University of Glasgow

Outcome Agreement

2014-15
to
2016-17

February 2014

Foreword from the Principal

In 2011 the Scottish Government announced that Scottish higher education institutions would receive an additional £135m between 2011-12 and 2014-15. In what is a financially challenging environment this was excellent news, recognising the significant role that universities play in economic and social development through the graduates they produce, the research they conduct and their work with industry and public bodies. This additional investment will be used to support delivery of our strategy, *Glasgow 2020: a global vision*, which is well aligned with the priority areas for higher education of the Scottish Government as outlined in the Cabinet Secretary's annual letter of Guidance to the Funding Council.

Glasgow is a world leading university with a strong tradition of offering a wide range of provision and meeting the needs of society and the economy; it is also an international university that contributes in a major way to the reputation of Scotland and its higher education sector world-wide. This Outcome Agreement sets out how the University will further enhance its successes to date in the priority areas identified by the Scottish Funding Council for 2014-15 until 2016-17, namely Knowledge Exchange, Widening Access, Graduate Skills, International Research Competitiveness and how the University will contribute to a coherent pattern of provision of higher education in Scotland, as appropriate. It outlines where we will focus our efforts to achieve this, the outcomes we intend to deliver, and the timescales of delivery, thus ensuring a distinctive contribution to Scottish higher education.

We have worked closely with the Scottish Funding Council and consulted with Senate and the Students' Representative Council in developing this agreement and will continue to work in partnership to deliver the ambitions of the University, the Government and the people of Scotland.

The University is committed to delivering the outcomes specified in Tables 1, 2, 3, 8, 9, 10 and 11 of this Outcome Agreement, and to continuing our work to ensure our diverse university builds on its reputation for a high quality student experience within a world-class research environment.

Professor Anton Muscatelli
Principal and Vice-Chancellor

Section 1: Introduction and Context

1. Outcome Agreements were introduced by the Scottish Government in 2012, with the main purpose of ensuring improved outcomes, for Government funding, across a range of areas. This Outcome Agreement, which is our third, covers the period to academic year 2016-17. For 2014-15 the Scottish Government has indicated that it expects the Scottish Funding Council to ensure that improved outcomes are delivered across the following areas:

   - An increase in the retention rate of full-time Scottish domiciled undergraduate entrants;
   - An increase in the number of college students articulating from college with advanced standing;
   - An increase in the proportion of Scottish-domiciled undergraduate entrants from the 40% most deprived postcodes;
   - An increase in the percentage of Scottish-domiciled graduates entering positive destinations;
   - An improvement in the sector's performance in REF2014 compared with RAE2008;
   - Leverage of investment at the UK and European level maximised to enhance HEI/industry collaboration particularly for Small and Medium sized Enterprises.

2. The Scottish Funding Council (SFC) will use Outcome Agreements, developed with each university, as the instrument to deliver these outcomes. Outcome Agreements contain targets that will allow the SFC and the sector to detail improvements in the areas identified by the Cabinet Secretary for Education and Lifelong Learning. Universities will be expected to meet the targets contained in their Outcome Agreement. They will drive efficiencies, improve performance, match capacity to need as appropriate, and further enhance quality within the university sector.

3. A summary of the additional funded student places the university has been awarded as part of an SFC Investment Strategy to facilitate the University in meeting its targets is included in Section 8.

4. For academic year 2014-15 we will build on the 2013-14 Outcome Agreement, showing progress against current targets and continuing our ambitious targets towards 2016-17.

Section 2: Our Current Strategy

Glasgow 2020: a global vision

5. In 2009/10 the University published its Strategic Plan – [Glasgow 2020: a global vision,](#)[1] which sets out the vision of the University to enhance its position as one of the world's great, broad based, research intensive universities. It identifies that the twin pillars of academic excellence and financial sustainability will drive our decision making and resource allocation, and highlights our commitment to three major themes: student experience, research and global reach.

6. Glasgow 2020 focuses on the needs of our stakeholders (students, funders and others), ensuring that investments align with clearly articulated strategic priorities, while adopting a concerted approach to streamline our systems and processes to minimise bureaucracy and increase efficiency. We will extend our global reach to become a more international university, developing a multicultural community of students and staff; providing an educational experience that prepares students for global political and social environments; developing international alliances and partnerships to build capability and capacity in research, education and enterprise; introducing postgraduate degree programmes that have demand in the international market; and raising the profile and reputation of the University globally. We will foster multi-disciplinary activity through the support and development of networks of researchers, creating world leading thematic multidisciplinary research institutes aligned to the strategic needs of our research funders. Building on this approach we will establish innovative, interdisciplinary degree programmes, primarily at the postgraduate level, that combine elements from the breadth of our research strengths.

7. Glasgow 2020 details 20 key performance indicators to help track progress in key areas including: internationally competitive research, the student experience and the student profile; staffing; financial stability; condition of estate and sustainability.

Dumfries Campus

8. 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 and social policy, education. Our objective is for activity on the Campus to reach the highest academic standards and to serve 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, and where the University is positioned to take an active and leading role, wherever appropriate. In this context we are working closely with the Crichton Campus Leadership Group, chaired by Dame Barbara Kelly.

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[1] http://www.gla.ac.uk/media/media_180610_en.pdf

9. Specific recent achievements for the University's School of Interdisciplinary Studies at Crichton include:

    -   Undergraduate FTEs have increased to 250, with the potential to rise above 300 by 2015-16. Reliance on Clearing has decreased dramatically;

    -   An articulation agreement has been signed for level 2 entry to the MA Health and Social Policy;

    -   The undergraduate offering has been reshaped and now consists of three professionally oriented programmes: MA Primary Education (introduced 2008); BSc Environmental Stewardship (introduced 2010) and MA Health and Social Policy (refreshed 2012);

    -   A suite of PGT programmes focussed on environmental issues and on tourism has been developed.   There are currently c20 PGTs in the School, mainly international students;

    -   The Solway Centre for Environment and Culture has been established with a key focus on rural land use, aspects of landscape, place and memory and rural tourism;

    -   SFC has awarded a grant of £961,100 in support of the Crichton Institute as a knowledge exchange partnership for Dumfries and Galloway, with the University of Glasgow as lead partner (a first interim report on the Institute was approved by SFC in November 2013).

10. The key strategy has been to build on the School's interdisciplinary strengths across the social and applied sciences and humanities, to create an offering which is professionally focussed and well matched to location. Particular emphases are placed on learning beyond the classroom, on practical experience and on employability. Excellent use is made of the natural and cultural resources of Dumfries and Galloway to create a 'living laboratory' for learning and teaching.

11. In this context, the following initiatives and developments to existing strategy are proposed for the period AY2014-15 to AY2016-17 and via the Crichton Campus Leadership Group, they are matters of current discussion with SFC –

    -   Sustainable growth in undergraduate places on the current three distinct programmes (Primary Education, Health and Social Policy and Environmental Stewardship);

    -   Growth in Postgraduate places on the MLitt Environment, Culture and Communication and the MSc Tourism, Heritage and Sustainability;

    -   The development of Masters provision in Education/Professional Practice;

- Secure adequate accommodation commensurate with planned activities and enter into new lease or ownership arrangement.

