



University
of Glasgow

OUTCOME AGREEMENT 2019–20 to 2021–22 April 2019



Contents

1	Priority 1: Widening Access	5
2	Priority 2: High Quality Learning and Teaching	13
3	Priority 3: World-leading Research	15
4	Priority 4: Greater Innovation in the Economy	17
5	Priority 5: High-performing Institutions	20
6	Cross Cutting Themes	22
6.1	Additional Funded Places for access, articulation and skills	22
6.2	Partnership working and collaboration	24
6.3	UK Departure from EU	24
6.4	Equality and Diversity	25
6.5	Disability	26
6.6	Ethnicity	26
6.7	Gender	26
6.8	Gender Based Violence	28
6.9	British Sign Language (BSL)	28
6.10	Gaelic	28
6.11	Society and Culture	29
6.12	Cyber Security	29
7	Developing Policy Priorities for 2019-20	30
7.1	SFC National Aspirations for Widening Access	30
7.2	Commission on Widening Access Implementation	32
7.3	Widening Access and Retention Fund	32
7.4	Care Experienced Leavers	32
7.5	School Engagement	33
7.6	Mental Health and Well-being	33
7.7	Diet and Healthy Weight	34
7.8	Carers	35
7.9	Veterans/early service leavers	35
7.10	Estranged Students	35
7.11	A Developed Workforce	36
7.12	Leadership in Environmental and Social Sustainability	37
8	Dumfries	38
9	Case Study 1 – Widening Participation to Medicine for SIMD20 residents	41
10	Case Study 2 - Academic Returners Research Support Scheme	45
11	Case Study 3 - Widening Participation: Access to Professional Degrees	46
12	Case Study 4 - Innovation	49
	Annex A: Health Outcomes	51
	Annex B: University Innovation Fund	56

Foreword from the Principal

The University of Glasgow published its new Strategic Plan, Inspiring People Changing the World, in the summer of 2015. The Plan sets out our ambition to build on our current strong position and to continue to improve yet further our reputation, achievements and relative position. Our Mission is to bring inspiring people together in a world-class environment for learning and research, empowering staff and students to discover and share knowledge that can change the world.

Our staff are at the heart of our plan, which focuses on giving them the support, development, infrastructure and environment needed to further the University's ambition to grow our reputation as:

- A place where the best students, regardless of background, are given an education that prepares them to go into the world and make change happen;
- A place where research that positively influences the health, wealth and cultural wellbeing of the world is conducted;
- A place that engages with the city of Glasgow and the global community to ensure that they flourish.

The University seeks to deliver a world-class student learning experience by placing teaching at the centre of what we do, shaping our provision within a research rich environment, and working in partnership with students to co-create their learning and to develop their independence and skills. Our commitment to enhancement and innovation in learning approaches recognises the diversity of our student population and is supported by investment in our infrastructure and teaching and learning environment. Integral to the campus redevelopment strategy is an on-going commitment to new and re-configured learning and teaching facilities and private study spaces that will further support our community of learners and support transitions into the University from a range of backgrounds and pathways.

As measured by our research income and the global citations to our research, the University of Glasgow lies within the top 10 Universities in the UK. Many of the University's areas of research excellence span the subject-areas in each of its four Colleges. The scale and scope of this research activity creates cross-University beacons of research focus, in which Glasgow's staff excel both at progressing human knowledge and applying it to make a difference to society -

Precision medicine - builds on the University's strengths in basic and translational biomedical research, including novel technological approaches to understanding, managing and treating disease. This has been an area of significant investment, including the £20M Stratified Medicine Scotland Innovation Centre.

One health - combines the University's expertise in infection and immunity, disease modelling, human geography, social policy, and our longstanding links with low income countries to understand and combat tropical disease. It comprises activities that were awarded the 2013 Queen's Anniversary Prize.

Cultural and creative economies - connects world-class research in all aspects of cultural life and its heritage, including digital humanities, copyright and information law, and the partnership in the Kelvin Hall museums project.

Future Life - our researchers have developed ground-breaking methods to reverse-engineer human cognitive processes - where, when, and how specific information is processed - from complex brain activity. Our research will impact quality of life and life expectancy by developing advanced healthcare

technologies. We will develop diagnostic tools and novel stem-cell based engineering solutions to target disease before symptoms are evident and so too late for effective treatment.

Nano and Quantum technology - uses quantum science and Glasgow's nanofabrication centre to make new types of camera and imaging systems, including a £27M investment to create one of the UK's four Quantum Technology hubs.

Addressing inequalities - understanding the causes of local and global inequalities in education, health and society, their impact on individuals and communities, and the effectiveness of policies to address them.

The University is moving forward with one of the single biggest educational infrastructure projects in its – and indeed, Scotland's – history. The University Court agreed a capital plan and around £716 m will be spent over the next five years as part of a wider £1bn investment to create new, innovative, and exciting facilities and infrastructure, as well as refurbishing and improving existing estate. Our first new build, the Learning & Teaching hub is now well underway, and on the 8 October 2018 we named it the James McCune Smith Learning hub. Our next priority is to develop the adjacent 14-acre Western infirmary area and we are already on site, beginning the construction of our Research and Innovation Hub. And this is just the start. With our Estates strategy in place, we have an unprecedented opportunity to realise our key strategic aims to enhance the quality of the Student Experience, Research Excellence and Internationalisation still further. It's a unique and exciting chance to leave a lasting legacy that will serve future generations of students and scholars, as well as the surrounding community, for years to come.

As part of these estates developments, the University is also in the process of establishing a cross-city partnership with Glasgow City Council, Scottish Enterprise and other stakeholders to create an innovation district in the West End and Waterfront region of the city, encompassing both the affluent West End area and a number of areas of multiple deprivation on the south side of the Clyde.

The Glasgow University Innovation District will be anchored by the world-class precision medicine and imaging facilities of the University's existing Clinical Innovation Zone on the Queen Elizabeth University Hospital campus, and by an all-new Interdisciplinary Innovation Zone to be included in the developments on the former Western Infirmary site. The Clyde Waterfront Innovation Campus – CWIC – will be established in the Govan area to support our world-class work in nanofabrication, quantum technologies and photonics.

Working together, the Zones will provide space and infrastructure for start-ups, spin-outs, collaboration with industry partners, and facilities for the development of the next-generation digital skills required for the future workforce. In doing so, the Zones and the broader Innovation District will augment the University's role as an engine of the regional economy, driving research and knowledge exchange, nurturing talent, and fostering enterprise across the city to create sustainable and inclusive growth in some of Glasgow's most economically disadvantaged neighbourhoods.

In delivering this Outcome agreement, in partnership with the Scottish Funding Council, we demonstrate the unique and significant contribution that the University of Glasgow can make to the priorities of both the Scottish Government and the Funding Council.

Professor Sir Anton Muscatelli
Principal and Vice-Chancellor

Funding, Campus and Sustainable Estate

Funding Position

The ambitions set out in this document relate to current funding levels and funding regime. Any changes to either of these would necessitate a review of this document and possible changes to the ambitions.

With Brexit expected to take place during the 2018/19 academic year, the ambitions set out in this year's document are particularly contingent on the nature of the exit deal struck and the subsequent Student and Research funding decisions taken by the Scottish and UK Governments.

We feel that the stretching targets we have set underline our ambitions which are framed in the context of the [Audit](#) of Scotland's Universities by Audit Scotland (July 2016). Key findings from this include –

Teaching funding: every Scottish and EU domiciled undergraduate place in Scotland was under-funded by 6 per cent in 2014/15. This gap has emerged before the impact of further cuts of 2.9% in teaching funding per student to take effect in academic year 2016/17, which Audit Scotland describe as a risk to high-quality learning and teaching.

Research funding: Audit Scotland note challenges to maintaining Scotland's world-leading position in academic research, including a real-terms reduction of 7% in SFC research funding between 2014/15 and 2016/17.

Capital funding: has fallen by 69 per cent in real terms since 2010/11, by over £55m per year. £1.2 million of BIS capital funding will not be drawn down in 2016/17 and will be sent back to the UK Government unspent because SFC could not find the funds to match it. Capital funding is needed to maintain buildings and buy teaching and research equipment for staff and students.

In overall sustainability: there is a 3.9% 'sustainability gap' across the sector between the recommended surplus institutions should have and the average held by Scottish institutions. This gap has been widening in recent years.

1 Priority 1: Widening Access

Priority 1: Widening access – Access to education for people from the widest range of backgrounds, including implementation of the recommendations of CoWA and addressing gender balance

We are committed to raising aspirations in, promoting access to and supporting success within Higher Education for those from non-traditional and under-represented backgrounds. This is outlined in our University Strategy 2015-2020: ‘Studying at our University should be possible for anyone with the necessary talent, commitment and potential, regardless of background or belief’. The University of Glasgow was set up as a civic university to benefit Glasgow and its environs.

We take a progressive and inclusive approach to widening participation (WP) and Access, backed by research and evidence, to enable engagement with disadvantaged groups on a broad and individual basis.

SFC Guidance	Commitment, strategies and evidence of progress
<p>Institutions are asked to summarise their strategies to reduce barriers, and proactively promote access to higher education to learners from deprived or disadvantaged backgrounds. This summary must include evidence of significant further progress towards the targets contained in the CoWA recommendations, and should also include strategies and commitments to:</p> <ul style="list-style-type: none"> • Implement CoWA targets in full and demonstrate the institutions response to the university recommendations outlined in <i>A Blueprint for Fairness</i>. • Identify and address under-representation from protected characteristic and socio-economic groups. • Improve retention and outcome for students from disadvantaged and underrepresented socio-economic groups including care-experienced students. • Recruit those from care experience backgrounds, and transitional and support arrangements to assist them complete their programmes of study. 	<p>Implement CoWA targets in full and demonstrate the institutions response to the university recommendations outlined in <i>A Blueprint for Fairness</i>.</p> <p>UofG has worked consistently with SFC and Scottish Government (SG) and the broader sector to implement the CoWA agenda. We provided representation on CoWA on several levels: our Principal acted as a Commissioner and several staff sat on expert groups during CoWA. UofG staff (at VP and Head of WP level) sit on several strategic groups implementing the CoWA agenda and targets: SG Fair Access Framework Delivery and Governance Groups; SG Access Data Working Group; Universities Scotland work streams on Bridging Programmes and Admissions; SFC working groups on Bridging Programmes and the School Engagement Framework. We are actively sharing our experience in practice and research to further the national strategic aims of CoWA: our far-reaching suite of WP and Access programmes; our research findings of our SFC-funded Impact for Access project, ‘Engaging with MD40 Pupils in High Progression Schools’, and subsequent expansion of this research to analyse data on all Scottish secondary schools. We are contributing significantly to the national agenda.</p> <p>In terms of institutionally-specific reporting requirements, we are addressing each area as follows:</p> <ul style="list-style-type: none"> • Recommendation 32: we have agreed ambitious and challenging targets (as outlined in the National Measures Data Table). From 2016/17 into 2017/18 we have maintained our position against all targets and aim to reflect positive progress in 2018/19, maintaining our position as being comfortably ahead of all milestones and meeting the 2030 targets. • We would draw particular attention to our performance in Medicine. Early 2018/19 data indicates that close to 20% of entrants reside in SIMD20 postcode areas, increasing from the 2010 baseline of 4%. We are very proud of this progress, achieved via our Glasgow-specific approach to widening access to this subject via the Reach and SWAP Programmes (both SFC-funded) and the new GAP pre-med programme (SG and SFC-funded). We are sector leaders in this area and aim to maintain this position, while sharing our best practice. • Retention of SIMD20, care experience and articulation students: Our monitoring and tracking of and interventions for WP students was highlighted as best practice in the CoWA Interim Report. We continue to work hard throughout the learner journey to retain WP students: research evidence shows the success of our WP pre-entry programmes in influencing retention; our Retention and Transitions Working Groups, both with cross-institutional representation,

<ul style="list-style-type: none"> • Increase the number of students articulating to university with advanced standing. Institutions should maximise opportunities for progression and articulation from college, demonstrating leadership and innovation and a commitment to collaboration with sector partners. • Proactively address gender imbalances in programmes, specifically those subject areas with severe imbalances (i.e. >75%). • Demonstrate current and future commitment to students who are veterans particularly in relation to the mapping and consideration of their existing skills and qualifications and in relation to articulation pathways. • Demonstrate current and future commitment to students (and staff) who are carers. • Are working with students and staff to assess policies to prevent and eradicate all forms of gender based violence. • Have in place a range of services to support the mental health and wellbeing of students and staff. • Provide a link to published British Sign Language Plan and provide evidence of its implementation over the outcome agreement period. • Promote access to high demand courses and professions. 	<p>audit performance and implement necessary change where required to support students on course. Our progress was evidenced by our 2016-17 MD20 retention rate of 90.3%, narrowing the gap to our overall retention rate by 1 percentage point. We aim to close this gap further for MD20 and care experienced students, the latter via our already comprehensive provision in this area. For articulation students, we are currently creating our new UofG HNC Articulation Programme, which is building bespoke intervention at both HNC and degree stages for these students.</p> <ul style="list-style-type: none"> • Recommendation 11: UofG has operated a system of Access Thresholds via contextualized admissions for many years. Bespoke adjusted entry requirements are in place for every subject area, offering up to an 8 Higher Grade point adjustment in some subjects. SIMD20 and SIMD40 applicants are guaranteed an adjusted offer. This was highlighted as best practice in the CoWA Final Report. We recommended the use of Access Thresholds during the CoWA process and support their implementation to provide aspirational and attainable entry requirements for WP applicants. Our adjusted offers for WP applicants are outlined in full at the following URL: https://www.gla.ac.uk/study/wideningparticipation/admissionssummary/ • Recommendation 21: care experienced and estranged learners have been guaranteed an adjusted offer at our Access Threshold for every subject area since 2010. This was another area we recommended to CoWA. • Recommendation 12: we widely promote our Access Thresholds to all schools, pupils, parents, teachers and Local Authorities. Our Adjusted Entry Requirements brochure is widely distributed and available at the following URL: https://www.gla.ac.uk/media/media_606424_en.pdf • Our contextualised admissions system is evaluated and updated annually to ensure it remains current and provides equity for all WP applicants, regardless of background or qualifications obtained. Our Access Threshold levels are based on evidence of academic attainment in school / college and on degree course to create aspirational, but achievable entry requirements for talented applicants. We have 15 years longitudinal research data tracking and monitoring the performance of students who have entered UofG via our Top-Up and Summer School programmes and 6 years data on Reach. This shows that WP students, who have successfully completed these programmes and entered UofG on an adjusted offer perform at a similar level to comparator students. • The rate of conversion of applications to offers to acceptances for SIMD20 and care experienced entrants for 2018 entry was as follows: <ul style="list-style-type: none"> ○ SIMD20: 55% applicants to offers; 28% offers to registration ○ Care experienced: 58% applicants to offers; 35% offers to registrations ○ Non-SIMD20: 57% applicants to offers; 36% offers to registrations <p>Offers were made to every applicant residing in an SIMD20 postcode, with experience of care or estrangement from family support, who was capable of meeting our adjusted entry requirements at our Access Thresholds for each subject. The offer rates were comparable to those of non-SIMD20 residents, indicating our contextualised admissions system, utilising entry requirements appropriate for each subject and the circumstances of individual applicants, worked well in equalising admissions in terms of offer rates to all applicants. Overall, offers to registration for SIMD20 applicants was slightly below that of non-SIMD20 and care experienced applicants. Student choice is a major factor: subjects such as Medicine and Dentistry, with low intake numbers and limited institutional choice, saw very high</p>
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conversion rates (90+%), while other subjects with multiple institutional options in the west of Scotland, saw lower conversion. Applicant performance was another important factor: our adjusted entry requirements are set at rates which give students a high chance of success within UofG. We were able to show some downward flexibility, but if applicants do not achieve close to the Access Threshold, it is not in their interests to admit them, as they would be at risk of non-continuation and withdrawal. We monitor our conversion rates annually and make further adjustments if appropriate and possible.

- Recommendation 9: In 2018, UofG commenced an HNC Articulation Programme in partnership with the three Glasgow Colleges and Dumfries & Galloway College. Targeting WP applicants specifically, we are implementing a system of bespoke HNC provision whereby HNC students attend both the FEC and UofG campuses during the HNC year to ensure sufficient preparation for advanced entry into Year 2 of degree study. AN HNC in Applied Science is running in 2018-19 in Glasgow Kelvin College and HNCs in all three Glasgow Colleges will run in 2019-20 for entry to Life Sciences, Engineering, Social Sciences, Technological Education and Community Development. Similar arrangements will be put in place for Dumfries & Galloway College students. The HNC Articulation Programme will contribute directly to increasing our entrant targets for articulating students. The full targets are outlined in the NM table, but the contribution of each of our HNC programmes will be at least 10 students (50% of programme participants each year). In this way, for 2019 entry, we shall aim for 10 entrants via the Glasgow Kelvin HNC in Applied Science. For 2020 entry, we shall aim to contribute at least 30 entrants in total to Life Science, Engineering and Social Science degree programmes via the three HNC programmes running across the three Glasgow Colleges. For 2021 entry, we aim to expand the HNC programmes accordingly, including having in place routes via Dumfries & Galloway College and to all the targeted subject areas. We shall revise our entry targets upwards accordingly. We are working jointly with our FEC partners to ensure each student progresses to the destination most appropriate for their individual learner journey. Any HNC student not reaching the performance level required for entry to Year 2 at UofG, will be offered HND study within the college and, dependent on performance level, advanced progression to Year 2 at UofG following HND completion. In this way, we intend to build a robust and scalable programme in partnership with our FE partners, to steadily increase HNC and HND numbers progressing to UofG with advanced standing or advanced progression respectively, to the benefit of the individual learner and UofG and the FECs.
- Recommendation 7: UofG operates the broadest range of bridging programmes within the sector, engaging with over 25,000 pupils and adult learners in 2017-18. Effective outreach via these programmes combines with our system of contextualised admissions to provide access routes to UofG, but also across the sector. Our programmes are all multi-exit and we conduct much of the outreach work for other HEI partners, preparing students for entering their institutions. Schools programmes include: UofG Summer School; Top-Up Programme (running as part of FOCUS West (SHEP) and in partnership with LAs); Reach West (Access to Dentistry, Law, Medicine and Veterinary Medicine); Access to a Career in Accounting & Finance, Education and Engineering; Early Secondary Programme. Adult returners programmes include: UofG Access Courses and SWAP Access Courses, several of the latter bespoke for UofG. The Glasgow Medical School Access Programme commenced in 2017-18. Much of this activity has been highlighted as best

	<p>practice by CoWA, e.g. Top-Up and Summer School. We are actively sharing this practice across the sector to aid national strategy. The scope of this work is outlined more fully in section 7.1.</p> <ul style="list-style-type: none"> • Recommendation 25: UofG contributes significantly to our WP provision via core funding. The Summer School, Access to a Career and Early Secondary Programmes and UofG Access Courses are entirely core-funded. We receive ring-fenced SFC funding for Reach and Top-Up (the latter via FOCUS West (SHEP)), but we contribute core funding to these revenue streams to maximise the coverage of these programmes. UofG, as a founding partner of SWAP West, contributes annual funding to SWAP. Additionally, WP staff members are funded via core funding and research projects as appropriate. • Embedded additional places: We do not recruit to the 150 additional places as a discrete group; indeed it is impossible to do so. We recruit to our SIMD20 target as a whole and our commitment to grow our SIMD20 intake and direct the additional places to recruiting SIMD20 residents is indicated in the National Measures Data Table, which shows our commitment to increasing our SIMD20 intake year on year at significant levels, including the ambitious CoWA full-time measure, while also increasing our SIMD21-40 entrants. • Recommendation 24: UofG receives no WARF funding, despite the high number of MD20 entrants and students studying within the University. We are keen to contribute to the proposed 2018-19 WARF review.
	<p>Identify and address under-representation from protected characteristic and socio-economic groups, including care experienced students.</p> <ul style="list-style-type: none"> • Expand and develop our portfolio of WP schools outreach and adult learner programmes alongside our partnership and collaborative work to widen access to UofG, but also the rest of Scotland, targeting under-represented groups, including care experienced students. • Develop a new Sutton Trust Summer School to enable targeting of SIMD20, care experienced and estranged pupils across Scotland. • Develop our work in line with evidence from our research findings and use this to inform SG and SFC work on WP national strategy, e.g. Access data targeting criteria, the Fair Access Framework, the Schools Engagement Framework. • Maintain annual entrants via the Top-Up Programme at current levels.
	<p>Improve retention and outcome for students from disadvantaged and underrepresented socio-economic groups including care experienced students.</p> <ul style="list-style-type: none"> • Our Transitions Working Group continues to investigate and act to improve continuation and retention at all stages of the learner journey. • Our Retention Working Group is producing a new Retention Strategy to direct provision for all WP/Access entrants and particularly at risk groups to increase retention of these students. Provision for adult learners is being investigated and enhanced in 2018-19.

Recruit those from care experienced backgrounds, and transitional and support arrangements to assist them complete their programmes of study.

