasgow's far-reaching economic footprint in Scotland and across the UK.

The study found that the total economic impact on the UK economy associated with the University of Glasgow's activities in 2018-19 was estimated at approximately £4.4 billion. In terms of the components of this impact, the value of the University's research activities stood at £1.8 billion (42% of this total). Every £1 million invested in our research generates £7.2 million of economic impact and we ranked in the top 5 in the UK in 2018-19 for number of patents granted and the number of patents filed by external parties that named us as an inventor. In this way, the knowledge generated by our research is used by other organisations to improve their performance.

As well as having a strong national and international reputation and reach, our research also contributes to the development of the Glasgow City Region. We are using our research expertise to play a leading role in developing high-growth, innovative industries of the future, such as Precision Medicine, quantum technologies and nanomanufacturing.

At a national level, the University of Glasgow has worked closely with other universities, research institutes, public health experts and officials from the Scottish Government, UK Government and the SFC to ensure an effective response to the pandemic. From managing the top-performing (and Scotland's only) Lighthouse Lab in the UK which has recently sequenced its twenty millionth test, to supporting the trialling of Oxford/AztraZeneca vaccine boost trial *CovBoost*, the University continues to play a major role in the fight against the virus. Our staff have been at the heart of the response to the COVID-19 pandemic from the onset, sequencing the virus of the first confirmed patient in Scotland through our MRC Centre for Virus Research (CVR), researching the pandemic's impact on mental health and on vulnerable communities, and leading the creation of the COVID-19 Drug Screening and Resistance Hub (CRUSH).

We have brought this same determination and focus to our wider activities around student outcomes and continue to exceed our SIMD20 and MD40 targets.

This is supported by a continued expansion of our Widening Participation agenda. We are committed to expanding the opportunities that university presents through our Widening Access programmes, so that those with the ambition and talent to enter and succeed at university are able to do so, regardless of economic circumstances. These efforts are being further strengthened by our *IntoUniversity* Centres in Govan, Craigmillar and Maryhill, the result of a collaboration with the University of Edinburgh and the education charity, *IntoUniversity*. The Centres will work with schools, colleges and other agencies to provide additional education support to young people aged between the ages of 7 and 18, with the aim of improving educational outcomes and supporting their journey into employment and a positive destination.

We have adapted our Widening Participation engagement work due to the pandemic, and we now deliver online to over 10,000 students. Additionally, our open access primary and early secondary programmes, delivered in partnership with Skills Development Scotland and Glasgow City Council, are available through the SDS 'My World of Work' website, allowing schools across Scotland to access these sessions and run them with their pupils.

We are also expanding opportunities and promoting inclusion beyond school-leavers and our student population. In 2020 we launched our SFC upskilling microcredentials, for which anyone can apply, equipping learners with in-demand professional skills and insights, and helping improve the skills of the workforce. Many of these microcredentials focus on pressing issues in today's society, from sustainable decision-making and carbon literacy, to healthcare and digital innovation.

During the pandemic, the University has also provided secure accommodation to several care experienced school pupils and students whose home situation had become untenable. We 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. In fact, this year we also launched our new Learning & Teaching Strategy 2021-2025 which reflects what we have learnt throughout the pandemic from our students and staff.

To support this, the University invested in additional IT capacity, SMART campus technology, 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 exam diets.

The University also developed a comprehensive range of assessment support measures to mitigate against the impact of the pandemic. We also activated a programme of support for postgraduate 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 has developed during AY 2021-22.

Of course, as a world-leading university we recognise our broader obligation to support an innovation-led recovery for Scotland. We are, for instance, an integral part of the Glasgow Riverside Innovation District and we will continue to take forward ambitious projects from our £1 billion Campus Development Programme to our new Living Lab initiative, which has attracted significant support from UKRI's Strength in Places Fund.

This year, too, as our city hosts the 26th UN Climate Change Conference (COP26), we remain committed to playing our part in the sustainability agenda. We were the first university in the UK to declare divestment from fossil fuels within a decade and the first in Scotland to declare a climate emergency. We are working with partners across Glasgow, Scotland and the UK to help achieve net zero by 2030 and we are a signatory to the Sustainable Glasgow Green Economy Hub Charter, contributing to a green recovery and radically reducing carbon emissions in the city as a whole

While the future remains uncertain, this Interim Outcome Agreement outlines the University's 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

Section 1: Outcomes for Students

Outcomes & Measures/Indicators of Success	SFC Expectations / UofG Actions and Outcomes
<p>Fair Access and Transitions</p> <p>Education is accessible to students from all backgrounds and students at all levels are supported through successful pathways.</p> <p>Core Associated National Measures:</p> <ul style="list-style-type: none"> - Total Number Scottish Domiciled Undergraduate Entrants (SDUEs). - Proportion of Full Time, First Time SDUE from SIMD20 postcodes (the CoWA measure). - Number of SDUEs with Care Experience. - Articulation – advanced standing from college level to degree level study. 	<p>People from deprived areas are supported to have fair access and are supported to succeed.</p> <p>UofG has worked consistently with SFC, Scottish Government and the broader sector to implement the CoWA agenda. We have surpassed 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 targets, 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 and early indications are that these figures have increased again for 2021/22 entry. They were reached by enhancing our WP provision on every level and utilising our well-established partnerships with schools, LAs and other organisations to maintain provision and compensate for the particular impact of Covid felt by those residing in MD20/40 areas: an online pivot of our entire 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 schemes offering equipment and wifi were made available to on-degree students, with priority for WP students.</p> <p>We increased WP programme capacity as required in 2020 and 2021 to maintain our engagement with over 4,000 senior phase pupils annually and enable thousands more primary and early secondary pupils to participate online. Of particular note, we nearly doubled student numbers on our 2020 Summer School, with 735 and 105 progressing to UofG and other HEIs respectively, a significant contribution to the whole sector. In 2021, around 600 have progressed, as we adjusted participants to demand. We used Summer School performance in lieu of Higher Grade results in 2020 and 2021, giving applicants control back over their own results and the confidence to accept Glasgow as their destination of choice, (see https://www.gla.ac.uk/study/wp/adjustedoffers/adjustedentry/), ensuring access to HE remained within their reach in this most difficult period, 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.</p> <p>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 anticipate achieving University of Sanctuary status by end of 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. These have increased despite Covid and we must 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 and have carried us through the difficult Covid period, but we recognise we still have further to go to achieve complete parity. We pledge to continue to work towards this aim by 2030.</p>

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

Our bespoke provision for care-experienced learners has been in place since 2007, when we achieved the Buttle UK Quality Mark. We enhance 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 Representative Council works closely with our Widening Participation team to arrange events for care experienced and estranged students, building towards something akin to a support community.

During Covid, 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 is an excellent example of the cross-University approach we take to this provision mobilising to act swiftly in emergency situations.

Prior learning is considered in the student's journey and students are offered the best pathway for them.

SFC pump-prime funding enabled the creation of our HNC Articulation Programme with FE College partners in 2018-19. We have introduced new routes for targeted WP learners to enter year 2 with full advanced standing, in a breadth of subjects not previously seen at UofG. This is ongoing and 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 are running 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 have quadrupled from 11 in 2019 to 47 in 2021, an increase of over 320%. We anticipate this increase will continue, despite Covid disruption to recruitment on several HNC programmes.

We have increased the number of Access courses we run within UofG and in partnership with SWAP, from which we recruit 200+ adult returner learners annually to every subject area. Our Head of WP currently chairs SWAP West, contributing to regional and national aims and provision. We have recently merged our WP and Short Courses teams to create a new Widening Participation and Lifelong Learning team, with ambition to further develop our Access and adult learner 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/carers engagement. Online meetings have been held with our 14 LA and 160

west of Scotland school partners during Covid to maintain relationships and ensure our provision could continue effectively. We have worked closely with SWAP throughout Covid and stepped up provision for our UofG Access students to ensure all Access students are fully aware of all options.

We use feedback from all these avenues and from current students with lived experience to help inform and shape our WP provision, ensuring outreach work is current and 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 UofG Access programmes. In this way, we were able to further adjust our Access Thresholds as required during Covid.

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 geographically-varied west of Scotland area.

Institutions work with schools, SFC funded programmes and local communities to support successful pathways and effective transitions for students.

We have a long-established portfolio of pre-entry bridging programmes, which is the broadest and most far-reaching in the sector. We 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., IntoUniversity, 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, and 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 150 professional WP and Access Tutors, 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 Covid restrictions.) 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 and 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 2020-21, we engaged with over 25,000 pupils and adult learners. Our research, conducted in partnership with SFC and LA partners, contributed to the current targeting methodology employed by WP programmes in Scotland, working with targeted pupils across all secondary schools. In this way, despite the impact of Covid, we utilised SFC, LA and UofG core funding to expand, with Reach West now engaging with all 160 secondary schools across 14 LAs in the west and north-west of Scotland, an increase of 46 schools from 2018-19. In the same period, our Top-Up Programme expanded from 74 to 110 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. This approach is supportive of the proposed move to a national schools' programme by SFC and we look forward to working with partners to create and implement this new approach. We shall maintain and increase our widening access provision, retaining our prominent position within the sector.

