GCU
Glasgow Caledonian
University

University for the Common Good

**Outcome Agreement
with Scottish Funding Council
2022-23**

Contents

Introduction

This Outcome Agreement for 2022-23 sets out Glasgow Caledonian University's continued commitment to Scottish Government priorities, and outlines how the University is delivering and developing its work to meet these priorities. Our plans, actions and achievements are set within the context of our University Strategy and values, and our mission as the University for the Common Good.

As the leading and largest modern university in Scotland, Glasgow Caledonian makes a distinctive contribution through transformative education and impactful research.

By applying an inclusive approach to admissions, we deliver both scale and quality in widening access to under-represented students. We support our students to succeed, as demonstrated by our outstanding performance in learning and teaching metrics including retention, continuation, degree completion, and graduate outcomes. A commitment to employability and skills is at the heart of the student learning experience at Glasgow Caledonian University and, as Scotland's leading provider of Graduate Apprenticeships, our focussed approach to business engagement delivers for learners and for industry.

The University provides a learning community that includes student engagement and participation at the heart of what we do. Partnership working with our students and with the Students' Association is vital and will continue to be a priority. We are known for our holistic approach to mainstreaming equality and we will continue to embed an inclusive culture that celebrates diversity.

Our research is an essential part of what we do. Through it, we contribute to the development of health policy and practice, society, and technology, we make a positive impact on social and health inequalities and the environment, as well as contributing to sustainable and inclusive growth in Scotland.

Academic year 2022-23 has been the first post-pandemic year in recent times, but this does not mean the challenges for our students, our staff and the wider University community have completely receded. We are adapting to the post pandemic world and the legacy of the pandemic's impact on learning, student experience and mental health, and the new pressures and challenges brought by the cost of living crisis.

My first year as Principal and Vice-Chancellor of Glasgow Caledonian University began during the 2022-23 academic year. I am at the start of my journey with the University but recognise there is great strength to build on, while further tackling both emerging and persistent challenges for our students, staff and the wider community, and working with the Scottish Government and Scottish Funding Council to contribute to Scotland's ambitions for education, research, inclusive growth, and wellbeing.

Professor Stephen Decent, Principal and Vice-Chancellor

1. OUTCOMES FOR STUDENTS

1.1 Fair access and transitions

Our approach

The University takes a lifecycle approach to widening participation through a model of partnership working and support at multiple points throughout the learner journey and into employment. We view widening participation as informing, recruiting and supporting those whose circumstances may increase the barriers to entering into, and challenges to progressing through, higher education. The impact of the Covid-19 pandemic has been felt by both school leavers and mature entrants, particularly so for those who experienced digital poverty, loss of part-time work, financial hardship, those who are care-experienced or estranged students, those who are carers, and those who are disabled or have mental health challenges. As a University with a high proportion of students from under-represented backgrounds, the impact on our students has been significant. We recognise that the legacy of the pandemic impact will continue. In 2022-23 the cost of living crisis brings new challenges, and the University is very much focussed on support for students.

SIMD 20

GCU makes a major contribution to Scottish Government's widening access aims for the sector and will continue to do so in line with the Commission on Widening Access (CoWA) targets on SIMD20 and articulation. Delivering on widening participation is a core activity for GCU for which the key financial underpinning derives from non-core funding in the form of the SFC Widening Access and Retention Fund (WARF). Our ambition is to maintain a balanced SIMD profile across our Scottish undergraduate entrants. We consistently exceed the 20% target for SIMD20 intake. Since 2020-21 entry, GCU has had in place minimum entry requirements (MERs) for each undergraduate programme. All applicants from SIMD20 (quintile 1) areas are eligible for a contextual offer at the MER, as well as care-experienced students, young carers, refugees and asylum seekers, and SIMD40 (quintile 2) applicants from certain schools.

The most recent published figures (SFC, 2022) on Scottish-domiciled undergraduate entrants (SDUE) and first degree entrants concern 2020-21 and show that:

- **22.7% (1090)** of all SDUE at GCU were from SIMD 20 areas compared to a sector average of 15.8%.
- **23% (950)** of all Scottish-domiciled full-time first degree entrants at GCU were from SIMD 20 areas compared to a sector average of 16.7%.
- GCU accounts for **c17%** of all SIMD 20 full-time first degree entrants to Scottish universities annually.
- GCU recruits a high percentage of mature students at **33%** of SDUE compared to 29% for the sector, including **36.8%** of mature entrants being from SIMD 20 areas, compared to the sector average of 24.8%.
- **21.3% (730)** of Scottish undergraduate qualifiers and **20.6% (500)** of Scottish full-time first degree qualifiers were from SIMD 20 areas, compared to sector rates of 13.6% and 13.2% respectively.

Care-experienced students

In 2022-23 we have welcomed our highest number of care experienced entrants to date, at 90, continuing our year-on-year growth. We offer a wide range of support to those who declare a care-experienced background including potential eligibility for free 365-day accommodation, targeted travel and financial support, laptop loans, and more. The Students' Association Care-Experienced Representation Network was implemented in 2019-20 with an elected Officer in post each year. In addition to our Corporate Parenting Plan, we are actively engaged with the Care-experienced, Estranged and Carers West Forum and Glasgow Health and Social Care Partnership Corporate Parenting Network. GCU is a member of the Scottish Care Leavers' Covenant. We are building capacity through our staff-student mentoring initiative, giving students individual mentoring support, and we continuously train staff on our Corporate Parenting role. Our work with MCR Pathways in 2022-23 includes subject taster sessions across academic Schools for senior phase pupils and our annual taster for S2 pupils. We also offer support for estranged students through supporting funding applications and linking to additional services and the option to apply for 365 day accommodation; and we have signed the Stand Alone pledge.

Articulation

The University is committed to articulation and plays a lead role in terms of achieving sector CoWA targets. Through our College Connect team and partnerships with colleges across Scotland, we have in place an effective infrastructure for articulation, which includes joint planning on curriculum design, admission, transition, and CPD for staff. Normally, around 1000 articulating students enter each year, and c900 of these enter directly from college into Level 2 or 3 (others enter through the additional articulation scheme). The intake of articulating students has notably reduced in 2022-23, evidence of the flow through of the impact of the pandemic on college recruitment and retention. The University has refreshed, re-invigorated and strengthened the strategic relationships with our local partner colleges. The introduction of the Next GEN HNs will require continued monitoring and mapping across the whole portfolio of GCU qualifications. A return to the University's target numbers will however be dependent on the number of HN students in college. We are keen to engage with the SFC on sector-level consideration of how articulation can be further supported as a route for students in the context of the pandemic impact legacy and wider developments in education reform.

- The University has over **300** articulation pathways (and 46 progression routes available to students entering through SWAP) with full curriculum mapping, offering a breadth of opportunity not available at most universities.
- Over **72%** of students with HNs enter with Advanced Standing (SFC, 2022).
- Students articulated in from 17 Scottish colleges in 2021-22.
- We recruit **23%** of all sector entrants with advanced standing (SFC, 2022).
- 28% of our articulating students are from SIMD20 areas and 49% from MD40 areas (internal data).
- 55% of articulating entrants are male and 45% female (internal data).

Intersectionality

We routinely analyse student data by widening participation measures and protected characteristics (including gender, ethnicity, disability, age and area of multiple deprivation quintile) in terms of entrant numbers, retention and outcomes at subject level, and analyse the intersections between these student characteristics as a basis to better understand potential barriers to success for different groups of our students and to consider mitigating actions. This also supports work on specific initiatives, such as Athena Swan and gender equality, Tackling Racism, and Autism Accreditation.

Transitions

Recognising the return to majority on campus learning our transition support for entrants is a hybrid model. This mirrors the learning they experience when they join GCU: a return to campus delivered learning; along with understanding and confidence to work within a virtual learning environment, and allows entrants to make social as well as academic connections. For articulating students this includes discipline specific support using online lectures, webinars, Q&A sessions and informal get-togethers and we moved the Maths Summer School online. The College Connect Transition Programme is offered to all entrants from college – articulation, SWAP and those without advanced standing. The PALS (Peer Assisted Learning) Scheme gives all new students an opportunity to connect with classmates and students at other levels, and Freshers and Refreshers are supporting transitions. These activities are designed to build a sense of learner identity and help students develop peer support networks and social groups. Transition support continues through the student journey at GCU and beyond, supporting student resilience, learning, skills and employability, wellbeing, career planning and support after completion of studies. For example, the GCU Undergraduate Learner Transition Tool has been developed for the use of personal tutors and module leaders to engage with students on their academic progress. More on student support and services is provided in this section of the Outcome Agreement.

Outreach

Face-to-face activity has always been important within outreach as it enables a rapport to be built with individuals and their families, particularly those in hard to reach groups who may also lack the confidence or resources to engage fully online. To mitigate the impact of loss of face-to-face activities during the pandemic we accelerated work already in progress to digitise resources and have adapted how we deliver to learners.

Advanced Higher Hub – The Hub complements and supplements Advanced Higher provision across Glasgow and provides opportunity for young people from under-represented communities to access such provision. In 2021-22, 50% of the pupils resided in SIMD20 postcodes with 69% in SIMD40 postcodes. In 2021-22, in partnership with Dumfries and Galloway Education Directorate, GCU established an online Hub to provide access to the programme to pupils living in rural and remote communities across the region. The online Advanced Higher Hub aims to overcome geographical access barriers of remoteness and rurality to enhance access to Advanced Highers for pupils unable to access SCQF Level 7 qualifications in their own school and partake in an HE bridging and transition programme. 2021-22 results continued the trend of above national pass rates, with the Hub achieving a pass rate of 88% and the online Hub achieving a pass rate of 83% pre SQA appeals. The Hub is funded by the SFC (with matched funding from Glasgow City Council and contribution from D&G Council) through a one-year arrangement for 2022-23 with additional direct resource contribution from GCU. The University will engage with the SFC on the sustainable future of the scheme in the context of the SFC's work on the National Schools Programme.