- Enhance student facilities on Campus, in line with stated student preferences (social space, catering, sports facilities).

Capital and Estates Strategy

12. During 2013 the University completed the acquisition of the remainder of the Western Infirmary site from NHS Greater Glasgow and Clyde, with the hospital due to vacate in 2015. The university will complete the development of a new Estates Strategy by mid-2014, ensuring that there is a cohesive approach to the redevelopment of the Gilmorehill Campus and the Western Infirmary site and that any redevelopment supports and enables the three key strands of student experience, research excellence and global reach.

13. It is essential, however, that investment in the existing estate is not blighted during the period of development of the Estates Strategy. The University continues to run a 10 year rolling capital development plan. There remains a commitment to:

- Improving and upgrading research and teaching facilities, including: a new teaching and learning and a clinical research facility at the South Glasgow Hospital; development of the Kelvin Hall into a museum access facility; new research building for the transferred MRC Centre for Virus Research;
- Replacement of the existing steam heating system which will also reduce the University's carbon footprint;
- Improvement to student sports facilities, including an extension to the current sports halls, and social space including new space at the Vet School;

Plana Gàidhlig 2012 – 2017 | Gaelic Language Plan 2012 – 2017

14. The University published its first 5-year Gaelic Language Plan in March 2013 which outlines its commitment to the redevelopment of Gaelic in line with criteria set out in the Gaelic Language (Scotland) Act 2005 and with regard to the National Plan for Gaelic 2012 – 2017.

15. Our Gaelic Language Plan provides an outline of how we will use Gaelic in the operation of our functions, how we will enable the use of Gaelic when communicating with the public and key partners, and how we will normalise, promote and develop Gaelic, building on successful engagement and developments to date.

16. The Plan details how the University intends to develop Gaelic language and culture under the commitment areas of corporate identity, signage, communication and publications as required by Bòrd na Gàidhlig. In addition, the Plan also includes an

outline of how we intend to develop current provision with particular regard to Gaelic in the student experience over the next 5 years.

17. The publication of the Plan builds upon a number of achievements made recently by the University of Glasgow in relation to Gaelic language development including: the appointment of the first Gaelic Language Officer to an ancient Scottish University in 2009; the establishment of Scotland's first Gaelic Language Initiative to create real opportunities for the use of Gaelic language across our campus beyond classrooms and lecture theatres; and the establishment of the Gaelic Language Residency Scheme (Taigh na Gàidhlig) and accompanying Personal and Professional Development module for fluent speakers of the Gaelic.

18. Our Gaelic Language Officer acts as Co-ordinator of the National Gaelic Language Summer School, a 3-week immersion opportunity for students studying on Gaelic-related undergraduate degree programmes, on behalf of the SFC and the Universities of Edinburgh, Aberdeen, Glasgow, Strathclyde and the Highlands and Islands.

19. In recognition of a transformation of attitudes and of Gaelic usage at the University, our Gaelic Language Officer won the prestigious Workplace Initiative Award at the inaugural Scottish Gaelic Awards in 2013 - http://www.gla.ac.uk/news/headline_297023_en.html

20. The University's Gaelic Language Plan is publicly available on its website:

http://www.gla.ac.uk/media/media_270468_en.pdf

Good Research Practice

21. The University has had a Code of Good Research Practice and procedures for investigating allegations of research misconduct since 2001. These were based on RCUK policies and are compliant with UK requirements. Our research relevant policies are regularly reviewed (every 2-3 years) and updated to take account of changes in funder requirements and examples of best practice from other institutions.

22. The Code of Good Research Practice has recently undergone a substantial revision to take account of the Concordat to Support Research Integrity and the increasing emphasis on open access to publications and data. The implementation plan for this code will be discussed at the University's Senior Management Group in February 2014. The plan includes: elements of mandatory training for research students and their supervisors and the identification of "Research Integrity Leads" for each College to facilitate dissemination and develop discipline relevant training. These individuals will also take a lead role in reviewing instances of poor practice to enable training and support to be provided before misconduct occurs.

23. The draft Code of Practice and the implementation plan were reviewed by RCUK during the University's recent FAP. Based on this review, RCUK awarded the University a "substantial assurance" rating: the highest rating possible.

Section 3: KNOWLEDGE EXCHANGE (KE)

24. Knowledge Exchange and industry engagement is embedded within the university's research and impact strategies. In 2013 we implemented a new Knowledge Exchange and Impact Strategy that focuses on accelerating the generation of economic and societal impacts in the UK and internationally through proactive KE activities and relationships. In doing so we focus on 2 overarching themes and 4 specific areas for development that, when implemented across the University, will help us achieve our defined aim. By implementing a holistic strategy, we will establish a university-wide framework for directing resource and activity, leading to KE and external impacts with greater reach and significance.

25. Overarching themes:
    A. ***Environment and Infrastructure*** - Create an environment where innovation, creativity, and enterprise flourish and increase the number of staff and students engaging in KE, commercialisation and public engagement.
    B. ***Internationalisation*** - To utilise our strong UK based KE track record (for example in developing Innovation Centres) in the strategic development of our international partnerships and to attract business and other stakeholders to Scotland.

26. Specific focus areas:
    C. ***Partnerships*** - Establish distinctive and user-focussed approaches to university-research user relationships that position us as a partner of choice for industry, cultural organisations and public service providers.
    D. ***Leadership*** - Position the University to proactively lead more collaborative, large-scale, multi-disciplinary research and KE programmes.
    E. ***Public Engagement*** – Stimulate a wider understanding of academic research by enthusing the public about current issues, the creative process and the aspirations and outcomes of our endeavours.
    F. ***Enterprise and Commercialisation*** – Commercialise our intellectual assets, knowledge and expertise through innovative, flexible and pragmatic management practices that deliver value to all parties.

<u>Reducing barriers to industry collaborations and impact generation</u>

27. The university's college structure, implemented in 2010, has enabled the university to develop new inter-disciplinary initiatives that focus on research and KE activities, meeting the needs of business and industry as outlined in our strategic plan. These include the formation of new institutes, centres and networks across the university and beyond, as we believe a collaborative approach is critical for effective KE. Many of these developments are pro-actively aligned with Key Economic sectors in Scotland and the priority industries identified by Scottish Enterprise.

