



University  
of Glasgow

# OUTCOME AGREEMENT 2022-23

DECEMBER 2022

**WORLD  
CHANGING  
GLASGOW**

## Foreword from the Principal

The University of Glasgow was founded for the benefit of the people of the city in 1451. Centuries later, the University remains true to our historic roots as a civically-minded institution, working for the benefit of communities locally and across Scotland, the UK and internationally.

As this Outcome Agreement outlines, we remain committed to providing world-class learning, teaching and support for our students. We produce world-leading research while working to protect the sustainability of our broad research base and enhance our research culture. We have improved our position among the world's top 100 universities in the 2023 Times Higher Education World University Rankings, rising to 82<sup>nd</sup>. This year Glasgow participated in the Times Higher Education Impact Rankings for the first time and ranked 19<sup>th</sup> in the world for the positive impact we have on society through our contribution to the delivery of the UN Sustainable Development Goals. Furthermore, we ranked first in Scotland and third in the UK, reflecting our priorities as a world-changing, civic university.

One of our key ambitions as an anchor institution is to address inequalities. The city of Glasgow has some of the highest levels of multiple deprivation in the UK and it is imperative that we strive to address the relative deprivation found on our doorstep. We have launched an innovative partnership with the University of Edinburgh and the educational charity IntoUniversity, opening three centres to provide additional educational support to those aged 7-18 to raise their ambition and capability to pursue a University career. Our Widening Access team also continues to work with over 5,000 senior phase pupils each year, plus thousands more at early secondary and primary level, and we are committed to working to break down stigma and barriers to education. We have brought determination and focus to our wider activities around student outcomes and in 2021-22 have achieved the highest figures to date in MD20 and MD40 recruitment.

As a research-intensive Russell Group University, much of our impact is rooted in research. In the 2021 Research Excellence Framework, 93.1% of our research was assessed as world-leading or internationally excellent. The grade-point average (GPA) derived from the REF assessment showed Glasgow as the top-performing University in Scotland and 10<sup>th</sup> among Universities in the UK.

Recognising the need to build on our research strengths, in June 2022 we opened the new Mazumdar-Shaw Advanced Research Centre (ARC) which catalyses a new approach, bringing together talent from across disciplines to address some of the biggest challenges facing society. The ARC does not belong to a single School, College or discipline and instead provides a unique and collaborative space, focusing on the key themes of:

- Quantum Technologies
- Digital Chemistry
- Global Sustainable Development
- Creative Economies and Cultural Transformations
- Technologies Touching Life

We are taking a values-based approach to research culture - encouraging colleagues with decades of experience to work alongside early-career researchers and PhD students. The ARC also places public and community engagement at its heart, for example with the major ARCadia Festival of Ideas launched in September which saw the University play host to an eclectic programme of research-based events, with 7000 members of the local community involved in a series of free activities.

The University plays an ongoing role as a major economic actor within the Glasgow city region and across Scotland and the UK, driving innovation and collaboration with industry, with overall economic impact of £4.4bn, according to a recent London Economics study. Glasgow has significant innovation and research strengths in high-potential areas for Scotland including quantum technologies, life sciences, VR/XR and creative economies.

Our new Innovation Strategy is in development, which will see continuing and strengthened commitment to the Glasgow Riverside Innovation District (GRID), a joint initiative between Glasgow City Council, Scottish Enterprise, and the University. The vision for GRID is to catalyse the development of an innovation ecosystem comprising academics, entrepreneurs, industry partners, support networks, social enterprises and sources of finance that will build further on the University's research excellence and partnerships.

We've also evolved our partnerships in the research and international development space: focusing on meaningful capacity building with in-country partners and creating long-lasting partnerships in the Global South. We have continued to work with our TNE partners and the University is an active member of Universitas 21, The Guild EU, CIVIS European University Alliance, and we deliver a total of eleven Erasmus Mundus Joint Masters Degree programmes.

The University was also proud to launch the new Scottish Council for Global Affairs (SCGA) earlier this year in partnership with the Universities of Edinburgh and St Andrews. The SCGA is Scotland's first non-partisan hub for world-leading expertise on international issues. It will place this expertise at the disposal of public policy and promote independent, expert-informed debate and discussion of the most pressing international questions.

As a responsible global institution, we remain committed to addressing historical injustices and we have continued to deliver the actions set out in our *Understanding Racism, Transforming University Culture* report released in 2021. In October the University launched a new anti-racism campaign based on the real and lived experiences of members of our community. To be the inclusive University we aspire to be, we understand the importance of addressing and tackling overt racism and microaggressions.

As with last year, we also remain committed to playing our part in addressing the climate emergency. In 2019 we were one of the first UK universities to declare a climate emergency and in 2020 we launched a cross-disciplinary Centre for Sustainable Solutions and published our 'Glasgow Green' strategy for achieving carbon neutrality by 2030. Under this heading, we are striving to engage the entire University community and ensure that everyone is enabled to make a difference. This year we launched GALLANT - a partnership project with Glasgow City Council to use Glasgow city as a Living Lab and a testbed for sustainable solutions. Funded with £10M from UKRI's Natural Environment Research Council, the project takes a whole systems approach to focus on five key themes linked to the climate emergency, including addressing flood risk and regenerating derelict and polluted land.

These are just some of the ways in which we are acting to meet the challenges of the moment and this Outcome Agreement offers further detail on the wide variety of initiatives the University is driving forward during 2022-23.

In delivering this Outcome Agreement, the University of Glasgow will continue to demonstrate the unique and significant contribution we make to society and to the aspirations of both the Scottish Government and the Scottish Funding Council. I look forward to working closely with 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><b>Fair Access and Transitions</b> Education is accessible to students from all backgrounds and students at all levels are supported through successful pathways.</p> <p><b>Core Associated National Measures:</b></p> <ul style="list-style-type: none"> <li>- Total Number Scottish Domiciled Undergraduate Entrants (SDUEs).</li> <li>- Proportion of Full Time, First Time SDUE from SIMD20 postcodes (the CoWA measure).</li> <li>- Number of SDUEs with Care Experience.</li> <li>- Articulation – advanced standing from college level to degree level study.</li> </ul>	<p><b>People from deprived areas have fair access and are supported to succeed.</b></p> <p>The University has increased our proportion of learners across a number of measures in recent years (MD20, MD40, CoWA MD20), while increasing our intake annually against each. As outlined in our 21-22 self-evaluation, we continued this progress in 2021-22, with our recruitment of FTFD entrants from MD20 postcodes reaching 16.7% and our SDUE recruitment reaching 17.1% for MD20 and 33.9% for MD40 respectively. These were our highest ever figures for each measure and were achieved by continuing the proactive approach we have adopted throughout the pandemic, using our well-established network of partnerships with schools, Colleges, Local Authorities (LA's) and the third sector, to mitigate the ongoing pandemic impacting particularly heavily upon our WP applicants.</p> <p>While we are satisfied that the multiple approaches (detailed below) we have taken have shown real impact for UofG and the sector more broadly, we would caution that we anticipate entrant numbers re-adjusting closer to pre-pandemic trends in 2022-23, as SQA exams return and the ongoing impact of the pandemic is felt by learners who have suffered over two years of disruption to their learning.</p> <p>In response, we are further enhancing our WP provision on every level across AY 22-23: re-introducing some on-campus provision to the online delivery of our suite of WP in-school and summer programmes; increasing the flexibility of our adjusted offers and Access Thresholds via our WP contextualised admissions; stepping up our provision for vulnerable learners. As in the first year of the pandemic, hardship funds and schemes offering equipment and Wi-Fi are available to on-degree students, with priority for WP students given the effects of the ongoing cost of living crisis.</p> <p>We remain flexible with our WP programme capacity, maintaining our engagement with 5,000+ senior phase pupils annually and enabling thousands more primary and early secondary pupils to participate online and in-person. We continue to guarantee adjusted offers to students from WP learner groups, and those who take part in our programmes, including students from SIMD20/40 postcodes, and those who are care-experienced, estranged, carers, asylum seekers and refugees (see <a href="https://www.gla.ac.uk/study/wp/adjustedoffers/adjustedentry/">https://www.gla.ac.uk/study/wp/adjustedoffers/adjustedentry/</a> ). Further and in support of this work, we</p>

signed the Stand Alone Pledge in 2016, signed the Armed Forces Covenant in 2017, achieved the Carers Trust Going Higher Award in 2020 and are pleased to report we achieved University of Sanctuary status in 2022 for our long-standing and sustained work with forced migrants.

This is complex work. 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 – and as outlined in this document - widening access holds a prominent place.

**Care-experienced people 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 full 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). We are represented on a variety of forums and governance groups set-up to support and raise awareness of the issues faced by care-experienced students. 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 public and third sector organisations as appropriate, e.g., Local Authorities, Who Cares? Scotland, Stand Alone, MCR Pathways, CELCIS.
- Our Student Representative Council works closely with our Widening Participation team to arrange events for care experienced and estranged students. These ran online during Covid but are now back in-person, creating a supportive community for particularly vulnerable students who often lack a support network.

We stepped up this support during Covid, giving every vulnerable student £1,500 to aid living costs and priority access to further financial support thereafter. We are maintaining this support in 2022-23 to mitigate the cost-of-living crisis as much as possible. We provide secure accommodation in University residences for any care experienced or estranged school pupils and students, whose home situation becomes dangerous or untenable, at no cost to these 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.

**Institutions outline how they will support the sector’s delivery of the COWA targets.**

UofG has worked consistently with SFC, Scottish Government, the Fair Access Commissioner and the broader sector to implement the CoWA agenda. Our Principal, Professor Sir Anton Muscatelli, sat as a CoWA Commissioner and other senior management figures including our Head of WP & Lifelong Learning have chaired or sat as members of the various working groups and committees created to deliver the CoWA agenda since 2016, including: the Access Delivery Group, Fair Access Framework Governance Group and the Access Data Working Group.