- **Caledonian Club and School Connect** – Across outreach programmes in Greater Glasgow and Clyde, North and South Lanarkshire, we engage with 17 school partners. In the Caledonian Club we work across four core programme areas; arts and language, transition, STEM, and future aspirations and enterprise. We deliver projects and events throughout the academic year which aim to provide information, advice and guidance to young people researching post-school options; build life skills for pupils and student mentors; enhance the school curriculum with unique learning opportunities. The School Connect programme works closely with 12 partner secondary schools, engaging pupils across three core projects at key stages, to break down barriers to higher education and support the curriculum. In 2021-22, the University piloted **GCU Connect**, an extended outreach programme, initially targeted at S5 pupils in 13 schools. SIMD 20 data and Free School Meal data were key factors in identifying the schools to which we reached out. The programme will run again in 2022-23.

- **STEAM** – In 2022-23 the University will deliver a range of STEAM outreach, including SmartSTEMS to 300 pupils on campus; the Primary Engineering programme and residential; MEng students delivering outreach in primary schools; and public engagement as part of the Glasgow Science Festival.

1.2 Quality, learning, teaching and participation

Quality learning
During 2021-22, the University responded to the recommendations arising from our positive ELIR 4 process, and the ELIR action plan will continue to be delivered in 2022-23.

A key enabler for Strategy 2030, our Strategy for Learning 2030[1] seeks to build on a strong foundation of excellence in learning and teaching while embracing developments in the use of technology to create: greater flexibility, stronger and more diverse learning communities, and to personalise the learner experience. The University launched an SfL innovation fund to support the piloting of new ideas, developments and projects and made twelve awards in the first year. These projects will continue to run and complete in 2022-23.

Our strategic framework for digital learning *Going Digital* is the basis for online teaching and learning. It comprises a set of pedagogic principles and four enabling pillars: guidelines for quality and standards of digital learning; core tools (software) to support digital learning; building digital learning capabilities of staff and students with extensive support; and evaluation. Planned investment strategy was adapted and refocussed to refurbish the majority of the on campus classrooms with new AV kit to support the delivery of hyflex teaching. Other campus changes include a new student learning hub area to support groupwork and enhanced facilities for mobile device charging.

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[1] https://strategy2030.gcu.ac.uk/media/strategy2030/Strategy%20for%20Learning%202030.pdf

The University's pedagogic-based Delivery Principles 2022-23 provided clear guidance that in-person, face-to-face student learning and social experience is key to GCU's identity as a campus-based institution and something we must retain as we nurture and strengthen our University community. The principles build on the advances made and lessons learned over the past two years. The situation will continue to be monitored closely as our path through the pandemic continues to evolve and we will need to retain a degree of flexibility to allow us to respond accordingly if there are changes in circumstances.

The University values the contribution made by staff in learning, teaching and research and enables staff to develop their academic careers through learning and teaching, research or both. As such, we invest significantly in staff development to help our staff to continue to succeed, be innovative and lead local national and international developments in learning and teaching pedagogies, technologies and or practice. The University supports staff engaged in teaching to gain professional recognition in learning and teaching through implementation of the university's Academic Development Framework (ADF). The three key areas are: orientation to teaching for new teaching staff; the Postgraduate Certificate in Academic Practice (PgCAP); and 'Accelerate', an AdvanceHE accredited RPL pathway to professional recognition as an Associate Fellow, Fellow or Senior Fellow (UKPSF), that recognises and works with prior teaching experience. The University is very proud that Professor Lesley McMillan was awarded a prestigious National Teaching Fellowship from Advance HE in 2022. Our staff development plans were refocussed in planning for the move back to on campus teaching in line with the delivery principles. A new University Learning and Teaching Hub provides a one-stop-shop for all learning and teaching resources. Staff CPD to respond to the Accessibility legislation was introduced and continues whilst we extend the technological solution to the provision of captions and transcriptions for recorded lectures/learning content for a blended learning approach.

The digital pivot, whilst challenging, brought positive progress across the sector in the adoption of new learning and teaching practice and assessment practice. We continue to considering valuable opportunities for alternative forms of authentic assessment design where possible (noting for example the need for accredited provision to continue to meet PSRB requirements). Future developments will consider the challenge of e-proctoring taking a collaborative approach with others in the sector. For provision predominantly located within our nursing and allied health professions, placements, practice-based and work-based learning had been successfully reimagined over the course of the pandemic and where relevant and appropriate to curriculum, a continuation of programme and/or module (placement) adaptations may be used for academic delivery in 2022-23.

The impact of the pandemic on the NSS was again evidenced in the 2022 NSS results. The University, however, achieved an improvement in overall satisfaction at 79%, an increase of one percentage point compared to last year. This represented a positive outcome for the University within the context of the sector decline. At subject level, 15 of our courses achieved overall satisfaction of 90% or above. The University however notes its strong disappointment that a third party error in the administration of the 2023 NSS means that Glasgow Caledonian courses will not receive overall satisfaction scores in 2023. Neither the University nor the SFC has been at fault in this regard, but it is recognised that the University will be negatively impacted by the lack of these valuable data which serve as both internal and external performance metrics. The matter further affects the SFC's National Measures on NSS overall satisfaction, and therefore this metric will not be applied to the University in respect of the 2023 NSS.

Promoting student engagement and creating a sense of community and belonging is an institutional priority. Building on the GCU Getting Online resource we have an extensive student-focused repository on learning and teaching and also cybersecurity. The University is undertaking a review of its Personal Tutoring model, noting the challenges facing the university and wider sector with regards to student wellbeing and mental health, as evidenced in the Thriving Learners Survey Report, and the importance of a whole institution approach to prevention and intervention. The QAA Enhancement Theme of Resilient Learning Communities aligns strongly with our University mission and values and engagement with the Theme continues to enrich, catalyse and inform internal activity on belonging, resilience, mental health, transitions and EDI.

Data and evidence are used extensively in the development and delivery of strategy and enhancements to teaching, learning, the student experience and curriculum development. The overall approach to data and business intelligence as a tool for improvement is to continuously develop the use of data, its presentation and analysis, and disseminate as widely as possible within the University, taking cognisance of data protection. The data are provided to highlight successes, progress and areas of challenge, and are provided to be acted on. At strategic level, progress towards KPIs are monitored through key metrics and benchmarked against the sector. At planning and operational level, internal data on student characteristics, student performance and outcomes, student experience, and research are shared with all relevant staff at the University as are local and national data to contextualise the University's performance.

Retention and completion
The University has a strong record in retention and completion, evidenced by our performance data:
- The University's retention rate to year two was 94%, ahead of the sector rate (93.5%); and 92.8% for those from SIMD 20 areas, well ahead of the sector rate (90.2%) (SFC, 2022).
- HESA PIs on projected outcomes continuation showed our outstanding performance for degree completion which improved again to 84.5%, our highest percentage for this PI. This compares to the Scottish sector average of 84.3% (HESA, 2022). GCU's projected 'drop-out' rate decreased to 6.6%, outperforming the Scottish sector (7.5%) (HESA, 2022).
- Our non-continuation rate after one year of study for full-time first degree entrants improved by 2.4 pp to 6.1% compared to the previous year, equalling the sector average. The non-continuation rate for young entrants has improved from 8.5% last year to 5.7%. GCU has excellent outcomes in relation to mature student performance in particular. At 6.7% non-continuation, we outperform the Scottish sector average of 9.8% (HESA, 2022).

We continue to undertake detailed analysis of data on applications, entrants, progression and outcomes for students with widening access backgrounds and protected characteristics, showing where measures are similar across student groups and where there are areas for investigation and improvement. One key area is the awarding gap affecting Black, Asian and Minority Ethnic students, one of the drivers of our work to advance race equality as discussed further below.

Learning with impact – employability, skills and work based education
The University makes extensive use of in-depth labour market intelligence, including live job postings data and historic and projected occupation and industry job trends to help inform curriculum planning, portfolio development and alignment of our provision with skills and employment opportunities and gaps. Industry links and collaboration with employers to inform the curriculum is managed through a combination of programme industrial advisory boards, dialogue with subject matter experts and business development engagement. We adapt curricula and teaching to respond to changing employer needs and our portfolio is also informed by professional bodies and Scottish Government workforce planning where appropriate. In total, 82% of undergraduate and 56% of postgraduate programmes have professional accreditation. New accreditations have been achieved from the British Computer Society, ScreenSkills Select Endorsement, College of Paramedics Endorsement, and the MSc Cyber Security Graduate Apprenticeship achieved National Cyber Security Centre Certification, one of only two programmes in Scotland to hold this accreditation.

GCU educates nurses and allied health professionals at scale, performing an essential role in Scotland for training of the healthcare workforce. The University provision includes the option to enrol on a pre-registration Honours degree programme. In order to continue to deliver this option valued by students, support students who have made this choice, and continue to meet our government intake targets, we would expect that the current review of Pre-registration Nursing and Midwifery Bursary and Tuition Fee Support for students who progress into a fourth (Honours) year once registered does not lead to loss of bursary for current and future students who undertake the pre-registration BSc (Hons) programme.

Placement opportunities are a key feature of our academic offering: 78% of our full-time undergraduate programmes and 60% of our full-time taught postgraduate programmes offer a placement opportunity. Covid-

19 continues to present real challenges in placement provision as the health service recovers. In Nursing and all our AHP programmes, the significant reduction of placement opportunities continues to have a multi-year impact on student experience, progression and completion. The reduction in placements also negatively impacts our recruitment capacity. This is in an environment whereby critical health service workforce demands require HEIs to expand rather than contract their student intakes and graduate outputs. We continue to work collectively across the sector and with Government and professional bodies to mitigate the impact and provide significant additional support to students.

Scottish Government funding for additional staffing resource to develop innovative simulated placements and build placement capacity in Nursing and a number of the Allied Health Professions has been welcomed. This enabled programmes to deliver and evaluate alternative placements and models of supervision, whilst ensuring assessment rigour and regulatory and professional body standards continued to be met. The individuals that led on this were able to share practice across disciplines to ensure that students in AHP and Social Work disciplines who were not allocated funding could also benefit. Continuation of this funding would have enabled further placement capacity building in innovative simulated environments, to expand our student intake numbers in key areas of critical workforce demand and would have also reduced the pressure on placement providers during this period of health service recovery.