An exciting new initiative we launched this year, in partnership with the educational charity IntoUniversity and the University of Edinburgh, is IntoUniversity Scotland. Three community-based centres have opened in Govan, Maryhill and Craigmillar, areas with the highest and most deeply ingrained levels of deprivation. The centres are engaging 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.

High Quality, Learning, Teaching and Support

Students at all levels experience 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.
- Articulation.
- No. of Scottish domiciled qualifiers at undergraduate level.
- National Student Survey.
- Outcomes of QAAS engagement and review work commissioned by SFC.
- Institutional ILR annual reports.

The student experience of learning, teaching and support is protected in the ongoing public health context.

Since the start of the first lockdown, the University has taken the position that students need to be able to achieve the required learning outcomes online. This has meant we can be flexible in the face of restrictions. There were some programmes where on-campus skills/practical sessions were essential to learning outcomes (e.g. in clinical or engineering) that could not be done online and so we prioritised those for on campus teaching when permitted to do so (initially with 2m distancing, and with PPE in some instances where appropriate).

There is rigour and quality in learning and teaching processes.

Existing quality processes were retained in full with the exception of course approval for changes in how courses were taught and in some respects assessed. Temporary changes (excluding those associated with learning outcomes which still required formal approval) were permitted so long as they were recorded, made clear to students prior to registration and enrolment, and with the proviso that if changes were to continue beyond the period of the pandemic that they would be required to go through formal course approval processes (<https://www.gla.ac.uk/myglasgow/senateoffice/qea/progdesignapproval/>).

We incorporated discussion of the Covid response into our Institution Led Review process (Periodic Subject Review (PSR)) and worked particularly closely with the student body to discuss students' experience of learning and teaching. (See below).

Arrangements for quality assurance and enhancement support standards expected by students.

Efforts to engage with students through our normal mechanisms such as class representatives, PSR, and regular meetings with the student body through our Student Representative Council (SRC) Sabbatical Officers continued and indeed increased as the SRC officers became involved in weekly policy and planning meetings and daily communications updates with members of the Senior Management Team and Service Heads. This allowed swift escalation of any concerns. In addition, the SRC conducted their own surveys and hosted a class rep conference focusing on learning and teaching experiences, the outcomes of which were shared with the University's Learning & Teaching Committee. Finally, we instigated weekly, then fortnightly, open Learning & Teaching meetings chaired by the Vice Principal Learning & Teaching with students and staff able to raise any issues/concerns and share good practice, as well as co-design guidance for students and staff.

Enhancement and improvement of learning, teaching and support is informed by data and evidence – including the outcomes of quality assurance.

We have a well-established set of processes that form part of our obligations within the QEF (outlined above), and we supplement these with analytics that are shared through our Planning Insights and Analytics Service (PIA). The PIA team have created dashboards for staff to view a range of data and evidence from NSS outcomes (with sector comparisons) to student attainment and progression outcomes. In the last year we finalised an equality and diversity dashboard allowing us to look at student attainment according to protected characteristics. We have also piloted a new system that allows advisers of study to monitor student engagement in learning with a view to timely interventions to support students where we have a concern.

Well-developed strategies and approaches for digital and blended learning are in place.

Our new Learning & Teaching strategy was developed during the pandemic (<https://www.gla.ac.uk/myglasgow/senateoffice/policies/learningandteachingstrategy/>) and this makes a commitment to ongoing support for blended and online learning. As a University with experience of both, and for some time, we were already on a path to support more active learning which involves greater use of technology to enhance learning and had been making investments in our digital and physical environment to support a blended learning approach – see for example our new James McCune Smith Learning Hub. During the pandemic we accelerated some developments to support digital assessment management, expanded our virtual desktop access for students so that they could access specialised software remotely, purchased virtual laboratory software to support continuation of learning in laboratory subjects where lab teaching could not take place, and rolled out implementation of MS Office 365 more pervasively to support use of a suite of tools that enhance teaching, research and working from home. These activities were undertaken through a dedicated project led by members of the Senior Management Team in order to secure resources as required and align developments with the relevant institutional strategies.

Staff have the skills and support to deliver a high-quality learning, teaching and support experience for students.

During the pandemic, we created new web pages (<https://www.gla.ac.uk/myglasgow/anywhere/learningandteaching/>) and associated resources (many on our VLE) to support initially the pivot to online and then after that, sustained engagement with teaching redesign to support students during session 2020-21 and again 2021-22. Given we already offered a number of fully online degrees and had been increasing our engagement with blended learning prior to the pandemic, we drew on the experience of colleagues across the University to crowd-source guidance and support and to write new guidance. Networks enabled through MS Teams grew rapidly with members quickly resolving one another's questions. We also created a programme of upskilling events for staff (<https://www.gla.ac.uk/myglasgow/training/upskillingssessions/>) that has continued to run, enhanced the range of online tools available for teaching and created a new learning technology enhancement forum that allows us to more rapidly respond to requests for new licences or tools, evaluate their use and, where appropriate, progress through the procurement process.

Students have good experiences of transitions into and through tertiary level learning.

We have increasing evidence of student attainment and learning needs through our [Academic Writing Skills Programme](#) (AWSP), a writing skills diagnostic that is compulsory for all new students (undergraduate and post-graduate taught). In addition, in response to the pandemic, we introduced enhanced transitions support through Glasgow Essentials (our pre-arrival support VLE), created induction templates for all course teams to use (offering consistent and standardised guidance to students) and in 2021-22 to support transition, offered a new course [T2G](#) (Transition 2 Glasgow) with a range of courses students could take to help them adapt to learning at University before their formal learning began. For our pre-session PGT students studying with Glasgow International Students, for 2020-21, where they were to join us for later start programmes (e.g. November or January start PGT programmes), we created bespoke (pathway-relevant) pre-session activities to provide continuity of study after the completion of their pre-session and prior to the start of their PGT study.

	<p>Students are supported in their mental health and wellbeing.</p> <p>Our Counselling Service offers students a confidential space to talk about issues affecting their mental health and wellbeing, obtaining support and guidance to ensure that they can successfully engage with their programme of study and enjoy university life. Staffing has risen from 16.5 FTE in 2018/19 to 20 FTE in 2020/21 with support of SFC funding. The funding has supported our work to diversify our offering and respond to a wider range of needs. The funding has also supported the introduction of additional Student Support Officers in our Colleges and Schools.</p> <ul style="list-style-type: none"> • Mental Health Mentoring support is provided by our counselling team to students with mental health diagnoses who are registered with the Disability Service. • All students have access to Togetherall, a safe space online to engage with peers and access self-help materials and courses. • Our Peer Support programme is run by qualified counsellors who train student volunteers to provide a peer led listening and support service. • Our Wellbeing Officers have developed a programme of Masterclasses covering issues such as procrastination, perfectionism and stress management. • There are a number of self-help materials, guides and links to appropriate external sources of support on the Counselling Service web pages. • Students' Representative Council (SRC) Advice Centre is an advice, information and representation service for all Glasgow University students. It offers free and confidential advice on a wide range of subjects, including Health and Wellbeing. The SRC runs an exam stress programme each exam season which includes events and online support.
<p>Partnership, participation, and student experience</p> <p>Students find it easy to participate, have their voice heard and valued, and influence their educational and student experience.</p> <p>Core Associated National Measures:</p> <ul style="list-style-type: none"> - Outline approaches to enhance student engagement and experience including partnership agreements with Students' Associations. 	<p>Students have their voice heard and valued, and are able to influence their educational experience.</p> <p>As outlined above, we retained all of our usual methods of ensuring students have their voices heard. In addition, many senior staff increased their engagement with the SRC sabbatical officers (e.g. regular monthly meetings) to more frequent 1-1 or small group meetings and to involving the SRC officers in daily or weekly meetings where changes relating to Covid were discussed and agreed. Colleagues in some academic areas made additional efforts to create social activities (e.g. online movie nights or quiz nights at the weekend) to support and get to know students and this opened up new channels of communication. Many members of staff found students to be more interactive online than in a class setting, and this too added to the feedback that they received about teaching effectiveness and student preferences.</p> <p>Finally, we created new pulse surveys (Semester 1 of 2020-21) and in Semester 2 ran an all student survey to which we received circa 4000 responses about experiences of online teaching, assessment and some service provision, and with student views on future approaches to teaching and assessment on campus and online.</p> <p>Effective partnership arrangements exist between institutional leadership teams and student bodies.</p> <p>Senior members of the University regularly meet with the SRC sabbatical officers through informal 'catch-up' meetings (typically monthly). The SRC representatives are on our key committees (and the SRC president co-chairs the Student Experience Committee with the Chief Operating Officer) and participate in senior appointments including appointments of members of the Senior Management Team. These arrangements underpin the working relationship with the SRC (the formal student representative body).</p>

