



Outcome Agreement

2012-13

31 July 2012

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 letter of Guidance to the Funding Council in September 2011.

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 2012/13, namely Knowledge Exchange and Widening Access, 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 with the President of our Student 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 and 9 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. The Scottish Government has indicated that it expects the Scottish Funding Council to ensure that improved outcomes are delivered by the universities across the following areas:
 - Retention;
 - Articulation from college;
 - Accelerated degrees, including entry into the second year of the undergraduate degree programme from school;
 - Access to university for people from the widest possible range of backgrounds;
 - International competitiveness in research;
 - University/industry collaboration and the exploitation of research;
 - The pattern and spread of provision;
 - Efficiency, both in the learning journey and of institutions;
 - The entrepreneurial and employability skills of graduates.

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

3. For academic year 2012-13, the SFC will focus Outcome Agreements on the following areas
 - Knowledge Exchange;
 - Coherent Provision;
 - Widening Access.

4. There are five specific outcomes in this document that have been agreed with the SFC and these will be reviewed on a regular basis. These are shown in Tables 1, 2, 3, 8 and 9. Other objectives in the document are owned by our Court and are reviewed by them as part of our strategic planning process.

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. This Strategic Plan, for the period 2010-2015, 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 the twin pillars of academic excellence and financial sustainability driving our decision making and resource allocation, and highlights our commitment to three major themes – focus, multi-disciplinarity and global reach.
6. In summary we will focus 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.

Current performance indicators

7. In this Strategic Plan a range of objectives supported by action plans were agreed, and performance indicators were put in place to track progress. These are outlined below –

Internationally competitive research

Research income:

- research income per member of staff (R&T) benchmarked to the Russell group
- percentage of staff holding research grants
- percentage of our research income that is gained from outwith the UK

Research output:

- the average number of annual outputs printed in high-impact journals or by prestigious publishers² by each member of R&T staff

Postgraduate research students:

- the average number of PhD students supervised by each member of R&T staff (benchmarking to the Russell Group)
- PGR student overall satisfaction of supervision

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

² The list of journals and publishers maintained by the Research Policy and Strategy Committee

The student experience

Student satisfaction

- student satisfaction³ as measured by the NSS;
- international student satisfaction as measured by the International Student Barometer

Student retention

- Year one continuation rates

Employability

- % students in employment or undertaking further study six months after graduation

Student mobility

- the number of students having an international learning experience

University of choice

- undergraduate student entry tariff

Student profile

- home undergraduate population
- number of taught postgraduate students
- number of international students

Staff

Staff satisfaction

- staff satisfaction as measured by the staff attitude survey,⁴

Equality & Diversity

- diversity of our staff population and representation of minority groups at senior levels.

Financial stability and Estate

- size of surplus (as a % of income) (measured through the management accounts)
- the condition of the non-residential estate in condition A or B

Sustainability

- carbon dioxide emissions of the University from its energy, water and waste consumption

There are targets associated with each of the indicators for the duration of the planning period (to 2014). Many of these are benchmarked to performance within the Russell group of universities and are reviewed annually by our Court.

³ % students expressing satisfaction of their experience of the University, as measured by those who answer "mostly agree" or "definitely agree" with the statement 'Overall I am satisfied with the quality of the course'

⁴ % staff agreeing or strongly agreeing with the statement "I enjoy working in the University of Glasgow"

Dumfries Campus

8. The Dumfries Campus is home to the School of Interdisciplinary Studies, which forms a part of the University of Glasgow, College of Social Sciences. The School has approximately 210 undergraduate and 50 postgraduate students, supported by 28 staff. Student numbers have almost doubled since autumn 2009. Thirty per cent of undergraduates are from Dumfries and Galloway, 55% from the rest of Scotland and the remainder are 'rest of UK' and international.
9. The vision of the School, in accordance with the University Strategy, is to be a centre of world-class interdisciplinary teaching, research and lifelong learning. Its areas of specialism include: culture, environment, health and social issues, ethics, and education; we match these to our location. Its objective is to become an internationally recognised School that reaches the highest academic standards and also serves the social and economic regeneration of the region in which we are located – a University in the region and a University for the region.
10. Campus academic partners will work collaboratively with local stakeholders such as other tertiary education providers, Dumfries and Galloway Council and NHS Dumfries and Galloway to identify opportunities to develop provision that will help meet social, economic and cultural needs of Dumfries and Galloway. The School will continue to work closely with Campus partners to realise the goals of the Refreshed Academic Strategy 2011/12-2015/16.
11. The University of Glasgow in particular will build on the success of its own academic portfolio in Dumfries and will work with campus partners, notably in leading the Crichton Institute. This aims to deliver a programme of knowledge exchange, applied research and evidence synthesis which can have a significant influence on the economic, social and cultural regeneration of the South West of Scotland. We will also contribute to the BA Applied Enterprise (Creative Industries) led by the partners.

