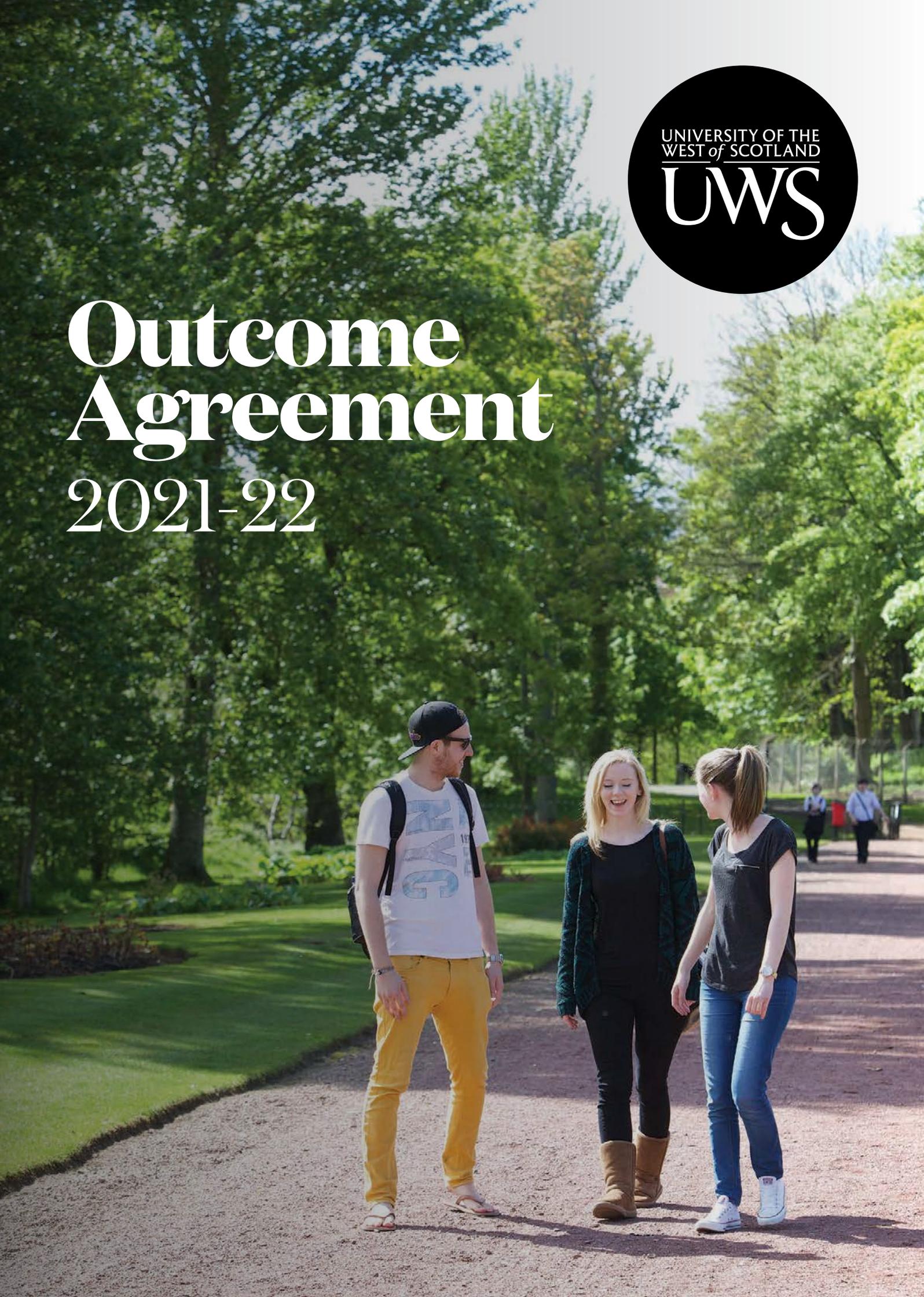




# Outcome Agreement 2021-22



## **UNIVERSITY OF THE WEST OF SCOTLAND OUTCOME AGREEMENT 2021-22**

This Interim Outcome Agreement provides an in year update on how the University of the West of Scotland (UWS) is delivering on key sector priorities and outcomes for students, for research, for economic recovery and social renewal.

Following extensive consultation with staff, students and stakeholders, UWS launched its new Strategy for 2020-2025 in early 2020 and continue to set out priorities in three areas: learning and teaching, distinctive research and innovation and communities and society. The Strategy 2020-25 articulates UWS' priorities in the coming years and these align closely with those of the Scottish Government.

This report is structured around the SFC's Outcome and Impact Framework AY 2021-22:

- Outcomes for Students
- Outcomes for Research
- Outcomes for Economic Recovery and Social Renewal

This is followed by an outline of the regional contribution made by all four Scottish campuses. UWS' University Innovation Fund (UIF) Mid-Year Report and National Measures Table are included in the appendices.

# Outcomes for Students



## OUTCOMES FOR STUDENTS

### Fair access and transitions

UWS already exceeds the 2026 target as Scotland's leading widening participation university. This success is significantly enabled through the effective deployment of Widening Access and Retention Funding, resulting in positive impact on students' lives across the South and West of Scotland.

As outlined in Strategy 2025, UWS is a place where ability, not background, matters. In 2021, UWS were recognised as sector leaders in impact on access and reducing inequalities:

- Ranked 2nd in for social inclusion in Scotland; placing 1st in Scotland for the number of students from state schools and 3rd in the UK (Times/ Sunday Times Social Inclusion Ranking),
- Ranked 2nd in Scotland for proportion of first-generation students (Times/Sunday Times Social Inclusion Ranking),
- 1st in Scotland for percentage of students from low participation areas (Times/Sunday Times Social Inclusion Ranking),
- 2nd in the UK and 1st in Scotland for the proportion of mature students (Times/ Sunday Times Social Inclusion Ranking),
- Recognised as the number 1 university in Scotland and 33rd in the world for reducing inequalities (THE Impact Rankings).

The University will continue to be committed to widening access to education and will continue to develop sophisticated mechanisms to identify and support students to successfully complete their studies.

The proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived postcodes was 29.9% in 2020-21 (CoWA measure), an increase of 0.3 percentage points from the previous year. UWS has exceeded its target to maintain the proportion of students from SIMD20 postcodes above 25% over the emergency period, which substantially increases the Scottish sector's overall proportion and ability to meet the 2026 target.

At UWS widening participation has always been central to the University's purpose. UWS believe in supporting and enabling students to achieve their potential regardless of their background. UWS works with prospective students from groups that are currently under-represented through many pre-entry initiatives to encourage applicants from all backgrounds. This includes: FOCUS West Routes for All Programme, Scottish Wider Access Programme (SWAP) and many supports in place for care experienced students, estranged students and student carers. Additional support is offered to asylum seekers and refugees and military veterans and their families. The University adopted a 'digital first' approach to enquirer and applicant engagement, prior to Covid-19, providing opportunities for prospective students to curate their personalised prospectus, engage online and trial or sample the UWS experience with a series of virtual events, welcome week, open days and webinars. Online engagement supports broader, earlier engagement with student from non-traditional backgrounds and UWS' comprehensive suite of online and on campus support enables effective transition.



UWS continues to be committed to supporting care experienced students, estranged students and student carers. The University has a wide range of support services such as assistance with SAAS applications, access to discretionary and childcare funds and access to counselling. The University has taken The Stand Alone Pledge which helps institutions to support estranged students by providing a public commitment to improving policies and increasing support for students studying without a family network. As well as this in 2021, UWS achieved its Aim Higher Award for Student Carers award through the Carers Trust Scotland.