<p>- Arrangements exist for training Student officers.</p>	<p>In addition, Senior leaders meet with the all 4 student bodies (SRC, Queen Margaret Union, Glasgow University Union and Glasgow University Sports Association) through the Student Experience Committee, and regular student support-related meetings as well as the annual funding meeting. Members of the SRC are also at times invited to participate in other University recruitment processes and will be involved in review groups (e.g. as panel members on PSR).</p> <p>Student partnership is valued across the institution and plays a key role in enhancing the student experience. Student partnership is at the core of how we work, and the SRC in particular, played a key role in leading discussions around the new L&T strategy, in designing the new James McCune Smith Learning Hub, and in shaping our response to Covid. They have provided appropriate constructive collaboration and challenge, and have influenced policy decisions and operational arrangements relating to our Covid response. Support to students who were isolating last year, was jointly provided by the student bodies and the University (with students and colleagues using weekends and evenings to deliver food and support).</p>
<p>Learning with Impact Students are equipped to flourish in employment, further study and to lead fulfilling lives.</p> <p>Core Associated National Measures: -Graduate Outcomes (Scottish Domiciled qualifiers in positive destinations, and FT Scottish-domiciled qualifiers employed at ‘professional’ level).</p>	<p>Students are supported to successfully complete their courses in the ongoing public health context. In developing guidance for staff this was mirrored with guidance for students (https://www.gla.ac.uk/myglasgow/anywhere/onlinelearningforstudents/). They were provided with UofG specific training and access to LinkedIn Learning, FutureLearn and Coursera courses. To support them in online assessment, we created practice exam sites (to practice downloading and uploading files, with guidance on the technology that they would need etc,) and all student facing services were available online with an expansion in the learning support that was offered through Student Learning Development. Many academic areas hosted online drop-ins, and the student bodies created their own virtual events (e.g. “Find a Mate while you Isolate”). Students were continually advised on changes in government guidance through the student newsletter and were given examples their peers’ approach to study or to learning online. All our Coronavirus information pages had student-facing information and collaboration internally among colleagues has strengthened through using digital collaboration tools, in ways that allow more coordination in our provision of information to students. Some of the support outlined already in this report (e.g. transitions support and online engagement pilot) also address the aspect of course completion. Indeed, we found that many students found that online teaching and assessment provided them with much valued flexibility (especially for students who are parents or carers), and we are so far seeing this as beneficial in terms of student retention.</p> <p>Students are supported to progress to positive next destinations. Institutions implement appropriate support arrangements for graduating cohorts who will experience a challenging labour market in coming months/years. Students who graduated in 2020 were given free access to all our MOOCs in order to engage in further learning while applying for jobs, and were supported by Careers in their job search process.</p> <p>A range of interactive, online courses have been introduced to support Career Planning and Applications. <i>Career Accelerator: Explore</i> introduces career design techniques, drawing on career planning theory, design thinking and coaching techniques to encourage participants to consider what they want from their career, how to come up with careers ideas, how to action plan for your future, and how to make use of the Glasgow Alumni network. <i>Career Accelerator: Apply</i> is an extra curricular blended online</p>

	<p>learning course with interactive resources which takes participants through the key stages of applications from psychometric tests, applications, CVs and interviews. These courses are supplemented with 'Quick Learn' tutorials, covering key stages of the application process.</p> <p>Careers Masterclasses, delivered weekly during term time, provide one hour Zoom sessions to assist with careers planning and applications. Masterclasses are delivered on a range of subject, including Application Forms, Applying for a PhD, Job Interviews, and Psychometric Testing – providing valuable advice and demystifying processes.</p> <p>During COP26 we will be hosting the Sustainability Careers Fair, showcasing the breadth of opportunities in this rapidly growing sector and the sustainability skills employers are increasingly looking for from students.</p> <p><i>The Network</i> combines the expertise and efforts of the Careers Service with the Development and Alumni team to support student prospects. Through <i>The Network</i> alumni are able to volunteer to offer advice to, or mentor, students. This has brought together hundreds of students and alumni with other alumni and has been a catalyst for a whole series of alumni talks and events.</p> <p>Our Careers Services' Internship Hub works with over 150 organisations each year to offer over 350 internships on an exclusive basis to University of Glasgow students each year. Nearly all internships are paid, and are available on a local, national and international level. Within the Internship Hub, 'Find a Solution' offers paid internships with local charities to help find innovative solutions to problems. Our Global Ambassador Programme, offering international 'micro-internships' to students from non-traditional backgrounds, did not run in 2020/21, but we hope to run it again in 2021/22. (https://www.gla.ac.uk/myglasgow/careers/findingjobs/internships/)</p> <p>Institutions ensure their curriculum and pedagogical offer remains fit for purpose and is responsive to changed need and demand. There is a good understanding of the needs of business and industry and Scotland's economic recovery needs.</p> <p>Our new learning and teaching strategy has been developed in recognition of the challenges ahead and has a firm skills focus. While this is future facing, we have undertaken a review of our graduate attributes framework and are embarking on its promotion this year (in partnership with the SRC) so as to support students in their skills development and presentation of those skills. A number of academic areas are already strengthening their engagement with employers through new advisory boards for example, and it is a requirement of all new courses and programmes that there is employer engagement at the course/programme design stage. The L&T strategy also focuses on connection with 'real world problems' in curricula and assessment, and there's a growing engagement with accreditation across many degrees which reflects a practice-focused endorsement, and continued review, of practice-relevant curricula. We are in the process of re-imagining how a new portfolio of skills-based courses can be made available to current students across the University (irrespective of discipline) that connect to the Sustainable Development Goals.</p>
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	<p>There is a pipeline of appropriately skilled people for the labour market.</p> <p>Our SFC upskilling portfolio has proved to be an opportunity for us to work closely with key stakeholders (such as the Glasgow Chamber of Commerce and Project Lift) and to promote courses through organisations such as Zero Waste Scotland, the Scottish Council for Voluntary Organisations, Project Lift and the General Teaching Council for Scotland (GTCS). Since the first pilot run in July 2020, 3,806 fully-funded learners have enrolled onto our upskilling courses and we exceeded our April 2021 target of 450 NTTFF learners (we had 571). We are on target to have delivered upskilling to over 5,600 learners by April 2022. All our courses align with the social and economic recovery priorities and we have contributions from all 4 academic colleges of the University. This is stimulating discussions about closer alignment of and opportunities for expanded CPD and credit-bearing provision in all our Colleges and is giving us new insights into the motivations and success of these particular types of part-timer learner, as well as the specific learner needs they have in terms of supporting their transition to study.</p>
<p>Public Health Emergency</p> <p>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>Indicators of Success:</p> <ul style="list-style-type: none"> - Clear plans exists as to how learning and teaching will be managed through the emergency period and these are regularly reviewed taking account of SG guidance. - There is appropriate and successful use of blended learning. 	<p>Institutions take steps to ensure the health and well-being and best interests of their students and staff during the emergency period.</p> <p>In the <i>‘Learning with Impact’</i>, <i>‘High Quality Learning, Teaching and Support’</i>, and <i>‘Partnership, Participation and Student Experience’</i> sections above, we detail how our learning and teaching, use of blended learning, the health and wellbeing support available to our students, and our engagement with student representatives have evolved and strengthened during Covid.</p> <p>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>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>

Equalities and Inclusion

Every student has their individual needs recognised in terms of protected characteristics; and everyone is treated fairly and with respect.

Indicators of Success:

- Institutions comply with relevant legislation and commit to prioritising action to tackle inequalities.
- 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).
- Understand how protected characteristics impact on core measures.

All students are supported to achieve their full potential.

The University's new strategic plan – [World Changers Together](#) – is structured around values, one of which is inclusive community, and this encompasses much of the EDI drivers for the organisation.

The University conducted a consultation exercise in developing the Public Sector Equality Duties (PSED) 2021-2025. This consultation process, although limited by COVID, was thorough and reflected the external and internal drivers as they relate to addressing persistent inequalities. The Equality Outcomes address the six significant areas where our leadership and community want to drive change across the organisation, these include addressing GBV, inclusion and accessibility in the learning and teaching, and becoming an anti-racist organisation. The detail of the PSED can be viewed on our website as detailed below:

- [The University of Glasgow PSED Equality Outcomes Report 2021-25](#)
- [The University of Glasgow PSED Mainstreaming Report 2021](#)
- [The University of Glasgow Staff Equality Monitoring Reports](#)
- [Gender and Equality Pay Reporting](#)
- [Equality Impact Assessments](#)

In addition, in February 2021, the University launched a major report into the experiences of race and racism on campus, this research was commissioned as a direct result of the EHRC Inquiry and subsequent report Tackling Racism on Campus: Universities Challenged. The University report and action plan [Understanding Racism Transforming University Culture](#) considered student and staff experiences of racism, employment practices based on ethnicity and the ethnicity awarding gap. The action plan is based on four principles:

- The University of Glasgow takes an anti-racist approach to race equality work and accept our processes will contain structural inequalities.
- Racial harassment in any form is unacceptable on our campus.
- Our curriculum and learning community will thrive when it is reflective of global perspectives and when race equality is embedded.
- We want all our staff and students, particularly those from ethnic minorities to achieve their potential through our excellent learning and career development opportunities.

