



University  
of Glasgow

# **OUTCOME AGREEMENT 2018–19 to 2020–21**

April 2018



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## Foreword from The Principal

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

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

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

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

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

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

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

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

**Future Life** - our researchers have developed ground-breaking methods to reverse-engineer human cognitive processes - where, when, and how specific information is processed - from complex brain activity. Our research will impact quality of life and life expectancy by developing advanced healthcare technologies. We will develop diagnostic tools and novel stem-cell based engineering solutions to target disease before symptoms are evident and so too late for effective treatment.

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

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

The University is now embarking on one of the single biggest educational infrastructure projects in its – and indeed, Scotland's – history. The University Court has agreed to a capital plan and around £450m will be spent over the next five years as part of a wider £1bn investment to create new, innovative, and exciting facilities and infrastructure, as well as refurbishing and improving existing estate. With the acquisition of the adjacent 14-acre Western infirmary site, and an Estates strategy in place, we have an unprecedented opportunity to realise our key strategic aims to enhance the quality of the Student Experience, Research Excellence and Internationalisation still further. It's a unique and exciting chance to leave a lasting legacy that will serve future generations of students and scholars, as well as the surrounding community, for years to come.

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

The Glasgow University Innovation District will be anchored by the world-class precision medicine and imaging facilities of the University's existing Clinical Innovation Zone on the Queen Elizabeth University Hospital campus, and by an all-new Interdisciplinary Innovation Zone to be included in the developments on the former Western Infirmary site.

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

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

**Professor Anton Muscatelli**  
Principal and Vice-Chancellor

## Funding, Campus and Sustainable Estate

### Funding Position

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

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

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

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

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

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

## Dumfries

The core purpose of the University of Glasgow at Dumfries is to create a world class, research intensive university environment in niche areas matched to the Dumfries and Galloway location, thereby serving regional and national stakeholders whilst working in an international context. Our vision for the Dumfries campus is for it to be a centre of world-class interdisciplinary teaching, research and lifelong learning. Its areas of specialism include: environment, culture, health, wellbeing, social policy, education and tourism. Our objective is for activity on the Campus to reach the highest academic standards and to 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.

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

## Sustainable Estate

The focus of the estates strategy is to provide a fit for purpose estate that can support and assist in the delivery of the University's Strategic Plan. At its heart is the campus redevelopment at Gilmorehill, including the recently acquired Western Infirmary site. Investment will, however, continue across other parts of the estate, ensuring that all students benefit from improved teaching and study facilities as evidenced by the recent completion of the Mary Stewart building at Garscube, which provides catering, study and teaching space in a social environment.

The first major facility to be constructed, related to the strategy, will be the new Learning & Teaching Hub which is on-site and currently programmed to complete in 2019 and will, when delivered, enhance the student experience and facilitate evolution in pedagogy. The Hub development will provide an additional 1110 learning spaces for students in a range of individual and group configurations that will also provide out-of-hours capacity for student clubs and societies

Additional teaching capacity will total 1854 seats, the centrepiece of which will be a 500-seater auditorium capable of sub-division (250:250). All teaching spaces will support a range of teaching modes from classic lecture to technology enhanced active learning. This will facilitate innovation in teaching, provide a degree of future proofing and deliver an improved student experience supported by an innovative service model and amenities including catering and student kitchens. The additional study and teaching space will support population growth in excess of 1900 students.

Subsequent facilities planned will add to this, as well as focussing on the other key strands of research excellence and global reach, whilst at the same time, delivering complementary space to encourage and develop innovation and entrepreneurship in a supported environment.

# 1 Priority 1

## Priority 1: Widening access – learning that is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds

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

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

SFC Guidance	Commitment, strategies and evidence of progress
<p>Institutions are asked to summarise their strategies to reduce barriers, and proactively promote access to higher education to learners from deprived or disadvantaged backgrounds. This summary should include evidence of <b>strategic commitment to</b> and <b>aspirations for</b> widening access to disadvantaged groups (specifically those from SIMD20 and care experienced backgrounds), and may include activities to:</p> <ul style="list-style-type: none"> <li>• Identify and address under-representation from protected characteristic and socio-economic groups.</li> <li>• Recruit those from care experience backgrounds, and transitional and support arrangements to assist them complete their programmes of study.</li> <li>• Maximise opportunities for progression from college.</li> <li>• Promote access to high demand courses and professions.</li> <li>• Support learners from disadvantaged and under-represented groups complete their programmes of study.</li> <li>• The use and impact of SFC strategic investments to support widening access and retention.</li> </ul>	<p><b>Identify and address under-representation from protected characteristic and socio-economic groups.</b></p> <ul style="list-style-type: none"> <li>• Work with Scottish Government, SFC and the sector to implement the CoWA agenda.</li> <li>• Expand research findings of SFC-funded Impact for Access project, ‘Engaging with MD40 Pupils in High Progression Schools’, analysing data on all Scottish secondary schools.</li> <li>• Expand and develop our portfolio of WP schools outreach and adult learner programmes alongside our partnership and collaborative work to widen access to UofG, but also the rest of Scotland, in line with our research findings and to inform SFC work on the new Schools Engagement Framework.</li> <li>• Maintain annual entrants via the Top-Up Programme at current levels.</li> <li>• Credit rate UofG WP programmes on SCQF. The Top-Up Programme was SCQF credit-rated in 2016-17.</li> </ul> <p><b>Recruit those from care experience backgrounds, and transitional and support arrangements to assist them complete their programmes of study.</b></p> <ul style="list-style-type: none"> <li>• Maintain and evolve recruitment activity for care and experienced persons and maintain automatic adjusted offer of entry at our Access Threshold tariff.</li> <li>• Maintain and evolve the care experienced student financial support package, which includes bursaries, accommodation and access to funding.</li> <li>• Maintain priority of access to student counselling and disability services and other support services (e.g. Careers Service to plan post-degree opportunities) for students with care experience, ensuring a dedicated Support Co-ordinator post within the WP team.</li> <li>• The University of Glasgow ask students to self-identify as care leavers upon registration. This is a more accurate source of information than via UCAS providing more than double the numbers. On this basis, we aim to increase care experienced entrant’s year on year.</li> <li>• Our current care experience provision earned the Buttle UK Quality Mark from 2007-2016, at the highest possible exemplary level, We have transferred this provision into our Corporate Parenting Plan to fulfil responsibilities as a corporate parent under the Children and Young People (Scotland) Act 2014. This has been live on our website since September 2017: <a href="https://www.gla.ac.uk/explore/wideningparticipation/supportingcareleavers/">https://www.gla.ac.uk/explore/wideningparticipation/supportingcareleavers/</a></li> <li>• Our Care Leaver Support Coordinator jointly reconvened and currently chairs the West of Scotland Care Leavers Forum, instigating and promoting collaborative work across all HEIs and FECs in the west, and working jointly with the equivalent east of Scotland body.</li> </ul>