28. To support KE development and effect a more entrepreneurial culture we continue to invest in several Research and KE initiatives including:
    * *establishing our own Knowledge Transfer Account* (Glasgow-KTA) (£900k over 3 years) which will fund a variety of KE activities including: KT Fellowships, pre-Proof of Concept projects, feasibility studies, collaborative KE projects and secondments. It

is expected that we will support approximately 50 separate initiatives. Outcomes from this will include new industry partnerships (including TSB, KTP, Company and EU funded projects), more industry aligned research, licenses and spin-out companies;

- *We pioneered Easy Access Intellectual Property* which aims to ensure the majority of our Intellectual Property is made available free of charge to companies in a simple and straight-forward manner where spinout and royalty bearing licensing are not the optimal route to market. We make our IP available for license through http://www.university-technology.com/ and simplify the disclosure process so that we can increase the portfolio of Easy Access IP made available to companies;

- The use of *First Step Awards (FSA) and Innovation Vouchers (IV)* promoted through the Encompass programme and *Interface*, aimed at reducing the risk of first engagement between a SME and the University. In total we have completed 112 £5k FSA/IVs projects in financial years 2010-13; 105 are First Step Awards and 7 are SFC Innovation Vouchers (a SFC National Measure). A number of which have led to follow-on activities with the companies involved;

- Commitment to the adoption of a *simplified contract framework* that is harmonised across the sector as far as possible; and to work with industry representatives to agree standard commercial/IP terms for different categories of joint work;

- Support and further develop collaborative KE enhancement schemes, particularly in collaboration with other Higher Education Institutions (HEIs) (examples include Encompass, S3C, Energy Technology Partnership, Innovation Centres);

- Establish *KE portals* for the *Cultural & Creative Industries* (to embrace our investments in the Kelvin Hall development in collaboration with Glasgow Life) and a *Public Policy Forum* which will create a single point of contact to all our public policy related research expertise in the University;

- Aligning KE with the activities of our *Interdisciplinary Research Networks* whose themes include International Development; Sustainability; Refugee, Asylum and Migration; Human Rights; and developing strong KE from the university's recently formed Institute for Health and Wellbeing;

Ensuring effective exploitation of research outputs through spinout formation and licensing

29. The University's objective is to put its intellectual property (IP) into use as quickly and as cost-effectively as possible. Where IP is capable of generating income we will negotiate royalty bearing licences, based on achieving and fair return, before the costs of IP protection become excessive. Where potentially disruptive technologies cannot be licensed we will form spinout companies in partnership with the IPGroup. Other IP will be made available through the EasyAccessIP scheme. We expect to –

- Use internal (Glasgow-KTA) and third party translational funding to mature assets for investment e.g. Scottish Enterprise (SE) Proof-of-Concept Fund; Research councils UK Follow-on-fund; Biomedical Catalyst; Wellcome; Medical Research Council Technology; TSB etc;

- Increase the level of internal promotion in collaboration with IP Group, SE and others to identify new opportunities for spin-out e.g. through focused evaluation of High Net Worth Research Groups;

- Continue to license valuable and rapidly exploitable intellectual property on commercial terms. We will aim to conclude a minimum of 3 deals per annum;
- Increase our use of online (including http://www.university-technology.com/) and social media to promote high value and Easy Access IP licensing opportunities;
- Make enterprise and entrepreneurship training available to all research students and ECRs through university-based and Scotland-wide programmes, including those promoted through the Research Pools.

Outcomes agreed with SFC

Table 1

Outcome : Increase portfolio of Easy Access IP Technologies						
Indicator : Add a minimum of 10 Easy Access IP technologies to the portfolio every year						
Data Source : Internal reporting						
Current Data and Targets: 2011/12 portfolio is 20 technologies, 5 of which we added in 11/12. Target is 10 new technologies per year – which we will keep under review annually.						
Baseline	**Targets**				
2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
5 (new technologies)	Target 10 Actual 22	10 new technologies	10 new technologies	10 new technologies	10 new technologies

Table 2

Outcome : Manage a portfolio of 2-3 potential high growth companies per year						
Indicator : A pipeline of 2-3 spin out/start-up companies managed at any one time						
Data Source : Internal reporting and information from IPGroup						
Current Data and Targets						
Baseline	**Targets**				
2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
2-3	3 spin-outs and 2 start-ups	2-3	2-3	2-3	2-3

Table 3

Outcome : Grow Knowledge Exchange Activity						
Indicator : Grow overall KE activity, as measured by the 3-year rolling average of Directly Incurred value of new awards for KTG-related research, by 7.5% per annum.*						
Data Source : Internal Reporting						
Current Data and Targets						
Baseline	**Targets**				
2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Target DI Award Value: £25.7 Actual DI Award Value: £25.7M	£27.6 £28.1M or 9.3%	£29.7m	£31.9m	£34.3M	£36.9

*due to the increasing focus on Knowledge Exchange and Impact we are currently reviewing the most appropriate indicators to monitor our performance here and therefore this indicator may need to be modified in future to reflect more effective measures of KE performance.

Section 4: COHERENT PROVISION

 Appropriate and Responsive Provision

30. Applications from Scottish domiciled students to study in the university remain healthy (up 8% for 2013 entry to 20,054) and have grown substantially from the EU for 2013/14 entry when compared to 2012/13 (14% increase). Applications to our STEM subjects are also very strong. We still have concerns that healthy application rates from EU students will begin to reduce the number of Scottish domiciled students at the university. All degree programmes from the 2013-14 prospectuses recruited well.

31. We have no plans to withdraw from strategically important subject areas and will alert SFC to any future significant change in provision at an early stage of planning.

32. We are continually refreshing our provision at both undergraduate and postgraduate levels. New courses (the constituents of degree programmes) are introduced depending on demand and staff expertise in the area. New programmes are considered by a range of stakeholders through our course and programme approval processes, which includes input from students and employers. A significant proportion of our students (around 35%) graduate with professional degrees, for example in Medicine, Dentistry, Vet Medicine, Law, Accountancy, Nursing, Engineering and Education. These programmes are subject to accreditation visits by professional bodies, which represent the interests of employers. Several of our degree programmes have, in addition, industrial advisory boards. In general, however, we have worked, and continue to work with a range of employers, through our Careers Service, to develop our Graduate Attributes Framework[2] that supports students in developing a broad range of subject specific and transferrable attributes that employers value. These attributes have been mapped onto employer competency frameworks to ensure alignment with employer needs.

33. Most of our degrees offer the ability to study a language as a credit bearing option. In addition our Open Studies courses include 15 different languages that many students may access in their own time. There are no plans to make a language a compulsory part of a degree programme. In academic year 2013-14 the School of Modern Languages and Cultures will offer teaching in 9 languages - French, German, Polish, Russian, Czech, Spanish, Catalan, Italian and Portuguese as well as Translation Studies.   We currently have no plans to stop teaching any of these subjects.

Nursing

34. We are keen to contribute to the national consideration of the coherence of nursing provision, and have initiated discussion with Glasgow Caledonian University colleagues to consider options for greater collaboration and integration. Progress is being made and we will shortly appoint a project manager to lead the work to consider all the options.

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[2] http://www.gla.ac.uk/media/media_230785_en.pdf

<u>Equality and Diversity</u>

35. The University compiles an annual student equality report. The report is discussed at the University's Equality and Diversity Strategy Committee (chaired by the Principal). EDSC and Court's HR Committee monitors action plans to address any noted inequalities. The last report shows that:

- The proportion of female undergraduates (65%) is above the Russell Group median;
- Females are underrepresented in engineering and males are underrepresented in Veterinary Medicine, Nursing and Education;
- BME students are less likely to get first class degrees;
- The proportion of BME students at the University is below the Russell Group median but is on the median of Scottish institutions.