To meet previous commitment to support care experienced students, UWS have developed a wide range of support services to ensure that all students fulfil their potential, achieve their goals and enjoy their time at UWS. This is a strategic priority for UWS and the University will continue to work in partnership both internally and externally with other Corporate Parents to provide support so that care experienced students will have a positive experience at UWS from pre-entry to after graduation. This is also an area of active research at UWS, with the most recent UWS and Oxfam Scotland Partnership report 'Young, caring and struggling to make ends meet: the worsening economic circumstances of Scotland's young carers during Covid-19' which focused on the experience of young carers during the pandemic.

UWS is the largest provider of articulation opportunities in Scotland and provides a smooth learner journey for students to articulate from college entrants into level 8 or level 9. Through partnership with key local colleges, students are given opportunities to transition to university smoothly. 1142 Scottish domiciled students and full-time, first degree entrants have articulated into degree programmes in academic year 2021-22, showing UWS as the clear sector leader in college-university partnership.

## **High quality, learning, teaching and support**

Strategy 2025 – launched in February 2020 – committed UWS to delivery of all taught programmes with digital, hybrid, flexible options and delivery of this was accelerated by Covid-19. In 2021, the University continued to implement a hybrid learning model combining online teaching and engagement with high-quality on campus learning, within government guidance. During 2021, a new UWS Curriculum

Framework was developed and will be progressively implemented to recognise and embed the significant learnings from covid-enforced pedagogical shifts to deliver a truly excellent hybrid learning and teaching model.

Student support and retention remains a key priority within UWS. Within the past year the University has significantly developed its learner analytics capability, pivoting an approach to monitoring student engagement from on-campus to online and build trends and insight to support student learning. A sophisticated approach assessing the regularity and significance of engagement with digital tools (e.g. virtual learning environment, Outlook, Teams), the University has continued to strengthen its early warning system that has enabled professional services to intervene and support students at risk of non-retention - this is outlined further below.

Student and staff wellbeing has always been a priority at UWS however, the pandemic brought new challenges and support needs. UWS are committed to ensuring that every student gets the most out of their university experience, regardless of their personal circumstances or background. A wide range of support services are available to ensure that students are provided a safe and supportive environment, and create compassionate communities in which students can study, live, socialise and thrive. The student counselling support model at UWS ensures that there is no waiting time and students – over 500 per year – receive the support they need, when they need it. Staff and students have free access to a digital therapy service and a host of online resources based on Cognitive Behavioural Therapy. Library services support students with core digital skills to help them achieve their goals and prepare for the future. This includes: support with core digital platforms, access to free basic software packages, free online course to help develop digital skills, resources to develop academic and study skills and library staff are available to provide support remotely.

As of 2021, UWS students now have access to a 24 hour mental health helpline. The UWS student support helpline is being delivered in partnership with Health Assured. The phone line provides 24/7 365 access to professional guidance from a trained counsellor. This new resource provides further choice for students and is in addition to all existing University support services such as the Counselling Service, Academic Skills and Funding and Advice.

## Learning with impact

Strategy 2025 set out the aim to ‘deliver world-ready graduates who will design, shape and build a new future’ and this focus informs pedagogical and curriculum. Through the far-reaching Student Experience Programme launched in 2021, UWS is undertaking a thorough curriculum review of taught programmes – heavily informed by ongoing engagement with students.



The UWS Curriculum Framework sets out with clarity the aims and objectives for the new UWS curriculum and empowers academics from across the University to engage with their students to implement this.

The driving force of the curriculum review – in recognition of institutional values and student body – is to ‘design for diversity’.

The University is working to ensure students have a diverse, innovative and transformative learning experience and can learn and develop their skills both in the classroom and through industry experience such as placements, live consultancy projects, workplace visits, curriculum input, networking events and mentoring opportunities. For example; this year’s BA (Hons) Social Sciences students attended virtual seminars and a question and answer session led by some of the UK’s leading parliamentarians.

The careers team offer one-to-one career guidance for all students throughout the year and, from 2020, have rapidly increased the flexibility of this offer with a greater proportion delivered online. Online events are open to students and registered graduates and follow two main themes, career conversations which are hosted by careers advisers on specific topics and industry insights which are interactive talks delivered by employers across a range of sectors. Students also have access, through the careers team, to a mentoring programme which matches students with a professional mentor to help support and develop their employability - over 150 students have applied for mentorship during 2021.

The University launched a new cutting-edge Paramedic Science facility at its Lanarkshire campus. The new state-of-the-art Pre-Hospital Simulation Centre is a unique, adaptable space providing simulation-based education for UWS’s healthcare students. The centre will place students in realistic scenarios where they will use their assessment and clinical decision-making skills to treat patients in a controlled environment. The new centre is the latest high-tech facility to open at the Lanarkshire campus, which is also home to Scotland’s highest specification environmental chamber and simulated nursing and midwifery teaching environments.

The University is committed to upskilling and reskilling the work force. As one of Scotland’s leading career-focused universities, UWS delivers a wide range of professional courses from half-day workshops, accredited professional certificates to academic modules; whether face-to-face or online, they are all tailor-made to help those who attend take the next step in their career. Courses cover topics such as computing and systems, business and management, science and technology, languages, health and mental health and mindfulness. 291 people have been involved in upskilling courses at UWS in 2020-21 and CPD performance within this academic year 2020-21 brought in an income of £371,000.

## **Student Participation and Engagement in their education experience.**

At UWS students are encouraged to use their voice and to be engaged in their educational experience. The Students' Union plays a key role as the voice for students at UWS and the University continue to work side by side with the union organising joint events. This is most clearly exemplified in two major university projects initiated in 2021 – the UWS Student Experience Programme and the UWS COP26 Engagement. The Students' Union have a prominent campaigning commitment and have delivered great engagement and events to raise the student profile and amplify student voices including events throughout Black History Month and LGBT+ Pride Month. The Union have also led on many other key projects including the Evolve Project which gives volunteer opportunities to students and is supported through the innovation fund. Demonstrating the effective partnership between the organisations, members of the UWS executive regularly attend the Students' Union council meetings with attendance in excess of 50 student representatives to discuss and help shape UWS plans and proposals. This has recently extended to Student Council votes to endorse the UWS Curriculum Framework and constructive discussions on, for example, the student partnership agreement.

Following the launch of Strategy 2025, detailed focus was placed on how to deliver the ambitious student experience desired for students at UWS and a multi-strand, multi-year Student Experience Programme led by the Deputy Vice-Chancellor was developed; made up of several individual workstreams which work to implement and monitor key changes with the goal to further develop and strengthen the student experience.

The Student Experience Programme incorporates workstreams on:

- Curriculum renewal
- Learning environments and digital infrastructure
- The student journey
- Learner analytics and performance culture

This multi-discipline University wide project has Students' Union representation on each workstream. As the University has transitioned to the new hybrid learning module, the student voice has been crucial throughout this process and student feedback has led and shaped this project.

At the beginning of 2021, UWS launched its first ever Student Social Media Team, to produce relevant, student-facing content for University social media channels. The venture proved successful, with videos and blogs created by the team accruing thousands of views online. Content produced by last year's team was viewed over 40,000 times.