<ul style="list-style-type: none"> <li>• Proactively address gender imbalances in programmes, specifically those subject areas with severe imbalances (i.e. &gt;75%).</li> <li>• Demonstrate their current and future commitment to students (and staff) who are carers.</li> </ul>	<p><b>Maximise opportunities for progression from college.</b></p> <ul style="list-style-type: none"> <li>• Maintain annual adult returner Access course entrants at current levels via SWAP / Open Studies / other Access routes, to improve access and outcomes for target groups.</li> <li>• Continue with our articulation program at Dumfries.</li> <li>• The SFC strategic investment group initially approved our regional articulation bid with the Glasgow Colleges in March 2018. UofG will progress this programme, funding permitting.</li> </ul> <p><b>Promote access to high demand courses and professions.</b></p> <ul style="list-style-type: none"> <li>• A major strand of our widening access work concerns bringing WP applicants into professional degrees. We are unique in Scotland in having an access route to each professional degree for school leavers and adults alike. We shall maintain and develop further this provision, which can bring real social mobility for individuals and foster true social change within deprived areas in the long-term, i.e. via Medicine, by recruiting more doctors from disadvantaged areas who can diversify the Medical profession, understand more fully the health and wellbeing problems associated with socio-economic deprivation and be more likely to work in these areas for general societal good.</li> <li>• Expand and develop the SFC-funded Reach West Programme and UofG core-funded Access to a Career Programme from the current 100 to all 163 west of Scotland schools, working with targeted pupils and informing the SFC 'Schools Engagement Framework'. UofG has facilitated significant increases in WP entrants to the four Reach target subjects: Medicine; Dentistry; Law; and Veterinary Medicine. This has encouraged participation from targets secondary schools and as a result, increased participation rates from pupils living in MD20/40 postcode areas.</li> <li>• 2017 saw our first graduates via Reach in Medicine, Dentistry and Veterinary Medicine. The students Reach students completed their degrees at a retention rate similar to the overall cohort. The University of Glasgow won an award at the 2017 Herald Diversity Awards in the Diversity Through Education category for the work of the Reach Programme.</li> <li>• UofG has expanded the Reach West Programme with the creation of the Access to a Career in Accounting &amp; Finance, Education and Engineering Programme. Seven professional subjects are now covered simultaneously and accompanying contextualised admissions progression agreements are in place.</li> <li>• Maintain and develop recruitment to Medicine via the additional places created by Scottish Government for WP students. UofG received 10 places for 2017 entry and recruited 11, from either MD20/40 postcode areas, Reach target schools, with care experience or via our SWAP Access to Medical Studies Access programme. We shall look to build on this performance going forward and will work in partnership with SFC and Scottish Government to bring further diversification and growth of WP student numbers to the medical professions.</li> <li>• Develop and expand the Reach Medicine remote and rural island cluster, working with schools in the Western Isles and other west coast islands. Bring a bid to SFC to roll this out to remote and rural areas across Scotland.</li> <li>• In 2017-18, we are delighted to be running our Medical School Glasgow Access Programme (GAP) for the first time. We successfully bid to Scottish Government for 20 funded places. We recruited 21 students, all meeting the agreed criteria: 18 SIMD20 postcode residents; 1 care experience; 2 remote and rural island cluster.</li> <li>• Maintain and evolve high-level Access courses to professional degrees: SWAP Access to Medical Studies (Medicine, Dentistry, Veterinary Medicine); SWAP Access to Law, Business and Accounting &amp; Finance; Open Studies Access to Law, Business and Accounting.</li> </ul>
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	<p><b>Support learners from disadvantaged and under-represented groups complete their programmes of study.</b></p> <ul style="list-style-type: none"> <li>• Our Transitions Working Group is investigating and acting to improve continuation and retention at all stages of the learner journey.</li> <li>• Our Retention Working Group is conducting an audit of all WP/Access entrants to identify particularly at risk groups. Strategies will be created and progressed to increase retention of these students.</li> </ul> <p><b>Demonstrate current and future commitment to students (and staff) who are carers.</b></p> <ul style="list-style-type: none"> <li>• Enhance and develop provision for students who are carers.</li> <li>• A Carers Support Coordinator was appointed within the WP team in September 2016, to advise and advocate for student carers.</li> <li>• We updated and reinforced our 2011 Students' Representative Council Carers' Policy (the first of its kind in Scotland). This is available on our website at: <a href="http://www.gla.ac.uk/senateoffice/policies/student-support/student-carers-policy">www.gla.ac.uk/senateoffice/policies/student-support/student-carers-policy</a></li> <li>• We have put in place data-collection procedures to identify numbers of student carers within UofG.</li> <li>• Continue to work with the Carers Trust and support their 'Going Higher' campaign. We aim to achieve the 'Going Higher for Student Carers: Recognition Award' in 2018.</li> </ul> <p><b>Proactively address gender imbalances in programmes, specifically those subject areas with severe imbalances (i.e. &gt;75%).</b></p> <ul style="list-style-type: none"> <li>• We have investigated gains to be made from our WP programmes for our GAP. This provides a starting-point, but the GAP goes beyond the scope of our WP provision.</li> </ul>
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## 2 Priority 2

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

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

SFC Guidance	Commitment, strategies and evidence of progress
<p>Institutions are asked to summarise their approach to enhancing the quality and delivery of learning and support for students, and outline their strategies to ensure that students leave university with the skills, flexibility and attributes to succeed.</p>	<ul style="list-style-type: none"> <li>• Several million pounds' worth of investment is being made in redesigning existing study and learning spaces, and in creating new study and learning environments. Intention is to support improvements in student satisfaction, increased engagement with study, enhance transition into study, create a locus for student society events and other work-related and extra-curricular student-led activities.</li> <li>• Focusing on entry to years 1 and 2 of the undergraduate degrees, we are developing strategies to enhance transition into, and engagement in, University life especially for Scottish domiciled (home) students, students with caring responsibilities and care leavers. (See also Priority 1). Specific interventions include:             <ul style="list-style-type: none"> <li>• Course-specific buddy schemes;</li> <li>• School engagement events;</li> <li>• Partnership working with FE Colleges where Articulation Agreements are in place/being developed, particularly in Dumfries.</li> </ul> </li> <li>• A firm commitment has been made to increasing undergraduate outward student mobility and is reflected in a University Key Performance Indicator (KPI) that addresses study abroad, internships and short-term experiences abroad.</li> <li>• In support of a world-class educational experience, we have institutional and local strategies and action plans to increase overall satisfaction with the student experience as measured by the NSS and as captured in our institutional KPIs.</li> <li>• As outlined in our Learning &amp; Teaching Strategy, we are undertaking University-wide activity to enhance interdisciplinary learning and support increased outward mobility.</li> <li>• In partnership with the SRC and student services, we are increasing engagement with extra-curricular activities through societies, volunteering, internships, enterprise, to promote skills development.</li> <li>• Development of a graduate attributes strategy and recognition scheme leading to revised use of the HEAR.</li> <li>• UofG was a founding member of the Scottish Wider Access Programme (SWAP) in the 1980s and remains a major partner, working in close collaboration with SWAP West to widen access for adult returners to HE to every degree area within UofG. We annually recruit students via both SWAP West and SWAP East.</li> <li>• The 16/17 retention rate for protected characteristic groups was: Disabled: 91.0%, Ethnic minorities: 94.6% and Mature students: 86.3%. It should be noted that due to relatively small student numbers in each of these groups, the rates can fluctuate dramatically year on year. While a small drop in retention was noted for disabled and mature students, ethnic minority students exhibited retention rate increases.</li> </ul>

	<ul style="list-style-type: none"><li>• UofG are committed to improving our student retention and this is reflected in the ambitious target of 95%. As part of our student retention efforts we have a retention working group focussed on informing and streamlining university wide retention efforts. Examples of positive outcomes include:<ul style="list-style-type: none"><li>• retention networking events,</li><li>• focus on advisers' early warning system</li><li>• development of the university's retention action plan</li></ul></li><li>• We have been proactive in adapting our curriculum in response to employer needs and this is evidenced by the introduction of popular new programmes such as Data Science.</li><li>• While we are adapting our curriculum and addressing social issues it should be noted that there are no immediate plans to significantly alter the UG subject mix at the University.</li></ul>
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### 3 Priority 3