In Nursing, for example, we delivered a two-week simulated placement for c750 Year 2 students for supported placement hours lost due to self-isolation/ill health. We introduced sector leading change in the use of simulation in social work and other innovations including upskilling of students in digital social work practices; hybrid and remote practice learning opportunities; partnership development of placement hubs with Glasgow City Council and third sector organisations; and development of Island based placements in the Northern and Western Isles. GCU in collaboration with the University of Sydney developed simulated online telehealth placements for Occupational Therapy students, using design based research, academic facilitators and volunteer 'patients' (generally retired practitioners). GCU collaborated with Think Pacific to provide online international placements, working virtually with Fijian communities, using a culturally responsive and client-centred model. In addition to new and more flexible placement designs, students' use of technology has introduced NHS services to new digital skills. Practice educator training has been moved online, providing more flexible approaches. The University intends to take forward such innovative approaches into the future. Our campus is geared towards providing students with real-life practical experience through facilities such as the Vision Centre, Virtual Hospital, Broadcasting Suite and laboratories. Our specialist learning spaces have been amended and enhanced to enable safe on-campus working. The extent of their use was inevitably limited during the pandemic, but more use of specialist spaces will again be possible in 2022-23.

We support and provide opportunities for the **development of meta skills and attributes**:
- All students have the opportunity to develop Common Good attributes through the formal taught curriculum. For example, modules and programmes include the 'Triple E' spine (Employability, Enterprise and Entrepreneurship) in the Glasgow School for Business and Society.
- GCU has a commitment to meaningful education around the SDGs (SDG Target 4.7) to ensure that students are educated on sustainable development, through active participation in the United Nations PRME initiative, and early adoption of three SDG-related open access platforms: the sustainability literacy test; Aim2Flourish and Wikirate. Each year, over 400 GCU students take the Sustainability literacy test.
- We actively engage with the Digital Skills Partnership and in the School of Computing, Engineering and Built Environment all programmes provide an opportunity to develop digital skills through the curriculum.
- The Common Good Award recognises and rewards informal learning gained through co- and extra-curricular activities, such as volunteering, charity fundraising, being a carer, community activity, student representation, mentoring, ambassadorial work. Students also gain these skills through participation in student-led initiatives such as the GCU Law Clinic, GCU Cyber Clinic and GCU Risk Clinic, and criminology students can gain investigative experience in the Cold Case Unit.
- Magnus Magnusson Awards are granted to students to undertake their chosen projects and use their expertise and knowledge where it will make a real and lasting difference.

- The Students' Association have worked with the Social Enterprise Academy Scotland to develop a refreshed Student Leaders Programme that is open to all GCU students, using the Skills 4.0 competencies or 'meta-skills' identified by Skills Development Scotland and Centre for Work-based Learning and sought by employers to boost students' future employability.

GCU has distinctive strengths in **work-based education**:

- GCU is a sector leader in Graduate Apprenticeship provision. The majority of students start in first year but many are experienced upskilling and reskilling candidates benefitting from the University's flexible entry process and recognition of prior learning. Following changes to funding of GAs, sustainability and growth in this area of Government priority provision is dependent on the wider national funding and policy approach but the University has a strong commitment to Graduate Apprenticeships**.**
- We look forward to the outcomes of the Scottish Government's *Skills delivery independent review* which may help inform the future direction for skills, GA funding and delivery.
- Our Institute for University to Business Education is a dedicated employer facing service, focussing in Scotland on Sector Skills Investment Plans, as well as National Development Plans in an international context. Clusters of activity are in infrastructure, energy, computing and security, business process outsourcing, health and institutional capacity building.
- We continue to work to address critical skills gaps through work-based programmes designed with a variety of companies and bodies, for example, our partnership with the Institution of Railway Operators.

Work-ready

Graduate Outcomes data published in 2022 shows very positive outcomes for our graduates:

- 93% of 2019-20 GCU graduates are in employment and/or further study, a 3pp increase on the previous year. This places GCU equal first in Scotland.
- At undergraduate level, 79% of GCU graduates who are in employment are in a highly skilled occupation and at postgraduate level this is 86%. The Scottish sector rates are 74% and 90% respectively.

Our Careers Service supports students and graduates to enter positive destinations by enhancing their career planning skills and access to the service has been maximised by offering multiple methods of contact including face-to-face, online and telephone. The Careers Service supports students and graduates to prepare them for the labour market through individual careers guidance through in-depth discussions on areas such as careers options, interviews, and applications; curriculum lectures and workshops; central sessions outwith the curriculum and open to students in any subject area; and employer engagement – careers conversations, careers fairs and themed events e.g. hackathons. Recognising the continued impact of the pandemic last year, we ran an Empowering Student Wellbeing project in partnership with GRIT Breakthrough Programmes, a charity that supports wellbeing. The project focused on supporting students experiencing isolation, disengagement, loneliness, and anxiety about finances, health, and future prospects in the wake of Covid-19. In 2022-23, we plan to offer the GRIT programme again, incorporating careers workshops.

To support students who find it more difficult to access the labour market we have developed a range of enhanced activities. For example, in partnership with the Students' Association and the Ethnic Diversity Network we delivered a Careers Conference for Black, Asian and minority ethnic students and graduates. The programme was co-created with students to ensure the content was relevant. GCU Careers Service continues to host the Graduate Career Advantage Scotland (GCAS) West Hub. GCAS is a Scottish government funded scheme to offer internships and support to graduates who find it difficult to enter graduate level employment. Currently GCU graduates have very high engagement with the programme.

Mental health and wellbeing

We have a strategic framework for a University-wide approach to student and staff wellbeing, encompassing four key themes – Health Study: embedding mental health and wellbeing in the curriculum and throughout the student experience; Healthy Work: Leadership, governance, and roles and responsibilities; Wellbeing Support: Mapping, monitoring and evaluation and the wider determinants of wellbeing; Community Wellbeing: Building

a collaborative culture around health and wellbeing. The framework and related action plans are informed by sector guidance for higher education, including the Universities UK Mentally Healthy Universities, Think Positive Student Mental Health Agreement and Student Minds University Mental Health Charter.

At the onset of the pandemic, student services transitioned to online delivery. We continue to offer a blended student services model to ensure students benefit from the choice to engage with online and face to face support. We launched two online support platforms: TogetherAll, a 24/7/365 confidential online service to support staff and students; and Report and Support, a tool for the university community and members of the public to submit named or anonymous reports about misconduct they experience on campus and learn about contextualised available support.

Our approach to empowering wellbeing within our communities is informed by a holistic whole University ethos in which we aim to support the diversity of student and staff wellbeing experiences. For example, we undertake a range of cross-university and sector projects through our Student Mental Health Project Officer, provide contextualised support for numerous intersectional experiences and offer events and workshops on mental health and wellbeing, including support to students providing peer support networks. The Advice Centre within the Students' Association works to complement our Wellbeing Services and specialises in providing independent advice and support for students with representation through academic processes. The Advice Centre organised mental health and wellbeing workshops during 2021-22, including the delivery of emotional resilience and suicide prevention workshops using funding from the National Lottery Community Fund. The Students' Association secured funding from the Glasgow Community Mental Health and Wellbeing Fund to launch a Give it Go Programme to encourage students to participate in sports clubs, societies, networks and groups and other local community activities in order to develop a preventative approach to students' mental and physical health and wellbeing.

In addition to SFC investment in the Student Counselling Team, the University has made further investment in its services to enhance student wellbeing support.

Glasgow Caledonian was one of three UK universities selected by charity Student Minds in 2020 to trial its Charter award. The University has since engaged with the first cohort for the Charter Award Programme, and continues to engage in the second cohort throughout 2022-23; the only Scottish institution to do so.

As part of an ongoing programme of review and improvement of the services in place to benefit student wellbeing, a Priority Response Team is now in place to offer support and guidance to staff members who are dealing with distressed students or students in crisis. The team is staffed by GCU counsellors, mental health advisers and student wellbeing advisers. Any member of GCU staff can contact the Priority Response Team for support with instances where a student is highly distressed and they would benefit from getting help that day. The team can also support with student issues including risk of suicide or self-harm, financial crisis or risk of homelessness and other student wellbeing and mental health concerns.

We are finalising a GCU Suicide Safer Framework and Action Plan, informed by UUK guidance 'Suicide-Safer Universities'. Our developing approach was highlighted in the Universities Scotland 2021 publication, Suicide-safer Universities in Scotland. The University and Students' Association continue to work in partnership on the Student Mental Health Agreement, as part of the NUS Scotland Think Positive's project. We were selected as one of two institutions, and the only University, to present our Student Mental Health Agreement and Think Positive's SMHA Information Day conference 2022. Our approach to working with students as partners and coproducing mental health work was recognised by Student Minds. GCU is establishing a lived experience panel of students in 2022-23 within our mental health and wellbeing governance. The group will be delivered in partnership with the Students' Association and consist of paid student roles to empower enhanced engagement and student voice in our support development projects. GCU has also led on work developing inclusive curricula and learning environments with QAA Scotland, and delivered a session at the 2022 Enhancement Themes Conference.

GCU was awarded funding from Santander Universities to produce Spotlight On, a series of resources to increase awareness of mental health or issues that can impact our mental health and in doing so promote this inclusive culture of openness, trust and reduce stigma. The resource engages sector experts, those with lived experience and students to review existing literature, pull together experts to discuss topics and place these resources into an accessible and engaging format. The resource has so far explored the topic of Covid-19 and mental health, mental health and suicide, and men's mental health.

We continue to develop our resources and training for staff aimed at enhancing the staff experience and enabling staff to better support the mental health and wellbeing of our students. A programme of training is provided in partnership with Glasgow City College. The Mental Health Co-ordinator for staff, who is an embedded worker from SAMH, with the Student Mental Health Project Officer and SAMH has facilitated delivery of targeted mental health training and supports a fully inclusive, positive and open culture.

In common with other universities, partnership working for mental health continues to be a significant challenge and relies on building relationships with service providers such as Community Mental Health Teams.