## Public Health Emergency

UWS has been responsive to the ongoing Covid-19 pandemic and both quick to adapt to, and informative to, the guidance from the Scottish Government. Regular communications are shared with students and staff providing updates and up-to-date information is available in a central place on the UWS website (see <https://www.uws.ac.uk/about-uws/student-information-portal/covid-19-information/>) and staff intranet pages.

UWS has partnered with local health boards and partner agencies to support students beyond campus boundaries and to utilise expertise where it is available, and has worked to ensure staff and students feel safe and welcomed when returning to campus. Students and staff are able to collect lateral flow device (LFD) testing kits from all campuses, in line with government guidance and the NHS and local authorities attended Ayr, Lanarkshire and Paisley campuses to run vaccination clinics, as well as test collection points. Throughout the pandemic the University has offered students mental health, financial and digital support through student support services. Students facing hardship were able to access millions of pounds in financial support or in-kind support, such as the provision of laptops and technology, to assist with their learning. Students had access to a discretionary fund and to counselling and mental health resources.

## Equalities and inclusion

Strategy 2025 outlines commitment to equality and diversity and UWS' goal to create an inclusive culture which celebrates difference and unlocks the talent in staff and students. UWS published a progress report in 2021 Public Sector Equality Duty (PSED) and Mainstreaming and Equality Report.

UWS aim to create a safe and welcoming environment for all, where all staff and students can succeed. Aligned to the University's commitment to establishing an inclusive culture, free from discrimination and based on the values of fairness, dignity and respect, a new support tool has been launched. The University's Report + Support site will provide students and staff with an easily accessible way to get support should they experience inappropriate behaviour. The online tool is used by institutions across the UK to provide a centralised platform for students and staff to seek support and guidance for such areas as gender based violence, hate crime, racism, discrimination and harassment from a designated and trained staff member who may refer them to appropriate services. In addition to being a reporting platform, the tool provides access to a wealth of internal and external sources of support for students and staff, including detail relating to the support available from local and national organisations.



UWS continues to implement inclusive practices and listen to the lived experiences of all staff and students, and recent examples of activity include:

- the UWS Race Equality Working Group (REWG) which aims to guide and support the University to act against racism by developing and implementing anti-racism practices and actively promoting race equality. The REWG has key objectives developed in consultation with staff and students.
- the EDI team, in collaboration with UWS Liberty (the well-established LGBT+ staff network), organised a range of events, training and activities across the academic year to raise awareness and understanding of LGBT+ identities.
- The Disability Conversation Café has helped raise awareness of disability issues and how these impact on work and study.
- UWS raises awareness of the impact of the menopause on women through staff communication, menopause training and guidance for line managers, a menopause café and menopause awareness month.

The University has implemented new leadership and governance arrangements for equality, diversity and inclusion as well as a new Equality Impact Assessment toolkit and Equality, Diversity and Human Rights Code across the University. Staff networks have been created: HighHER (Women's Leadership network), Head On (Men's mental health and wellbeing network) and the Disability Action Network. UWS has extended online equality, diversity and inclusion staff training which has now been made available to students.



# Outcomes for Research

## OUTCOMES FOR RESEARCH

### Research Excellence

Strategy 2025 outlines ambitions for UWS to develop distinctive research and innovation aligned with the United Nations Sustainable Development Goals with a commitment to research informed curriculum. UWS continues to produce excellent research outputs that reach beyond academia through knowledge transfer partnerships, innovation, spin-off and enterprise activities.

The University has secured funding for three international research projects as part of the Royal Society of Edinburgh Saltire International Collaboration Awards. It will see close collaboration between UWS and three world-renowned European research institutions – GSI laboratory in Germany, CSIC in Madrid and the Université Paris-Saclay in France. This is testament to the world-leading research that UWS proudly has within each of its schools and the continued commitment to high quality research and innovation. Academics work to find solutions to real-world problems, this research explores nuclear astrophysics, software to gain competitive security and performance advantages and atomic nuclei produced when massive stars reach the end of their lives.

UWS is a key academic partner with lead institution SRUC and University of Strathclyde in the £21 million UKR Strength in Places fund project, announced in July 2021 to provide a platform for research and innovation in high value production and processing in South West Scotland and Cumbria's dairy industry. It is expected the Digital Dairy Value-Chain project could generate an additional £60m a year for the South-West Scotland and Cumbria region. The project team have all received direct support from the Research Excellence Fund and over the next five years will work with the dairy industry to develop and implement technologies for sensing and data handling, as well as infrastructure to support innovation and growth for local businesses, nurturing young entrepreneurs and teaching and training of new skills and capabilities. SFC funding allows us to provide match funding to secure this type of flagship funding, which in this case will deliver advanced manufacturing processes to create a fully integrated and traceable supply chain as well as help businesses to develop new products and explore new markets.

UWS submitted 279 staff to the REF 2021 on 31 March 2021, a significant increase from 120 staff submitted to the REF2014 assessment exercise and demonstrates the continued growth and strength of UWS Research across ten units of assessment (9 in REF2014). The investments from the Research Excellence Fund, University Innovation Fund and PGR funding have underpinned this growth.



## Research Sustainability

The University continued commitment to research-led solutions to major global problems is shown in the launch of 12 new funded Vice-Chancellor's studentships. These highly selective studentships span the University's four academic schools and are aligned with the United Nations' Sustainable Development Goals. They include looking at: Improving the care of patients with a dual cancer-dementia diagnosis, fostering sustainable behaviour in children using the school environment, aiding the transition between education and work, thus boosting employment prospects, transforming the transition of older women into retirement and creating a revolutionary artificial intelligence (AI) and internet of things (IoT) enabled health and wellbeing system.

UWS investment in state of the art facilities at UWS Lanarkshire and underpinning support from the Research Excellence grant has provided funding to build the UWS Institute of Clinical Exercise and Health Science. In 2020-21, in response to the detrimental effect on energy and activity levels experienced by sufferers of Long-Covid. UWS led a Long Covid study, which is part of a new cohort of 15 projects totalling nearly £20 million funded by the National Institute for Health Research (NIHR), will involve activity tracking to help those with Long Covid who are reporting low energy levels after undertaking day-to-day tasks.

The UWS Academic Portal allows the university to promote accomplishments and facilitate collaboration. In the latest development, the portal is now enabled to showcase the how the excellent, relevant and purposeful research across UWS is aligned with the UN Sustainable Development Goals. This will help the institution demonstrate how we support the advancement towards the United Nations Sustainable Development Goals (UN SDGs).

The University is number 1 in Scotland and top 5 in the UK by KTP portfolio size and number 1 in the UK for Management KTPs. UWS are the only Scottish university to have a dedicated KTP Centre and we currently have 31 active KTP projects with a combined value of £6.7 million.





# **Outcomes for Economic Recovery and Social Renewal**

## OUTCOMES FOR ECONOMIC RECOVERY AND SOCIAL RENEWAL

### Responsive institutions

Strategy 2025 outlines the University's ambition provide students with a transformational experience resulting in highly sought after graduates in world-leading sectors, industries and businesses. UWS works in partnership with its students to deliver world-ready graduates who will design, shape and build a new future.

A comprehensive review of the taught portfolio is being delivered through the Student Experience Programme, as outlined above. The review has informed the development of a UWS Curriculum Framework setting out the hallmarks of a UWS degree, enable greater flexibility of learning paths and deliver efficient, market attuned programmes for 2022 onwards.