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

*Short overview of current activity: Our research strategy is informed by our performance in REF2014, specifically by the need to strengthen further our research outputs and the impact that they drive. We have completed a systematic external audit at discipline level, in response to which each unit is delivering on specific action plans. A further cycle of reviews commenced in 2017: these have a strong developmental component and drive preparations for REF2021. Recognising that our research is only as good as the staff we employ, we have substantially invested in recruiting and developing researchers at all levels, to create a community of researchers – from our PGR students to our senior leaders – who have the necessary skill, confidence and leadership to focus on global priorities. To support this ambition, we have identified six cross-disciplinary areas that bring together complementary research expertise to address large challenges such as inequalities and the global disease burden. These areas will be supported by the ambitious £1bn plan to develop our estate, which includes a £100M Research Hub. Finally, following a review of procedures to promote research integrity we are in a strong position to lead the UK community in this area.*

SFC Guidance	Commitment, strategies and evidence of progress
<p>Institutions are asked to summarise their strategies to enhance the competitiveness and international standing of their research, maximise the impact of their research, and embed a culture where diverse researcher talent is nurtured and developed. Where appropriate statements should outline strategies and aspirations to:</p> <ul style="list-style-type: none"> <li>• Enhance their performance in a future REF exercise.</li> <li>• Grow research income from the UK research councils and other sources, and how they will use REG funding to support research excellence.</li> <li>• Sustain a high-quality environment for research training and development.</li> <li>• Enhance the development and diversity of its researchers (including ambitions for Athena Swan and Excellence in Research recognition), and address equality and diversity issues identified by REF2014.</li> <li>• Enhance research collaboration including to support the research pools, and promotion of multi /interdisciplinary working.</li> </ul>	<p><b>1. Commitment to the Universities UK Concordat to Support Research Integrity:</b></p> <p>Recent developments include:</p> <ul style="list-style-type: none"> <li>• Enhancing the <b>visibility</b> of research integrity via: a <a href="#">new web site</a>, appointing a network of 28 <a href="#">Research Integrity Champions and Advisors</a>, and providing research integrity training to new PGR students and staff.</li> <li>• A revised Code for Investigating Allegations of Misconduct in Research that introduces a University-level ‘Integrity Council’ to arbitrate on decisions at key stages.</li> <li>• Providing assurance that measures are being taken to support consistently high standards, by publishing an <a href="#">annual statement</a> since 2014/5.</li> <li>• Becoming signatories to the Concordat on Open Research Data: a <a href="#">dedicated team</a> provides training/support, and manages an institutional repository for storing/sharing research data.</li> <li>• Engaging with sector discussions, including through a <a href="#">written submission</a> to the inquiry by the House of Commons Science and Technology Committee.</li> <li>• Revising the <a href="#">Code of Good Research Practice</a> to provide extensive guidance on authorship practice.</li> </ul> <p><b>2. Attracting new and developing existing talent:</b></p> <ul style="list-style-type: none"> <li>• We have launched University-funded schemes to enhance and grow our research base, including the recruitment of PGRs, Research Fellows, and Professors, and a series of <a href="#">leadership &amp; development programmes</a> for mid-career staff and ECRs that have been collated on a single website.</li> <li>• We encourage <b>PGRs</b> to develop transferable skills, through: cross-university and discipline-specific workshops aligned to the Researcher Development Framework; one-to-one careers or writing advice; community-building events and experiential activities. In response to the 2017 PG Research Experience Survey we are focussing on supporting a better work–life balance.</li> <li>• Priorities for <b>research staff</b> include creating opportunities for ECRs contribute to decision-making, and increasing the visibility of research support and development. Progress is monitored via KPIs for the European Commission’s HR Excellence Award.</li> <li>• Flagship initiatives for research staff include the annual conference and the <a href="#">Glasgow Crucible</a>. All academic staff are supported with training/mentorship via the <a href="#">Early Career Development Programme</a>.</li> </ul>

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

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

### **3. Research audits and activities to enhance production of 4\* outputs and impact:**

- We have completed an external research audit of each of the 32 Units that the University submitted to REF2014, to strengthen the quality of their research outputs, impact, environment, and leadership.
- An external interim review is underway (until July 2018) to appraise the REF-readiness of each Unit to enhance the self-calibration of our quality, and increase high-quality outputs and impact.
- An institutional KPI for REF impact was introduced in 2017 to focus on the quality and level of preparedness of our REF2021 impact case studies.
- An emphasis on 4\*-quality is supported by various activities including 4\* calibration workshops, masterclasses, and revised promotion and recruitment criteria.

### **4. Enhancing research collaboration:**

Collaborations strengthen academic excellence and advance the societal impact of our research. Beyond our commitment to SFC-funded research pools (the SULSA Director appointed in 2016 is based at UofG), Scottish Graduate Schools and DTCs, we have strong research collaborations nationally and internationally:

- The newly launched 'Glasgow Research Beacons' reflect six areas of cross-disciplinary research that bring together researchers addressing important research and societal challenges.
- A restructure of how research support is provided has created dedicated local teams who assist academics from the research proposal stage through to final reporting: the aim is to increase and diversify our sources of funding and to support applications to larger calls. Recent funding successes include:
- SMS-IC: involving 4 Scottish Universities, their academic or related NHS Health Boards, and industrial partners working together to develop precision medicine capabilities combined with the £4m Scottish Ecosystem for Precision Medicine.
- QuantIC: one of four EPSRC-funded UK Quantum Technology Hubs, led by Glasgow and involving 7 Universities and >30 industrial partners.
- £8m award from CRUK to design clinical trials that will accelerate personalised treatment for pancreatic cancer (PRECISION Panc).
- £6m collaborative award from ESRC to inform housing policy and practice in the UK Collaborative Centre for Housing Evidence (CaCHE).
- STFC-funded contribution to the world-wide project leading to the discovery of Gravitational Waves.
- The AHRC-funded 'Researching Multilingually' project, involving partners in Gaza, the Netherlands and the USA. This research team has received additional GCRF funding from the AHRC, and the PI was appointed the UNESCO Chair in Refugee Integration through Languages and the Arts.
- UoG is lead RO for national SFC/AHRC co-funded graduate school, with 16 HEI members. Key aim is enhanced, mutually beneficial interface between arts and humanities doctoral sector and industry. SGSAAH outcomes are national level.
- The University was awarded circa £750k in the 2017-18 SFC GCRF allocation. This funding supported 19 projects that together initiated or further developed our collaborative activity across 18 African and Asia countries. These projects will all be completed by April 30th and we anticipate full reports of project outcomes at that time.
- The University of Glasgow leads RCUK GCRF projects worth £11.8 million, out of a total of £20.0 million worth of RCUK GCRF projects led by Scottish universities (as of Dec 2017). In total (including non-RCUK GCRF awards), we are currently leading GCRF projects worth £13.7 million and have two bids that have been invited to full proposal in the GCRF Interdisciplinary Research Hubs call.

