

OUTCOME AGREEMENT

• UPDATE 2019/2020 •



UNIVERSITY OF THE
WEST of SCOTLAND

UWS



OUTCOME AGREEMENT UPDATE 2019/20

UWS published a three year Outcome Agreement for 2018-20. This Outcome Agreement provides an update and sets out how the University of the West of Scotland (UWS) will build on significant recent progress to help deliver the national priority areas identified by the Scottish Funding Council (SFC), despite challenging financial settlements from the Scottish government. Indicative ambitions will be revised annually and are dependent on SFC funding confirmation.

UWS' refreshed Corporate Strategy sets the strategic direction of the organisation and demonstrates that UWS is a sector leader in a number of areas set as priorities by SFC. UWS has mapped the Corporate Strategy KPIs and other performance measures against SFC's priorities to identify where UWS strategy aligns with Scottish government policy drivers. UWS' ambitions against SFC's strategic plan priorities are set out in the National Measures table.

This Outcome Agreement is structured according to the Framework for developing Outcome Agreements: outcomes, commitments, and evidence of progress outlined in the guidance:

- Access to higher education
- High quality learning
- Internationally competitive and impactful research
- Effective knowledge exchange and innovation
- Ensuring provision of quality learning

UWS is committed to delivering the Scottish government's priority outcomes and Commission of Widening Access (CoWA) recommendations. UWS recognise ambitions to intensify the Outcome Agreement process. It is through the allocation of and support from strategic funding through Widening Access and Retention Funding that the University has been able to consolidate its position as a major contributor to government's national targets. As the leading institution in Scotland for articulation and recruitment from SIMD20 areas, UWS' commitment over the Outcome Agreement period is to maintain this sector-leading position.

UWS remains committed to delivering education across four locations in Scotland: Ayr, Dumfries, Lanarkshire and Paisley. UWS continues to be one of the major providers of higher education in Dumfries and Galloway, serving an area of high priority for the Scottish government. The new UWS Lanarkshire Campus, located at the Hamilton International Technology Park, opened in August 2018. The 38 acre, ultra-modern campus combines formal learning environments with new and exciting, interactive and technology rich learning zones.

This Outcome Agreement has been developed in consultation and from contributions of staff across the University. The Students' Association have been involved in discussions and have provided draft text through the development of the Agreement. The Trades Union Secretariat considered the Outcome Agreement at the meeting on 24 April.

1. ACCESS TO HIGHER EDUCATION

1.1 Background

UWS is Scotland's most successful university for widening access. The University's Corporate Strategy sets out the institutional purpose: to change lives, transform communities and encourage enterprise through outstanding, distinctive and progressive higher education. At the heart of this is the UWS commitment to widening access.

The University sets the standard for the sector: welcoming almost 2,500 students each year from disadvantaged backgrounds (MD40), providing smooth and efficient learner journeys through entry with advanced standing to nearly 1,200 students per year, and delivering excellent learning and teaching, support and graduate skills development to support students to remain in education and reach a positive outcome.

This ambition and these successes require significant commitment of resources – financial and human – and UWS is not complacent. The Outcome Agreement sets out the University's commitment to widening access and success, particularly to continuing to improve retention from students from diverse backgrounds. This commitment, however, is dependent upon sufficient SFC funding to meet the required cost of delivery.

This section outlines the University's commitment to, and delivery against, pledges in the Commission on Widening Access report. These are embedded within the University's strategic commitment to widening access and success. UWS continues to be the leading institution in Scotland for recruitment from SIMD20 areas. In 2017/18, 27.7% of Scottish-domiciled undergraduate entrants came from the 20% most deprived postcodes – an increase of 1.8 percentage points compared to the previous year (**National Measure 2a**). The proportion of Scottish-domiciled undergraduate entrants came from the 40% most deprived postcodes also increased by 1.6 percentage points to 49.6% (**National Measure 2b**).

At the Dumfries campus the proportion of students from SIMD20 postcodes in 2017/18 was 11.7% – more than double the previous year (5.1 per cent), and the proportion of SIMD40 increased by 8.9 percentage points compared to the previous year to 29.6%.

Using the CoWA measure, data shows the proportion of Scottish domiciled full-time, first degree entrants to UWS increased by 2.0 percentage points to 29.5% in 2017/18 (**National Measure 2c**). Comparison with the sector using figures from 2016/17 shows UWS highest proportion (27.5%) of all HEIs in Scotland and almost double the average across Scottish HEIs (13.8%).



The table below presents actual performance for the last three years along with the targets as set out in the agreed National Measures table approved in 2018. As demonstrated below, UWS is delivering well in excess of the Outcome Agreement targets to 2021.

2015/16 Proportion MD20 Actual	2016/17 Proportion MD20 Actual	2017/18 Proportion MD20 Actual	2018/19 Proportion MD20 Target	2019/20 Proportion MD20 Target	2020/21 Proportion MD20 Target	2021/22 Proportion MD20 Target
27.5%	27.5%	29.5%	UWS OA Target 25% CoWA target 27.8%	UWS OA Target 25% CoWA target 28.4%	UWS OA Target 25% CoWA target 29%	UWS OA Target 25% CoWA target 29.6%

The evidence above indicates the success UWS can demonstrate in delivering access to higher education. The following sections outline the approaches UWS employs in delivering this including:

- Strategic engagement with schools
- Partnership with colleges and articulation
- Targeted widening access activity

Also in this section is further information on UWS' approach to supporting student success:

- Student support and wellbeing
- Mental health support
- Diet and healthy eating
- Gender
- British Sign Language

The success delivered by UWS in widening access and supporting success is significantly supported by the Widening Access Retention Fund (WARF) funding received each year. In keeping with the embedded approach to widening access, WARF is predominantly embedded in funding across schools and student-facing service departments to enable core functions – many of these are set out in the following section.

1.2 Strategic engagement with schools

UWS' approach to successful widening access can be characterised by the commitment to partnership working and collaboration; a crucial element of this is engagement with schools.

UWS has continued to work closely with all schools in all local authority areas. This allows UWS to play a key role in the local communities as an enabler of student success, and remains focussed particularly on low-participation areas and hard-to-reach groups. The Widening Access and Retention Fund supports and enables this time-intensive activity to support students into and through a successful student journey.

UWS' current approach to widening participation involves a broad range of engagement activities with schools and colleges, including:

- The Schools for Higher Education Programme (SHEP)
- Access to a Career in Teaching (ACT) Project
- Scottish Wider Access Programme (SWAP West)
- Ayrshire Chamber of Commerce Schools Event
- Access to Education Programme

The Schools for Higher Education Programme (SHEP)

In 2017/18, 4.3% of Scottish-domiciled undergraduate entrants to UWS (222 students in total) came from SHEP schools – an increase of 80 students compared to 2016/17, and an increase from 2.8%. (National Measure 3).

As part of the national Schools for Higher Education Programme (SHEP), UWS continues to work with schools with low progression rates to higher education through the SFC-funded FOCUS West 'Routes for All' initiative. All activities delivered in this programme aim to raise aspirations of pupils in the SFC/FOCUS West selected schools. A team of approximately 50 fully trained Student Mentors is integral in the delivery of this programme, which aims to give S5 and S6 pupils the necessary tools to progress to higher education.

FOCUS West is a collaboration between six Higher Education Institutions (HEIs) and partner colleges. Routes for All has been delivered since 2008/9 and is developed and coordinated by UWS and Glasgow Caledonian University. Routes for All is available to all 37 secondary schools across the West of Scotland; UWS delivers to 20 schools and Glasgow Caledonian University delivers to the other 17 schools. In 2017/18, Routes for All worked with 855 pupils in 21 schools, and since 2010 has worked with over 4,000 pupils.

UWS host visits from pupils on FOCUS West S3 Campus Days. Pupils from FOCUS West schools take part in a series of group activities which are led by current students who are studying at UWS and other partner universities. These pupils get the chance to meet pupils from other schools, find out about the various routes to university and develop University-learning skills.

To support recruitment to the Dumfries Campus, there are currently progression agreements with three local colleges in the South West of Scotland for pupils who have taken part in Routes for All, and we are in discussion with several other colleges. The colleges have agreed to offer Routes for All participants guaranteed interviews and early applications. For entry in 2019/20 this is currently being expanded through liaison with City of Glasgow colleges.

Access to a Career in Teaching (ACT) Project

The Access to a Career in Teaching Project (ACT) is now in its fifth phase, building on the successful Access to Primary Education (APE 1999-2014) Project. The ACT Project supports pupils who would like to become primary or secondary school teachers and encourages them to return to teach in their own communities. Pupils from secondary schools across the Glasgow area are selected from applicants who can demonstrate their commitment to the teaching profession; for 2018/19, 94 pupils have been selected from 17 schools. The Project dovetails with the FOCUS West Top-Up Programme as each pupil progresses on to this programme in S6. The ACT Project selection process takes account of SIMD postcode, free school meals, receipt of EMA, FOCUS West school as well as considering gender, ethnic background and asylum seeker or refugee status. UWS is considering expanding this project to other disciplines including creative industries and STEM.

Access to Education Programme

UWS Access to Education Programme is a new initiative currently being developed for entry 2020/21 with staff from the School of Education, widening participation and Admissions. Initial development is with Ayrshire school pupils and the programme will be open to pupils from widening access backgrounds and will aim to encourage men into primary teaching. Participants from widening access backgrounds SIMD postcodes will get adjusted offer of entry on completion and contextual offer for those who complete an access course. If successful this model will be expanded to other local authorities and then to other subject areas at UWS.

Scottish Wider Access Programme (SWAP West)

UWS has the largest proportion of Scottish Wider Access Programme (SWAP) West students progressing into its degree provision – in 2017/18, almost a third (32.3%) of all SWAP leavers came to UWS. The majority of students progress into the School of Health and Life Sciences but numbers are increasing in other Schools. SWAP students receive a range of pre-entry support to university through: 1-1 support; participation in the SWAP HE Fayre in November each year; Study Skills Days and more recently Access to STEMs Sessions (November 2018). UWS works in partnership with colleagues at SWAP West to support and prepare students to make the transition from the programme to higher education. The University is currently discussing with SWAP ways in which to increase retention of SWAP students once they enrol at University.

UWS offers a wide range of progression routes from the SWAP West Access to Humanities, Access to Life Science, Access to STEMs and also Access to Specialised Programmes such as Primary Education, Nursing and Physics. UWS provides ongoing support for these students and monitors their progression to ensure it provides appropriate support when needed. UWS is involved in the governance of SWAP West as the University's Head of Student Recruitment, Admissions and Participation is on the Executive Group. UWS academic staff participate in subject-related committees and a member of the Widening Participation Team is a member of the Access Co-ordinator's Group.

Ayrshire Chamber of Commerce Schools Event

Since 2012 UWS have been working in collaboration with the Ayrshire Chamber of Commerce and more recently to promote the Developing the Young Workforce agenda to encourage Ayrshire pupils to consider Higher Education. In June 2018, 66 pupils from Ayrshire Schools attended the event at which the University delivered a range of workshops. These events provide pupils with first-hand experience of a subject area that they are interested in pursuing as a career, as well as providing an insight into university life. They also include an information session on the university's admission process for school teaching staff as well as providing an opportunity for them to find out more about the university and tour the new campus. It is intended to expand this to all Local Authority areas linked to the four Scottish campuses and offer pupils from S4 an opportunity to visit and experience a university.

Support for applications

The University seeks to widen access through breaking down barriers for prospective students at and before the application stage.

UWS has always been dedicated to opening the doors to higher education and are proud of the diversity of the student population. At UWS each applicant is assessed on their individual merit considering not only their qualifications but their life experience, work experience and background.

UWS have now set thresholds that separates standard entrance requirements and minimum academic standards necessary to successfully complete a degree programme to aid the progression of learners into higher education from the most deprived backgrounds. The University has reviewed its entry requirements to reflect standard entrance requirements and minimum entry requirements for entry in 2019 for applications who are care experienced, carers or estranged; who have participated in Top-Up, Access to a Career in Teaching, SWAP, Focus West or SHEP; and those from a SIMD20/SIMD40 area. This supports recommendations 11, 12 and 21 of the Commission on Widening Access.

UWS will continue to consider applicants who apply with potentially no formal academic qualifications, therefore not satisfying the standard nor the minimum entry, but have work or life experience UWS as these applicants present their own knowledge and skills that is different from a school or college leaver. UWS can support applicants who wish to study at degree level through the Recognition of Prior Learning (RPL) process which recognises prior learning in two ways: Accreditation of Prior Experiential Learning (APEL) and Accreditation of Prior Learning (APL).

Pre-entry Transition Events were piloted in August 2018 and are planned for expansion in 2019. All SIMD20, FOCUS West, Top-Up and ACT applicants who had confirmed their offer were offered an invitation to attend a Transition Event at UWS Paisley, Ayr and Lanarkshire Campuses to improve their transition into UWS and answer many questions they may have had prior to entry. These events will be expanded for summer 2019 to a larger number of applicants from Widening Access backgrounds across our Scottish campuses.

1.3 Partnership with colleges and articulation

UWS has deep, effective, strategic partnerships with colleges across Scotland – and works in close partnership with eight. Two campuses are collocated with regional colleges and this enhances the capacity to work in partnership.

The impact of college partnerships is reflected throughout the sections of this Outcome Agreement, underlining the multi-faceted engagement between the partners.

A fundamental aspect of the partnership with colleges is easing the learner journey, in-line with recommendation 10 of the Commission on Widening Access, by delivering supported transition from college-study to UWS undergraduate programmes with advanced-standing articulation. This person-focussed transition support is enabled through the Widening Access Retention Fund, and is a critical element of the success in the student journey.

In 2018/19 1,366 students articulated with advanced standing to UWS (**National Measure 1**). Out of all entrants from college two thirds (66.7%) articulated with advanced standing, an increase of 5.3 percentage points compared to 2017/18. At the Dumfries campus in 2018/19, over half of the entrants from college did so with advanced standing – a total of 32 students (58.2%).

UWS has mainstreamed the Additional Funded Places scheme within overall articulation target to avoid disadvantaging any student on an articulating college programme. Students are identified from subjects where previous programme development had taken place and curriculum mapping undertaken.

From 64 UWS undergraduate programmes delivered in Scotland 62 accept articulating students. Work continues to map and match subject areas and identifying gaps in provision, either at HN or degree level in order to facilitate articulation where this is not happening at present. These are carried out nationally (for example Nursing) or at an institution level through UWS' FE/HE liaison subject groups. In two areas, this is not possible due to regulatory frameworks (Midwifery and Teaching). A 2+2 model with guaranteed progression routes to Level 9 Computing Science at the Dumfries campus is currently being explored.

In 2017/18 620 college students signed up for Associate Student status at UWS. This engagement was carried out through subject specific college visits or College to University taster days on UWS campus. Ten Taster Sessions were held between October and December with 340 college students in attendance. College Engagement Partners also visited HN groups in class or at events across all eight partner colleges, covering 25 campuses, plus Forth Valley College and interactions with Fife College. UWS continue to offer Associate Student membership to all college students on HN courses that can articulate to a UWS programme. Partners have visited over 70 groups of learners reaching approximately 1,400 learners on HNC and HND programmes that can articulate to UWS.

The scale of college partnership engagement is supported by dedicated staff in Recruitment and Admissions and through academic and professional services staff across the University. The WARF funding received by UWS supports the funding for all these posts and ensures commitment to the intensive individual support required in enabling successful student transitions from college to university.

1.4 Targeted widening access activity

The activities outlined above demonstrate the University's broad, embedded approach to widening access; showing that widening access is a core facet of the institution's principles. That approach ensures that UWS is open and welcoming to the widest group of students possible. However, UWS also takes a targeted approach to ensure that potential students from specific backgrounds are able to identify and access the support they require to access and succeed in higher education.