- Maintain and evolve recruitment activity for care experienced persons and maintain guaranteed adjusted offer of entry at our Access Threshold tariff.
- Maintain and evolve the care experienced student financial support package, which includes Care Experience Bursaries, accommodation and priority access to other funding.
- Maintain priority of access to student counselling and disability services and other support services (e.g. Careers Service to plan post-degree opportunities) for students with care experience
- Increase dedicated support within the WP team from one to two Care Leaver Support Co-ordinator posts.
- The University of Glasgow ask students to self-identify as care leavers upon registration. This is a more accurate source of information than via UCAS providing more than double the numbers. On this basis, we aim to increase care experienced entrant's year on year.
- Our care experience provision earned the Buttle UK Quality Mark from 2007-2016, at the highest possible exemplary level. This provision was updated into our Corporate Parenting Plan to fulfil responsibilities as a corporate parent under the Children and Young People (Scotland) Act 2014. This can be accessed on our website at: <https://www.gla.ac.uk/explore/wideningparticipation/supportingcareleavers/>
- Our Care Leaver Support Coordinator chairs the Care Experienced, Estranged and Student Carers West Forum (CEESCWF), leading and promoting collaborative work across all HEIs and FECs in the west, and working jointly with the equivalent east of Scotland body.
- We continue to liaise and work in partnership with third sector organisations as appropriate, e.g. Who Cares? Scotland, MCR Pathways, CELCIS.

Increase the number of students articulating to university with advanced standing. Institutions should maximise opportunities for progression and articulation from college, demonstrating leadership and innovation and a commitment to collaboration with sector partners

- SFC approved our regional articulation bid with the Glasgow and D&G Colleges in March 2018 for the UofG HNC Articulation Programme.
- A bespoke UofG HNC Applied Science is running in Glasgow Kelvin in 2018-19 for advanced standing articulation to Year 2 in 2019-20.
- Further bespoke HNCs will run in 2019-20 across all Glasgow FECs for entry to: engineering, education, technological education, community development.
- Develop our articulation programme at Dumfries in line with the new programme.
- Evaluation of the HNC Articulation Programme will be conducted to inform our best practice, but also inform SFC and the sector of the impact of this new delivery model.
- Maintain annual adult returner Access course entrants at current levels via SWAP / UofG / other Access routes, to improve access and outcomes for target groups.

Proactively address gender imbalances in programmes, specifically those subject areas with severe imbalances (i.e. >75%).

- We have investigated gains to be made from our WP programmes for our GAP. This provides a starting-point, but the GAP goes beyond the scope of our WP provision.
- We are working with SWAP to encourage gender diversity within our adult returner entrants to gender imbalanced subject areas.
- All subjects with gender imbalance are represented in one or more of our WP pre-entry programmes to encourage diversity via these routes.
- Please see our full GAP for further details: https://www.gla.ac.uk/media/media_544317_en.pdf

Demonstrate current and future commitment to students who are veterans particularly in relation to the mapping and consideration of their existing skills and qualifications and in relation to articulation pathways.

- UofG signed the Armed Forces Covenant in March 2017.
- We are supportive of the SFC and SCQF work in taking forward the recommendations of the Veterans Commissioner and are keen to contribute to this area in terms of taking on best practice or providing research support in investigating and putting in place provision for this varied group.
- The announcement of the Supporting service families and veterans conference in January 2019 is welcome as a means of furthering this provision.

Demonstrate current and future commitment to students (and staff) who are carers.

- Enhance and develop provision for students who are carers.
- Increase dedicated provision within the WP team by increasing the Carers Support Coordinator role from one to two posts, to enhance advice, guidance and advocacy for student carers.
- Continue to work with the Carers Trust and support their 'Going Higher' campaign. We aim to achieve the 'Going Higher for Student Carers: Recognition Award' in 2018-19.
- Our recently updated Students' Representative Council Carers' Policy (the first of its kind in Scotland when created in 2011), will be further reviewed as part of the 'Going Higher' award. The current policy is available on our website at: www.gla.ac.uk/senateoffice/policies/studentssupport/studentcarerspolicy
- Students can now self-identify as carers at point of registration to immediately access support.
- We have in place data-collection procedures to identify numbers of student carers within UofG.
- We are starting consultation with Trade Unions on revising our Flexible Working Policy.
- We are developing a Carers Policy for staff.

Are working with students and staff to assess policies to prevent and eradicate all forms of gender based violence

- The Gender Equality Champion chairs Gender Based Violence Strategy Group, jointly with Glasgow Caledonian University. The group includes representation from Rape Crisis Scotland, Police Scotland, relevant internal staff and students.
- The University has reviewed a range of policies including the Code of Student Conduct to reflect the Pinsent Mason Guidance, established a Personal Relationship Policy and a Safeguarding Policy.
- Code of Student Conduct: <https://www.gla.ac.uk/myglasgow/senateoffice/policies/calendar/calendar2018-19/feesandgeneral/studentssupportandconductmatters/reg33/>

	<ul style="list-style-type: none"> • Personal Relationship Policy: https://www.gla.ac.uk/myglasgow/humanresources/equalitydiversity/policy/prp/ • With Rape Crisis Scotland, the University has rolled out three levels of training, two day training for first responders of GBV, 5 hour training for front line staff and the Student Representative Council are in their third year of rolling out 'Let's Talk' training – it is estimated over 1000 students have now received this. • The University has a web resource page outlining internal and external support for sexual assault and have designed and rolled out a student online reporting system for harassment and bullying with a focus on GBV. • The University has established a research group, led by Prof. Michele Burman on GBV.
	<p>Have in place a range of services to support the mental health and wellbeing of students and staff</p> <ul style="list-style-type: none"> • The Mental Health Champion chairs a Mental Health Working Group, which includes representation from HR, Trade Unions, Student Counselling Service, the Student Representative Council and Clinical academics. • The University has a Mental Health Strategy and action plan which the Champion and group are implementing. https://www.gla.ac.uk/myglasgow/courtoffice/mentalhealthactionplan/ • The University has increased investment in Counselling and Psychological Services (CaPS), including sourcing a telephone service to ensure out of hours cover. • The University has established a Crisis Team who respond to any urgent requests.
	<p>Provide a link to published British Sign Language Plan and provide evidence of its implementation over the outcome agreement period</p> <ul style="list-style-type: none"> • The University's British Sign Language Plan was approved in October 2018. https://www.gla.ac.uk/myglasgow/humanresources/equalitydiversity/bsl/ • Annual implementation reports will be received by the Disability Equality Group.
	<p>Promote access to high demand courses and professions.</p> <ul style="list-style-type: none"> • A major strand of our widening access work remains bringing WP applicants into professional degrees. We are unique in Scotland in having an access route to each professional degree for school leavers and adults alike. We shall maintain and develop this provision, which brings real social mobility for individuals and can foster true social change within deprived areas in the long-term, i.e. via Medicine, by recruiting more doctors from disadvantaged areas who can diversify the Medical profession, understand more fully the health and wellbeing problems associated with socio-economic deprivation and be more likely to work in these areas for general societal good. • Expand and develop the SFC-funded Reach West Programme and UofG core-funded Access to a Career Programme from the current 107 to circa 120 schools, as a milestone to working with all 163 west of Scotland schools from 2020, working with targeted pupils and informing the SFC 'Schools Engagement Framework'. UofG has facilitated significant increases in WP entrants to the four Reach target subjects: Medicine; Dentistry; Law; and Veterinary Medicine. This has encouraged participation from target secondary schools and as a result, increased participation rates from pupils living in MD20/40 postcode areas. • Our 2018 entrants to Medicine are particularly encouraging: our early return shows close to 20% of entrants residing in MD20 postcode areas. We are very proud to have reached this level and aim to maintain this performance via our outreach and contextualised admissions provision through the Reach, SWAP Access to Medical Studies and Glasgow Access Programme provision.

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| | <ul style="list-style-type: none">• In 2017-18, we facilitated our Medical School Glasgow Access Programme (GAP) for the first time. This programme was an unmitigated success; 19 students progressed to Year 1 Medicine in 2018 and one chose to progress to Year 2 Life Sciences. The 2018-19 programme recruited 23 students to the 20 funded places. Three additional students with asylum seeker status were recruited via a new funding partnership with the Carnegie Trust for the Universities of Scotland. We were delighted to receive confirmation from Scottish Government that funding will be extended for the next four years.• Maintain and develop recruitment to Medicine via the additional places created by Scottish Government for WP students. UofG received 10 places for 2018 entry, contributing to the total of 32 SIMD20 entrants to this subject area. We shall look to build on this performance going forward and will work in partnership with SFC and Scottish Government to bring further diversification and growth of WP student numbers to the medical profession.• 2017 saw our first graduates via Reach in Medicine, Dentistry and Veterinary Medicine and 2018 saw over 80 graduates across the four subject areas.• Continue to facilitate the expanded Reach West Programme via the creation of the Access to a Career in Accounting & Finance, Education and Engineering Programme, funded from UofG core funding. Seven professional subjects are covered simultaneously and accompanying contextualised admissions progression agreements are in place.• Continue to develop and expand the Reach remote and rural island cluster, working with schools across all islands off the west and north-west coast of Scotland.• Maintain and evolve high-level Access courses to professional degrees: SWAP Access to Medical Studies (Medicine, Dentistry, Veterinary Medicine) (2 courses); SWAP Access to Law, Business and Accounting & Finance (2 courses); UofG Access to Law, Business and Accounting. |
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2 Priority 2: High Quality Learning and Teaching

Priority 2: High quality learning and teaching – an outstanding system of learning that is accessible and diverse, where students progress successfully with the ability, ideas and ambition to make a difference

Short overview of current activity: We are making significant investments in the learning infrastructure through redesigning existing study spaces and learning spaces and planning a multi-million-pound investment in a new learning and teaching building. Linked to this are focused working group activities directed at further improving retention, enhancing induction, supporting transitions from a range of pathways into and through the University, promoting student mobility, developing skills and enhancing employability.

SFC Guidance	Commitment, strategies and evidence of progress
<p>Institutions are asked to summarise their approach to enhancing the quality and delivery of learning and support for students, and outline their strategies to ensure that students leave university with the skills, flexibility and attributes to succeed.</p>	<ul style="list-style-type: none"> • Several million pounds’ worth of investment is being made in redesigning existing study and learning spaces, and in creating new study and learning environments. Intention is to support improvements in student satisfaction, increased engagement with learning, enhance transition into study, create a locus for student society events and other work-related and extra-curricular student-led activities. • Focusing on entry to years 1 and 2 of the undergraduate degrees, we are developing strategies to enhance transition into, and engagement in, University life especially for Scottish domiciled (home) students, students with caring responsibilities and care leavers. We are also now focusing on support for part-time and mature students, many of whom are from a widening participation background (See also Priority 1). Specific interventions include: <ul style="list-style-type: none"> • Course-specific buddy schemes; • School engagement events; • Partnership working with FE Colleges where Articulation Agreements are in place/being developed, particularly in Dumfries. • Review of health and well-being provision and pre-arrival materials to prepare for transition to HE study. • During 2018-19, the University rolled out an Academic Writing Skills diagnostic programme to all new students. This supports early, targeted support for writing skills development and participation is a requirement for new students. • A firm commitment has been made to increasing undergraduate outward student mobility and is reflected in a University Key Performance Indicator (KPI) that addresses study abroad, internships and short-term experiences abroad. Although we have exceeded our own targets, we are continuing effort and are implementing a new language strategy designed to encourage uptake of languages for mobility (study or workplace participation abroad). • In support of a world-class educational experience, we have institutional and local strategies and action plans to increase overall satisfaction with the student experience as measured by the NSS - captured in our institutional KPIs. • In partnership with the SRC and student services, we are increasing engagement with extra-curricular activities through societies, volunteering, internships, enterprise, to promote skills development. • The Internship Hub at the University’s Careers Service offers approximately 350 internships, exclusive to University of Glasgow students, mostly paid, per annum. • Development of a graduate attributes strategy and recognition scheme leading to revised use of the HEAR. • The University continues the development of strategies to engage well qualified Teacher Education applicants. Open Days, Web Chats, talks to potential undergraduate applicants have improved engagement. Targeted media and social media campaigning aimed at reaching potential applications in hard to fill places, particularly STEM subjects, is undertaken, reviewed and improved each year. • The University has worked in partnership with the Scottish Government Learning Directorate to create new, attractive and innovative routes into teaching which lead to dual STEM qualifications in primary and secondary.

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| | <ul style="list-style-type: none">• UofG was a founding member of the Scottish Wider Access Programme (SWAP) in the 1980s and remains a major partner, working in close collaboration with SWAP West to widen access for adult returners to HE to every degree area within UofG. We annually recruit students via both SWAP West and SWAP East.• The 16/17 retention rate for protected characteristic groups was: Disabled: 92.6%, Ethnic minorities: 96.1% and Mature students: 90.3%. It should be noted that due to relatively small student numbers in each of these groups, the rates can fluctuate dramatically year on year.• UofG are committed to improving our student retention and this is reflected in the ambitious target of 95%. As part of our student retention efforts we have a retention working group focussed on informing and streamlining university wide retention efforts. Examples of positive outcomes include:<ul style="list-style-type: none">• retention networking events,• development of the university's retention action plan• evidence-based interventions informed by growing analytical capabilities within the Planning team.• We have been proactive in adapting our curriculum in response to employer needs and this is evidenced by the introduction of popular new programmes such as Data Science and the proposal for degree level apprenticeships in Computing Science.• While we are adapting our curriculum and addressing social issues it should be noted that there are no immediate plans to significantly alter the UG subject mix at the University. |
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3 Priority 3: World-leading Research

Priority 3: World-leading research – world-leading universities, nationally and internationally connected with a global reputation for their research

Short overview of current activity: Our research strategy is informed by our performance in REF2014, specifically by the need to strengthen further our research outputs and the impact that they drive. We have completed two systematic external reviews at discipline level, in response to which each unit is delivering on specific action plans. The reviews have a strong developmental component and drive preparations for REF2021. Recognising that our research is only as good as the staff we employ, we have substantially invested in recruiting and developing researchers at all levels, to create a community of researchers – from our PGR students to our senior leaders – who have the necessary skill, confidence and leadership to focus on global priorities. To support this ambition, we have identified six cross-disciplinary areas that bring together complementary research expertise to address large challenges such as inequalities and the global disease burden. These areas will be supported by the ambitious £1bn plan to develop our estate, which includes a £115M Research Hub. Finally, following a review of procedures to promote research integrity we are in a strong position to lead the UK community in this area.

SFC Guidance	Commitment, strategies and evidence of progress
<p>Institutions are asked to summarise their strategies to enhance the competitiveness and international standing of their research, maximise the impact of their research, and embed a culture where diverse researcher talent is nurtured and developed. Where appropriate statements should outline strategies and aspirations to:</p> <ul style="list-style-type: none"> • Enhance their performance in a future REF exercise. • Grow research income from the UK research councils and other sources, and how they will use REG funding to support research excellence. • Sustain a high-quality environment for research training and development. • Enhance the development and diversity of its researchers (including ambitions for Athena Swan and Excellence in Research recognition), and address equality and diversity issues identified by REF2014. • Enhance research collaboration including to support the research pools, and promotion of multi /interdisciplinary working. 	<p>1. Commitment to the Universities UK Concordat to Support Research Integrity, and Concordat on Open Research Data: Recent developments include:</p> <ul style="list-style-type: none"> • Enhancing the visibility of research integrity via: a new web site, appointing a network of 28 Research Integrity Champions and Advisors, and providing research integrity training to new PGR students and staff. • Providing assurance of consistently high standards, by publishing an annual statement since 2014/15. • Becoming signatories to the Concordat on Open Research Data: a dedicated team provides training/support, and manages an institutional repository for storing/sharing research data. • Revising the Code of Good Research Practice to provide guidance on authorship practice, and launching a ‘Managing publications’ website to promote registration of researcher identifiers, and encourage wide sharing of research. • Our Statement on the Use of Quantitative Indicators in the Assessment of Research Quality documents our commitment to transparency, and has been recognized as an example of good practice by Universities UK (p22). • Our research integrity provision has earned us external recognition, most recently from the Royal Society. <p>2. Attracting new and developing existing talent: We use REG funding to grow a vibrant research community by attracting, developing and connecting talent in the university:</p> <ul style="list-style-type: none"> • REG-funded schemes enhance and grow our research base, through the recruitment of PGRs, Research Fellows, Readers, and Professors. Case Study 1, Attracting new talent: The Lord Kelvin / Adam Smith Fellowship scheme has attracted emerging research talent to Glasgow, with support from £18M of REG funding. Through this programme, 100 researchers have joined the University from across the world, with 43 securing their own additional fellowships funded from competitive UK-wide sources. More detail and other case studies can be found in a recent WT publication and on the LKAS website. • A series of leadership & development programmes for mid-career staff and ECRs have been collated on a single website. Flagship initiatives for research staff include the annual conference and the Glasgow Crucible. All academic staff are supported with training/mentorship via the Early Career Development Programme. Case Study 2, Investing in career development: To support the development of ECRs across all disciplines, we use £20K of REG funding a year to fund the Glasgow Crucible. The Crucible is an annual four-day leadership and development programme that helps researchers to become more ambitious in their funding applications and publications, get to grips with the impact agenda, and develop interdisciplinary collaborations outside academia. Now in its 4th year, the scheme has received exceptionally positive feedback from participants, who have gone on to try new and ambitious ways of

- Enhance public and cultural engagement and contribute to public policy and public sector delivery.

Institutions are also asked to evidence their commitment to the principles set out in the Universities UK Concordat to support research integrity.

communicating what they do. One recent participant went on to write her first article for an online media outlet, *The Conversation*, which has attracted over half a million views.

3. Enhance the diversity of researchers:

- The [Ingenious and Enterprising Women Scotland](#) project, led jointly by the Universities of Glasgow and Edinburgh but with >80 participants from across Scotland, aimed to support female ECRs in industry and academia to develop entrepreneurial skills. This SFC-funded project was part of a [suite of projects undertaken by the Scottish Government](#) to close the gender pay gap and remove barriers to women achieving equality in business. Feeder events around Scotland in Spring 2018 were followed by a residential programme focused on skills development and confidence building.
- In 2018, we retained the [HR Excellence in Research Award](#), following an external review through the European Commission. Feedback highlighted: the progress made since 2010, our innovative initiatives (particularly noting the PGR blog), and the success in avoiding duplication of effort and including stakeholders in the development of plans.

4. Research audits and activities to enhance production of world-leading (4*) outputs and impact:

- Two rounds of external reviews have appraised the REF-readiness of each of the 29 UoAs that the University will submit to REF2021, to enhance the self-calibration of our quality, and increase high-quality outputs and impact.
- An institutional KPI for REF impact was introduced in 2017 to focus on the quality and level of preparedness of our REF2021 impact case studies.
- An emphasis on 4*-quality is supported by activities including 4* calibration workshops, masterclasses, and revised promotion and recruitment criteria.

5. Enhance research collaboration:

Beyond our commitment to SFC-funded research pools (the SULSA Director appointed in 2016 is based at UofG), 2 Scottish Graduate Schools (currently supporting >160 students) and 12 DTP/CDT-type partnerships (supporting ~100 students), we have strong research collaborations nationally and internationally:

- The newly launched '[Glasgow Research Beacons](#)' reflect six areas of cross-disciplinary research that bring together researchers addressing important research and societal challenges.
- A restructure of how research support is provided has created dedicated local teams who assist academics from the research proposal stage through to final reporting: the aim is to increase and diversify our sources of funding and to support applications to larger calls.
- Examples of recent success: the University is 7th in the UK for GCRF income (June 2018; according to a Research Professional analysis). We currently have a GCRF portfolio worth £26.4M. In our latest round of SFC-allocated funding, we funded 45 projects spread across 31 countries, including 24 that are led by ECRs.
- In 2017, the University became an EPSRC Framework Partner University, a status limited to the top 13 universities in terms of research EPSRC portfolio drawn.
- We are a founding member of the [Guild of European Research-Intensive Universities](#), a member of [Universitas21](#), and we have established strategic partnerships with 7 global institutions with whom we support joint research projects, including most recently with the [University of Radboud](#).
- Scotland is Now features case studies on our pioneering and progressive research: our successful academics (e.g. [Ravinder Dahiya's work on prosthetic skin](#)), our globally-relevant research themes (e.g. [Nick Kamenos' work on coral bleaching](#)), examples of the societal impact of new technologies (e.g. [the development of the MindMate app](#), which helps people with early-stage memory loss), and [sensitive detectors for gravity sensing](#).

4 Priority 4: Greater Innovation in the Economy

Priority 4: Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy

Short overview of current activity: Our ambitions in Knowledge Exchange and Innovation build upon our wider goals around research excellence, as articulated in our University Strategy (Inspiring People, Changing the World) – by helping to drive scholarship by engagement. The economic impact of the University, its students and international visitors is already evident. We sustain £1.5bn of output, £800M in GVA and nearly 15,000 jobs across Scotland. Our new strategy outlines the University’s plans to build upon this activity to further enhance the global impact of our research whilst, at the same time, meeting Scottish and UK Government aspirations for entrepreneurship, business growth and economic prosperity.