## 4 Priority 4

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

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

SFC Guidance	Commitment, strategies and evidence of progress
<p>Institutions are asked to summarise their approach to sustaining a culture in which innovation can flourish, and their work with business, industry, and the public sector to find innovative solutions that support economic growth, and impact on our society and culture. Where appropriate statements should outline plans and/or strategies for:</p> <ul style="list-style-type: none"> <li>• Engaging with the innovation landscape in Scotland including Innovation Centres, Interface, Innovation Vouchers, and the Scottish Government’s proposed innovation reforms.</li> <li>• Delivering the Innovation Scotland Action Plan.</li> <li>• Engaging with SFC and Innovation Centres on the recommendations of the Innovation Centre review.</li> <li>• Delivering the individual institution’s agreed contributions to the nationally agreed University Innovation Fund (UIF) outcomes.</li> <li>• Embedding enterprise and entrepreneurship training in its programmes.</li> <li>• Securing matched-funding from industry for SFC additional skills places.</li> </ul>	<p>The University of Glasgow is committed to enabling greater levels of innovation and enterprise. Key initiatives include:</p> <ul style="list-style-type: none"> <li>• <b>New Knowledge Exchange &amp; Innovation Strategy (2017 to 2022) to grow engagement with industry, investors and entrepreneurs.</b> <i>Progress: Published Knowledge Exchange &amp; Innovation Strategy in 11/17; Priorities Open for Business; Economic Impact through Entrepreneurship &amp; Innovation; High Quality Policy and Practice in a Changing Landscape; and Inclusive Community &amp; Public Engagement.</i></li> <li>• <b>Building strategic industry partnerships to enhance innovation and entrepreneurship.</b> <i>Progress: Drug discovery partnership with AZ; £27m QuantIC initiative; Extended Santander partnership to facilitate student entrepreneurship; Engagement with J&amp;J, Siemens, Toshiba Medical, Apple, AstraZeneca, BioCon, Intel, Thermo Fisher; Work with SE, SDI, Glasgow Chamber, GCC to grow SME partnerships; Lead project with GCC and Region City Deal to develop life sciences industry cluster at QEUH campus; lead pan-Scottish BEIS Science &amp; Innovation Audit in Precision Medicine; Glasgow Molecular Pathology Node collaborating with industry to develop new diagnostics; University/Industry 5G demonstrator test bed proposal pending to facilitate R&amp;D projects and entrepreneurship.</i></li> <li>• <b>Continued support for engagement with the SFC Innovation Centres in particular CENSIS and SMSIC.</b> <i>Progress: co-location of SMSIC at QUEH; Established Clinical Innovation Zone (CIZ) at QEUH to build corporate cluster alongside SMS-IC; Companies include: BioClavis, MR CoilTech, Clinnovate UK, Simens, Aridhia, Causeway Therapeutics; CIZ offering flexible hot desk space encourage collaboration with researchers and NHS; Partnership with BioCity/ MediCity; Launch of £32M Imaging Centre of Excellence (ICE), a building designed to foster collaboration between industry, University and NHS; MSc on Precision Medicine; Supporting SMS-IC and CENSIS to develop business cases for funding renewal.</i></li> <li>• <b>Participate via RKEC /RCDG in the shaping UIF outcomes to meet national priorities; Delivering against plans submitted in January 2016.</b> <i>Progress Via RCDG leading collaborative plan for National Outcome 1 ‘Demand Stimulation; See AnnexA for progress against Priority Actions – AY2017/18.</i></li> <li>• <b>Task force to evaluate and drive change in the scale of the provision of entrepreneurship support provided to our students.</b> <i>Progress: draft recommendations to enhance support; Grow new ventures e.g. MindMate Ltd (Converge Challenge Winner; 2016); Staels Design (Converge Challenge, Design and Creativity Winner; 2017)</i></li> <li>• <b>£1bn campus re- development plan for the former Western Hospital site includes a commitment to creating space within new buildings to foster industry collaboration and entrepreneurship.</b> <i>Progress: collaboration with SE and GCC to develop an Innovation District from the West End to QEUH to foster economic growth with international reach.</i></li> <li>• <b>Continued commitment to the creation of scalable new ventures with public (e.g. SE) and private partners (e.g. IP Group plc; Epidarex Capital).</b> <i>Scalable companies include: Caldan Therapeutics (£4.5m); Cronin Group plc (£5m); Anacail (£3m) ; Clyde Biosciences (£2m); Lynkeos Technologies Ltd (£1.5m) , Causeway Therapeutics Ltd (£2m), Kvatchii Ltd (£0.15m); Semiwise (£0.05m) and SAW Dx (£1.8m); Gold Standard Simulations Ltd acquired by Synopsys and growing Glasgow base to 30 + graduate/PhD jobs; Building relationships with angel groups including Archangels and EquityGap</i></li> </ul>

## 5 Priority 5

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

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

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

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

SFC Guidance	Commitment, strategies and evidence of progress
<p>Institutions are asked to summarise how they ensure continuous improvements in the quality of their governance, promote equality and diversity in all their activities, and demonstrate enhanced sustainability – securing best value for public investment. Summaries should outline how institutions:</p> <ul style="list-style-type: none"> <li>• Are discharging their obligations under the Climate Change (Scotland) Act 2009.</li> <li>• Address statutory requirements to eliminate discrimination, advance equality of opportunity and foster good relations.</li> <li>• Use data and consultation processes to evidence and address under-representation of protected characteristic groups.</li> </ul>	<p><b>Governance and Senior Women</b></p> <p>In terms of our Governance, University Court committed to the 40:40:20 as outlined by Universities Scotland. In 2016/17 the gender balance on Court is 44% female, 56% male. The University continues to strive for a good representation on Court.</p> <p>The provisions of the Act have been examined with a view to ensuring alignment within the timeframes; this will include amending some of the University’s governing instruments via the Scottish Government and Privy Council. There is a working group convened and Court is being kept informed about progress.</p> <p>The University’s structural approach to equality, is through the Equality and Diversity Strategy Committee (EDSC) reporting to both Court and Senate through appropriate committee structure. Eight Senior Managers acts as Equality Champions, covering all the protected characteristics, and in addition Refugees and Asylum Seekers and a newly appointed Mental Health Champion. The Principal is the overall Equality Champion and Chairs the EDSC.</p> <p>The University has been on a gender equality journey, with the aim of growing the percentage of senior females in professional and professorial posts. The University has made strong gains by increasing the percentage of female professors from 21% in 2013 to 25% in 2017.</p> <ul style="list-style-type: none"> <li>• The University published our response to the Public Sector Equality Duty (PSED) in April 2017. This outlines how the University meets the general duties of the Equality Act 2010, through the PSED. Further details on each of the elements are available through the links below</li> <li>• The University of Glasgow <a href="#">Mainstreaming Report 2015-17</a></li> <li>• The University of Glasgow <a href="#">Equality Outcomes Report 2017-2021</a></li> <li>• The University of Glasgow <a href="#">Staff Equality Monitoring Report</a></li> <li>• The University of Glasgow <a href="#">Equality Impact Assessment Policy and Process</a></li> <li>• The University of Glasgow <a href="#">Equal Pay Statement</a> (for Gender, Disability and Ethnicity; includes the Gender Pay Gap).</li> </ul> <p>The University’s Mainstreaming Report 2015-17 makes direct reference to the Outcome Agreement and the Gender Action Plan.</p>

	<p>In the University's 2016 Staff Survey, 91% of staff stated the University was a good place to work. The University aims to treat all employees with dignity and respect, ensuring fair benefits and pay packages and access to annual performance and development review processes. The University has a close working relationship with four recognised Trade Unions on campus and is an accredited Living Wage Employer.</p> <p><b>Climate Change</b></p> <p>The University Estates Strategy has been designed to contribute to a reducing carbon footprint with a focus on a reduction in overall energy consumption as well as the introduction of low or zero carbon technologies for energy production with new buildings achieving a carbon footprint of 30% less than existing buildings.</p> <p>The University's carbon footprint has reduced from 71,058 ton CO2e in 2014-15 to 64,109 ton CO2e in 2016-17.</p>
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## 6 Cross Cutting Themes

### 6.1 Additional Funded Places

We currently recruit to an additional 150 MD40 places and 8 articulation places. The latter are recruited to a degree course on our Dumfries Campus.

We have not recruited to the 150 MD40 places as a discrete group; indeed to do so is impossible. We agreed a baseline with SFC and subsequent annually increasing targets for MD20 and MD40 entrants. The tables below demonstrate the progress against these targets and indeed progress made in the years prior to accepting the additional places. We are satisfied with this significant progress, although acknowledge we still have further to go. We are comfortably ahead of the 2021 CoWA milestone of 10% of entrants from MD20 areas. Nevertheless, we intend to continue to increase our MD20 entrants year-on-year as outlined in Table 3, to move towards the 2030 target. With reference to the charts below please note that these refer to both full and part-time UG students.