Veterans/early service leavers

UWS has developing research strengths in understanding and evaluating the care and support available to ex-servicemen and women and strong partnerships with organisations such as Poppy Scotland and Legion Scotland. The University are working to inform its admissions and access processes with this research-led approach. The Widening Participation Team have been developing support in this area and representatives from UWS attended the SFC's conference 'Service Families and Veterans: Why and how we should help?' in January 2019 and will attend an event organised by the Army Engagement Team in May 2019.

Estranged students

UWS is a Champion University for the Stand Alone initiative which supports those students who have lost contact with their families. Support for this group has been developed and is available to estranged students, if they declare, from the earliest application stage. The Widening Participation Team will provide assistance and support with UCAS and SAAS applications and provide a supported transition to University. If successful in securing admission, UWS offer 365-day accommodation to estranged students to ensure they have a permanent home all year round.

Asylum Seekers

Asylum seekers and refugees are given a sole point of contact in the university from the point of application. This approach is taken to ensure the complex support requirements are met at each stage of the process. Information, advice and guidance is provided on funding, applying to university, qualifications needed and progression routes to university both with their current qualifications and articulation from college. In 2018/19, the Widening Participation Team at UWS has hosted a 'Campus Day' for asylum seekers and refugees who participate in the Bridges Programmes in Glasgow; this session offered prospective students the chance to spend time on campus, to interact with staff and to ask any questions they had.

Gypsy Roma and Traveller Communities

UWS' support for potential students from Gypsy, Roma and travelling communities is in development. UWS is currently liaising with two schools in the Southside of Glasgow and the Roma Society of Scotland to offer support for Roma, Gypsy and Traveller pupils. The support is likely to include hosting activities on campus with guest speakers who are role models from the Roma, Gypsy and Traveller Communities. The Widening Participation Team is working in partnership with academic colleagues to create activities for this group and this model will be rolled out to include other Schools within UWS.

Care Experienced Learners

In 2017/18, there were 49 care experienced Scottish-domiciled undergraduate entrants at UWS – an increase of 22 compared to the previous year. This made up 0.9% of Scottish-domiciled undergraduate entrants (**National Measure 4**).

UWS identifies most care experienced people at the application stage, at which point they are contacted to discuss what transition support is available. UWS has established procedures in place with local schools, Activity 16+ Co-ordinators, relevant colleagues within local authorities and the Scottish Throughcare and Aftercare Forum to provide support so that pupils who are considering going to university can receive information, advice and guidance to make informed choices regarding their education. A meeting with the young person and their teacher or Throughcare Support Worker is encouraged to ascertain the level of pre-entry support needed and to provide an opportunity for them to meet with their contact in the Widening Participation Team and any other relevant colleagues from services within the university in order to make a successful transition from school, college or the community.

Contact with the Senior Widening Participation Team member is ongoing throughout their studies to ensure that support can be provided quickly if there are any indications that the student is having problems. Partnership working is essential and colleagues from the Funding and Advice Team, Disability Support Services, Accommodation, Counselling Services, Careers Service and Academics, Education Guidance Advisors and Student Enhancement Developers within the University help provide pre-entry and ongoing support for care experienced students. College Engagement Advisors provide support for articulating students with their transition from college to higher education.

The Widening Participation Team also work in partnership externally with colleagues from relevant organisations such as MCR Pathways to provide information, advice and guidance to mentors who are currently supporting care experienced young people in Glasgow schools. The initiative is being expanded to other Local Authority areas around Scotland and UWS will continue to provide support in new areas where appropriate. The team also works closely with Who Cares? Scotland to provide support for care experienced students and UWS hosted the Care's Got Talent show for National Care Leavers Week in October 2016 and November 2018. This successful talent show brought care experienced young people from the Isle of Lewis, Dundee, Fife, Glasgow and Renfrewshire and was attended by staff from UWS, Renfrewshire Council and families and friends of the young people. UWS students studying Social Work are currently mentoring care experienced Young People in Renfrewshire through the Who Cares? Scotland Communities that Care initiative and UWS hosted an event at which the young people thanked their mentors and provided them with certificates.

UWS' approach has been recognised in case studies published by Supporting Professionalism in Admissions (SPA) publications highlighting good practice in supporting care experienced people with the admissions process in Higher Education.

Information on the support available for care experienced students in Higher Education is provided through a leaflet created by the Widening Participation Team and funded by Focus West. This is disseminated to local authorities, Scottish Throughcare and Aftercare Forum and other relevant organisations.

UWS has agreed a new strategic partnership with Kibble Education and Care Centre (Kibble), the specialist care provider and charity which supports at-risk children and young people. The partnership, which will run for three years, aims to strengthen the existing relationship between the University and Kibble, and will focus on three key strategic themes, including supportive interventions for positive youth development, innovative and creative learning in primary and secondary education, and developing an enterprising and socially responsible workforce.

UWS is a committed 'Corporate Parent' and continues to work with local authorities to help create and contribute to their action plans to support care experienced people. UWS' Corporate Parenting Plan is available here: <https://www.uws.ac.uk/media/3917/uws-corporate-parenting-plan-2015-18.pdf>

This sector-leading support provided for care experienced applicants and students is supported by WARF funding, enabling the time and attention to be given to each learner.

Student Carers

UWS is participating in the Young Carers Trust initiative Going Higher in Scotland and are committed to: identify the number of student carers attending their university; support all student carers throughout their education to ensure they maintain good mental health, complete their course and achieve the best grades possible and also report on the progress students are making in their university so that they can deliver appropriate support and showcase student carers' achievements.

UWS works in partnership with Carers Centres; the Young Carers Trust; Unity Enterprise and other relevant organisations to identify carers and young carers so that information, guidance and support with regards to going to university can be provided. Pre-entry support is offered to help with the transition to university-level study and also provide ongoing support through the Widening Participation Team and relevant colleagues in Student Services. The Senior Widening Participation Officer provides a single point-of-contact for the applicant throughout the admissions process and transition to and through University.

People with Criminal Convictions

UWS have a Criminal Conviction Policy that applies to applicants and students. All applicants and enrolled students on a programme that requires membership of the PVG Scheme, or that involves placement where contact with children or vulnerable individuals, and students staying in University accommodation will be asked to declare any relevant criminal convictions or pending criminal charges. Where an applicant/student declares a criminal conviction of a serious nature, a Criminal Conviction Panel can be held – including representation of the schools. The panel will consider the level of risk and, if appropriate, steps which can be put in place to facilitate effective support. All applications for admission are considered on academic merit and any successful applicants are contacted directly.

1.5 Student support and wellbeing

All activities delivered by UWS are inclusive and students from a disadvantaged background are given a single point of contact to ensure that the transition to university is successful. A range of support is available at UWS: support is provided with choosing subjects for National Qualifications and Highers to meet particular course interests, and advice offered about progression routes and about the subjects available to study at each campus in Ayr, Dumfries, Lanarkshire, Paisley and London. Help is provided with applying through UCAS if needed and campus tours can be arranged. Advice on student support and relevant funding is also offered, as well as guidance for students on managing their finances. Student Services offer support through Funding Advisors; Student Counsellors; Multifaith Chaplaincy and advice from Disability Service; the Careers & Skills Team offer a range of guidance and support on academic writing and all types of employment opportunities, including part-time jobs, placement and graduate level roles. The core support network available for each student within schools, provided through Personal Tutors, Student Enhancement Developers and Education Guidance Advisors, is supported by the Widening Access Retention Fund funding received annually.

1.6 Mental Health and well-being

Supporting positive mental health is a priority for UWS, and the Scottish government's focus on improving provision for counselling and mental health advisors is welcomed.

UWS has developed an effective, integrated approach to supporting good mental health across the University. Within the student community, this includes promoting events and campaigns throughout the year e.g. World Mental Health Day, Stress Awareness Day and University Mental Health Day, working closely and promoting sport as an important part of maintaining physical and mental wellbeing.

This approach is backed-up by a robust and effective Student Hub/Link model where student can access support services including Careers, Study Skills, Disability Services, Counselling, International Student Support and Funding and Money Advice at one point.

Strategic approach to wellbeing

The former Employee Wellbeing Group had overseen a number of important pieces of work including: the inclusion of wellbeing within a refreshed University Health, Safety and Wellbeing policy; the development of new wellbeing initiatives; (such as personal wellbeing plans and staff training) increased promotion of existing initiatives (including fitness classes and organised walks) and successfully retaining the Healthy Working Lives Gold Award.

To reflect a more holistic approach to staff and student wellbeing, a new University Wellbeing Group chaired by a Dean of School was introduced in early 2019 as an evolution from previous arrangements. This group will be the focal point for wellbeing related work across the University, and oversee a range of underpinning activities. Membership includes staff and students, as well as representation from recognised Trade Unions. A number of dedicated working groups have been created to take forward different initiatives and activities and report to this group including: Mental Health and Wellbeing Strategy development; Staff Development; Exercise and Wellbeing and Suicide Safer Universities/Ben's Story. The Mental Health and Wellbeing Strategy is currently being prepared in draft and will be submitted to the Wellbeing Group later in Spring 2019 and will then be taken through normal University committee approval for implementation in 2019/20. The strategy will be informed by the UUK #Stepchange campaign.

Wellbeing themes and initiatives have been raised with Senate during the current session and will be reported to Court. Both forums are committed to supporting wellbeing across the University community.

The following summary provides a brief overview of activities and resources that are available to students and staff, with some being available to both groups.

UWS have an online space for thinking and feeling better, called SilverCloud. The online programme offers a supportive framework available to all students and staff, across campuses, enhancing wellbeing and support for issues such as depression, anxiety and stress. It offers a flexible approach to tools that help with setting goals, problem solving and practical life skills. Student numbers using SilverCloud have increased by 400% between February 2017 and November 2018. Silver Cloud is promoted online and through posters across campuses and on the student portal, My Day.

Student Counselling Service

UWS has an effective system for supporting students with counselling requirements. The service has been revised and invested in to ensure that the service provides an effective resource for students; this is in the context of severe pressures on NHS counselling provision, increased student demand and challenging financial settlements for universities. The increased demand reflects the important changes in culture and UWS have worked hard to provide a welcoming and non-judgemental service.

UWS takes a flexible approach to counselling. Students review their needs collaboratively with counsellors on a regular basis, allowing students to make a personal choice about their support. As a result of this proactive approach the university has been able to keep waiting times low. The number of sessions a student can access is not pre-fixed with the emphasis still on providing focussed, short term work but having the flexibility to respond to individual need means we can provide a more student-led approach.

Since 2014, staffing (offered by a number of part-time counsellors to meet the requirements) has increased by 33 percentage points. Over this same period, student demand has increased by 50 percentage points. Innovative enhancements to the service and support have ensured that waiting times have been very well-managed with an average waiting time for an initial appointment/first counselling appointment between 8 and 10 days. Any student contacting the service will be offered an appointment within three weeks. This is well-below sector and NHS averages.

In order to promote mental health and wellbeing to all students, the counselling service also run awareness raising events/information to coincide with key transition points when students start university: – self compassion; a few weeks in – developing resilience; and exam period – tips on dealing with exam stress. The team collaborates with the Students' Association and other student-facing services to promote mental health awareness and wellbeing.

Student Disability Service

The Disability Service also supports students who have a diagnosed mental health condition. A number of students have multiple disabilities, such as Multiple Sclerosis or an Autistic Spectrum Condition which may also affect their mental health. Support can include alternative assessment during presentations, support for exams and software to assist with concentration difficulties.

Disability Advisors deliver sessions with academic staff, sessions aimed at specific student groups such as students on postgraduate programmes or Team UWS, the University's sports teams.

Occupational Therapist and Student Wellbeing Adviser

The Student Services Team includes an Occupational Therapist & Student Wellbeing Adviser (0.6 FTE). This role was recently reviewed to allow a greater focus on mental health promotion. Referrals are accepted from the counselling service for individual Occupational Therapy appointments, with 6-7 individual student appointments offered per week spread over two days.

All referrals have experienced mental health difficulties and support is offered in areas such as developing a balanced routine, managing academic workload, developing practical strategies to manage mental health, social and leisure engagement, strategies for better sleep and understanding sensory needs.

This resource also supports mental health promotion events and campaigns throughout the year e.g. World Mental Health Day, Stress Awareness Day, University Mental Health Day, and facilitating a more coordinated approach to mental health promotion events and campaigns. Group workshops for students on related topics will be facilitated in the future.

The Students' Association (SAUWS)

SAUWS is engaged with the NUS Think Positive project and coordinates 'Paws against Stress' on campus which gives students the opportunity to spend time with trained therapy dogs in order to de-stress in the run-up to deadlines and exams and improve mental health and wellbeing.

SAUWS is working with Student Services to develop a Student Mental Health Agreement in response to <https://www.thinkpositive.scot/projects/smha/>. A draft is currently at the development and consultation stage.

The Team UWS Wellbeing Officer and NUS Scotland Trans Officer is leading on a healthy body/healthy mind award application for SAUWS and UWS. This is a student-led initiative, with support from counselling and well-being staff and SAUWS advice worker. SAUWS also lead campaigns such as Movember, sexual health week and non-smoking initiatives.

SAUWS has introduced a Vice President Welfare and Wellbeing as one of its four sabbatical officers from 2019/20.

Occupational Health for Staff

UWS has an in-house Occupational Health (OH) Service. Referral is via HR business partners or employees may self-refer in the first instance. In addition, OH colleagues run an annual lifestyle screening programme for staff providing information on weight, body mass index, body fat percentage, blood pressure, blood cholesterol and glucose readings given to the employee with referral to their GP as appropriate. The 'know your numbers' campaign also runs annually and involves blood pressure readings as per the UK campaign.

An Early Interventions scheme has been offered to staff at UWS for approximately six years. This provides support from face to face counselling/CBT or physiotherapy when they need it, thus avoiding long waiting times in the NHS and potentially improving staff wellbeing and reducing absence. Early interventions counsellors are based throughout the geographic area of the Scottish campuses so that no employee has to travel far from their base campus to access these services. Staff can access these services through referral to Occupational Health via their Human Resources Business Partner.

Staff Mental Health and Wellbeing

A two day Mental Health First Aid training course has been delivered to advisory staff and frontline staff in Student Services and the Student Residences which equips staff to recognise signs of mental ill health and respond appropriately.

An Employee Wellbeing e-learning course has been developed as part of a suite of online health and safety courses. This focuses mainly on increasing staff awareness of their own wellbeing and how to improve this.

A programme of 20 Mental Health Awareness workshops commenced in March 2019 across each campus, with initial provision via Flexible Workforce Funding covering 20% of the workforce in a targeted manner. Charlie Waller Memorial Trust online training modules were shared as preparatory reading for these workshops.

The University has excellent gym/fitness facilities at each campus with a wide range of class based exercise programmes. These facilities and classes are all free for UWS students and subsidised for UWS staff. OH can refer employees who would benefit from gym membership for a free 3 month pass for physical and mental health.

Wellbeing coordinators have been identified at each campus to promote locally any university wide activities as well as campus specific local initiatives. Mindfulness sessions are available weekly at certain campuses, and we are considering extending these.

HR can provide support to departments in promoting employee wellbeing and a healthy working environment, strengthening the capability of line managers and engaging with the Wellbeing Group.

Employee Assistance Programme

All staff can access a 24/7 wellbeing toolkit on their desk top which provides online courses, webinars and resources to support wellbeing (<https://healthassuredeap.co.uk/home/>) on a wide range of issues including smoking cessation; weight management; sleep management; managing change; bereavement and work life balance as well as access to online and telephone counselling and online CBT support. This is also available as an app so can be accessed remotely. The Employee Assistance element can also be accessed via a phone line and it is promoted to colleagues that do not frequently use University computers.