In 2021, the University launched the Shaping Communities and Society thematic plan in line with Strategy 2025. The ongoing Covid-19 pandemic has exacerbated many of the inequalities that exist in society, at UWS transforming communities through research and education continues to be at the heart of all work done at the University. The thematic plan and steering group brings greater awareness and institutional focus to the University's goal to continue to develop effective and innovative routes into university education; expanding effective articulation, developing deeply embedded associate student schemes, and reshaping the concept of tertiary education partnerships. These partnerships will cross school, college and university boundaries and the driving focus will be delivery for students and securing pathways into higher education. Widening access, student retention and graduate success continue to be a key focus. UWS is already working with New College Lanarkshire and North Lanarkshire Council to deliver innovative new programmes that span the senior school phase into tertiary education.

Through the use of upskilling funding and knowledge exchange partnerships, UWS is supporting partner business in the community and across Scotland to develop and invest in their staff, and to benefit from UWS research. Going forward UWS will continue to develop opportunities through approaches such as a joint regional portfolio planning to address regional skills. In an effort to help the manufacturing sector recover from the pandemic UWS has established a partnership with CeeD (CeeD-Scotland.co.uk) and Demola (Demola.net) to develop a dedicated programme which will help create at least 350 new jobs in this sector in Scotland.



## Work ready Graduates

In 2021, the second graduate outcomes survey showed that 83% of respondents who studied at UWS were in employment or unpaid work, including 10% who were engaged in both employment and further study. 19% of respondents were engaged in further study including those who were in both employment and study. Of respondents who studied at UWS, 15% were engaged in further study including those both in employment and studying. 69.6% of graduates in full-time employment were in jobs classed as high skilled and 16.1% were in jobs classed as medium skilled roles. The graduate outcomes show that 85% of UWS graduates feel that their roles 18 months post-graduation are meaningful and they have impact. UWS is proud of the societal contribution UWS graduates make as key workers; of UWS graduates in paid, self-employed or volunteer work, 36% worked in the industries of human health and social work.

UWS invested in a student innovation hub in early 2020-21. Short courses and workshops have been developed materials have been developed and delivered and a start-up competition campaign was launched, with prizes for the competition winners funded from the UWS Innovation Fund.



## Knowledge Exchange and Innovation

See UIF in Appendix 1.

## Collaboration

UWS is an anchor institution within its communities, across the south and west of Scotland and London, with impact that reaches beyond campus regions. The University is widely recognised as a leading university in Scotland for articulating students and colleagues and the Vice-Chancellor has led engagements with close partners in Ayrshire College; Dumfries and Galloway College; New College Lanarkshire; South Lanarkshire College; and West College Scotland as the University continues to evolve these dynamic, impactful, cross-sector partnerships to benefit communities.

Through the use of upskilling funding and knowledge exchange partnerships, UWS is supporting partner business in the community and across Scotland to develop and invest in their staff, and to benefit from UWS research. Going forward UWS will continue to develop opportunities through approaches such as a joint regional portfolio planning to address regional skills.

## Lanarkshire

2021 has continued to highlight the strength of existing partnership and demonstrated the impact of partnership working between the university and colleges and public services in Lanarkshire. During the pandemic, these partnerships excelled through pursuit of joint interests as education providers and members of the local community. The University continued to work in partnership with public health to operate asymptomatic Covid-19 testing site on the UWS Lanarkshire campus. This was testimony to the exceptional work with public health. Throughout the pandemic, UWS have partnered with the local authority and public health to support communities through testing and vaccination centres.

The UWS Lanarkshire campus continued to deliver economically to the community through ongoing investment on-site in 2021, with the completion of a new cutting-edge Paramedic Science facility. The new state-of-the-art Pre-Hospital Simulation Centre is a unique, adaptable space providing simulation-based education for UWS's healthcare students.

UWS is engaged in discussion with New College Lanarkshire and South Lanarkshire College on how UWS and college partners can collectively meet Lanarkshire's education, economic and social needs. This is likely to include joint curriculum planning as well as exploring and expanding shared facility and services access.



## Ayrshire

During 2021, UWS have taken a leading role in supporting regional economic growth as a strategic partner in the Ayrshire Growth Deal and the Regional Economic Strategy. UWS has a long standing and well developed partnership with Ayrshire College through a strong articulation link, the university and college are working in partnership to continue to explore immediate, medium and long-term skills needs in the region.

Rapid coronavirus testing was rolled out in Ayrshire, thanks to a collaboration between UWS, NHS Ayrshire & Arran, the Scottish Government, Scottish Fire and Rescue and the three local authorities in Ayrshire and Arran. The community testing initiative aims to drive down local COVID-19 rates and transmission by identifying positive cases more quickly. UWS supported by designing a range of materials promoting the testing initiative, as well as providing NHS Ayrshire & Arran and the three local authorities with the use of Ayr Campus testing centre for training purposes.

The partnerships extend beyond academia with a collaboration between UWS, Ayr Rugby and the Ayr Community Rugby Trust. The partnership enables both parties to focus resources across a number of high priority areas including education, research, squad development, and coaching and community inclusion. The University is partnering South Ayrshire Council in development of new sports facilities adjacent to the campus and has worked with the Council over recent years to facilitate development of the new Ayr Academy.



## Renfrewshire

The Paisley campus highlights successful partnership between college partners, not only through the effective curriculum alignment to key skills areas and support for hundreds of students to articulate with advanced standing to UWS.

UWS have partnered with the local authority and public health in Renfrewshire to continue to support the community through testing and vaccination centres.

The University has also partnered with Renfrewshire Heritage and Engage Renfrewshire for a number of Equality, Diversity and Inclusion projects. UWS were partners with Renfrewshire Heritage and a range of external partners for 'Black History Month; Our Culture, Our Future' which was a new and exciting cultural programme for 2020. The University also developed new partnerships with third sector organisations to ensure UWS are reaching out to the communities that they serve including a new working partnerships with Engage Renfrewshire.