With regards to delivery, in 2022-23 the University of Glasgow will continue to host one of the national SFC-funded schools programmes, Reach West, and the senior element of FOCUS West (The Schools for Higher Education Programme, SHEP), and the Top-Up Programme. We are working closely with SFC and our partner HEIs on the creation of the National Schools Programme (NSP), bringing together Reach and SHEP on a regional and national basis to create a more closely aligned offering for school learners across the country. Reach West and Top-Up, both bridging programmes created and facilitated by UofG, engage with over 5,000 senior phase learners annually across the west of Scotland. Pupils complete academically rigorous and credit-rated programmes, which are accepted by HEIs across Scotland as evidence of an applicant’s ability to succeed in HE and used in contextualised admissions processes to admit learners on adjusted offers. Both Reach and Top-Up bring WP learners into UofG each year, but over 1,000 other pupils progress via Top-Up and 100+ progress to professional degrees via Reach to other Scottish HEIs

annually. This is a significant and direct contribution to the sector's delivery of CoWA targets, but one not specifically acknowledged in individual Outcome Agreement entrant statistics. We have conducted our pre-entry programmes in this manner for 20 years and will continue to do so moving forward. We also continue to lead on the creation and management of admissions progression agreements via our Top-Up Programme for FOCUS West (SHEP), having done so since 2002, and have jointly worked on this with the Reach partnership since 2010. We are currently leading on an enhanced and more formalised approach to the portability of these and other WP programmes via admissions progression agreements, working with the sector to create this as a pillar of the NSP.

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. Both Top-Up and our Summer School Programmes were highlighted as examples of best practice for the sector by CoWA in combining high quality outreach with contextualised admissions offers.

We have increased the number of Access courses we run within UofG and in partnership with the Scottish Wider Access Programme (SWAP), from which we recruit 200+ adult returner learners annually to every subject area. Our Head of WP & Lifelong Learning, acted as Deputy Chair and Chair of SWAP West for three years until 2022, contributing to regional and national aims and provision.

Our contribution to sectoral delivery of CoWA targets is considerable and underpinned by our strategic approach to our WP work. This places the needs of the individual learner at the forefront of the process to encourage informed choice of HEI or FEC by the learner, leading to student success and retention and contributing to all the CoWA targets.

**Prior learning is considered and students are offered the best pathway for them.**

The University merged its WP and Short Courses teams in late 2021, to create a new Widening Participation & Lifelong Learning team, with an ambition to further develop our Access and adult learner provision and the pathways available for students progressing into the University of Glasgow. Work on this has proceeded well over the past year and is ongoing. We are creating an integrated pathway system, involving our entire suite of WP and Access programmes, to produce proper choice and customisation of route for WP learners wishing to progress to degree study at UofG. Our programmes do this as follows:

Programmes with Contextualised Admissions Pathways	Learners Engaged Full-Time (FT) or Part-Time (PT)	Year of Entry to UofG
Top-Up	In-school	1
Reach	In-school	1
Summer School	School leavers; adult learners	1
Sutton Trust Summer School	In-school	1
University Experience Week	In-school	1
SWAP Access	Adult learners - FT	1
UofG Access	Adult learners; school leavers - PT	1
UofG HNC	School leavers; adult learners - FT	2

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.

We maintain an ongoing dialogue with LA, school and College partners to remain abreast of developments regarding qualifications being undertaken in school and College by learners, to enable us to update our admissions policies and recognition of qualifications as required.

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 the University of Glasgow.



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

We widely disseminate our WP provision, including our outreach, contextualised admissions approach and support for vulnerable groups, 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. We were able to hold this event in-person in 2022 for the first time since 2019, which was a very welcome return to face-to-face dialogue with our colleagues and partners across the educational sector.

Similarly, in 2022-23 we will be attending more in person events in schools and Colleges, as we come out of the pandemic period. 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 engaged, to also enable parent/carer engagement. Online meetings will continue to be held with our 14 LA and 160 west of Scotland school partners as we develop blended delivery options, retaining the elements of online provision which remain useful moving forward. We are also using blended methods to continue to work closely with SWAP and enhance provision for our UofG Access students, ensuring all Access students are fully aware of all options.

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

As has been outlined above, we have a long-established portfolio of pre-entry bridging programmes, which is the broadest and most far-reaching in the sector. We will develop and expand this as appropriate in 2022-23, facilitating programmes individually and in collaboration.

To be fit for purpose, we ensure our widening participation programmes fulfil three main functions for underrepresented groups, considering study at UofG or elsewhere:

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

We combine funding from different sources, including: UofG core; SFC national programme; LAs; philanthropic and alumni, third sector, to create an economically efficient model of engagement to cover the west of Scotland and beyond. The philosophy behind our approach is to facilitate programmes which can engage every target institution, group and learner. We operate innovative and efficient delivery models, utilising a body of 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.

In partnership with the educational charity IntoUniversity and the University of Edinburgh, we launched IntoUniversity Scotland in 2020-21, despite the limitations of covid. 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 around 3,000 target WP pupils aged 7-18 annually, across their entire learner journey, via a novel whole-family and community approach, which involves local schools, community groups, FE Colleges, business and industry. Our cross-University approach internally, involving academic, central service and student support service areas, combined with the strong external partnership approach, promises exciting and impactful developments ahead as this complements our already comprehensive provision to provide bespoke input for these three areas.

## 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.
- Overall student satisfaction (NSS).
- Outcomes of QAAS engagement and review work commissioned by SFC.
- Institutional ILR annual reports.

## The student experience of learning, teaching and support is protected.

Our University [Learning and Teaching Strategy](#) outlines our approach to a student-centred learning experience which - in this year where we see a return to campus for all degree programmes - means a renewed emphasis on active learning and collaboration in all settings, spanning on campus teaching and online settings. We have increased the space-per-student allocated in physical teaching spaces (except fixed-seat lecture theatres) to support active learning during 2022-23 (having made a long-term commitment to this approach) and have managed the allocation of teaching spaces to ensure a meaningful on-campus experience for students whilst maintaining the benefits of blended learning approaches. This has included the use external venues to ensure that we can accommodate all planned in-person teaching.

The Learning and Teaching strategy with its student-centred approach is the main mechanism through which we will develop our overall student satisfaction, as measured in the National Student Survey (NSS). This work is complemented by our College-level NSS action plans, submitted to and approved by the Learning and Teaching Committee in November 2022. These plans draw on examples from local School level plans. It is at the School level - or indeed more locally still at subject or programme level - that the most significant actions are to be taken forward in supporting the development of our NSS scores. There are three particular areas of focus, across all College plans, for session 2022-23: timeliness of feedback on assessment; learning community; the student voice, and especially closing the feedback loop. Some examples of actions in each of these groups are:

1. Timeliness of feedback – The College of Arts has introduced a new College-wide system for extension requests from students (as the lack of a single process previously led to delays in feedback return), and this will be reviewed towards the end of the session
2. Learning community – The College of Science and Engineering will work more closely with student groups to develop shared learning goals
3. Student voice – The College of Social Sciences and College of Medical, Veterinary and Life Sciences will roll out 'you said; we did' sessions and communications across their colleges

## There is rigour and quality in learning and teaching processes.

As noted in our SFC reporting during the last two years, quality processes were retained in full, with the exception of annual monitoring and course approval which were modified in response to the pandemic. Academic areas that redesigned their teaching during the pandemic, in line with the University strategy, have been required to formalise those changes through our course approval process in advance of

teaching during 2022-23. As such, this academic session sees all of our normal quality processes implemented in full, with no temporary changes. We have reinstated in-person Institution-Led Reviews (Periodic Subject Review (PSR)) for this coming year to support on-site visits for external panel members allowing for more free-flowing and discursive interaction. We continue to require all academic staff who are new to teaching to undertake the Post-Graduate Certificate in Academic Practice (PGCAP). Our internal recognition scheme aligned to the UKPSF continues to grow in popularity. We have a growing programme of [staff upskilling](#) and CPD, with 22-23 being the first year of implementation for our new [Code of Practice for Graduate Teaching Assistants](#).

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

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

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

We are also establishing a new working group to review how we capture the student voice; we intend to incorporate recommendations from the group across Semester 2 where possible. The SRC's VP (Education) is a key contributor to this working group.

**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, and we supplement these with analytics that are shared through our Planning Insights and Analytics team (PIA). Building on work done during the previous two years to support our PSR process - and the creation of a new student experience survey ran over the summer of 2022 - focus during 2022-23 is on concluding work on evolving our approach to evaluating the outcomes of the Learning and Teaching Strategy (aligned to the SFC national approach to the tertiary quality enhancement framework). This work is being done in

tandem with work on the Student Experience Strategy to ensure alignment and a holistic approach. 2022-23 also sees the formal adoption of our new Student Facing Services Review Framework which will contribute insights into the learning experience and is similarly data and evidence driven.

**Learning and teaching strategies are adapting to include approaches for digital and blended learning.**

Our Learning & Teaching strategy demonstrates our commitment to ongoing support for blended and fully online learning. The strategy was being developed pre-pandemic but was concluded during the pandemic and specifically references the importance of reflecting on and learning from changes that were made during the last two years. As reported previously, we have invested in central teams to support the design and implementation of blended learning during 2022-23. All but one L&T strategy investment posts have been recruited for, and we will see these new staff work in a very focused manner with colleagues across the University to implement the Learning and Teaching strategy.

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

Our academic development CPD programme for 2022-23 demonstrates our commitment to active learning (including blended approaches), use of social media and other relevant topics to support staff in the development of their L&T practice. More information and details of what is included in the programme can be found here: (<https://www.gla.ac.uk/myglasgow/add/events/cpd/#cpdseries2022-23>).

Additionally, Schools request bespoke support and bring in disciplinary experts to lead training for staff. Areas such as Psychology and Engineering, for example, continue to run their own staff CPD sessions to support colleagues with online and blended teaching practice.