SFC Guidance	Commitment, strategies and evidence of progress
<p>Institutions are asked to summarise their approach to sustaining a culture in which innovation can flourish, and their work with business, industry, and the public sector to find innovative solutions that support economic growth, and impact on our society and culture. Where appropriate statements should outline plans and/or strategies for:</p> <ul style="list-style-type: none"> • Engaging with the innovation landscape in Scotland including Innovation Centres, Interface, Innovation Vouchers, and the Scottish Government’s proposed innovation reforms. • Delivering the Innovation Scotland Action Plan. • Engaging with SFC and Innovation Centres on the recommendations of the Innovation Centre review. • Delivering the individual institution’s agreed contributions to the nationally agreed University Innovation Fund (UIF) outcomes. • Embedding enterprise and entrepreneurship training in its programmes. • Securing matched-funding from industry for SFC additional skills places. 	<p>The University of Glasgow is committed to enabling greater levels of innovation and enterprise. Key initiatives include:</p> <ul style="list-style-type: none"> • New Knowledge Exchange & Innovation Strategy (2017 to 2022) to grow engagement with industry, investors and entrepreneurs. Progress: Published Knowledge Exchange & Innovation Strategy in 11/17; Priorities Open for Business; Economic Impact through Entrepreneurship & Innovation; High Quality Policy and Practice in a Changing Landscape; and Inclusive Community & Public Engagement. • The University will continue to match-fund and utilise the UIF Platform Grant of £250k • Building strategic industry partnerships to enhance innovation and entrepreneurship. Progress: Drug discovery partnership with AZ; £27m QuantIC initiative; Extended Santander partnership to facilitate student entrepreneurship; Engagement with J&J, Siemens, Toshiba Medical, Apple, AstraZeneca, BioCon, Intel, Thermo Fisher; Work with SE, SDI, Glasgow Chamber, GCC to grow SME partnerships; Lead project with GCC and Region City Deal to develop life sciences industry cluster at QEUH campus; lead pan-Scottish BEIS Science & Innovation Audit in Precision Medicine; Glasgow Molecular Pathology Node collaborating with industry to develop new diagnostics; University/Industry 5G demonstrator test bed proposal pending to facilitate R&D projects and entrepreneurship. QuantIC (led by UofG) has approved 37 industry-led projects. Funded through the Partnership Resource Fund, this £3.7M investment has leveraged £2.3M of industrial contribution towards acceleration of our technology. QuantIC has also invested £525k in 11 industry-led studentships and leveraged £470k from industry. Building on the academic and industrial strengths highlighted in the Science & Innovation Audit for Enabling Technologies, a Strength in Places Fund (SIPF) bid was submitted for the establishment of the Clyde Waterfront Innovation Campus (CWIC) totaling £80m (£28M, SIPF, £28M UofG, £27.5M Glasgow City Region City Deal). CWIC will co-locate the University’s nano and quantum device fabrication facilities alongside industrial innovation space. The initiative will enable collaborative R&D, business co-location, employment, entrepreneurship and skills development. The campus was also included in the First Minister Program for Government and is aligned with the broader strategy around the creation of an Innovation District on the Clyde Waterfront, which is the subject of a memorandum of understanding between the University, Scottish Enterprise and the City Council; Funding from UKRI Innovate UK portfolio has grown 26% from FY 2017 and 150% since FY 2015; Led, for Scotland, the successful £16m Industrial Strategy Challenge Fund (ISCF) application for an Industrial Centre for AI Research in Digital Diagnostics (iCAIRD). UofG is a hub for the program of work on digital radiology and pathology with industry partners including Canon and Philips. Project comprises 17 partners from NHS, academia and industry and will focus on the application of AI to digital diagnostics for the benefit of the UK. AY2019/20; Continue to play a strategic role in the development of quantum technologies in the UK via a transition to phase 2 of the National Quantum Technology Programme on 01.12.19. Glasgow will contribute to all four QT Hubs under the National Programme. Building on industrial partnerships already developed over phase 1 of QuantIC circa £9.4M (cash and in-kind contributions) has been secured from industry for Phase II.; QuantIC Phase II will have a focus on developing strategic industry partnerships with companies that can play a

key role in the development of the technologies developed in the Hub to date ; Lead the development of an industry-led proposition to the Industrial Strategy Challenge Fund for a quantum technology innovation centre around the industrialisation of miniaturised quantum components. To this end, the Scottish Funding Council has provided £100k funding from its Strategic Funds to the University of Glasgow and the University of Strathclyde to support the establishment of a Quantum Technology Innovation Centre (QTIC); Launch BEIS Science & Innovation Audit (March 2019) in Precision Medicine and develop full £50M SIPF proposal for a ‘Living Laboratory’ at QEUH (Submission Sept 2019). This was highlighted as a ‘game-changing opportunity’ in the SIA. Industry partners include ThermoFischer, BioClavis, Siemens, Aridhia, MR CoilTech, Spiritus Partners. Support the establishment and roll-out of the iCAIRD amongst industry, health services, and academic partners; Continued support to develop the Imaging Centre of Excellence (ICE) to facilitate Scotland-wide access to 7T MRI, including development of ‘precision imaging’ opportunities amongst academic research, NHS, SMS-IC and industry.

- **Continued support for engagement with the SFC Innovation Centres in particular CENSIS and SMSIC. Progress:** co-location of SMS-IC at QEUH; Established Clinical Innovation Zone (CIZ) at QEUH to build corporate cluster alongside SMS-IC; Companies include: BioClavis, MR CoilTech, Clinnovate UK, Siemens, Aridhia, Causeway Therapeutics; CIZ offering flexible hot desk space encourage collaboration with researchers and NHS; Partnership with BioCity/ MediCity; Launch of £32M Imaging Centre of Excellence (ICE), a building designed to foster collaboration between industry, University and NHS; MSc on Precision Medicine; Supporting SMS-IC and CENSIS to develop business cases for funding renewal.; Led, for Scotland, a BEIS Science & Innovation Audit (SIA) in Precision Medicine which has been completed and is awaiting a launch by BEIS. The First Minister’s Precision Medicine Summit, held in Perth in September was early outcome of the SIA. Continue to Lead project with GCC and Region City Deal to develop life sciences industry cluster Clinical Innovation Zone (CIZ) at the QEUH. CIZ now hosts a co-location of 200 clinical academic researchers, 32 core business/specialist support staff and currently 10 tenant organisations includes Canon, Siemens, BioClavis, Spiritus Partners and MR Coiltech who employ over 43 FTEs on site. **AY2019/20** - UofG will continue to support the development of SMS-IC pending the outcome of the full business case submitted to SFC in November 2018; Continue to support CENSIS
- **Participate via RKEC /RCDG in the shaping UIF outcomes to meet national priorities; Delivering against plans submitted in January 2016. Progress** Via RCDG leading collaborative plan for National Outcome 1 ‘Demand Stimulation; See Annex B for progress against Priority Actions – AY2017/18; **AY2019/20** continue to provide leadership to a Scottish HEI initiative focused on Demand Stimulation for HEI services from ‘targeted’ multi-national companies. Participate in on-going collaborative activities to deliver National Outcomes including financial contribution to a Secondment post to co-ordinate ISCF applications amongst Scottish HEI
- **Task force to evaluate and drive change in the scale of the provision of entrepreneurship support provided to our students. Progress:** draft recommendations to enhance support; Grow new ventures e.g. MindMate Ltd (Converge Challenge Winner; 2016); Staels Design (Converge Challenge, Design and Creativity Winner; 2017); Continued support for under-graduate, post-graduate and graduate entrepreneurs which includes hosting of 2 Unlocking Ambition Fellowships; Business Start-up Workshop Program 2018 delivered to over 330 students / recent graduates. 30 student start-up companies receiving support; UofG only Scottish partner in the £5m Connecting Capability Fund project led by the London School of Economics (LSE) and including Oxford, Manchester, Sussex, Sheffield and Cardiff. The project aims to drive entrepreneurship and innovation from social science students and staff. Outputs include generation of scalable new ventures. **AY2019/20** continue to fund a team of student interns to develop and deliver entrepreneurship support initiatives to student entrepreneurs; Develop plans for a new fully serviced student incubator to be located in the new Research Hub building due for completion 2020/2; Identify/appoint a strategic lead to take forward the University’s vision

for student enterprise; Work with the University's student bodies to ensure that there is good support in place for student-led enterprise activities

- **£1bn campus re- development plan for the former Western Hospital site includes a commitment to creating space within new buildings to foster industry collaboration and entrepreneurship. Progress:** collaboration with SE and GCC to develop an Innovation District from the West End to QEUH to foster economic growth with international reach.; University has signed a MOU with Glasgow City Council and Scottish Enterprise in relation to the development of an innovation district linked to the University's £1bn campus investment program and initiatives (e.g. Clinical Innovation Zone) at the Queen Elizabeth University Hospital and the proposed Clyde Waterfront Innovation Campus. The University is also engaging with Scottish Government, the Glasgow Chamber of Commerce and key business stakeholders to stimulate new partnerships that will build on its own investments, the Glasgow city deal and the business opportunities that are emerging to deliver the economic benefits being created for the West End and Waterfront area of the city. **AY2019/20** Develop SIPP applications for Living Laboratory and Quantum Technologies Innovation Centre to be located in GOVAN near to the QEUH
- **Continued commitment to the creation of scalable new ventures with public (e.g. SE) and private partners (e.g. IP Group plc; Epidarex Capital).** Scalable companies include: Caldan Therapeutics (£4.5m); DeepMatter plc (£5m); Anacail (£3m) ; Clyde Biosciences (£2m); Lynkeos Technologies Ltd (£1.5m) , Causeway Therapeutics Ltd (£2m), Kvatchii Ltd (£0.15m); Semiwise (£0.05m) and SAW Dx (£1.8m); Gold Standard Simulations Ltd acquired by Synopsys and growing Glasgow base to 30 + graduate/PhD jobs; Building relationships with Angel investors including Archangels; EquityGap; Examples of new deals Portage Glasgow Ltd (joint venture drug development company located in Glasgow with Canadian based Portage Pharmaceuticals Ltd); Glasgow/Tel Aviv University researchers team have secured funding from FutuRX (<http://www.futurx.co.il/>) which is Israel's leading biotechnology innovation accelerator. Developed new relationships with investors including Advent Life Sciences; Medicxi Ventures and Juvenesence; Secured ~£4m in EPSRC, MRC, ESRC and EPSRC Impact Acceleration Account funding to support entrepreneurship, commercialization and industry engagement. **AY2019/20** – continue to support the creation of scalable new ventures to exploit academic-led innovations (current pipeline of 15 projects) and to license/transfer technologies to entrepreneurs and existing companies (in Scotland and beyond); increase investor/corporate engagement with academic and research staff; Deploy UKRI IAA, UofG KE, MRC CiC and UIF funds to ' bridge the gap ' between academic innovations and the required readiness for investor and / or corporate engagement; Deepen relationships with the UK Catapult network and develop partnerships to accelerate commercialization and industry engagement.

5 Priority 5: High-performing Institutions

Priority 5: High-performing institutions – a coherent system of high-performing, sustainable institutions with modern, transparent and accountable governance arrangements

The University Strategy outlines three values: *Passionate, Professional and Progressive*, that carry key equality references including;

Professional - we are committed to embracing diversity and difference and treating colleagues, students, visitors and others with respect.

Progressive - we believe that studying at our University should be possible for anyone with the necessary talent, commitment and potential, regardless of background or belief.

SFC Guidance	Commitment, strategies and evidence of progress
<p>Institutions are asked to summarise how they ensure continuous improvements in the quality of their governance, promote equality and diversity in all their activities, and demonstrate enhanced sustainability – securing best value for public investment. Summaries should outline how institutions:</p> <ul style="list-style-type: none"> • Are discharging their obligations under the Climate Change (Scotland) Act 2009. • Address statutory requirements to eliminate discrimination, advance equality of opportunity and foster good relations. • Use data and consultation processes to evidence and address under-representation of protected characteristic groups. 	<p>Governance and Senior Women</p> <p>The University Court established a Working Group to advise it on how best to be compliant with the HE Governance Act, bearing in mind the need to keep as close to the current arrangements as possible and a total of no more than 25 members of Court. That Working Group has been meeting and has made interim reports to Court; a final report is expected to be approved by Court at its meeting in December 2018. Discussions have commenced with the Scottish Government and it is expected that the University will be compliant well ahead of the required date of December 2020.</p> <p>The Remuneration Committee makes recommendations to Court on the process of determining salary awards for senior staff and determines the Principal’s remuneration in the absence of the Principal, who is not a member but who attends for items relating to senior management remuneration other than his own. Membership of the Remuneration Committee includes one staff representative who is a Court member and the President of the Students’ Representative Council. Details of the remuneration of senior post holders are set out in the University’s Financial Statements which are published annually.</p> <p>In terms of our Governance, University Court committed to the 40:40:20 as outlined by Universities Scotland. The gender balance on Court is 44% female, 56% male. The University continues to strive for a good representation on Court.</p> <p>The University’s structural approach to equality, is through the Equality and Diversity Strategy Committee (EDSC) reporting to both Court and Senate through appropriate committee structure. Eight Senior Managers acts as Equality Champions, covering all the protected characteristics, and in addition Refugees and Asylum Seekers and a newly appointed Mental Health Champion. The Principal is the overall Equality Champion and Chairs the EDSC.</p> <p>The University has been on a gender equality journey, with the aim of growing the percentage of senior females in professional and professorial posts. The University has made strong gains by increasing the percentage of female professors from 21% in 2013 to 28% in 2018.</p> <ul style="list-style-type: none"> • The University published our response to the Public Sector Equality Duty (PSED) in April 2017. This outlines how the University meets the general duties of the Equality Act 2010, through the PSED. Further details on each of the elements are available through the links below • The University of Glasgow Mainstreaming Report 2015-17 • The University of Glasgow Equality Outcomes Report 2017-2021 • The University of Glasgow Staff Equality Monitoring Report • The University of Glasgow Equality Impact Assessment Policy and Process

	<ul style="list-style-type: none">• The University of Glasgow Equal Pay Statement (for Gender, Disability and Ethnicity; includes the Gender Pay Gap). <p>The University's Mainstreaming Report 2015-17 makes direct reference to the Outcome Agreement and the Gender Action Plan. The University will publish updated Public Sector Equality Duty reports as required in April 2019</p> <p>The University aims to treat all employees with dignity and respect, ensuring fair benefits and pay packages and access to annual performance and development review processes. The University has a close working relationship with four recognised Trade Unions on campus and is an accredited Living Wage Employer.</p> <p>Climate Change</p> <p>The University Estates Strategy has been designed to contribute to a reducing carbon footprint with a focus on a reduction in overall energy consumption as well as the introduction of low or zero carbon technologies for energy production with new buildings achieving a carbon footprint of 30% less than existing buildings.</p> <p>The University's carbon footprint has reduced from 69,590 ton CO2e in 2015-16 to 61,484 ton CO2e in 2017-18.</p>
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6 Cross Cutting Themes

6.1 Additional Funded Places for access, articulation and skills

Additional funded places for access have been mainstreamed, with a baseline having been agreed with the SFC. Subsequent, annually increasing, targets for MD20 and MD40 entrants, are outlined in the National Measures Data Table.

The tables below demonstrate the progress against these targets and indeed progress made in the years prior to accepting the additional places. We are satisfied with this significant progress, although acknowledge we still have further to go. We remain comfortably ahead of the 2021 CoWA milestone of 10% of entrants from MD20 areas, but intend to continue to increase our MD20 entrants year-on-year as outlined in the National Measures Data Table, to move towards the 2030 target.

Please note that the charts below refer to both full and part-time Scottish-domiciled UG entrants.

Figure 1 shows that MD20 entrants have increased from 328 in 2010 to 425 in 2017 an increase of 97 or 29.6%. MD40 entrants have increased from 695 in 2010 to 883 in 2017, an increase of 188 or 27.1%.

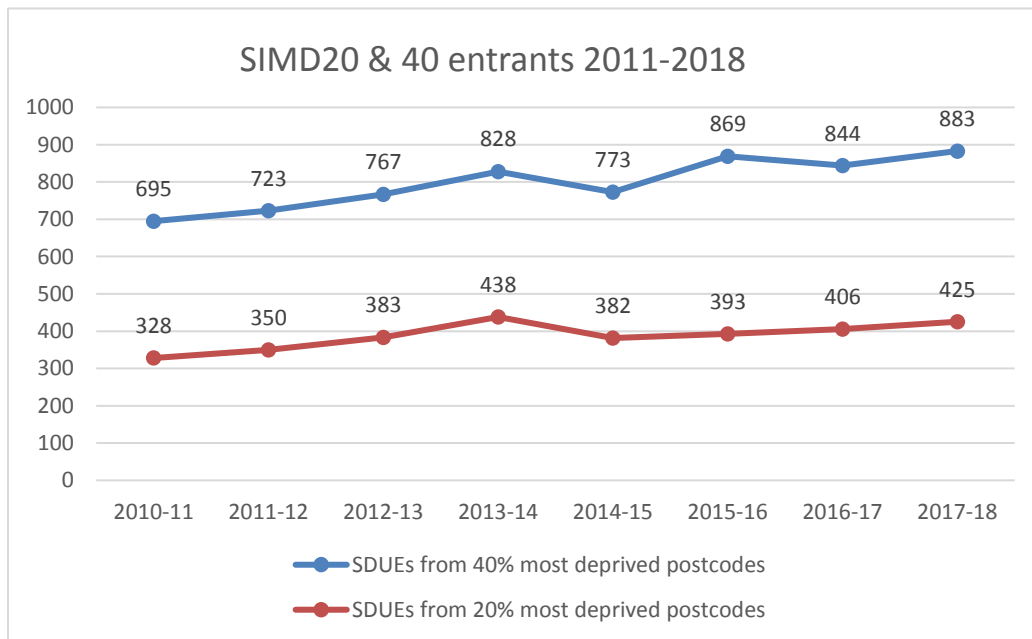


Figure 1: MD20/40 entrants to UofG: 2010-2017

Figure 2 shows MD20/40 entrants as a percentage of overall intake. MD20 have increased from 10.9% in 2010 to 13.4% in 2017. MD40 entrants have increased from 23.2% in 2010 to 27.9% in 2017.

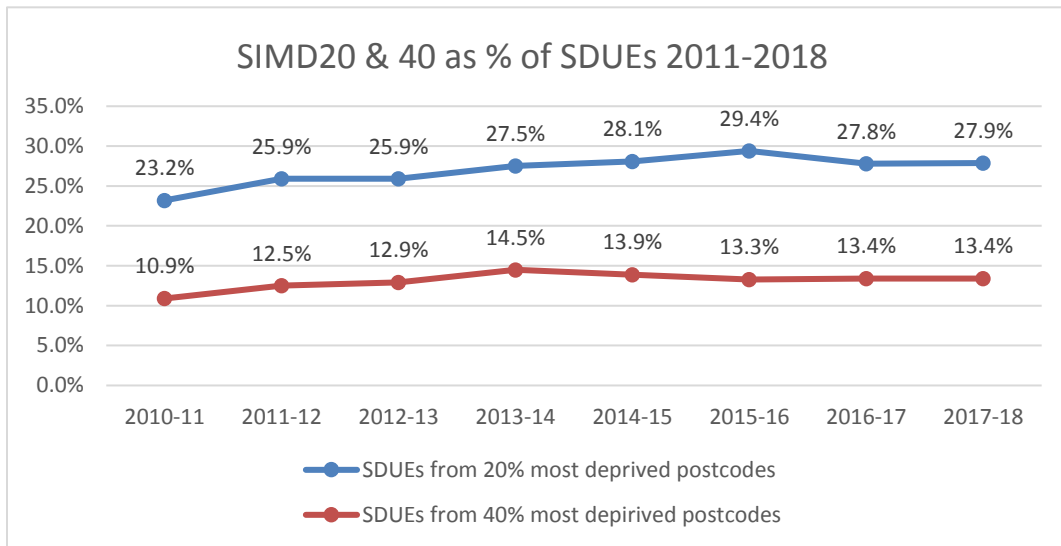


Figure 2: MD20/40 entrants to UofG, 2010-2017, as a percentage of overall intake

Our new UofG HNC Articulation Programme has already been outlined in Priority 1.

Our offering of skills based Taught Postgraduate funded places has been adjusted for our upcoming 2019 intake. These changes enable us to better meet Scotland’s current and future skill needs.

MSc Quantum Technology is replacing MSc Nanoscience and Nanotechnology, after several years of challenging recruitment (of 50 funded places allocated since 2013 only 18 were filled). Within Scotland, no such Quantum Technology Masters programme exists and there are limited options across the UK. UofG’s programme, launched Sept 2018, is aligned with the Glasgow-based QuantiC technology hub, providing a significant benefit to the learning and teaching delivery of the programme. Having the UK become the ‘go-to’ place for development and commercialisation of quantum technologies is a goal of the UK Govt backed [UK National Quantum Technologies](#).

MSc Structural Engineering is taking the funded places allocated to MSc Sustainable Energy. Demand for the MSc Sustainable Energy has grown from 2 home/EU students at launch in 2012 to 22 home/EU students in 2017. With demand well established, we intend to use these funded places to promote Structural Engineering, a programme with less market share, but significant industry importance. [Skills Development Scotland](#) have identified a shortage in managerial and specialist construction skills and the MSc is accredited by many industry bodies: Joint Board of Moderators (JBM) of the Institution of Civil Engineers (ICE), Institution of Structural Engineers (IStructE), Institute of Highway Engineers (IHE) and Chartered Institution of Highways and Transportation (CIHT)

6.2 Partnership working and collaboration

Obtaining funding to undertake collaborative research is extremely important for both establishing and maintaining our European partnerships. The University has a specialised European Team to maximise the return obtained from European Funding sources, particularly Horizon 2020. The University has so far received around €88M in awards from Horizon 2020 for around 160 projects. Around 50% of these projects are large cross-European networks.