Figure 1 shows that MD20 entrants have increased from 328 in 2010 to 406 in 2016, an increase of 78 or 23.8%. MD40 entrants have increased from 695 in 2010 to 844 in 2016, an increase of 149 or 21.4%.

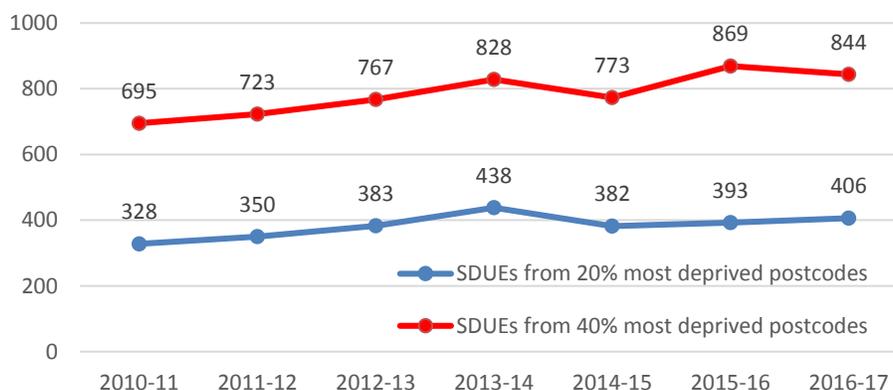


Figure 1: MD20/40 entrants to UoG: 2010-2016

Figure 2 shows MD20/40 entrants as a percentage of overall intake. MD20 have increased from 10.9% in 2010 to 13.4% in 2016. MD40 entrants have increased from 23.2% in 2010 to 27.8% in 2016.

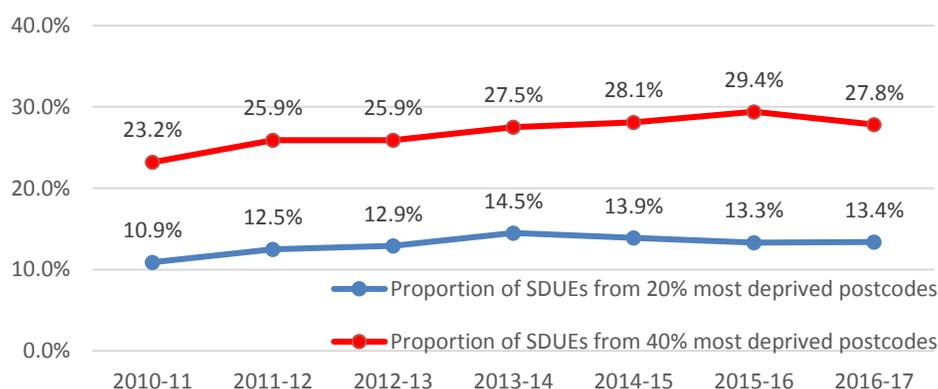


Figure 2: MD20/40 entrants to UoG, 2010-2016, as a percentage of overall intake

UofG brought a bid to SFC to establish a Glasgow Region articulation programme with the three Glasgow Colleges and Dumfries & Galloway College, which the SFC Strategic Investment Group initially approved in March 2018. We fully support this expansion of our already comprehensive WP programme provision, but it is dependent upon funding.

## **6.2 Partnership working and collaboration**

Obtaining funding to undertake collaborative research is extremely important for both establishing and maintaining our European partnerships. The University has a specialised European Team to maximise the return obtained from European Funding sources, particularly Horizon 2020. The University has so far received around €59M in awards from Horizon 2020 for around 105 projects. Over 50% of these projects are large cross-European networks.

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

The University is also successfully collaborating in Africa, Asia, North America and South America as part of different EU funded research projects. The University supports international collaboration via membership of Universitas 21. This group has member institutions from most regions in the world and includes a research managers working group with the specific purpose of linking researchers and facilitating the creation of joint research projects.

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

Please also refer back to priority 4, section 4 that evidences some of the University's research collaborations with universities across the UK.

### **6.3 UK Departure from EU**

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

Major challenges identified and university responses are detailed below:

#### **Major challenges**

- The Department for Exiting Europe has, at the moment, no senior reporting line on research and universities. This makes it difficult to communicate the challenge and urgency of the matter.
- Securing ongoing funding for some of our extant partnerships and collaborations despite the goodwill of many of our European colleagues. The University of Glasgow currently has some 30 ERC grants and secures in excess of £13m pa in EU research funding. Many of those in receipt of what is now considered the most prestigious and competitive grants globally are colleagues from other European nations.
- The loss of the ERC funding stream could cause reputational damaging. This in turn may have an effect on our global rankings which could also impact student and staff recruitment in markets sensitive to global rankings.
- The loss of Erasmus funding will make it more challenging to secure outward mobility where the funding, you could argue, compensates for poorer language skills in Scottish students

#### **University responses**

The University of Glasgow;

- is represented on the Russell Group EU Advisory Group and is currently in discussions with another member of the group on potential collaboration in Europe; it is also engaged in lobbying Ministers and the Department for Exiting Europe to remain in the Research Framework and Mobility programmes.
- created and is a founding member of the Guild of European Research Intensive Universities and we have been actively engaged with the Guild in lobbying Brussels and Westminster to retain the two programmes critical to European university collaborative success. The Guild is assisting in looking at how future relations in research and teaching may be maintained.
- has a long tradition of mobility collaborations with European partners and will seek to maintain these through bilateral collaborations.
- The University has also recently developed and currently funds a language strategy, designed to support students with mobility into Europe.
- has an active policy of reassuring European colleagues that we will continue to support them with any post hoc visa regulations. We keep colleague updated on a regular basis and Human Resources is carefully considering and developing plans to support incoming European academics post-Brexit.
- has an internal Monitoring Group to develop strategies and responses as the negotiations unfold.

## 6.4 Equality and Diversity

The University is conducting an Equality Impact Assessment (EIA) of the Outcome Agreement process.

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

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

The Mainstreaming Report 2015-17 outlines how the Outcome Agreement has supported mainstreaming activity within the University.

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

*To provide seamless service provision to disabled staff and students.*

The aim is to review the main support processes for students and staff, and ensure where possible these are mainstreamed. We achieved Disability Confident Level 2 in January 2018.

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

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

The University of Glasgow has a Race Equality Champion who chairs the Race Equality Group, and we are an active member of the Scottish Race Equality Network Forum, including chairing a meeting in 2017.

## 6.5 Carers

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

The University provides a range of support to staff with caring responsibilities, although many of policies and procedures are as applicable to parents as they are to carers. This includes Time off to Care for Dependents Policy (a flexible three days to support staff during emergency care issues) and the Flexible Working Policy. The University will further develop our policy and monitoring process over the next 12 months. (We have reported in further detail under Priority 1.)

## 6.6 Gender

The University published our [Gender Action Plan](#) in August 2017. The key subject disciplines with a greater than 75:25 gender ratio are:

Male Underrepresentation	Female Underrepresentation
Education: Teacher training	Computing Studies
Nursing	Engineering
Psychology	Physics and Astronomy

The University of Glasgow has an overall gender imbalance in SDUE in favour of women students. The participation gap for male students has widened from 10.5% in 2011/12 to 18.2% in 2015/16.

The [Gender Action Plan](#) details the University's aims and milestones to address these challenges, however key actions include:

- Capacity building research to fully understand the complexities of the issues and investigate possible solutions in Education, Computing Science and Physics and Astronomy.
- Using existing WP activity to access school pupils at an early stage to influence their choices.
- Build on the model of Teacher Education Partnership to influence current and future teaching staff in developing a whole school approach and addressing stereotypes.
- Using our current student cohort as a key component of outreach activity through existing platforms (e.g. STEM Ambassadors, FemEng) and new initiatives (e.g. Girls in Physics).