36. We hold an Athena Swan Institutional Bronze Award and have submitted three applications for Departmental Bronze Awards in the November 2013 round. The School of Physics has the Institute of Physics JUNO Champion Status (equivalent to Athena Swan Silver). It is expected that a further five STEM Schools will apply for Departmental Athena Swan Bronze in April 2014 and one Social Science School is applying for an Equality Challenge Unit Gender Equality Charter Mark in its 2013-14 pilot.

<u>Collaborations</u>

37. The University will seek to collaborate when there is evidence of strong academic, financial and efficiency reasons to do so. We currently have numerous collaborations in Scotland. Some of these collaborations are:
- Scottish Universities Physics Alliance, which is a pooling of physics research and post-graduate education in 8 Scottish universities and is based at this university.
- The Scottish Graduate School of Social Science (SGSSS) is a collaborative effort across all higher education institutes in Scotland. The SGSSS will bring more PhD students to Scottish universities, and produce better trained and more employable social science PhD graduates, more capable of achieving economic and policy impacts through their PhDs and in their subsequent careers.
- WestCHEM, which is the joint research school of chemistry for the west of Scotland and is a partnership between this university and the University of Strathclyde.
- A joint degree in Engineering with Architecture with the Glasgow School of Art.
- Health Science Scotland is a collaboration of four medical schools (Glasgow, Edinburgh, Dundee and Aberdeen) and their sister academic NHS Health Boards.
- SULSA – a research pooling partnership between the Universities of Aberdeen, Dundee, Edinburgh, Glasgow, St Andrews and Strathclyde.
- SINAPSE – a network of 6 universities developing a world class future in medical imaging for Scotland.
- Scottish Graduate School for Arts and Humanities, funded by the AHRC.
- AHRC Doctoral Training Centre for Celtic Languages, a consortium of 12 institutions, led by Glasgow.

Internationally we have strong collaboration across the world in both teaching and research.

SECTION 5: WIDENING ACCESS, EQUALITY AND FAIRNESS

Outreach

38. We are committed to stimulating interest in, providing access to and supporting success within Higher Education for those from non-traditional and under-represented backgrounds. Our commitment to this is encapsulated in the one of the key objectives of our Learning and Teaching Strategy[3] –

    'Via a robust and fair admissions policy, to attract the best talent, irrespective of background, to engage in and successfully complete their study at the University. In doing so, to remain the leading University of choice for talented students from under-represented groups.'

39. We sustain a portfolio of outreach programmes, some delivered solely by the University of Glasgow and others on a collaborative and partnership basis. Our partners include Local Authorities, SWAP West, FOCUS West, schools, other HEIs and FE Colleges. Our portfolio ranges from general awareness raising activities, such as the Glasgow Science Festival, to programmes targeted at low progression schools (e.g. Top-Up) and adult returners (e.g. our Access to Degree Studies programme and Activate scheme that helps local communities while supporting access to our BA in Community Development). We have a particular focus on widening access to our extensive range of professional degree programmes.

40. The SFC decision to continue funding streams for programmes such as SHEP, Reach and SWAP will allow us to continue the considerable progress we have made in widening participation to not only the University of Glasgow but to other HEIs across Scotland. Additionally, the university has invested significant funds to expand our schools provision across S4-S6 and also into the earlier secondary years.

41. Our key strategic programmes and the resources associated with them are listed in Table 4 below. Only direct costs are listed. The indirect costs are of a similar magnitude and are provided by the University of Glasgow. We also support these initiatives with university taster weeks on our Glasgow and Dumfries campuses. Our Student Network e-mentoring scheme connect current and prospective students giving those from non-traditional backgrounds the opportunity to familiarise themselves with university life before enrolment.

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[3] www.gla.ac.uk/media/media_191048_en.doc

Table 4: Key Strategic Programmes

Programme	Target Group	Numbers	Staffing	Resource Committed & Source	Impact
Top-Up	S5 & S6 in 44 low progression schools	1,520	2.1 FTE core staff; 70 p-t pg tutors; 50 p-t ug mentors	£177,658 (SHEP) c. £50,000 (LAs)	800 apps to University of Glasgow + more to other HEIs
REACH (Med., Dent., Vet.Med, Law)	S4, S5 and S6 in 92 low progression. schools	1,500	2.3 FTE core and research staff; 20 p-t pg tutors; 30 p-t ug mentors	£105,031 SFC; £5,021 University of Glasgow core funding	Targets defined in SFC agreement
University of Glasgow Summer School	S5 and S6 in 68 low progression schools	200	1.0FTE + circa 50 p-t academic and GTA staff	£115,000 University of Glasgow core funding	Intake of c. 79 new entrants
Access to Primary Education	S5 and S6 pupils in 18 low progression schools	40	WP team and School of Education staff; 6 part-time GTA staff	£5,000 (GCC)	Most applicants secure university entry
SWAP	Adult returners	800-900	WP team with SWAP WEST staff	c. £3,700 University of Glasgow core funding	c. 100 entrants to University of Glasgow
University of Glasgow Access Courses	Adult returners	250	0.7 FTE academic staff; 0.6 FTE support staff; ~20 p-t tutors	£100,000 University of Glasgow core funding	Circa 100 entrants to University of Glasgow + circa 20 to other HEIs
University of Glasgow Open Studies Programme	Adult learners	5,000	17.5 FTE core staff; 220 part-time tutors	£1.4m 60% University of Glasgow Core Funding and 40% private.	Lifelong Learning
Glasgow Science Festival	Gen Public including targeting at Schools	38,000	1.75 FTE Core 144 UofG staff volunteers 49 student helpers	£104k total £40k – University of Glasgow Rest – SG and others	Community engagement with Science, Technology, Engineering and Maths

<u>Admissions</u>

42. Our outreach programmes are supported by a progressive admissions policy. We pioneered the use of contextualised progression agreements for our pre-entry programmes for universities in the west of Scotland, an approach now adopted by Reach Scotland. Against a background of increasing applications, the university has worked hard to put in place a formalised approach to using contextualised student profiles, to aid and secure the admission of applicants from backgrounds with traditionally low entry rates to HE. As a result, tariffs have not risen in recent years for WP[4] applicants from the most deprived areas who perform well in our pre-entry programmes.

43. The efficacy of this approach to admissions was recently noted by the Equality Challenge Unit and Supporting Professionalism in Admissions. The University of Glasgow was the only Scottish HEI to participate in the study *Equitable admissions: facilitating entry of underrepresented groups to HE*. This project produced an admissions toolkit in August 2012 and the University's WP Admissions policies and practices were included as a case study of best practice. We are continuing to conduct research into the use of contextual data for admissions with particular emphasis on the high-demand professional degrees through, for example, the Reach programme.

44. We are further refining our admissions process as part of our approach to recruiting the 200 extra MD40 entrants over the next three years. Datasets allowing us to assess individual pupil performance relative to their school cohort alongside school HE progression rates will allow us to select the most talented and deserving candidates from MD40 postcodes and schools across Scotland and outwith those we currently target with our pre-entry programmes.