In order to strengthen both our European collaborations and increase our influence on European policy decisions, the University is a founding member and has been a driving force behind the recently formed Guild of European Research Intensive Universities. The Guild is, 'committed to developing new forms of collaboration to utilise fully the benefit of our proximity across the European Research Area. We engage with policy-makers to maximise the opportunities for research to inform the politics, culture, science and economy of Europe and its composite states'

Through H2020 awards, the University collaborates with over 700 different organisations based in 64 different countries including some in Africa, Asia, North America and South America. The University supports international collaboration via membership of Universitas 21. This group has member institutions from most regions in the world and includes a research managers working group with the specific purpose of linking researchers and facilitating the creation of joint research projects. The University recently hosted the annual meeting of research managers from across the U21 network. The meeting brought together representatives of organisations from countries including the USA, Australia, New Zealand, South Africa and Chile and facilitative productive planning on future research collaboration.

In widening access, we work in partnership with 14 west of Scotland Local Authorities and 163 secondary schools (and primary clusters) and 9 FECs to facilitate our broad portfolio of WP programmes. We have negotiated admissions progression agreements for FOCUS West, the west of Scotland roll out of SHEP for 15 years via our Top-Up Programme. Via these collaborative agreements, we bring pupils into all of the west of Scotland HEIs and across Scotland.

6.3 UK Departure from EU

In his capacity as Chair of the Standing Council on Europe that advises the Scottish Government and as Chair of the Russell Group, the Principal and Vice-Chancellor of the University of Glasgow, Professor Anton Muscatelli has broad visibility of developments as part of the role.

Major challenges

- The Department for Exiting Europe has, at the moment, no senior reporting line on research and universities. This makes it difficult to communicate the challenge and urgency of the matter. Despite numerous efforts to persuade them to do so this lacuna remains.
- Securing ongoing funding for some of our extant partnerships and collaborations despite the goodwill of many of our European colleagues. Reporting in the April 2018 OA, the University of Glasgow had some 30 ERC grants and secured in excess of £13m pa in EU research funding. The number of grants held has risen to 37 and we also hold 7 Erasmus Mundus Masters grants (the largest number in Europe), each worth c.€4mn. Many of those in receipt of what is now considered the most prestigious and competitive grants globally are colleagues from other European nations.

- The loss of the ERC funding stream could cause reputational damaging. This in turn may have an effect on our global rankings which could also impact student and staff recruitment in markets sensitive to global rankings.
- The loss of Erasmus funding will make it more challenging to secure outward mobility where the funding, you could argue, compensates for poorer language skills in Scottish students

The University of Glasgow;

- is represented on the Russell Group EU Advisory Group and is currently in discussions with another member of the group on potential collaboration in Europe; it is also engaged in lobbying Ministers and the Department for Exiting Europe to remain in the Research Framework and Mobility programmes.
- has established the European Institute of Advanced Studies as a stiftung in collaboration with Leuphana University (nr Hamburg), which is being supported by the government of Lower Saxony. It will provide a platform for close research collaboration with German colleagues as well as large scale exchanges of staff and students.
- is continued to have conversations with other regions in Europe about research collaboration
- created and is a founding member of the Guild of European Research Intensive Universities and we have been actively engaged with the Guild in lobbying Brussels and Westminster to retain the two programmes critical to European university collaborative success. The Guild is assisting in looking at how future relations in research and teaching may be maintained. Discussions are advanced on a second European presence
- has created a substantial programme of summer school exchanges with individual Guild partners
- has a long tradition of mobility collaborations with European partners and will seek to maintain these through bilateral collaborations. To this end we have initiated discussions with each of our European partners so as to secure bil-lateral exchange even if we lose access to Erasmus.
- has also recently developed and currently funds a language strategy, designed to support students with mobility into Europe.
- has an active policy of reassuring European colleagues that we will continue to support them with any post hoc visa regulations. We keep colleague updated on a regular basis and Human Resources is carefully considering and developing plans to support incoming European academics post-Brexit. These include some financial and administrative support to secure indefinite residency.
- has an internal Monitoring Group to develop strategies and responses as the negotiations unfold.

6.4 Equality and Diversity

The University of Glasgow published our response to the Public Sector Equality Duty (PSED) in April 2017, this included:

- The University of Glasgow [Mainstreaming Report 2015-17](#)
- The University of Glasgow [Equality Outcomes Report 2017-2021](#)
- The University of Glasgow [Staff Equality Monitoring Report](#)
- The University of Glasgow [Equality Impact Assessment Policy and Process](#)
- The University of Glasgow [Equal Pay Statement](#) (for Gender, Disability and Ethnicity; includes the Gender Pay Gap).

The University will publish an update to our PSED requirements in April 2019.

6.5 Disability

The Scottish Parliament's Equalities and Human Rights Committee: Universities and Disabilities ties in directly to one of the University's Equality Outcomes:

To provide seamless service provision to disabled staff and students.

The University is currently reviewing its approach to student support and wellbeing, in the context of its commitment to providing a world-class student experience.

The University has Disability Confident level 2.

6.6 Ethnicity

The University is an international institution with a diverse staff and student population. However, as an organisation, the University has identified where we could be more proactive in understanding and addressing perceived barriers based upon ethnicity. This is why one of the University's Equality Outcomes from the PSED is:

Investigate the experience of BAME staff and students – with a view to benchmark the University using the Race Equality Charter as a guide

The University of Glasgow has a Race Equality Champion who chairs the Race Equality Group, and we are an active member of the Scottish Race Equality Network Forum.

6.7 Gender

The University published our [Gender Action Plan](#) in August 2017. The overall gender gap for SDUE for 2017/18 was 22.6% in favour of female students.

Key highlights from the first year of implementation include:

- Computing Science hosted Code First: Girls event, with 140 attendees, aimed at female students already studying at Glasgow on another course. Code First: Girls sessions aim to develop personal and professional skills, including technical skills in coding and programming and in doing so potentially attract them into Computing Sciences.
- Education's Summer School course to be delivered by a male teacher.
- Engineering have engaged with a lecturer in Technological Education to improve Employability Education.
- Nursing have produced new publicity, including a DVD for recruitment events, which features both male and female participants.
- Physics and Astronomy held an event 'Girls in Physics' for S3 age girls from Glasgow schools with 150 attending participating in 9 different workshops.
- Psychology have reviewed their marketing materials have been improved with career insights into 'alternative destinations' and job opportunities using Psychology

The School of Veterinary Medicine have joined the group as this area has been identified as having a gender split of more than 75:25 in favour of females.

The University of Glasgow has a challenging Key Performance Indicator in relation to gender, namely to grow the percentage of women in senior roles to 33% by 2020, in 2018 this is currently 28.2%. This combined with the University's other work in relation to gender equality, our Equality Outcome from the PSED states:

Gender equality - grow the percentage of senior women, with overt consideration on addressing occupational segregation.

A full update of progress with this Equality Outcome will be provided in the University's PSED reporting process in April 2019, this will include an update on progress relating to the gender pay gap.

The University is proactively addressing gender equality through the rollout of Athena SWAN across the organisation. The University holds a bronze award, 14 Schools and Research Institutes hold Bronze Awards, three Schools and Research Institutes hold Silver Awards and the Research Institute of Health and Wellbeing holds a Gold Award. In addition, the School of Physics and Astronomy holds the Institute of Physics Juno Champion Status. The Athena SWAN processes ensure each discipline is focussing on the attrition point for their subject area, and therefore addressing the long-term pipeline. All Athena SWAN applications complete a staff survey of the local area to ensure staff views are known and incorporated

Gender balance on the governing body (Court) has been actively considered for many years as part of the recruitment process for Court members. University Court committed to the 40:40:20 as outlined by Universities Scotland. The current gender balance among the lay membership is 50% female and 50% male, so the University is already compliant with the Gender Representation on Public Boards (Scotland) Act (2017). Taking into account staff and student members, the overall balance is 56% male and 44% female. In so far as possible, constituencies that nominate or elect members are encouraged to consider Court's overall gender balance. The University continues to strive for a good representation on Court.

The University is supportive of Trans* and gender diverse identities, and has an inclusive section of the [Equality and Diversity policy relating to gender reassignment](#). The Gender and Sexual Diversity Champion chairs a group which has direct representation from the LGBT+ Staff and PGR network, and the Trans* representative from the Glasgow University LGBTQ+ Student Society sits on the group. The group considered the recommendations of the Trans EDU report last academic session, and has taken forward a number of recommendations.

6.8 Gender Based Violence

The joint Gender Based Violence Strategy Group with Glasgow Caledonian, Rape Crisis Scotland and Police Scotland has been meeting since 2016, and works along three work streams:

- Research, Survey and Perception;
- Analysis and Messaging;
- Prevention, Response and Support

The strategy group has agreed a definition for GBV; this is included as Appendix 1. The Prevention, Response and Support work stream has an action plan which includes a planned four tier training programme (three of these have been rolled out) and policy development work. An [online reporting system](#) for students has been rolled out. Details on the University's response to GBV are included under Priority One.

6.9 British Sign Language (BSL)

The University has developed a [British Sign Language Plan](#) aligned to the Scottish Government National Plan. The implementation of the plan will be governed through the [Disability Equality Group](#) and the [Equality and Diversity Strategy Committee](#).

6.10 Gaelic

The University has established a new [Gaelic Language Plan](#) for the period 2018-2021, building on the achievements of our first Gaelic Language Plan and enabling us to make a significant contribution to the protection, maintenance and advancement of Gaelic language and culture, both in Scotland and internationally.

We are committed to exploring new approaches to language learning including in our Gaelic degree programmes, leadership in research and knowledge exchange in the area of Gaelic language corpus planning, the visibility of Gaelic in the development of our estate, meaningful civic engagement with key partners across the City of Glasgow, and the promotion of Gaelic to national and international stakeholders.

6.11 Society and Culture

Through its Knowledge Exchange and Innovation Strategy (2017-2021) the University of Glasgow is committed to 'changing the world through Engagement, Innovation and Impact (<https://www.gla.ac.uk/myglasgow/ris/knowledgeexchange/kestrategy/>). One of the four key priorities within this document is *Inclusive Community and Public Engagement*, with an expressed desire to promote a culture of public engagement with our research, with a focus on socioeconomically disadvantaged communities, locally, nationally and globally. The University's staff and students are well placed to enable communities to participate in, and derive value from research. Locally we have worked for many years with some of Glasgow's most socioeconomically disadvantaged communities. The UK Collaborative Centre for Housing Evidence, based in Bridgeton in the heart of the disadvantaged Glasgow East End, is an example of the innovative manner in which University of Glasgow researchers are making an impact on policy and practice in this area (<http://housingevidence.ac.uk/>). Community level engagement is similarly central to our approach in the international arena, and our teams work in successful partnership with communities in Africa to control the spread of livestock diseases. Putting key local Tanzanian village-level representatives at the heart of their research project has been recognised by the National Co-ordinating Centre for Public Engagement (NCCPE) as an inspiring example of Public Engagement with Research (<https://www.publicengagement.ac.uk/do-engagement/inspire-me/pen-portraits/dr-tiziana-lembo>).

Various sources of funding are available for our researchers to develop and deliver public engagement activities. For a list of main funders, please visit the University's [Public Engagement Funding](#) web page. University of Glasgow can showcase your research and engage with the public in events such as the [Glasgow Science Festival](#), [Explorathon - European Researcher's night](#) or the [ESRC Festival of Social Science](#). To demonstrate its support for this type of activity, the University of Glasgow recently appointed its first Dean of Public Engagement [Professor Kevin O'Dell](#). In addition, Public Engagement activity can be recognised through Public Engagement Awards and is embedded in Performance and Development Reviews and can be included in promotion applications.

6.12 Cyber Security

Cyber resilience is embedded within relevant specialist curricula and, more generally, we provide advice and guidance to all students on cyber security. Curricula and general guidance are reviewed periodically to ensure currency. Proposals exist to develop pre-arrival materials for all students, and this includes guidance on managing digital identity and within that, protecting online identities and data. These should be available during session 2019-2020 if not before.

7 Developing Policy Priorities for 2019-20

7.1 SFC National Aspirations for Widening Access

Our agreed Outcome Agreement targets are included in the National Measures Data Table. By these, we aim to contribute in a meaningful and significant way to the SG priorities and SFC national aspirations for widening access.

To achieve these targets involves engaging with a diverse body of applicants. To do so, we facilitate a portfolio of outreach pre-entry programmes, individually and in collaboration. Partners include: 14 Local Authorities (LAs); 120 secondary schools; FOCUS West (SHEP) (UofG hosted from 2013-17); SWAP West; the Reach HEIs (UofG facilitates this programme for the west of Scotland) other HEIs and FE Colleges; third sector partners, e.g. the Robertson Trust, ICAS, Carers Trust, Who Cares? Scotland; MCR Pathways.

To be fit for purpose, we believe any widening access programme should fulfil three main functions for under-represented groups:

- 1) Promote aspiration for and awareness of routes to HE study.
- 2) By academic engagement, enhance pre-entry attainment and prepare applicants for the transition to HE, retention and degree completion, and a successful student experience.
- 3) Provide an access route for applicants to gain entry via Contextualised Admissions progression agreements at Access Thresholds.

We combine funding from different sources, including: UofG core; SFC national programme; LAs; and other partners, to create an economically efficient model of engagement to cover the west of Scotland and beyond. The philosophy behind our approach is to facilitate programmes which can engage every target institution, group and learner. We operate innovative and efficient delivery models, utilising a body of 100 professional WP Tutors and combining online, in-person and blended learning options, to reach anyone who may harbour aspirations to enter HE, whether in inner-city or remote and rural areas. Our Top-Up and Summer School Programmes were highlighted as examples of best practice for the sector in the CoWA Final Report.

Our programmes are all multi-exit programmes. We work with all target learners, no matter their intended destination for HE or FE study. In this way, we aid the broader sector and national entrant and retention targets by working with pupils / adult learners who will progress to university or college across the country. Our main WP / Access programmes are shown in the table below by 2017-18 performance:

Programme	Target Group	Participants	Subjects accessed	Entrants: UofG	Entrants: Other HEIs
Top-Up Programme (SFC national and LA-funded)	S5/S6 pupils in 68 schools	2,100	Arts, Social Sciences, Sciences, Engineering, Accounting & Finance, Nursing, Business, Education, Music	260	c.1,000
Summer School (UofG core and LA-funded)	S5/S6 pupils; adult learners Scotland-wide	460	Arts, Social Sciences, Sciences, Engineering, Accounting & Finance, Nursing, Business, Education, Music	300	50
Reach (SFC national and UofG core-funded)	S4-S6 pupils in 107 schools	1,700	Dentistry, Law, Medicine, Veterinary Medicine	100	100
Access to a Career (UofG core-funded)	S4-S6 pupils in 103 schools	1,500	Accounting & Finance, Education, Engineering	Included within Summer School numbers	
Glasgow Medical School Access Programme	S5/S6 pupils / adult learners Scotland-wide	c. 20	Medicine	c. 20	0
Early Secondary Programme (UofG core-funded)	S1-S3 pupils in 50 schools	20,000	All subjects covered	N/A	N/A
UofG Short Courses Programme (including Access) (UofG core-funded)	Adult returner learners Scotland-wide	5,000 (including 280 Access)	Science, Engineering & Nursing; Law Business & Accountancy; Arts & Social Sciences	100 Access	50 Access
Scottish Wider Access Programme (SFC national and UofG core-funded)	Adult returner learners Scotland-wide	900	Medicine, Dentistry, Law, Medicine, Nursing, Accounting & Finance, Business, Education, Arts, Social Sciences, Sciences, Engineering	150	600

UofG pre-entry programmes for school leavers and/or adult returners

7.2 Commission on Widening Access Implementation

This has been outlined in full in Priority 1. We maintain our commitment to work with SG and SFC to fully implement the recommendations and aims of CoWA and to meet national milestones and targets by 2030.

7.3 Widening Access and Retention Fund

Widening access has no purpose if entrants are not retained and progress efficiently throughout their studies. The work we conduct to research, encourage and improve the retention of WP students, under the guidance of our Transitions Working Group, chaired by an Assistant Vice-Principal, and a Retention Sub-Group, has been outlined in Priority 1. This continues the strong body of work conducted over the past 13 years into retention within UofG. Our student records system combining admissions and student support data, enables tracking and monitoring of flagged WP students from pre-entry to graduation, a process highlighted as an example of best practice for the sector by the CoWA Interim Report. It allows at risk students to be monitored and intervention targeted at relevant points in the academic year.

The 2016/17 figure of 90.3% for full-time first year SDUE MD20 retention indicates our work is having impact, but we are conscious that this is an ongoing and evolving area. Innovative practice which has impacted positively on our WP cohort includes: targeted financial aid via Talent Scholarships (over 600 awarded to date) and preferential access to discretionary funding; our Local Student Orientation event attracts 550 local WP entrants each year in early September; e-mails are sent at pressure points during Years 1 and 2, offering advice; offers of employment as pre-entry programme mentors are made.

Despite maintaining a high level of annual entrants from MD20 areas comparable to the sector and working assiduously towards their retention, we receive no WARF funding. As indicated in Priority 1, we would be keen to participate in the review of 2018-19 WARF.

7.4 Care Experienced Leavers

As outlined in Priority 1, we continue to develop our comprehensive and best practice rated care experienced provision. In 2018-19, we are holding a series of focus groups with care experienced and estranged students to sense-check our provision. Our CPP is disseminated across the University and we are backing this up with the development of new online training for staff within the institution. We continue to collaborate and share best practice with partners as an institution, but also as the driving force behind the Care Experienced, Estranged and Student Carers West Forum (CEESCWF). We contribute institutional representation to the SFC Care Experienced Governance Group to help drive the national agenda and continue to liaise and work in partnership with third sector organisations as appropriate, e.g. Who Cares? Scotland, Glasgow City Health and Social Care Partnership; LA social work and through-care teams, MCR Pathways, CELCIS.

We have had guaranteed offers at our Access Thresholds for care experienced applicants since 2010, leading the way for the sector in this regard. These offers are accompanied with an invite to free participation in the UofG summer school. Moreover, our programmes are multi-exit and run specifically to bring entrants into HE generally, not just UofG. WP applicants enter HEIs across Scotland each year via our programmes, widening access for the whole sector – a major contribution to national SFC and Scottish Government Widening Access targets.

7.5 School Engagement

UofG is heavily involved in the SFC strategically-funded schools programmes. We have hosted and facilitated the Reach West Programme since 2010. We hosted FOCUS West from 2013-17 and created and have facilitated the Top-Up Programme, the senior element of SHEP and its predecessors, since 1999.

We have worked closely with SFC throughout this period to maximise return and impact from these schools programmes and continue to do so, sharing best practice and providing evidence-based methodologies of practice which have shown real impact in the west of Scotland. Most recently, we conducted an SFC-funded Impact for Access research project, which provided the evidence for moving away from a low progression school targeting matrix to working with all target pupils in all schools.

We are supporting the discussions towards transitioning to a new Schools Engagement Framework and are providing examples of piloted projects to inform this process.

Our success in this area is suggested by close to 20% of 2018 entrants to Medicine residing in SIMD20 areas. This has been achieved by combining our work via Reach West, SWAP and our new Medical School Glasgow Access Programme.

7.6 Mental Health and Well-being

Details on the University's Mental Health Strategy and Action Plan are detailed in Priority One.

The Counselling and Psychological Services has links with the NHS and Third sector partners. Both internal and external providers are required to meet the diverse needs of our student and staff population including support for sexual misconduct survivors, LGBT service users, and international students.

The University has a tiered approach to mental health training; including Big Lottery funded Mind Your Mate training delivered through the SRC for student and staff, and Mental Health First Aid, where over 100 staff have been trained.

The University is currently investigating a holistic approach to wellbeing, including using a structured framework such as UK Health Universities.

Mental health and wellbeing is a strategic priority for the University of Glasgow. It has demonstrated its commitment to this agenda by taking the following steps in the last 12 months by:

- Appointing the University's Chief Operating Officer as the institutional Mental Health Champion
- Establishing a Mental Health Working Group co-chaired by the Chief Operating Officer and President of the Student Representative Council, which incorporates both staff and student representation to ensure a holistic, coordinated approach to wellbeing. A Mental Health Action Plan was launched in 2017. The plan sets out a clear framework for action and sets out a clear framework for action. The group maintains links with the University's Health & Safety Committee, HR Committee and Equality & Diversity Committee, each of which has an interest in mental health.
- Establishing a Student Experience Committee, a joint committee of the University Senate and Court, the group which includes representation from students, staff and lay members of Court

and Senate. Mental health and wellbeing has been identified as a key priority as part of the University's commitment to providing a world class student experience.

- Allocating additional investment of £200k to the University's Counselling and Psychological Service to strengthen its capacity to support mental health, peer support activity, ease and quicken access to support via an online platform, Big White Wall.
- Rolling out Mental Health First Aid training across the University
- Rolling out Mind Your Mate suicide prevention training, organized and delivered by the Student Representative Council
- Commissioning a review of our approach to student mental health and wellbeing from a service perspective

The University's approach to mental health and wellbeing is not confined to the support offered by the Counselling and Psychological Service alone. Services such as the Disability Service, Chaplaincy, International Student Support, University Sport, Residential and Living Support and the Student Representative Council work together. Staff in our Schools and Colleges have a pivotal role to play also in supporting the mental health and wellbeing of our students. The College of Social Sciences, in partnership with our Counselling and Psychological Service, has embedded a counselling psychologist role, offering support for undergraduate students on a preventative basis in an effort to build resilience and improve wellbeing. Bespoke training has been delivered by the Counselling and Psychological Service to staff in the Schools to help equip staff to make effective referral to services where appropriate.

Working in partnership with our Student Representative Council is something which characterises and defines our approach at Glasgow.

The University is represented on the Universities Scotland group which is looking at student mental health. Collaboration with other universities regarding mental health and wellbeing takes place regularly through professional networks such as AMOSSHE and through informal networking with colleagues at other institutions to share good practice.