In 2021, the University also launched a new equality monitoring tool for students – this tool allows selected staff to review the student journey for undergraduates from enrolment to career destination, and key points on that process, by protected groups. This gives us detailed insight into the continuation, awarding gap and destination of minority groups, compared to majority groups at key transition points. This data analysis tool will enhance our knowledge, capacity and understanding of student experience and allow the University to shape and develop appropriate interventions when needed. Part of these data sets considers the core measures referenced in the Outcome Agreement, and these are considered by protected group. The process of analysing these at an appropriate level is ongoing.

Section 2: Outcomes for Research

Outcomes & Measures/Indicators of Success	SFC Expectations / UofG Actions and Outcomes
<p>Research Excellence</p> <p>Indicators of Success:</p> <ul style="list-style-type: none"> - 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. - REF2021 results to be published in April 2022. 	<p>In Oct 2020 the University released its Research Strategy 2020-25 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. Implementation of this strategy is now well underway, as evidenced by the initiation of a number of key projects and the scoping and planning of others for delivery in the year ahead.</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 2015-21 and Glasgow’s comparative position has risen from 12th to 9th – our target for the year is to further improve this position. During 2021 we reviewed our approach to encouraging international research collaborations. Glasgow has strategic partnerships with 36 institutions worldwide, and our researcher-driven international collaboration network is highly distributed as evidenced by our position as 4th in the UK for % collaborative outputs (among HEIs >10,000 outputs) and since 2014 we have seen an ~18% increase in collaborative outputs with international colleagues. In the year ahead, we will invest in researcher-led initiatives, particularly from our early career researchers, to further promote international collaboration, including creative approaches that reduce the need for excessive travel.</p> <p>The University submitted 118 impact case studies to REF2021, spread fairly evenly across its four Colleges. Findings from our detailed impact mapping demonstrated:</p> <ul style="list-style-type: none"> • The importance of early engagement in delivering robust benefits to wider society, and the value of embedding and supporting impact considerations from the earliest stages of research. • The contribution to impact generation (in 54% of cases) made by research expertise being embedded in other organisations or external programmes of work, via staff participating in policy/advisory roles, commission work, secondments, consultancies. • Commercialisation was a pathway to impact in 13% of prospective case studies, with other economic and commercial benefits cited in 18.5% of case studies. • Beyond the UK and the EU, the reach of Glasgow’s impacts was highest in North America and Australia, with notable concentrations of significant impact generation beyond that, e.g. in Asia and certain regions of eastern Africa, in particular. • Supportive funding was a factor in 43% of the impact submission, supplied from the University’s own Knowledge Exchange Fund or from one of the various research council Impact Acceleration Accounts.

All case studies in our REF impact submission aligned with at least one of the 3 key themes underpinning the Sustainable Development Goals (People, Planet and Prosperity), with over 50% mapping to 1 or more specific SDG targets. Our strongest alignment was to SDGs 3, 10 and 11 (good health and wellbeing; reducing inequalities; and sustainable cities and communities).

Our bid to the harmonised UKRI Impact Acceleration Account is built around four key themes: Capacity-building, culture change and engagement; Partnership development; Commercialisation and entrepreneurship; and Mobility. These themes are also central to our new Innovation Strategy, to be published later this year, which aims to establish an innovation ecosystem that will be an engine for growth in the Glasgow City Region, with particular emphasis on the regeneration of the Clydeside and our contribution to this via the Glasgow Riverside Innovation District.

Our research strategy is rooted in an ambition to further develop a research environment that promotes excellence and impact and in which the conduct of research is as important as its outcomes. Through the [Lab for Academic Culture](#), launched in December 2020, [we have](#) undertaken a range of actions including becoming a signatory to both the Declaration on Research Assessment ([DORA](#)) and the Hong Kong Principles for Researcher Assessment; generating conversation-starter resources and running sessions with Principal Investigators (PIs) to enable career-related discussions with researchers; hosting an INORMS SCOPE workshop to explore value-led approaches to evaluating how colleagues support the careers of others; and running a pilot project on the narrative CV including developing [open-source resources](#) for writing a narrative CV. We are also collaborating formally with St Andrews by sitting on the steering group for their SFC-funded review of research culture, led by Professor Julie Harris. These activities have been cited as an example of good practice in the [BEIS R&D People and Culture Strategy, and](#) recognised by a [Guardian HE award](#). Activities in the year ahead will include developing tools that can be used by both academic units and research support professionals, to probe the culture priorities that matter to them.

Open Research is one of the [Institutional Strategic Priorities for Research Culture 2020–2025](#) and our [Talking about your outputs](#) online resource outlines our progress in this area. In the year ahead we will partner on the Research England Development (RED) funded UKRN-led [initiative to drive uptake of open research practices](#). To support this focus, promotion criteria now require evidence of a commitment to open research and new measures have been introduced to assess the adoption of data availability statements, the use of the CRediT (currently at least 600 outputs have CRediT contributions in our repository), and the percentage of openly accessible outputs (currently sixth worldwide for institutions with over 10,000 outputs over a four-year window). As of July 2021, 81% of all 2021 outputs, and 91.8% of 2021 journal articles were available openly on our repository.

CASE STUDY – COVID response

The MRC-University of Glasgow Centre for Virus Research (CVR) has been supported through a partnership between the Medical Research Council and the University of Glasgow since 2010. Over this time, the CVR has grown into an internationally leading critical mass of virologists, entirely focused on the study of human viral diseases and viruses at the human-animal interface. The Centre’s mission is to carry out fundamental research on viruses and viral diseases, translating the knowledge gained for the improvement of global health and benefit of society. The Centre contributes to national virology capability and supports the global response to viruses and the diseases they cause, as evidenced by its research response to the COVID-19 pandemic.

In February 2020, the Centre redirected all its resources to the study of SARS-CoV-2 and COVID-19. Harnessing the distinctive strengths of its molecules to populations approach, the CVR led a comprehensive response at a scale not replicated in any other UK research centre.

The CVR’s contributions have been wide-ranging, from fundamental discoveries on various aspects of virus-host interactions, to the generation and global open sharing of SARS-CoV-2 tools and reagents, through to outputs with an immediate impact on the UK’s response to the pandemic. CVR researchers have supported the development of protocols for the UK’s Lighthouse Lab testing infrastructure, provided viral genomics sequencing training for NHS laboratory staff, and generated research outputs that have informed the formulation of public health measures and policy nationally.

The University retains a strong focus on recovery from Covid-19 and commitment to a sustainable future in all its activities. As a University we have secured 105 externally funded projects, worth ~£39.4M (of which ~£10M has been awarded to CVR researchers), to continue COVID-19-related research. Projects span our 4 Colleges and include a [consortium study](#) to increase our understanding of COVID-19 and its impact on the body and the [effects of the pandemic on mental health](#). The University’s research contribution to the pandemic effort is extensive and well-publicized and details can be found [here](#).

Research Sustainability (incorporates 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 £75m and £20m increase in funding to help secure the jobs and training needed to support ongoing and future research work.
- We will seek evidence of compliance with the Researcher Development Concordat through the Outcome and Investment Agreement process and Research Integrity Concordat through engagement with Universities UK.

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 December 2021. The plan was adapted in the light of 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, and two new positions to provide mental health support. An additional post to enable the implementation of the Researcher Careers Concordat started work in May and has supported a range of activities to aid communication and support researchers working remotely. These include monthly Q&A sessions with the Vice Principal for Research (averaging 100 attendees), new online induction resources, post-doctoral career lunches, talks from early career (ECR) and postgraduate (PGR) researchers who have taken secondments, and a new series of talks from funders about fellowship opportunities. In addition, [tools to allow PIs to hold career conversations and support supervisors have been provided](#).

Going forward, a dedicated programme of support for research staff is under development which will enable participants to be career informed, proactive and able to explore a broad range of career options whilst at Glasgow. The programme will include mandatory and optional elements, including the setting of annual goals, and will be piloted in 2021-22. The programme has been informed by a review of research-only staff contract data (number, length, and repeat contracts, by demographic) which we plan to monitor on an ongoing basis.

The University's commitment to a positive research culture provides a strong environment for the delivery of both the researcher development concordat and the research integrity concordat. In response to the pandemic, mandatory staff training in research integrity was pivoted to an asynchronous online training course in 2020, improving participation rates. A new training format for the 2020-21 PGR cohort, consisting of an online module followed by subject-specific researcher-led webinars, has led to excellent feedback with over 89% finding the course helpful or very helpful. A full review of research integrity provision is currently being run for delivery in April 2022. A particular focus will be on the links between the trusted research agenda, open research and responsible research and innovation.

A [survey of Research & Teaching staff](#) sought to understand the impact of the pandemic on their research activity and how the university might support their research recovery. Just under 600 responses were received and the responses are now being systematically worked through to support the identified needs.