Capital and Estates Strategy

12. The University has a 5 year rolling capital development plan. During 2011 we acquired the Glasgow Western Infirmary site and are currently consulting on how we will develop this with an intention to begin work in 2015. In the three years since 2009-10 we have invested £99m in our estate – including £6.9m in teaching facilities; £18.9m in research facilities and £6m in joint teaching and research facilities. Over the coming 3 years we intend to invest £28.1m into operational maintenance of the current estate and a further £16.7m in refurbishment projects.

Section 3: KNOWLEDGE EXCHANGE (KE)

13. Knowledge Exchange and industry engagement is embedded within the university's research strategies. Our overall aim is to be renowned for excellence in our approach to KE. We are already in a strong position, as evidenced by previous Knowledge Transfer Grant (KTG) returns and plan to increase activity as outlined below.
14. Industry engagements, particularly with SMEs have been a priority in Glasgow for over 9 years and continue to be so. We have led on a number of flagship SME engagements projects including: Dialogues (an award winning European Regional Development Fund [ERDF] project): The Innovation Network, and more recently Encompass which is a collaborative endeavour with Strathclyde, Stirling and Aberdeen Universities. Glasgow was one of the founding partners of Interface and we continue to support its activities. Through these programmes we were one of the first adopters in Scotland of the innovation voucher approach and have won significant funding for our own voucher schemes, which now feature in dedicated KE projects such as the Scottish Sensors Systems Centre (S3C). In the last two years we have completed over 100 innovation vouchers with Scottish SMEs, many of which have lead to follow-on activities.
15. In addition to vouchers, the university engages with non-research organisations through many other mechanisms. For example, the Engineering and Physical Sciences Research Council (EPSRC) sponsored Knowledge Transfer Account (KTA) has supported over 30 industry collaborations within the last 24 months leading to significant level of follow-on activities and impacts.
16. In areas where we haven't identified commercially significant development opportunities we will simply share IP with business and organisations who can benefit from it. To support this we devised, implemented and promoted EasyAccessIP, now being adopted by all Scottish Universities and taken up elsewhere in the UK and overseas. We have completed 8 licenses in the last 12 months, 6 of which have been with SMEs.
17. We work with charities, voluntary and social enterprise groups, using our knowledge and experience to help them strengthen communities, transform public services and support social enterprises.
18. We were the first Scottish University to set up a venture fund with a Venture Capital (VC) Group (the IPGroup), which manages a £5M seed fund for our spin-out companies. We are developing a growing pipeline of potential companies to submit to our partners- for seed-corn investments.
19. KE activity by individual members of staff is embedded in job descriptions for all academic staff, is measured on a personal level through the Universities annual performance review process and assessed on application for promotion or change in Professorial zoning. Training in enterprise is offered to all Post Graduate Research (PGR) students, Early Career Researchers (ECR) and undergraduate students through the Enterprise Club.
20. Our university-wide themes for future KE activity, underpinning our overarching strategy, are to reduce the barriers to industry collaboration and impact generation, and ensure that intellectual property arising from research is put into use through spinout formation, licensing or collaborative developments. We amplify on these themes in the following sections.

Reducing barriers to industry collaborations and impact generation

21. The 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.
22. To support KE development and effect a more entrepreneurial culture we are investing 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;
 - This internal fund will sit alongside our *EPSRC-funded impact acceleration grant* (£1.3M over 3 years) and extend KE support to non-EPSRC funded disciplines;
 - *Easy Access Intellectual Property* – Glasgow pioneered EasyAccessIP 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 will 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. We have completed over 100 FSA/IVs in the past three years, 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;
 - Engagement with the consultation for an integrated Scottish Technology Transfer System;
 - Support and further develop collaborative KE enhancement schemes, particularly in collaboration with other Higher Education Institutions (HEIs) (examples include Encompass, S3C, Energy Technology Partnership [ETP], Innovation Centres, CREATE);
 - *CREATE*, a major new Arts and Humanities Research Council (AHRC) funded Centre for Creativity, Regulation, Enterprise & Technology will be based at UoG. Practical and engaged input by SMEs to the Centre's research programme from day one is vital; over 45 creators and SMEs are committed to specific projects in the work programme. A dedicated Centre KE Officer post has been funded;
 - 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;