7.7 Diet and Healthy Weight

Foodservice provision on campus has previously achieved healthy living accreditation in all of its retail catering units and these will be renewed in 2019 with a particular focus on the staff training and healthy living eventing required to deliver this. Whilst historically there has been little engagement with the UK Healthy Universities Network, with new leadership of the service in 2018, this has been prioritised as an objective for 2018/19.

The service works hard to provide healthier choices to its customers across the various menus and snacks on offer. The University is a member of the respective Vegetarian and Vegan Societies.

From a sustainability perspective, the University catering service has Fairtrade status and is looking to move into Direct Trade where possible. The service works in conjunction with the University sustainability team to promote the University allotments and we have begun to source small quantities of fruit and vegetables.

7.8 Carers

The University developed a Student Carers Policy in February 2011, which we updated in 2016. The policy statement sets out the aim to ensure student carers are provided with as much flexibility as possible to facilitate their success. The policy framework includes a draft Student Carers' Plan to be completed by the student and their Advisor of Studies. We now have a nominated point of contact for carers within the WP team. The University has developed (with the Students' Representative Council) a Student Parent's Policy, which is in the final stages of approval to compliment the Carers Policy.

The University provides a range of support to staff with caring responsibilities, although many of policies and procedures are as applicable to parents as they are to carers. This includes Time off to Care for Dependents Policy (a flexible three days to support staff during emergency care issues) and the Flexible Working Policy. The University is currently reviewing the Flexible Working Policy and developing a Carers Policy.

7.9 Veterans/early service leavers

We have outlined our intentions for veterans in Priority 1.

7.10 Estranged Students

As reported in Priority 1, UofG has had a comprehensive system of provision in place for care experienced applicants and students since 2007. Estranged applicants and students have always been included within this provision, including guaranteed adjusted offers of entry at our Access Thresholds via our system of contextualised admissions. We widely promote this with schools, pupils, parents, teachers and Local Authorities via our Adjusted Entry Requirements brochure, which can be accessed at: https://www.gla.ac.uk/media/media_606424_en.pdf

Since 2016, we have worked closely with Stand Alone to pull out and clarify this specific provision for estranged applicants and students and were one of the two Scottish universities to first sign the Stand Alone Pledge. We jointly presented a best practice session with Stand Alone at the SFC Access Conference in 2017 and we hosted Stand Alone's first Scottish conference in 2018 to share best practice across the sector and encourage all HEIs and FECs to sign up to the Pledge. We have also liaised closely with SAAS regarding funding options for individual estranged students.

We have institutional representation on the SFC steering group and will continue to work closely with all partners to equalise access to HE and FE for this particularly vulnerable group. We feel we are at the forefront of the sector in this area and have endeavoured to share best practice with other institutions.

7.11 A Developed Workforce

Internships

The Internship Hub at the University's Careers Service offers approximately 350 internships, exclusive to University of Glasgow students, mostly paid, per annum. This year 2018/19, we are aiming to develop more opportunities for undergraduates in earlier years of study and targeting science opportunities. We are also embarking on a pilot of 'micro-internships' in 2018/19 which aims to offer students from non-traditional backgrounds the opportunity to work shadow our alumni who live and work in key cities in Europe.

Student Enterprise

Since 2014, the Student Enterprise Manager has expanded a summer programme to develop four start-ups annually with funding, incubation space and workshops. Of the 16 start-ups supported since 2014, 12 are still thriving. There are currently 35 active businesses supported by our [Student Enterprise](#) programmes. 250 students per annum request help with starting a business. We have one of the highest number of endorsements for the UK Home Office Tier 1 programme growing from seven in 2014 to 18 in 2017 and so far, in 2018/19 there are 30.

Employer Engagement

The Careers Service now hosts five major recruitment and information fairs for all its students as well as niche events featuring inspirational speakers and alumni in series entitled 'The Big Brave', and 'The First Tuesday Club'. This has increased the Service's 'reach' to students who seek alternative career routes. In addition, this year we hosted 'Jump Start' a series of workshops by major companies offering top-drawer advice to get a head start in the graduate application round.

The Network

The University of Glasgow was the first in the UK to combine the expertise and efforts of its Careers Service and its Alumni Development Office to support student prospects. Through 'The Network', our alumni networking platform, 4,171 alumni are able to volunteer to offer advice to or mentor students. This has brought together hundreds of alumni with students and alumni with other alumni and has been a catalyst for a whole series of alumni talks and events on line, on social media and in person.

The Human Book Project - For the last two years, we have brought eight alumni 'Human Books' to the Library. Students could "loan" them for 15 minute 1:1 mentoring to help them to break into the creative industries. 381 students attended over 2 years.

Social Media Takeover Series – We visit alumni in their workplaces in Glasgow, London and New York capturing footage of them talking. With social media, we were able to 'take' students to alumni work places a flavour of the diversity of the working environment and inspiration for where real-life UofG alumni end up. We saw record-breaking results with 155K content views.

SoundTracks podcast - Launched this term (4 episodes, 500 downloads). Sound Advice from UofG grads <http://gla.ac.uk/soundtrackspodcast>

Graduate Destinations and Careers Advice

Careers Managers collaborate with academics in schools and colleges in order to offer students a suite of guidance, job seeking skills and coaching programmes. A representative example of this is the Career Accelerator Certificate, a blended online learning programme for 2017/18. The Careers Managers attempt to ensure support in schools and colleges is targeted at academic courses where students are less likely to gain graduate level employment or underemployment identified by the Graduate Outcomes Survey (formerly the Destination of Leavers from Higher Education, DLHE).

7.12 Leadership in Environmental and Social Sustainability

The University of Glasgow is seeking to implement a 'whole-of-institution approach' to sustainability management, as outlined in our Sustainability Strategy (https://www.gla.ac.uk/media/media_558384_en.pdf). The strategy commits us to respecting the environment, becoming a positive force in the marketplace, understanding our impact on people and communities and sharing knowledge and best practice. A number of different strategies and action plans sit beneath the Sustainability Strategy, as described below, with their implementation overseen by our Sustainability Working Group (<https://www.gla.ac.uk/myglasgow/sustainability/sustainabilityapproach/>).

Our Energy Strategy (<https://www.gla.ac.uk/myglasgow/sustainability/energymanagement/>) commits us to reducing the University's carbon footprint by 20% with respect to the 15/16 figure (69,591 tonnes CO₂e). In order to meet this target, the Energy Strategy must deliver ~6,000 tonnes CO₂e emissions savings per annum, while also ensuring that we continue to provide a reliable and resilient energy supply to our estate. Effective implementation of both our Strategic Travel and Transport Plan (https://www.gla.ac.uk/media/media_462432_en.pdf) and our Waste Management Strategy and Action Plan (https://www.gla.ac.uk/media/media_597483_en.pdf) will be required in order to realise an additional 3,000 tonnes CO₂e emissions savings per annum. We anticipate that additional emissions reductions will also come from grid decarbonisation and from the rationalisation of our estate, as we progress with the redevelopment of our Gilmorehill campus.

As we embark on our ambitious redevelopment of the former Western Infirmary site (<https://www.gla.ac.uk/myglasgow/campusdevelopment/>) we will ensure that our new buildings are delivered to the highest standard, with designs based on established methods of sustainable construction and whole life costing principles, in order to minimise energy consumption and carbon emissions. All new build developments will be required to achieve a minimum BREEAM rating of "Excellent" and EPC "A" rating. We have also developed a soft landings strategy (https://www.gla.ac.uk/media/media_575779_en.pdf), to ensure that new buildings perform according to their original design.

Furthermore, the University also has a well-developed Biodiversity Strategy and Action Plan (https://www.gla.ac.uk/media/media_586161_en.pdf) and has recently published a Climate Change Adaptation Plan (https://www.gla.ac.uk/media/media_619025_en.pdf) which describes how we will deliver a resilient estate, in the face of changing weather patterns. We also have a well-established approach to Sustainable Procurement (<https://www.gla.ac.uk/myglasgow/sustainability/sustainableprocurement/>) with a strong focus on supply chain management.

The University also recognises the need to engage and educate staff and students, with respect to sustainability. We have recently developed an Environmental Communications Plan (https://www.gla.ac.uk/media/media_597479_en.pdf), have established a social media presence (Twitter: @UofGsustain) and employ 12 students to promote sustainability on campus each year, as part of our Glasgow University Environmental Sustainability Team (GUEST) team. The students carry out project-based work in areas such as energy conservation, recycling, biodiversity, sustainable food, sustainable travel, waste management, communications and student engagement. Finally, the University of Glasgow also offers a wide range of taught courses that related to a number of different sustainability themes (https://www.gla.ac.uk/media/media_585167_en.pdf).

8 Dumfries

The University of Glasgow at Dumfries, based in the Crichton Campus, is an integral part of the University of Glasgow. In Dumfries, we commit to the same excellence in Teaching and Research and work to implement the same strategic priorities and commitments described throughout this document.

This section reflects some Crichton Campus specific detail relevant to the Scottish Government Strategic Priorities.

Priority 1 - Widening Access

The core purpose of the University of Glasgow at Dumfries is to create a world class, research-intensive university environment in niche areas matched to the Dumfries and Galloway location, thereby serving regional and national stakeholders whilst working in an international context. Our vision for the Dumfries Campus is for it to be a centre of world-class interdisciplinary teaching, research and lifelong learning. Its areas of specialism include: environment, culture, health, wellbeing, social policy, education and tourism. Our objective is for activity on the Campus to reach the highest academic standards and to support the social and economic needs of the region. We seek to do this from a position of institutional strength that makes it possible for the University to engage with the considerable partnership and collaboration opportunities that are to be found on the Crichton Campus.

University of Glasgow also receive SFC strategic funding which helps support our infrastructure, in particular the Rutherford-McCowan building – this funding is fully utilised. UofG will account for use of this funding through the consolidated annual self-evaluation progress report on Crichton to SFC in October covering the preceding academic year.

Maintain and develop our portfolio of WP schools outreach and adult learner programmes alongside our partnership and collaborative work to widen access to UofG, but also the rest of Scotland.

We will expand the findings of our SFC funded Impact for Access project ‘Engaging with MD40 pupils in High Progression Schools’, which has significant relevance to the Dumfries and Galloway context.

Enhancing and streamlining a fair and accessible learner journey, while ensuring that all young people are able to select from a range of fairly distributed, high-quality post-school opportunities which best match their aptitude and ambition, is a challenge recognised by The Crichton Campus partners as being best tackled collaboratively. Reflecting that, we will continue to support the multi-partnership approach delivering the ‘Planning for Your Future’ (PFYF) programme which is unique to Dumfries and provides a 3-day residential experience targeted at S3 pupils, who are considering their senior phase choices.

Our presence in Dumfries also allows us to support other key Scottish Government initiatives. For example, by offering Articulation places in partnership with Scotland’s Colleges, particularly Dumfries and Galloway College, appropriately qualified HNC students are admitted directly into year 2 of our MA in Health and Social Policy. In this way we provide students from both within Dumfries and Galloway and further afield, the opportunity to study at a world leading university while helping to meet both the Scottish Government’s Regional and Accessibility Agenda.

Priority 2 - High Quality Learning and Teaching

In support of a world-class educational experience, we have institutional and local strategies and action plans to increase overall satisfaction with the student experience as measured by the NSS and as captured in our institutional KPIs. This includes UofG students at the Crichton Campus.

Focusing on entry to years 1 and 2 of the undergraduate degrees, we are developing strategies to enhance transition into, and engagement in, University life especially for Scottish domiciled students, students with caring responsibilities and care leavers. Specific interventions:

- Course-specific buddy schemes;
- School engagement events;
- Partnership working with FE Colleges where Articulation Agreements are in place/are being developed, particularly in Dumfries.

As outlined in our Learning & Teaching Strategy, we are undertaking University-wide activity to enhance interdisciplinary learning and support increased outward mobility.

Development of a graduate attributes strategy and recognition scheme leading to revised use of the HEAR.

We will monitor the impact these strategies have for our students on the Crichton Campus.

Priority 3 - World-leading Research

We will carry out research audits and activities to enhance production of 4* outputs including, Interim Research Reviews which will appraise REF-readiness to enhance the self-calibration of our quality, and increase the generation of high-quality outputs and impact. We will support an emphasis on 4*-quality through various activities including 4* calibration workshops, masterclasses, and revised promotion and recruitment criteria.

We will develop a forum for sharing research expertise and exploring potential collaborations between campus partners. The University of Glasgow, School of Interdisciplinary Studies, is co-ordinating and developing a directory of the research interests based on the campus. In addition, the School has broadened an internal Research Forum to include wider partners, with the aim of identifying potential opportunities for increased collaborative research and knowledge exchange activity.

Priority 4 - Greater Innovation in the Economy

Through active participation in RKEC /RCDG, UofG is fully engaged in the shaping of UIF outcomes to meet national priorities and deliver against the plans submitted in January 2016. Glasgow is engaged in developing the UIF Evaluation Framework and is participating as lead for National Outcome 1 and contributor in the National Outcomes 2 to 7 in the RCDG led sector collaboration activity.

Priority 5 - High-Performing Institutions

The University Strategy outlines three values: Passionate, Professional and Progressive, that carry key equality references including;

- Professional - we are committed to embracing diversity and difference and treating colleagues, students, visitors and others with respect.
- Progressive - we believe that studying at our University should be possible for anyone with the necessary talent, commitment and potential, regardless of background or belief.

A review of the approach to joint infrastructure and services being led by University of Glasgow is near to completion.

Our school in Dumfries has received the Athena SWAN Bronze Award and is now implementing the action plan.

UoG	2017-18	2016-17
Number of entrants with known D&G postcodes to UoG HE programmes	UG 110 PGT 34 PGR 5 Total 149	UG 89 PGT 21 PGR 3 Total 113
Number of entrants to UoG HE programmes delivered at the Dumfries Campus (QV HC)	UG 94 PGT 28 PGR 3 Total 125	UG 93 PGT 18 PGR 5 Total 116
Number of Scotland-domiciled HN entrants progressing to UoG programmes at Dumfries Campus	2	3

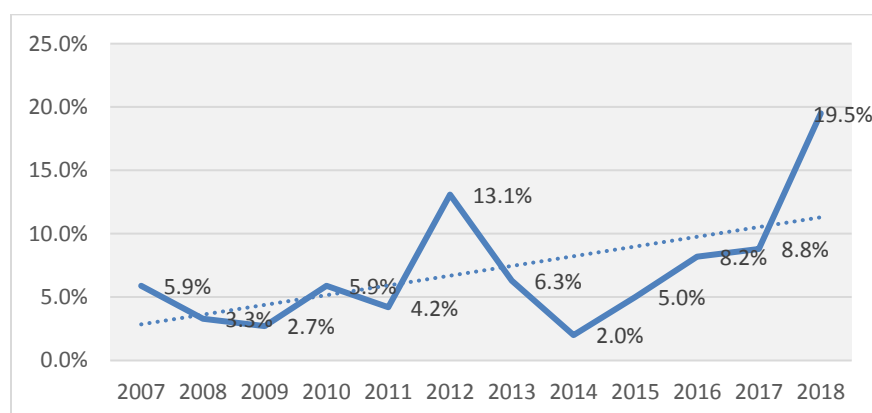
9 Case Study 1 – Widening Participation to Medicine for SIMD20 residents

Context: widening access to the professions

As reported elsewhere in our Outcome Agreement, the University of Glasgow runs a suite of pre-entry programmes to widen access to UofG and HE in general. We continue support for our WP cohort on-degree to give them the best chance of student success. As an institution which teaches the highest level professional, vocational degrees, widening access to these professional subjects and life-changing careers is an area of our WP work in which we have invested with particular success.

We would like to highlight the progress we have made in Medicine. As shown in the admissions and entrant data in table 1, 19.5% of 2018 entrants to Medicine resided in SIMD20 postcode areas, a remarkable achievement, considering that the 2009 figure was 2.7%. UofG has successfully widened participation to this previously hard to access degree and entry to Medicine is now equal for those in the most deprived postcode areas of Scotland.

Table 1: SIMD20 entrants to Medicine in UofG: 2007-2018



SIMD20 characteristics

Recent research has underlined the characteristics of deprivation prevalent in SIMD20 areas, which limit progression and access to HE. These include:¹

- Lower attainment in school
- Leaving school earlier
- Lack of cultural capital, family experience or aspiration to progress to HE

Combined with the low annual intake and complex admissions system requirements for Medicine (high tariff, UCAT,² interview, lack of work experience opportunities), entry to Medicine for MD20 residents was historically low. With 68% of MD20 areas in UofGs target west of Scotland region, we have a real sense of responsibility to enable the social mobility which a career in Medicine can bring.

¹Scottish Government, *Fair Access: Analysis of school leaver attainment by SIMD quintile, 2018*, <https://www2.gov.scot/Resource/0053/00535799.pdf>; Croll, N., Browitt, A., Anderson, M. & Hedge-Holmes, K., *How to engage with MD40 pupils in higher progression schools – SFC Impact for Access Project*, 2016.

² University Clinical Aptitude Test

A unique approach to widening access to Medicine

UofG is the only HEI in Scotland to offer guaranteed access routes to Medicine for both school and adult learners, utilising our evidence-based outreach programmes (Reach West, SWAP and GAP) and best practice rated contextualised admissions systems.³ The key to this success has been partnership work on several levels:

- Internally: central WP team and School of Medicine
- Externally: UofG and SWAP / Local Authorities / schools / colleges

Scottish Wider Access Programme (SWAP) Access to Medical Studies

UofG was a founder member of SWAP in the 1980s. In 2004, UofG, SWAP and Stow College developed the Access to Medical Studies Access Programme, our highest level adult returner Access Course, which takes learners from SCQF level 5 to SCQF level 8 in one year. Now taught in Glasgow Kelvin and Clyde Colleges, the sophisticated selection procedures and intensive support provided by the SWAP framework, ensures 2-3 high quality students on average per year enter Year 1 Medicine.

Reach West Programme

In 2010, UofG set up Reach West as part of the national Reach partnership, targeting pupils by postcode and school attended. Creating a distinct school cluster-based delivery model for the west of Scotland and combining in-school sessions with on-campus Summer Schools and online academic, pastoral and application support (including UCAT and interview workshops) has allowed us to work with 1,700 pupils across 120 schools annually.

Contextualised Admissions

As part of both the SWAP and Reach Programmes, we installed distinct contextualised admissions policies and processes, separate from our standard systems. Investigating trends in our admissions data allowed us to identify appropriate grade and UCAT adjustments: a two-grade Higher adjustment and 10% added to the UCAT score. This allows adjusted offers to be set, commensurate to the context of an individual's educational and domestic circumstances, equalising the Admissions offer-making process. Utilising contextualised admissions and our Reach and SWAP outreach effectively enabled us to achieve a significant threefold increase for our SIMD20 intake to Year 1 Medicine from 2.7% in 2009 to 8.8% in 2017.

Glasgow Medical School Access Programme (GAP)

Maintaining this progress would have been difficult, as the SIMD20 applicant pool attaining the level required in school or on the SWAP course, to reach even the adjusted entry requirements, was not growing sufficiently. Further adjusting the tariff for Year 1 entry was not possible as this would have left students starting our Medical degree ill-equipped for its particular demands and created retention issues. The solution was the creation of the GAP, a one-year pre-med course intended to upskill promising SIMD20, care experienced or remote and rural island applicants, bridging the attainment gap and preparing them for medical study.

GAP is an innovative and bespoke programme, teaching Life Sciences to a level required to enter either Year 1 in Medicine or Year 2 in Life Sciences. Students also complete courses in study and writing skills; communication skills; medical professionalism; social science of medicine, and ethics. This approach

³ For detail of our research and evidence base, built over the past 20 years, please see: <https://www.gla.ac.uk/study/wp/researchevidenceofsuccess/>. UoG use of contextualised data in admissions was cited as an example of best practice in the CoWA final report, *A Blueprint for Fairness*, p. 37.

allows us to deliver the crucial basic science which underpins modern Medical practice while also providing clinical contextualisation and an understanding of life as a medical student and as a doctor.

Academic and pastoral support is central to GAP: each student is assigned an academic mentor and a clinical mentor. The Academic Mentor helps develop scholarly abilities and discuss ongoing coursework, while the Clinical Mentor provides personal advice, role-modelling, and clinical workplace experience. This individualised mentoring system in such a tight class cohort allows close scrutiny of performance and provision of early intervention where required. The Clinical Mentors help provide the role-modelling and clinical experience often absent for SIMD20 applicants. This combination mentoring enhances student transition, retention, and successful attainment, enabling us to lower the Access Threshold from AAABB to ABBB, broadening the SIMD20 applicant pool in a way Reach and SWAP alone could not do.

In terms of impact, we recruited 20 students to GAP in 2017-18 and agreed a target with Scottish Government of 10 progressing to Medicine Year 1 in September 2018, and 10 to Life Sciences Year 2. However, the GAP students performed exceptionally: 19 entered Year 1 Medicine, with one entering Life Sciences Year 2 by choice. This allowed us to increase our SIMD20 intake from 8.8% in 2017 to 19.5% in 2018, a step-change in widening participation to Medicine and reaching the 2030 CoWA target for this subject area 12 years early.