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 Research Assistants [RA]) 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. We have recently completed a review of the LKAS scheme to ensure it is well-positioned to attract and support excellent researchers. In addition to highlighting the success of the scheme with a good proportion of Fellows going on to achieve peer recognition, external appointments, or generate further research funding, the review proposes a series of pilot initiatives to develop the scheme including pre-fellowship development support, collaborative and mobility secondments with industry, and joint fellowships for pairs of researchers to undertake together.

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.

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. In addition to this, Glasgow has allocated £3.2M to support proposals across three schemes to enable researchers to develop ambitious research ideas. These include funds for developing ambitious, collaborative grant proposals, funds for strengthening the competitiveness of external fellowship applications, and six-month research sabbaticals (support for teaching cover for academic staff or contract extensions for holders of independent research fellowships).

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 ~3,000 postgraduate researchers 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

	<p>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.</p> <p>Stipend extensions have been offered to all PGR students who have a start date before 1 March 2020. Nearly 600 extensions have been awarded, providing support to 22% of eligible PGRs with an average of 3.1 months per extension. The allocation shows no bias by gender, FTE, or geographic region of origin. SFC funds are supporting stipend extensions (£3.5M) and an uplift to the hardship fund (£0.2M).</p> <p>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. Inductions for new PGRs have for the second year been coordinated centrally and moved largely online with some supporting activities now being able to take place face to face. Some resources (such as PGR@Home) and webinars have been open to researchers outside UofG.</p> <p>Recruitment will begin in October 2021 for a new 4-year PGR scholarship scheme to increase the opportunity for UK-domiciled Black and Mixed-Black students to develop a research career. This will begin to address the under-representation of such students in our PGR community compared to the general population. Two successive cohorts of 8 students have been agreed (2 students per College per year), starting in October 2022. Students will benefit from bespoke cohort training and mentoring to help the Scholars succeed in their PhDs and to maximise their employment opportunities.</p>
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Section 3: Outcomes for Economic Recovery and Social Renewal

Outcomes & Measures/Indicators of Success	SFC Expectations / UofG Actions and Outcomes
<p>Responsive institutions Institutions are responsive to employer and industry needs and to current and future skills requirements.</p> <p>Indicators of Success</p> <ul style="list-style-type: none"> - Institutions are actively engaged in regular review and appraisal of provision to ensure this continues to meet, and changes to support, the range of learner, community and employer need. - In support of economic recovery to provide provision that delivers impact and successful outcomes for learners, communities and employers. - SFC receives regular reporting from each institution on the use of additional funding to mitigate the projected rise in unemployment as a result of the COVID-19 pandemic and/or EU Exit, ensuring individuals can access training which will increase their chances of gaining employment. 	<p>Institutions use labour market intelligence and employer / industry engagement to align provision. People have the necessary meta skills and attributes to succeed. Our response withing ‘<i>Learning with Impact</i>’ details how employer/industry engagement and meta skills/attributes are addressed in our new Learning and Teaching Strategy.</p> <p>Institutions play their part in upskilling and reskilling the existing workforce. There is appropriate provision to help people upskill and reskill. Institutions help find pathways for people without work to study and move into employment. Our SFC upskilling portfolio, which speaks to these prompts, is detailed in <i>learning with impact</i>.</p>

<p>Confident and highly Capable - Work-Ready Graduates</p> <p>Work-ready graduates are confident and ready to secure success in their career, meeting employer needs and making a positive contribution to our economy and society: Students are equipped to take up employment and succeed when the job market opens up.</p> <p>Core Associated National Measures:</p> <ul style="list-style-type: none"> - Graduates are able to utilise the skills and qualifications they have gained to access opportunities within the labour market. 	<p>There is a pipeline of technically skilled people for key industries where skills gaps have been identified. Programmes should equip graduates with the skills, knowledge, and capabilities to be successful in their chosen career. Wherever relevant or beneficial, students should have opportunities to engage in work-informed or work-based learning. Effective support should be in place to enable students to understand their careers options, to self-assess and to undertake career planning.</p> <p>As detailed in ‘High Quality Learning, Teaching and Support’, our new learning and teaching strategy has been developed in recognition of the challenges ahead and has a firm skills focus. ‘Learning with Impact’ details the range of support, services and resources are available to support career planning, along with work-based learning opportunities.</p>
<p>Knowledge Exchange and Innovation</p> <p>Core Associated National Measures:</p> <ul style="list-style-type: none"> - Universities submit an updated UIF plan with their Outcome Agreement. - Completion of the HESA HE-Business and Community Interaction survey and the SFC KE data return will remain conditions of grant for institutions to receive the UIF. 	<p>Institutions are focussing and prioritising their knowledge exchange and innovation activity on Scotland’s economic and social recovery.</p> <p>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.</p> <p>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</p>

	<p>innovation focus in addressing immediate issues and building public health resilience. The Lighthouse Lab is now Scotland’s largest centre for processing Covid tests.</p> <p>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. 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.</p> <p>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.</p> <p>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.</p>
<p>Collaboration</p> <p>There is active collaboration with other SFC funding institutions and across the education and skills system.</p> <p>Core Associated National Measures:</p> <p>- Specific details of new collaborative arrangements, or plans for collaboration, and what they will achieve in terms of impact for all stakeholders.</p>	<p>Institutional Collaboration</p> <p>Specific instances of collaboration are included throughout this document. We collaborate with other institutions across a wide range of priorities.</p> <p>These include:</p> <p>Collaborative work supporting Care Experienced students across the west of Scotland.</p> <p>Continuing validation of Glasgow School of Art degrees.</p> <p>Collaboration on student bridging and pre-entry programmes.</p> <p>Collaboration with English HEIs in the ASPECT programme.</p> <p>Collaboration is a pillar of our Research Strategy 2020-25.</p> <p>Partnership with the educational charity IntoUniversity and the University of Edinburgh, is IntoUniversity Scotland. Three community-based centres have opened in Govan, Maryhill and Craigmillar, areas with the highest and most deeply ingrained levels of deprivation. The centres are engaging with target WP pupils aged 7-18 across their entire learner journey, via a novel whole-family and community approach</p>

<p>Climate Emergency Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures.</p> <p>Indicators of Success: - Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures and a pathway to net zero.</p>	<p>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 placed-based approach to the climate emergency.</i></p> <p>The University has set out an ambitious strategy and action plan in response to the climate emergency - this is available here: https://www.gla.ac.uk/myglasgow/sustainability/glasgowgreen/</p> <p>Colleges and universities outline how they are engaging with the Sustainable Development Goals.</p> <p>The University endorsed the SDG Accord in 2017. We are actively participating in the Times Higher Education (THE) SDG goals impact ranking exercise which will demonstrate the range of our activities aligned to each of the Goals.</p> <p>In 2022, we will host the first international THE SDG summit, which will bring together HEIs, industry and government.</p>
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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 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 Passport Scheme has been reintroduced for 2021/22, giving six final year school pupils from three local schools access to our range of level 1 courses on the same bases as our new UG students. Taking their course at the same time, in the same place, and with the same assessments as new UG students, participants get a real sense of student life – widening access to Higher Education and demystifying the transition from school to university. The 20 credits participants acquire are transferable if they then study with UofG or other institutions as a UG student. At present this scheme is supported through internal fee waivers and we are keen to explore its expansion on a more sustainable basis.

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* is now on its third student intake, 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;
- Passport Scheme detailed above;
- 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.

Under an agreement with Dumfries & Galloway Integrated Joint Board, graduates from our MA in Health & Social Sector Leadership who achieve a 2:1 or above are guaranteed a year of employment in a graduate-level role within the local NHS, council or third sector partners.

University of Glasgow 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, 2021/22 numbers an early indication only.)

Programme	2019/20	2020/21	2021/22
Primary Education with Teaching Qualification	179	187	193
Environmental Science & Sustainability	77	68	62
Health and Social Policy	49	40	34
Erasmus	1		
UofG Total	306	295	289

Outcomes for Students

Widening Access

Given the ongoing difficulties of the pandemic, we are very pleased with our performance and sustained progress in widening access to the University of Glasgow and the rest of the HE sector via our WP pre-entry programmes, provision for vulnerable groups and contribution to national strategy and fulfilling the aims of the CoWA Blueprint for Fairness. Our recruitment of MD20 / 40 students within the overall intake exceeded our 2020-21 targets, as did FT MD20 recruitment to the CoWA target: 15.7% MD20 (+1.9% on 2019-20) and 30.5% MD40 (+1.9%) against targets of 13.8% and 27.5% respectively, while the CoWA target saw 14.7% (+1.1%) of entrants against a target of 13.8%. These were our highest ever figures for each target.

Early indications are that our 2021-22 entrant figures have increased further. These excellent results were achieved primarily because of our swift and proactive actions during the first Covid lockdown and in-time evaluation, allowing ongoing enhancement throughout the Covid period. We utilised our well-established network of partnerships with schools, colleges, LAs and the third sector to achieve these positive results, despite the ongoing pandemic impacting upon our WP target applicants most heavily.