Impact

<u>MD20 entrants</u>

45. The effect of our integrated outreach and admissions strategy has been to place Glasgow ahead of its peer group in attracting students from the lowest SIMD quintile. Table 5 below shows the number of Scottish-domiciled undergraduate entrants to the University of Glasgow by MD20 and MD40 postcodes. Table 6 shows MD20 entrants by age group.

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[4] This is similar but not identical to MD20

Table 5: Total number of Scottish domiciled undergraduate new entrants by MD20 and 20-40 deprived postcodes

	Total Scottish domicile	MD20	MD20 % of total	20-40	20-40 % of total
2010-11	2,995	282	9.4%	351	11.7%
2011-12	2,834	323	11.4%	362	12.8%
2012-13	2,936	361	12.3%	377	12.8%

Note: 2012-13 data as at 25 January 2013 and subject to change; 2010-11 and 211-12 updated Jan 2013 to take account of more accurate internal data

Table 6: MD20 entrants broken down by age on entry

	Total	Total	MD20	MD20	MD20 % of total	MD20 % of total
	Young	Mature	Young	Mature	Young	Mature
2010-11	2,457	538	171	111	7.0%	20.6%
2011-12	2,105	729	174	149	8.3%	20.4%
2012-13	2,278	658	220	141	9.7%	21.4%

Note: 2012-13 data as at 25 January 2013 and subject to change; 2010-11 and 211-12 updated Jan 2013 to take account of more accurate internal data

Care leavers

46. We have also ensured that we attract and support students whose prior circumstances have been particularly challenging. The University of Glasgow was awarded the Buttle Trust UK Quality Mark in 2007 for care leaver provision. This was renewed in 2010 and again in 2013. An *exemplary* rating, the highest possible rating, was awarded on each occasion. Our Care Leaver Action Plan is used by Buttle UK as an example of best practice for other HEIs across the UK to follow. Care Leaver Bursaries of £1,000 per annum were introduced in 2008-09; three are awarded per annum. Adjusted offers of entry by one grade in two Highers are given for care leavers, as part of the University's evolving provision for students who have spent time in the care system. Table 7 displays the number of care leaver entrants to the University of Glasgow from 2008-12.

Table 7: Entrants who were or are looked after (Care leaver flag): 2008-2012

	Young	Mature	Total
2008-09	12	4	16
2009-10	4	4	8
2010-11	2	2	4
2011-12	1	1	2
2012-13	2	3	5
2013-14	7	6	13 (provisional figure)

47. Recorded care leaver numbers entering the University had decreased since statistical recording began with the introduction of the UCAS flag and the Buttle UK Quality Mark. However, provisional 2013 entrant numbers have increased considerably. Recorded

numbers will also not be accurate as they rely on self-identification or referral. Many other former care leavers may be studying within the University, but have chosen to remain anonymous. It is, therefore, unsafe to set a target based on these figures. We do, however, want to encourage as many former care leavers to identify themselves as such. We previously pledged to introduce the following enhancements and continue to work towards these goals -

- We will promote Widening Participation, Access routes and adjusted offers of entry through prominent positions on our website, our prospectus and in our presentations to schools etc; and
- We will work with our Centre for Open Studies to target appropriate students for our own Access course.

48. In terms of the protected characteristics, our internal data and that published in *Learning for All* do not identify any extra barriers for applicants accessing the University of Glasgow or succeeding as a student here.

Admissions from Schools

49. Our performance in attracting students from MD20 backgrounds is closely linked to our work through the Top-Up programme with low progression rate schools. Top-Up is the senior element of SHEP West and, in addition to generating a flow of applicants to the university, it generates substantial numbers of entrants to other universities in the west and beyond. To facilitate this, University of Glasgow Top-Up staff have negotiated admissions progression agreements with staff in HEIs across Scotland. Alongside the 37 FOCUS West schools, the University of Glasgow works in partnership with several Local Authorities to run Top-Up in 15 more WP target schools – a substantial commitment. The numbers progressing to the University of Glasgow via successful completion of Top-Up have been:
    2004: 81;   2005: 91;   2006: 106;   2007: 118;   2008: 145;
    2009: 163;   2010: 141;   2011: 160   2012: 172   2013: 191 (provisional)

50. We set a target of 180 entrants via the Top-Up Programme by 2014/15, a 12.5% increase, and have provisionally exceeded that figure in 2013/14. Taken together with our ambitions for the Reach programme, this has helped us to achieve our MD20 target. In 2012, we indicated that we would also monitor the number of annual participants on the Top-Up Programme. This has risen to 1,520 - a 21.6% increase. The performance of the Top-Up Programme has facilitated a significant increase in our school leaver entrants from WP backgrounds. With our ambitious MD40 target, and alongside our desire to admit WP and Access entrants across all our pre-entry programmes, we shall look to maintain Top-Up entrants, including those from the 37 SHEP schools, at the current level.

Admissions from colleges (mature entrants)

51. Although the University of Glasgow is not a HN articulation hub for colleges, we currently support progression routes from colleges and we intend to continue doing so.   The

University was awarded 16 articulation places in December, for entrants to our Dumfries Campus. The university was a founder member of SWAP in 1987 and continues to play a major role in the SWAP West partnership. Progression agreements are in place from SWAP Access courses, run in FE Colleges, to most subject areas within the university including Medicine, Dentistry and Veterinary Medicine. We also support our own Access courses which provide additional routes into a wide range of degree programmes for adult returners.

52. We have continued to grow the number of entrants through Access routes, increasing this from 180 in 2010 to 231 in 2012, an increase of 28.3%. As part of our overall WP/Access/MD40 intake, we shall maintain Access entrants at around 200 per annum in the coming years. We also expect a small number of articulation students through our Dumfries campus.

53. In terms of general progression from HN studies, experience has shown that current HN qualifications predominantly do not prepare students sufficiently for advanced entry to this university. There are some areas where this is possible; indeed there are around fifty degree programmes in Science and Engineering where the curricular match is close enough to allow entry into year 2 if the HN performance level is very high. Only very small numbers come through these routes and we do not propose to expand these further unless structural changes to the HN syllabus facilitate this. Around 250-300 students enter Year 1 at University of Glasgow via HN qualifications; this is an important route for us.

Extra funded MD40 student places

54. While working hard to achieve the increases in WP and Access activity outlined above, this university clearly underlined its intentions and commitment to WP by successfully bidding for 200 extra places for students from MD40 postcode areas; the highest number of any Scottish HEI. The University of Glasgow is firmly supportive of this initiative; it will allow us to broaden our WP work to target pupils from MD40 postcode areas who attend higher-performing schools, not previously targeted under our pre-entry programmes. It will also allow us to further target adult returners and FE applicants.

55. To ensure these students are well-prepared and make a successful transition to HE study, MD40 students filling these places will participate in our Summer School pre-entry programme. As mentioned above, we have further refined our use of contextualised data in Admissions to allow us to make adjusted offers of entry fairly and transparently to talented MD40 applicants. This will further allow targeted provision to be put in place for entrants to ensure suitable induction, transition, on-course support and retention.

56. Recruiting 200 extra MD40 students each year for the next four years is a major commitment and one which will complement our stated future ambition to expand our reach in widening participation.