On-degree Retention

We track the progress of all WP students within UofG, to monitor performance and provide support as required. For Medicine, we have closely followed our students entering via SWAP, Reach and now GAP. Although a higher level of support may be required during the degree because of more complex life circumstances, each cohort of WP Medicine students is performing comparably to the overall student cohorts. Reach and SWAP entrants now graduate in similar numbers and the first GAP entrants are performing well in Year 1. Combining the work of our three Medicine WP programmes has allowed us to set up a tiered system whereby we can provide the level of pre-entry or on-campus support required, complemented by a contextualised admissions offer at the Access Threshold most applicable to each individual applicant. This allows students to enter Medical study at the stage most suitable for their needs and improves retention and success, bringing learners into Medicine who would otherwise have been precluded, while giving UofG the security of the maintenance of student quality.

Conclusions

The 2018 results are the fruits of eight years intensive work via a whole institution approach to widening participation and the building and sustaining of close relationship with many external partners. We have transformed our Medical Degree into one which truly widens access and provides social mobility, recognised as demonstrating best practice by the General Medical Council, while our Medical School is simultaneously ranked second in the UK.⁴ We have completely exploded the myth that widening access and adjusting offers of entry threatens academic standards; our progress in Medicine has undoubtedly benefited UofG as an institution as much as it has the individual students. The latter are amongst the most talented within our education system, but without our WP programmes, they would not have been able to fulfil their full potential and realise their career and life ambitions, while benefiting Scottish society as a whole. We feel our work in Medicine epitomises the reason for and the ethos behind widening participation and we look forward to further improving this work in the future.

⁴ UofG was commended by the General Medical Council in the in the recent 7-yearly visit and asked to present as an example of best practice in the 2018 conference:

https://www.gmc-uk.org/-/media/documents/gmc-national-review-report-and-action-plan---glasgow-school-of-medicine_pdf-74405849.pdf

Student Testimonials

The success of GAP was publicised on 10 November 2018 in the Herald Magazine and newspaper. The article can be accessed at : <https://www.heraldscotland.com/news/17213556.rise-in-disadvantaged-students-on-glasgow-university-medical-degrees>.

'I'd thought about Medicine, but never really made it apparent to anyone because no one from my area had done that before. So I applied and was surprised to get an interview a week later. If it wasn't for this programme I wouldn't have been able to study medicine.'

'I did think the class thing might be a factor, but I haven't experienced any judgmentalism at all. Everyone's been very friendly and welcoming, although they all knew from the outset who the GAP students were. I was a bit scared that I might not fit in, but it just hasn't been an issue.'

'Many pupils who attended schools like mine are conditioned into believing that they can't reach certain things. There's a lack of belief that they can actually do a course like this because of where they live.'

'I got a group of Highers at Doon Academy but just missed out on the Glasgow University entry requirement, but the programme helped me out as the UKCAT barrier had been my downfall. I eventually got an offer from Edinburgh, but it was too far from home and renting was out of the question. Then the GAP programme opportunity came out of nowhere. I got an email asking me to apply and here I am. It's provided me with an outlook on Glasgow and given me the chance to see what it's like having to travel here every day. The Reach Programme and the Summer School I attended changed everything.'

'Coming from an island, nobody had studied started medicine from my high school for five years until I started GAP. Trying to get work experience in a rural community is near impossible, and not having any doctors in my family, I didn't think I'd ever get a place to study Medicine. GAP has been a great stepping stone for Medicine, and without it I can't be sure I would would've had the chance to achieve my ambitions.'

'Having completed the GAP programme last year I feel much more confident and equipped to be beginning my medical career today. I felt the year gave me a chance to adapt to University life especially coming straight from 5th year. Having the fantastic opportunity of being a GAP student provided me with the perfect amount of scientific background, study/note taking skills, introduction to the Medical degree at Glasgow and support that I required to be able to progress into MBChB1. I particularly feel that the support network that I was provided with in the Glasgow Access Programme absolutely made the transition from finishing 5th year into University less daunting as I was always fully aware that there was someone to speak to about any issues that could have been preventing me completing the course. Having come from a less affluent area I always doubted my capabilities of getting into Medical School but completing the GAP programme has meant that I have made it into first year, in which I am so grateful to have been able to complete the programme.'

'The trip to Stornoway was a great chance to see what being a doctor in a rural area is like. Being in a hospital shadowing doctors and learning things as pre-med students made us feel like we are considered as medical students. I got the chance to shadow my clinical mentor in Queen Elizabeth hospital five times. I got to see what doctors do in the wards and what consultations in the hospital are like. In terms of support each one of us was allocated an advisor of studies. I went to speak to mine a few times when I was struggling, she replied to my emails quick and always tried to help me with whatever issue it was such as academic, personal or financial.'

10 Case Study 2 - Academic Returners Research Support Scheme

As part of the University's commitment to improving gender equality, and specifically growing the number of women in senior academic roles, the University approved a process of supporting academic returners to maintain a successful research career. The Academic Returners Research Support Scheme was endorsed, in principle, by SMG in December 2014 with an agreed policy formally rolled-out by Colleges between May and June 2015. Since its launch, the scheme has funded approximately £180k to 23 individuals. The aim of this funding is, primarily, to support female academics returning from maternity leave, however partners are eligible if they have been on extended Shared Parental Leave of 4 months or more.

Amongst other things, applicants have proposed to use the funds to support teaching buy-out and/or research assistance to provide time for a combination of intense research activities including, the completion of a monograph: book chapters; scaling up of project bids; travel to work with potential co-PIs; dissemination of work and chairing of panels at international conferences; maximising outputs from large-scale grant-funded projects (which would have lost momentum during the period of maternity leave).

The nature of the activities that funding has been sought for mean that it is too early to measure impact from it in terms of publications etc. The scheme is designed to help those who have taken an extended period of maternity, adoption or shared parental leave to resume a high level of impactful research activity more quickly than they would if they returned to a full teaching load after such a period of absence from their research and their field of study

11 Case Study 3 - Widening Participation: Access to Professional Degrees

Widening access to professional degrees is particularly difficult because of the high demand for very few places, the high tariffs required and the complex, additional admission requirements (aptitude tests, work experience, interview). However, entry to a professional degree and subsequent progression to employment in that field is a truly life-changing pathway, enabling real social mobility for applicants from disadvantaged backgrounds. The University of Glasgow (UofG) is unique in Scotland in offering adjusted offers of entry to every professional degree taught within the institution for both school leavers and adult returners to HE. We do this via a twin approach of outreach programmes, with built-in admissions progression agreements:

- School leavers: Reach Scotland (Dentistry, Law, Medicine, Veterinary Medicine; Access to a Career in Accounting & Finance, Education and Engineering)
- Adult learners: Scottish Wider Access Programme (SWAP) – Access to Medical Studies and Access to Law, Business and Accounting & Finance; UofG Centre for Open Studies – Access to Law, Business and Accounting.

The Access courses each provide a niche route for several adult returner entrants each year, who otherwise would have had no way to access these high demand professional courses.

Reach West Programme

School leaver WP entrants to professional degree courses were minimal, prior to the creation of the Reach West Programme in 2010. Jointly created and facilitated between the UofG WP team and professional academic Schools, Reach West works annually with 1,700 S4-S6 pupils in 99 secondary schools across 14 Local Authorities. Delivery across such a diverse area, required an innovative and original delivery model. A system of working with LA school clusters was devised, bringing pupils to one location for in-school sessions, and utilising distance and blended learning approaches, via virtual classroom technology, to engage with remote areas such as Islay or the Western Isles. Delivery on a budget of only £150,000 per annum (SFC national and UofG core) is very efficient at only £67 per pupil. Expansion of the programme to the remaining 64 west of Scotland secondary schools is being piloted.

Programme content

The underlying aim of Reach is to identify and address the multi-layered barriers to accessing professional subjects experienced by WP applicants, bridging the gap and equalising their opportunity of entry with applicants from more affluent areas. Pupils complete a three-year programme of in-school and on-campus sessions. Focussing on their subject of choice, Reach introduces pupils to the idea of studying for and working in that profession. In S5, pupils complete a case study and attend a week-long Summer School on the UofG campus. S6 provision concentrates on UCAS application via interview preparation, personal statement and aptitude test workshops. Pupil performance is graded and a Student Profile collated for use by Admissions. Work experience placements are found for applicants unable to source this personally.

Contextualised Admissions agreements

From 2012, an integrated Reach admissions progression agreement was set up, applying contextualised admissions by participation on the Reach Programme. Significantly, the progression agreement allows Medicine and Dentistry Admissions to adjust not only academic grades, but also the UKCAT¹. The latter

has proved to be the biggest barrier to widening access; adjusting this has enabled more applicants to progress to interview and where they have performed well, gaining entry.

Working with schools in clusters fosters peer network-building among pupils, who are most often the sole applicants to a professional degree in their school. This encourages retention on Reach, but also on degree course. Friendships forged last into university, overcoming social barriers often present for WP applicants. The results of the Reach West Programme are evident from examining entrants from the 90+ west of Scotland target schools and from MD40 postcode areas: the KPIs for the programme. Tables 1 and 2 show five-year comparator entrant figures before and after Reach impacted on admissions. Increases have occurred in entrants to all four target subjects within UofG by both KPIs, a very high performance standard. MD40 entrant increases were 7.5% in Dentistry; 3.8% in Law; 6.8% in Medicine and 1.7% in Vet Medicine. West of Scotland target school increases were 11.2% in Dentistry; 12.6% in Medicine; 4.8% in Law; and 0.7% in Vet Medicine.

Table 1: MD40 entrants to UofG 2007-11 and 2012-16 as % of overall young student intake

	2007-11 entrants	2012-16 entrants
Dentistry	11.8%	19.3%
Law	11.3%	15.1%
Medicine	11.3%	18.1%
Veterinary Medicine	10.4%	12.1%

Table 2: Reach West 90+ target school entrants to UofG 2007-11 and 2012-16 as % of overall young student intake

	2007-11 entrants	2012-16 entrants
Dentistry	15.7%	26.9%
Law	12.4%	17.2%
Medicine	14.6%	27.2%
Veterinary Medicine	15.1%	15.8%

Additional Places for studying Medicine for 2016 entry

The Scottish Government (SG) created 50 additional places for Medicine entry for 2016 entry, awarding 10 places to each Medical School. UofG embraced this initiative and recruited an additional 16 students, all from MD20/40 postcode areas, target Reach West schools or with experience in care. This strong performance has added further depth to our Medical School WP provision. We shall work in partnership with SFC and SG to maintain and increase this level of intake in the future.

Medical School Glasgow Access Programme (GAP)

Covered in more detail in Case Study 1.

We successfully bid for 20 funded places for a new Medical School Glasgow Access Programme, a pre-med foundation year course, targeted at the most disadvantaged applicants. We agreed targeting criteria with the Scottish Government: MD20 postcode; care experience; remote and rural via our Reach island cluster. We recruited 21 students: 18 SIMD20; 1 care experience; 2 remote and rural. Of these, 16 were S6 leavers, 1 an S5 leaver and 4 mature entrants via our SWAP Access to Medical Studies programme.

Testimonials

Reach West has had a profound impact on the diversity of the student bodies within these high demand professional degree subjects and has brought lasting benefit to both the University and the students involved. The impact on target schools is evident in feedback received:

'For the first time in living memory, a pupil has progressed from our school to Vet Medicine' (Contact teacher.)

'The Reach Programme has helped prepare our young people for the transition to HE, especially with the preparation for interview and the UKCAT/LNAT tests. The staff on the programme are helpful, informative and knowledgeable on their subject'. (Local Authority Education Officer.)

¹United Kingdom Clinical Aptitude Test – used for Admissions to Medicine and Dentist

12 Case Study 4 - Innovation

Stratified Medicine Scotland Innovation Centre (SMS-IC)

The £1bn Queen Elizabeth University Hospital (QEUH), opened in 2015, is now the largest hospital campus in Europe. It covers 52% of the Scottish population, and is located in an area of high chronic disease/co-morbidity and deprivation. As such it provides a significant opportunity to drive innovation in healthcare, to benefit patients and stimulate growth in the local and Scottish economy.

With investment from SFC in the Stratified Medicine Scotland Innovation Centre (SMS-IC), the QEUH has become the Scotland-wide focal point for precision medicine, an emerging approach which enables doctors and researchers to identify and develop treatments that are effective for specific groups of patients. Precision medicine will have a disruptive effect on future healthcare, with significant impact for the NHS, the pharmaceutical industry and the medical technologies supply chain.

To add value to Scotland's investment in SMS-IC and the QEUH, the University of Glasgow has partnered with NHS Greater Glasgow & Clyde to develop world-leading infrastructure for precision medicine within the hospital campus, including a Clinical Innovation Zone with 22,000 sq ft for industry to drive open innovation. The Clinical Innovation Zone hosts the SMS-IC, alongside Aridhia, and companies from Singapore, Germany and the US are in the process of locating there too. In March 2017, the University opened the Imaging Centre of Excellence (ICE), incorporating Scotland's first 7 Tesla MRI scanner, and one of the first in the world for clinical research use. Leveraging funding from Glasgow City Region City Deal, this ultra-high resolution scanner which will be used for precision medicine research into stroke, dementia and neuro-oncology, and the advanced technology is also attracting overseas industry to re-locate as opportunity for further technology development. This brings skills to Scotland which are currently unavailable, dovetailing with our award-winning, SFC-funded Masters provision in stratified medicine, which also seeks to address a growing industry need for skills in precision medicine.

This 'triple helix' of academic research, industry and the NHS is essential to achieve our vision of becoming a global centre of excellence for precision medicine, attracting international business investment and driving an early competitive advantage to deliver economic benefit for Scotland and the UK. We were recognised by BBSRC as top University for 'Excellence with Impact' in 2016, and the combined economic impact of the University's innovation at the QEUH has been estimated to create up to 800 jobs and over £100m GVA for the Scottish economy over the next 7 years.

Accelerating Scotland's industrial innovation in imaging

QuantIC, the UK Quantum Technology Hub in Quantum Enhanced Imaging is located at the University of Glasgow. It is stimulating the creation of a Scottish Photonics sector through its strategy of strong industrial collaboration and partnership resource funding to commercialise new imaging technologies.

An example where this is already delivering impact is the Hub's partnership with Scottish based company M Squared Lasers, a fast growth, multi-award winning business with offices in the UK, Europe, and the USA. The company has specialists in quantum technology, biophotonics, and chemical sensing, and from its headquarters in Glasgow, the company develops advanced laser platforms. Collaboration between QuantIC and M Squared Lasers has resulted in two jointly funded projects concerning the development of a low-cost, small-sized, low-power and highly portable remote gas

detection system. The joint academic-industrial team will exhibit their prototype system at Photonics West 2017 in San Francisco, the world's leading optical systems conference.

Dr Graeme Malcolm, CEO and Co-Founder of M Squared Lasers said: "Close collaboration with QuantIC has helped M Squared to identify and create lower cost, compact, greatly improved imaging solutions that are suitable for a range of industries. Take the global gas sensing market for example, which is projected to be worth \$2.32 billion by 2018. We identified a gap in the market for a low-cost, low-power and highly-portable remote gas detection system, so we're working with researchers at QuantIC to turn our combined technologies into a new product capable of detecting gas leaks."

Annex A: Health Outcomes

Health outcomes report for the University of Glasgow November 2018

Context

The University of Glasgow provides undergraduate programmes in Medicine, Dentistry and Nursing. Approximately 410 students graduate in these disciplines each year.

DENTISTRY ACTIONS

SFC Objective	Baseline	Actions	2018/19 target
To widen and improve access to dental education	In 2017, 32% of new entrants to BDS were from REACH / SWAP /SIMD20/ SIMD40 background	<p>Actions in place:</p> <ul style="list-style-type: none"> • The Scottish Dental Schools are already collaborating in relation to their design and use of MMI stations. This is a part of a broader longitudinal research project through the Scottish Oral Health Research Collaboration (SOHRC) to examine the fitness for purpose of our admissions processes through correlations with course progression statistics and subsequent performance in Vocational Training. The collaboration is benefitting greatly from the involvement of the SOHRC Administrator, who is also supporting a planned joint REF 2021 return between Glasgow and Dundee to Unit of Assessment 3. • Entry requirements are already modified for those from schools in relevant SIMD areas. • We are working in schools to encourage study of STEM subjects and applications to professional courses such as dentistry. A recent course at a school in Busby, involving both staff and students from Glasgow Dental School, was extremely successful. The model is to be extended to schools in Scotland's remote and rural areas, starting in Dumfries & Galloway in the Autumn. • We are about to launch an App which is aimed at supporting those considering a career in dentistry and helping them to make the transition to University and the professional BDS course. 	Continue current measures to deliver effective contextualised admission. Redefinition of target groups will affect proportions.

MEDICINE ACTIONS

SFC Objective	Baseline	Actions	2018/19 target										
<p>To retain more graduates in Scotland</p>	<p>75% of Glasgow graduates currently express a preference to remain in Scotland as graduates.</p>	<p>Glasgow’s medical students are exposed to a wide range of high quality healthcare provision across 17 hospital sites and a large network of primary care practices in both rural and urban settings. Measures to improve student satisfaction and to showcase Scotland as a desirable place to pursue a medical career are in place and under constant development and review. In absolute terms <i>Glasgow medical school supplies more graduates to the Scottish healthcare system than any other UK medical school.</i> Numbers of graduates from each Scottish School entering the NHS in Scotland in 2017 are given below.</p> <p>The Medical School works closely with stakeholder Health Boards to deliver successful Clinical Teaching Fellow programmes which serve as a useful means of providing trainees with a firm grounding in Medical Education in Scotland. The Medical School works with University and NHS colleagues to expose our students to high quality and impactful research undertaken within our research institutes.</p> <div data-bbox="642 834 1362 1341" data-label="Figure"> <table border="1"> <caption>UKFPO applications from each Scottish school to the Scottish Deanery, 2016-7</caption> <thead> <tr> <th>School</th> <th>Applications</th> </tr> </thead> <tbody> <tr> <td>Glasgow</td> <td>215</td> </tr> <tr> <td>Edinburgh</td> <td>135</td> </tr> <tr> <td>Dundee</td> <td>140</td> </tr> <tr> <td>Aberdeen</td> <td>150</td> </tr> </tbody> </table> </div>	School	Applications	Glasgow	215	Edinburgh	135	Dundee	140	Aberdeen	150	<p>Maintain high rate of preference for Scottish FY posts through ongoing review and enhancement of existing measures.</p>
School	Applications												
Glasgow	215												
Edinburgh	135												
Dundee	140												
Aberdeen	150												

<p>To encourage more young doctors to enter general practice and other shortage specialties</p>	<p>Approximately 21% of Glasgow graduates express a desire to enter community-facing practice at the end of their foundation training. This is aligned with the UK average.</p>	<p>We are committed to a new vision of undergraduate teaching in General Practice which has been set out in a proposal made to the Scottish Government in early 2018. This initiative will provide all students with an enriched and immersive exposure to primary care within both urban and rural settings, and the innovative new Community Orientated Medical Experience Track (“COMET”) with equip selected students with the requisite skills and knowledge to become the next generation of leaders of Primary Care in Scotland. Under this, more General Practitioners will be recruited to engage with undergraduate teaching, and the range of primary care environments to which our students are exposed will be expanded. Outcomes from the enriched programme (provided to all students) and the COMET programme will be tracked longitudinally in a long-term exercise.</p>	<p>To prepare to deliver our new vision of teaching and to implement COMET by 2019.</p>
<p>To clarify and render more accessible admissions processes to Medical School</p>	<p>All Scottish Schools currently advertise and deliver admissions processes separately</p>	<p>Work is underway to clarify and render more accessible admissions processes to the University of Glasgow Medical School. This is undertaken by University of Glasgow staff working with colleagues from the Scottish Medical School Admissions Group under the aegis of the Board for Academic Medicine. Glasgow is a national leader in widening participation, with high intake (39% of 2017 admissions were achieved through contextualised admission processes), and high retention rates of students from all backgrounds. We are fully engaged in sharing our experience.</p>	<p>To work with BfAM and SMSAG to clarify admissions processes.</p>

<p>To increase numbers of Scottish domiciled applicants to medicine, particularly SIMD 20</p>	<p>In 2016-17 39% of medical school young student entrants were from REACH target schools</p>	<p>The University of Glasgow won the Diversity Through Education Award at the 2017 Herald Diversity Awards for the work of the Reach Programme. The award bid centred around the fact that 80 Reach students graduated in 2017 at Glasgow in Dentistry, Law, Medicine and Vet Medicine, including the first graduates from the three health professions. Reach students have performed on degree at the same level as non-Reach students, indicating the approach of the Programme nationally is working in terms of preparing pupils for application, utilising contextualised admissions to admit applicants and supporting Reach students on course to graduate successfully and move into the professional workplace. In 2017 the Glasgow Access Programme (GAP) was initiated. This is a pre-medical preparatory year for SIMD 20 applicants which uses advanced contextualised admission. A progression rate of 95% to MBChB was seen in 2018, and a total of 32 MD20 students joined the MBChB in 2018-19. An increase in GAP intake is planned for 2019 (from 20 to 25 students). The proportion of students admitted to MBChB and GAP from a widening access background will change as the criteria used to define this group evolve.</p>	<p>Further to develop the GAP programme with a view to continued success. We recognise that it is essential to continue to monitor postgraduate progress of those students admitted under the REACH programme. It is equally important to monitor progress of those who move from GAP to MBChB to allow us to target further refinements to enhance later attainment. Continue to work with REACH and WA colleagues to refine and develop our admission processes, and develop further work with younger school pupils to encourage aspiration and attainment in target populations</p>
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NURSING ACTIONS