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

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

The University is proactively addressing gender equality through the rollout of Athena SWAN across the organisation. The University holds a bronze award, 10 Schools and Research Institutes hold Bronze Awards, 3 Schools and Research Institutes hold Silver Awards and the Research Institute of Health and Wellbeing holds a Gold Award. In addition, the School of Physics and Astronomy holds the Institute of Physics Juno Champion Status. The Athena SWAN processes ensure each discipline is focussing on the attrition point for their subject area, and therefore addressing the long term pipeline. The School of Veterinary Medicine currently holds Athena SWAN Bronze Award and is working towards Silver submission in November 2018. This new submission will include actions to address the underrepresentation of male undergraduates. The School has already taken action in relation to its admissions process including unconscious bias training for interviewers.

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

### **6.7 *British Sign Language (BSL)***

The University is in the process of developing a BSL plan and will be participating in Scottish Government workshops that are designed to promote understanding of the national plan and what is expected of institutions. We are also taking steps to ensure that appropriate assistance is available e.g. provision of hearing loops and access to learning materials including lectures consistent with the recently agreed accessible and inclusive learning policy.

### **6.8 *Gaelic***

The University established a Gaelic Language Plan in 2012 and is currently preparing a revised Plan for the period 2017/18 to 2020/21, recognising the unique role that it can play in promoting the language, the learning of Gaelic, and its use. The University offers degree programmes at undergraduate, postgraduate taught and postgraduate research levels embracing the three strands of language, literature, and history and culture and our next plan will continue to promote and develop these, including through the research efforts of staff. In addition, the University offers language classes at various levels for its own and the local community and continued recruitment to these, taking account of other local provision, will be a strong component of our next plan. Community engagement is a strength of the University and we will continue to support partnership with others, making distinctive contributions to national and international agendas.

### **6.9 *Cyber Security***

Cyber resilience is embedded within relevant specialist curricula and, more generally, we provide advice and guidance to all students on cyber security. Curricula and general guidance are reviewed periodically to ensure currency.

## 7 Developing Policy Priorities for 2018-19

### 7.1 SFC National Aspirations for Widening Access

#### CoWA - Engagement of target applicants

To engage with this diverse body of applicants, we facilitate a portfolio of outreach pre-entry programmes, individually and in collaboration. Partners include: 14 Local Authorities (LAs); 101 secondary schools; FOCUS West (SHEP) (UofG has hosted since 2013); SWAP West; other HEIs and FE Colleges; third sector partners, e.g. the Robertson Trust, ICAS, Carers Trust, Who Cares? Scotland; MCR Pathways.

We combine funding from different sources, including: UofG core; SFC national programme; LAs; and other partners, to create an economically efficient model of engagement to cover the west of Scotland and beyond. The philosophy behind our approach is to facilitate programmes which can engage every target institution, group and learner. We operate innovative and efficient delivery models, utilising a body of 80 professional WP Tutors and combining online, in-person and blended learning options, to reach anyone who may harbour aspirations to enter HE, whether in inner-city or remote and rural areas. Our Top-Up and Summer School Programmes were highlighted as examples of best practice for the sector in the CoWA Final Report. Our main WP / Access programmes are shown in Table 2:

Programme	Target Group	Annual Participants	Impact on HE entry	Subjects accessed
Top-Up Programme (SFC national and LA-funded)	S5/S6 pupils in 61 low progression schools	1,900	1,200 applicants to HE across Scotland; 240 entrants to UofG	Arts, Social Sciences, Sciences, Engineering, Accounting & Finance, Psychology, Nursing, Business, Education
Summer School (UofG core and LA-funded)	S5/S6 pupils; mature learners	430	300 entrants to HE; 280 to UofG; 60 elsewhere	Arts, Social Sciences, Sciences, Engineering, Accounting & Finance, Psychology, Nursing, Business, Education
Reach (SFC national and UofG core-funded)	S4-S6 pupils in 99 low progression schools	1,700	200 entrants to professional degrees: 100 in UofG; 100 elsewhere	Dentistry, Law, Medicine, Veterinary Medicine UofG recruited 16 additional Medicine entrants (vs 10 additional places in 2016)
Access to a Career (UofG core-funded)	S4-S6 pupils in 95 low progression schools	1,500	2017 will be first year of impact	Accounting & Finance, Education, Engineering
Early Secondary Programme (UofG core-funded)	S1-S3 pupils in 40 low progression schools	16,000	N/A	All subject areas covered
UofG Open Studies Programme (including Access) (UofG core-funded)	Adult returner learners	5,000 (including 250 Access)	Lifelong learning; 80-100 UofG Access entrants; 50 Access entrants elsewhere	Science, Engineering & Nursing; Law, Business & Accountancy; Arts & Social Sciences
Scottish Wider Access Programme (SFC national and UofG core-funded)	Adult returner learners	900	100 UofG entrants	Medicine, Dentistry, Veterinary Medicine, Law, Accounting & Finance, Psychology, Nursing, Business, Education, Arts, Social Sciences, Sciences, Engineering

**Table 2: UofG pre-entry programmes for school leavers and/or adult returners**

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

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

## **7.2 Contextualised Admissions and Care Experienced Leavers**

We have used contextualised admissions linked to our outreach programmes and care experienced leavers for many years. Thus, we already operate a transparent and robust WP and care experienced admissions policy, utilising an ‘access threshold’ based on contextualised admissions, as outlined in recommendations 11 and 12 of the CoWA Final Report. Indeed, our WP Admissions Policy was highlighted as an example of best practice for the sector by the CoWA Final Report.

By this system, we make adjusted access offers of entry to every subject area within UofG, for school leavers and adult learners. Care experienced applicants are guaranteed an offer at our Access Threshold. These offers are accompanied with an invite to free participation in the UofG summer school. Moreover, our programmes are multi-exit and run specifically to bring entrants into HE as a whole, not just UofG. WP applicants enter HEIs across Scotland each year via our programmes, widening access for the whole sector – a major contribution to national SFC and Scottish Government Widening Access targets. We continue to evolve our WP and Access initiatives to move towards our targets outlined in section 8. The University will continue to liaise with ‘Who Cares? Scotland’ regarding our care experienced learner provision and work with other partners as appropriate to ensure we reach these particularly vulnerable applicants, e.g. LA social work and through-care teams; MCR Pathways Programme, Life Changes Trust, Glasgow City Health and Social Care Partnership (GCHSCP).

## **7.3 Widening Access and Retention Fund**

Widening access has no purpose if entrants are not retained and progress efficiently throughout their studies. We have in place and are continuing to evolve on course provision for WP students. This is spearheaded by a Transitions Working Group, chaired by an Assistant Vice-Principal, and a Retention Sub-Group, which carry on a strong body of work conducted over the past twelve years into retention within UofG. Our student records system combines admissions and student support data to enable tracking and monitoring of flagged WP students from pre-entry to graduation. This process was highlighted as an example of best practice for the sector by the CoWA Interim Report. It allows at risk students to be monitored and intervention targeted at relevant points in the academic year. This is an evolving area, but established and new innovative practice has already impacted positively on our WP cohort: targeted financial aid via Talent Scholarships (over 500 awarded to date) and preferential access to discretionary funding; our Local Student Orientation event attracts 550 local WP entrants each year in early September; e-mails are sent at pressure points during Years 1 and 2, offering advice; offers of employment as pre-entry programme mentors are made. We shall continue to learn from these and other initiatives to develop retention provision and move towards the targets outlined in the annex. We do not currently receive funding via the WARF, despite maintaining a high level of annual entrants from MD20 areas comparable to the sector, but shall maintain this commitment nonetheless.