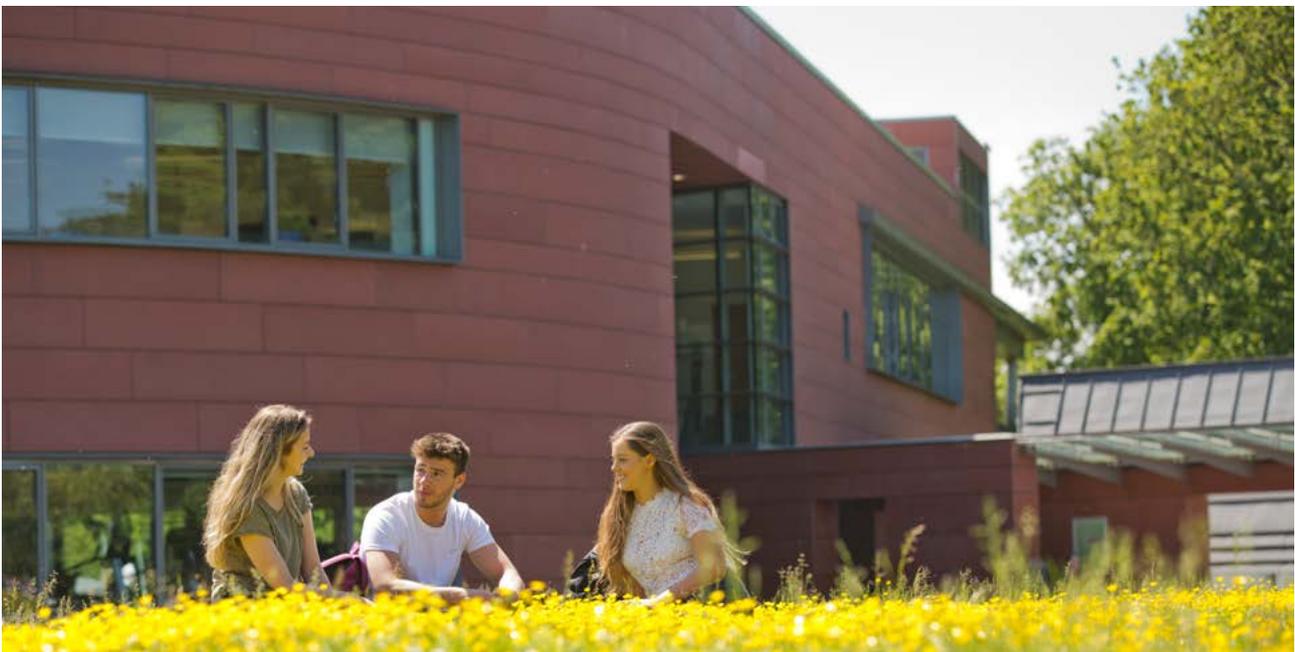


## Dumfries and Galloway

UWS continues to be one of the major providers of higher education in Dumfries and Galloway, serving the area working closely with other educational providers in the region. The University continues to work to ensure the region has access to learning opportunities.

As key strategic partners, UWS and Dumfries and Galloway College are developing joint plans to maximise collaborations on curriculum, facilities, services and governance affirming the long-term commitment to Dumfries. The University continues to develop plans to expand and change both the campus space in Dumfries and Galloway. This will see growth in existing partnerships as UWS works to meet the needs of the region. UWS provides the joint infrastructure for Dumfries and Galloway College and the University of Glasgow on the Dumfries Campus. To support recruitment to the Dumfries Campus, the progression agreements between three local colleges in the South West of Scotland for pupils who have taken part in Routes for All continues.

The UWS Dumfries Campus is critical to the UKRI £21m Strength in Places research project on digital dairy, working across the University, college and regional industry partners; demonstrating the importance and impact of global research on Scotland's rural communities.



## Climate Emergency

The UWS Strategy commits us to tackling the UN Sustainable Development Goals as well as becoming a leading University in climate change and resilience through research and enterprise activity.

The vision for UWS is to be among the global leaders of excellent, relevant and purposeful research aligned with the UN Sustainable Development Goals. UWS has committed to placing the SDGs at the heart of Strategy 2025. UWS Vice-Chancellor and Vice Principal Research Innovation and Engagement have both signed UN

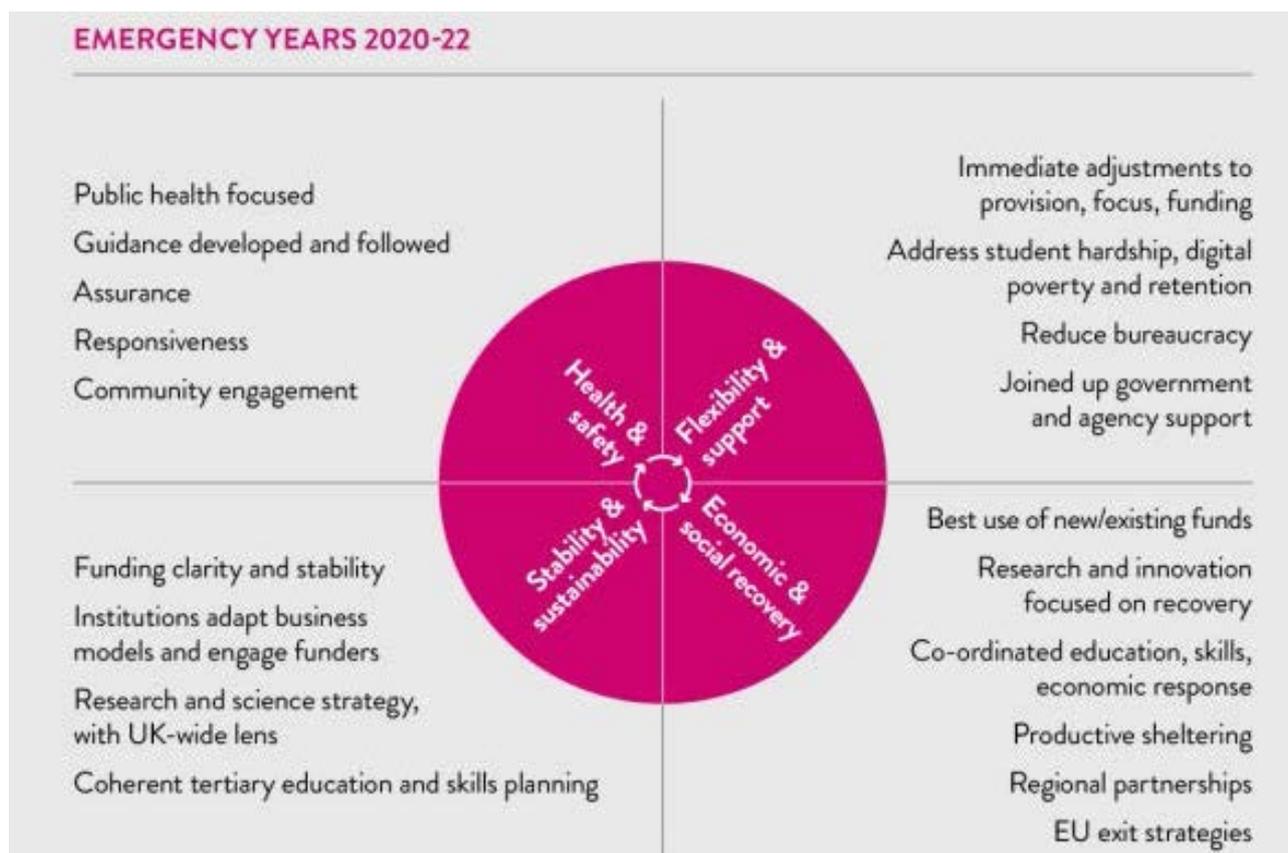
Sustainable Development Goals Accord in 2021, demonstrating the University's commitment to sustainability and building on existing research and education strengths.

During the COP26 conference, held in Glasgow, UWS organised a range of Climate Change related events. These events brought together colleagues from across the institution to raise awareness of the Climate Emergency while working with key partners. This began with a COP26 mini-series, held online by UWS academics, to showcase research on climate related topic such as energy and waste management, agriculture and sustainable development. This was followed by student led events, working with key academics and partners, to highlight and showcase UWS research as well as key climate change issues within the local community.

## APPENDIX 1 - UWS UIF MID-YEAR REPORT JANUARY 2022

In the first half of 2021-22 UWS has focused on building sustainability and scale into its investments in Knowledge Exchange and Innovation (KEI). UWS have maintained focus on staff and partner wellbeing as well as economic and social recovery. The University have also put significant investment into industry partnerships which can help address climate change.

This mid-year report will continue to adopt the SFC emergency year’s structure to help illustrate how the University has used its UIF funding to respond to the challenges of the pandemic and recovery.