- Formation of *Innovation Centres* and structuring industrial engagements on a sector-by-sector basis, using the breadth of our research base to provide solutions to industrial problems. Glasgow is leading three bids for SFC Innovations Centres, namely Stratified Medicine, Sensor & Imaging Systems and Creative Industries: these are themes we will promote irrespective of the outcome of the competition;
- 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 newly formed Institute for Health and Wellbeing;
- Holding *Industry Days* in all Colleges to create opportunities for industry to find out what the university can deliver to enhance innovation;
- Making *strategic investments in new areas of research* with significant short and long term economic potential. Past investment of this nature includes *Solar Fuels* and *Bio-Remediation*; new themes include *Sensor Systems* (£3M) and *Synthetic Biology* (£3M).

Ensuring the effective exploitation of research outputs through spinout formation and licensing

23. 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 a 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 IP Group. Other IP will be made available through the EasyAccessIP scheme. We expect to –

- Maintain a strong pipeline of pre-incorporation high growth venture incubation projects (2-3 pre-incorporation companies managed at any one time);
- Create a small number of high quality, high growth companies each year recognised as such by investment from private sector e.g. IP Group and pre-money valuations of a minimum of £750k. The focus will be on creating high growth companies that will lead to sustainable jobs;
- 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 UT.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 CHORUS and 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: Current portfolio is 20 technologies, 5 of which we added in 11/12. Target is 10 new technologies per year.			
Baseline	Targets		
2011/12	2012/13	2013/14	2014/15
5 (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 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
2-3	2-3	2-3	2-3

Table 3

Outcome : Grow Knowledge Exchange Activity			
Indicator : Grow overall KE activity, as measured by 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
£39.3M	£42.2m	£45.4m	£48.8m

Section 4: COHERENT PROVISION

Appropriate and Responsive Provision

24. Applications from Scottish domiciled students to study in the University remain healthy (up 3.5% for 2012 entry to 17,738) and have grown substantially from the EU for 2012/13 entry when compared to 2011/12 (28% increase). Targets have been set across the university equal to last year's target minus the historic (last 3 years) average number of rest of the UK (RUK) students entering the University. Procedures within the University are capable of achieving admissions targets to a small tolerance and we expect to maintain the Scottish domiciled and EU population. We have concerns however that healthy application rates from EU students will begin to reduce the number of Scottish domiciled students at the University. Currently all degree programmes from the 2012-13 prospectuses appear to be recruiting well. 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.
25. 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, 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](#)⁵ 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.
26. 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 the coming academic year 2012-13 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.
27. The University currently has approximately 5,200 UG STEM FTEs as well as just under 2000 UG FTEs studying for Medicine, Dentistry and Veterinary Medicine. Application rates are buoyant across all STEM subjects and recruitment for the extra 50 appropriately qualified students in 2012/13 is progressing well. The extra 50 FTE places have been allocated pro-rata to current student populations across our STEM Schools.

Dental education

28. Glasgow has the biggest Dental School in Scotland and is the best in the UK according to The Times Good University Guide 2013. The University is working with the universities of Aberdeen and Dundee to develop a framework to share resources. The Chief Dental Officer, Margie Taylor, has instituted a series of regular meetings with the Heads of the Scottish Dental Schools. The Group first met on 31 January 2012 to

⁵ http://www.gla.ac.uk/media/media_230785_en.pdf

discuss the establishment of the Board for Academic Dentistry. Margie Taylor agreed to meet with Sir David Carter to discuss the creation of a Board and we are awaiting an outcome from this action. The university is supporting the [Scottish Oral Health Research Strategy](#)⁶ and has appointed a Research Administrator with SFC Horizon funding. Furthermore, the three Dental Schools are discussing a Scotland-wide approach to software utilization for recording of student clinical activity and assessments.

Nursing

29. We are keen to contribute to the national consideration of the coherence of nursing provision, and to this end have initiated discussion with Glasgow Caledonian University colleagues to consider options for greater collaboration and integration.

Equality and Diversity

30. 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). The last report (June 2012) 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;
- Students in older age groups are less likely to graduate;
- 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.