Additional Activities

The University participated in University Mental Health Day on 7th March, arranging Walk a Mile events across each campus. Staff and Students taking part were paired with another person while walking a mile around each campus, and encouraged to talk about mental health, sharing perceptions and experiences. Feedback has been very positive.

SafeTALK is suicide alertness training which alerts participants to warning signs indicating risk of suicide and helps to overcome the barriers in talking about suicide as well as signposting to relevant help and resources. 50 staff from across UWS have already participated in this training during 2019 and all UWS nursing students undertake this training.

The University is committed to working with the Universities UK (UUK) Suicide Safer Initiative (<https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/guidance-for-universities-on-preventing-student-suicides.aspx>) which launched at the start of 2018/19.

An internal communications campaign on suicide prevention was delivered in 2018 and a subgroup is supporting this activity as part of the Wellbeing Group's portfolio. Work is also ongoing across a number of areas within the University to ensure a joined up approach to sharing information internally where there are concerns about a student's wellbeing as promoted by the national Ben's Story initiative.

1.7 Diet and Healthy Weight

Student wellbeing is a core value for the university and being active is intrinsically linked due to the associated physical and mental health benefits as well as bolstering students' social lives.

In 2018/19, UWS introduced free gym memberships for all students to use UWS-operated fitness facilities in order to remove barriers to entry ensuring all students can get active and pursue a healthy lifestyle and recognising that an active lifestyle is intrinsically linked to good mental health and social interaction. UWS boasts excellent gym/fitness facilities at Ayr, Lanarkshire and Paisley campuses, with facilities at the Lanarkshire and Paisley campuses newly opened in 2018/19.

Catering outlets offer a range of health food options for students and staff, including: meat free meal alternatives; fresh fruit, yoghurts and porridge/cereal for breakfast; a wide range of vegetarian and vegan snacks; full salad bar; range of milk alternatives; and a range of meal deals to promote healthy eating. This has secured an NHS Healthy Living award.

The Team UWS (sports union) and NUS Scotland are leading a healthy body healthy mind award application for SAUWS and UWS. This is a student led initiative, with support from counselling and well-being staff and SAUWS advice worker. SAUWS also lead campaigns such as Movember, sexual health week and non-smoking initiatives.

The Brodie's Bikes project provides bikes on loan to students in the residences at Paisley, Ayr and Lanarkshire to enable students to have a break from studies and improve their wellbeing through exercise and leisure time. The project promotes mental wellbeing and the launch events have included stalls by See Me and Breathing Space and the Samaritans.

All services are promoted through Induction, Facebook, Twitter and the website in addition to ongoing promotion throughout the year.

1.8 Gender

Gender-based violence

UWS is taking a whole-institution approach to gender-based violence (GBV) as advised in the Equally Safe in Higher Education guidance and toolkit. A cross-university/student group will be established.

The primary purpose of the Group will be to provide strategic leadership pertaining to the implementation of Equally Safe, the Scottish government's national strategy for the prevention and elimination of Violence against Women and Girls (VAW&G). The group will oversee the institution wide approach to the development and implementation of measures at the University which closely reflect the twin themes of the Equally Safe approach – Prevention and Early Intervention. The group will adopt the key principles outlined in the Equally Safe in Higher Education National Toolkit developed at the University of Strathclyde as follows:

- a whole campus strategy – students and staff
- increased training opportunities for staff and students, notably bystander intervention and first responder training
- development of an academic working group that supports research on GBV in Scotland
- Partnership working including University students, staff and their representatives and key external and third sector partners.

The Group will use the definition of GBV outlined in Equally Safe which recognises that it is broadly a function of gender inequality.

Membership of the group will include representatives of the student association, the trade unions and both academic and professional services staff. The group will co-opt additional members as required or invite attendance from other groups, individuals or organisations to specific meetings for agreed purposes. The group will meet quarterly as a minimum.

Key responsibilities of the group will include:

- Overseeing the implementation of the Equally Safe toolkit
- Tasking colleagues or groups to take forward priority actions on e.g. training, communications, research
- Enabling the University to establish links with relevant external organisations
- Reporting on the progress of the University's ESHE implementation

While the cross-university group is still under development initial steps have been taken to raise the awareness and profile of Equally Safe and initiate activities which align to the responsibilities of the group.

Over 40 members of the UWS Leadership Forum participated in a workshop on 12th March 2019. This session, attended by the Senior Management Team, Directors, Heads of department, Deans and Assistant Deans, was led by Graham Goulden of Cultivating Minds UK and focussed on bystander intervention within a context of leadership. Through this, all senior leaders in the organisation have an increased awareness of Equally Safe and the commitment of UWS to it.

A member of the Marketing and Communications team has been identified to develop and deliver a communications plan to ensure that we maximise the awareness and impact of all activities, campaigns and training led through the Equally Safe strategic group.

UWS are taking a proactive approach in identifying events and campaigns which can be hosted/delivered on campus to support the institutional aim to stimulate discussion and support the aims of the UWS Equally Safe strategic group. In September 2018, UWS took part in a national campaign co-ordinated by Universities Scotland, highlighting how and where staff and students can signpost anyone affected by GBV and distributed GBV support cards to staff. In November 2018 an event titled "Inside Outside" was held at the Lanarkshire Campus.

Working in partnership with universities and colleges is key to delivering clear and consistent pathways to support, understanding and adopting best practice and supporting the national conversation around Equally Safe. In line with the commitment to this, UWS were an active contributor to the organising group of the ESCU Regional Event hosted at Ayrshire College – "Love Doesn't Hurt: Preventing Gender Based Violence in Colleges and Universities". Eight delegates from UWS and SAUWS attended and participated on the day.

Implementation of the strategy will also reinforce existing policies. The Code of Discipline for Students already provides examples of what constitutes non-academic misconduct including "assault of or threatening behaviour towards any student, member of staff or visitor to the University" and "Violent, indecent, disorderly, threatening or offensive behaviour or language whilst on University premises or engaged in any University activity", which will continue to be used by the University to tackle gender-based violence. This ensures that our expectations in terms of conduct are clear to students and also that we have a clear basis for disciplinary action where this is appropriate.

With regard to staff, it is stipulated in terms and conditions of service that the University aims to create an environment where all employees, regardless of equality characteristics are treated with dignity and respect. UWS are committed to the elimination of unlawful discrimination, harassment, victimisation or other prohibited conduct. In support of this, the UWS Disciplinary procedure (<https://www.uws.ac.uk/media/4405/uws-disciplinary-procedure.pdf>) and guidelines for staff (<https://www.uws.ac.uk/media/4760/disciplinary-procedure-guidelines-for-staff-nov-2018.pdf>) provide examples of what might constitute gross misconduct such as: Bullying and/or harassment/discrimination of a serious nature of a colleague, student or member of the public related to race, gender, sexual orientation, disability, religion or believe, age or gender reassignment; Physically violent, threatening, indecent behaviour or inappropriate sexual behaviour. This ensures that expectations of staff are clear whilst providing a basis for disciplinary action where appropriate.

As summarised above, progress has been made at UWS in relation to the Equally Safe strategy. This has included the adoption of an institution wide approach and the creating of a strategic group with a senior leader and clear governance. In addition to this the initial steps have been taken in relation to staff training, events and communications planning to ensure that we are making an impact in relation to the priority action areas of primary prevention and early intervention.

Transgender

UWS is developing a Trans Equality Policy for staff and students at UWS to ensure the University meets its inclusive objectives and to align areas of work already undertaken to support trans staff and students.

UWS works in partnership to raise awareness and understanding of trans issues.

A partnership between UWS, SAUWS, and the DEAR Alliance, which is the Renfrewshire Equality and Diversity group, promotes awareness of support mechanisms for transpersons within and outwith the University. The UWS Equality and Organisational Development Officer is the lead officer and works particularly closely with Admissions, Student Administration and Student Services to ensure staff in front-line support roles for applicants and students to ensure the right support is available. E-learning tools are being considered to help increase the training available for staff across the University.

The Head of Trans Inclusion for Stonewall was the keynote speaker at the UWS Inspiring Women conference series, and this successful event raised awareness and increased understanding of the prejudices faced by transgender people. This allowed conversations to take place and supported to the development of appropriate training, policy and procedures to support transgender staff and students. The review of transgender policies will inform the Stonewall Workplace Equality Index. UWS has been involved with Stonewall since 2018 and has set up a Stonewall working group. A lecturer in the School of Education is now the deputy chair for the TransEDU network, ensuring UWS is aware of, and shaping, trans policy in education across Scotland.

1.9 British Sign Language

UWS published a British Sign Language Plan in BSL and English (<https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity/>), as required by the BSL (Scotland) Act 2015. The BSL plan was developed through two community consultation events, the first in partnership with Renfrewshire Council and the NHSGGC and the second was a joint initiative with colleges and universities in the West of Scotland, which was held at Deaf Connections, Glasgow.



UWS UNIVERSITY OF THE
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2. HIGH QUALITY LEARNING

The impressive capacity to widen access at UWS is supported by a high-quality learning experience for students once they enrol. The first 'truth' of the UWS Corporate Strategy is 'we are here for our students'. This section outlines the progress made and future trajectory in continuing to live up to that truth.

Support for high quality learning is driven by institution-wide and local priorities and activities. This section sets out success and activities in relation to:

- Student retention
- Student satisfaction
- Institution-wide initiatives
- Subject-based initiatives

2.1 Retention

The 2014-2020 Corporate Strategy set an ambition to achieve 90% of first degree students projected to receive an award by 2019/20, to drive focus across the University to improve student retention and awards. This will be achieved. This was inspired by the institutional commitment to seeing successful outcomes for students and to committing the resources to support students to achieve. Since 2014 the University has increased efforts to ensure that students from all backgrounds receive high quality education that enables and supports them to successfully complete their programme of choice. This has resulted in significant improvement in retention data with 88.3% of full-time first year Scottish-domiciled undergraduate entrants returned to study in year two (2017/18); an increase of five percentage points (83.3%) since 2014/15 (**National Measure 6**). The Dumfries campus had the biggest improvement in retention in 2017/18, increasing by 4.0 percentage points to 89.2% in 2017/18.



As discussed above, UWS is committed to equalising student retention rates across all protected characteristics by 2020/21 and 2017/18 data shows that UWS are on a trajectory to achieve this. With the exception of BME students whose retention fell slightly by 0.4 percentage points, retention for all other protected characteristics increased compared to the previous year:

Protected characteristic	Increase	Proportion return to study in year 2 (2017/18)
SIMD20	+3.7	88.1
SIMD40	+2.0	87.6
Male	+1.9	84.2
Female	+1.5	89.4
21 and over	+2.1	87.3
Under 21	+0.4	89.1
BME	-0.4	85.0
Disabled	+3.7	89.0
Care experienced	+26.3	89.5
All	+1.3	88.3

Retention of students from SIMD20 areas, those with a declared disability and care experienced backgrounds were close to or exceeded the retention rate of the university overall in 2017/18.

The strategic, joined-up approach to retention is outlined in the UWS' Education Enabling Plan which details the commitment to supporting the social and academic integration of all students via a series of in-arrival, post induction activities for all students emphasising ongoing student support mechanisms, such as Peer Support, provided centrally and through Schools. This is aided by the transition support outlined in section 1.

SAUWS advice workers support students who are having problems to help them find a positive outcome and remain on their programme of study where possible. They advise on issues such as plagiarism, disciplinary procedures and placement issues.

2.2 Student Satisfaction

Overall satisfaction at UWS in the 2018 NSS increased by 2.0 percentage points compared to the previous year to 84.9% (**National Measure 7**). This exceeded the institutional benchmark and the Scottish average (both 83%). UWS performed strongly in the 'Learning Opportunities' category, with 86.7% satisfaction – ranking 2nd in Scotland. NSS results are used by Schools and Departments to identify areas of strong performance and those that need improvement. 83.1% of students based at the Dumfries campus reported overall satisfaction with their experience in NSS2018. Students at the Dumfries campus reported the highest satisfaction with Academic Support (88.5%).

There is a high level of engagement in the NSS with 85.9% of eligible students completing the survey in 2018 – an increase of 2.7 percentage points from the previous year. This was considerably higher than the Scottish average response rate of 73%.

2.3 Institution-wide initiatives

Graduate Skills Development

There have been considerable improvements in the proportion of graduates in professional destinations. Professional destinations among Scottish domiciled full-time, first degree respondents increased by 11.0 percentage points compared to the previous year to 78.4% (**National Measure 9b**). The proportion of UWS Scottish domiciled respondents entering positive destinations also continues to improve – in 2016/17 there was a 2.1 percentage point increase to 95.2% (**National Measure 9a**). UWS' performance in graduate destinations is considerably above the UWS Outcome Agreement ambitions. In 2016/17, 100% of Scottish domiciled graduates from the Dumfries campus were in employment or further study. Furthermore, 96.7% of Scottish domiciled graduates from the Dumfries campus were in professional employment or further study; well ahead of the institutional figure of 85.5%.

UWS achieved its KPI of 85.0% of graduates in professional employment or further study by 2019/20 ahead of schedule in 2016/17 with 85.7% of respondents reported as securing professional employment or further study.

UWS is engaged in a number of initiatives and strategies focussing on the development of graduate skills, including sector specific skills development, regional trends and the influence and impact this has on a national and international scale.

The UWS Education Enabling Plan sets out the commitment that every programme will include an element of work-based or work-related learning, to support the development of defined graduate attributes. This activity includes programme specific work-based learning modules; client engagement projects within modules; networking events and mentoring opportunities. Further developments include the planned implementation of new industry engagement modules and innovative employer engagement opportunities promoted across all academic programmes.

UWS deliver Graduate Apprenticeships with 95 places to be provided in 2019/20. Four graduate apprenticeship programmes are currently offered: Software Development, Engineering Design & Manufacture, Civil Engineering and Business Management. The current Graduate Apprenticeships are delivered in partnership with over 70 employers including DuPont Teijin Films, Edge Testing, Wallace McDowall, Mail Marketing Business Solutions and Leidos to deliver these programmes. In 2017/18, 21 students were enrolled on GA programmes. This increased to 98 in 2018/19; exceeding intake targets.

Careers and Industry Engagement

Partnerships between the Careers and Skills team and the Employer Engagement team at UWS facilitates a professional service and conduit between students, academic staff, business and enterprise partners. The approach contributes to UWS' commitment to supporting student success through academic and professional progression and enhancing professional employment prospects, whilst the approach linking enterprise, employer engagement and knowledge exchange provides a single channel for business engagement with the institution.

Action plans for the Destination of Leavers from Higher Education (DLHE) survey have been implemented in each academic school, addressing (at programme level) employability within the curriculum. Across schools, this has involved industry engagement, alumni participation, Careers Adviser embedded delivery and professional/regulatory body involvement.

A baseline analysis of placement and work based/related learning activity across the institution is planned for 2019 to help gather evidence of good practice and promote opportunities for students.

Utilisation of a DLHE/Professional Destinations dashboard has facilitated careers service analysis of programme trends and targeted delivery across the institution, leading to an increase in embedded delivery through 2017/18. Implementation of a career registration process in 2018/19 will provide further baseline evidence of student experience and development, measuring students' career preparedness and experience as part of the enrolment process and facilitating further targeting of provision.

UWS are the lead institution in the QAA Focus On project looking at graduate and employer perspectives on skills. The collaboration via the Association of Graduate Careers Advisory Services (AGCAS) means every Scottish university is involved, gathering data on skills developed during study; skill shortages; specific digital skills; industry engagement within higher education and access to skills development opportunities. UWS are also involved in the AGCAS funded research into Scottish graduate destination trends, looking at institution, sector and regional graduate destination flow. UWS are part of a small Universities Scotland Skills Committee considering work readiness of learners as well as upskilling and reskilling Scotland's workforce, and strategies for higher education to respond to this.