### HEALTH AND SAFETY

UWS used funding to develop a range of climate change resources available at [COP26 and UWS](#). One example of the continuing pandemic response is where UWS invested its partnership with Oxfam to look into how the pandemic has increased food poverty: <https://theconversation.com/covid-19-how-the-pandemic-increased-food-poverty-in-the-uk-161620> (inclusive growth and social impact)

## FLEXIBILITY AND SUPPORT

In an effort to help the manufacturing sector recover from the pandemic UWS has established a partnership with Ceed (CeeD-Scotland.co.uk) and Demola (Demola.net) to develop a dedicated programme which will help create at least 350 new jobs in this sector in Scotland. (demand stimulation)

**Deliverables**  
**The Demola Scotland Programme**

**UNIVERSITY OF THE WEST of SCOTLAND UWS** **DEMOLA** **Ceed**  
Centre for Engineering Education & Development

Delivery of a two-year programme in which 50 manufacturing or engineering-related businesses will join together in an innovation 'sandpit' to identify and address their priority innovation challenges. This will comprise 10 eight-week sprints (projects) facilitated by Demola. Each challenge will be addressed by teams of 4-6 interdisciplinary and international student teams facilitated by the internationally proven Demola methodology.

The businesses participating in Demola Scotland will have access to a database of challenges and solutions from over 5000 successful projects provided by Demola Global which will ensure the validity of the required innovation and solutions.

A monitoring and evaluation framework will be delivered to provide up to date data on jobs created and additional export volumes from the programme. Based on the results Demola has achieved in the other 23 countries where it is active, we estimate that the two year programme will result in at least 350 new high-value jobs for the Scottish economy and a significant growth in export sales. An additional 150 businesses will be given access to the Demola Scotland data in order for them to be able to act on it to drive their own growth

## STABILITY AND SUSTAINABILITY

The University continues to flexibly support its sector leading KTP portfolio of 35 projects which is the largest in Scotland and in the top three in the UK. Many of the more recent projects have had a significant environmental sustainability focus such as the project with ACS Clothing:

**Doing our bit.....**

Our KTP partnerships (engineering & business focused) with ACS Clothing are supporting sustainability via the application of novel sanitisation technology & development of new clothing rental and re-commercing services; ensuring ACS's position as the leading sustainable garment solutions partner in the UK!

(demand stimulation)

UWS also built further on its CPD Centre ([cpd.uws.ac.uk](http://cpd.uws.ac.uk)) success of 2020-21. In August, the University hosted the second annual CPD Taster Day Event, an online event open to all that showcases just some of the CPD solutions on offer at UWS. This year, academics supported the delivery of 11 sessions welcoming over 150 delegates across the sessions. The taster day is a great opportunity for the CPD Team to generate interest around new courses such as Entrepreneurial Leadership, Leadership Theory and Practice, and The Future of Events, all of which are new for the 2021-22 academic year.

(demand stimulation)

Led by colleagues in the Alzheimer Scotland Centre for Policy and Practice, the CPD Team supported the delivery of a funded Dementia Skills programme that welcomed 40 front line staff to take part in online workshops. Culminating in late August, participants returned to their respective workplaces with advanced skills in providing responsive, high-quality personalised care to people living with dementia.

(inclusive growth and social impact)

In addition, APM Project Fundamentals Qualification launched during the summer and as of October 2021, UWS has maintained a 100% pass rate. Since the summer, additional funding solutions have meant that the University can widen access to this course, offering students either part or full subsidy thanks to the UWS Upskilling Fund, and the National Transition Training Fund.

(demand stimulation)

The Environmental Clerk of Works (ECoW) Foundation programme continues to grow in popularity, and regularly welcome delegates who are joining the course on the recommendation of a colleague, and thanks to the digital delivery of this course, it is not unusual for us to welcome delegates who are working offshore or abroad. In the coming months, the University will be launching two additional courses related to the ECoW programme: Construction Site Water Management, and Waste Management. Both modules have been developed in collaboration with the ECoW training partner, Naturally Compliant Ltd.

(demand stimulation)

The University's Boys to Men CPD course remains one of the most popular non-accredited courses, having now welcomed six cohorts since June 2020. Delivered online, the course aims to bring together teachers, youth workers, social workers, parents and sports coaches who all share a common goal: to make life better for boys and young men. By providing insight into topics such as sexism, stereotypes, violence, bystander culture and mental health, this course equips participants with the confidence and the tools to work more effectively with boys and young men. The CPD Team are currently in talks with course leaders Graham Goulden and Professor Ross Deuchar, to develop a promotional event for this course centred around International Men's Day, which will take place in November.

(equality and diversity)

Most recently, the UWS CPD Team coordinated a series of COP26 seminars to showcase the university's contribution to tackling the Climate Emergency in the lead up to the 26th UN Climate Change Conference of the Parties. Over the three days, Academics and students were joined by guest speakers across the globe to discuss key topics such as waste and energy management, smart agriculture and sustainability.

(international)

As UWS look forward to the second half of 2021-22, the University will continue to invest in the expansion of these product offerings, working closely with academics from all schools to create more opportunities for re-skilling and retraining in communities.



## ECONOMIC AND SOCIAL RECOVERY

Further significant investments have been made by UWS in the first half of 2021-22 to further grow the student innovation ecosystem [Student Enterprise | StudentInnovationHub \(i3uws.co.uk\)](#). During the last six months UWS has launched two dedicated incubation centres on the London Campus and on Paisley Campus. These are spaces which will be the focus for student support for idea generation and start-up activity. UWS plan to roll out a third incubator on Lanarkshire campus in the second half of the year in partnership with ElevatorUK

(elevatorUK.co.uk)  
(entrepreneurialism)

The University also launched its second high-value spin out company in September 2021. Wellfish Diagnostics is currently closing on a £1m seed investment round and will grow to £10m+ revenues in 5 years by providing rapid fish health assessment for the aquaculture industry through blood based clinical chemistry analysis.

(simplification/commercialisation) (entrepreneurialism)

UWS continues to invest heavily in deepening regional partnerships to aid economic recovery. It has been instrumental in forming a Modern Universities Group KEI leaders to collaborate on initiatives that will help local regions. One example is <https://economicsupporthub.co.uk/> which UWS developed in 2020-21 but is now rolling it out to the other Modern Universities so that their regions can benefit from the opportunity to access information about non-government funded support.

(simplification/greater innovation)

## UIF COLLABORATIVE ACTIVITIES

UWS is and will continue to be an active participant in the Enterprise Support Group sharing best practice and planning to develop the entrepreneurial campus concept in collaboration with the SFC and the sector.

We also participate in the Inward Investment group which looks at how we can collaborate to attract investment into the Scottish economy via either locating businesses on our campuses or bringing in financial investment to our spin outs and business partnerships.

Our collaboration also extends to working closely with both Converge Challenge and Interface to ensure that the sector collectively contributes to their continued success.

## MATCH FUNDING

UWS will continue to more than match its UIF allocation in order to maintain its sector leading role in KTP, CPD, GAs and Student/Staff commercialisation.