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

The University's Transitions Working Group (TWG) will continue to oversee support for students entering and transitioning through the University. The focus of the group changes each year and is heavily influenced by the priorities of the SRC. For 2022-23, the group will focus on assisting students move back to a more on-campus teaching model. This work will prioritise areas where practice and processes changed due to the Covid Pandemic. Further, a key thread running through the groups work this year is the cost-of-

living crisis and what can be done to alleviate the impact on our students. Examples of work underway and in development are outlined below:

- Student Good Cause. Good Cause is the University's process concerning the impact of illness or unforeseen circumstances on a student's ability to demonstrate in assessment what they have learned. This process was changed significantly in reaction to the pandemic and is now changing again as we return to campus-based teaching.
- Staff support networks. The establishment of the First-year Course Coordinators network (FYCCN) has proved invaluable as a forum for course coordinators in all areas of the University to discuss best practice in supporting students through their first year of studies. TWG proposes to expand this in 22-23 and work to create similar course coordinator networks for Honours year cohorts and PGT courses.
- Analysis of student continuation and progression to inform decision making on student support needs, especially focussing on what changes were seen due to the pandemic and what lessons may be learned from that period, with renewed focus on the ongoing cost-of-living crisis.
- A working group has been created to investigate the success and retention patterns seen within our MD20/40 students. This working group was established as the numbers of MD20/40 students have increased in line with our work highlighted in 'Fair Access and Transitions'. The group will carry out an audit of practice with First Year Course Coordinators to help identify what support has been developed, and review evidence of provision that supports students to succeed in their studies.

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

We have seen an increasing number of students with complex and severe mental health issues, which can place strain on resources. Our Counselling Service offers students a confidential space to talk about issues affecting their mental health and wellbeing, obtaining support and guidance to ensure that they can successfully engage with their programme of study and enjoy University life more generally. This resource has been consistently developed, with the teams increased funding supporting our work to diversify our offering and respond to a wider range of needs.

Further, staff in the counselling service continue to liaise with GPs and CMHT where appropriate. Like other institutions we are looking to forge more effective partnerships with our local NHS colleagues in order to facilitate access to clinical pathways for our students whose needs go beyond and cannot be met by internal provision. Talks with NHS GG&C are progressing, and a working group has been formed to sit in AY 22-23.

	<p>Further, and as outlined above, student mental health and well-being is placed at the forefront of all orientation and transition provision, and most prominently within the Transition 2 Glasgow programme. All students undertaking T2G take part in a range of mental health and well-being classes, covering topics from adjusting to University life to dealing with perfectionism and procrastination.</p>
<p><b>Partnership, participation, and student experience</b>  Students find it easy to participate, have their voice heard and valued, and influence their educational and student experience.</p> <p><b>Core Associated National Measures:</b>  - Outline approaches to enhance student engagement and experience including</p>	<p><b>Effective partnership arrangements exist between institutional leadership teams and student bodies.</b></p> <p>Our close partnership with our SRC enables us to work together in enhancing the student experience and is very much valued in supporting us to shape our approach to Learning and Teaching. As previously reported, there is no formal Student Partnership Agreement (SPA) between the SRC and the University. As outlined in our ELIR 4 the introduction of a SPA has been considered but both student representatives and senior leaders were of the clear view that it would not add further benefit to the already existing strength of our student partnership, particularly in light of the SRC's specific representation and welfare functions rather than the broad remit of the generic students' association model found in most HEI's. This view has continued in subsequent years and student representatives welcome the flexibility to be able to change priorities throughout the academic year, rather than needing to adhere to previously agreed objectives.</p>

partnership agreements with Students' Associations.  
- Arrangements exist for training Student officers.  
Outline work with students and their representative bodies to develop plans to secure and enhance the quality of the student experience.

**Student partnership is valued across the institution and plays a key role in enhancing the student experience.**

We work with the SRC in enhancing the student experience through a variety of means as outlined in 'High Quality Learning, Teaching and Support'. The SRC are represented in all Education related committees (our Education Policy and Strategy Committee and Learning and Teaching Committee) and on all key projects such as Transformation projects and new building projects. This representative structure is mirrored at all levels of the organisation down to the level of course representatives. Further, our Student Experience Committee is co-convened by the University's Chief Operating Officer and the SRC President. This committee focuses on non-academic aspects of the student experience, and reports into the University's Governing Body (Court). Members of Court also sit on the Student Experience Committee.

More specifically and with respect to learning and teaching, as part of investments provided to support the L&T strategy, three student staff partnership schemes were launched (two new and one re-introduced). The current focus of the schemes is on Assessment and Feedback, Co-creating the Curriculum and Decolonising the Curriculum. A total of 25 student partners will work with staff over 9 projects during Session 2022-23. The SRC Vice President (Education) has been helping to promote these schemes at an earlier point in the cycle and has already been drawing attention to the schemes to new class representatives and ensuring they are included on Staff Student Liaison Committees as we want to encourage students to be the drivers of projects. We have funding for up to 60 such partnerships and hope to see an increase in submissions for projects in the 2022-23 application round.

We recognise the difficulties faced by students this year in securing term-time accommodation, given the ongoing housing shortage across Glasgow. We have worked with the SRC and other partners to ensure the impact on new and returning student is mitigated as much as possible, providing access to support and emergency accommodation for students most in need, and accommodating all 1<sup>st</sup> year UGs in 22-23 who applied to us before the July deadline and who were not able to commute to campus.

Further, we have begun planning around this for AY 23-24, to ensure we have done all we can to mitigate similar levels of impact on the student body in subsequent academic years. This includes reviewing and making some changes to our accommodation guarantee and taking steps to further increase our University-managed bed stock for 23-24 (a further 1200 beds over and above the 900 taken on from 22-23). Our University-managed bed stock in 23-24 will therefore rise to more than 5,700 beds (a significant increase from the 3,300 under our control in 2020). We also continue to undertake wider conversations with the City



	<p>Council and other stakeholders around how we can ensure that the overall supply of student accommodation (private landlord rental and purpose built) continues to grow to meet the city's needs.</p>
<p><b>Learning with Impact</b> Students are equipped to flourish in employment, further study and to lead fulfilling lives.</p> <p><b>Core Associated National Measures:</b> -Graduate Outcomes (Scottish Domiciled qualifiers in positive destinations, and FT Scottish-domiciled qualifiers employed at 'professional' level).</p>	<p><b>Students are supported to successfully complete their courses.</b></p> <p>The Student Learning Development (SLD) service offer a range of compulsory, optional (zero-credit and credit-bearing) and bespoke courses to support students to get the most from their studies. This includes asynchronous, subject-aligned materials, live (online and face-to-face) classes and courses covering topics ranging from adjusting to an academic culture and developing advanced skills in critical evaluation, to using R for statistical analysis. SLD embed within all the classes and courses key Graduate Attributes and frame their work around the clear articulation of those Attributes for our student body.</p> <p>Further, in 2022-23 we will be evaluating the contribution to student retention and success of our new network of Student Support Officers who were appointed over the course of the last 12-18 months. Work on our Accessible and Inclusive Learning Policy (AILP) will enable us to provide further support for students with disabilities, and we are investing in the further development of a new system called "MyPath" which is designed in-house to support Advisers of Study, Student Support Officers, and Course Convenors to identify students at risk of dropping out, and to provide early intervention. This system has been piloted in a small number of areas of the University and will continue to be developed further in 2022-23.</p> <p><b>Students are supported to progress to positive next destinations.</b></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, LinkedIn and Psychometric Testing – providing valuable advice</p>

and demystifying processes. These sessions are increasingly popular - attended by up to 100 students per session.

**Institutions implement appropriate support arrangements for graduating cohorts who will experience a challenging labour market in coming months/years.**

A range of online and in-person events are offered to connect students (with a focus on final year students) to employers, industry professionals and alumni including employer presentations, Careers Fairs, talks and speed networking. These events show the breadth of opportunities open to graduates, and the skills employers are looking for with tips on how to successfully navigate the recruitment process. Further, a series of exclusive speaker events will run across the course of 22-23 with the Cabinet Office to increase the diversity of those entering government specifically.

**Institutions ensure their curriculum and pedagogical offer remains fit for purpose and is responsive to changed need and demand.**

Our internal review (PSR) along with our external examiner system are important means of reviewing curricula and pedagogy and we explore within PSR how academic areas are reviewing curricula. Many of our Schools have their programmes accredited by professional bodies (testament to the relevance of the degree to practice) and several have advisory boards (or equivalent) that provide important feedback from practitioners/employers that helps shape the degrees. The Curriculum workstream of the L&T Strategy is pursuing the question of curriculum change in light of stakeholder expectations with a key focus on work-related learning. Colleges are currently going through portfolio review processes to benchmark their provision, and our External Relations team routinely commissions or undertakes appraisals of market demand.

**There is a good understanding of the needs of business and industry, and Scotland's economic needs. There is a pipeline of appropriately skilled people for the labour market.**

Our SFC Upskilling portfolio continues to allow us to work closely with key stakeholders (such as the Glasgow Chamber of Commerce and Project Lift) and to promote courses through organisations such as Zero Waste Scotland, the Scottish Council for Voluntary Organisations, and the General Teaching Council for Scotland (GTCS). Since the pilot ran in July 2020, over 6,000 fully funded learners have enrolled onto

our upskilling courses. All our courses align with the social and economic recovery priorities, and we have contributions from all 4 academic Colleges of the University.

The 2022-23 Upskilling portfolio comprises 16 courses, including: Information Management; Climate Change and Sustainable Decision Making; Data Skills; Project Management and Change Management; Sustainable Tourism; Data Visualisation; Impact of Trauma and Mental Health.