Key projects are also being delivered to ensure that UWS students are equipped to meet the skills needs of employers, including research into future skills requirements and involving students and employers in delivery models. UWS will play a lead role within SIE's Scottish Innovative Student Awards (SISA) – involving three levels of award, with levels two and three joining students from across Scotland within Scotland's innovation centres in a multi institutional, multi-disciplinary innovative environment working on collaborative, live projects.

The delivery of Careers and Academic Skills services across UWS campuses continues to be an innovative in the sector, combining resources and strategies supporting students' academic progress and success, and linking this to career

progression. The collaborative approach links to all areas of the institution – including student support teams, employer engagement, alumni, SAUWS and academic schools, where extensive input to the curriculum is delivered across all school and campuses, as well as an innovative digital service open to all students including resources, online events and a social media channel. Engagement with the digital platform has grown year-on-year and includes academic collaboration and delivery of resources within academic programmes. Delivery in academic year 2018/19 includes the use of webinars, enhanced social media presence and the launch of a YouTube channel for bespoke video resources, providing digital access to resources for the entire student cohort.

Careers advisory staff are also currently involved in research (in collaboration with academic staff delivering UWS' Careers Guidance postgraduate qualification) looking at skills requirements of employers and the impact on service delivery related to Industry 4.0, disseminating information internally, through sector involvement in events led by Universities Scotland and also at the National AGCAS Conference in Exeter in 2018.

SAUWS recently launched the New Stars Internship Programme which aims to provide students with developmental paid work experience during term time. The programme offers internship roles such as social media, web development, environment & sustainability and events & activities. Overall the programme will have a positive impact on the employability and experience of UWS students and aims to increase the amount of students working within and leading the students' union.

The award winning UWS Employer Mentoring Programme, which won the Employment Project of the Year 2018 at the Scottish Mentoring Network Recognition Awards is growing. The programme supports 2nd, 3rd and 4th year students to develop their employability skills and industry knowledge with the support of a professional in industry. The students meet with their mentor on a one-to-one basis, usually in their workplace and devise an action plan with the support of their mentor to help them get the most from the sessions. Since its pilot in 2012, 283 students have participated with employer involvement across a range of industries from SME's to larger businesses including Hewlett-Packard Enterprise, Balfour Beatty, NHS and BBC Scotland. Participants receive a certificate of completion and recognition on their Higher Education Achievement Record which boosts their CV. The programme was featured in a Universities Scotland blog as part of Global Entrepreneurship Week (<https://www.universities-scotland.ac.uk/opportunities-work-related-experiences/>) and the Universities Scotland Scottish Parliamentary Reception highlighting how transferrable skills are embedded in students as much as subject-specific knowledge helping them to become Successful, Work Ready graduates to meet the needs of employers.

Careers and Skills and Employer Engagement teams continue to deliver the Volunteer Recognition Awards and an online programme for all new UWS students, introducing Career Planning and Academic Skills Development resources, ensuring new students are supported from the early stages of their university experience.

The partnership between Careers and Employer Engagement teams contributes towards academic programme engagement with industry and the work of the alumni team, all of which delivers extensive employer input to the curriculum. This ranges from accreditation within regulated programmes (such as social work, nursing, teaching and careers guidance) to professional body involvement in accounting, and career fairs and networking events across IT and digital disciplines. Further professional and regulatory body accreditation and involvement exists across UWS, for example in Engineering and Science from organisations including the Institute of Biomedical Sciences, Institutes of Civil Engineers, Structural Engineers and Highway Engineers as well as the Health and Care Professionals Council. Careers and Skills staff also co-ordinate delivery of international opportunities events, with participation from partners such as Saltire, IAESTE and Camp America promoting outward mobility as well as promotion and support for Erasmus learning and exchange opportunities.

UWS has a track record working with private, public and third sector organisations to fulfil the training and development needs of their employees. A range of flexible short courses are offered by UWS to support continuing professional development (CPD) in the workplace, for example: CMI programmes, Lean Six Sigma short courses, Languages for Business and Dementia Education & Training. In addition, UWS offers official certification for courses from IT vendors, such as: Microsoft, Oracle, CIW, CISCO, Adobe, Linux and IBM.

Digital Capabilities

UWS is committed to improving the digital experience of staff and students, and a significant amount of work has been undertaken by Education Futures to inform this. A series of 'baseline activities' established an evidence-informed snapshot of the current digital experience and digital confidence, and from that work, a number of themes and priorities emerged.

A Digital Experience Group has been set up to oversee the digital learning environment across the University. A University-wide project has been initiated to address the need to develop staff confidence, as well as provide opportunities for students to develop their digital skills alongside their degree. A range of materials have been developed including a CertHE in Digital Learning Design (launched in 2017/18), an Online Pedagogy module for the PG Certificate in Academic Practice, and a core module on Digital Skills available to students.

Through a new partnership with Fujitsu, lecturers have access to a digital qualification covering six technologies identified as having the biggest impact on the jobs of tomorrow, as well as providing access to a range of technology in the new Innovation Hub on Paisley Campus. This will help ensure UWS students meet the industry needs.

Feedback indicated a need to review and improve the Virtual Learning Environment (VLE). This significant project will develop minimum standard for engagement and use of the VLE, ensure ongoing compliance with new accessibility legislation, and improve the system and technology to support appropriate pedagogical practice.

Academic Portfolio

The basis for high quality learning and successful graduates is an effective, relevant academic portfolio. A data-lead review of the undergraduate portfolio was undertaken in 2018/19 reviewing student recruitment, student satisfaction, student progression and graduate employment. This review identified a number of programmes which were not meeting the high standards expected at UWS. From 2019/20, a suite of actions will be taken from withdrawal of some programmes to focused improvement plans for programmes on student satisfaction, curriculum review, and employability skills.

Internationalisation and Language Skills

UWS' refreshed Corporate Strategy outlines a clear commitment to Global Engagement with plans to internationalise the student body, staff, culture, research and academic portfolio. The academic portfolio provides students with globally relevant skills, is internationally attractive and contributes to global reach.

The School of Education provides 'Languages for All' for students from all UWS Schools, UWS staff and members of the public in: Arabic, French, German, Mandarin and Spanish. Gaelic has been offered through the 'Languages for All' programme. In 2018/19, staff and students were invited to take part in a free ten week (non-module) course in Mandarin, thanks to support from the Confucius Institute.

In 2018/19, UWS received just over 400 students through the Erasmus programme and 80 UWS students participated in an outward mobility, with a further 35 undertaking short group mobility.

Departure from the European Union

UWS is an international university with a commitment to global engagement and a belief in the global reach of staff and students. Since the 2016 referendum decision for the UK to leave the European Union, UWS have taken a number of actions to support current and prospective EU students and staff, and to prepare for the departure from the European Union. Throughout the period, the University have modelled scenarios, to measure risks and to identify opportunities. These exercises have considered student recruitment, diversity of the student body and student demographics, research collaborations and partnerships, and innovation and enterprise. Ongoing workshops will support colleagues to embed mitigations and to make informed judgements in operational planning through to 2020.

Through these exercises, UWS has sought to identify positive opportunities for developing learning and teaching or research and innovation partnerships with existing and potential European partners, to maintain the global impact from UWS graduates and research, and to support the positive impact of cultural diversity on UWS five campuses through EU staff and students.

These exercises have been informed by internal data modelling and calculations but have been conducted in the near absence of government policy guidance or sector communications.

Student Partnership Agreement

The Student Partnership Agreement (implemented in 2015) formalises both the University's and SAUWS' commitment to working together in partnership to improve the student learning experience. The agreement is being refreshed by UWS, SAUWS and sparqs for implementation in academic year 2019/20.

The Student Partnership Agreement will reflect the enhanced SAUWS Student Council which was revised in 2018/19 to increase student engagement in decision-making; any student can now submit new policy proposals and senior management are invited to student council meetings to answer students' questions directly. Societies have become more active in 2018/19 thanks to support from a permanent member of SAUWS staff and academic staff working in partnership with students. These will all underpin a successful student partnership approach.

2.4 Subject-based initiatives

In addition to University-wide activity to deliver a high-quality learning experience for students and successful graduate outcomes, a huge driver of student success is enabled at subject-level. In the 2018/19 National Student Survey aerospace engineering, civil engineering, biology and social policy all received 100% satisfaction from students and ranked first in the UK; this evidences the disciplinary strengths across the University.

STEM

In 2017/18 23.5% of Scottish-domiciled undergraduate entrants at UWS were to STEM courses (**National Measure 8**); this continued the growth of STEM students from 22.1% in 2015/16; over the same period the absolute number of students enrolled on STEM programmes at UWS has grown from 1026 to 1213, an increase of 18 percent.

In-line with the University's academic portfolio review UWS has introduced a Masters in Information and Network Security, and introduced a new BSc Cyber Security (Hons) for 2018/19 entry. This programme includes Level 7 and 9 entry allowing college students a new pathway for progression. These programmes are well-aligned to developing skills sectors and meeting future demands.

UWS has joined forces with the International Space School Education Trust (ISSET). The partnership will give PhD students and research staff the opportunity to test research projects out on the International Space Station (ISS) and collaborate with NASA and other American academic institutions. At the launch event at the University's Paisley campus, Michael Foale, the most experienced British-born astronaut, spoke to an audience of students, senior Scottish academia and industry, about his experience.

UWS takes part in a wide range of outreach work involving STEM. For example, UWS will participate in the STEM event 'Bang Goes DG!' which will be held at Easterbrook Hall, Dumfries. The Dumfries and Galloway Fair in 2019 will have a focus on food and drink.

In July 2018, UWS led the first STEM academy in partnership with the Royal Society of Chemistry, the University of St Andrews and the University of Edinburgh and brought together student primary teachers, secondary school pupils, STEM-subject academics and industry experts. Pupils from ten local authorities attended, with 60% of pupils from schools in areas of high deprivation. University students supported pupils during the creation of a STEM based activity, including how it can be delivered in a primary and secondary setting. This provided an insight into working with pupils and aimed to encourage participants to consider a future careers in teaching, particularly for males.

UWS has launched a partnership with PACE Theatre Company to deliver interactive, drama-based workshops to inspire primary school children to consider careers in STEM. The first workshop, named 'Engineering Wonder', took place in October 2018 at PACE Theatre Company's Paisley studios, and encouraged local families to come along. The free, interactive event and explored gender-based stereotypes and how to challenge them through creative drama performances.

Early years

UWS contributes to training the Early Learning and Childcare (ELC) workforce, offering a BA Childhood Studies that prepares and develops ELC staff as practitioners and a BA Childhood Practice and graduate diploma Childhood Practice that prepares staff for leadership roles in ELC. In response to the significant growth in early learning and childcare (ELC) provision, UWS will provide Early Years graduate apprenticeship (GA) learning for 15 candidates starting in April 2019. As demand grows innovative delivery methods in partnership with colleges will be developed.

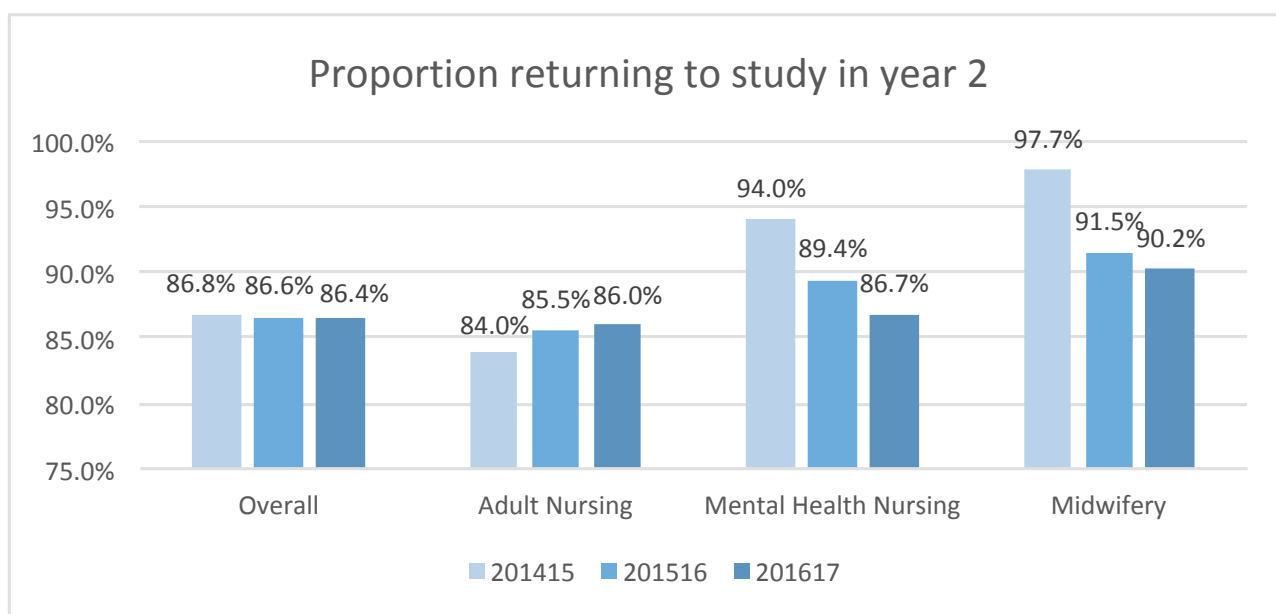
Health and social care workforce

UWS is committed to training and developing the health and social care workforce. UWS is the largest nursing provider in Scotland, offering BSc in adult nursing, mental health nursing and midwifery. Alongside, there is provision for a Health and Social Care Cert HE and Integrated Health and Social Care BA (Hons) (second year entry), along with a wide range of postgraduate courses.

UWS hosts an annual health, nursing and midwifery event at the Dumfries campus for pupils interested in pursuing a career in the healthcare sector. Fifth and sixth year pupils from across Dumfries and Galloway participate in a range of hands-on workshops and get to talk with academic staff and students from UWS, as well as a range of NHS health practitioners, to find out what it is like to study nursing at UWS and gain an understanding of what it takes to become a healthcare professional in today's modern society.

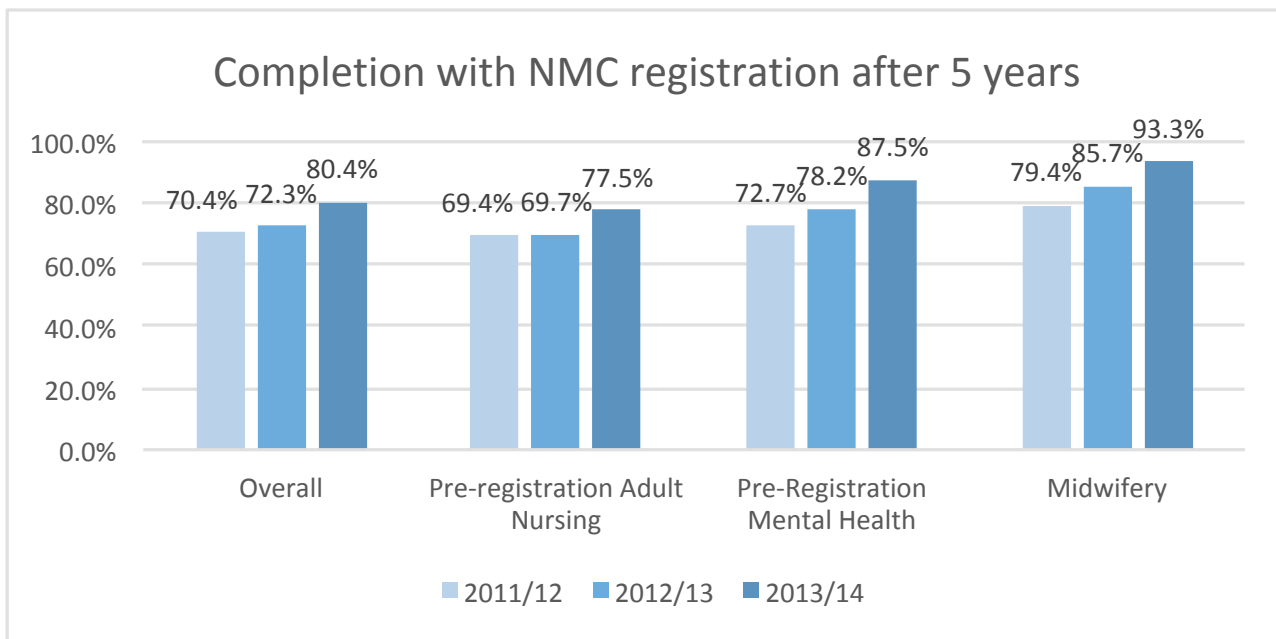
Health outcomes

UWS has committed to achieving the health outcomes for Nursing and Midwifery developed with the Scottish government and NHS Education Scotland.