Our pre-Covid use of online and blended learning methods allowed us to pivot our WP in-school and summer programmes wholly online to maintain and expand provision as required across the Covid period. We enhanced our WP contextualised admissions and Access Thresholds. Student numbers nearly doubled on our Summer School in 2020, with 840 progressing to UofG and other HEIs, a significant contribution to the whole sector. Around 600 progressed in 2021, as we adjusted participant numbers to demand. We used Summer School performance in lieu of Higher Grade results in both 2020 and 2021, mitigating the flawed SQA approach and giving applicants control over their own results and the confidence to accept Glasgow as their destination of choice.

In articulation, we continue to expand our bespoke HNC Articulation Programme, increasing the number of HNC programmes from one in 2018-19 to 13 in 2021-22. College partners have increased from 4 to 7. HNC entrants with Advanced Standing to year 2 have increased from 11 in 2018-19 to 47 in 2021-22 (UofG internal figures), an increase of 327.3% and a very satisfactory performance. This shows the successful early results of our evidence-based approach. Covid affected recruitment for the 2020-21 and 2021-22 HNCs, with the SQA exam situation pushing many intended HN entrants directly into university, but we shall continue to work with our college partners to try to increase year 2 entrants to Glasgow.

We have stepped up our provision for vulnerable groups: care experienced; estranged from family; carers; asylum seekers, and refugees, who have been impacted most by Covid, providing increased financial, academic, and pastoral support. A new layer of support staff, 20+ Student Support Officers and Health and Wellbeing Officers, have been recruited during 2020-21, allowing us to step up support further for our most vulnerable students at this time of most need.

Overall, we are very satisfied with our progress, despite the difficulties of Covid. Our comprehensive provision and extensive partnership network, including 160 schools, 14 LAs, FE Colleges and third sector organisations such as SWAP, enabled us to maintain and step up our provision as required. A full online pivot of

programmes and many hours of 1:1 support for particularly vulnerable WP applicants and students has mitigated as much of the impact as we could have. This year, more than ever, our whole learner journey approach has been needed, utilising all aspects of this approach: pre-entry AIG; contextualised admissions and Access Thresholds; monitoring and tracking on degree course, to allow targeted intervention and support to be implemented as required. We retain the interests and choice of individual learners at the forefront, recruiting directly to Glasgow, but also aiding learners to progress to other HEIs which may be better-suited for them. We shall maintain our regional and national partnership work to continue to mitigate the particular impact of Covid on Scotland's most deprived areas, 68% of which are in our region, and shall not be deflected from our commitment to significantly contribute to the achievement of the CoWA recommendations and targets. Now is not a time to slacken effort, but to intensify this work.

NSS

In a year of volatile NSS results due to COVID our ranked position for Overall Satisfaction within the UK improved (from 14th to 7th), within the Russell Group it was maintained (2nd), and it improved within Scotland (from 5th to 4th). Even with these improvements in rank, there remains a commitment to institutional and local action plans in order to return to our previous higher scores.

Graduate Outcomes

We saw a reduction in our Graduate Employability KPI in our most recent set of results. The range of support and services we offer to our students has developed in response to Covid, as outlined in the main OA, and we will closely monitor the impacts of these services in future Graduate Outcomes results – factoring in the time-delay inherent in the measure.

Student Partnership and Experience

Efforts to engage with students through our normal mechanisms such as class representatives, PSR, and regular meetings with the student body through our Student Representative Council (SRC) Sabbatical Officers continued and indeed increased as the SRC officers became involved in weekly policy and planning meetings and daily communications updates with members of the Senior Management Team and Service Heads. This allowed swift escalation of any concerns.

Our student facing academic support (study skills support) moved to online delivery within days of lockdown and continued into 2020/21, 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.

High Quality, Efficient and Effective Learning – Right Learning, Right Place

Our new Learning & Teaching strategy was developed during the pandemic (<https://www.gla.ac.uk/myglasgow/senateoffice/policies/learningandteachingstrategy/>) and this makes a commitment to ongoing support for blended and online learning.

Outcomes for Economic Recovery and Social Renewal

A Developed Workforce

Our new learning and teaching strategy has been developed in recognition of the challenges ahead and has a firm skills focus. While this is future facing, we have undertaken a review of our graduate attributes framework and are embarking on its promotion this year (in partnership with the Student Representative Council) so as to support students in their skills development and presentation of those skills. A number of academic areas are already strengthening their engagement with employers through new advisory boards for example, and it is a requirement of all new courses and programmes that there is employer engagement at the course/programme design stage.

Since the first pilot run of our SFC Upskilling in July 2020, 3,806 fully-funded learners have enrolled onto our upskilling courses and we exceeded our April 2021 target of 450 NTTf learners (we had 571). We are on target to have delivered upskilling to over 5,600 learners by April 2022. Upskilling has provided an opportunity for us to work closely with key stakeholders (such as the Glasgow Chamber of Commerce and Project Lift) and to promote courses through organisations such as Zero Waste Scotland, the Scottish Council for Voluntary Organisations, Project Lift and the General Teaching Council for Scotland (GTCS).

Knowledge Exchange and Innovation

The University has a major role to play in economic and social recovery from Covid-19. Examples include 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.

Our Main OA and UIF Annex describe the ongoing and developing projects within this space.

Climate Emergency

The University has set out an ambitious strategy and action plan in response to the climate emergency - this is available here:

<https://www.gla.ac.uk/myglasgow/sustainability/glasgowgreen/>

2020/21 emissions data is not yet finalised for 2021. In line with our public reporting duty, this will be finalised and reported in late 2021.

Our most recent Carbon Emissions data (2020) shows that emissions fell sharply for 2019/20, dropping to 46,785tCO₂e 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.

Outcomes for Research

Our research continues to make significant and wide-ranging contributions to knowledge, society and the economy. In its Research KPIs, the University maintained its 4th position for postgraduate research students per academic FTE, improved from 10th to 9th in its measure of publication citations and moved from 5th to 6th in the Russell Group for income per FTE.

The University launched its 2020-25 Research Strategy in October 2020. This strategy is centred on 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”*. This strategy was influenced by a substantive project to define our desired research culture: one in which we support each other to succeed, we recognise and value different contributions to research and we uphold the highest standards of academic rigour. Delivery of this strategy will further develop a research environment within the University that promotes excellence and impact and in which the conduct of research is as important as its outcomes. In the twelve months since its launch, implementation of the research strategy has been focused on four workstreams: (i) Talent – attract and develop potential (ii) Collaboration – incentivise, reward and support collaboration (iii) Creativity – drive new ideas (iv) Invest in our strengths – raise our research profile and our research impact.

Careers and the ambition to make Glasgow the best place to develop a career was identified as one of the three pillars of the Research Strategy. The highly successful [Lord Kelvin Adam Smith \(LKAS\) Fellowship Scheme](#), which has since 2012 been one of our principal mechanisms to attract academic talent, was temporarily paused during the pandemic. The SFC uplift has allowed us to un-pause this scheme and continue to commit £100K to more than 60 PDRAs applying for prestigious externally-funded independent fellowships. The University’s flagship Early Career Development Programme, designed to accelerate the careers of new academics, was demonstrated to lead to higher promotion success rates and gender parity in outcomes for participants. New professorial promotion criteria introduced in 2019-20 to introduce parity of credit for research impact, outputs and demonstrations of collegiality were paused due to the pandemic but have been reintroduced in this year’s process. We developed, publicized and began implementation of our 5-year culture action plan, including signing up to the Concordat for the Career Development of Researchers. A dedicated post was appointed to begin implementing the concordat, resulting in a series of new programmes and initiatives to support researcher careers. These included new online learning opportunities for researchers, PIs and supervisors, pilot coaching and secondment programmes for ECRs, and in recognition of the important role that ECRs often play in PGR supervision, we participated in developing and piloting the UKCGE Associate Recognised Supervisor award in the Summer 2021. Glasgow also led on a dedicated researcher policy forum in December 2020, where we engaged with ECRs, funders, policy makers and research leaders, resulting in several key actions for ECR support being embedded within the SFC Coherence and Sustainability review published in Spring 2021.

As for many across the sector, the University’s research was significantly interrupted during 2020-21 by lockdown, temporary lab closures and reduced lab occupancy, resulting in a 13.5% reduction in research income for the year. Despite this reduction, a review of grant application and award date comparing the months prior to and during the pandemic indicates that we have not experienced a significant drop in activity, although the longer-term repercussions of this period of disruption remain to be seen. Emergency funding from the SFC has been critical to mitigating the impact of these disruptions on careers and on research capacity and capability, and thus ensure the sustainability of our research base. During 2019-20 and 2020-21 the £15.3M budget has directly supported projects and careers: stipend extensions for PGRs, bridging funds for externally funded staff on fixed-term contracts, preserving the full salary for furloughed research staff, and financially supporting fellowship applicants. The UKRI Covid-19 Allocation has been used for similar purposes, alongside no-cost extensions for deferred research programmes. The University’s policy has been to mitigate the impact of the pandemic on our ~3,000 postgraduate researchers (PGRs) based on the impact 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. We also identified actions to mitigate the differential impact of the pandemic, thus lessening its potential long-term consequences on the research careers of individuals or groups. In February 2021, we launched [two schemes](#) to mitigate the differential impact of COVID-19. A report on this project, which has supported 164 staff, is posted online [here](#). In July 2021, we launched a £3.2M scheme (including a £1M contribution from SFC) to develop [ambitious collaborative funding bids](#). A total of 163 proposals were received and are currently under review.