31. The University is a Charter member of Athena Swan and is intending to submit an application for an Institutional Bronze Award in November 2012. The School of Physics has the Institute of Physics JUNO Champion Status (equivalent to Athena Swan Silver). It is expected that STEM Schools will begin to apply for Departmental Athena Swan Bronze and Silver Awards from April 2013.

Collaborations

32. 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 that include –

- Scottish Universities Physics Alliance, which is a pooling of physics research and post-graduate education in 8 Scottish universities: Glasgow, Aberdeen, Dundee, Edinburgh, Heriot Watt, St Andrews, Strathclyde and West of Scotland. The Alliance 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.

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

⁶ <http://www.scotland.gov.uk/Publications/2010/12/17131010/4>

SECTION 5: WIDENING ACCESS, EQUALITY AND FAIRNESS

Outreach

33. 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](#)⁷.

‘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.’

34. 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 specifically targeted at low progression schools (e.g. Top-Up) and adult returners (e.g. SWAP). We have a particular focus on widening access to our extensive range of professional degree programmes.
35. In this document we list our key strategic programmes and indicate their current and potential future impact if current funding streams, such as SHEP, REACH and SWAP, remain in place. We believe, however, that with some reconfiguration and augmentation of these programmes there is real potential for the University of Glasgow (UoG) to make inroads beyond those presented herein. We intend to bring forward proposals for additional strategic funding in this area in due course, but will highlight our ambition at this time.
36. 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 from UoG core funding. We also support these initiatives with university taster weeks on our Glasgow and Dumfries campuses and through our Student Network e-mentoring scheme which connects current and prospective students giving those from non-traditional backgrounds the opportunity to familiarise themselves with university life before enrolment.

⁷ www.gla.ac.uk/media/media_191048_en.doc

Table 4: Key Strategic Programmes

<u>Programme</u>	<u>Target Group</u>	<u>Number</u> <u>s</u>	<u>Staffing</u>	<u>Resource</u> <u>Committed &</u> <u>Source</u>	<u>Impact</u>
Top-Up	S5 & S6 in 40 low progression schools	1150	2.1 FTE core staff; 65 p-t pg tutors; 50 p-t ug mentors	£177,658 (SHEP) c. £35,000 (LAs)	600 apps to UoG + more to other HEIs
REACH (Med., Dent., Vet.Med, Law)	S4, S5 and S6 in 92 low progression schools	1200	2.3 FTE core and research staff; 20 p-t pg tutors; 30 p-t ug mentors	£105,031 SFC; £5,021 UoG core funding	Targets defined in SFC agreement
UoG Summer School	S5 and S6 in 68 low progression schools	200	1.2FTE + circa 50 p-t academic and GTA staff	£115,000 UoG core funding	Intake of c. 50 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 UoG core funding	c. 70 entrants to UoG
UoG Access Courses	Adult returners	250	0.7 FTE academic staff; 0.6 FTE support staff; ~20 p-t tutors	£100,000 UoG core funding	Circa 75 entrants to UoG + circa 20 to other HEIs
UoG Open Studies Programme	Adult learners	5,000	17.5 FTE core staff; 220 part-time tutors	£1.4m 60% UoG 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 – UoG Rest – SG and others	Community engagement with Science, Technology, Engineering and Maths

Admissions

37. Our outreach programmes are supported by a progressive admissions policy. We pioneered the use of contextualised progression agreements for our pre-entry programmes to the UoG and the other 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 for WP⁸ applicants from the most deprived areas who perform well in our pre-entry programmes.

38. The efficacy of this approach to admissions was recently noted by the Equality Challenge Unit and Supporting Professionalism in Admissions. University of Glasgow was the only Scottish HEI to participate in the study, *Equitable admissions: facilitating entry of underrepresented groups to HE*. This project will produce an admissions toolkit in August 2012 and the University's WP Admissions policies and practices are to be 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.

Impact

MD20 entrants

39. 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.

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
2007-08	3,189	347	10.9%	462	14.5%
2008-09	3,271	365	11.2%	442	13.5%
2009-10	3,442	344	10.0%	478	13.9%
2010-11	3,039	320	10.5%	389	12.8%

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
2007-08	2661	528	241	106	9.1%	20.1%
2008-09	2595	676	219	146	8.4%	21.6%
2009-10	2862	580	243	101	8.5%	17.4%
2010-11	2430	609	193	127	7.9%	20.9%
2011-12	2323	686	198	147	8.5%	21.4%

⁸ This is similar but not identical to MD20

40. We believe that we can go further and that an increase in the number of MD20% students equivalent to 1% of our total undergraduate intake (circa 32 students) is a challenging but achievable target. This increase would be specifically targeted towards professional degrees (Law, Dentistry, Medicine, Veterinary Medicine, Engineering, Accountancy and Education) and can be achieved by academic year 2014-15. Any downward movement of funded places in these degrees will, however, necessitate adjustment of the target.