## **7.4 At Risk Groups**

We completed the SFC survey on At Risk Groups in 2017, providing a supplementary document on our work with estranged applicants and students. We conduct a high level of work with asylum seekers/refugees in the Glasgow area and have informed SFC and Scottish Government of issues affecting these vulnerable groups. We have signed the Armed Forces Covenant and have received the silver award in the employer recognition scheme: [https://www.gla.ac.uk/media/media\\_517525\\_en.pdf](https://www.gla.ac.uk/media/media_517525_en.pdf). We seek to work with SFC in investigating and putting in place provision for these at risk groups.

## **7.5 A Developed Workforce**

### **Graduate Attributes**

The University has progressed towards effectively embedding Graduate Attributes within our general curricula reflecting skills development and employability. We have made progress in:

- Raising awareness in the student body of the importance of skills development and reflection.
- Carefully designing learning experience and assessment structures reflecting Graduate Attributes at the same time as ensuring we retain the integrity of our academic courses

All colleges have a Graduate Attributes Champion who is an academic member of staff. They enable courses to map and embed Graduate Attributes. They also proselytise Graduate Attributes more generally ensuring understanding of the 'employability' relevance of the academic curriculum to all university stakeholders.

### **Employer Engagement**

The Careers Service works closely with academic departments to develop initiatives to support student employability. This year, with the School of Education and the Scottish Government we hosted a teaching event to encourage more students into STEM teaching. Another new initiative is a Careers Service/School of Psychology Futures event in 2018 to support careers for Psychology students.

Deans of Learning and Teaching, in partnership with Schools and professional staff, are increasing work-related learning within courses, exploring models of work-related learning (and work-related dissertations). The University is inviting employers to comment on new course proposals and course changes. Computing Science has been awarded Graduate Level Apprenticeship funding, October 2017, the first at the University enabling students to combine work whilst studying for a degree.

### **Graduate Destinations**

We are making good progress in positive graduate destinations and are focused on improving our performance. In partnership with academic staff, it is a strategic priority of the Careers Service to target subject areas with poorer destination statistics in order to improve the positive and professional destination statistics. Targeting begins in 1<sup>st</sup> year. Student Enterprise has integrated within Careers Service to promote, encourage and stimulate entrepreneurial and intrapreneurial mind-sets, to increase numbers of students participating in enterprise activities and graduates engaging in business start-up.

### **Placements**

Internship Opportunities with the University's Internship Hub have grown from approximately 10 in 2000/01 to 400 in 2015/16. From 2017 onwards we aim to increase the number of science related internships and increasing internships open to 1<sup>st</sup> and 2<sup>nd</sup> years.

## **8 Case Study 1 - Academic Returners Research Support Scheme**

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

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

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

## 9 Case Study 2 - Widening Participation: Access to Professional Degrees

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

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

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

### Reach West Programme

School leaver WP entrants to professional degree courses were minimal, prior to the creation of the Reach West Programme in 2010. Jointly created and facilitated between the UofG WP team and professional academic Schools, Reach West works annually with 1,700 S4-S6 pupils in 99 secondary schools across 14 Local Authorities. Delivery across such a diverse area, required an innovative and original delivery model. A system of working with LA school clusters was devised, bringing pupils to one location for in-school sessions, and utilising distance and blended learning approaches, via virtual classroom technology, to engage with remote areas such as Islay or the Western Isles. Delivery on a budget of only £150,000 per annum (SFC national and UofG core) is very efficient at only £67 per pupil. Expansion of the programme to the remaining 64 west of Scotland secondary schools is being piloted in 2017-18.

### Programme content

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

### Contextualised Admissions agreements

From 2012, an integrated Reach admissions progression agreement was set up, applying contextualised admissions by participation on the Reach Programme. Significantly, the progression agreement allows Medicine and Dentistry Admissions to adjust not only academic grades, but also the UKCAT<sup>1</sup>. The latter has proved to be the biggest barrier to widening access; adjusting this has enabled more applicants to progress to interview and where they have performed well, gaining entry.

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

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

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

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

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

#### **Additional Places for studying Medicine for 2016 entry**

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

#### **Medical School Glasgow Access Programme (GAP)**

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

#### **Testimonials**

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

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

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

<sup>1</sup>United Kingdom Clinical Aptitude Test – used for Admissions to Medicine and Dentist

## 10 Case Study 3 - Innovation

### **Stratified Medicine Scotland Innovation Centre (SMS-IC)**

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

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

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

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

### **Accelerating Scotland's industrial innovation in imaging**

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

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

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

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

## Annex A: SFC Outcome Agreement Targets for 2018-19 to 2020-21

- \* denotes priority measure  
 \*\* denotes retention figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

	2015-16 baseline	2018-19 Projection	2019-20 Projection	2020-21 Projection	
<b>Scottish Government strategic priority: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of the CoWA and addressing gender balance</b>					
<b>Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing</b>					
Scotland-domiciled HN entrants from college to UG programmes	-	-	-	-	*
Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing	-	-	-	-	*
<b>Measure 2: Deprivation - The proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes</b>					
2a: Proportion of SDUEs from 20% most deprived postcodes	13.3%	13.5%	13.5%	13.8%	*
<b>Additional CoWA target:</b> proportion of <b>full-time first degree</b> SDUEs entrants from the 20% most deprived data zones	12.1%	12.7%	13.2%	13.8%	
2b: Proportion of SDUEs from 40% most deprived postcodes	29.4%	27.5%	27.5%	27.5%	
<b>Measure 3: SHEP Schools - The proportion of Scotland-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education)</b>					
Proportion of SDUE from SHEP Schools	4.6%	5%	5%	5%	
<b>Measure 4: Protected Characteristics - The proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers</b>					
Male Proportion	41.2%	41.2%	42.0%	43.6%	
Female Proportion	58.8%	58.8%	58.0%	56.4%	
Under 21 Proportion	-	-	-	-	
21 and over Proportion	-	-	-	-	
Proportion – BME	-	-	-	-	
Proportion – Disability	-	-	-	-	
Proportion - Care Experience	-	-	-	-	*
<b>Measure 5: Retention by Protected Characteristics - The proportion of full-time first year Scotland-domiciled entrants from different characteristic groups returning to study in year two</b>					
Proportion MD20 retained	89.2%	90%	91%	92%	*
Proportion MD20/40 retained	91.3%	91%	92%	93%	
Proportion of Males retained	93.6%	94.0%	94.5%	95.0%	
Proportion of Females retained	94.4%	95.0%	95.0%	95.0%	
Proportion of Under 21s retained	95.2%	95%	95%	95%	
Proportion of 21 and over retained	88.9%	89.0%	89.5%	90.0%	
Proportion retained – BME	92.8%	95%	95%	95%	
Proportion retained – Disability	91.4%	95%	95%	95%	
Proportion retained - Care Experience**	-	-	-	-	*

<b>Scottish Government strategic priority: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy</b>				
<b>Measure 6: Retention - The proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two</b>				
Proportion retained	94.1%	95%	95%	95%
<b>Measure 7: Satisfaction - The difference (+/-) from the individual institution's benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey</b>				
% Satisfaction	89%	91%	91%	91%
<b>Measure 8: STEM - The proportion of Scotland-domiciled undergraduate entrants to STEM courses</b>				
Proportion of SDUE to STEM courses	39.6%	39.5%	39.5%	39.5%
<b>Measure 9a: Graduate Destinations - The proportion of Scotland-domiciled graduates entering positive destinations</b>				
Proportion of graduates in positive destinations	95.9%	94%	94%	94%
<b>Measure 9b: Graduate Destinations - The proportion of Scotland-domiciled full-time first degree respondents entering professional occupations</b>				
Proportion of FT first degree respondents in professional occupations	78.7%	79.5%	80.0%	80.5%
<b>Scottish government priority: internationally competitive and impactful research</b>				
<b>Measure 10: The number of research postgraduate students</b>				
RPG students	2,246	2,400	2,450	2,500
<b>Measure 11: Total income from the UK Research Councils</b>				
RCUK income	-	£57.5M	£60M	£62.5M
<b>Measure 12: Total research income from all sources</b>				
Research income	-	£180M	£182M	£185M
<b>Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry</b>				
<b>Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs</b>				
Innovation Vouchers (IVs)	2	4	6	8
Follow-on IVs	0	1	1	1
<b>Measure 14: UIF - Individual HEI UIF progress measures and sector wide reporting</b>				
<b>Scottish Government priority: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance</b>				
<b>Measure 15: Carbon - Gross carbon footprint</b>				
Tonnes CO2e	69,591	-	-	-