The University has made substantial contributions to the national effort to understand the nature of SARS-CoV-2, its transmission dynamics, and its effects on health. For example, the [MRC-UofG Centre for Virus Research](#) (CVR) is part of a £20M [COVID-19 Genomics UK Consortium](#), and supported the Oxford COVID-19 vaccine trial. Two major projects were announced in January 2021, including the establishment of [CRUSH](#), a COVID-19 drug screening and resistance hub in Scotland that will accelerate the development of antiviral drugs, in collaboration with LifeArc and the Dundee Drug Discovery Unit. We are also one of 10 participating institutions in the £2.5M UKRI-funded [‘G2P-UK’ National Virology Consortium](#), to study how mutations in SARS-CoV-2 affect key outcomes. In April 2020 the University set up the Lighthouse Lab for Covid testing and rapidly expanded into one of the UK’s largest testing facilities, recently completing their 20millionth COVID-19 PCR test . Much more information on the University’s major contribution to the Covid response can be found [here](#).

Our commitment to open research has seen a year-on-year increase in the percentage of outputs being available openly with latest figures showing that 91.8% of 2021 journal articles are open access. In addition, at least 600 outputs on our repository have CRediT contributions listed. A UKRN-led bid to the Research England Development (RED) fund, on which Glasgow partnered, was successful and work to develop an [initiative to drive uptake of open research practices](#) starts this year.

Annex B – University Innovation Fund

The University of Glasgow is firmly committed to furthering its position as a world leader in research and innovation to drive economic, social and cultural recovery and growth across Scotland and beyond. Our mission to enhance Scotland’s economic performance has recently been highlighted in our report entitled *‘Inspiring Economic Impact’* (October 2021) which demonstrated that in return for every £1 of Scottish Government funding received we generate £8.37 of output.

The University of Glasgow uses the UIF to employ ~45 staff (headcount), both centrally and in its four Colleges, who facilitate and support innovation activities contributing to the UIF National Outcomes. The University of Glasgow has recently approved its new five-year Innovation Strategy which sets out our five interlinked strategic themes and a core mission to build an innovation ecosystem around the University and Glasgow City Region. In AY2021/22, the University will invest approximately £1.6m to support year one implementation which, alongside our £300k p.a. Glasgow Knowledge Exchange Fund, will contribute to delivery of the UIF Outcomes.

Outcome one (demand stimulation):

- Opening in Spring 2022, the University’s new [Advanced Research Centre](#) (ARC, £113m investment) will be a focus for collaboration at the University with research and innovation engagement at its core. We will drive engagement with external stakeholders including the public, community groups, public and third sector, enterprise agencies and innovation organisations and industry. Partners will have access to the ARC’s diverse mix of physical spaces and digital infrastructure, allowing for involvement of on-site and remote participants, while giving the potential for longer collaborative residencies, for example hosting industry partners throughout a knowledge exchange track in one of the ARC’s collaboration zones.
- The £90m [Living Laboratory](#), a partnership between academia, industry, NHS, underpinned by support from SE, Glasgow City Council, Scottish Government,, and business agencies will cement Glasgow as an international centre for precision medicine. The enabling infrastructure and facilitated access to end-user clinical environments will accelerate innovation that will increase demand from industry to work with the Living Laboratory.
- Part of the Living Laboratory, the scoping and planning for the Digital Health Validation Laboratory (DHVL) will design specialised space fit for industry’s needs to allow digital health developers across multiple sectors to assess their products along the entire commercial development pipeline.
- The [Industrial Centre for AI Research in Digital Diagnostics](#) (iCAIRD) will complete delivery of exemplar projects to demonstrate the mechanisms available for industry related to AI, machine learning and digital diagnostics. Additionally, iCAIRD will develop a sustainability plan to ensure that current industry engagement is maintained, that frameworks exist for new opportunities and continue to support the £3.37m Industrial Strategy Challenge Funded [INCISE](#) project which is working with industry and developing AI to predict bowel cancer risk. The DHVL (see above) will build on the infrastructure created by iCAIRD to ensure synergy and highlight the commercial digital/AI infrastructure available.
- Within the Arts and Humanities, we will continue to support the evolution of our network of multi-disciplinary Arts Labs to facilitate dialogue with public and private sector organisations with the goal of securing collaborations across topics including Immersive Experiences, Games & Gaming and Migrations. Building on this track record, the College of Arts will develop an engagement framework to create multiple, curated, opportunities through the year to bring together industrial, civic and cultural organisations to engage with researchers in a meaningful way to enhance access for external partners.

Outcome two (simplification/commercialisation):

The University recognises that simple access to its facilities and expertise is an important aspect of delivering innovation services to businesses. Throughout 21/22 we will enhance this through several mechanisms.

- **Recruitment:** Within the new Innovation Services Directorate, we will recruit an Innovation Marketing and Communications Manager and enhance our translational grant support through the recruitment of a Business Development Manager focused on KTP and other Innovate UK funding streams, working in collaboration with businesses. Through the employment of a Translational Project Officer, the College of Medicine, Veterinary and Life Sciences (MVLS) will deliver an audit of innovation capabilities and expertise across the College. The outcomes of this will be built into 21/22 strategic planning for staff support functions and engagement with external stakeholders to the knowledge and expertise within MVLS.
- **Revision to policy:** We will publish a revised IP policy that clarifies our institutional mission for commercialisation and provides enhanced incentives to founding academics.
- **Review of Processes:** In parallel we will undertake a review of our current commercialisation processes and development of a streamlined framework for identifying and accelerating the most promising opportunities. We will also commence a review our processes for contract research to ease access for businesses to our research base and will use this model to build out a toolkit of engagement mechanisms for businesses.
- **Marketing and Comms:** The University currently utilises a small range of materials and platforms to support marketing of our knowledge and expertise to business. These include central and College-based Business Engagement, Commercialisation and Licensing webpages and the use of [KONFER](#) and [IN-PART](#) to publicise potential engagement and/or commercialisation opportunities. Throughout 21/22 we will refine and simplify access to our webpages and include more marketing summaries to attract licencing opportunities, spin-out investment, and co-development opportunities.
- **Opportunity audits:** We will continue our Opportunity Audit programme to identify innovation pipeline and provide targeted support to investigators and projects. To date, 116 researchers have been audited; 104 projects reviewed; 73 opportunities for funding identified; 40 opportunities for IP assessment identified; 4 new patent filings; 5 licence deals signed; 5 spin-out propositions at various stages of development including Epieus Pharma, Solasta Bio Ltd. and Keltic Pharma Ltd. We will run our first Opportunity Audits in our College of Social Science and College of Arts in 21/22.

Outcome three (simplification/greater innovation):

- The University will continue to lead and manage the award-winning [Lighthouse Lab](#) in Glasgow, one of the UKs largest COVID-19 testing facilities which is supporting NHS in Scotland. Our College of MVLS is working with SE, Skills Development Scotland, Scottish Government, NHS and FE sector to increase testing capacity and workforce numbers to ~1100 people. Working with these stakeholders, we are developing a longer-term proposition for the Lighthouse that supports Scotland's epidemic preparedness and diagnostic capacity beyond COVID-19 as well as a skills pipeline for the life sciences sector. We have already submitted a tender response with industry to the Our Future Health bid.
- The University will continue to support the two national Innovation Centres it hosts, including the [Innovation Centre for Sensing, Imaging and Internet of Things](#) (CENSIS) and the [Precision Medicine Scotland Innovation Centre](#). The growth of the precision medicine cluster and the highly supportive ecosystem being developed will promote greater precision medicine innovation in the region including innovative approaches to skills development and community engagement through partnerships with Skills Development Scotland and Glasgow Science Centre. The University is also working closely with the Scotland 5G Centre, to deepen links between future telecoms research and case studies and promoting these to industry across Scotland and the UK.