Care leavers

41. We have also ensured that we attract and support students whose prior circumstances have been particularly challenging. University of Glasgow was one of the first three Scottish HEIs to be awarded the Buttle Trust UK Quality Mark in 2007 for care leaver provision. This was renewed in 2010 with an exemplary rating, the highest rating. Care Leaver Bursaries of £1,000 per annum were introduced in 2008/09 and adjusted offers of entry by one grade in two Highers are now given for care leavers, as part of the University's evolving provision for students who have spent time in the care system. Table displays the number of care leaver entrants to the University of Glasgow from 2008-10.

Table 7: Entrants who were or are looked after (Care leaver flag): 2008-2010

	Young	Mature	Total
2008-09	12	4	16
2009-10	4	4	8
2010-11	2	2	4

42. Recorded care leaver numbers entering the University have witnessed a decrease since statistical recording began with the introduction of the UCAS flag and the Buttle UK Quality Mark. The recorded numbers, however, will 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 and to do so we will make the following enhancements -

- 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.

43. In terms of the protected characteristics, our internal data and that published in *Learning for All* do not identify any extra barriers for applicants from any protected characteristic groups to accessing the UoG or succeeding as a student here.

Admissions from Schools

44. 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 UoG, it generates substantial numbers of entrants to other universities in the west and beyond. The numbers progressing to the UoG via successful completion of Top-Up have been:

2004: 81; 2005: 91; 2006: 106; 2007: 118; 2008: 145;
2009: 163; 2010: 141; 2011: 160

45. It is our intention to continue the overall upward trend of entrants via the Top-Up Programme. In this respect, we believe that a target of 180 students by 2014/15, a 12.5% increase, is a challenging figure. Taken together with our ambitions for the Reach programme, this will help us to achieve our ambitious MD20% target. We will also set a target for number of annual participants on the Top-Up Programme. The average for previous years is 1,150.

Admissions from colleges (mature entrants)

46. Although the UoG 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 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.

47. We have grown the number of entrants through Access routes from around 128 to 180 over the last three years. With further partnership working in this area, we believe there is scope to extend this further assuming SWAP continues to be appropriately supported by SFC.

48. 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 the UoG. 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.

Efficiency of the learner journey and improved retention

49. This university 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 or by following a faster route advanced entry programme, both of which allow the student to complete their degree in one year less than usual. This would allow the completion of a standard Honours degree (MA, MA (SocSci) and BSc) within three years and a standard MSci or MEng degree within four years. This applies to the majority of degree programmes.

50. 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 in this area within our Scottish comparator group and the Russell group. We have invested significantly in this area, for example previous WARP reports have shown that the UoG invests in excess of £1,000,000 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.

51. 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 Student 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 if these withdrawals are due to the difficult nature of the subject matter, or other factors.
52. 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 93.1% in 2011/12. It is becoming clear, however, that this generic approach is beginning to top out. 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 £1000 per annum, but it is our intention to do more.
53. We are currently implementing a new student information system (MyCampus) which 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. We believe, however, that a five-year timescale to bring MD20% retention into line with the University average is a challenging but achievable target.

'RAISE' Programme

54. The University has been actively considering how to make a step change in the scope and effectiveness of its outreach activity in support of widening access. It intends to bring forward proposals to SFC for a programme that will encourage students to aspire to study a career enhancing professional degree; by providing mentoring, coaching and practical academic support to raise attainment levels and progress to a range of universities in the city of Glasgow. The programme will recognise and address the limitation identified in the Green Paper on Higher Education (Building a Smarter Future (December 2010)), i.e. that University outreach tends to focus on post compulsory education, by extending our reach to early years engagement with secondary schools to raise aspirations and attainment in the period when this is most needed.

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 ⁹			
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
307	+11	+22	+32

Table 9

Outcome : We will increase our retention ¹⁰ rate for MD20 students			
Indicator : We will, over 5 years, increase our MD20 retention rate to 94%			
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
Approx 88%	89%	90%	91%

⁹ Medicine, Dentistry, Veterinary Medicine, Engineering, Education, Accountancy and Law

¹⁰ This is the percentage of students continuing to studying at the University following the end of year one.