SFC Objective	Baseline	Actions	2018/19 target
To improve the gender balance across all fields of nursing	In 2017, approximately 2% of new entrants to Nursing were male	<p>Actions in place:</p> <ul style="list-style-type: none"> • Men into Nursing events are planned as part of International Men's Day promote nursing to male applicants. • Gender balance will be portrayed in the School's promotional literature. • Outreach into schools - supported by male students and qualified male nurses • Participate in initiatives with other Scottish HEIs e.g. Men in Nursing event held in March - further initiatives planned 	Increase proportion of male entrants to 8%.
To increase retention rates in nursing	Latest attrition rate - 2014 cohort 8.3%.	Support structures for students in clinical professional schools have been enhanced and measures are being put in place to raise awareness of sources of help for students in difficulty. The progress committee which deals with the consequences of academic failure has been reconstituted to maximise the opportunity given to students with potential to complete the course.	Monitor effectiveness of support structures now in place
To increase regional collaboration between Universities across all fields of nursing and midwifery provision	A high level of collaboration already exists	<p>Council of Deans group meets regularly to discuss matters of inter-institutional cooperation and workforce planning.</p> <p>Work ongoing to develop a national approach to implementing the new standards</p> <p>An national approach to assessment documentation has been implemented</p>	Continue to work collaboratively with other HEIs
Articulation and widening access		<p>Continue to engage with UofG access course and support students entering this route</p> <p>Monitor the SFC funded Articulation project at Glasgow and look to use any lessons learned in any future articulation programme for Nursing – working with FE and other HEIs.</p>	Monitor widening access applications

Annex B: University Innovation Fund

- 1. Outcome (Demand Stimulation):** working with Scotland's enterprise agencies, Scottish Government, business networks, Interface, and others, Scottish HEIs will have helped to increase the demand and quality of engagement from businesses and the public sector for university services.
- University has signed a MOU with Glasgow City Council and Scottish Enterprise aimed at developing an innovation district linked to its £1Bn campus investment and its role in taking forward clinical and scientific excellence at the £800 M Queen Elizabeth University Hospital. Also the University is engaging Scottish Government, the Glasgow Chamber of Commerce and key business stakeholders in the innovation district to develop new partnerships to maximize the economic benefits of its own investments, the Glasgow city deal and the business opportunities that are emerging as a result of the regeneration of the West End and Waterfront area of the city.
 - Building on the Science & Innovation Enabling Technologies Audit a Strength in Places Fund (SIPF) bid was submitted for the Clyde Waterfront Innovation Campus totalling £80m (£28M, SIPF, £28M UofG, £27.5M Glasgow City Region City Deal) to co-locate, in a single building, the Universities nano and quantum device fabrication facilities alongside industrial innovation space (outcome pending). The initiative will enable collaborative R&D, business co-location, employment, entrepreneurship and skills development.
 - Established a consortium of partners including University of Glasgow, NHSGG&C, Glasgow City Council and six industry partners (multinationals and SMEs) to submit an Expression of Interest to the Strength in Places Fund to implement the 'Living Lab' concept (outcome pending). The Living Lab will translate science and innovation excellence into a real world clinical setting. By implementing and evaluating novel precision medicine approaches at the campus, industry will be able to stimulate and evidence market demand, thus accelerating precision medicine adoption and the growth of the local life sciences cluster.
 - University led, for Scotland, a BEIS Science & Innovation Audit (SIA) in Precision Medicine. The report is due to be published by BEIS before the end of the year. It sets out how precision medicine will improve patient outcomes; deliver £bn savings to the NHS and create economic growth /jobs in Scotland. The First Minister's Precision Medicine Summit, held in Perth in September was early outcome of the SIA. It also was key to stimulating SIA the Strength in Places Fund application referenced above
 - Examples of industry/public sector engagement initiatives include: Biomedical Engineering Industry day held May 2018 engaging with ~40 companies; SofTMech (Multiscale Soft Tissue Mechanics) held industry engagement workshops which have resulted in new partnerships and funding from industry; Rankine Chair of Energy Engineering joined the Oil & Gas Technology Centre Academic Panel to strengthen our engagement with the Centre; establishing the Promoting Partnerships network which brings together academics, clinicians and industry (~20 companies) to support the development of diagnostics (molecular and imaging); MVLS Collaboration for Innovation Industry day held in June 2018 engaged with 42 companies; Glasgow Molecular Pathology Node annual symposium held in September 2018 engaged with 28 companies.
 - University's success in the BBSRC Excellence with Impact competition, has led to the University developing the first Massive Open Online Course (MOOC) on delivering research Impact. The three-week on-line course is aimed at those working in the Higher Education sector, including all academic and non-academic research professionals as well as postgraduate students.
 - Developed and delivered workshop/training to improve academic/research staff skills in industry engagement. This has been delivered to College of Science & Engineering (CoSE) and College of Medical, Veterinary & Life Sciences (MVLS) and a similar program will be delivered to the College of Arts (CoA) and College of Social Sciences (CoSS) in late autumn. Held College KTP workshop August 2018 to raise profile of the scheme - ~30 academic staff attended.

- EPSRC Impact Acceleration Account (managed by the University) funded 3 Knowledge Exchange Associates in: semiconductor photonics, 5G technologies, industrial biotechnology and medical engineering to work with research staff to increase industry engagement and entrepreneurship activity; supported 17 researchers to participate in industry focused events including: Aeronautical Technology Institute Annual Conference; Materials Research Exchange 2018; Automotive Council Lightweight Technology Roadmap / Preparing for the Grand Challenge events; International Conference on Raman Spectroscopy 2018.
- 11 Centre for Doctoral Training (CDT) bids with over 60 Scottish companies/organisations participating who have all committed to support student training and engage in collaborative activities.
- Led £16.5m AHRC Doctoral Training Partnership (2019-2023). Up to 20% of studentships will be Collaborative Doctoral Awards (industrial PhDs). UofG secured 2 x industrial doctoral studentships in AI; 3 x doctoral graduate NPIF Placements at National Theatre of Scotland, Think Where and Auchendrain Museum; Applications for 2 x Creative Economies Fellowships at UofG pending – outcome announced end Oct.
- Co-funded Research Development Manager post with Glasgow Life (GL) to work across GL and CoA to identify and develop strategic areas of collaboration.
- Relaunch of 'The Gaitherin' (bi-monthly academic-business informal networking event) to align with Clyde Waterfront Innovation Campus initiative. This has been done in partnership with Govan based incubator partners Rookie Oven; Meet Up membership grown to over 280.
- ESRC Impact Acceleration Account Business Boost funding won. This is being used to build capacity to grow engagement between business and the social sciences: a program of social science specific business engagement training for 2018/19 agreed; 6 new social science business collaborative projects have received funding; sector-specified 'Discovery Day' events with business are planned for early 2019.
- School of Engineering has committed to and participated in activities to develop the National Manufacturing Institute through the Scottish Research Partnership in Engineering.
- University and NHS Greater Glasgow and Clyde have signed an MOU to form the Glasgow Health Sciences Partnership (GHSP). The aim of the GHSP is to better integrate world-leading research, top quality education and expertise in clinical practice between the university and NHSGGC.
- University is supporting the development of the city region's economic strategy and its inclusive growth thinking via the Glasgow Commission for Economic Growth chaired by the University's Principal. Glasgow academics have also made significant inputs to both Scottish Government and Scottish Parliament. Consideration of City Deals and inclusive growth and to the work of third sector partners such as the Joseph Rowntree Foundation and Carnegie UK;
- The Clinical Innovation Zone (CIZ) at the QEUH now hosts a co-location of 200 clinical academic researchers, 32 core business/specialist support staff and currently 10 organisations employing over 43 FTEs. This includes several international companies Canon, Siemens, BioClavis, Spiritus Partners and MR Coiltech. The benefits of co-location for enabling University collaboration are growing, for example, Siemens is holding a national training event at ICE on the 28th – 30th November and Spiritus Partners have attracted an international conference on Blockchain, Internet of Medical Things and Clinical Trials/Research to be held in ICE on 13-15th November 2018, with between 80 - 120 delegates.
- On behalf of Scotland, led the Industrial Strategy Challenge Fund application for an Industrial Centre for AI Research in Digital Diagnostics (iCAIRD) application which comprises 17 partners from NHS, academia and industry and will focus on the application of AI to digital diagnostics for the benefit of the UK. Results currently embargoed and will be announced in November 2018.

AY2019/20

- Continue to lead a Scottish HEI initiative focused on Demand Stimulation from ‘targeted’ multi-national companies for Scottish HEI capability and participate in the other collaborative HEI activities to deliver National Outcomes
- In partnership with Govan based tech-incubator Rookie Oven continue to deliver the business networking event series called ‘the Gaitherin’ which aims to broker University collaboration with a wide cross-section of businesses.
- Leverage the University participation in the Connecting Capability Funded ASPECT program to promote Glasgow’s social science expertise to the private sector to establish new collaborations and contracts.
- Continue to lead the AHRC Doctoral Training Partnership (2019-2023) where up to 20% of studentships will be Collaborative Industrial PhDs. To date Glasgow has secured 2 x industrial PhD’s in AI; 3 x doctoral NPIF Placements at National Theatre of Scotland, Think Where and Auchendrain Museum; 2 x Creative Economies Fellowships working with industry partners Shetland Museums and Edinburgh World Heritage
- Continued support for the Innovate UK funded collaboration between the University and Sublime (<https://www.sublime.cc/>) to deliver Project Mobius which is aimed at establishing the most ambitious virtual reality (VR) teaching platform in the world (<https://www.sublime.cc/projectmobius>)
- Support a program of industry engagement (~150 industry partners) with the Centres for Doctoral Training (CDT) led by Glasgow, and in which UofG is a partner. The CDTs are in the fields of Ultrasonic technologies, Artificial Social Intelligence and Non-Animal Technologies for drug screening, toxicology testing and regenerative medicine. In response to strong industry engagement from the Glasgow Doctoral School in Emerging Technologies
- Continue to support 3 x Knowledge Exchange Associates covering the 5G, Healthcare/Industrial Biotechnology and Semiconductor Electronics sectors to develop industry engagement in these areas.
- Deliver a series of events during 2019/20 which are designed to foster a greater culture of innovation and connectivity between the CIZ, UoG campus locations and external industry partners. This will include a CIZ ecosystem launch to showcase organisations and encourage initiation of further collaborative discussions with a subsequent series of more focussed meetings to facilitate the development of collaborations,
- Assessment of the barriers to growth for Precision Medicine focused SMEs and start-ups and initiatives to address these. Included will be (i) assessment of the scale/nature of demand from these SMEs and start-ups for proposed new Health Innovation Hub capabilities and (ii) requirements of to attract inward investors to the Clinical Innovation Zone at the QEUH campus and SIFP "Living Lab" proposition
- Deploy UIF to engage dedicated resource to grow Glasgow’s Innovate UK Knowledge Transfer Partnership (KTP) portfolio to in excess of 10 partnerships over the next 24 months

2. Outcome (Simplification/Commercialisation): in partnership with the Enterprise Agencies (EAs) and Interface, Scottish HEIs as a sector will have demonstrably simplified business access to the knowledge and expertise in Scottish universities.

- Continued to participate in Universities Scotland RCDG Contracts Sub-Group (Strathclyde Led) to develop and test simplified standard contracts (with Interface) to be made available on a central website. This initiative arose from the original Universities Scotland Innovation Action Plan. The Group is now working to pilot the suite of template agreements with representative business groups.
- Continued to deepen the operational relationship with Interface. This includes the implementation of a new process with Interface to enable more focused and relevant business enquiries to be targeted to our academics
- The university continues to refocus its approach to industry engagement for example in a formal industry visitor and referral triage system has been developed and deployed by MVLS for the Clinical Innovation Zone at the QEUH.

AY2019/20

- Selection of businesses (including Gaitherin attendees) will be brought together via bespoke Discovery Days. These events will be designed to enable curated sets of business staff and Glasgow researchers to engage in tackling challenges of common interest and ideate new collaborative project ideas.
- Continue to develop within Colleges visible and effective points of entry for industry who want to engage with the academic expertise and identify new ideas, discoveries and inventions arising from research.
- Build on an opportunity audit program amongst academic researchers to identify knowledge exchange and translational opportunities with investor and / or corporate engagement potential. This initiative was initiated by MVLS during 2017/18 and has been successful in finding new opportunities and driving engagement.

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

- QuantIC (led by UofG) has (i) funded 33 industry-led (with £2.5m contribution) technology development projects, all collaborative with Scottish universities, using its £3m Partnership Resource Fund (PRF); (ii) partnered (to date) in over 50 externally funded collaborations (EPSRC, Innovate UK, CDE etc.) with industry totalling over £22.5M; (iii) worked with several Scottish-based businesses including Leonardo, Thales, M Squared Lasers, Kelvin Nanotechnology, Clyde Space, Chromacity, PYXL and Photon Force.
- University trading subsidiary company, Kelvin Nanotechnology (KNT) Ltd, has continued to build industry engagement/utilisation of the James Watt Nano-fabrication Centre (JWNC). KNT has achieved its ambitious £m's turnover target for FY17/18 and employs 15 people. £2M has been secured from EPSRC to invest in new tools that significantly enhance the capabilities of JWNC and consequent attractiveness to industry.
- UofG is a partner in the new Policy and Evidence Centre (PEC) which is an AHRC funded consortium set up as part of their Creative Economy Program. The PEC is led by NESTA, with university partners across the U. PEC will develop evidence to inform the policy and growth in the UK creative industries
- CCPR Professor Philip Schlesinger chaired RSE's response to the government's Culture Strategy. CCPR gave evidence on the use of data and statistics in the Screen Sector in Scotland at the Scottish Parliament's Culture, Tourism, Europe and External Relations Committee.
- Imaging Centre of Excellence is now fully operational for research purposes. Annual research income of ICE group in 2018 is on track to exceed 2017 by over 30%. The ICE programme has successfully completed a major review of project trajectory and wider benefits realisation plans, reviewed by both Glasgow City Region City Deal and Independent Commission for Economic Growth.

AY2019/20

- The experience gained from participation in the Connecting Capability funded ASPECT project on the commercialisation of the social sciences will be shared amongst Scottish HEI. This is likely to include dissemination of new models for the commercialisation of social science ideas, new approaches to communicating the value of social science research to business, and new training interventions to upskill social science researchers to engage with business
- Developed the business case for Phase II funding of SMS-IC (led by UofG) to ensure Scotland's HEIs are supported to work with NHS Scotland and industry, to position Scotland as a global PM leader, that can attract and support growth of precision medicine SMEs, ensure savings for NHS and benefit patients in Scotland to create a healthier workforce.

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

- Continued support for under-graduate, post-graduate and graduate entrepreneurs which includes hosting of 2 Unlocking Ambition Fellowships, RAENG Enterprise Fellowship and RSE Edinburgh Enterprise Fellowships. Delivered the Summer Business Start-up Workshop Program 2018 (including the Santander Summer Company Program) to over 330 students / recent graduates. 30 student start-up companies receiving support
- Tier 1 Graduate Entrepreneur Endorsement – increasing number of international students applying for Tier 1 GE (36 in 2017 vs 56 in 2018). 18 endorsements approved in 2017 resulting in 13 start-ups. Expecting to approve 20 endorsements in 2018, which should result in an additional 15 start-ups. Highest Scottish HEI conversion of Tier 1 GE to Tier 1 Entrepreneur.
- Converge Challenge – 4 successful applications moving to second stage with 2 reaching the semi-finals and 1 reaching the Kickstart finals.
- EPSRC IAA Funding (£1.7m) has supported 24 early stage commercialisation projects which has led to 7 technology demonstrators, licence agreement and incubation of 4 spin out company opportunities.
- 12 new spin-out ventures to commercialise academic research are being incubated by the University. This includes support with business planning, opportunity validation, securing technology de-risking funds and investment in patent filings; Completed formation of joint venture drug development company with Canadian based Portage Pharmaceuticals Ltd; Developed relationships with investors including Advent Life Sciences; Medicxi Ventures; Juvenesence and Archangels;
- Early Career Development Programme and ECR network ran workshops and networking events to raise awareness of commercialisation and the support available at Glasgow from the IP & Commercialisation team.
- Innovate UK portfolio 26% from FY 2017 and 150% since FY 2015
- UofG only Scottish partner in the £5m Connecting Capability Fund project led by the London School of Economics (LSE) and including Oxford, Manchester, Sussex, Sheffield and Cardiff. The project called ASPECT (A social sciences platform for entrepreneurship, commercialisation and transformation') aims to: clarify the social science value proposition to business; leverage the joint strengths of the seven RG partner Universities to promote greater social science-based innovation in the economy; launch a new generation of *scalable* 'tech for good' businesses. Program set up activities are currently underway.
- Various workshops for Post-Graduate Researchers and Post-Doctoral Researchers including Physics 2 days entrepreneurship workshop; Joint UofG / UoS Social Enterprise 1 day's workshop (business beyond the bottom line); BBSRC Biotech YES competition (annual); inspirational video case studies/blogs from staff and student entrepreneurs
- The £1.15m CiC, P2D and BBSRC funding AY2017/18 deployed has supported 31 projects in total, 18 of which were technology demonstrators. To date, this has resulted in 3 patent filings, 2 diagnostic prototypes, and a public health database for HEP C for Public Health England. This funding directly supported successful phase 1 application to Scottish Enterprise for High Growth Spin Out support scheme for exploring development of a company with a focus on novel Insecticides.
- Glasgow/Tel Aviv team successfully pitched joint technology to FutuRX (<http://www.futurx.co.il/>) which is Israel's leading biotechnology commercialisation accelerator. FutuRX partners are Israeli Government, J&J Innovation, Takeda and OrbiMed. FutuRX will invest in a new venture to exploit the joint IP with the University providing contracted services as required.

AY2019/20

- Continue to support the creation of scalable new ventures to exploit academic-led innovations (current pipeline of 15 projects) and seek to license technologies to entrepreneurs and existing companies;
- Increase (and widen the base) of investor/corporate engagement with academic and research staff through various marketing and business development initiatives;

- Continue to grow the innovation pipeline from MVLS and CoSE researchers via deployment of resources from UKRI IAA, MRC CiC, UofG KE and UIF funds (as well as seeking external funds e.g. SE HGSP; MRC DPFS) on internal IP /opportunity prospecting, patent protection, commercial/technical readiness for investor and/or corporate engagement and market analysis/business planning
- Provide support to Glasgow's participation with ZINC (<https://www.zinc.vc/about>) the tech-for-good incubator program, to promote opportunities for students to apply to join the program as well as internships and student placements with businesses created through the ZINC accelerator program. During 2019/20 we will learn from the ZINC partnership and develop plans to launch a locally based 'tech for good' incubation activity for the Scottish student/graduate community.
- Deliver the 2019 Science Den competition. This competition supports innovation amongst early career researchers. The competition requires involves teams pitching ideas, attending workshops and working with mentors. The winning team is awarded £10,000 to be utilized for the development of their innovation/business idea
- Build on an opportunity audit program amongst academic researchers to identify knowledge exchange and translational opportunities with investor and / or corporate engagement potential. This initiative was initiated by MVLS during 2017/18 and has been successful in finding new opportunities and driving engagement.
- Continue to fund a team of student interns to develop and deliver entrepreneurship support initiatives to student entrepreneurs; Develop plans for a new fully serviced student incubator to be located in the new Research Hub building due for completion 2020/2; Identify/appoint a strategic lead to take forward the University's vision for student enterprise; Work with the University's student bodies to ensure that there is good support in place for student-led enterprise activities

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

- Strategic Partnerships include (i) agreement signed with Smithsonian Institution in the US. This relationship will support staff research collaborations and exchanges as well as student internships and work placements; (ii) PUCV (Chile); McGill (Canada) and Columbia (US) - Smart Urban Infrastructure with; (iii) University of Lüneburg - European Centre for Advanced Studies (ECAS) based in Lower Saxony, Germany; (iv) Radboud University in Nijmegen, the Netherlands - collaborative research and education initiatives (both investing £100k) in joint projects.
- BioClavis, a US-owned cancer diagnostics specialist is set up a new base in the Clinical Innovation Zone, creating more than 40 jobs. The move is part of a £10.5m investment supported by Scottish Enterprise. A research and development grant of £4.5million has been provided by Scottish Enterprise to the firm to work in collaboration with the NHS and university researchers.
- The University, working in partnership with Strathclyde University, is exploring the lessons we can learn from one of the world's most effective university-innovation eco-systems for economic growth at Tel Aviv University. A joint seminar with TAU Ventures at the Technology Innovation Centre was held on October 25th with representatives of universities, local government and enterprise agencies from both Glasgow and Tel Aviv.
- In partnership with Glasgow City Council, the University is involved in a number of international partnerships including Rockefeller 100 resilient cities and Metrolab, a US city-university partnership focusing on the use of data and data analytics to improve public services (Glasgow and Bristol are being invited to join as the first two non-US cities). Metrolab will afford opportunities to develop cross-Atlantic, city-to-city, projects where University expertise can be applied to solving urban issues through the more effective use of data.
- Continue to grow international activity in Asia (i) **Singapore:** Working with SDI developed research collaboration and consultancy in the themes of water, data and healthcare. Worked with SDI on renewal of our co-investment including work in other SE Asian countries (ii) **China:** deepened the strategic

partnership with the University of Electronic Science and Technology (UESTC) in Chengdu. Up to 540 graduates per annum are now trained in electronic engineering. Around 40 students come to Glasgow for years 3 & 4 of their degrees or for postgraduate study. The undergraduate programs are supported by an Industrial Advisory Board comprising leading Chinese and international companies. Beyond Engineering, collaboration at undergraduate level is developing in Critical Studies and Clinical Medicine via summer schools and elective placements.. In research, the Chinese Scholarship Council continues to support a program between the University and UESTC in Biomedical Engineering, under which 15 students are provided with stipends for three years to come to Glasgow and work on research topics of interest to both partners. Research is supported via: (i) program funded by the Chinese Ministry of Education to develop an Optoelectronics Design Centre between UofG, TU Eindhoven and UESTC; (ii) programs in medical imaging funded by NSFC; (iii) program supported by the French Government in radar for healthcare; (iv) Newton Funds support research exchanges and (v) Glasgow staff have worked on projects with Chinese companies and institutes, including Huawei, Proton Products (based in Buckinghamshire) and several institutes of the Chinese Academy of Sciences.