Efficiency of the learner journey and improved retention

57. The University of Glasgow offers students who have exceptional A-level or Advanced

Higher grades the possibility of gaining exemption from Year 1 study and entry direct into Year 2 on some courses. Some other courses offer a faster route advanced entry programme allowing students to complete their degree in one year less than usual. The majority of degree programmes offer one or other of these options.

58. We are acutely aware that providing students with access to HE is only of value if the students are then retained and progress efficiently throughout their studies. While this university performs well in terms of retention within the Scottish context, we are committed to improving our position within our Scottish comparator group and the Russell group. We have invested significantly: previous WARP reports have shown that the University of Glasgow invests in excess of £1m per annum in widening participation and retention. This investment is spread across: the four academic Colleges; student support services such as Widening Participation and the Learning and Teaching Centre; scholarships and hardship funds; the student representative bodies; and projects funded under the University's Learning and Teaching Development Fund.

59. This investment has supported a significant programme of work and institutional research in this area over the past six years, spearheaded by a Retention Working Group (RWG), composed of staff from across the University Colleges, student support services and the Students' Representative Council. The university has set ambitious targets of 94% first year continuation rates and 88% overall six-year completion rates. Our approach so far has been to apply generic cross-institutional approaches to improving retention. Our own research supports this approach as we are aware that factors such as disability or BME origin are not significant factors in student withdrawal at this university. Also, while male students perform worse in general than female students, many of these are studying Engineering and it is not yet clear what factors drive high withdrawal rates in Engineering.

60. This generic approach has paid dividends. We have achieved increases in year 1 continuation of close to 1% per annum for the last three years, to reach 92.6% in 2011/12. It has become clear, however, that this generic approach is beginning to top out. A fall in 2012-13 continuation to 91.4% confirmed this. It is likely, that further increases will only be possible by targeting of specific groups, such as MD20, where withdrawal rates sit above the university average. We already support MD20 retention through our generic provision and by targeted financial support such as our Talent scholarships (250 distributed to date) and our Care Leaver Bursaries, both worth £1,000 per annum, but it is our intention to do more

61. Our relatively new student information system (MyCampus) will allow us to target specific retention initiatives and support particular student groups in a way that was not previously possible. Through this investment and innovation and a series of targeted initiatives, we intend to progressively close the gap between our MD20 cohort and the university average while, at the same time, moving us towards our stated targets. We know that interventions take time to become fully effective; the growth rate described previously in overall retention was only achieved after slower growth in earlier years. Additionally, we are examining pre-entry, induction and on-course provision for the extra MD40 students recruited in 2013. This development will allow us to support these students and continue the steady rise in year 1 continuation.

62. We previously set a six-year timescale to bring the MD20 continuation figure up to 94% by 2017-18, a challenging target. However, our provisional 2012-13 figure for MD20 retention was 81.5%. Our MD20 retention has fluctuated between 80-88% since 2003, ahead of the Scottish HEI average for MD20 retention, but behind our overall rate. The significant increase in MD20 entrants in the past two years does bring extra risk to the retention figure, but we are committed to ensuring our MD20 students are successful. However, we now reluctantly conclude that our target of 94% by 2017-18 is over-ambitious and we need to decrease the target to a more realistic, but still challenging figure. We shall aim to increase MD20 retention to 90% by 2017-18, which would be a significant increase and move this figure closer to the overall University of Glasgow target.

New Developments

63. The University has been actively considering new developments in the scope and effectiveness of its outreach activity in support of widening access. Significant funding has now been committed to expanding our current provision into the early secondary years, S1-S3. This is being piloted with several Local Authorities in 2013-14, with the intention of rolling the programme out across the 12 Authorities and 96 target secondary schools in the west of Scotland. The programme will provide direction, encouragement and support for students to aspire to study within HE, with a particular focus on career enhancing professional degrees. We have committed further funding to expand the S4-S6 work we conduct via Reach to other professional degrees: Accountancy & Finance; Engineering; and Education. This is a substantial outlay and confirms our commitment to continue to progress in widening participation and expand our provision. The scheme will bring greater coherence to the West of Scotland Schools for Higher Education Programme and other HEI school provision and this, together with targeted mentoring, coaching and practical academic support, will raise attainment levels and progress to a range of universities in the city of Glasgow.

Outcomes agreed with SFC

Table 8

Outcome : Increase our MD20 student numbers by 1% of our total intake with a specific emphasis on increasing numbers in our professional degrees[5]					
Indicator : We will increase by 32 the number of students by 2014/15					
How will we know we are making progress :					
Data Source : HESA Dataset/Planning Services					
Current Data and Targets					
Baseline	**Targets**				
2010/11	2012/13	2013/14	2014/15	2015/16	2016/17
310	+11 Actual +48	+22	+32	+32	+32

Table 9

Outcome : We will increase our retention[6] rate for MD20 students					
Indicator : We will, over 5 years, increase our MD20 retention rate to 90%					
How will we know we are making progress: Data will be available annually from the HESA dataset.					
Data Source : HESA					
Current Data and Targets					
Baseline	**Targets**				
2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Approx 88%	89% Available early 2014	89%	89%	89%	90%

For the <u>SFC National Measures</u> we retained 89.7% of our MD20/40 students in 2011-12 (the latest year data is available)

Table 10

Outcome At least 200 additional MD40 entrants per year from 2013-14					
Indicator : We will increase our MD40 intake to at least 833 per annum from 2013/14					
How will we know we are making progress :					
Data Source : HESA Dataset/Planning Services					
Current Data and Targets					
Baseline	**Targets**				
2010/11	2013/14	2014/15	2015/16	2015/16	2016/17
633	833 Actual: 801*	833	833	833	833

*provisional as at 13 December 2013

In terms of the <u>SFC National Measures</u> for 2012-13 we had 358 MD20 and 373 MD20-40 new entrant, undergraduate students. These represent 12.5% (MD20) and 13% (MD20-40) of the eligible Scottish population.

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[5] Medicine, Dentistry, Veterinary Medicine, Engineering, Education, Accountancy and Law
[6] This is the percentage of students continuing to studying at the University following the end of year one.

Section 6 : GRADUATE SKILLS

<u>Introduction</u>

64. We have placed graduates' skills development right at the heart of learning and teaching. To this end, we developed our <u>graduate attributes matrix</u>[7] and have embedded this <u>framework</u> within our practice[8].

65. The matrix was developed in consultation and partnership with the University's staff, students and employers and has been extensively tested against the existing skills benchmark statements of employment sector bodies, including the CBI, CIHE and IOD. It has also been mapped in detail to the bespoke frameworks of several key graduate employers. We have supported this through a programme of regular employer engagement and focus groups to keep abreast of developing market needs.

66. Today, responsibilities for the graduate attributes agenda are vertically and horizontally integrated throughout the University's strategic infrastructure and embedded in the quality review, enhancement and programme development processes.