## APPENDIX 2: UNIVERSITY NATIONAL MEASURES

University Outcome Agreement Impact Framework:								
		2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Proposed Target
<b>A</b>	Number of Scottish-domiciled Undergraduate Entrants	4846	5065	5169	5441	4787	4621	4500
<b>B</b>	Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes	1807	1723	2012	1852	1515	1582	1600
	Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing	1198	1033	1358	1231	1019	1117	1075
	Proportion of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing	66.30%	59.95%	67.50%	66.47%	67.26%	70.60%	67%
<b>C</b>	COWA measure: Total number of Scottish-domiciled full-time first degree entrants	3799	3502	3913	4231	3653		3700
	COWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	1046	963	1151	1192	1082	1242	1000
	COWA measure: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	27.53%	27.50%	29.41%	28.17%	29.62%	29.90%	25%
<b>D</b>	Number of Scottish-domiciled undergraduate entrants with care experience	25	27	49	56	77	85	80
	Proportion of Scottish-domiciled undergraduate entrants with care experience	0.52%	0.53%	0.95%	1.03%	1.61%	1.8%	1.5%
<b>E</b>	Number of Scottish-domiciled full-time first year entrants	3285	3799	3457	3976	4289	3824	4200
	Number of Scottish-domiciled full-time first year entrants returning to study in year 2	2776	3342	3086	3438	3654	3395	3600
	Proportion of Scottish-domiciled full-time first year entrants returning to study in year 2	84.51%	87.97%	89.27%	86.47%	85.20%	88.80%	85%
<b>F</b>	The difference (+/-) from the individual institution benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey	2	0	2	0.82	3.15	-0.26	3
<b>G</b>	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey			1346	1545			1500
	The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination			1299	1452			1400
	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination			96.51%	93.98%			93%
<b>H</b>	Number of Scottish-domiciled Undergraduate Qualifiers	2595	2829	2704	2891	2973	2915	2915

## EQUALITY IMPACT ASSESSMENT FORM

Decision, Policy or Practice - new or changed	Outcome Agreement 2021-21
Owner Dean, Director, Head or Executive Lead	Gavin Lee, Interim Director of Strategic Planning and Development
Who is affected?	Current students and prospective students Current staff and prospective staff Current external stakeholders and prospective external stakeholders
Purpose of the Decision, Policy or Practice It will help to ask: <ul style="list-style-type: none"> <li>• Why are the policy or decisions needed?</li> <li>• What do we hope to achieve by it?</li> <li>• How will we ensure that it works as intended?</li> </ul>	The Interim Outcome Agreement provides an in year update on how the University of the West of Scotland (UWS) is delivering on key sector priorities and outcomes for students, for research and for economic recovery and social renewal.
Consultation and Evidence What involvement and consultation has been done in relation to this decision, policy or procedure and what were the results? Identify what evidence is available and set it out a summary here. This includes data and evidence from involvement and consultation.	The Interim Outcome Agreement was written in consultation with the owners of the three strands of UWS' Strategy 2025; learning and teaching, distinctive research and innovation and communities and society, and information shared by staff across the university and students' union colleagues.

Does, or could, the decision, policy or practice have an <b>adverse effect</b> on people sharing the following protected characteristics? (Please tick relevant box)			
Protected Characteristic and/or equality priority	Yes	No	Unknown
Age		✓	
Disability		✓	
Gender Reassignment		✓	
Marriage or Civil Partnership		✓	
Pregnancy and Maternity		✓	
Race		✓	
Religion or Belief		✓	
Sex		✓	
Sexual Orientation		✓	
Others which may include:- care experienced students, BSL users, military veterans' asylum seekers, those living in poverty, those with caring responsibilities, those estranged from family.		✓	
<b>Details of the adverse effect and how you will mitigate this:</b> The Interim Outcome Agreement is underpinned by UWS Strategy 2020 -2025. The Strategy states: "UWS works in partnership with its students to deliver world-ready graduates who will design, shape and build a new future. We are pioneers in developing effective interactions with global business, industry and the public and voluntary sectors."			

Does, or could, the decision, policy or practice promote or advance equality of opportunity for people sharing the following protected characteristics? (Please tick relevant box)			
Protected Characteristic	Yes	No	Unknown
Age	√		
Disability	√		
Gender Reassignment	√		
Marriage or Civil Partnership	√		
Pregnancy or Maternity	√		
Race	√		
Religion or Belief	√		
Sex	√		
Sexual Orientation	√		
Others which may include:- care experienced students, BSL users, military veterans' asylum seekers, those living in poverty, those with caring responsibilities, those estranged from family.	√		
<p><b>Details of the positive effect:</b></p> <p>Strategy 2025 outlines the University's commitment to equality, diversity and inclusion and that we will "strive to create an inclusive culture which celebrates difference and unlocks the talent in our staff and students".</p> <p>The Interim Outcome Agreement reflects the progress with the UWS Public Sector Equality Duty and through this evidences that this strategy has delivered success for everyone regardless of protected characteristic across key issues and ensure that that everyone has equality of experience and an opportunity to reach their potential.</p> <p>While each of the individual examples in the Interim Outcome Agreement have had Equality Impact Assessments carried out before implementation, when examined collectively it is clear that they have resulted in the intended positive equality, diversity and inclusion impact.</p>			

<p><b>In what way does, or could, the decision, policy or practice foster good relations between people who share a protected characteristic and those who do not?</b></p>		
<p>Fair access and transition for students from students who share a protected characteristic has resulted in positive impact on students' lives across the South and West of Scotland.</p> <p>UWS' continual commitment to creating change in society and our community on issues of racism, discrimination and prejudice of all kinds and to strive for an equal, diverse and inclusive academic community will result in good relations between those who share a protected characteristic and those who do not.</p>		
<p><b>Outcome</b></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> <p>Identify the option(s) chosen and document the reasons for this</p> <ol style="list-style-type: none"> <li>1. Adjust the decision/policy.</li> <li>2. Continue with the decision/policy.</li> <li>3. Withdraw the decision/policy.</li> </ol>	<ol style="list-style-type: none"> <li>2. Continue with the decision/policy</li> </ol>	
<p><b>Actions</b></p> <p><b>Please detail the actions you have taken to mitigate the impact of your decision, policy or practice(s)</b></p> <p>Ensure staff have guidance in relation to embedding equality, diversity and inclusion within their plans.</p> <p>Ensure Equality Impact Assessments are completed and reviewed for all new policies / changes to policies.</p> <p>Consider the embedded commitments to equality, diversity and inclusion through the UWS strategic planning framework.</p>		
<p><b>Monitoring and Review</b></p> <p><b>Set out the arrangements for reviewing the actual impact of a decision or policy once it has been implemented.</b></p> <p>The impact of the committed actions in the Interim Outcome Agreement will continue to be reviewed with an equality, diversity and inclusion focus.</p>		
<p><b>EIA Owner(s) to confirm approval:</b></p>	<p>Gavin Lee</p>	<p>Date: 10 November 2021</p>



[www.uws.ac.uk](http://www.uws.ac.uk)

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## LONDON CAMPUS

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## LANARKSHIRE CAMPUS

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Technology Park  
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+44 (0)1698 283 100

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## DUMFRIES CAMPUS

Dudgeon House  
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DG1 4ZN  
Scotland, UK  
+44 (0)1387 345 800

University Outcome Agreement Impact Framework: Supporting Data								
		2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 added by SFC	2021-22 Proposed Target
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F	The difference (+/-) from the individual institution benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey	2	0	2	0.82	3.15	-0.26	3
G1	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey			1346	1645			1500
	The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination			1299	1452			1400
	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination			96.51%	93.98%			93%
H	Number of Scottish-domiciled Undergraduate Qualifiers (SFC data)	2595	2829	2704	2891	2973	2915	2915