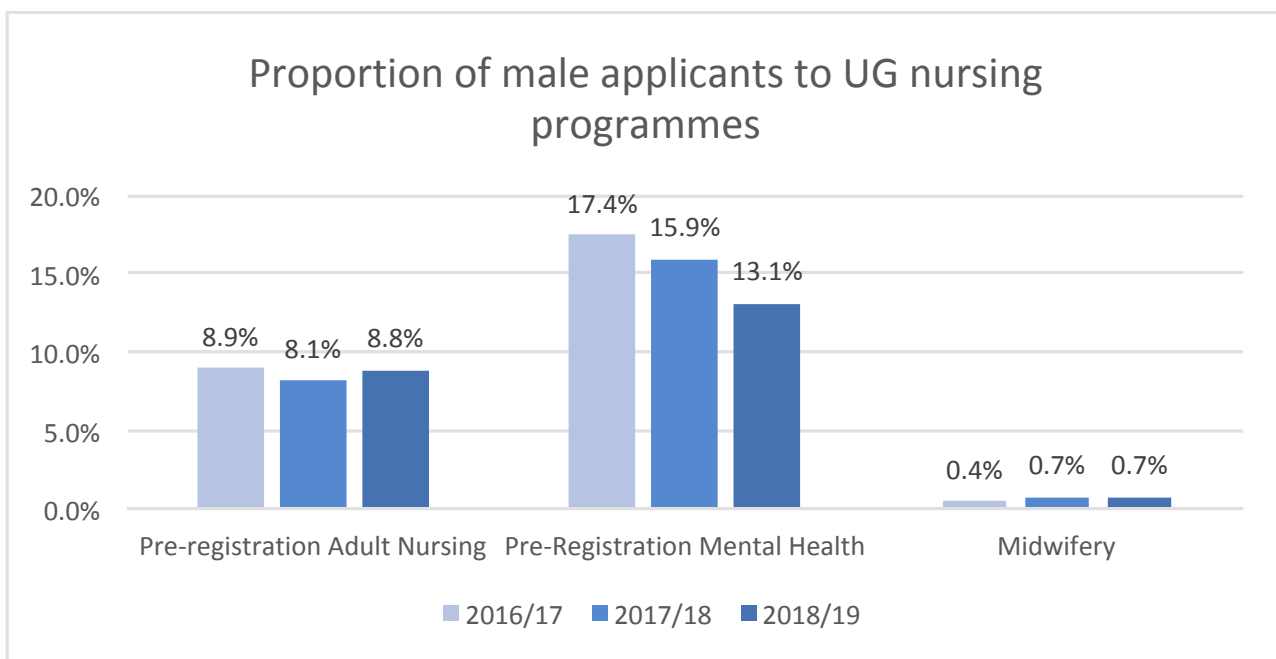


Retention remains high among all of the controlled nursing programmes. The latest data shows there was an increase of 0.5 percentage points in the Adult Nursing programme. Retention among Midwifery students has remained very high at over 90% over the last five years, however this has fallen from the previous high of 97.7% in 2014/15 to 90.2% in 2016/17.

Completion rates continue to increase within the School, with considerable improvements in the last year. Overall, 80.4% of 2013/14 entrants to controlled nursing programmes completed their degree with NMC registration (within five years), which was an 8.1 percentage point increase from the previous year. The biggest increase in completion with NMC registration was for Mental Health students, which increased by 9.3 percentage points. Midwifery students have the highest completion with NMC registration with 93.3%.



UWS academics were involved in the cross-institution project, funded by NHS Education for Scotland (NES), to investigate the influences and causes of underrepresentation of men in pre-registration nursing in Scotland. The report – ‘Pre-registration nursing recruitment and retention – underrepresentation of men, influences and causes’ – was published in May 2018 (https://www.nes.scot.nhs.uk/media/4154551/2018_-_june_men_in_nursing_final_report_final.pdf). A follow-on project is exploring the reasons for higher attrition of men from pre-registration nursing programmes in Scotland and ways of improving retention.



Male applicants to the Adult Nursing programme increased compared to last year to 8.8%. While Mental Health Nursing attracts the highest proportion of male applicants out of the programmes offered, there is a downward trend of male applicants to UWS in recent years. The proportion of male applicants to Midwifery has remained at 0.7%, although this represents a small number.

UWS takes specific targeted approach with partner colleges to facilitate articulation for pre-registration Adult Nursing and Mental Health programmes. This includes effective partnerships with Ayrshire College, City of Glasgow College, Glasgow Clyde College, New College Lanarkshire, South Lanarkshire College and West College Scotland to provide a tailored articulation route. In 2018/19, UWS doubled the number of students who articulated with advanced standing on to the Adult Nursing programme to 27 (13 students in 2017/18). Three students articulated into the Mental Health programme with advanced standing (against a target of 2).

Creative Industries

On the Ayr Campus, UWS offers a range of programmes in the creative and cultural industries. The popular BA (Hons) Filmmaking & Screen writing course provides masterclasses with internationally acclaimed writers, directors, producers, cinematographers and editors.

UWS students celebrated success at the Royal Television Society's Student Awards (Scotland) in January 2018. UWS student team, made up of Zdenek Ruzicka, Amber Saunders, Paul McGranahan and Ryan Smith, won the Best Short Feature for the documentary 'Poet with Punch', and Samantha Hendrie won the Best Animation award for her work entitled Expedition.



Teacher Education

The UWS School of Education is ranked 2nd in the UK in the Times Good University Guide 2019 and the Complete University Guide 2019, and 1st in Scotland for satisfaction with the course, teaching, assessment and feedback in Guardian University Guide 2019.

UWS delivers exceptional teacher education

In 2018, UWS introduced a suite of new teacher education programmes providing three concurrent degrees accredited by the GTCS: Physics with Education, Chemistry with Education and Maths with Education. These degrees will enable students with science backgrounds and career aspirations in those areas to study concurrently to become teachers of their subjects and begin their career as a teacher one year sooner than via existing routes.

UWS delivers postgraduate courses for the formal teaching qualification for provisional registration with the General Teaching Council for Scotland (GTCS) in secondary teaching in the following subjects: Art and Design; Biology with Science; Chemistry with Science; English; Mathematics; Modern Languages (French, German, Spanish); Physical Education; or Physics with Science. While demand significantly outstrips supply across the School of Education, as is common across the sector, PGDE secondary science (Maths, Physics and Chemistry) subject areas remain a challenge for recruitment. In order to encourage uptake of these places a Science Educator was appointed, funded from external grants, to take forward the STEM academy work and to reach out further afield to make science attractive to school pupils.



3. INTERNATIONALLY COMPETITIVE AND IMPACTFUL RESEARCH

The UWS Corporate Strategy sets out the three research themes: health, society and sustainability. These cross-disciplinary themes provide the context and drivers for research at UWS; addressing 21st century challenges and driving social good.

UWS was recognised in the UK's 100 best breakthroughs for its Dementia Champions programme. Universities UK's campaign – #MadeAtUni – aims to bring to life the impact of universities on people, lives and communities. Scotland's National Dementia Champions Programme teaches qualified staff to become "change agents" in dementia care. The Dementia Champions were developed initially in partnership as a local co-produced initiative in Dumfries and then commissioned as a national programme by NHS NES. There are now over 800 Dementia Champions working to improve dementia care across Scotland.

The Champions programme is one area of work by the Alzheimer Centre Scotland for Policy and Practice (ASCPP) – a collaborative partnership between UWS and Alzheimer Scotland. The main base for the Centre is at the new Lanarkshire Campus with an additional presence at the Dumfries Campus.

UWS has a KPI to increase the number of Postgraduate Research students by 10% each year. In 2017/18, UWS had 358 Research Postgraduate students (National Measure 10).



3.1 Research Excellence Grant (REG)

In 2015/16, UWS launched the annual £1 million Vice Principal Fund for Research and Enterprise Excellence to support the development of large-scale multidisciplinary projects with significant potential and impact on health, society and sustainability. The support was provided for 9 interdisciplinary projects across all academic Schools.

The REG grant, through the VP Fund, has enabled impact on industry through enhancing UWS' engagement with business. UWS has world-leading research capacity in the area of functional thin films and has so far resulted in one achieved spin-out (Novosound; Converge Challenge winner 2018), one spin-out in development (Albasense; shortlisted Converge Challenge 2018) and 14 further externally funded grants with a total UWS value of £1.35m.

The Professional Programme for Enterprise Leadership (PROPEL), developed in 2017/18 and launched in 2018, introduced the principles, concepts, tools and techniques of Knowledge Exchange between academia and industry to a cohort of 10 Early Career Researchers. On completion, the first cohort participants will have developed an engagement plan for working with industry. A dedicated Business Relationship Manager is designated to help deliver this plan, providing advice on targeting external organisations, facilitating introductions and brokering agreement to move towards large collaborative funding applications including KTP and innovate UK competitions.

REG has also been used to develop early career researchers. The Grant Accelerator Programme has directly supported 33 academics which has delivered more than £300k externally funded research awards.

UWS has sought to align priorities and thus deliver the greatest impact most efficiently through the interdisciplinary research themes. These are well-aligned to, for example, addressing challenges identified in the UK Industrial Strategy. In total, of the existing 57 PhD studentships supported through REG funding, half are in areas aligned with the Industrial Strategy Challenge Fund (ISCF). The University has also invested in excess of £300k in the functional thin film facilities and equipment to support the spin-out activity and provide the fundamentals for world-class research. Strategically, every application to major funding opportunities (particularly ISCF) is targeted with tangible University support to leverage additional research funding.

3.2 Preparations for REF2021

The University has developed the UWS Research & Enterprise Enabling Plan (<https://www.uws.ac.uk/media/4708/uws-research-enabling-plan-oct-2018.pdf>) to realise ambitious objectives for research and impact, reflecting the commitment to support excellent research in three strategically important themes – Health, Society and Sustainability, and achieve the targets set out in the Corporate Strategy. These themes have been selected on the basis that they reflect the UWS key capabilities and research strengths and funder interests.

UWS is taking a systematic approach to REF2021 preparations to continue the University's strong performance in REF2014 and to demonstrate the University's impact on society. All institutional arrangements are coordinated through the REF2021 Strategy Group and informed by the UK REF Guidelines. The REF2021 Strategy Group was established in summer 2017 and leads work across the University on impact and environment, supports and coordinates activity across the Units of Assessment, and implements the REF Code of Practice.

3.3 Research Training and Development

Academic Life has been established to provide central professional support and developmental activities for Research, Enterprise, Teaching and Learning. The UWS Doctoral College training programme is designed to be sufficiently flexible for students and research staff to acquire the skills to achieve their career aspirations. The commitment to staff development and support has been recognised through the external awards. UWS is an institutional bronze Athena SWAN award, with all Academic Schools committed to applying for Departmental awards in the future. The University was successfully re-awarded the Vitae 'HR Excellence in Research' Award in July 2018, and the ambitious published action plan 2018-20 to support the career development of researchers demonstrates the commitment to supporting research excellence across the institution. UWS researcher development programmes are available through a variety of bespoke programmes and workshops. Examples include the grant accelerator workshops, group mentoring for researchers and leadership development programmes for principal investigators. The PROPEL programme has been launched in 2018/19 to deliver a comprehensive programme of activities to support enterprise, commercialisation and knowledge exchange for STEM researchers to develop economic and societal impact.

3.4 Engagement and Compliance with the principles set out in the Universities UK Concordat

The University has developed a strategy and processes to enable managed approach to open research data in accordance with the Concordat. This includes investment in a dedicated repository of data for free and managed access where required. Digital object identifiers are used to ensure clarity of which exact dataset is under discussion or examination. An Open Research Data Working group is tasked with undertaking regular reviews of UWS' progress towards open research data.

UWS is compliant with the Universities UK Concordat to support research integrity through a set of policies and mechanisms. Institutional and School-level ethics committees report to Senate to identify and report any cases of

academic misconduct. Researcher Development training includes sessions on research integrity. As an employer of researchers, the University continues to meet the recommendations of the Concordat ensuring that a senior member of staff oversees research integrity, presenting a short annual statement to Senate to provide assurances that measures are being taken to support consistently high standards of research integrity and proved appropriate process for concerns about research integrity to be raised and investigated on a confidential basis.

3.5 International Collaboration

UWS is an international university with students and academic staff from more than 65 countries globally. In relation to postgraduate research, more than 70% of the postgraduate research students and major externally funded projects are international. In the context of Brexit, renewed focus has been given to maintaining well established postgraduate research partnerships with numerous institutions in Europe and internationally and in the medium term to increasing the UWS international footprint to all major world economies.

3.6 Public Engagement

UWS are committed to engaging the public with research and sharing the benefits of UWS' research with society. In 2017/18, almost 4000 people attended social, community and cultural engagement events held by UWS; an increase of 21% on 2016/17.

There are many facets to public engagement at UWS – open days, exhibitions and interactive events run throughout the year and the annual lecture series share expertise in discourse and policy development. The UWS research portal has been developed as an entry point to maximise the opportunity for staff and doctoral students to connect and share their work. Leveraging the funding from funding bodies has helped public engagement to evolve at UWS. As a leader in the field of dementia-related teaching and research, public engagement events like the annual Alzheimer Scotland Centre for Policy and Practice's Annual Celebration Lecture draw contributions and attendance from sufferers of dementia, carers, health professionals and policy makers, all dedicated to improving the lives of people living with dementia.





4. EFFECTIVE KNOWLEDGE EXCHANGE AND INNOVATION

UWS aim to create an enterprise culture which supports economic growth, through partnership and collaboration. Local, national and international partnerships underpin UWS' success in delivering effective knowledge exchange and innovation.

UWS is becoming a real driving force for knowledge transfer partnerships and outcomes are improving significantly. In the 12-months (October 2017 to October 2018) UWS has enjoyed a 100% KTP success rate. The University submitted a total of 13 bids worth £2.6m during that period, which positioned UWS as the number one Scottish university by bid volume.



UWS build knowledge exchange through partnership. UWS now sits on the board of Interface and will use this position over the next three years to strengthen Interface's offering with Universities and in particular to use the innovation voucher scheme as a springboard into broader SME engagement.

Innovation Centres: UWS' research strengths lead to more active engagement with innovation centres such as Aquaculture, CENSIS, Digital Health and Construction. UWS proactively collaborates with Innovation Centres and will build this further, especially in the area of UK Industrial Strategy funding and consortium building. UWS will engage in UIF collaboration from 2019/20 onwards to join-up the various strands, including Interface, Innovation Centres and Scottish government/Agencies, and ensure that the UIF outcomes are achieved.

UWS will further develop its industry engagement strategy to create higher levels of demand from industry for its services. This means further developing industry partnerships against the key criteria: sponsored PhDs, KTPs, Graduate Apprenticeships, Work Placements, Impact Case studies. UWS has a particular focus on the Innovation and the Enterprise UIF clusters and is working with the UIF collaboration manager to ensure that they make a valuable contribution to the proposed outcomes. This will include helping to set up and contribute to regional enterprise hubs.