- The University has invested in the new post of International Development Coordinator in its Global Centre for International Development (GCID). This position will support responses to GCRF funding opportunities and build links with potential partners from across the globe looking to engage in international development activity;
- Locally the University has engaged with SFC and Universities Scotland on GCRF initiatives on building networks through participation as well as leadership of events/workshops; Internationally the University has used SFC GCRF funding to strengthen capacity in areas including food security, renewable energy, water and healthcare.
- The University has been successful in winning >£15m of GCRF funding in the period, including £7.1 million to set up a GCRF Centre for Sustainable, Healthy and Learning Cities and Neighbourhoods, led by the College of Social Science.

AY2019/20

- Continue to participate, develop and grow in informal and formal international networks including UNIVERSITAS 21 and the Guild of European Research-Intensive Universities e.g. (i) hosting a meeting of Vice Principals from the Guild of European Research-Intensive Universities and (ii) building relationships with companies based in Chengdu e.g. Intel, TI. Discussions are on-going with SDI on how to leverage these connections and (iii) 4th conference in the 'UK China Emerging Technologies' series will to develop collaborations with UESTC and more widely across China.

6. Outcome (Inclusive Growth and Social Impact): Building on current and good practice Scottish HEIs will have scaled up their support of the Scottish Government's ambitions for inclusive growth.

- The ASPECT program (see Outcome 4) will bring together entrepreneurs, domain experts, developers, and investors, to launch new social science based, scalable businesses to solve **unmet needs by disrupting**, extending and improving existing services through new technologies and insights from research. ZINC Ltd, a business accelerator company, will work with ASPECT partners to incubate these ventures from the program.
- University's Olympia Social Research Hub in Bridgeton continues to expand the range of its activity. As well as being the base of CaChe, the ESRC's UK Housing research centre, Glasgow academics in partnership with the Glasgow Centre for Population Health have developed a £2.27 M Scottish Children's Neighbourhoods program which is due to start shortly. Through Policy Scotland and the Robert Owen Centre, the Olympia social research hub has become a focus for work on the implementation of 'inclusive growth', drawing on the expertise of GCPH and other partners as well as capitalising on research capability within the University. New approaches to knowledge exchange and engagement activity are being pioneered through the University GCPH partnership, linking activities at the Olympia with the local community in the East End of Glasgow. These will feed into thinking about developing our approach to inclusive growth within the West End and Waterfront Innovation District, which spans areas on both sides of the river.
- Dr David Waite has been employed exclusively to work on the economic impact of the Glasgow City Deal and is the main source of management information in support of the Economic Growth Commission linked to the City Deal. The Economic Commission, chaired by the Principal, has been advising

the Glasgow City Deal cabinet on approaches to maximising inclusive growth, and via Policy Scotland, the University has been making significant inputs into Scottish Government thinking on this topic. Des McNulty is a member of the steering Committee which is overseeing the development of the Scottish Government's Centre for Regional Inclusive Growth

- Policy Scotland was commissioned to provide research support to the Scottish Government's Commission on Poverty and Inequality and its reports to the Commission paying an important part in Commission recommendations that fed into the Scottish Government's Child Poverty Action Plan
- The legacy of the What Works Scotland project, which has developed techniques for assessing the effectiveness of social policy interventions, involving both Glasgow and Edinburgh Universities and the Scottish Government, will be taken forward via Policy Scotland, in conjunction with researchers from other academic units within the University
- University has expanded and developed the widening access provision and partnership work, engaging with over 25,000 pupils and 1,200 adult returners to education in 2017-18 via our site of pre-entry widening access (WA) programmes. These programmes are multi-exit, serving the whole sector. In 2018, over 870 students progressed to University of Glasgow via our programmes, with over 1,100 progressing to other HEIs across Scotland;
- Awarded SFC funding to develop an HNC articulation programme, primarily from the three Glasgow Colleges, over the next 2 years. In August 2018, 20 students commenced HNC Applied Sciences at Glasgow Kelvin College, incorporating regular learning on the Gilmorehill campus and a summer programme, to aid transition into Year 2 of a Life Science degree in September 2019. Intended expansion includes Engineering and Social Science programmes, BTechEd and Community Development.

AY2019/20

- Continue to participate in the Steering Committee which is overseeing the development of the Scottish Government's Centre for Regional Inclusive Growth; Glasgow Regional Partnership Board and Ayrshire Regional Partnership Board.

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

- School of Engineering led proposal to the EPSRC titled 'Inclusion Matters' was successful. The joint project with Edinburgh and Strathclyde will design and implement new strategies to tackle gender imbalances as well as other equality and diversity matters for ECRs in Engineering.
- Gender Equality Steering Group continues to monitor the implementation of the University's Athena SWAN Bronze action plan. The University is aiming to apply for Athena SWAN Silver award in 2020.
- Equality and Diversity Strategy Committee reviews the completion rates for Equality and Diversity Essentials training three times a year, completion rates in May 2018 were 77%.
- *Participation in the 'Ingenious & Enterprising Women' Program. This is a Scotland-wide program funded by SFC and Scottish Government that is aimed at empowering women in STEM roles to take control of their professional development and careers*
- Exception of the Institute of Health & Wellbeing (Gold Accreditation), all of MVLS' seven Institutes and three Schools have attained Bronze or Silver Athena Swan accreditation. MVLS College Equalities Committee champions the consideration of equalities implications during the development and implementation of college-wide strategy and policy. The Committee has overseen the roll-out of many initiatives aimed at supporting those with caring responsibilities including the provision funds to support academic staff returning from carer's leave and to fund additional child care for attendance at conferences or training.

AY2019/20

- Continue to develop positive promotion and incorporation of equality and diversity best practice within UIF initiatives
- Seek to apply for Athena SWAN Silver award in 2019

Equality Impact Assessment Form

Please ensure you have read the EIA Policy and Guidance document before completing this form.
If you need assistance please contact the EDU. Please return the completed form to the EDU.

STEP 1 - Define policy/ practice
i. Name of policy/ practice/ significant change
Outcome Agreement 2018-19 to 2020-2021
ii. Owner of policy/ practice (College, School or Service)
Prof Neal Juster
iii. Date of policy/ practice approved
April 2018 / Update March 2019
iv. Approved by? (Committee, College, School or Service)
Court

STEP 2 - Description of policy/ practice
i. What are the aims?
The Outcome Agreement sets out what the University of Glasgow will deliver, within the set timeframe, as agreed with the Scottish Funding Council.
ii. Who does it cover?
This covers funding for teaching, research and innovation, so therefore cover all staff and students.
iii. How often is this policy / practice reviewed?
This OA covers a two year period, however 6 monthly updates are provided to SFC.

STEP 3 - Could there be any implications for a protected characteristic group (as defined by the Equality Act 2010) in this (or the development of) policy/ practice?
--

STEP 3a - Yes, there is a potential implication or barrier for a protected characteristic group.		Go to Step 4
Please tick all that are relevant ✓	Notes	
Age <input checked="" type="checkbox"/> Disability <input checked="" type="checkbox"/> Gender Reassignment <input checked="" type="checkbox"/> Marriage and Civil Partnership <input checked="" type="checkbox"/> Pregnancy and maternity <input checked="" type="checkbox"/> Race <input checked="" type="checkbox"/> Religion or Belief <input checked="" type="checkbox"/> Sex <input checked="" type="checkbox"/> Sexual Orientation <input checked="" type="checkbox"/>	Given the wide scope of the OA, there is potentially impacts across all the protected characteristics.	

STEP 3b - No, there is no potential implication for a protected characteristic group.		Go to Step 8
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STEP 4 - What evidence do you have for this conclusion (potential implication for a protected characteristic group)?

Briefly explain:

Please read this EIA with the University of Glasgow's Outcome Agreement.

The OA processes requires the University to address five priority areas and address cross cutting themes. Many of the themes are specific equality issues (i.e. gender, BSL) and other are outline broader themes (such as equality and diversity in general). The University has chosen to mainstream equality through our priorities, in keeping with the Public Sector Equality Duty (PSED). Much of the work the University does to meet the General Duty of the Equality Act 2010 is outlined in our PSED reporting - references to this are made within the OA document. Additionally, the OA requires the University to report on set National Table of Measurements, which include considering data of Scottish Domiciled UG new entrants and those returning to year-two by sex, age, disability and ethnicity, and set targets (if possible) for future years. This is the data referred to throughout this EIA.

March 2019 update - the University has added additional comment to this data given the March 2019 National measures data provided by SFC.

As the OA requests a focus on sex, age, disability and ethnicity, this will be the focus of this EIA. It should be noted, the University collects data relating to other protected characteristics and progresses activity in relation to them through the usual governance channels, and the University's biennial Mainstreaming Report.

The OA highlights a number of areas which have supported targeted intervention of work, this is highlighted below.

STEP 4a - Does the evidence show a positive impact?

Please provide an example and attach evidence:

The data shows the University has an increase from 2012-13 to 2015-16 for Scottish Domiciled UG new entrant Black, Asian and Minority Ethnicity (BAME) students from 6.3% to 7.1%, and Disabled students from 7.3% to 9.2%.

March 2019 Update: SDUG data for BAME and Disabled students shows a steadily improving picture with these students at 7.8% and 7.5% for BAME and 9.6% and 10.2% for Disabled 2016-17 and 2017-18 respectively.

The proportion of full-time first year Scottish-domiciled UG entrants retained between year one and two from 2012-13 to 2015-16 shows a positive picture, with the proportion of male students retained increasing from 91.5% to 93.6% and the proportion of 21 and over retained increasing from 86.8% to 88.9%.

March 2019 Update: The Retention data for SDUG for males and students over 21 continues to improve from 2015-16. Male students retention rates have risen to 93.6% and 93.8% for 2016-17 and 2017-18 respectively. For students over 21, retention rates have risen to 90.3% and 89.6% for 2016-17 and 2017-18 respectively.

Go to Step 5

STEP 4b - Does the evidence show a negative impact?	Go to Step 6
<p>You need to consult with relevant stakeholders - the EDU will assist with this process</p> <p>Please provide brief details and attach evidence:</p>	
<p>The data shows the University has a decreased from 2012-13 to 2015-16 for Scottish Domiciled UG new entrants for male students, dropped from 43.5% to 41.2%, and the proportion of students aged 21 and over has dropped from 21.9% to 20.5%.</p> <p><u>March 2019 Update:</u> The data for SDUG proportion of male students continues to present an issue for the University, as this has dropped to 41.1% and 38.7% in 2016-17 and 2017-18 respectively. A wider discussion across the University and the sector is required to address this.</p> <p>Retention for Disabled students has dropped from a steady of 92.6% in 2016-17 to 90% in 2017-18, this reason for this requires further investigation.</p>	
STEP 4c - Does the evidence show no impact?	Go to Step 8
<p>Attach evidence to this form</p> <p>The proportion of full-time first year Scottish-domiciled UG entrants retained between year one and two from 2012-13 to 2015-16 shows an undulating picture, with the proportion of Disabled students hovering around 92%, and BAME students with a low of 90.5% and a high of 97%.</p> <p><u>March 2019 Update:</u> In all other data sets (female SDUG entrants and retention, over 21 SDUG entrants and BAME student retention) continue to be steady.</p>	
STEP 5 - Continue to promote good opportunity for all people	Go to Step 8
<p>Promote and implement as exemplar policy/ practice</p>	
STEP 6 - Involve and consult stakeholders to address any negative impacts	Go to Step 7
<p>EDU will assist with this process</p> <p>Please provide brief details of involvement and consultations:</p> <p>The University has identified a number of strategies to address the negative impacts - namely through the detailed work of Priority One, Two and Five as outlined in the Outcome Agreement. The Widening Participation activity (as detailed in priority one) works directly with schools to ensure pupils identify HE as a positive route.</p> <p>The specific work outlined in the Gender Action Plan, which considers the overall intake of men into undergraduate course, has detailed targets for addressing the issues. The University has worked with the Student Representative Council, and continues to work with schools, teachers and relevant official bodies (e.g. Glasgow City Council, Nursing through the Scottish Government) and through it's outreach work.</p> <p>The University will continue to assess the protected characteristic impact on retention and devise appropriate strategies to address any identified issues.</p>	

STEP 7 - Outline any changes made to the policy/ practice as a result of the consultation	
Please provide details of changes:	
<p>As part of this process the University has considered benchmarking data as detailed in the Advance HE (previously the Equality Challenge Unit) annual benchmarking data. The comparison with the University is outlined on the worksheet marked Benchmarking data. It should be noted to two cohorts are not directly comparable - the discrepancies are outlined in worksheet. With the exception of over 21 age range, the University is fairly close to meeting the benchmarks. The University will consider working towards the national benchmarks for ethnicity and disability. The Gender Action Plan already sets targets for male undergraduate recruitment.</p> <p><u>March 2019 Update:</u> Two areas require further investigation/further monitoring, one is male SDUG entrants, which may require sector wide discussion and Disabled student retention, as there has been a drop between 2016-17 and 2017-18.</p>	
Go to Step 8	

STEP 8 - Publish results (as required by law)	
Please return this form, once completed, along with copy of amended policy or practice and any relevant information, to the EDU for annual reporting and for inclusion on the University website. Please note items sent to EDU here:	
This EIA will be publish once the OA has been agreed with SFC.	
Go to Step 9	

STEP 9 - Regular review	
Regular reviews ensures that policy and practice is kept up to date and meets the requirements of current equality legislation. Where a negative impact has been identified and remedial actions is being implemented, the policy owner should define a timescale for review.	
Please give details of review process:	The OA is reviewed 6 monthly.

SIGNING OFF PROCESS				
Name of EIA Owner	Neal Juster			
Signature				
College/ School/ Service	Senior VP and Deputy Chancellor			
Date of Completion	23/04/2018 / Updated 18/03/2019			
Date received by EDU	24/04/2018 / Updated 18/03/2019			
	Approved in principle?	Yes	X	No
Any actions required? Please specify No				
Signed on behalf of EDU Date: 24 April 2018	Signature Mhairi Taylor			

GU/GCU JOINT STRATEGY GROUP FOR GENDER-BASED VIOLENCE

Proposed statement about approach and position taken by GU/GCU Joint Strategy Group

Background: Given the acceleration of activity being undertaken in Universities in Scotland (and elsewhere in England and Wales) to recognise and respond to violence against women on campus, it is important to recognise and highlight the partnership approach adopted by the Group, as reflected in joint working within and across Glasgow and GCU student organisations, professional services and academics with Police Scotland and Rape Crisis Scotland; it is also important to clarify the position adopted by the Group in the development of strategies and initiatives at Glasgow and GCU aimed at tackling and responding to gender-based violence on campus.

Partnership: the Joint Strategy group is underpinned by a strong partnership between the two Universities. There are many advantages of this approach: it allows the Group to draw on the views and experiences of student organisations in order to ensure that their interests are paramount, and it allows for the harnessing of expertise of academics across both Universities with research expertise in gender-based violence, ensuring that the implementation of policies and training draw on and are informed by international research evidence. It ensures that the work of the Group is informed by the experience and specialist knowledge of Rape Crisis Scotland and that processes and policies are compatible with Police Scotland investigations and the criminal justice process.

Definitions and analysis: The United Nations Declaration on the Elimination of Violence Against Women states that violence against women is "*any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women...*" and is "*violence that is directed at a woman because she is a woman or that affects women disproportionately*". Art. 3 d, Council of Europe Convention on preventing and combating violence against women and domestic violence states: "*[G]ender-based violence against women" shall mean violence that is directed against a woman because she is a woman or that affects women disproportionately[.]*" The current Scottish Government approach is guided by the definition adopted by the United Nations, and hence the Government's current framework [Equally Safe: Scotland's strategy for preventing and eradicating violence against women and girls](#) recognises gender-based violence as a both a cause and consequence of gender inequality.

Proposals:

- a. That the partnership approach adopted by the Joint Strategy Group and the pooling of expertise which it represents is highlighted, and;
- b. that the Joint Strategy Group adopt an explicit gendered analysis in their work, situating gender-based violence within unequal relationships between men and women, and recognising that gender-based violence is predominantly perpetrated by men against women. The development of appropriate responses to gender-based violence within Glasgow and GCU should therefore be grounded within this context.

Professor Michele Burman

Tabled 24/10/2017 updated 27/04/ 2018

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

* denotes priority measure

	2017-18 baseline	2019-20 Projection	2020-21 Projection	2021-22 Projection	
Scottish Government strategic priority: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of the CoWA and addressing gender balance					
Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing					
Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing	7.8%	**	**	**	*
Measure 2: Deprivation - The proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes					
2a: Proportion of SDUEs from 20% most deprived postcodes	13.5%	13.5%	13.8%	14.0%	*
2b: Proportion of SDUEs from 40% most deprived postcode	28.0%	27.5%	27.5%	28.0%	
2c: Additional CoWA target: proportion of full-time first degree SDUEs entrants from the 20% most deprived data zones	12.3%	13.2%	13.8%	14.0%	
Measure 3: SHEP Schools - The proportion of Scotland-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education)					
Proportion of SDUE from SHEP Schools	5.2%	5.0%	5.0%	5.0%	
Measure 4: Protected Characteristics - The proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers					
Male Proportion	38.7%	42.0%	43.6%	44.0%	
Female Proportion	61.3%	58.0%	56.4%	56.0%	
Under 21 Proportion***	79.7%	79.7%	79.7%	79.7%	
21 and over Proportion***	20.3%	20.3%	20.3%	20.3%	
Proportion – BME***	7.5%	7.5%	7.5%	7.5%	
Proportion – Disability***	10.2%	10.2%	10.2%	10.2%	
Proportion - Care Experience***	0.6%	0.6%	0.6%	0.6%	*
Measure 5: Retention by Protected Characteristics - The proportion of full-time first year Scotland-domiciled entrants from different characteristic groups returning to study in year two					
Proportion MD20 retained	91.2%	91.0%	92.0%	92.0%	*
Proportion MD20/40 retained	91.5%	92.0%	92.0%	92.0%	
Proportion of Males retained	93.8%	94.5%	95.0%	95.0%	
Proportion of Females retained	95.1%	95.0%	95.0%	95.0%	
Proportion of Under 21s retained	95.5%	95.0%	95.0%	95.0%	
Proportion of 21 and over retained	89.6%	89.5%	90.0%	90.0%	
Proportion retained – BME	96.2%	95.0%	95.0%	95.0%	
Proportion retained – Disability	90.0%	95.0%	95.0%	95.0%	
Proportion retained - Care Experience***	88.9%	88.9%	88.9%	88.9%	*

Scottish Government strategic priority: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy				
Measure 6: Retention - The proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two				
Proportion retained	94.6%	95.0%	95.0%	95.0%
Measure 7: Satisfaction - The difference (+/-) from the individual institution's benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey				
% Satisfaction	88.0%	91.0%	91.0%	91.0%
Measure 8: STEM - The proportion of Scotland-domiciled undergraduate entrants to STEM courses				
Proportion of SDUE to STEM courses	35.7%	39.5%	39.5%	39.5%
Measure 9a: Graduate Destinations - The proportion of Scotland-domiciled graduates entering positive destinations				
Proportion of graduates in positive destinations	Graduate Outcomes replacing existing DHLE measure			
Measure 9b: Graduate Destinations - The proportion of Scotland-domiciled full-time first degree respondents entering professional occupations				
Proportion of FT first degree respondents in professional occupations	Graduate Outcomes replacing existing DHLE measure			
Scottish government priority: internationally competitive and impactful research				
Measure 10: The number of research postgraduate students				
RPG students	2,439	2,450	2,500	2,550
Measure 11: Total income from the UK Research Councils				
RCUK income	£64,656,000	£60,000,000	£62,500,000	£65,000,000
Measure 12: Total research income from all sources				
Research income	£180,818,000	£182,000,000	£185,000,000	£188,000,000
Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry				
Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs				
Innovation Vouchers (IVs)	3	6	8	10
Follow-on IVs	0	1	1	1
Scottish Government priority: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance				
Measure 14: Carbon - Gross carbon footprint				
Tonnes CO2e	61,484	Not being reported as campus expansion underway		

Notes to table:

*denotes priority measure


** University of Glasgow is undertaking articulation pilots in academic year 2019-20 with the intention to set future targets based on their outcomes.

*** 2019-20 to 2021-22 figures added by SFC based on 2017-18 proportions for this measure. A steady state from 2017-18 is assumed.



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


On behalf of the University of Glasgow:

Signed: 

Print name: NEAL JUSTICE

Position: DEPT. Principal and Vice-Chancellor PP PRINCIPAL

Date: 30 JULY 2019

Signed: 

Print name: Elizabeth Passey

Position: Chair

Date: 1/8/19

On behalf of the Scottish Funding Council:

Signed: 

Print name: Karen Watt

Position: Chief Executive

Date: 29 July 2019