The Portfolio of courses allows learners to develop and refine a broad range of skills. The Applied Data Skills course, for example, enables learners to: use R to accurately summarise data; use the tidyverse to clean and process data; use ggplot to informatively visualise data; use rmarkdown to create report templates.

Across the portfolio, learners can develop some of the following skills: develop and evaluate project plans based on timing, cost and risk; critically evaluate scientific literature to recognise and identify psychological disorders; synthesise and contextualise internal processes and relationships, and external environmental conditions that influence an organisation to change; understand the fundamentals of records and information management and the legislative framework that all organisations need to comply with; produce summary statistics for exploratory data analysis and multivariate statistical tests; evaluate and apply the principles of quality assurance, clinical governance, and risk management in health services; apply imaginative approaches to new markets for Scottish goods, attractions and services.

We continue to evolve our offering of courses via an annual Course Commissioning Process, which ensures the SFC Upskilling portfolio provides flexible provision to allow people to upskill or reskill in strategically important areas. The Project and process stimulates 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. The programme for 2022-23 is underway, more details can be found here: (<https://www.gla.ac.uk/study/sfcupskilling/portfolio/>).

## 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.
- 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.

## Institutions assess the equality impacts of their policies and procedures to ensure students are supported to achieve their full potential.

The University has published the Public Sector Equality Duty requirements as set out in legislation. The current cycle for this is from 2021-25, and the next update is due in April 2023. The document can be reviewed through the relevant links:

- [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](#)

As indicated last year the University continues to implement the Understanding Racism Transforming University Culture action plan, and in 2022/23 we aim to:

- Embed actions to address the ethnicity awarding gap, including further analysis of other factors on outcomes to ensure the most appropriate support and intervention is developed and implemented.
- Completed the review of Black, Asian and Minority Ethnic recruitment patterns and identified key actions for different stakeholder groups.
- Implemented actions in relation to career progression for ethnic minority and disabled colleagues.
- Launch a podcast series on Decolonising the Curriculum.
- Conduct a successful cross campus racial harassment campaign.

Within the Disability Service Review for 2022/23 we aim to:

- Accessible and Inclusive Learning Policy and accessible materials – in addition to the working group looking at the implementation of inclusive practice and associated governance, work has been undertaken to review the availability of learning materials and texts in accessible formats.
- Introduction of new Mental Health Disability Adviser and specialist mentor roles to support increasing number of students disclosing mental health disability.
- Implementation of new IT systems to improve ways of working and ensure robust data and case management.

The rollout of the equality monitoring tool has allowed Schools to fully understand their local data on the diversity of their students. For the future we would like to expand and refine the use of this tool through:

- Setting clear University measures across the data sets, so all Schools understand the aimed outputs.
- Expand the data set to include recruitment student data – applications/offers/acceptance and identify key points in the PGT and PGR journey to fully understand progress.

In addition, The University is working to address the recommendations raised in the [Independent Review of the University's approach to address Gender-Based Violence](#) (known as the Ross Report), which will take a period of time and resourcing. Included in this is regular communication with the University community to build trust in the response to the report.

To support with this work, The University is recruiting a new Safeguarding Manager and Officer to support the GBV function in Student Services, with both posts expected to be filled before the end of the 22/23 academic year.

## Section 2: Outcomes for Research

Outcomes & Measures/Indicators of Success	SFC Expectations / UofG Actions and Outcomes
<p><b>Research Excellence</b></p> <p><b>Indicators of Success:</b></p> <ul style="list-style-type: none"> <li>- Case studies showing use of SFC research excellence grant funding to achieve/ work towards greater excellence with additional emphasis on contribution to Scottish Government policy priorities including net zero, increasing productivity, new jobs, Scotland’s global influence, boosting enterprise, entrepreneurship, EDI, child poverty, green economy, climate change. Including alignment with priorities in the National Strategy for Economic Transformation and the National Performance Framework. These will contribute to impact reporting.</li> <li>- REF2021 results were published in April 2022.</li> <li>- Research culture – Where applicable, we will seek a</li> </ul>	<p><b>Institutions produce excellent research outputs.</b></p> <p>In Oct 2020 the University released its Research Strategy 2020-25 with the mission <i>“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”</i>. 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.</p> <p>As a University we recognise that to deliver on our research ambitions, a range of institutional actions are required and our focus during 2022-23 and beyond will be on (i) Strengthening our culture of creativity and collaboration; (ii) Enhancing professional support for the development of external grant applications and deriving societal impact; (iii) Giving people time and space to think creatively; (iv) Increasing research leadership skills and capacity; (v) Focusing our investments in people and thematic areas; and (vi) tackle major challenges through cross-disciplinary research.</p> <p>The most recent assessment of our research excellence came with the publication of the REF2021 results in May 2022. UofG’s institutional performance was very strong and the Times Higher Education placed UofG 1<sup>st</sup> in Scotland, 10<sup>th</sup> in the Russell Group (up from 18<sup>th</sup> in REF2014), and 13<sup>th</sup> in the UK for Grade Point Average (reflecting significant sustained improvement from being ranked 25<sup>th</sup> in REF2014 and 33<sup>rd</sup> in RAE2008).</p> <p>UofG 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 2015-22 and UofG’s comparative position has risen from 12<sup>th</sup> to 8<sup>th</sup> – our target for the year is to further improve this position. We submitted over 3,300 outputs for REF2021 and this was where we saw the greatest improvement in our REF results. The Times Higher Education ranked us 6<sup>th</sup> in the UK for outputs, a remarkable improvement on our REF2014 results where they ranked us 28<sup>th</sup> for outputs. We invested heavily in promoting that we valued quality over quantity, and we supported researchers to ensure they understood what quality meant for their discipline, and we are delighted to see that this effort has been rewarded. A significant aspect to this was the role of the College Impact Champions (academic) and the role of the impact Officers (professional staff) in each of our four Colleges. Looking ahead, we will explore other routes through</p>

high-level understanding of how institutions are developing, supporting and embedding positive research cultures (we appreciate that different institutions will define research culture in different ways, please adhere to your own definition or use the Royal Society's definition as a guide).

which to identify and share good practice across the institution. For example, one College is piloting an Impact Mentor Network. The mentor role has been created to provide support at all stages of impact activities. The scheme includes a workload allocation and training to support them.

The University submitted 118 impact case studies to REF2021, spread fairly evenly across its four Colleges. Our overall impact performance in REF2021 remained robust: 94.5% of our impact submission was rated 4\*/3\* (internationally excellent or world-leading). Our impact GPA was 3.57, higher than the Scottish (2.95) and UK (2.83) averages. Looking to the next assessment exercise we plan to sustain and improve our impact activities through investment in a range of initiatives and actions including working with each School within our four Colleges on their research vision and plans.

SFC administered Research Excellence Grant (REG) funding supports our research activity in multiple ways and continues to be a key source of funding for the University. REG funding is shared with Schools to support both ongoing research activity, and the scoping, resourcing, and delivery of new projects, and is consistently used in conjunction with other funding streams - and rarely in isolation. REG funding directly supports the delivery of the internationally excellent and world leading research conducted in all four Colleges, as highlighted throughout this section. We will continue to allocate REG funding within the institution in a similar way to the previous REG funding settlement, ensuring it benefits the breadth of our research activity.

### **The research impact reaches beyond academia.**

UofG has extended the complexity, collaboration and reach of its work on issues related to climate change and sustainability. The University's [Glasgow Green: A Response to the Climate Emergency](#) set out a carbon zero by 2030 strategy, one of the first universities in the UK to do so. Building on that commitment and its research and engagement achievements in this area, the University was awarded a £10.2M research grant: GALLANT - Glasgow as a Living Lab Accelerating Novel Transformation. This programme, funded by UKRI NERC as part of their Changing the Environment investment, supports University researchers to work with the City of Glasgow, using a 'whole systems' approach to help the city move towards climate resilience while tackling health, social and economic inequalities.

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). Recognition of our alignment with the

principles of the Sustainable Development Goals was evidenced in 2022 by our placing 19<sup>th</sup> out of 1,406 higher education institutions globally in the Times Higher Education Impact Rankings.

**The research environment supports excellence and impact.**

Our research strategy is rooted in an ambition to further develop a research environment that promotes excellence and impact. The impact of this renewed commitment was seen in our REF2021 environment submissions outcomes, with four Units scoring 100% 4\* for their research environment (English Language & Literature, Education, Social Work & Social Policy, and Physics).

Our commitment to Research Culture continues to develop further, with the establishment of a new portfolio in Research Services, Research Culture and Researcher Development, and provision of new roles: a portfolio Head, a Researcher Development and Research Culture Manager and a supporting post, overarching an expanded provision within our Researcher Development team. Our support for our researchers' development was further resourced through the creation of a new Talent Lab programme and resource for a new post to support this. The development of these teams – including Talent Lab – makes use of our REG funding allocation, with Schools working closely with our central team to ensure researchers are supported in the most effective ways moving forward.

**CASE STUDY: Mazumdar-Shaw Advanced Research Centre**

Our new £116 million Mazumdar-Shaw Advanced Research Centre (ARC) was officially opened on the 8th of June 2022 by the 2021 Nobel Prize Winner in Chemistry, Professor David MacMillan, an alumnus of the University. The ARC is designed to be the creative and collaborative heart of cross-disciplinary research at the University and represents the physical embodiment and a delivery vehicle of our Research Strategy. It houses around 500 academics, drawn from different disciplines, working across five broad themes. By housing diverse teams within the same building, the ARC exposes individuals and research teams to each other, increasing opportunities for cross-disciplinary working. This framing further supports our approach of making use of REG funding in a cross-disciplinary and collaborative way, with REG funding supporting a range of research projects housed and developed by teams working together in the innovative spaces the ARC offers.

The ground floor is accessible to the public and the wider University community, providing much needed space to facilitate engagement, networking, meetings and exhibitions. A public festival called 'ARCadia: Festival of Ideas' took place during September 2022. Through innovative research-based events including



exhibitions, film events, talks, musical performances, and ceilidhs, we engaged with communities surrounding the university and welcomed over 7000 visitors to the ARC.