UWS will build on its membership of SCDI's Investment and Industrial Strategy Commission to ensure it helps create consortia to develop bids into the Strength in Places funds and the Faraday Battery Challenge, and will use its UIF funding to support resource provision in this area. KTP is an important area within the enhanced UKIS funding and UWS is making significant progress towards its goal of top two in Scotland and top ten in the UK. UWS has already agreed to support a collaborative resource in this area and will work with the other HEIs to ensure that the sector makes the most of this opportunity. Demand generation workshops in the Innovation cluster plans will continue to uncover collaborative UKIS opportunities.

Conversion of research knowledge into business growth is a priority at UWS and the programme of spin out development will continue to grow. Building on the launch of two high growth spin outs in 2018/19, the University aims for a further two from 2019/20 onwards.

With the aim of growing entrepreneurial culture in Scotland, UWS will invest in its estate to create industrial space, incubators and host facilities across all its campuses encouraging industries to locate and engage with staff and students. The aim is to extend enterprise education across all programmes. UWS plans to participate in the Scale Up call led by the SFC and will actively engage with the region in the provision of leadership and entrepreneurial skills training for emerging entrepreneurs, innovators and businesses.

Being a multi-campus institution that spans nine local authorities presents significant opportunities. The University is embedded within each of its diverse communities and are committed to supporting those communities in a variety of ways taking part, for example in some Ayrshire Growth deal projects, supporting Lanarkshire and Renfrewshire's Glasgow City Region Deal Projects and will support the new South of Scotland Economic Partnership as it develops.

UWS is an international institution and plans to expand its international student base both on campus and overseas from 2019/20 onwards. Official Development Assistance forms part of that initiative and UWS has already committed from 2018/19 onwards to increase applications to the Newton Fund, Erasmus, Staff mobility and Mentoring in line with the three UWS research themes of Health, Society and Sustainability.

5. ENSURING PROVISION OF QUALITY LEARNING

5.1 Governance

The University has been actively working to ensure alignment with the provisions of the HE Governance (Scotland) Act 2016 within the required timeframe. The Court established a Governance Working Group to oversee the programme of work to ensure alignment with both the Act and the revised Scottish Code of Good HE Governance. This Working Group has now completed its mapping of the actions required and the initial work required. Responsibility for overseeing the remaining actions remitted to the University's Governance & Nominations Committee of Court.

Discussion are ongoing with the Scottish Government Legal Department in relation to the development of a new UWS Order of Council which would facilitate the provisions of the Act, with a proposed implementation date for the Order of October 2019. The election of the next Chair of Court will take place later in 2019.

5.2 Environmental

UWS carbon targets have been set in cognisance of Scottish government 2020 target as set out in the Climate Change (Scotland) Act 2009 Act. Progress towards the UWS target will be reported, as required, annually through Public Bodies Climate Change Duties Report.

UWS is committed to reducing its carbon footprint. The University achieved its corporate target to reduce carbon emissions by 20% (compared with the 2012/13 baseline) three years ahead of target. The 2020 target was met in 2016/17. UWS' carbon footprint was 8,254 tonnes of CO₂e in 2017/18 – a 4.6 percentage point reduction from last year and 25.5 percentage point reduction from the baseline (**National Measure 14**).

UWS Climate Ready Adaptation Plan (<https://www.uws.ac.uk/media/4500/uws-climate-ready-adaptation-plan-2018-to-2021.pdf>) was developed in 2018 and improves the resilience of UWS campuses to the costs and consequences of extreme weather and climate change. The Plan also aims to promote research opportunities to further advance knowledge and understanding of the changing climate.

In order to formalise governance of sustainability UWS has achieved Bronze level Eco Campus Environmental Management System (EMS).



One of the most environmentally damaging activities is developing new physical infrastructure. In line with the University's carbon and sustainability commitments, the new Lanarkshire campus was designed with several sustainability features:

- The campus will be 100% carbon neutral for energy
- Partnership with First Bus providing state of the art public transport directly to campus
- Extensive cycling infrastructure with parking for 100 bikes including a secure compound, showers and lockers
- A reduction in catering waste will be target through reusable crockery for sit-in customers and a focus on encouraging reusable rather than disposable coffee cups
- Segregated recycling bins throughout the campus
- All pool cars will be 100% electric
- Electric vehicle charging posts on site
- Rainwater Harvesting

The Lanarkshire Campus was recognised in 2019 as an exceptional example of sustainability in practice; winning the 'sustainable buildings that inspire' award at the Guardian University Awards 2019.

UWS was shortlisted as a finalist in Environmental Association of Universities and Colleges Green Gown Award in the category of Sustainability Champion of the Year. Software solutions and agile working significantly reduced the requirement to travel, reducing carbon, costs and staff time.

Sustainable travel is a key priority.

A grant application to Cycling Scotland was successful for new shower facilities at Dumfries campus for Active Commuters, the purchase of a two tier cycle rack outside Paisley SAUWS and the provision of drying lockers and a hairdryer for the Paisley campus cycle locker room.

Brodie's Bikes was introduced in the memory of a UWS Ayr student, Brodie Eaton, who passed away in 2016. With the help and support of his relatives, the Brodie's Bike Project was launched in 2017 to provide free short term loan bikes for students at Ayr campus student residences. Aiming to improve mental and physical health of students, the scheme has the additional benefits of reducing travel related carbon, providing opportunities for social interaction and free sustainable travel. There are four bikes available for loan. This scheme was expanded to Lanarkshire and Paisley residences in 2018 with grant support from Cycling Scotland.

5.3 Equality and Diversity

UWS prides itself as being inspirational, innovative, international and inclusive. The University celebrates and values the diversity of students and staff populations. The Corporate Strategy sets the institutional commitment to providing higher education and employment opportunities to people of all backgrounds, cultures and other characteristics so that they can fulfil their potential in an environment that is free from discrimination, harassment or prejudicial behaviour. One of the Truths set out in the Corporate Strategy is *'We are an inclusive organisation that welcomes and values diversity'*. UWS was shortlisted for 'Diversity In The Public Sector Award' and the 'Rising Star Diversity Award' in The Herald and GenAnalytics Diversity Awards 2018.

UWS has established BME and LGBT+ Staff Equality Groups, with further staff equalities groups on Disability, Gender and Carers groups planned. The LGBT+ staff group was launched during LGBT History Month and to mark the occasion collaborative exhibition project – Queer Champions – was launched with a series of black and white portraits of Lesbian, Gay, Bisexual, Trans, Queer individuals in Scotland who are celebrities, artists, activists, campaigners, community workers or unsung heroes. These groups will provide a forum to discuss common issues and areas of interest in a safe environment and contribute to Equality and Diversity Policy. SAUWS re-launched the BME, Disabled, LGBT+ Group (including Trans group) and Women's liberation groups in 2018/19, and have successfully established a Care Experienced Students' Group.

The University undertook a review of equalities outcomes through discussions with staff, SAUWS and trade unions, gathering good practice from equality groups, such as the Equality Challenge Unit (ECU), and consideration of the refreshed Corporate Strategy. UWS' set of Equality Outcomes for 2017-2021 were published in the UWS Public Sector

Equality Duty (PSED) Report 2017 (<https://www.uws.ac.uk/media/3916/uws-psed-brochure-web.pdf>). Equality outcomes are outlined across a variety of protected characteristics: race, all, LGBT+, gender and disability. UWS' Equality Outcomes outline ambitions to achieve:

- Race Equality Charter by 2020
- Stonewall Diversity Index place by 2020
- Access Able (formerly called Disabled Go)

Equality Impact Assessment

Equality Impact Assessments (EIA) have been mainstreamed in to the policy design process, with all policies being assessed for equality impacts in the development stages and any mitigating actions taken prior to seeking committee approval. A new training tool for developing equality impact assessments is to be piloted with one academic School with the intention to roll out university wide in 2019/20.

Disability

The Disability Service provides flexible support for students that is adapted to the changing demands of a student's course. As an inclusive university, all students can benefit from the diverse support provided.

Students with specific learning disabilities are supported with lecture capture (where lectures are recorded, usually the slide show plus audio) and assistive software which is provided on all campus PCs with packages for mind-mapping, read-aloud and enhanced spelling and grammar checking. Skills development advisers work with students to help improve study skills.

Last year UWS committed to harmonise student retention rates across all protected characteristics by 2020/21 as a demonstration of the University's commitment to providing an equitable experience for everyone. The proportion of students with a declared disability returning to study in year two increased by 3.4 percentage points to 88.7% in 2017/18 (National Measure 5).

Gender

UWS has monitored progress that has been made on our gender action plan (GAP) and are developing our renewed commitments to tackle gender imbalance among students at institutional and subject level in academic programmes, and at senior academic and senior management levels. We will publish an updated plan in July 2019, two years after our original plan (<https://www.uws.ac.uk/media/3620/uws-gender-action-plan-july-2017.pdf>) was published.

Females have accounted for over 65% of UWS Scottish Domiciled Undergraduate Entrants (SDUE) for the last three years. In 2017/18 the gender imbalance between male and female SDUEs was 33.8 percentage points, which was a 1.3 percentage point reduction on the previous year.

Figure 1: Overall Gender Balance across Scottish Domiciled Undergraduate Entrants, 2015/16 to 2018/19

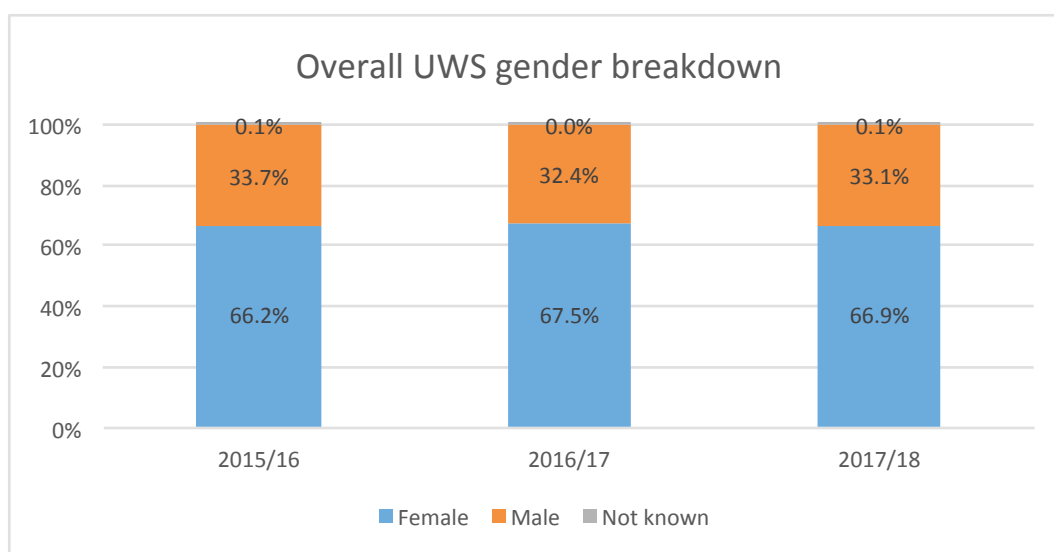


Table 1: Gender Gap for SDUE, 2014/15 to 2018/19, UWS and sector

Gender Gap	201516	201617	201718
UWS	32.5%	35.1%	33.8%
Scottish Sector	17.4%	17.2%	-

UWS monitors gender balance in the disciplines highlighted by the SFC as Subjects in Focus and at programme level. While there has been positive progress in some areas, such as a 5.5 percentage point increase in male entrants in Psychology in 2017/18, the gender balance has broadly remained the same in other areas.

The gender balance of the membership of the Court is kept under review by the Governance & Nominations Committee along with the skills, attributes and experience required in the membership. In January 2019, the gender balance of Court was as follows:

	Female	Male
Lay Membership	7 (54%)	6 (46%)
Total Membership	11 (55%)	9 (45%)

In May 2018, Court re-endorsed the Equality Statement, approved by Court in June 2017, which outlined its approach to promoting equality and diversity and to ensuring that action was taken across a range of different characteristics.

A session on the responsibilities of a governor in relation to equality and diversity is included as part of the induction and ongoing CPD for members of the governing body. In addition Court members attended Unconscious Bias Training.

Ethnicity

In 2017/18, 7.3% of Scottish domiciled undergraduate entrants were Black and Minority Ethnic (BME), and the proportion who returned to study in year two increased by 2.2 percentage points to 87.2%.

In addition to working towards the Race Equality Network, the Equality Outcomes outlined success measures of demonstrable engagement with BME staff and students and UWS partnership developed with SAUWS BME Liberation officer to develop student engagement with Black and Minority Ethnic Students.

For the second year, UWS celebrated Black History Month. In October 2018, UWS celebrated the achievements of Black, Asian and Minority Ethnic (BAME) students and staff from across all five campuses in a dedicated showcase organised by SAUWS.

To celebrate Black History Month, the School of Computing, Engineering and Physical Sciences invited colleagues and students from across UWS to a screening of the Hollywood movie Hidden Figures; a biographical drama celebrating three pioneering African-American mathematician women who worked at NASA during the 1960s. This was followed by a panel discussion to consider and celebrate the successes of historical and present day figures in the STEM sector.

Franklin Jacob, Vice President of Societies and Citizenship of the SAUWS, who was the first BAME International Sabbatical officer of SAUWS, was named runner-up in the 'Student of the Year' category of the NUS International Student Awards 2017, for his contribution to internationalisation and global engagement.

5.4 Cyber Security

In order to provide a safe learning and working environment for students and staff a wide range of cyber security measures are undertaken and constantly evaluated. These measures include:

- Policies, Protocols and Guidance – various cyber security policies and protocols have been published for staff and are updated regularly; including an IT Information Security Procedure and a Protocol for the Use of Cloud Storage.
- Cyber Security Awareness training – online training and awareness module has been developed and is currently available to all staff within the University. 337 staff have completed the training since its launch in March 2019.
- Cyber Essentials – accreditation is currently being sought.
- System Protection tools – which in 2018 prevented 97 denial of service attempts, 42k phishing attempts, 53k emails containing viruses and 3.3m spam or malicious emails



6. APPENDIX 1: WIDENING ACCESS RETENTION FUND – IMPACT

Widening access is truly integral to the culture and practices of the University of the West of Scotland; widening access is embedded within the core functions of staff across the University.

The Widening Access Retention Fund supports this embedded infrastructure and has enabled significant improvements in student satisfaction, retention and completion to add to UWS' sector-leading levels of articulation and widening access recruitment.

UWS spends 64% of its annual expenditure on staffing costs, compared to an average of c. 54% across the rest of the UK sector. This investment in staffing reflects the time dedicated to supporting students at UWS on their transformational journey to a successful graduate outcome; and lives up to our corporate truth 'we are here for our students'.

Widening Access Retention Funding enables staff to dedicate the time to enable transition from college to university, for academic personal tutors to support students returning to study, and increased time-allocations for programme leaders to provide more pastoral and academic development guidance to students.

UWS take a student-centred approach to supporting student success – uniting academic and student support to personalise and tailor the support for each student. WARF supports the provision of a support embedded in each school to oversee induction, social engagement, academic support, and student wellbeing – both supporting students directly and monitoring student progress. This is an evidence-based approach using analysis of student performance to inform activity. MyJourney is a learning analytics tool which identifies student engagement and performance and can enable students to reflect on their performance and staff to intervene to support 'at risk' students.

The dedicated staffing and use of learner analytics is critical to enabling UWS students to succeed – and there is strong evidence that the investment is delivering impact.