The University's Gender Based Violence Policy aims to ensure we provide a consistent, caring, and timely response when any member of our University community is affected by such violence. Our award winning #ErasetheGrey campaign, designed by staff and students, continues to challenge myths and stereotypes. The campaign was made available under licence to Police Scotland and to FE and HE institutions across the UK, reaching over 200,000 students and staff. In 2020, nine new campaign messages were developed to address aspects of GBV exacerbated by Covid-19 lockdown. Launched in 2019 and chaired by GCU, the Fearless Glasgow consortium acts as a multi-agency partnership tackling and preventing GBV in all its forms. The consortium involves all universities and colleges across Glasgow, the University of the West of Scotland and external organisations including Police Scotland, Glasgow and Clyde Rape Crisis, Glasgow Violence Against Women Partnership and The Emily Test. Led by GCU, the consortium has secured part funding from the Scottish Government to introduce a pilot online reporting system, Report and Support. The pilot was launched in a phased approach from October 2021 and has potential to inform a standard data set for all reporting on GBV and racial harassment in universities and colleges across Fearless members.

Our support for student wellbeing has won accreditation from bodies including the National Union of Students Scotland, the National Autistic Society, and Carers Trust Scotland and recognition from Student Minds and QAA Scotland.

Partnership working with students
We view partnership working between staff, students and Students' Association as central to everything we do. The University and Students' Association is refreshing our Student Partnership Agreement, GCU Community: Working Together in Partnership, with a view to implementing the new Agreement in 2023-24.

The Code of Practice relating to the operation of the Students' Association outlines how the Education Act 1994 is managed between the University and the Students' Association. This will be reviewed during 2022-23 as part of the five-year review of Association Governance Documentation by the University Court.

Effective representation underpins our approach to student participation and partnership, and our jointly devised University and Students' Association Guide to Student Representation is updated annually. Students are involved at all levels of decision making and are represented across our corporate and academic governance structures. The Association delivers comprehensive training for all student and academic representatives, which includes an introduction to academic quality at GCU, led by the University's Department of Quality Assurance and Enhancement. Officers receive an Orientation, Handover and Induction programme for their elected roles, supported by workshops delivered by the University and participation in national programmes delivered by Sparqs and the National Union of Students. The University works in close partnership with the Association to ensure student representation is included in all Institution-led Review,

including the involvement of Student Panel Members and student stakeholders. All GCU student facing policies with impact across the institution go through the SAGE group (Student Action Group for Engagement) at an early stage of development and prior to being approved at Senate.

The Students' Association is represented on key working groups across the University. This includes Plagiarism, Academic Integrity, Collusion, and Cheating Working Group, which is developing a module on academic integrity for students; the Tackling Racism Group and Call it Racism Campaign; and the Engage Watermark Steering Group and development of a University Community and Public Engagement Action Plan.
The elected Full Time Officers remain in dialogue with the University Executive in responding to the impact of the pandemic on learning, teaching and the wider student experience. Key discussions in 2021-22 included the safe return to campus for Trimester A; Trimester B Delivery Principles; and the return of in-person graduation.

Equalities and inclusion
Equality, diversity and inclusion are central to our Strategy 2030. Information on work on mainstreaming equality and diversity can be found in our Public Sector Equality Duty Report 2021 and our Equality Outcomes 2021-2025. The outcomes have been informed by student, Students' Association and staff consultation, existing University steering groups on digital accessibility, tackling racism, student and staff mental health, advancing gender equality and preventing gender based violence. Internal evidence has been complemented by national and sector priorities relating to persistent inequalities, including racial harassment, awarding gaps, staff mental health, student mental health, gender inequalities, violence and trans equality. The University commits to engage with developments with regard to the National Equality Outcomes. Our commitment to equality, diversity and inclusion has been central to our response to the pandemic to ensure that no student was disadvantaged. Equality impact assessments continue to be built into the wider risk assessment and health, safety and wellbeing processes.

A key priority is the advancing of race equality. Detailed analysis of student data and outcomes by protected characteristics is undertaken to help identify areas for interrogation and action. The awarding gap between ethnic groups is an area of focus. In 2021-22 the University became a signatory to the Race Equality Charter, which will provide a consolidating framework to bring together existing strands of work and achieve external recognition and accreditation. Our Tackling Racism@GCU Group continues to steer efforts on anti-racism including raising awareness for staff and students, training, development of action plans and anti-racist curriculum work. A Tackling Racism site provides a range of training, resources and information.

The Students' Association supports the student-led representation networks: LGBT+ Network, Women's Network, Ethnic Diversity Network, Disabled Students' Network, International, Mature and Part-Time, Care Experience, Student Carers and Mental Health and Wellbeing.

Internationalisation
Strategy 2030 sets out our ambitions as a globally connected university. GCU has been at the forefront of transnational education (TNE) for many years and continues to apply a partnership approach to TNE development based on our University values.

We have been hugely successful in attracting international students to join our Glasgow and London campuses, with substantial year-on-year growth in student recruitment and a 100% increase in new international intake in 2021-22 compared to the previous year and a further doubling of new intake in 2022-23. This is a benefit not just to our university community but in attracting international talent to contribute to Scotland's (and the UK's) economic strategy. This success in recruitment has furthermore enabled strategic investment and is crucial as teaching grants reduce in real terms, but its sustainability is dependent on the wider political environment, at UK level and globally.

We look forward to the publication of the Scottish Government's International Education Strategy which may further support internationalisation efforts in the context of devolved powers.

2. RESEARCH

The University's overarching strategic approach to research excellence, as defined by our 2030 Strategy, has been endorsed by the REF2021 results which saw 72% of research activity rated as world leading (4*) or internationally excellent (3*) - unsurpassed amongst the Scottish modern universities. The University's global reputation for health research as a beacon of research excellence with real world impact was demonstrated through the 2021 REF, with 91% of health and nursing research formally classified as world leading or internationally excellent. According to analysis of the REF2021 results published by the Times Higher Education, the University's health-related research moved up 26 places to joint 14th in the UK.

SFC REG funding has been used to invest in post-doctoral support, researcher development and the development of the Research Centres (see below). More explicitly the Research Strategy has been reinvigorated by REG funding through a number of key initiatives – an internal Research Pump Priming fund and Mission Oriented Research (MORe@GCU) – to further invest in excellence within the University.

2.1 Developing, supporting and embedding research cultures for excellence

Through our 2030 Research Strategy[2] we place a particular emphasis on research impact, postgraduate research and academic staff development. We seek to create a vigorous research environment that encompasses the behaviours, values, expectations, attitudes and norms as described in the RSE definition of research culture and described in the Research Strategy. The University is committed to the highest standards of research integrity and good practice in all of its research activities, signing up to the UKRIO Concordat to Support Research Integrity and adhering to the UKRIO Code of Practice for Research in the conduct of its research. All research staff are responsible for ensuring that their research outputs are made freely available wherever possible and fully comply with the publishing requirements of their research funders. We have adopted a 'green' or 'self-archiving' model of free open access. It is a mandatory requirement for academic staff to deposit full text copies of the author-final versions of journal articles and conference proceedings in the PURE Research Information System and Repository. Additional Gold-route open access publication has been supported through research grant funding for open access publication, supplemented by research excellence grant funds. In line with UKRI's Concordat for Engaging the Public with Research and the UKRI's mission to connect diverse communities and create new combinations, our Strategy 2030 aspiration is to become an international leader in social innovation. Covid-19, the wider social issues exposed by the pandemic, and enduring challenges such as climate change have only reinforced our commitment to the SDGs and working directly with civic society, public and private stakeholders to innovate in support of social progress.

2.2 Embedding research excellence and sustainability

We seek to address the SDGs via three societal challenges: Inclusive Societies, Healthy Lives and Sustainable Environments. Enhancing collaboration and developing research partnerships with public, private and third sector bodies are key Universities priorities. The University has six thematic centres which promote inter-disciplinary research to address multiple SDGs.

Yunus Centre for Social Business and Health - The Centre's research cuts across the three key areas of our Research Strategy, with a particular focus on the economics of health and wellbeing, the social economy and community citizenship and participation in Scotland, the UK and overseas. Continuing its research into the way in which social enterprises affect different sectors, in 2022 the Centre was awarded £303k by UKRI for a study on Social enterprise as a catalyst for sustainable and healthy local food systems, and £200k by the Nuffield Foundation for reviewing Rural Assets policy and practice in the Devolved Nations.

Research Centre for Health (ReaCH) - ReaCH brings together research expertise drawn from allied health sciences, social sciences, nursing, epidemiology and population health, and life sciences along with the co-

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hosted Nursing, Midwifery and Allied Health Professions Research Unit funded by the Chief Scientist Office, and our strategic partnerships with Health Protection Scotland and NHS Lanarkshire. Through its partnership with Public Health Scotland the Centre undertakes sector leading work on blood borne viruses, epidemiology, and interventions. The Centre has been awarded two grants of £265k through the UKRI Guarantee fund to join EU MSCA Doctoral Networks focussed on advanced data analysis of behavioural wearable sensors and research into diabetes lower extremity complications.

WiSE (Centre for Research on Economic Justice) - The Centre takes a multidisciplinary approach to analysis of economic, social and public policy both in Scotland and internationally, and is dedicated to the elimination of inequality in society through the creation and dissemination of innovative and transformative knowledge. The Centre has been awarded £475k as part of a large EU consortium testing a series of interventions at the national and transnational level which limit the spread of extremism. REG funding has been used to create a full-time research post within the Centre.

Mary Robinson Centre for Climate Justice - In association with the Mary Robinson Foundation, the Centre works in collaboration with the Joseph Rowntree Foundation and other organisations, and takes a lead in the delivery of policy-relevant research for development, teaching and learning and broadening knowledge in the area of climate justice. During 2022, in the lead up to COP27 in Egypt in November - in which it played an active role - the Centre has also contributed to the United Nations Framework Convention on Climate Change, Africa Climate Week in Gabon.

BEAM (Built Environment & Asset Management) - The Centre's focus is on maximising social, economic and environmental benefit through the effective development, use and revitalisation of the built environment. It works in the areas of sustainable cities and communities, construction project risk and value management, building resilience and environmental impact. In 2022-23, the Centre has continued to deliver its international join masters in Urban Climate and Sustainability, as well as its work on H2020 Operandum, developing tools and methods for validation of Nature-Based Solutions to enhance resilience in European rural and natural territories. In December 2021 it released a report on heatproofing in Sri Lanka through GCRF funding.

SMART Technology Centre - The Centre explores the design, development and evaluation of largely computer-based systems that are applied to a broad range of commercial and industrial applications, including energy resource management, industrial processes and manufacturing, digital network infrastructures, and serious games. The Centre is currently developing a Feasibility of Smart Epilepsy Diagnosis Tool in collaboration with the Data Lab and Quarriers social care charity.