To date the ARC has hosted over 100 events spanning a broad spectrum of topics and themes. Over 75% of these events have involved partners outside the University with innovation featuring in many of these activities, including through participation of business and industry partners, policy groups and third sector organisations. The ARC has also provided an impressive backdrop for activities designed to progress strategic innovation partnerships at the University and with major international companies.

During 2022-23 and beyond, the ARC will be a key delivery vehicle for exciting new initiatives designed to nurture and stimulate cross-disciplinary collaboration within and beyond the University that addresses complex research challenges and contributes to Scottish Government policy priorities. We aim to create connections and support ideation and innovation across disciplinary boundaries and to enhance the collaborative research environment, ambition and culture across the University.

**Research Sustainability (incorporates Collaboration)**

Institutions ensure that their world-class research programmes are on a sustainable footing, particularly amidst the uncertainty surrounding the UK's future relationship with Horizon Europe.

**Indicators of Success:**

- Evidence of compliance with the Researcher Development Concordat through the Outcome Agreement process and Research Integrity Concordat through engagement with Universities UK.

**Institutions implement the Research Integrity and Researcher Development concordats. Support for PhD students, who are the pipeline of talent for future research and who have been adversely affected by the instability created by the pandemic and the economic climate.**

In early 2022 we conducted a research integrity review to consider our provision for research integrity, misconduct, and associated compliance issues. The review identified that whilst we have established a strong integrity training portfolio (see below – Case Study to be prepared as part of our wider REG Case Study submission) and have a clear misconduct policy with underlying procedures, there are gaps in our research compliance provision. In parallel to this review, we have established a new team in Research Services – Research Governance, Policy & Integrity, to provide enhanced support for researchers – both in ensuring compliance to government legislation, as well as training and awareness raising, a strategy and agreed university approach on the trusted research agenda, and enhanced support for research integrity and misconduct. We have developed a new export control policy and during 2022-23 we will publish guidance for trusted research, the National Securities and Investment Act, and the Nagoya Protocol.

UKRI is currently concluding its Assurance Audit on UofG, and we have been commended on our research integrity training provision. We have been invited to partner with UKRI to help inform their research as well as being a case study for excellence in the sector.

Our drive towards 100% open access publications continues and in 2021/22 we achieved 96.67% of outputs as open access. The Leiden ranks UofG 1<sup>st</sup> in the UK for % open access for HEIs with a publication no >10000 for period 2017-2020. We have also become a COPE member and one of our senior academics, Professor Miles Padgett, is a member of the UK Committee on Research Integrity. In addition, this summer we performed a major rewrite / update of our Code of Good Practice in Research which is going through the final stages of approval.

Having signed up to the Concordat for the Career Development of Researchers in April 2020, we are making excellent progress with the implementation of our three-year action plan (see Case Study below). The Concordat and its principles act as a key driver for developing our research-only staff. Developing our researchers and making Glasgow the best place to develop a research career is firmly embedded within the University's Research Strategy and also is aligned to our priorities for advancing our Research Culture. Concordat implementation is led by the VP (Research & Knowledge Exchange) in close collaboration with the Research Culture and Researcher Development Team within Research Services (see below). The Postdoctoral Researcher Forum acts as a steering group to shape Concordat actions, co-design initiatives, and review progress.

### **Case study: Evolving our commitment to the Researcher Development Concordat into 2022-23**

The University of Glasgow published our 3-year action plan in May 2020, which was produced through consultation with researchers. The action plan for 2020–2023 sets out our key priorities for addressing the aims of the Concordat, and details high-level approaches for how we might implement them. We have used our action plan and the priorities outlined to consult and develop initiatives to support UofG researchers, as well as engage and work with the sector to start to address systemic challenges that face research-only staff.

In July 2022 the Research Culture and Researcher Development portfolio was formed as part of a re-design of Research Service. The change in portfolio brings the University's Research Culture work into Research Services and signals a shift from *alignment* of separate Concordat and Culture Action plans to one integrated approach to developing research staff, as a key group within our research community. Significant investment in the new Research Culture and Researcher Development will enable further embedding of the 'whole culture' approach to development, specifically:

- The recruitment of a new full time Research Culture Manager who will lead on the university's Principal Investigator Development Strategy and oversee the work of a 4-person team.
- The recruitment of a new full time Research Culture Specialist focussing on Communities and Collegiality and providing dedicated support for mentoring programmes and the maintenance and formation of researcher networks and community spaces.
- The recruitment of a part time Culture Project Officer to engage Research Staff in a refreshed approach to the post-doc Forum, giving them a greater voice, collective identity and channels for representation.
- The recruitment of a part time Intern to support Research Culture initiatives such as the People Make Research campaign, and data tracking of researcher career destinations.
- The development of a new Careers Beyond Academia Strategy (Pathfinder) in partnership with the Careers Service, which brings together all career development activity for Research Staff, including...
- A new project to engage doctorate-holding alumni in a longitudinal destination tracking project.

End to end career support that takes a refreshed look at Induction, Appraisal, and Exit planning, beginning with the launch of a new exit survey. SFC REG funding supported and continues to support the development of this work.

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

Outcomes & Measures/Indicators of Success	SFC Expectations / UofG Actions and Outcomes
<p><b>Responsive institutions</b>            Institutions are responsive to employer and industry needs and to current and future skills requirements.</p> <p><b>Indicators of Success</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Institutions outline their engagement with stakeholders to ensure that course provision remains responsive to the shifting needs of employers and industry and how provision is shifting or being adapted.</li> <li>- In support of economic recovery to provide provision that delivers impact and successful outcomes for learners, communities and employers. (i.e. Flexible</li> </ul>	<p><b>Institutions make use of labour market intelligence and employer / industry engagement to adapt and align provision. Institutions play their part in upskilling and reskilling the existing workforce. People have the necessary meta skills and attributes to succeed. Institutions help find pathways for people without work to study and move into employment.</b></p> <p>This academic year will see substantial focus on the “Student Skills and Professional Development” workstream of the Learning and Teaching Strategy. Here we intend to better ‘surface’ the skills students are developing during their courses, and to strengthen their understanding of their achievements as well as scope potential avenues for development in terms of offering skills-focused courses.</p> <p>We continue to recruit students to our SFC funded Graduate Apprenticeship programme, with 35 joining our Bsc (Hons) Software Engineering in 2022-23. These students will be supported to develop and apply new skills in real-time as they work alongside our partners in industry.</p> <p>As highlighted in ‘Learning with Impact’ – work is ongoing to develop and deliver our programme of upskilling provision, supported by our links with a range of partners, including the Glasgow Chamber of Commerce, Zero Waste Scotland, the Scottish Council for Voluntary Organisations, the General Teaching Council for Scotland (GTCS). Our Upskilling courses, funded by SFC, are prioritised for those currently unemployed or who are concerned about their job security. These accredited courses, offer tangible pathways for people to re-train and move back into the labour market. Further, and as highlighted in ‘Fair Access and Transitions’, our work with adult learners supports our commitment to being an institution of lifelong learning, supporting people to retrain in line with labour market need.</p> <p><b>Fair Work - Institutions to advance and promote Fair Work practices as employers.</b></p> <p>The University is committed to Fair Work practices. Examples of work ongoing in 2022-23 are outlined across the five Fair Work dimensions below:</p>

Workforce Development Fund (colleges), YPG and Upskilling Funding (universities)).

- 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.
- Institutions to outline what they are doing in practice to deliver Fair Work for their employees.

1. **Effective Voice** - The University continues to build on its strong working relationships with campus Trade Unions across a range of formal and informal groups - consulting on key policy developments and exploring key data with a view to continuing to enhance the employee experience at the University.
2. **Opportunity** - The University drives good practice based on our workforce data and associated analytics (e.g. our published [Equality & Diversity Pay Gaps](#)) with progress continuing to be made with regard to our gender pay gap (backed partly by an increase in the representation of women in our professoriate) following wider culture change and support, such as encouraging and supporting engagement with academic promotion processes. The University has also developed 'The Glasgow Professional' initiative, which provides a framework for how professional service staff contribute to the success of the institution, and how the University will support staff in doing this.
3. **Security** - The University continues to share extensive workforce data with campus Trade Unions to explore any patterns or trends in relation to elements of our workforce in contracts which are subject to external funding. This has led to the creation of a number of pilot exercises to explore the creation of pools of more permanent roles in areas which were traditionally fixed-term. The University remains committed to the Voluntary Living Wage.
4. **Fulfilment** - The University has embraced the principles of hybrid and agile working, recognising not only the benefits to the organisation but - on the back of the pandemic - the benefits to our workforce in terms of delivering a healthy and fulfilling work experience. Colleagues have been at the heart of this transition and widespread consultation continues to engage and involve our community in the design of hybrid principles.
5. **Respect** - "An inclusive community" is one of our University values and this flows through all the work that we do, with 'embracing diversity and respecting difference' a key element of our People & Organisational Strategy. An example of progress in this area has been the strong progress made under our comprehensive action plan to help tackle racism and harassment ([Understanding Racism Transforming University Cultures](#)). The University also continues to revise and adapt policies and processes to support clear and transparent signposting of available support for individuals who are subject to bullying, discrimination or harassment, including enhancing our [reporting processes](#) and strengthening our internal '[Respect Advisers](#)' network.

Building on that outlined above, the University made the Scottish Business Pledge in October 2015, and continues to be a 'Pledge Partner'. The Scottish Business Pledge is a Scottish Government initiative aimed at building a shared ambition of boosting productivity, competitiveness, sustainable employment and workforce engagement and development. More information and confirmation of our 'Pledge Partner' status can be found on the [Scottish Business Pledge webpages](#).

## **Confident and highly Capable - Work-Ready Graduates**

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.