Examples of implementation activity

67. Examples of implementation across the University include:
   - The launch of a student-focused <u>graduate attributes</u> area of the university website;[9]
   - The development of <u>staff resources</u>;[10]
   - Our Students' Representative Council has a full time staff member dedicated to running volunteering projects for students, as well as all the various clubs, societies and elected positions in the students bodies that students can be a part of;
   - The development of a new non-credit bearing "*Employability Accelerator Seminar Series"*, a pilot initiative to prepare student for the employment market;
   - The College of Social Sciences' Graduate Skills Programme which develops employability skills and fosters career-focused reflection;[11]
   - The College of Science and Engineering has developed new training and support materials for its Advisers of Studies as partners in students' personal development;
   - The College of Medical, Veterinary and Life Sciences' Schools has developed events that engage students through the lens of professional development and employability, e.g. the School of Dentistry's *Graduate Attributes Week*;
   - The College of Arts has updated its existing Personal Development Planning programme to incorporate graduate attributes material

68. We are rolling out additional initiatives aligned to the priorities in the SFC Outcome Agreement guidance – these initiatives are detailed in the relevant sections below.

Exposure of students to business methods, ideas and practices

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[7] www.glasgow.ac.uk/ourattributes
[8] http://www.gla.ac.uk/media/media_218773_en.pdf
[9] www.glasgow.ac.uk/attributes
[10] http://www.gla.ac.uk/services/learningteaching/goodpracticeresources/graduateattributesemployabilityandpdp/
[11] www.glasgow.ac.uk/gsp

69. The University has had a long commitment to developing innovative approaches to work related learning (WRL). Building on the foundations laid by its leading role in the SFC funded AUL@W project, it is developing comprehensive policy around this activity and scaling up sustainable forms of WRL inside and outside of the curriculum.

70. We have an extensive, diverse and accomplished set of alumni networks. Since 2010, the Careers Service has been partnering with the University's Development and Alumni Office to explore opportunities for maximising the contribution of alumni to enhance the employability of our students. Outcomes of this work thus far include:

- The launch of the 'Glasgow Careers Alumni Network'
- The creation of over 650 alumni career profiles which students can access online
- Career mentoring via our 'Ask our Alumni' scheme delivered though LinkedIn

We launched the Glasgow Careers Alumni Network to alumni in November 2012 with a Science alumni networking event for 50 students. During the next calendar year we expect to hold at least three alumni and business campus networking events for students to enhance their networking skills and to strengthen our links with alumni and their businesses.

Student internships through the Club 21 Business Partnership Programme

71. Launched in 2002, the Club 21 Business Partnership Programme, based within the Careers Service, provides high quality, structured internships to students to enhance their employability. Starting with 14 member companies, the programme now has a membership of over 200 global companies, SMEs and charities offering students a wide range of work related opportunities. Most of the 6 - 12 week internships take place during the summer months and are paid for by the employer. Some are project based and can be completed on a part time or voluntary basis. These experiences offer companies the opportunity to recruit high quality interns, and students the opportunity to add greater value to their degree through real world experience and work related learning. Since 2008, the number of student placements undertaken through Club 21 has almost trebled from 94 to 264 and this number is continuing to rise.

72. With growing demand from both students and employers, the University has invested to expand this flagship internship programme. We will, over the next three years, grow the employer membership by 100 per year, which we hope will generate an additional 180 internships locally, nationally and internationally by 2016. This will be subject to variation depending on the economic environment in key regions. We will increase our range of internships within different sectors, both nationally and internationally. We will also use new investment focused on developing international work opportunities for our students (see below).

Fostering entrepreneurial/start up activity amongst students – Reshaping of Student Enterprise

73. Support for entrepreneurship has been an established feature of the University's provision for many years through its Glasgow Student Enterprise (GSE). Following a recent review, an Enterprise Manager post has been created (from 1st March 2013) to develop engagement with students from a wider range of subject disciplines in enterprise and entrepreneurship. We will raise awareness of, and interest in, entrepreneurship as a viable career option and offer comprehensive support to students to develop their ideas. Working closely with Scottish Institute for Enterprise and other networks, we aim to increase the volume of students entering competitions and improve their success rate through better support. Developing an entrepreneurial campus will lie at the heart of our ambitions.

Enhancement of international experiences for students – Creating more international work opportunities

74. The University has a strong commitment to providing more of its students with an international experience. In 2012, more than 1,600 students had an international learning experience. We aim to provide more opportunities for students to have an international experience a) as part of their degree programme b) through volunteering (working with the Students' Representative Council) and c) through internships. Building on the work of the *Workplace Experience Programme for International Students* funded by the Scottish Government between 2010 and 2012, an International Work Opportunities Officer has been appointed to source and deliver international jobs and internships from global organizations using the service's extensive global networks gained from its leadership of the Scotland–wide *Virtual Fairs project* (also Scottish Government funded). Using technology, the *Virtual Fairs project* has delivered 3 virtual fairs in China and one in North America on behalf of all students in Scotland. The additional investment will allow us to expand the range of virtual fairs to different markets and enhance our influence and visibility with employers worldwide.

75. We have identified a number of discrete sections of the selection process for graduate level jobs where our students need more support, for example, in psychometric testing and interview techniques. With graduate recruiters, we are exploring ways of increasing our students' performance in these techniques to improve their overall performance in gaining these jobs. We are currently seeing approximately 73.7% of our graduates gaining graduate level jobs and are hoping to see an increase in this over the coming three years.

SECTION 7: INTERNATIONAL COMPETITIVENESS IN RESEARCH

76. The University's strategic vision is: "*To enhance our position as one of the world's great broad based research intensive institutions*"

With our mission: "*To undertake world leading research and to provide an intellectually stimulating learning environment thus delivering benefits to industry, the economy and society*". The three themes of the strategy, focus, multidisciplinarity and global reach, have guided our work and our investment plans for the future.

77. We have *focussed* investment on our key research strengths. A key objective of restructuring the University in 2010 in to 4 Colleges, 19 Schools and 7 Research Institutes, was to enhance our ability to compete for research income, in particular to lead and manage large scale *multidisciplinary* projects – for example by forming the Institute of Health & Wellbeing and investing in a programme to synthesise fuel direct from sunlight. Our commitment to enhance *global reach* has been articulated in the University's internationalisation strategy and its associated research and knowledge exchange strands of work.

78. Our research strategy emphasizes international excellence with its objectives to:

- Take a pro-active lead in setting the research agenda;
- Set standards of research excellence for the institution that permeate staff recruitment, management and support;
- Increase international research student numbers and quality;
- Improve our visibility as a leading international research-led university including the international promotion of our research portfolio and outputs;
- Increase our international research earnings.

We aim to tackle local and global challenges from a position of disciplinary excellence and interdisciplinary collaboration, capitalising on the breadth of our research base and our international reach.