2.3 Research Pump Priming
Reflecting the emphasis placed by Strategy 2030 on staff development, as well as research excellence, the first internal call for a new GCU Research Pump Priming Fund was launched in December 2021. Overall, £75k was made available by the scheme through REG with a maximum of £5k awarded to each successful application. In total, 36 applications were received and 17 proposals were selected for funding based on a series of criteria: Research excellence; Potential to attract external research grant funding; Need for funding i.e., no other funds available; Likelihood of meeting the aims and objectives; Significance or importance of the planned research; Potential to generate impact case studies; Clarity of proposal including feasibility regarding the research time frame and resources required to undertake the project. In addition to this, preference was given to staff who were relatively new to GCU or to academia, to those who had not led projects before, and/or to applicants who have had a recent interruption to their academic / research career (within last two years, and had not already received Covid Reboot funding). The use of funding was limited to the hiring of short-term research staff, the purchasing of equipment, consumables or institutionally compliant software and costs associated with data acquisition.

2.4 Mission Oriented Research
Following the results of REF2021, which demonstrated the importance of multidisciplinary research, Autumn 2022 has seen the launch of a new initiative, MORe@GCU, funded through REG, which seeks to support areas

of research excellence within GCU and build linkages for the development of large-scale bids in order to address significant societal challenges. The initiative reflects the approach taken by SFC through its Alliances for Research Challenges, with key societal challenges that have a clear line of sight to Scottish Government priorities for a green recovery, a well-being economy and a just transition to a net zero carbon society, as well as URKI's plan for 2022-25. MORe@GCU offers a package of support across the University, including 'Sandscape' workshops which seek to define the funding landscape, show how to access opportunities and review mission-based calls, and develop new internal research multidisciplinary partnerships. In addition, the initiative will use REG to fund post-doctoral research support for up to 24 months to help multidisciplinary research teams forge connections focused on a specific societal challenge and to target external funding opportunities for large scale research projects. The teams will be selected through a competitive call launched in parallel with the Sandscape initiatives.

2.5 Researcher development and support for research students

GCU has retained the European Commission's HR Excellence in Research Award (HRER) following its eight-year external review. The University has held the award since 2013, in recognition of our long-standing commitment to the personal, professional and career development of our researchers, and to creating an excellent working environment that enables our research staff to fulfil their potential.

GCU continues to engage at a Scottish and UK level in national researcher developments. Our Graduate School is co-organiser of the Scottish Researcher Development Policy Forum and its Director is a member of the Vitae CEDARS steering group. GCU adheres to the Universities Scotland Research Doctoral Training Committee Guiding Principles for PhD support.

The GCU Covid-19 Related Extension Policy and Process for Research Students was implemented swiftly following the onset of the pandemic and is at the forefront best practice in the UK, covering all criteria of the later UKRI policy and going beyond the UKCGE recommendations. The policy and process remains open for a final year in 2022-23, covering all pandemic disruptions. In response to the cost of living crisis, following UKRI best practice, GCU committed to uplifting the GCU Studentship stipend to the same level as UKRI, representing an increase of £2,079 on the 2021-22 stipend level. This will apply to PGR students who are continuing their studies and those commencing in 2022-23.

In 2021-22 we joined the Scottish Graduate School for Arts & Humanities (SGSAH); and commenced participation in the Scottish Hub of the British Academy Early-Career Research Network to provide development opportunities to early-career researchers. This pilot hub will run for two years and will focus on researcher development and networking events for researchers in arts, humanities and social sciences.

The revised Concordat to Support the Career Development of Researchers principles are reflected within the UK HR Excellence in Research Award process. The University has in place an Early Career Researchers Group and, together with our Developing Academic Researcher Excellence (DARE) group, provides a platform and voice to ECRs at GCU. The University developed its Research Development Concordat Action plan in 2021-22. This is a researcher-led plan moving to the delivery phase in 2022-23.

3. OUTCOMES FOR ECONOMIC RECOVERY AND SOCIAL RENEWAL

3.1 Responsive institutions / Confident and highly capable – work-ready - graduates

Please see sections above on learning with impact and work ready graduates. In addition we note:

The University plays a significant role in the development of the health sector workforce across all strands of nursing and a wide range of AHPs, at undergraduate and postgraduate level and through CPD, supporting the training and skills needs in the recovery from the pandemic. The University undertakes critical collaborative

work with universities across Scotland offering nursing and AHP programmes, placement providers, service colleagues, Council of Deans, NES, professional bodies, to address challenges in delivery of health workforce education. For example, in 2022-23 a new training collaboration between NHS Scotland Academy, the Scottish Radiology Transformation Programme, the Scottish Government and GCU will support NHS Scotland's Radiography Recovery Plan to train sonographers to carry out medical ultrasound examinations.

In line with Scotland's National Strategy for Economic Transformation, we will utilise the SFC 2022-23 Upskilling fund to directly support the future skills transition to Net Zero by providing opportunities for the development of green skills in support of the ambitions in the Scottish Government's Climate Change Plan Just Transition Digital Strategy (including Digital Health and Care Strategy). We have identified sectors with identified skills shortages and will work with industry partners to reach individuals and communities to provide opportunities to upskill/reskill in areas that provide contributions to regional communities and wider economic growth. A large component of the skills gap in digital is the missing contribution of woman to software engineering and cyber security jobs that Scottish and UK companies need. We will continue to develop partnerships and initiatives that encourage women into technology jobs, demonstrated by our 'Women into Cyber' Upskilling programme. The University works with over 300 employers across Scotland and continues to consult and support sectors and regions to make best use of the people, skills and resources available.

We are working collaboratively to deliver a Foundation Apprenticeship pilot in 2022-23, *FA: Discover Meta-skills,* an opportunity for S4 –S6 pupils across Scotland to develop the skills employers value the most whilst working directly with an employer to do so. This initiative that is being delivered by GCU and credit rated by Forth Valley College. Other partners are SDS, e-Sgoil, employers, and we have worked with Education Scotland to enable access to the University's VLE through GLOW.

3.2 Fair Work
As the University for the Common Good, our Strategy 2030 guides our commitment to Fair Work practices for all staff. We were Scotland's first accredited Living Wage University employer, and we work jointly with our trade unions, staff and stakeholders to implement equal pay effectively. The success of our approach is evidenced by our gender pay gap being consistently below the sector average. Our staff voice is heard through a variety of channels, including staff surveys, our formal trade union consultation mechanism, management fora and regular opportunities for staff to engage directly with the Principal and Vice-Chancellor. Our staff are encouraged to set out a personal development plan as part of their annual review conversations which is supported via funding and time allowance to pursue both recognised qualifications and a variety of internal and external courses. All of our staff have access to the full range of family friendly policies from the first day of their employment, including our Flexible Working policy.

The success of the University's commitment to Fair Work is demonstrated by our performance in the global THE Impact Rankings particularly in relation to SDG 8 (Decent Work and Economic Growth) where we score very highly for employment practices, including being ranked 4th in the world and 1st in the UK for Gender Equality. Our success can also be measured by achievement of the Athena SWAN silver institutional award, and our holding both Carer Positive 'Engaged' and Disability Confident 'Committed' employer status.

3.3 Knowledge exchange and innovation
See the University Innovation Fund appendix.

3.4 Climate emergency and sustainable development
GCU is at the frontline of tackling climate change through our cutting-edge research and education supporting communities internationally, in Scotland and the rest of the UK.

We are signatories to the Higher Education Sustainability Initiative for Rio+20, Principles for Responsible Management Education, and the SGD Accord, and our commitment to the SDGs is evidenced through our strong performance in the THE Impact Rankings 2022. The Impact Rankings are the only global performance

tables that assess universities against the Sustainable Development Goals (SDGs). GCU is positioned joint 70th out of 1406 institutions globally in the 2022 rankings. The 2022 rankings also place GCU in the top 5% of universities worldwide and 3rd in Scotland. Of note, the University ranked very highly in some key areas of importance including SDG 5 Gender Equality and SDG 8 Decent Work and Economic Growth as noted above in the context of Fair Work, and also in the top 100 in the world for SDGs 3 Good Health and Wellbeing, SDG 10 Reduced Inequalities, and SDG 12 Responsible Consumption and Production.

The University's Strategy 2030 brought forward our carbon neutrality ambition and commitment, which includes all scopes, to 2040. GCU's GHG inventory for 2018-19 (the last normal, pre-pandemic year) was dominated by emissions from energy (17% - scope 1 and 2), travel (38% - scope 3) and our supply chain (35% - scope 3). The renewed focus and urgency stemming from the commitments made in Strategy 2030 resulted in an institution wide response that is now transforming our operations.

To deliver on our carbon neutrality ambition, we have refreshed our financial planning processes to enable the University to take advantage of Government backed loans and ensure that a robust response to the climate emergency is a core aspect of our planning process.

For emissions from our estate (scope 1 and 2) the University has grown its leadership team to provide additional capacity and expertise. We have also commissioned a global engineering consultancy to assist in identifying and developing business cases for facility improvement measures that will reduce energy consumption (and by association carbon emissions) across our estate. However, we recognise that decarbonising heat remains challenging and we are exploring additional opportunities with local stakeholders. We are also about to embark on a substantive review of how we use our estate and aspire to continue supporting student outcomes and enhance experience from a smaller footprint. This work and partnerships will deliver substantive reductions in our scope 1 and 2 emissions.

The remainder of emissions in our GHG inventory (scope 3) are dominated by emissions from travel and our supply chain, and whilst the Scottish Government's guidance 'Public sector leadership on the global climate emergency' points to qualitative targets for scope 3 emissions, we have and are developing quantitative targets. For travel, these are set out in our refreshed Sustainable Travel Plan and includes reductions in emissions from business travel and student and staff commuting. For our supply chain, the opportunities are less clear, but the University is committed to ensuring that its purchasing power encourages action on the climate emergency amongst its supply chain and a first step is to understand the extent to which our 1,100 suppliers are taking action.

From a wider impact perspective, we are exploring how we might develop and increase our capacity to address the climate emergency by delivering carbon literacy training to students and staff across the Institution. The Students' Association maintained Excellence in the Students Organising for Sustainability (SOS) Students' Unions Green Impact accreditation and co-signed the Fairtrade Agreement with the University.