UWS had the biggest improvement in SIMD20 retention rates across Scotland from 2013-14 to 2017-18. As evidenced in the SFC Report on Widening Access 2017-18 (Table 2A), MD20 retention at UWS improved from 79% in 2013-14 to 88.5% in 2017-18. At the same time, the 'retention gap' between MD20 students and all Scottish-domiciled, full-time, first-degree entrants reduced from 3.4% to 0.7%. This equates to more than 100 more students from MD20 successfully progressing into second year of study each year.

Student satisfaction has increased over the period – again supported by the investment in staff availability for students. From 2013 to 2018, students have reported increased satisfaction with access to staff for advice and guidance on their studies (NSS 2013 Q10, NSS 2018 Q13) increasing from 77.6% to 81.8%. In the 2018 Student Barometer, students from the most disadvantaged backgrounds (POLAR1) reported higher levels of satisfaction (91%) than those from the most advantaged background (90%), and far higher satisfaction with personal tutors (98% vs 93%).

Providing opportunities for students of all backgrounds to enter higher education and achieve successful graduate outcomes is the absolute goal for UWS. The student-centred, time-intensive, embedded approach to widening access has been a driver of this student success. In 2013-14, 74.5% of UWS graduates were in professional employment or further study six-months post-graduation (DLHE 2013-14). In the graduating cohort of 2016-17, 85.7% of graduates secured professional employment or further study (DLHE 2016-17).

Students benefit greatly from the embedded, sophisticated approach to enabling students from diverse backgrounds to succeed at UWS. The student-centred approach and multi-campus setup of the University make this a time and resource intensive method, but one which delivers for students. The Widening Access Retention Fund is critical to continuing to deliver this impact for students from Scotland's most deprived communities.



7. APPENDIX 2: RESEARCH EXCELLENCE GRANT CASE STUDIES

The SFC Research Excellence Grant (REG) helps to deliver the University of the West of Scotland's (UWS) strategy for world-class research. The UWS Corporate Strategy clearly identifies our intentions to achieve new heights in research excellence and enterprise success; addressing 21st century challenges of health, society, and sustainability.

This aim is enabled by our culture where people are supported to be highly motivated, creative and collaborative; a key theme of the Corporate Strategy borne out in our institutional truths. This approach is reflected in the UWS utilisation of REG to develop world-class researchers.

Our ambitious Concordat action plan was launched in June 2016 and was recognised by the European Commission. The Concordat was launched at the Annual Research Conference focused on the professional and personal development of research staff under the theme, "Developing Research Talent in a Modern University". This conference served as both a communication platform and a further opportunity to engage the research community to deliberate on the priorities for UWS in making a commitment to people and thereby improving the research environment at UWS.

In 2015/16, UWS launched the annual £1 million Vice Principal Fund for driving research and enterprise excellence. This VP Fund utilises REG funding to support the development of large-scale multidisciplinary projects with significant potential and impact on health, society and sustainability.

Case Study: Functional Thin Films



The Institute of Thin Films, Sensors & Imaging (TFSI – www.itfsi.com) was formed in September 2014 and is a centre of excellence and key laboratory in the UK for the development of thin film technology, deposition processes, as well as characterisation and dissemination of information on the applications of thin films, with an emphasis on sensing and imaging. The centre is at the heart of development of thin

film technologies and applications, in-line with the UWS research priorities in health and society.

Since 2014, the University has invested more than £600k in the development of new facilities, upgrading existing equipment and infrastructure. The investment has extended capabilities from 8 to 11 industry-grade customised thin film deposition systems to support our research, postgraduate teaching and commercialisation activities. This includes upgrading of Electronic & Ultrasonic Labs and pump-priming projects including disease detection & wearable ultrasound, breath analysis for chronic respiratory disease and nanokicking developments for bone growth, sustainable agritech and renewable energy.

UWS' Institute of Thin Films, Sensors & Imaging (TFSI) has been heavily engaged with industry to develop novel functional thin film solutions, winning in excess of £3m of external funding in total over fourteen separate projects through direct industry contributions, InnovateUK, Industrial Challenge Fund, CENSIS, STFC, Horizon 2020 and European Commission. This has established direct engagement with over twenty companies across different industries, including optical, engineering, medical, thin film batteries and MEMS functional thin films. TFSI has generated five patent applications, fifty six peer reviewed journal publications, has two secured KTP projects, with three more in the pipeline, and in 2017 introduced a new master's programme in Advanced Thin Film Technologies – <https://www.uws.ac.uk/study/postgraduate/postgraduate-course-search/advanced-thin-film-technologies/>



Developing world-leading research capacity in the area of functional thin films is one of the Vice Principal's Fund projects that has so far resulted in one spin-out. Novosound was the Converge Challenge winner in 2017 and has secured £1.7m investment with fourteen employees working on thin film ultrasonic transducers for applications in non-destructive testing and medical applications. A second spin-out is in development. Albasense was shortlisted in the top six projects in the Converge Challenge 2017 for product miniaturised spectrometers for its applications in gas detection, hyperspectral imaging and point of care medical devices.

Case Study: 5G Mobile Networks

The UWS 5G Mobile Networks team, led by Professor Jose M. Alcaraz-Calero and Professor Qi Wang, is part of the Artificial Intelligence, Visual Communication and Networks (AVCN) centre. This team is at the forefront of the next generation of super-fast mobile streaming. The success and impact of the team is evidenced in the more than 80 research projects at national, European or international levels which they have been involved in. UWS has been leading a consortium as Technical Manager of the 5G-PPP Phase I SELFNET (£8m) dealing with self-management capabilities for 5G networks to address a range of complex technical challenges in network management, cloud computing, 5G infrastructures and Mobile Edge Computing.

We recognize the strategic importance of the team's work for the University's research roadmap and in addressing global societal challenges. Accordingly, UWS has already invested £160k over the past three years to build a large-scale data centre with unique capabilities in terms of 5G services, security, softwarization and programmability. The data centre is now fully operational and has allowed the team to continue the success on the leadership of the implementation of 5G in Europe by using its unique capabilities to secure a follow-on 5G-PPP Phase II SliceNet (£8m) project, also acting as a Technical manager of such consortium composed by large industries such as DellEMC Ireland, Orange France, Orange Romania, Hellenic Telecommunications Organization (OTE) Greece and Altice Labs Portugal, among other key European players. Three research assistants have been hired as a result of the follow-up.

The team has been supported through the Vice-Principal's Fund for the expansion of the 5G Video Lab. The data centre has been designed to accommodate not only cloud architectures but also mobile edge computing and 5G architectures combined with key hardware-acceleration capabilities to allow research on the acceleration of the novel 5G network communications. Research is shifting from cloud architectures to its natural evolution which is sometimes referred to as "Fog Computing" or "Mobile Edge Computing" and this support has enabled the team to cement our position at the forefront of networks research.

Key future developments are focusing on the development of a variety of industrially-relevant, and societal-relevant case scenarios that require challenging 5G capabilities, including sustainability and efficiency impacts in smarter power grid control, reduced carbon impact from intelligent public lighting system and establishing network slices for critical services using the public 5G communication infrastructures. These critical services could range from ambulances doing a fast, reliable and 'smart' connection between doctors and intelligent life-saving equipment to police forces that need to have an in-situ deployment of an operational control centre to coordinate emergency services, such as fireman, police, negotiators and public safety forces, among others.





8. APPENDIX 3: UIF

2019/20 is the final year of the four year 'pilot' of UIF during which it will be evaluated for effectiveness and as a result of which a plan for future funding will be developed.

UIF progress in 2018/19 has been significant for UWS at both an institutional level and a collaborative level with the sector.

In part, institutional success has been as a result of focus. Instead of spreading limited UIF resources thinly over a wide variety of activities it was decided to concentrate on a few priorities namely:

- Student success (entrepreneurship, company formation, employer engagement)
- Industry partnerships (Large Bids, KTP, CPD, IVs and Commercialisation)

Based on early signs of growth, these areas of focus will continue into 2019/20.

Collaborative efforts this year also showed real signs of progress in large part due to the work of the UIF Collaboration Manager hosted and managed here at UWS. UWS will continue to invest resource in the management of this post in 2019/20 and will work with the SFC to ensure that it meets its objectives and plans are developed for the sustainability of the functions this role performs in the future.

As a result of UWS' joint leadership of the Innovation Cluster and participation in both the Equality and Diversity Group and the Early Career Researcher Development Group, UWS developed logic models that will drive activity in 2019/20.

RCDG clustered the activities and National Outcomes in order to organise and structure both the individual and collaborative activities in these areas.

Cluster 1 – "Innovation" including national outcomes:

- 1: Increasing Demand from Industry
- 2: Making it Easier for Industry to Work with Universities
3. Entrepreneurship
4. Innovation

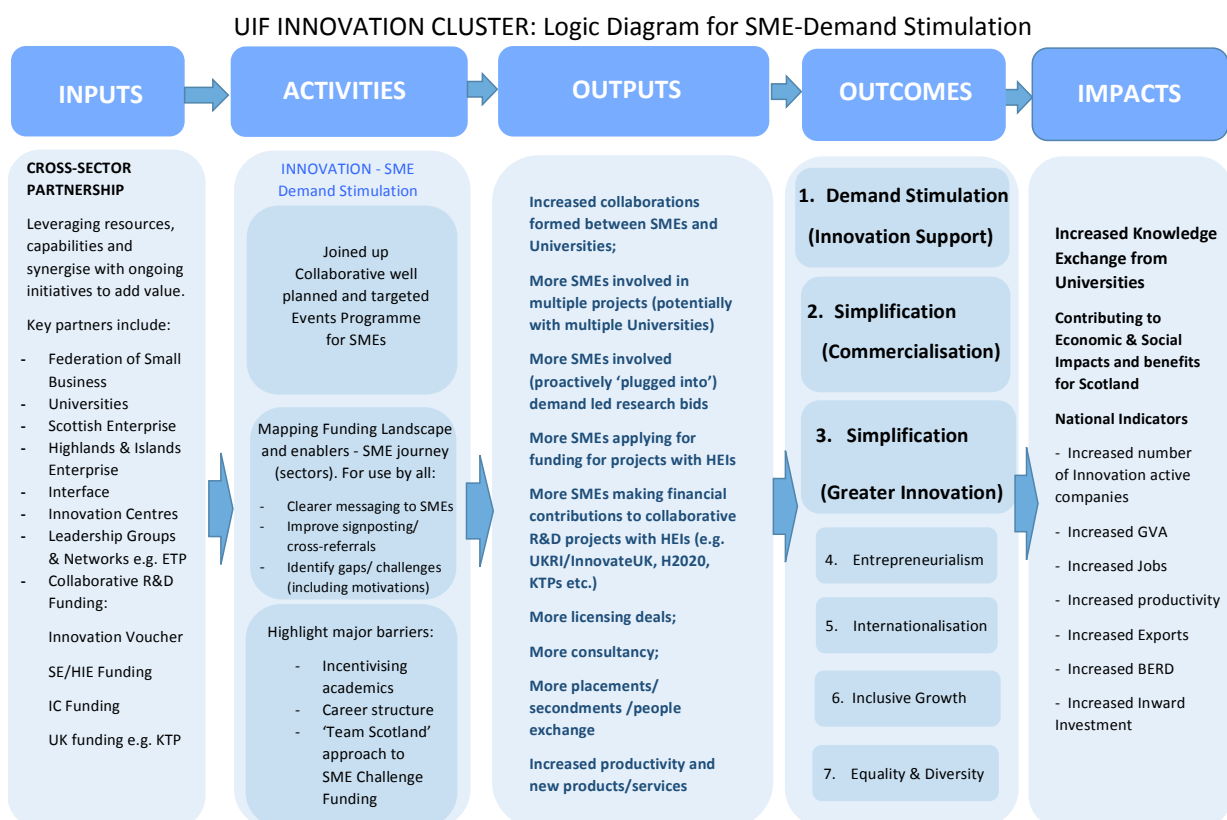
Institutional

- Large Bids: UWS will build on its efforts in 2018/19 where it submitted ISCF bids including one to the Faraday Battery Challenge and is looking to add to this with one in the area of Cyber Security in 2019/20. An increased focus in consortia bids for ISCF and other large funding opportunities will drive further engagement with CENSIS, DHI and NMIS them in consortia bids.
- UWS will further develop its focus on KTP as a leading mechanism to generate interest and value for businesses from UWS research and expertise. This will build on the growth of the UWS KTP portfolio from 5 to 19 in 2018/19 to generate a portfolio of 25-30 in 2019/20. This sustained success will enhance UWS' reputation for KTP and further increase demand for them.
- CPD: UWS will invest some of its UIF funding in the development of a new high-value CPD project in 2019/20. The University Executive are sponsoring an institutional approach to building a service for Industry which will:
 - Provide high-value CPD opportunities for industry professionals based on identified needs and the latest scientific and sector developments that will lead to improved life and career opportunities for them;
 - Offer industry professionals the opportunity to attain certification in CPD courses that have a high-value in their sector;
 - Develop and disseminate best evidence-based practice and research; and
 - Create opportunities for industry professionals to develop a community of practice around the CPD to interact with one another personally and professionally

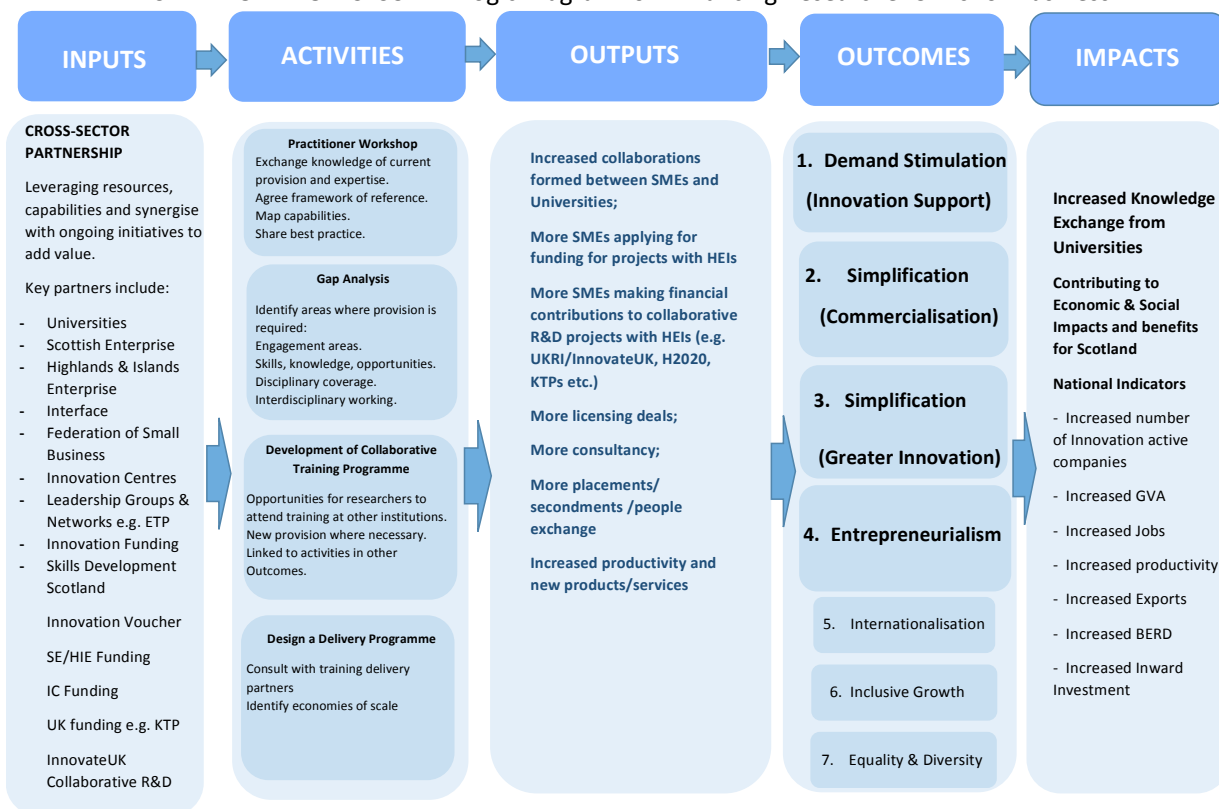
- Entrepreneurship
 - Mentoring: UWS will further invest in the award winning student mentoring programme and will develop a work-based learning feature to the programme
 - UWS will continue to support and invest in key business competitions such as Converge Challenge
- Innovation
 - UWS will continue to support Novosound – its first high-growth spin out which launched in 2018.
 - The University will launch phase 1 of Albasense – our 2nd high growth spin out company – and continue to invest in the Institute for Thin Films Sensors
 - Out investment will also extend to the development of a number of other spin out opportunities in aquaculture, artificial intelligence and disease prevention
- Events: The events programme will continue to be supported by UIF funding extending our industry round table series beyond Paisley to the other four campuses. These events typically achieve an attendance of around 50 businesses of which around 10% develop projects with UWS.
- Capacity: Will continue to invest in a centralised industry engagement team and to recruit business-experienced academics and professional services who will help to ensure that UWS’ innovation-led activity is centred on the needs of industry. We will continue to invest in sectoral partnerships such as with Ceed, Scotland Food and Drink, International Space School Education Trust and we will intensify work with key Innovation Centres such as Censis, DHI and SAIC with whom we have actively engaged in a number of important projects.