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

- Graduates are able to utilise the skills and qualifications they have gained to access opportunities within the labour market.

Graduate Outcomes

**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.**

As detailed in 'High Quality Learning, Teaching and Support', 'Learning with Impact' and 'Responsive Institutions', our Learning and Teaching Strategy has a firm focus on skills, with several workstreams underway to ensure our breadth of programmes are supporting students to gain and develop the skills they need to be successful in their chosen careers.

**Effective support should be in place to enable students to understand their careers options, to self-assess and to undertake career planning.**

A range of interactive, online courses support Career Planning and Applications at the University. *Career Accelerator: Explore* 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 alumni network. *Career Accelerator: Apply* is an extra-curricular blended online 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.

**Wherever relevant or beneficial, students should have opportunities to engage in work-informed or work-based learning.**

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. Nearly all internships are paid, and are available on a local, national and international level. Within the Internship Hub, 'Find a Solution' offers paid internships with local charities to help find innovative solutions to problems: <https://www.gla.ac.uk/myglasgow/careers/findingjobs/internships/>)

Students can engage in a range of international work and study opportunities including semester and year study abroad at a partner institution, work placements, work experience and summer schools, more information is available here: [www.gla.ac.uk/myglasgow/students/goabroad/](http://www.gla.ac.uk/myglasgow/students/goabroad/).

	<p>Annually we send and support 600 students overseas and 90% of students this year reported they gained skills, knowledge and competencies that they wouldn't have obtained studying at Glasgow. In Summer 2022 we partnered with Think Pacific, an organisation that works with the Fijian Government to provide opportunities for students to work on community development projects. With Turing Scheme funding, we offered 33 students from disadvantaged backgrounds a fully funded place on the programme for 22-23.</p>
<p><b>Knowledge Exchange and Innovation</b></p> <p><b>Core Associated National Measures:</b></p> <ul style="list-style-type: none"> <li>- Universities submit an updated UIF plan with their Outcome Agreement.</li> <li>- 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.</li> </ul>	<p><b>Colleges and HEIs are focusing and prioritising their knowledge exchange and innovation activity on the top priorities of a green recovery, a well-being economy and a just transition to a net zero carbon society. Institutions are evolving their strategies for knowledge exchange and innovation and working with key stakeholders, for example enterprise agencies to progress the priorities of a green recovery, a well-being economy and transition to a net zero carbon society.</b></p> <p>The University undertook a major review of its Innovation Strategy between 21-22 and the beginning of 22-23. While the process will be formally presented in early 22-23, much of the foundational work has already started; a new Innovation Directorate has been created to house dedicated teams to drive growth across the span of innovation activities, focusing and prioritising the University's knowledge exchange and innovation activity around the top priorities of a green recovery, a well-being economy and a just transition to a net zero carbon society. This will include a major focus on building new innovation partnerships with Government, public bodies, charities and businesses in Scotland and the UK.</p>

The new strategy strengthens our participation in The Glasgow Riverside Innovation District (GRID), a joint initiative between Glasgow City Council, Scottish Enterprise, and the University, through the provision of new resources & team members. This will add significant support to catalyse the development of an innovation ecosystem comprising 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 £37M "Living Lab" project to expand the application of precision medicine by industry and within the NHS; this will include a Health Innovation Hub to facilitate real-world testing of healthcare innovations in state-of-the-art facilities. The HIH will be built in Govan and is currently progressing through the planning process.

As part of the A SHAPE Platform for Entrepreneurship, Commercialisation and Transformation (ASPECT) network, the University has taken a leading role nationally to develop and support new models for social science and arts & humanities researchers, particularly in venture creation. In addition, the University is developing a social innovation ecosystem, supporting high-impact, ambitious social enterprises from all disciplines to drive job creation and prosperity for all. The University is currently supporting more than 15 social enterprise projects from across all four Colleges.

The University continues to work towards completion of the KE Concordat (KEC). During 2022 we undertook extensive consultation across the University to explore every aspect of our KE delivery. In line with the KEC Principles, we examined our policies and processes that support KE, our transparency and openness to engagement, our support mechanism and capacity building activity and our approach to evaluation and continuous improvement in KE delivery. Throughout 2023 we will continue to work on identifying gaps and developing solutions that will ensure we continue to deliver excellence across KE and in line with our Innovation Strategy.

The Glasgow region has been selected for the UK Government's Levelling Up Innovation Accelerator funding pilot, and the Glasgow Regional Partnership has in turn asked the Universities of Glasgow and Strathclyde to act as key pipeline contributors for the fund, identifying highly innovative projects with the potential to contribute to both the national levelling up agenda and the regional economic growth strategy. Together, the two universities have generated a multi-sectoral portfolio of projects which the Partnership Board will select for funding from the £33m share assigned to the region; this portfolio approach will ensure that the region benefits from a diverse array of innovation strengths to maximise the value in terms of jobs and enterprise value created.



## Collaboration

There is active collaboration with other SFC funding institutions and across the education and skills system.

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

- Specific details of new collaborative arrangements, or plans for collaboration, and what they will achieve in terms of impact for all stakeholders. Pathfinder institutions to outline pilot projects.

**Institutions consider and pursue meaningful opportunities for collaboration which fit with their mission and vision and supports the delivery of coherent, sustainable provision and research. Institutions consider collaboration on estates assets that could: improve local coherence and sustainability of provision; reduce carbon emissions and be a part of place-based approach to economic recovery.**

As highlighted throughout this document, we continue to engage in a wide variety of collaborative work with a range of stakeholders, spanning Universities, FE Colleges, Government (SG and UK Gov), Local Authorities, industry partners and business more generally. Examples of some key collaborations underway in 2022-23 include:

- Our partnership with the educational charity IntoUniversity and the University of Edinburgh. Together we launched IntoUniversity Scotland in 2020-21, offering whole-family and community-based approaches to University outreach, at sites in Govan, Maryhill and Craigmillar. 2022-23 will see the first full year of in-person delivery.
- Strengthening our partnership with the National University of Kyiv-Mohyla Academy (NaUKMA) in response to the ongoing conflict, developing research collaboration capacity, and welcoming 100 students to Glasgow over the course of the 22-23 academic year, with all associated costs (accommodation, monthly stipend, visas, etc) met.
- Our delivery of Graduate Apprenticeships and Upskilling provision, working with employers in industry to support hundreds of people to upskill and re-enter the labour market in roles vital to economic recovery.
- Developing and driving forward the Glasgow Riverside Innovation District (GRID) project, working with partners at Glasgow City Council and Scottish Enterprise to deliver for the city and wider region.
- Delivering on our Glasgow Green agenda, working with a range of partners and making use of our research expertise to deliver a 'whole systems' approach to help the city move towards climate resilience, and tackle stubborn and long-standing social and economic inequities.
- The University continues to validate degree awards for both the Glasgow School of Art (GSA) and Scotland's Rural College (SRUC). The University validates awards for a considerable number of programmes at GSA, some of which are joint programmes with the University. The University's relationship with SRUC has grown over a number of years and the University validates a number of awards at both undergraduate and postgraduate level. GSA and SRUC have 'Accredited Status' and both partnerships are monitored via the Joint Liaison Committee which meets once per year.

## **Climate Emergency**

Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures.

### **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.

## **Universities demonstrate innovative approaches in their response to the climate emergency. 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.**

The University of Glasgow recognises that the world is facing a climate emergency. Glasgow Green represents the University's response to that emergency. It commits us to a very significant plan of action to achieve carbon neutrality by 2030, with interim targets over the next decade.

Alongside that, we want to make a measurable difference by raising public understanding of climate change and the challenges it represents for humanity. We will start by engaging the energies of our staff and students – many of whom are already willing us to go further and faster in addressing this agenda.

We aim to be a beacon of good practice, drawing on:

- the expertise of our academics
- the enthusiasm of our staff and students
- and a willingness to put sustainability at the top of our agenda

Glasgow takes pride in being a world-class, world-changing University – a community of students and staff which, through education, research and knowledge transfer, makes a meaningful positive impact on our global society. We know that there is a carbon cost implication in our aspirations to be a world-changing University. However, we cannot achieve our goals at the expense of the environment; combatting climate emergency must be an integral part of our work at every level.

Included within this is a detailed Carbon Management Plan which includes more stretching targets of reducing our footprint to 27,000 tonnes by 2030. We aim to achieve the 2030 target by:

- Reductions in business travel (new guidelines and monitoring arrangements are now in place across the University)
- Reductions in commuting (new hybrid working arrangements are now in place for most members of staff)
- Improvements in energy efficiency
- Improved space utilisation
- Extended use of alternative sources of energy.

Further, the University is working with Scottish Power on a project to obtain energy from the treatment plant adjacent to the Gilmorehill campus. We intend to use gold standard offsetting as a last resort, only where further reductions in our footprint cannot be achieved; our present plan is to participate in the Carbon Coalition developed by the Environmental Association of Universities and Colleges (EAUC).

The full Glasgow Green strategy and action plan is available here:

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

### **Universities outline how they are engaging with the Sustainable Development Goals.**

We continue to address the research, teaching and public engagement dimensions of the sustainability agenda through the Centre for Sustainable Solutions and through direct collaborations with other stakeholders, including Sustainable Glasgow (led by Glasgow City Council).

Our first annual SDG Progress Report was published in November 2021, and includes examples of the commitment, dedication, and innovation shown by every part of our University community in support of the SDGs. We increasingly use the SDGs as a lens through which we measure the impact of our work in terms of research, learning and teaching, University operations, and civic engagement, and we are seeing the benefits of this through our improved contribution to the SDGs.

A highlighted in 'Research Sustainability' - we were proud to be ranked 19<sup>th</sup> in the world in the THE Impact Rankings, and 2<sup>nd</sup> in the world for SDG11 – Sustainable Cities and Communities. This ranking clearly demonstrates the impact the University is making in the world by working towards the UN SDGs.