In addition to the above we have also supporting development of sector-wide capacity for action on the climate emergency, with our sustainability lead chairing an EAUC working group developing a GHG protocol-base standardised reporting framework. The aim of the framework is to foster comprehensive reporting and action across all aspects of HE operations. The framework has the support of AUDE and UUK and is likely to be adopted by Westminster's Department for Education as the reporting structure for universities in England and potentially NI and Wales (the framework already reflects Scottish reporting arrangements).

Our Mary Robinson Centre for Climate Justice is at the forefront of global research and debate on access to climate finance, the relationship between climate justice and gender justice, the displacement and migration of people due to changes in climate, mental health and wellbeing, climate-related racial injustice, adaptation and resilience, making a fair and just transition to clean energy solutions, energy justice and inequality - working in both rural and urban settings. The Centre works in partnership with governments, charities, and communities around the world to help improve policy, development, and business practices.

Appendix A – Research case studies

The Research Excellence Grant is critical for supporting the research base and infrastructure, both directly in terms of contributing to increasing infrastructure capacity and support for research development, and indirectly in terms of contributing to the foundation on which external research bids can be made.

Challenges and solutions to health inequity

The Yunus Centre for Social Business and Health was established in 2010 through REG investment in three posts. It is now a successful research centre, with 18 staff and a team of PhD students, and arguably one of the most important centres of its kind globally. The Yunus Centre supports and interrogates Scottish Government's key priorities of inclusive growth and well-being economy. In particular it has helped to develop new thinking about complex and longstanding health inequalities through the social determinants of health – and particularly the role of the social economy.

REG funding was used to invest in research staff and studentships, to grow the Centre and support the development of grant applications and a portfolio of large-scale research projects. Central to that is CommonHealth, a programme of work which led to a £1.9m MRC/ESRC programme grant (2013-18), exploring social enterprise as a complex public health intervention and developing methods for evaluating new pathways to health creation and reduction in health inequalities. This was followed by a Common Health Assets, a £1.6m NIHR-funded project (2021-24), which is a realist evaluation and economic appraisal of how community-led organisations (CLOs) impact on the health and wellbeing of people living in deprived areas in Scotland, England and Northern Ireland. Further funding from AHRC (£185k) builds on this work with the CommonHealth Catalyst project (2022-23), which is a consortium development project with partners in Lanarkshire Health and Social Care Partnerships, local authorities and in the Voluntary, Community and Social Enterprise (VCSE) sector.

In parallel, the Centre has evolved new approaches to exploring how people with low income manage their finances, health and wellbeing, through its series of FinWell projects progressing from small-scale funds from Santander bank (£30k 2011-12), through CSO (£210k 2015-17) and Guy's and St Thomas' Charity (£160k, 2018-19), culminating in an ESRC grant (£300k 2021-22). Using a data-intensive approach, known as 'financial diaries', GCU researchers have examined the incomings and outgoings of low-income groups, including people with multiple health conditions and refugee women. The research captures the volatility of income and expenditure and highlights the often sophisticated coping strategies employed by people living on low incomes.

The work carried out at the Centre, and the Knowledge Exchange Forums and other public engagement activities alongside the research, has shifted thinking around how we understand and tackle social needs and vulnerabilities, such as isolation and loneliness, unemployment, poor housing or poverty. These are well known social determinants of health and we can evaluate initiatives from that perspective – for example, how might social enterprises impact on health and wellbeing in disadvantaged areas in Scotland? Some of this work has directly informed Scottish Government's Social Enterprise Strategy 2016-2026 which recognised that "[Social enterprises] will become widely known for delivering high quality and sustainable services that reduce inequality, lift people out of poverty, foster more empowered and resilient communities, and improve health, wellbeing and quality of life." The Chief Social Policy Advisor to the Scottish Government recognised the need for "action on the fundamental determinants of health inequalities…" and recognised that "the CommonHealth programme has stepped into that … gap and helped us to understand that social enterprise could be a major player in the [new] wave of public health."

Drawing a line under HIV and Hep C

Thanks to REG funding, in 2022, Glasgow Caledonian University set out an ambitious programme of investment to establish its "Beyond Blood Borne Viruses (BBV)" research programme, coinciding with the unveiling of Scottish Government's proposal to eliminate HIV transmission by 2030. The research programme brings together leaders from research, public health, clinical practice and policy and focusses on combatting HIV and Hepatitis C. The work of this new programme is underpinned by the University's internationally acclaimed Sexual Health and Blood Borne Viruses (SHBBV) research group, also subsidised by REG, whose outputs are central to the three key policy areas for Scottish, UK and wider global infection control within sexually transmitted infections (STIs) and BBV: 1) HIV transmission elimination by 2030; 2) Hepatitis C elimination in advance of 2030 and reduction in Hepatitis C related poor health; 3) 'Digital first' healthcare.

Preventing new infections and reducing infection-related poor health will have a direct and lasting impact on people and systems, by reducing the significant health consequences of infection. This will improve health and wellbeing at an individual level and reduce the economic burden of infection at societal level. Part of the REG-subsidised work carried out by the team focusses on how we care for and treat HIV sufferers. A major NIHR project (£2.5m, 2020-25), led by GCU, aims at improving care for people with sexually transmitted infections in a digital NHS. In 2019-20, a CSO grant (£300k) focussed on organising services for people at highest risk of HIV, developing best practice in delivering HIV Pre-Exposure Prophylaxis (PrEP) through evaluation of early implementation across Scotland. This research has been instrumental in reducing transmission of HIV by directly shaping policy in Scotland and the Republic of Ireland, changing models of care in Scotland, and influencing European HIV Pre-exposure prophylaxis (PrEP) guidance. In Scotland, PrEP has reduced, by two thirds, the overall risk of acquiring HIV in men who have sex with men, and recently acquired infections have decreased by 40% since PrEP was introduced in 2017. People who inject drugs in western Scotland are among the first world-wide to benefit from a PrEP service to prevent HIV transmission. The group also developed a minimum dataset for national reporting of HIV which has been incorporated into Public Health Scotland's National Statistics reporting cycle helping policy and health planners to drive sustainable PrEP provision for the population. The dataset has been included in new European CDC PrEP Operational Guidance as an example of a robust monitoring tool for country-level data reporting and European-harmonised reporting to monitor progress against HIV prevention goals.

Appendix B - University Innovation Fund

Integral to our 2030 Strategy is a drive towards impactful engagement, co-production and knowledge exchange with the public in line with RCUK's Concordat for Engaging the Public with Research and UKRI's mission to connect diverse communities and create new combinations. We are developing a renewed Knowledge Exchange Strategy, reflecting also the Knowledge Exchange Concordat of which we are a signatory. As such, the innovation strategy of the University reflects the Government's priorities of a green recovery, a well-being economy and transition to a net-zero carbon society.

GCU activities in support of national outcomes
OUTCOME 1. Demand Stimulation Increase the demand and quality of engagement from businesses and the public sector for university services. The internal Knowledge Exchange Stimulation Fund (KESF) has been launched with a call published in August 2022. The initiative aims to encourage and support academics in working with external stakeholders in order to optimise the impact of their knowledge and research. These activities should reflect the University's mission and 2030 Strategy to connect diverse communities and create new combinations. The scheme reflects the University's aspiration to: contribute to the development of intellectual and social capital, generating economic, cultural, social, public policy and quality of life benefits and impacts; enhance our reputation as an international centre of knowledge and expertise; provide a basis for collaboration with other organisations across many different sectors: inform the professional development of staff and students. The proposals need to involve new or enhanced engagement between the university and at least one (identified) non-academic user or collaborator, such as a business, public sector service, charity or the wider public. They should demonstrate: how the specific activities proposed (the project) will involve external collaborators; how the project will contribute to society or the economy; how the project builds upon knowledge and research at GCU. Academics have been invited to bid for a maximum of £2000 which could be used for: - Designing and delivering workshops or events whose purpose is to exchange knowledge   - Developing a new concept via a sandpit, round table or focus group   - Informing public policy and practice   - Helping businesses and social enterprises to access university expertise across different sectors   - Strengthening the development of a partnership, including leveraging existing external and internal funding mechanisms.   Our KE team -including KE Manager, Social Innovation Manager, Impact Officers and Community Engagement Officers- will continue to work with academics to create tailored KE funding packages for SME and large companies through our external stakeholders such as Interface, Innovate UK, KTN, Innovation Centres and the newly formed Alliances for Research Challenges and research pools. **Innovation Centres/Interface:** In an institutional capacity and through active participation in RCDG, we will actively engage in influencing SFC's redefined 'infrastructure investments' in Innovation Centres and Interface. We support the aim that these infrastructure investments are strategically closer to HEIs, which has the potential to increase the demand and quality of engagement from businesses and the public sector for university services. This aligns with KE Concordat Principles: 3. Engagement, and 5. Capacity Building. **Enhancing Researcher Skills for Industry Engagement**: In AY2022-23, through our engagement with the UIF Collaboration Manager, we will encourage more coherent relationships with RDTC (Researcher Development Training Committee, a sub-committee of Universities Scotland RKEC), and the sister group of practitioners, ScotHERD, and other sector organisations such as Converge, to help define and deliver improved KE&I training and development, to increase the capacity for industry engagement in our institution and increase the quality of those engagements. This aligns with KE Concordat Principles: 3. Engagement, 5. Capacity Building, and 7. Continuous Improvement.

OUTCOME 2. Simplification/Commercialisation Simplify business access to the knowledge and expertise in Scottish universities.

The activities of our Research Centres continue to reflect the nine key areas of SG's revised Inward Investment Plan especially in the nine key opportunity areas which (with the possible exception of Space) all relate to the thematics of at least one of our Research Centres: Energy transition and Decarbonisation of Transport (SMART and BEAM), Software and IT (SMART and Data for Common Good); Digital Financial Services and Digital Business Services (Data for Common Good and WISE); Healthtech (Reach); Transformation of Chemical Industries (SMART and ReACH); and Food & Drink Innovation (BEAM). The Centres also reflect the SE Economic Framework to build economic opportunities through the four interconnected themes of Digital, Health, Manufacturing and Climate.