Collaborative

UWS will continue to lead in the development of the Innovation Cluster and the delivery of the outputs in the SME Demand Stimulation Group and the Enhancing researcher skills for business engagement Group according to the following logic models:



UIF INNOVATION CLUSTER: Logic Diagram for Enhancing Researcher Skills for Business



Cluster 2: Internationalisation

Institutional

- We will continue to invest in SAFEA accreditation which will enable UWS to develop and deliver short courses in China and to identify other global markets for these courses.
- UWS will also further invest in flagship collaborations (e.g. ISSET) to provide state-of-the-art executive education for businesses.
- We will look to increase success rates in converting student entrepreneurs to Tier 1 visa status and help them start up successfully.
- We will further build partnerships overseas to help us exchange knowledge in Europe, China and Africa.

Collaborative

UWS will support this cluster and look to implement best practice and learning from the delivery of the logic model.

Cluster 3: Inclusive Growth

Institutional

UWS will continue to invest in engagement with the relevant regional growth deals which are principally:

- Glasgow City Region Deal – UWS is working with Renfrewshire Council on the development of the Glasgow Airport Innovation Area
- Ayrshire Growth Deal – UWS is working with South Ayrshire Council on the development of the Aerospace and Space Innovation Centre
- Borderlands Deal – UWS is working the Dumfries and Galloway Council on the development of a COPD Centre of Excellence

Collaborative

UWS will participate in the event for sharing best practice across Scottish Institutions involved in supporting City Deals: models of university engagement with existing City Region Deals; Government dialogue to understand the evolving Government agenda around inclusive growth; and engagement in the policy agenda via the Scottish Centre for Regional Inclusive Growth.

Cluster 4: Equality and Diversity

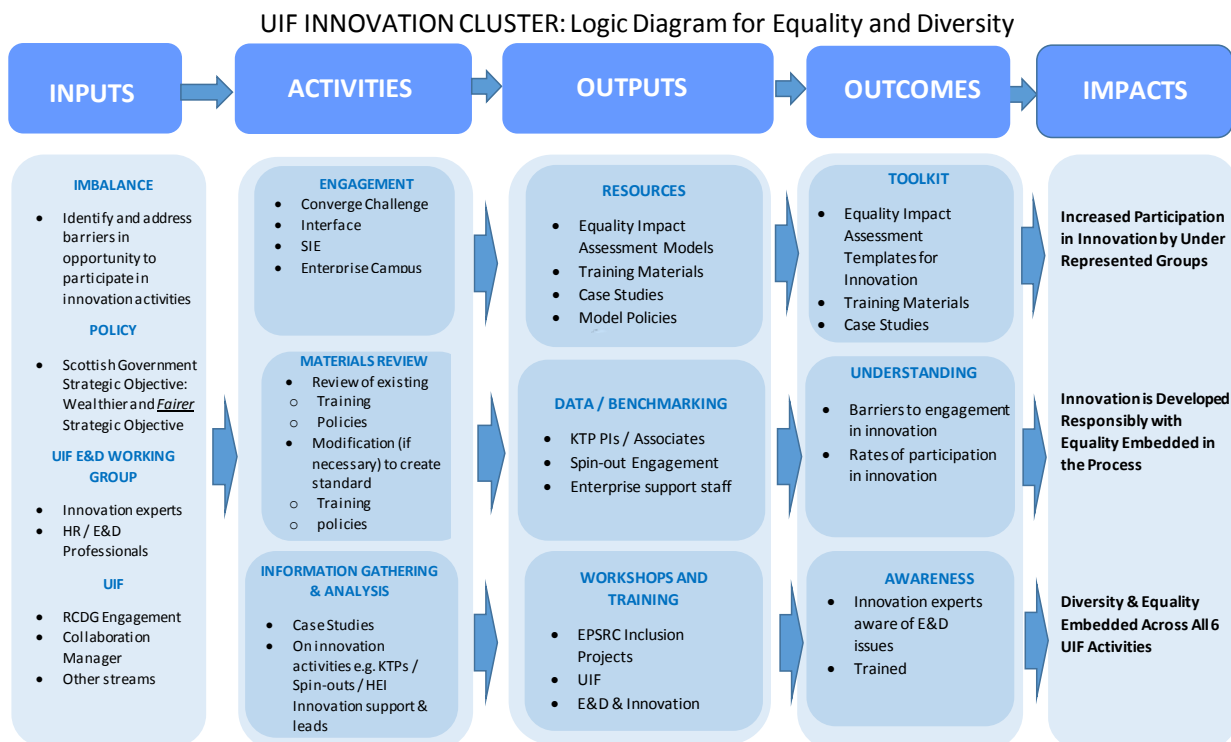
At UWS widening access and equality and diversity are core values which are embedded in enterprise activity as seen in the growth of entrepreneurship programmes which are extended to everyone.

Institutional

UWS is investing, with the help of an SFC grant, in a project to address the equality and diversity required across engineering and physical sciences. The objective is to provide a broader range of opportunity in the workforce by reducing occupational segregation, especially along gender lines. UWS is dedicating additional resource to this project and connecting it to industry networks such as Ceed.

Collaboration

We will invest in proactive resources into this work stream and help to develop the outputs and outcomes as laid out in the following logic diagram:



Investment in the further development of the UWS industry partnership programme will also be a priority for UWS in 2019/20.

UWS currently has developed 36 industry partnerships and aims to grow this to 50 by the end of 2020.

These partnerships will increasingly benefit UWS students in the areas of entrepreneurship, mentoring and graduate employment. They also support research impact.

Included in industry engagement will be building investment in:

- Membership of the strategic board of Interface
- Membership of the Scotland Food and Drink Innovation Board
- Ceed Board membership.
- Membership of SCDI's Strategic Leadership Forum on Investment and Industrial Strategy
- City of Science Board Membership
- Renfrewshire Economic Leadership Forum
- Novosound Board membership – UWS high growth spin out.

UWS will continue to invest in the Thin Film and Sensors Institute in 2019/20 as an incubator for at least 2 new spin out companies. We will also progress 4 other spin out opportunities is Aquaculture, Artificial Intelligence, Infection Control and Drone Technology.

UWS Equality Impact Assessment	
Faculty Dept.	Strategic Planning
Policy	UWS' Outcome Agreement with the Scottish Funding Council 2019/20
Author The person responsible for the Impact assessment	
Effective date of implementation The EIA will need to inform decision-making so the implementation date should take this into account. This may be the date on which the policy is put to committee or when a decision is required.	May 2019
Involvement and consultation What involvement and consultation has been done in relation to this decision, policy or procedure and what were the results? What additional involvement and consultation will be needed?	<p>UWS' Outcome Agreement was developed in conjunction with academic Schools, SAUWS and colleagues in various Professional Service Departments, including: Business Intelligence, Careers & Skills, Estates, HR, Marketing, Research and Enterprise, Recruitment & Engagement and Student Life.</p> <p>UWS consulted with the Scottish Funding Council in the preparation of the Outcome Agreement, and revised the OA to reflect this feedback.</p>
Aim of Policy/decision It will help to ask: <ul style="list-style-type: none"> • Why is the policy or decision needed? • What do we hope to achieve by it? • How will we ensure that it works as intended? 	<p>Why is the policy or decision needed? All Scottish HEIs are required to submit an Outcome Agreement to the SFC in return for their funding.</p> <p>What do we hope to achieve by it? We hope to:</p> <ul style="list-style-type: none"> • Make a significant contribution to delivering the SFC's national measures • Continue to build on UWS' recent improvements in the national measures. <p>How will we ensure that it works as intended? Regular performance monitoring will take place within Schools, and updates on progress across all UWS' KPIs will be made to each meeting of UWS' Court.</p>
Available evidence Identify what evidence is available and set it out here. This includes data and evidence from involvement and consultation	We sought feedback on the draft Outcome Agreement from all relevant internal stakeholders including Schools, Professional Service Departments and the Vice Chancellor's Executive Group.

<p>What is the actual/likely impact?</p> <p>Consider the relevance to and impact upon each equality group with protected characteristics (age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation). The assessment can be supported with a set of key questions to identify the effect, tailored to the area being considered. Broadly the following should be identified:</p> <ul style="list-style-type: none"> • Who is affected positively? • Who is affected negatively? • Will the policy or decision have the anticipated effect? <p>Give a full explanation of your reasoning and document the actual or likely impact, along with the evidence used to explain how that conclusion was reached.</p>	<p>Who is affected positively?</p> <p>UWS' students from various protected characteristics will benefit from targets to maintain representation and increase their retention rates at UWS.</p> <p>Students from areas of deprivation will also be affected positively from monitoring and maintaining numbers.</p> <p>All UWS students will benefit from the University's ambitions and plans around employability, research and enterprise.</p> <p>Who is affected negatively?</p> <p>No equality group is affected negatively by this policy. Until now the national measures data have not been monitored from an intersectional perspective and so enhanced data monitoring is being introduced to address this.</p> <p>Will the policy or decision have the anticipated effect?</p> <p>All Scottish HEIs are required to submit an Outcome Agreement to SFC. UWS has improved in several measures and has set targets to either maintain or continue recent progress across a range of metrics.</p>
<p>Address the impact</p> <p>Identify the range of options to address the impact. Remember to consider each of the general duties. There are three possible options:</p> <ol style="list-style-type: none"> 1. Adjust the decision/policy. 2. Continue with the decision/policy. 3. Withdraw the decision/policy. <p>Identify the option(s) chosen and document the reasons for this.</p>	<p>2. Continue with the decision/policy.</p> <p>The Outcome Agreement sets out the University's plans and ambitions that will help contribute to national policy.</p>
<p>Monitoring and Review</p> <p>Set out the arrangements for reviewing the actual impact of a decision or policy once it has been implemented.</p>	<p>Regular performance monitoring will take place through reviews with Schools and Departments, with progress reports on the KPIs provided to Court.</p> <p>UWS will submit a Self-Evaluation Report to SFC in October 2019 to reflect on progress made against the current Outcome Agreement.</p>
<p>Decision making and quality control</p> <p>Includes sign-off by a responsible officer. (e.g. Head of School, Head of Department, committee chair)</p>	



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

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

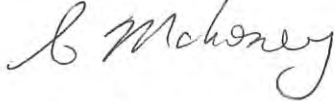

	2017-18 baseline	2019-20 Projection	2020-21 Projection	2021-22 Projection	
Scottish Government strategic priority: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of the CoWA and addressing gender balance					
Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing					
Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing	62.6%	60.0%	60.0%	60.0%	*
Measure 2: Deprivation - The proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes					
2a: Proportion of SDUEs from 20% most deprived postcodes	27.6%	25.0%	25.0%	25.0%	*
2b: Proportion of SDUEs from 40% most deprived postcode	49.4%	45.0%	45.0%	45.0%	
2c: Additional CoWA target: proportion of full-time first degree SDUEs entrants from the 20% most deprived data zones	29.4%	25.0%	25.0%	25.0%	
Measure 3: SHEP Schools - The proportion of Scotland-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education)					
Proportion of SDUE from SHEP Schools	4.3%	2.7%	3.1%	3.5%	
Measure 4: Protected Characteristics - The proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers					
Male Proportion	33.1%	33.7%	33.7%	34.9%	
Female Proportion	66.9%	66.2%	66.2%	65.0%	
Under 21 Proportion	48.0%	41.8%	41.8%	41.8%	
21 and over Proportion	52.0%	58.2%	58.2%	58.2%	
Proportion – BME	7.3%	8.3%	8.3%	8.3%	
Proportion – Disability	9.9%	9.0%	9.0%	9.0%	
Proportion - Care Experience	0.9%	0.6%	0.6%	0.6%	*
Measure 5: Retention by Protected Characteristics - The proportion of full-time first year Scotland-domiciled entrants from different characteristic groups returning to study in year two					
Proportion MD20 retained	88.9%	87.0%	88.9%	90.0%	*
Proportion MD20/40 retained	88.6%	87.0%	89.0%	90.0%	
Proportion of Males retained	87.2%	86.9%	89.0%	90.0%	
Proportion of Females retained	90.5%	88.0%	89.0%	90.0%	
Proportion of Under 21s retained	90.8%	88.0%	89.0%	90.0%	
Proportion of 21 and over retained	87.6%	86.0%	88.9%	90.0%	
Proportion retained – BME	87.8%	88.0%	88.8%	90.0%	
Proportion retained – Disability	90.1%	87.9%	88.9%	89.8%	
Proportion retained - Care Experience	89.5%	82.4%	84.2%	89.5%	*

Scottish Government strategic priority: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy				
Measure 6: Retention - The proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two				
Proportion retained	89.3%	88.0%	89.0%	90.0%
Measure 7: Satisfaction - The difference (+/-) from the individual institution's benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey				
% Satisfaction	85%	92	95	95
Measure 8: STEM - The proportion of Scotland-domiciled undergraduate entrants to STEM courses				
Proportion of SDUE to STEM courses	23.4%	22.1%	22.1%	22.1%
Measure 9a: Graduate Destinations - The proportion of Scotland-domiciled graduates entering positive destinations				
Proportion of graduates in positive destinations	N/A	N/A	N/A	N/A
Measure 9b: Graduate Destinations - The proportion of Scotland-domiciled full-time first degree respondents entering professional occupations				
Proportion of FT first degree respondents in professional occupations	N/A	N/A	N/A	N/A
Scottish government priority: internationally competitive and impactful research				
Measure 10: The number of research postgraduate students				
RPG students	358	427	427	427
Measure 11: Total income from the UK Research Councils				
RCUK income	£430,000	£1,650,000	£1,650,000	£1,650,000
Measure 12: Total research income from all sources				
Research income	£4,140,000	£11,000,000	£11,000,000	£11,000,000
Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry				
Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs				
Innovation Vouchers (IVs)	12	21	22	23
Follow-on IVs	2	2	2	2
Scottish Government priority: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance				
Measure 14: Carbon - Gross carbon footprint				
Tonnes CO2e	8,254	8,860	8,860	



Outcome Agreement between the University of the West of Scotland and the Scottish Funding Council for AY 2019-20

On behalf of the University of the West of Scotland:

Signed: 
Print name: CRAIG MAHONEY
Position: Principal and Vice-Chancellor
Date: 8th July 2019
Signed: 
Print name: W HATTON
Position: Chair
Date: 8/07/2019.

On behalf of the Scottish Funding Council:

Signed: 
Print name: Karen Watt
Position: Chief Executive
Date: 28 June 2019