The Times Higher Education Impact Rankings offers a helpful framework of metrics with a mixture of qualitative and quantitative measures which we use year on year to assess progress and create targeted action plans. We plan to continue to submit to these vitally important Rankings.

## The University of Glasgow in Dumfries

The University of Glasgow at Dumfries, based in the Crichton Campus, is an integral part of the University. 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, 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.

Employability is embedded into all aspects of our undergraduate and postgraduate degree programmes with an emphasis on the development of applied skills, professional practice, field courses, industry placements and opportunities to get real world experience in relevant sectors. Our interdisciplinary approach to both scholarship and practice, prepares our graduates to address the global challenges facing society as well as supporting them to establish careers across a range of sectors.

The School's areas of specialism include: environment, sustainability, 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 below highlights the excellent work ongoing at the University of Glasgow at Dumfries, and how this work runs in tandem with that outlined across this Outcome Agreement.

### Re-connecting with Partners

As we come out of the pandemic the University in Dumfries has moved once again to deliver close to all of its teaching in person, with an increasing number of face-to-face events taking place not just with students but with existing and new partners. The School is also developing new initiatives to drive engagement with local, national and global stakeholders.

**FE and School Engagement** – It is a strategic priority to expand partnerships with FE stakeholders and the School now works with five FE partners across the South and West of Scotland with a programme of face to face and hybrid events, offering a range of skills sessions. The School's Outreach and Academic Teams are also working with Developing the Young Workforce and Skills Development Scotland to deliver the employability agenda and contribute to the Positive Destinations Initiative.

**Hybrid Residential Summer School** – Summer Schools have been remotely delivered online for the previous two years. The School intends to launch a new hybrid model Summer School for June 2023 with an intensive residential on campus experience for students from non-traditional backgrounds. The three-day experience will also contain hybrid elements bringing together prospective students based overseas

with students on the 3 day residential programme. The programme has been developed to build confidence in those considering a University experience and build community before the students begin their studies with us. This has been developed as a direct response to what our FE partners tell us that their students need.

**Bridging Programme** – the School continues to offer its Bridging Programme as an access pathway for students to our Health and Social Sector Leadership degree and small numbers of students articulate onto the programmes every year via this route.

**External Engagement** – the School's Engagement Team have worked with colleagues across the University to deliver on campus and virtual events. In November 2020 the School hosted 400 visitors and delivered a range of talks, panel events and activities bringing the subject of Climate Change to Dumfries. More recently the School has participated in two prestigious lecture series, Future Global Shocks and the Water and Sustainable Development Seminar Series

### **The Learner**

We continue to maintain and develop our portfolio of Widening Participation (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 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 fourth 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.

Two new Masters programmes were launched in 2022; a PGDE STEM and a Masters in Sustainable Tourism and Global Challenges. Both programmes were developed in response to consultation with industry partners and have recruited their first intake of students. In addition, the School is expanding its portfolio of micro credentials as part of its commitment to addressing the skills gap in Scotland.

### **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.

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.

The University of Glasgow receive SFC strategic funding which helps support our infrastructure. 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.

The School recently invested in an extensive upgrade of its AV facilities which has had an immeasurable impact on the quality of the teaching experience. The School has benefitted from SOSE funding to upgrade the School's network and bring the service in line with that offered in Gilmorehill. This work is scheduled to take place in Summer 2023.

### **Research & Innovation**

The School has successfully continued to broaden its internal Research Forum to include wider partners locally, nationally and internationally, resulting in increased collaborative research and knowledge exchange activities. New projects recently started to link local level knowledge to the international level enhancing mutual learning and exchange. The School contributed successfully to seven REF units of assessment University-wide with a large increase of REF returns from School Research and Teaching staff compared to REF 2014.

### **School of Interdisciplinary Studies Student Numbers**

Source: UofG Headcount Model, 2022-23 numbers are an early indication only

<b>Programme</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
Primary Education with Teaching Qualification	187	192	169
Environmental Science & Sustainability	68	62	58
Health & Social Sector Leadership	40	32	29
UG Total	295	286	256
PGT Total	109	112	116
PGR Total	21	29	23

## Annex A – University Innovation Fund

The University of Glasgow's founding mission is rooted in creating shared economic prosperity for the region and for Scotland. [An independent economic impact report](#) carried out in 2021 demonstrated that the University generates £8.37 of output for every £1 of Scottish Government funding we receive, reflecting our strategic commitment to use our teaching, research, and innovative capacity to drive economic, social, and cultural growth. The University uses the UIF to employ c.45 staff (headcount), both centrally and in its four Colleges, who facilitate and support innovation activities contributing to the UIF national outcomes. The UIF Platform Grant contribution is matched internally by the University's [Knowledge Exchange Fund](#) (GKEF).

The University of Glasgow is currently refreshing its innovation strategy for the forthcoming three years to ensure its continuing alignment to developing national and regional priorities, including the progression of a green recovery, the development of a wellbeing economy and the just transition to net zero.

<b>Outcome one (demand stimulation): working with Scotland's Enterprise Agencies (EAs), Scottish Government, business networks, Interface, and others, Scottish HEIs will have helped to increase the demand and quality of engagement from businesses and the public sector for University services</b>
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| <ul style="list-style-type: none"><li>• The University's £116m <a href="#">Advanced Research Centre</a> (ARC) provides a focal market square for our KE and innovation engagements with business. The ARC's main floor is fully open to business and the public and includes a variety of physical spaces including an AR/VR lab, seminar rooms and multi-use spaces, exhibition space, a maker lab and a student enterprise space to activate the local entrepreneurial ecosystem.</li><li>• Working in partnership with Scottish Enterprise (SE), <a href="#">the Living Laboratory</a> will lead on and support actions identified from the 'Gap analysis of the precision medicine landscape in Scotland' to enhance provision for R&amp;D and business growth. This will ensure that Scotland provides the right environment and ecosystem to capture a share of the precision medicine market (predicted to grow from \$48.9bn to \$141.7bn in 2026)</li><li>• The new Glasgow Diagnostics Laboratory will embrace the triple-helix model to provide a facility used to support development of new precision diagnostics, creating new opportunities for public-private partnership underpinned by Glasgow's £80m+ of precision medicine infrastructure.</li><li>• Our College of Science and Engineering (COSE) colleagues will continue to work closely with our business networks to stimulate new high-quality partnerships with industry partners; these include KTN, Technology Scotland, ScotlandIS, Scottish Hydrogen Fuel Cells Association, and ADS.</li><li>• Our successful Arts and Humanities Partnership catalyst established two strands of activity in the past year, encompassing <i>Digital Cultural Heritage and Food: Sustainability, Health, Heritage and Tourism</i>. 3 additional strands will launch in 2022-23 to engage key organisations in these sectors.</li><li>• The College of Social Sciences (COSS) will relaunch their networking events, including <a href="#">The Gaitherin</a>, which brings together the Glasgow region's entrepreneurs with academic expertise. This will be complemented by celebrations of the tercentenary of Adam</li></ul> |
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Smith, offering events and tailored activities that will bring together a wide range of University audiences including alumni, donors, prospective students, government, and industry.

**Outcome two (simplification/commercialisation): in partnership with the EAs and Interface, Scottish HEIs as a sector will have demonstrably simplified business access to the knowledge and expertise in Scottish universities**

- Through 2022-23 we will continue to implement policies and processes that streamline access to institutional knowledge, expertise and intellectual property for external partners. This will include: (i) a revised consultancy policy and appointment of a new central team to provide expert support for the end-to-end process, including contract negotiation; (ii) a new strategy and operational framework to grow Innovation Partnerships and (iii) an updated IP policy to further incentivise staff to pursue spinout and licensing opportunities arising from their research outcomes.
- Our IP & Commercialisation team will continue to engage with SE's High Growth Spin-Out Program (SE HGSP) to identify and support High Growth Spin-Out opportunities. In 2022-23 it is expected that of the current HGSP funded projects, two (cancer therapeutic discovery and development, green hydrogen production) will secure seed investment. The ambition is to launch five new ventures aimed at commercialising University research in this period. There will also be continued efforts to out-license innovations to established companies in Scotland, nationally and internationally.
- COSE will implement a fast turnaround innovation voucher scheme to facilitate short proof-of-principle projects, lowering barriers to collaboration.
- Both COSS and the College of Medicine, Veterinary and Life Sciences (MVLS) are developing new online portals for innovation to showcase the University's research, expertise, and facilities with a view to connecting our academics to a wide range of collaborative opportunities with business.
- We scaled up our Opportunity Audit programme in 2021-22 to cover all four Colleges; this resulted in five researchers moving to the next stage of commercialisation in the first year of the COSS audit, with a target for a further five in 2022-23. The College of Arts (CoA) similarly supported four researchers in its first year. MVLS plans to initiate its next phase of audits in Oct-Nov 2023.
- MVLS will use the data from its 2021-22 Capabilities Audit during 2022-23 to support innovation partnership development. In parallel, standard template terms of engagement coupled with signposting to available enabling funding will be developed.
- With regards to recruitment, COSS will appoint a Commercial Engagement Manager and a Social Sciences Innovation Lead, as well as building capacity within its existing knowledge exchange support team; CoA will appoint two KE Associates over the next three years to focus on external engagement; COSE will build a new industrial engagement team; and MVLS will establish a team of industry engagement managers to work closely with the academic community and provide a responsive approach to enquiries, developing and managing relationships with industry partners.

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

- The University continues to host the Lighthouse Lab in Glasgow, which processes in the region of 10K covid samples every day. Building on this legacy, the Glasgow Diagnostics Laboratory will process all Scottish samples collected as part of the 'Our Future



Health' programme and work with the NHS to develop a new laboratory service that will enable an innovative pharmacogenomic approach to precision medicine.