79. Glasgow has made progress on all these fronts. Some highlights include:

- New research awards have increased from £101M for awards received in 2011/12 to £134M in 2012/13;
- The total value of new awards has increased from £126M in 2011/12 to £185M in 2012/13;
- Funding for developing research talent with the Kelvin-Smith Research Studentship and Fellowship schemes amounting to £2.1M (Studentships) and £1.6M (Fellowships) in the past three years;
- Introducing explicit research quality and volume metrics into our recruitment, Performance & Development Review, promotion and professorial zoning processes;
- Support for thematic initiatives in solar fuels, sensor systems, synthetic biology, polyomics, health and wellbeing, global security, migration & asylum seeking, intellectual property law, medical humanities and textile conservation;

- Development of a portfolio of staff and Early Career Researcher training programmes which address our commitments to the Researcher Development Framework and the Concordat for the Career Development of Researchers. The University has held the EU HR Excellence in Research award since December 2010;
- Promoting the University's repository 'Enlighten' to make Glasgow's research freely available worldwide (25,000 monthly downloads);
- Lead the consortium of Scottish Universities which set up the International Max Planck Partnership with a group of Max Planck Institutes to study Measurement and Observation at the Quantum Limit.

80. The 2008 RAE assessed the majority of Glasgow's research to be internationally excellent or world leading; 16 subjects were ranked in the UK top 10 by quality and 14 subjects were ranked the best in Scotland[12]. We expect the REF to demonstrate growth in the proportion of our research ranked in these categories.

81. Building on these recent achievements the University plans to strengthen its international research competitiveness through the following strategic actions –

Capital investment and development
- In the longer term we will develop the Western Infirmary site to secure a world-class environment for research, teaching and knowledge exchange in to the future;
- During the next three years we will complete new buildings for Translational Cancer Research, the Centre for Virus Research and the South Glasgow Hospital Campus.

Staff
- Support successful research pools and develop new collaborations aimed at strengthening the international research competitiveness of the Scottish universities through, for example, the formation of joint Graduate Schools; CREATe[13]; and a Scotland-wide doctoral training centre for the Arts;
- Complete a further £2.75M and £8.5M investment on Kelvin-Smith Scholarships and Fellowships respectively, to grow research capacity and the next generation of research leaders;
- Complete investment of up to £16M in new academic staff posts including professorial positions together with supporting infrastructure.

Partnerships
- Capitalise on our strategic international research partners (Columbia University, Stanford, Caltech), research networks (U21, IRUN) and our transnational education partners (Singapore Institute of Technology, Nankai University, UESTC) to strengthen international research activities and earn new research income;
- Build knowledge exchange and impact generation opportunities on these partnerships and networks and in doing so access international users and developers

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[12] http://www.gla.ac.uk/about/facts/rae/ http://www.gla.ac.uk/researcherdevelopment
[13] http://www.create.ac.uk/

of new technologies, and expose these communities to the strength of research in Scotland and the opportunities of locating here;

• Develop mutually beneficial partnerships between the Innovation Centres led by our Industrial partners and cognate international organisations; and in particular gain a leading position for Glasgow-led Centres in Europe.

Outcome agreed with SFC

TABLE 11

Outcome : Increase international (including EU) research income					
Indicator : To be in the third quartile of the Russell Group					
How will we know we are making progress : Movement in Russell Group Ranking					
Data Source : HESA					
Current Data and Targets					
Baseline	**Targets**				
2011-12	2013/14	2014/15	2015/16	2016/17	2017/18
4th Quartile	3rd Quartile	3rd Quartile	3rd Quartile	3rd Quartile	3rd Quartile

2013-14 data not yet available.

SECTION 8: INVESTMENT PROPOSALS 2013-14 - UPDATE

82. In the last quarter of 2012 we, along with all Scottish universities, were given the opportunity to bid for a limited number of additional funded places. These places would be made available from academic year 2013-14 onwards and were under the following headings –

- To widen access;
- To expand the scale of articulation from HN programmes in Colleges;
- To grow taught post-graduate and undergraduate places in areas supporting key sectors in the Scottish economy.

83. We were pleased with the outcomes as follows –

- For Widening Access we were awarded 200 additional funded places. The full details of how we intend to meet this commitment are outlined above in Chapter 5;

- We were awarded 16 places for articulation to our Dumfries Campus as part of a 1+3 articulation model. We are currently working with the newly merged Colleges in the West of Scotland and Ayrshire as well as Dumfries and Galloway College to deliver this;

- For undergraduate places to support key Scottish sectors we were awarded 25 additional places for our Life Sciences courses to help ensure that we offer increased internships or other work related experience between third and fourth year; and

- We have been awarded 122 (rising to 128 after 2 years) additional fully funded postgraduate places to meet skills needs of the Scottish economy. These additional places are across a wide spectrum of subject areas, including Software Development, Aeronautical Engineering, Nanotechnology, Biology, Anatomy, Animal Welfare, Real Estate, Financial Risk Management, Tourism, Theatre and Textile.

84. We are committed to delivering across all of these areas and will, where possible, be looking to widen access right across all the areas and in particular with our Postgraduate offering where we are in the process of developing a Postgraduate Scholarship programme.

SFC Scottish Measures – University of Glasgow

Measure 2

The proportion of Scottish-domiciled undergraduate entrants (SDUE) from the 20% and 40% most deprived postcodes	2011-12 (Source : HESA)
Number MD20	350
Number MD20 to 40	373
Number MD40 (including MD20)	723
Total number of SDUE (excl. those with no known postcode)	2792
Proportion MD20	12.5%
Proportion MD20 to 40	13.4%
Proportion MD40 (including MD20)	25.9%

Measure 5

The proportion of full-time first year Scottish-domiciled entrants from different protected characteristic groups returning to study in year two	2011-12 (Source : HESA)
Total number of full-time first year SDUE	2905
Total number retained in year two	2727
Proportion retained	93.9%
MD20/40	
Number entrants - MD20/40	655
Number retained - MD20/40	595
Proportion retained - MD20/40	90.8%
Gender	
Number entrants - Male	1317
Number entrants - Female	1588
Number entrants - Other	0
Number retained - Male	1234
Number retained - Female	1493
Number retained - Other	0
Proportion retained - Male	93.7%
Proportion retained - Female	94.0%
Proportion retained - Other	-
Age	
Number entrants - Under 21	2439
Number entrants - 21 and over	466
Number retained - Under 21	2308
Number retained - 21 and over	419
Proportion retained - Under 21	94.6%
Proportion retained - 21 and over	89.9%
Ethnicity	
Number entrants - White	2748
Number entrants - BME	148
Number entrants - Not known	9
Number retained - White	2581
Number retained - BME	138
Number retained - Not known	8
Proportion - White	93.9%
Proportion - BME	93.2%
Proportion - Not known	-
Disability	
Number entrants - No known Disability	2733
Number entrants - Disability	172
Number entrants - Not known	0
Number retained - No known Disability	2561
Number retained - Disability	166
Number retained - Not known	0
Proportion retained - No known Disability	93.7%
Proportion retained - Disability	96.5%
Proportion retained - Not known	-

Outcome Agreement between the University of Glasgow and the Scottish Funding Council for academic year 2014-15

On behalf of the University

Signed:

Print name: ANTON MUSCATELLI

Position: PRINCIPAL

Date: 13-5-14

On behalf of the Scottish Funding Council

Signed:

Print name: Laurence Howells

Position: Chief Executive

Date: 8 May 2014