As decribed above we have been supporting knowledge exchange across the institution, specifically through a Knowledge Exchange Stimulation Fund. As part of these initiatives, GCU researchers will work with a range of partners to deliver knowledge exchange, reflecting the University's unique approach to knowledge exchange, most notably:

- Working with a variety of stakeholders, including local government, food suppliers, and NGOs, to develop new delivery models for free school meals.
- Working with Dhaka North City Corporation, Local Government Division, Government of Bangladesh, identifying the highest heat risk areas within the city of Dakar for efficient and targeted mitigation actions against urban heat risk.
- Working with Glasgow City Council to help move from a 'car-oriented' to a 'sustainable mobility' city.
- Working with Cewe Pharma Ltd to not only shed light on the molecular mechanisms of natural products (including traditional Chinese medicine) but also help develop new treatment for Age-related macular degeneration.
- Working with Linstone Housing Association to apply a multi-criteria decision support system (MCDSS) encapsulating the needs and requirements of tenants, housing providers and governing bodies for social housing in Scotland.
- Working with NHS GG&C to further explore health adaption plans and provide a more detailed level of guidance and to formalise specific recommendations for NHS GG&C to invest in the process.
- Working with Scottish Women's Rights Centre to explore the impact of civil justice systems on female survivors of domestic abuse as they try to escape their abusers.
- Working with NHS Lanarkshire Rheumatology and NHS Lanarkshire Podiatry Versus Arthritis to promote and facilitate the implementation and integration of the Rheumatoid Arthritis Foot Disease Activity Index (RADAI-F5) in NHS clinical practice.
- Working with the Wool Innovation Network to investigate the viability of producing mulch from wool as it has all the properties and benefits of plastic mulch.
- Working with the Glasgow City Council, Education Services School, at the request of Glasgow City Council, to support teachers to overcome barriers to widespread cyber education at school level.
- Working with MZT Inzenering to promote Nature-based solutions (NbS) in Northern Macedonia.
- Working with The Antibody Company BioCitt to bring new expert knowledge and capabilities in therapeutic antibody generation technologies and platforms to researchers within the Department of Biological and Biomedical Sciences.
- Working with Jorvik Food and Environmental Virology Ltd. (JorFEV) to better understand stakeholder requirements and generate critical mass for a purpose built centre for food virology testing in the UK.
- Working with Kilpatrick School for better STEM engagement with Special Need Learners: Identifying materials and their effect in our environment.

RCDG Contracts sub-group: RCDG facilitates a Contracts subgroup, and we will continue to support and engage with this group as required. This Group shares best practice around policy and procedure, simplifying processes for business engagement. This aligns with KE Concordat Principles: 2. Policies and Processes, 4. Working Transparently and Ethically, and 7. Continuous Improvement.

IP Commercialisation Peer Network: In AY2022-23, we welcome the formation of an IP Commercialisation Peer Network, to identify common goals around IP Commercialisation, and define institutional and national drivers, and share best practice. This peer network will influence positive change in our institutional policies and procedures, simplifying business access to knowledge and expertise in our institution.

OUTCOME 3. Simplification/Greater Innovation: **Make strategic use of their sectoral knowledge to promote greater innovation in the economy.**

We continue to match the UIF platform grant, with ongoing activities that support, promote and increase the innovative capacity of the University, and ensure societal and sustainable economic impact from our research. We will continue to contribute to the Research and Commercialisation Directors' Group and the Universities Scotland Research and Knowledge Exchange Committee, and closely collaborate with the UIF Collaboration Manager. We will actively participate in the UIF sector outcome strands, e.g. taking on a leading role in areas such as the Social Enterprise support and contributing to the UIF ISCF & Challenge Funding Network, COP26 Activity Capture, Energy Transition Theme discussions, Ageing Society and Innovation in the Water Environment. We will engage closely with SFC Innovation Centres and Research Pools, as well as the new Alliances for Research CHallenges and will continue active membership of the Board of Glasgow City of Science and Innovation, providing advisory support and promotional activities, such as promoting iKEN and the Can Do festival, and the Glasgow Partnership for Economic Growth (GPEG), contributing to the Just Transitions Action Plan.

The GCU Knowledge Exchange Group, which brings together academic staff, professional support staff and users of research, will continue to review and support activities in line with SFC OA and UIF expectations whilst also delivering the University's KE strategy and commitments to the Knowledge Exchange Concordat.

The University's Research and Innovation Office (RIO), which has grown to thirteen staff over recent years, with replacement Impact Officers and a Community Public Engagement Officer to help create a more cohesive KE process across the University. Through a combination of internal investment and UIF, we will continue to drive support for KE activity in line with Strategy 2030, supporting academics in evolving their KE portfolio. 2022-23 will see the continued development of GCU's Awards Management system using PURE, identifying the commercial pathways across the University and building opportunities for longer term relationships, especially as GCU staff switched to a remote service of delivery to manage the Innovation and KE pipeline. The University will use a combination of Funding Institutional and Research Professional to further promote opportunities for research and knowledge exchange among GCU staff, which will complement the fortnightly opportunities newsletter.

We will build on our existing strengths in the GCU Graduate School and its commitment to shared resources and learning. Through the DARE (Developing Academic Researcher Excellence) group it will advance the ECR agenda, opening up opportunities among new researchers for innovation and knowledge exchange. Working with RIO and People Services, as part of its recently renewed UK HR Excellence in Research Award, the School will continue to enhance its programme of workshops.

Innovate UK Through the UIF Collaboration Manager, we continue to engage with the regional lead for Innovate UK in Scotland, to influence policy and increase opportunity for Scottish businesses to innovate. This aligns with KE Concordat Principles: 3. Engagement.
KTPs We welcome the increased investment from Innovate UK in the KTP programme, and in AY2022-23 we hope to learn from/share best practice with our colleagues across Scotland to grow our KTP portfolios, increasing the number of collaborative projects with local SMEs and larger businesses, and facilitating more innovation in Scottish businesses. This aligns with KE Concordat Principles: 3. Engagement, 5. Capacity Building, and 7. Continuous Improvement
UIF Challenge Fund Network In AY2022-23, we will continue to engage with other Scottish HEIs on mission-led funding through the UIF Challenge Fund Network. This is a network of Research/Business Development Managers with a particular interest in Collaborative R&D Funding, from UKRI and other funders. The Network meets on a regular basis to enable peer-to-peer support, initiate new collaborations, engage with funders, and facilitate horizon scanning for the next big opportunities. This aligns with KE Concordat Principles: 3. Engagement, 5. Capacity Building, and 7. Continuous Improvement.

OUTCOME 4. Entrepreneurialism: Make a significant and positive change in the way entrepreneurial opportunities are promoted and delivered to students, staff, and business.

Currently there are over sixty businesses within the GCU incubation unit (which has re-opened as a physical space this year, following Covid). Of these, c.67% are run by GCU Graduates (the rest being run by alumni or staff members), 33% led by women and 54% led by members from ethnic minorities. Despite the lockdown and closure of the physical space it has grown steadily over the last two years, offering almost 50 hours of workshops, over 150 hours of one-to-one business advice, and distributing newsletters. In addition, £30k+ in development money has been awarded through Santander Universities' Entrepreneur Enabling Fund (EEF).

GCU will continue to provide both curricular and extracurricular support development of enterprises, including its membership of Converge, the Social Shifters programme delivered by RIO through the Student Association, and standalone, externally funded projects such as SEVERE (Social Enterprise Support through Virtual Environments and Remote Entrepreneurship: which has created transnational teams of student social entrepreneurs working together remotely).
A further project, Sustainable Fashion Employability Skills (SFES), equips students with the skills and competencies to enhance their employability, whilst ensuring the sustainability of fashion, including its ethicality, heritage and environmental impact for processes in fashion creation, marketing and production.
Enterprise Support Group: We continue to participate in Enterprise Support Group (ESG), a formal subgroup of RCDG, comprising of staff responsible for spinout and start up support and development in our HEIs. ESG meet quarterly to share best practice, deliver collaborative initiatives, and engage with the latest strategy and policy from Scottish and UK governments. Learnings from ESG leads to better service delivery in our own organisation, increasing number and quality of new enterprises, ultimately improving impact on regional and national economic growth. This aligns with KE Concordat Principles: 2. Policies and Processes, 5. Capacity Building, and 7. Continuous Improvement.
Entrepreneurial Campus Strategy: In AY2022-23, we will continue to engage with SFC and Scottish Government to help define and deliver an Entrepreneurial Campus Strategy. This engagement is driven through our participation in ESG and RCDG, and with the support of the UIF Collaboration Manager. We anticipate that successful delivery of an Entrepreneurial Campus Strategy with appropriate additional resource will enhance the entrepreneurial offering in our institution, augmenting existing activities and ultimately enabling more training and opportunities to our students, staff, and alumni, improving graduate outcomes and contributing to regional and national economic growth. This aligns with KE Concordat Principles: 1. Mission, 3. Engagement, 5. Capacity Building, and 7. Continuous Improvement.

OUTCOME 5. International: Pool knowledge and networks and share good practice to promote and engage Scotland internationally.

GCU's international experience in the development of innovation support, and its unique network within the global Social Enterprise community is being further strengthened through new initiatives funded by the British Council, working in particular in Vietnam, Sri Lanka, South Africa and Ghana. These projects are ongoing and include supporting youth social entrepreneurship in sub-Saharan Africa: partnerships, barriers and opportunities (SYSE). This focus on international social innovation has continued despite the loss of GCRF support. We will continue to work with other Scottish universities and our international partners on a brokerage event for internationalizing social entrepreneurship support.

The **Built Environment and Asset Management** continues to deliver its two-year Joint Masters Programme in Urban Climate and Sustainability, delivered with partner institutions in Finland and Spain, gives graduates the foundation to lead sustainable and climate sensitive urban change and to provide climate science services to assist the decision-making on the preparedness and resilience to heat exposure risk during heatwaves in Sri Lanka's capital Colombo for the current and future climates. During 2022, in the lead up to COP27 in Egypt in November - in which it played an active role - the **Mary Robinson Centre for Climate Justice** is also contributing to the United Nations Framework Convention on Climate Change, developing its contribution at Africa Climate Week in Gabon.