- We are a key member of the successful UK-wide [ASPECT network](#), which seeks to identify commercial and business opportunities in SHAPE disciplines. During 2022-23 we will deliver innovation in Scotland's economy through enhancing our training offer to grow academic capacity to deliver and support innovation, as well as connecting new businesses to our SHAPE disciplines to deliver value into their innovation pipeline.

**Outcome four (entrepreneurialism): Scottish HEIs as a sector will have made a significant and positive change in the way entrepreneurial opportunities are promoted and delivered to students, HEI staff, and businesses**

- The University will continue to invest in its Innovation, Enterprise, and Economic Development Directorate to establish and grow teams in the areas of IP & Commercialisation, Innovation Partnerships, Consultancy and Economic Development, with the headcount expected to increase c.150% over 2022-23. Our webpages will also be refreshed with a view to engaging a broader range of researchers with innovation and enterprise activities.
- MVLS' forthcoming Innovation Hub website will feature content aimed at promoting innovation and entrepreneurialism to our University community: this will include roadmaps, case studies, FAQs, links to training available, supporting materials and resources, and available funding.
- MVLS will work in partnership with the University's Adam Smith Business School (ASBS) to develop a 'Preparing for Innovation' Programme for 2022-23, providing both staff and students with the tools that they need to engage with innovation and to develop an entrepreneurial mindset.
- During 2022-23 ASBS will commence a major new EU funded programme on Entrepreneurship Education in partnership with Corvinus University of Budapest, Vrije Universiteit Amsterdam, STAC, FinTech Scotland, and CENSIS. This will radically expand access to entrepreneurship education by guiding nascent entrepreneurs through the structural, regulatory, and funding environments for data-driven businesses that shape early-stage value creation and business model development – developing the skills, knowledge, and mindset required to commercialise an innovative idea.
- In 2022-23, the SHAPE commercialisation portfolio will be further enhanced and supported, particularly through the pioneering [ARC Accelerator](#) and the [ASPECT network](#). The ARC Accelerator develops skills and ventures, using these ventures as a platform to take SHAPE research and ideas and transform them into products and services that enhance society and the economy.

**Outcome five (international): in partnership with Scottish Development International, Connected Scotland and others, Scottish HEIs will have pooled their knowledge and networks, and shared good practice to promote and engage Scotland internationally (operating under Scotland's International Framework)**

- COSE are enabling partnerships which deliver impact with a strong Scottish component across the world; examples include working with the World Health Organisation on the use of polluting fuels for household heating and lighting (contributing to UN Sustainable Development Goal 7) and new tools to identify malaria vector habitats from high resolution Earth Observation data in Peru and Tanzania.

- COSE also recently launched [The Scottish Council on Global Affairs](#) – a non-partisan hub to place Scotland’s world-leading expertise on international issues at the disposal of public policy. Whilst focused on policy, the SCGA will sponsor collaborative research, host a regular series of public events and projects, and establish connections with peoples and groups from around the world, promoting Scotland globally.
- Following the launch of the [Health Innovation Hub \(HIH\)](#) at EXPO2020, MVLS will continue to work with Scottish Enterprise and Kadans Science Partner to market the 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](#).

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

- The University is one of two key partners selected by the Glasgow city region partnership to submit high-potential projects to the UK Government’s Levelling Up Innovation Accelerator pilot; this will enable us to leverage up to £33m of additional funding to accelerate existing projects supported by UIF and GKEF, including [GALLANT](#), a £10m+ programme intended to tackle regional health, social and economic inequalities and drive inclusion.
- CoA will strengthen ties with its key partner SWG3 via the University-led Glasgow Riverside Innovation District partnership (GRID), helping to support growth and developing access to world-class arts and music in the district and beyond. The College will also enhance its civic engagement contributions via the appointment of a UIF funded 0.2 FTE Civic Engagement lead to coordinate its strategic engagements.
- The University’s planned 6,000 sqm Health Innovation Hub will be developed on derelict land in Govan and will have a firm focus on employing local labour in the facility’s construction and delivery wherever possible to ensure holistic regeneration of the ward. The precision medicine innovations developed will not only drive economic development, but higher quality health outcomes across society, meeting inclusive growth aspirations.
- The University will continue to develop and deepen the social enterprise venture creation portfolio, supporting innovative products and services rooted in transformational social, environmental and economic practices. The University will hold further events to support this agenda, and work with partners such as CEIS, MacRoberts and the Challenges Group to support diverse projects.

**Outcome seven (equality and diversity): building on current and good practice, HEIs will have ensured positive promotion of equality and diversity in staff and all who are affected by the use of the UIF**

- The University’s refreshed Innovation Strategy will have equality, diversity and inclusion as a central permeating theme. The strategy delivery plan will encompass programmes and initiatives that aim to achieve a step change in access and participation for under-represented groups.
- The University held a Women in Enterprise Event in 2022, attracting 70+ attendees from across the HE sector for an afternoon of panel discussions with successful female company leaders focusing on their personal journey from pure academia to their first steps in enterprise. 100% of attendees rated the event as ‘excellent’ or ‘very good’. The University will hold further events in the series during 2022-23 and is setting up an associated network with the Universities of Edinburgh, Strathclyde, and Heriot Watt to support women researcher entrepreneurs in an inclusive environment.

- COSE and CoA will provide targeted support to Early Career Researchers (ECR) to engage in impact development and commercialisation, particularly for ECR women, building upon the successful [VisNet](#) project in COSE with a programme of follow-on activities.
- COSE has implemented a new Impact and Innovation Framework to proactively seek out staff members for impact support and training. The College has also appointed an Equality, Diversity & Inclusion Officer to embed EDI awareness within its activities.
- MVLS require all UKRI IAA applicants to complete the University's EDI training course and describe how their project will be cognisant of EDI.
- The University will use 2022-23 to begin implementation of a responsible innovation framework developed under the previous EPSRC IAA.

**University Outcome Agreement Impact Framework: Supporting Data**

Per Outcome Agreement guidance, PROJECTIONS have been provided for 2022/23 (and for some measures in 21/22), 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.

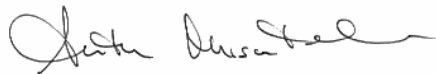
Please note that 2018-19 and 2019-20 figures for measure G2, 2019-20 figures for measures F and H and all 2020-21 & 2021-22 figures are impacted by the COVID-19 pandemic and may not be directly comparable to other years

Measure	SFC Supplied Data							SFC Supplied Data/UoFG Projection 2021-22 (most originally submitted July 22 with updates in light of new SFC supplied data)	Comments	UoFG Projection 2022-23	
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21				
A	Number of Scottish-domiciled Undergraduate Entrants							3,752	A: SFC provided HESA data	3,757	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 - Sourced from internal data. Internal data not available to SFC's National Articulation Database (NAD) specification.	129	B: Projection - Sourced from internal data. 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							46	B: Projection - Sourced from internal data, different to SFC NAD Specification.	42	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							23.2%	B: Projection - Informed by above datapoints	32.6%	B: Projection - Informed by above datapoints
C	COWA measure: Total number of Scottish-domiciled full-time first degree entrants							3,648	A: Sourced from SFC Early Return - Early Access Table	3,645	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							607	A: SFC provided HESA data	531	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							16.7%	A: SFC provided HESA data	14.6%	A: Sourced from SFC Early Return - Early Access Table
D	Number of Scottish-domiciled undergraduate entrants with care experience							48	A: SFC provided HESA data	45	B: Projection - Informed by internal data
	Proportion of Scottish-domiciled undergraduate entrants with care experience							1.3%	A: SFC provided HESA data	1.2%	B: Projection - Informed by internal data
E	Total number of full-time first year SDUE							3,434	B: Projection - Assuming the same proportion of 20/21 new entrants will return for year 2 as we saw 19/20 new entrants returning for year 2 in 20/21 applied to the 21/22 SDUE total.	3,608	B: Projection - Assuming the same proportion of 21/22 new entrants will return for year 2 as we saw 20/21 new entrants returning for year 2 in 21/22 applied to 22/23 SDUE total.
	Number of Scottish-domiciled full-time first year entrants returning to study in year 2							3,311	B: Projection - Based on percentage performance below and population datapoint above.	3,344	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%	B: Projection - based on internal data and expected challenges around return to pre-Covid approaches, we assume performance in line with a poorer pre-Covid year	92.7%	B: Projection - based on internal data and expected challenges around return to pre-Covid approaches, we assume performance in line with a poorer pre-Covid year
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							2.0	A: Actual results as published by O5/psos Mori in July 22	2.7	C: Projection - Average of historic results.
G1	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey							1,529	C: Projection - Steady state. UoFG support the efforts to contact respondents, but are not in control of them.	1,529	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							1,460	C: Projection - Informed by data points above and below.	1,460	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							95.5%	C: Projection - Average of recent results projected.	95.5%	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							1,085	C: Projection - Steady state. UoFG support efforts to contact respondents, but are not in control of them.	1,085	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							797	C: Projection - Informed by data points above and below.	797	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							73.5%	C: Projection - Informed by SFC supplied HESA data for 19/20 projected out to 2021/22	73.5%	C: Projection - Informed by SFC supplied HESA data for 19/20 projected out to 2022/23
H	Number of Scottish-domiciled Undergraduate Qualifiers							2,950	A: SFC provided HESA data	3,009	B: Projection - Proportion of 18/19 SDUEs who qualified in 21/22, applied to 19/20 SDUE who may qualify in 22/23.

**Outcome Agreement between the University of Glasgow and the Scottish Funding Council for AY 2022-23**

**On behalf of the University of Glasgow**

Signed:



Print name: Anton Muscatelli

Position: Principal and Vice-Chancellor

Date: 21 April 2023

Signed:



Print name: Elizabeth Passey

Position: Chair

Date: 21 April 2023

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

Signed:



Print name: Karen Watt

Position: Chief Executive

Date: 26 July 2023