Outcome four (entrepreneurialism):

- A key goal in AY 21/22 is to nurture a new generation of academic social entrepreneurs from across the breadth of our academic community. In September 2021 we launched our '[Innovating the Future](#)' initiative. This suite of training and resources aims to promote, develop, and sustain social enterprise as an alternative set of models for academic spin out opportunities. The initiative has two main elements: (i) [The ASPECT ARC Accelerator](#) programme (University of Glasgow is a partner in the CCF funded ASPECT consortium) and (ii) The Inclusive Innovation Programme: a Scottish Government funded collaboration between the University of Glasgow and Community Enterprise Scotland (CEIS) which through a range of partners delivers digital training, business support legal support from MacRoberts LLP; and support to internationalise your idea from [the Challenges Group](#); as well as from the University's IP & Commercialisation team.
- Within the College of Social Sciences, we will continue delivery of the collaborative GamesHub project (with partners Bristol, Manchester and Nottingham Trent) focused on commercial games based on social science research. The College will also pilot a new Innovation *Fellows* scheme, in partnership with Oxford and Manchester, over 21/22, supporting a small cohort of early career social science researchers who have successfully engaged in venture creation to act as champions for their peers.
- Within the College of Science and Engineering, our in-house Glasgow University Software Service (GUSS) operates across the institution and for local SMEs, working alongside Interface. It offers Computing Science students paid part time employment, provides SME's access to affordable software development services and supports research and knowledge exchange. Since forming 2 years ago, GUSS has taken on over 60 projects and is currently exploring ways to fund student-led start-ups on prototype development to market test technology business ideas.
- The College of MVLS will work with the University's Adam Smith Business School to develop a 'Preparing for Innovation' Programme to provide our staff and students with the tools that they need to understand innovation and to develop an entrepreneurial mindset.
- The University supports a range of activities for staff and students to develop awareness and knowledge across a range of engagement and innovation activity. This includes our Glasgow Crucible initiative, an annual event for around 30 of our early career researcher community on an immersive residential course with expert advice and workshops across a number of co-research specialism including enterprise, public and policy engagement.

Outcome five (international):

The University is committed to the promotion of Glasgow and Scotland as destinations of innovative talent from across the world and is actively promoting its expertise, capabilities and facilities internationally. For example:

- Our Centre for Sustainable Solutions has been promoting Glasgow research in the lead up to COP-26 via the [SDI webpages](#) to highlight ultrasonic activities at the Universities Glasgow and Strathclyde to support capabilities worldwide, which was used by SDI to promote Scottish research. This is also supported by the successful EPSRC funded FUSE CDT, led jointly by the Universities Glasgow and Strathclyde.
- The College of MVLS will work with Scottish Enterprise and Kadans Science Partner to market the Health Innovation Hub (HIH) globally, to identify inward investment and tenants for new commercial space being developed as part of the Living Laboratory, building on the success of the award-winning Clinical Innovation Zone. We intend to launch the HIH at EXPO2020. New business opportunities from the Living Laboratory will in turn drive further demand from industry.

Outcome six (inclusive growth and social impact):

The University plays a key role in supporting the Scottish Government to deliver their ambitions for inclusive growth.

- [The Lighthouse Lab](#), which has successfully created 700 jobs, and will potentially increase its capacity to provide an additional 400 more in the local community.
- Launch of our £1.5m [IntoUniveristy Govan](#) learning centre in to provide additional educational support to young people aged 7-18 years to achieve their educational ambitions. The project has sited itself in local property which in turn has already provided a community rental income and 8 direct jobs.
- The College of Social Science has recently recruited a Professor of Wellbeing Economy with the specific intention of developing a programme of research, knowledge exchange, and practice to help inform the University's, and national stakeholders' approach to inclusive growth.
- The University partners with Glasgow City Council and Scottish Enterprise on the [Glasgow Riverside Innovation District](#) (GRID). The GRID partnership is supporting several community projects focussed on social and cultural regeneration including undertaking a commercial viability study into a water sports facility based in Govan with associated community facilities; and the 'Creating a Cultural Place and a Net Zero Innovation District' project in partnership with SWG3 (lead) which has been awarded £480,000 from the UK Government Community Renewal Fund to commence work in 2022.

Outcome seven (equality and diversity):

The University is committed to the core principles of accessibility and widening reach, and supporting equality, diversity and inclusion (EDI) and all staff need to have completed the University's online EDI training module to access internal innovation seed funding. Specific initiatives running in 21/22 include:

- Within our College of Science and Engineering, EDI forms a key underpinning aspect of our EPSRC and STFC funded IAA programmes, providing targeted support to Early Career Researchers (ECR) to engage in impact development and commercialisation, particularly for ECR women, for example through the Visnet programme. We have funded and established programmes such as Women in Photonics and Amplify, a mentoring programme for under-represented groups in HE, paired with industry mentors for Computing science, engineering, physics and astronomy. The Amplify project took on 22 students in 2021 and following a successful pilot, will look to be extended to all students in CoSE in 2022.
- Similarly in our College of MVLS specific equality and diversity initiatives will continue to be supported with ISSF funding including: the deployment of the Older Workers toolkit and development of an educational resource to embed the principles of equality and diversity into the curriculum; the ISSF Academic Returners Fund– which supports all academic staff regardless of career track or gender returning to academic life after a period of parental or carers leave and the ISSF Carers Conference Fund, open to all staff to make a direct contribution to the additional caring costs (for child and adult dependents) incurred by staff when attending conferences. A new project has been identified to look at the impact of the covid-19 shutdown on gender, race, and minorities.

University Outcome Agreement Impact Framework: Supporting Data

Per Outcome Agreement guidance, "projections" have been provided for 2021/22, based on incomplete in-year data.

A: Measures where UoFG has referred to 'SFC Accurate', or very similar, data sources

B: Measures where UoFG has projected based on recent historical data and internal insight/data

C: Measures where UoFG has projected based on recent historical data, but cannot support with internal information, or the measure is not fully within UoFG control.

Please note that 2018-19 and 2019-20 figures for measure G2, 2019-20 figures for measures F and H and all 2020-21 figures are impacted by the COVID-19 pandemic and may not be directly comparable to other years

Measure	SFC Supplied Data							UoFG Projection	Comments
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
A Number of Scottish-domiciled Undergraduate Entrants	2,778	2,978	3,060	3,183	3,126	3,065	3,572	3,746	A: Sourced from SFC Early Return - Early Access Table
B Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes								198	B: Projection - Proportion of 19/20 SDUEs who were HN Entrants, applied to 21/22 SDUE Total. Internal data not available to SFC's National Articulation Database (NAD) specification.
Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		166	158	155	147	162	176	40	B: Projection - Sourced from internal data, different to SFC NAD Specification.
Proportion of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		19	9	12	15	24	32	20.2%	B: Projection - Informed by above datapoints
C COWA measure: Total number of Scottish-domiciled full-time first degree entrants	2,646	2,832	2,963	3,020	3,000	2,919	3,435	3,648	A: Sourced from SFC Early Return - Early Access Table
COWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	336	343	365	371	399	395	507	605	A: Sourced from SFC Early Return - Early Access Table
COWA measure: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	12.7%	12.1%	12.3%	12.3%	13.3%	13.5%	14.8%	16.6%	A: Sourced from SFC Early Return - Early Access Table
D Number of Scottish-domiciled undergraduate entrants with care experience	14	14	18	18	31	31	30	43	B: Projection - Sourced from internal data, different to final SFC spec
Proportion of Scottish-domiciled undergraduate entrants with care experience	0.5%	0.5%	0.6%	0.6%	1.0%	1.0%	0.8%	1.1%	B: Projection - Informed by above datapoint
E Number of Scottish-domiciled full-time first year entrants	2,881	2,623	2,794	2,924	3,063	3,032	2,947	3,609	B: Projection - Proportion of 19/20 SDUEs who were full-time, first year entrants, applied to 21/22 SDUE total.
Number of Scottish-domiciled full-time first year entrants returning to study in year 2	2,720	2,468	2,633	2,765	2,839	2,870	2,841	3,417	B: Projection - Based on percentage performance below and population datapoint above.
Proportion of Scottish-domiciled full-time first year entrants returning to study in year 2	94.4%	94.1%	94.2%	94.6%	92.7%	94.7%	96.4%	94.7%	B: Projection - Steady state assumed
F The difference (+/-) from the individual institution benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey	3	2	2	3	0.8	2.3	5.6	3.0	C: Projection - Average of historic results.
G1 The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey				1,363	1,517			1,517	C: Projection - Steady state. UoFG support the efforts to contact respondents, but are not in control of them.
The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				1,321	1,414			1,442	C: Projection - Informed by data points above and below.
The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				96.9%	93.2%			95.1%	C: Projection - Average of recent results projected.
G2 The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment				1,078	1,131			1,037	C: Projection - Steady state. UoFG support efforts to contact respondents, but are not in control of them.
The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment				740	718			747	C: Projection - Informed by data points above and below.
The proportion of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment				68.6%	63.5%			72.0%	C: Projection - Average of recent results projected. Covid and Brexit are anticipated to contribute to an unstable sector.
H Number of Scottish-domiciled Undergraduate Qualifiers	2,598	2,514	2,728	2,519	2,835	2,802	2,597	2,550	B: Projection - Proportion of 17/18 SDUEs who qualified in 20/21, applied to 18/19 SDUE who may qualify in 20/21.

Outcome Agreement between the University of Glasgow and the Scottish Funding Council for AY 2021-22

On behalf of the University of Glasgow:

Signed: 

Print name: Anton Muscatelli

Position: Principal and Vice-Chancellor

Date: 30 June 2022

Signed: 

Print name: Elizabeth Passey

Position: Chair

Date: 30 June 2022

On behalf of the Scottish Funding Council:

Signed: 

Print name: Karen Watt

Position: Chief Executive

Date: 28 July 2022