### Equality Impact Assessment Form

Decision, Policy or Practice - new or changed	Outcome Agreement 2021-21
Owner  Dean, Director, Head or Executive Lead	Gavin Lee, Interim Director of Strategic Planning and Development
Who is affected?	Current students and prospective students Current staff and prospective staff Current external stakeholders and prospective external stakeholders
Purpose of the Decision, Policy or Practice  It will help to ask: <ul style="list-style-type: none"> <li>• Why are the policy or decisions needed?</li> <li>• What do we hope to achieve by it?</li> <li>• How will we ensure that it works as intended?</li> </ul>	The Interim Outcome Agreement provides an in year update on how the University of the West of Scotland (UWS) is delivering on key sector priorities and outcomes for students, for research and for economic recovery and social renewal.
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Does, or could, the decision, policy or practice have an <b>adverse effect</b> on people sharing the following protected characteristics? (Please tick relevant box)			
Protected Characteristic and/or equality priority	Yes	No	Unknown
Age		√	
Disability		√	
Gender Reassignment		√	
Marriage or Civil Partnership		√	
Pregnancy and Maternity		√	
Race		√	
Religion or Belief		√	
Sex		√	
Sexual Orientation		√	
Others which may include:- care experienced students, BSL users, military veterans' asylum seekers, those living in poverty, those with caring responsibilities, those estranged from family.		√	
<p>Details of the adverse effect and how you will mitigate this:</p> <p>The Interim Outcome Agreement is underpinned by UWS Strategy 2020 -2025. The Strategy states:</p> <p>“UWS works in partnership with its students to deliver world-ready graduates who will design, shape and build a new future. We are pioneers in developing effective interactions with global business, industry and the public and voluntary sectors.”</p>			

Does, or could, the decision, policy or practice promote or <b>advance</b> equality of opportunity for people sharing the following protected characteristics? (Please tick relevant box)			
Protected Characteristic	Yes	No	Unknown
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage or Civil Partnership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy or Maternity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others which may include:- care experienced students, BSL users, military veterans' asylum seekers, those living in poverty, those with caring responsibilities, those estranged from family.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Details of the positive effect:</b></p> <p>Strategy 2025 outlines the University's commitment to equality, diversity and inclusion and that we will "strive to create an inclusive culture which celebrates difference and unlocks the talent in our staff and students".</p> <p>The Interim Outcome Agreement reflects the progress with the UWS Public Sector Equality Duty and through this evidences that this strategy has delivered success for everyone regardless of protected characteristic across key issues and ensure that that everyone has equality of experience and an opportunity to reach their potential.</p> <p>While each of the individual examples in the Interim Outcome Agreement have had Equality Impact Assessments carried out before implementation, when examined collectively it is clear that they have resulted in the intended positive equality, diversity and inclusion impact.</p>			

In what way does, or could, the decision, policy or practice foster good relations between people who share a protected characteristic and those who do not?

Fair access and transition for students from students who share a protected characteristic has resulted in positive impact on students' lives across the South and West of Scotland.

UWS' continual commitment to creating change in society and our community on issues of racism, discrimination and prejudice of all kinds and to strive for an equal, diverse and inclusive academic community will result in good relations between those who share a protected characteristic and those who do not.

**Outcome**

Identify the range of options to address the impact. Remember to consider each of the general duties. There are three possible options:

Identify the option(s) chosen and document the reasons for this

1. Adjust the decision/policy.
2. Continue with the decision/policy.
3. Withdraw the decision/policy.

2. Continue with the decision/policy

**Actions**

Please detail the actions you have taken to mitigate the impact of your decision, policy or practice(s)

Ensure staff have guidance in relation to embedding equality, diversity and inclusion within their plans.

Ensure Equality Impact Assessments are completed and reviewed for all new policies / changes to policies.

Consider the embedded commitments to equality, diversity and inclusion through the UWS strategic planning framework.

Monitoring and Review

Set out the arrangements for reviewing the actual impact of a decision or policy once it has been implemented.

The impact of the committed actions in the Interim Outcome Agreement will continue to be reviewed with an equality, diversity and inclusion focus.

EIA Owner(s) to confirm approval:	Gavin Lee	Date: 10 November 2021
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## Appendix 1

### Protected Characteristics

Age	Refers to a person belonging to a particular age (e.g. 32-year olds) or range of ages (e.g. 18 - 30- year olds). Consider whether the policy, practice or decision might have a positive or negative impact in relation to age.
Disability	<p>A person has a disability if they a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. It is permissible to treat a disabled person more favourably than a non-disabled person. It is lawful to make reasonable adjustments in relation to employment, education and services to ensure that there is true equality of opportunity for disabled people.</p> <p>Also ensure you consider mental health, British Sign Language User, also the specific needs of care experienced individuals and military veterans</p>
Gender Reassignment	The process of transitioning from one gender to another. This can be medical or social.
Marriage and Civil Partnership	Couples can have their relationships legally recognised as 'civil' same partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters. Same sex marriage is now recognised in law.
Pregnancy and Maternity	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.
Race	Refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
Religion and Belief	Religion has the meaning usually given to it, but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a Religion has the meaning usually given to it, but

	belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism).
Sex	Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes the terms 'sex' and 'gender' are interchanged to mean 'male' or 'female'. A person can also identify their gender in another way, such as non-binary.
Sexual Orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.
Care-experienced Individual	<b>'Care-experienced'</b> refers to anyone who has been or is currently in care or from a looked after background at any stage of their life, no matter how short, including adopted children who were previously looked after. Care may have been provided in one of many different settings, such as in residential care, foster care, kinship care or through being looked after at home with a supervision requirement.
Military Veterans	A military veteran is a current or ex-service person who has served a minimum of one day in the Armed Forces: the Army, Royal Navy (Royal Marines) and Royal Air Force. This includes National Servicemen, Regulars and Reserves
British Sign Language User	British Sign Language users are individuals who use British Sign Language as their first language. British Sign Language (BSL) is a visual-gestural language, using hand gestures, movement, space and facial expression, to communicate in a three- dimensional way.
Asylum Seekers	An asylum-seeker is a person who has left their country and is seeking protection from persecution and serious human rights violations in another country, but who hasn't yet been legally recognised as a refugee and is waiting to receive a decision on their asylum claim. Seeking asylum is a human right.
Individuals living in poverty	Individuals are defined as in income poverty if their equivalised household income is below a specified threshold. The most commonly used poverty threshold is 60% of the median household income.

<p>Individuals with caring responsibilities</p>	<p>A carer is anyone, who looks after a family member partner or friend who needs help because of their illness, frailty, disability (this can be either a physical disability or mental ill health), or a substance misuse and cannot cope without their support. The <i>care</i> they give is unpaid. This care can be short or longer term.</p>
<p>Individuals estranged from family</p>	<p>Family estrangement is the loss of a previously existing relationship between family members, through physical and/or emotional distancing, often to the extent that there is negligible or no communication between the individuals involved for a prolonged period.</p>
<p>Individuals with criminal convictions</p>	<p>An individual is considered to have a criminal conviction if they have plead guilty to or been found guilty of a crime. A criminal record has information about their contact with the police.</p>

**Outcome Agreement between the University of the West of Scotland and the  
Scottish Funding Council for AY 2021-22**

**On behalf of the University of the West of Scotland:**

Signed:



Print name: Lucy Meredith

Position: Interim Principal and Vice-Chancellor

Date: 29/06/22

Signed:



Print name: Kate Allum

Position: Chair

Date: 29/06/22

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

Signed:



Print name: Karen Watt

Position: Chief Executive

Date: 28 July 2022