GCU's **Research Centre for Health (ReaCH)** will continue to make a direct and significant contribution to the UN's SDG Good Health and Well-being, bringing together research expertise and our strategic partnerships such as those with Health Protection Scotland and NHS Lanarkshire. The Centre will be partnering on two large scale EU MSCA Doctoral Networks through the UKRI Guarantee fund to join focussed on advanced data analysis of behavioural wearable sensors and research into diabetes lower extremity complications.

Inward Investment Plan/Innovation Strategy: Throughout 2022-23, we endeavor to establish more coherent engagement with Scottish Government and the enterprise agencies to act on the next stage implementation of the Inward Investment Plan (Scottish Government, 2020), in line with the anticipated Innovation Strategy. Our progress in this area will rely on coherent collaboration through RCDG, with mutual support and necessary resource from the government agencies and other sector organisations. This aligns with KE Concordat Principles: 1. Mission, 3. Engagement, 5. Capacity Building.

OUTCOME 6. Inclusive Growth and Social Impact: Scale up support of the Scottish Government's ambitions for inclusive growth.

The **Social Innovation Connect** initiative, a nationally endorsed Social Innovation Competence Centre which is part of the European Social Innovation Alliance under the ESF/EaSI programme will continue to help develop a thriving social innovation ecosystem within Scotland. The Centre has hosted a series of incubation/acceleration workshops held over Spring/Summer in Scotland 2022, which culminated in a large showcase of the projects developed by the programme participants as well as a series of "national conversations" on social innovation: Social Innovation and Higher Education; Big Data for Social Innovation; Local Government and Civic Innovation; Social Innovation Enablers; Financing Social Innovation; Social Innovation and the Arts. The centre has been hosting international visits from Estonia, Germany and Denmark to share best practice and has hosted a brokerage event in Brussels to ensure continued engagement with the European ecosystem despite Brexit. This initiative forms part of the University's 2030 Strategy aspiration to be world-leading in social innovation and follows on from previous projects such as Social Innovation through Knowledge Exchange (**https://sike-eu.org/)** which established a platform for over 500 academics, staff and students from 44 different countries. The Centre continues to work with universities across Scotland and beyond as well as with Glasgow City Council, Tontine, The Melting Pot, CEIS, First Port and SenScot and others on initiatives such as the Milton Common Good Hub, Nature-Based accelerator initiative and internal leadership programmes. **(Outcome 1, 3 and 6)**

The **SMART Technology Centre** will explore the design, development and evaluation of intelligent computer-based systems applied in different organisational contexts, such as energy resource management, industrial processes and manufacturing, digital network infrastructures and serious computer games. Co-ordinating interdisciplinary research in Data Science, AI, IoT and End User Efficacy. Approximately 50% of the Centre's funding is derived from regional collaboration, much of this through KTPs applying of AI to industrial engineering problems, and collaborations with Innovation Centres and Research Pools such as CENSIS. The Centre is currently developing a Feasibility of Smart Epilepsy Diagnosis Tool in collaboration with the Data Lab and Quarriers social care charity.

GCU's **Yunus Centre for Social Business and Health** investigates the relationship between social enterprises and third sector organisations and how these might impact indirectly on health through addressing upstream social determinants. New large-scale projects will maintain their research into the way in which social enterprises affect different sectors, such as the 2022 £303k awarded by UKRI for a study on Social enterprise as a catalyst for sustainable and healthy local food systems, and the £200k by the Nuffield Foundation for reviewing Rural Assets policy and practice in the Devolved Nations.

The **Data Science for the Common Good Laboratory** will be launched in the coming year, presenting a transformative change in the University's data science capability and capacity. With recent investment in the Aridhia platform and successful installation of a SafePod (one of only two in Scotland providing and managing standardised safe setting for data that requires secure access for research), the Laboratory will support our 2030 Strategy and deliver positive social impact and innovation for the Common Good. The Centre will focus in key areas for the University: Public Health, Remote Diagnostics, Rehabilitation and Patient Support, Smart Cities, Preventative Asset Maintenance and Infrastructure

Management. Emerging areas for Data Science as an enabling technology are Marketing and Consumer Experience (e.g. virtual fashion retail – "try before you buy"), Financial Technologies, Poverty and Social Justice, Environmental Protection and Mental Health. **(Outcome 1, 3 and 6)**

City Region Deals: In addition to engaging with our local authority on relevant City Region Deals, we will engage with other HEIs through the UIF Inclusive Growth Group, establishing a peer network to share experiences and opportunity. In AY2022-23, this Group aims to convene around common themes of funding, repurposing assets, benefits realization, and community engagement. Learnings from this peer group will enhance our engagement with our own City Region Deal, influencing more productive interactions and improve outcomes for our local communities and economy. This aligns with KE Concordat Principles: 1. Mission, 3. Engagement, 4. Working Transparently and Ethically, 5. Capacity Building.

OUTCOME 7. Equality and Diversity: Ensure positive promotion of equality and diversity in staff and all who are affected by the use of the UIF.

Building upon our **Athena SWAN Institutional Silver Award** in recognition of our commitment to promoting gender equality among students and staff, as well as our Leadership Foundation for Higher Education's Aurora Programme and nine recommendations for tackling racism at the University, we will continue to strive for greater equality and diversity within the Institution. Four of our six Research Centres are directed by women. (**Outcome 7**)

GCU's **WiSE Centre for Economic Justice** will continue its close relationship with policymakers, advising on economic equality, new economics, public policy, gender, social history, poverty, migration and human rights issues under the broad theme of economic justice. In particular its research focuses on the gendered nature of economic policy and social investment and challenges many of the tenets that underpin the mainstream interpretation of how economies function which will be essential in supporting Scotland's post covid recovery in an equitable way, working with other groups in the University such as the **Scottish Poverty and Inequality Research Unit (SPIRU)** established in partnership with the Poverty Alliance to help translate research findings into effective responses to social exclusion. GCU researchers will be part of a major European initiative, Innovative Solutions to Eliminate Domestic Abuse, whose main objective is to produce, test, evaluate and upscale innovative solutions against domestic violence and abuse in Europe. (**Outcome 6 and 7**)

Through each of the UIF collaborative activities, we benefit from the diversity of our HEIs, including the diversity of individuals involved. In AY2022-23, we will collaborate with our colleagues in SFC and RCDG, with support of the UIF Collaboration Manager, to identify core workstreams of collaborative activity that contribute to the top priorities of green recovery, wellbeing economy, and a just transition to net zero carbon society. This aligns with KE Concordat Principles: 1. Mission, 4. Working Transparently and Ethically, and 7. Continuous Improvement.

Entrepreneurial Campus Strategy: We will endorse the delivery of an Entrepreneurial Campus Strategy that enables the levelling up of provision across our institutions, such that every student, staff member, and alumni, from every HEI can benefit from entrepreneurial opportunity. This aligns with KE Concordat Principles: 5. Capacity Building

UIF Modern Universities Group: As a modern university, we engage with our peers as part of the Modern Universities Group to overcome common challenges and identify unique opportunities in KE&I. This aligns with KE Concordat Principles: 1. Mission, 4. Working Transparently and Ethically

Other Sectoral Groups: During AY2022-23, we will explore with colleagues in RCDG, with support of the UIF Collaboration Manager, to establish sector specific KE&I group(s) to address common needs in under-represented areas [of Creative Industries, Food and Drink Innovation, Place-based innovation opportunities, …]. The sectoral groups will align with the priorities of Government agencies and other SFC investments, leading to more coherent and successful delivery of KE&I opportunities. This aligns with KE Concordat Principles: 4. Working Transparently and Ethically, 5. Capacity Building, and 7. Continuous Improvement

University Outcome Agreement Impact Framework: Supporting Data - Glasgow Caledonian University

Measure

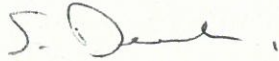|		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
A	Number of Scottish-domiciled Undergraduate Entrants	4,085	3,608	3,672	4,074	4,208	4,224	4,541	4,171	4,030
B	Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes	0	1,359	1,479	1,620	1,557	1,390	1,419		1510
	Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing	0	992	1,031	1,042	1,042	996	1,032		860
	Proportion of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		73.0%	69.7%	64.3%	66.9%	71.7%	72.7%		57.0%
C	COWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	727	686	663	825	860	862	952	855	845
	COWA measure: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	20.9%	22.6%	20.9%	23.5%	22.6%	22.5%	23.0%	22.1%	21.7%
D	Number of Scottish-domiciled undergraduate entrants with care experience	16	16	16	19	34	61	76	91	90
	Proportion of Scottish-domiciled undergraduate entrants with care experience	0.4%	0.4%	0.4%	0.5%	0.8%	1.4%	1.7%	2.2%	2.2%
E	Number of Scottish-domiciled full-time first year entrants	3,659	3,697	3,158	3,268	3,584	3,898	3,981		3870
	Number of Scottish-domiciled full-time first year entrants returning to study in year 2	3,353	3,377	2,954	2,997	3,280	3,573	3,742		3525
	Proportion of Scottish-domiciled full-time first year entrants returning to study in year 2	91.6%	91.3%	93.5%	91.7%	91.5%	91.7%	94.0%		91%
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	0	-1	-2	-2	-1.0	3.8	4.1	4.82	1*
G1	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey				1,640	1603	1,454	available 2023		1500
	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				1,592	1516	1,401	available 2023		1425
	The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				97.1%	94.6%	96.4%	available 2023		95%
G2	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment				1,276	1160	1,353	available 2023		1200
	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment				837	782	871	available 2023		800
	The proportion of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment				65.6%	67.4%	64.4%	available 2023		67%
H	Number of Scottish-domiciled Undergraduate Qualifiers	3,628	3,658	3,411	3,472	3,264	3,109	3374	3,860	3400

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

*Due to an error by the third party NSS survey administrators the NSS National Measure (NM-F) will not be applied to the University in respect of the 2023 NSS. No fault for this lies with the University or the SFC.

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

On behalf of Glasgow Caledonian University:

Signed:

Print name: Professor Steve Decent

Position: Principal and Vice-Chancellor

Date: 4th May 2023

Signed:

Print name: Mr Rob Woodward

Position: Chair

Date: 4th May 2023

On behalf of the Scottish Funding Council:

Signed:

Print name: Karen Watt

Position: Chief Executive

Date: 26 July 2023