\*



## Outcome Agreement between University of Glasgow and the Scottish Funding Council for AY 2018-19

### On behalf of University of Glasgow:

Signed:

Print name: Anton Muscatelli

Position: Principal and Vice-Chancellor

Date:

9/7/2018

Signed:

Print name: Elizabeth Passey

Position: Chair

Date:

12/07/2018

### On behalf of the Scottish Funding Council:

Signed:

Print name: John Kemp

Position: Interim Chief Executive

Date:

26 June 2018

# Equality Impact Assessment Form

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

<b>STEP 1 - Define policy/ practice</b>
i. Name of policy/ practice/ significant change
Outcome Agreement 2018-19 to 2020-2021
ii. Owner of policy/ practice (College, School or Service)
Professor Neal Juster
iii. Date of policy/ practice approved
11th April
iv. Approved by? (Committee, College, School or Service)
Court

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

<b>STEP 3 - Could there be any implications for a protected characteristic group (as defined by the Equality Act 2010) in this (or the development of) policy/ practice?</b>
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<b>STEP 3a - Yes, there is a potential implication or barrier for a protected characteristic group.</b>		Go to Step 4
Please tick all that are relevant <input checked="" type="checkbox"/>		
	Notes	Go to Step 4
Age	<input checked="" type="checkbox"/>	
Disability	<input checked="" type="checkbox"/>	
Gender Reassignment	<input checked="" type="checkbox"/>	
Marriage and Civil Partnership	<input checked="" type="checkbox"/>	
Pregnancy and maternity	<input checked="" type="checkbox"/>	
Race	<input checked="" type="checkbox"/>	
Religion or Belief	<input checked="" type="checkbox"/>	
Sex	<input checked="" type="checkbox"/>	
Sexual Orientation	<input checked="" type="checkbox"/>	
Given the wide scope of the OA, there is potentially impacts across all the protected characteristics.		

<b>STEP 3b - No, there is no potential implication for a protected characteristic group.</b>	Go to Step 8
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<b>STEP 4 - What evidence do you have for this conclusion (potential implication for a protected characteristic group)?</b>
Briefly explain:
<b>Please read this EIA with the University of Glasgow's Outcome Agreement.</b>
<p>The OA processes requires the University to address five priority areas and address cross cutting themes. Many of the themes are specific equality issues (i.e. gender, BSL) and other are outline broader themes (such as equality and diversity in general). The University has chosen to mainstream equality through our priorities, inkeeping with the Public Sector Equality Duty (PSED). Much of the work the University does to meet the General Duty of the Equality Act 2010 is outlined in our PSED reporting - references to this are made within the OA document. Additionally, the OA requires the University to report on set National Table of Measurements, which include considering data of Scottish Domiciled UG new entrants and those returning to year-two by sex, age, disability and ethnicity, and set targets (if possible) for future years. This is the data referred to throughout this EIA.</p> <p>As the OA requests a focus on sex, age, disability and ethnicity, this will be the focus of this EIA. It should be noted, the University collects data relating to other protected characteristics and progresses activity in relation to them through the usual governance channels, and the University's biennial Mainstreaming Report. The OA highlights a number of areas which have supported targetted intervention of work, this is highlighted below.</p>

<b>STEP 4a - Does the evidence show a positive impact?</b>	Go to Step 5
Please provide an example and attach evidence:	
The data shows the University has an increase from 2012-13 to 2015-16 for Scottish Domiciled UG new entrant Black, Asian and Minority Ethnicity (BAME) students from 6.3% to 7.1%, and Disabled students from 7.3% to 9.2%.	

<b>STEP 4b - Does the evidence show a negative impact?</b>	Go to Step 6
You need to consult with relevant stakeholders - the EDU will assist with this process	
Please provide brief details and attach evidence:	

The data shows the University has a decreased from 2012-13 to 2015-16 for Scottish Domiciled UG new entrants for male students, dropped from 43.5% to 41.2%, and the proportion of students aged 21 and over has dropped from 21.9% to 20.5%.	Go to Step 8
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<b>STEP 4c - Does the evidence show no impact?</b>	Go to Step 8
Attach evidence to this form	
The proportion of full-time first year Scottish-domiciled UG strants retained between year one and two from 2012-13 to 2015-16 shows an undulating picture, with the proportion of Disabled students hovering around 92%, and BAME students with a low of 90.5% and a high of 97%.	

<b>STEP 5 - Continue to promote good opportunity for all people</b>	Go to Step 8
Promote and implement as exemplar policy/ practice	

<b>STEP 6 - Involve and consult stakeholders to address any negative impacts</b>	Go to Step 7
EDU will assist with this process	
Please provide brief details of involvement and consultations:	
The University has identified a number of strategies to address the negative impacts - namely through the detailed work of Priority One, Two and Five as outlined in the Outcome Agreement. The Widening Participation activity (as detailed in priority one) works directly with schools to ensure pupils identify HE as a positive route. The specific work outlined in the Gender Action Plan, which considers the overall intake of men into undergraduate course, has detailed targets for addressing the issues. The University has worked with the Student Representative Council, and continues to work with schools, teachers and relevant official bodies (e.g. Glasgow City Council, Nursing through the Scottish Government) and through its outreach work. The University will continue to assess the protected characteristic impact on retention and devise appropriate strategies to address any identified issues.	

<b>STEP 7 - Outline any changes made to the policy/ practice as a result of the consultation</b>	Go to Step 8
Please provide details of changes:	
As part of this process the University has considered benchmarking data as detailed in the Advance HE (previously the Equality Challenge Unit) annual benchmarking data. The comparison with the University is outlined on the worksheet marked Benchmarking data. It should be noted to two cohorts are not directly comparable - the discrepancies are outlined in worksheet. With the exception of over 21 age range, the University is fairly close to meeting the benchmarks. The University will consider working towards the national benchmarks for ethnicity and disability. The Gender Action Plan already sets targets for male undergraduate recruitment.	

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

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

<b>SIGNING OFF PROCESS</b>					
Name of EIA Owner	Neal Juster				
Signature					
College/ School/ Service	Senior VP and Deputy Chancellor				
Date of Completion	23-Apr-18				
Date received by EDU	24-Apr-18				
Approved in principle?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Any actions required? Please specify No					
Signed on behalf of EDU Date: 24 April 2018	Signature Mhairi Taylor				

## University Innovation Fund – AY2017-18

This paper outlines the University of Glasgow’s activity plan for AY2017-18 towards delivery of National Outcomes. Our plan is aligned with the University’s new Knowledge Exchange and Innovation Strategy (2017 – 22) with its key theme of *engagement*. Our strategy focuses upon strengthening and developing further robust and fruitful relationships with external stakeholders – increasing our levels of influence in local, national and international arenas; as well as working with industry and business by growing student and staff commitment to entrepreneurship, innovation and public engagement. Although we provide specific outcomes under each of the seven actions, we recognise that there is a degree of overlap and any one action may contribute to a number of UIF outcomes.

The University will match-fund and utilise the Platform Grant of £250k in order to continue its resourcing of dedicated staff and activities situated both centrally within the Research Strategy and Innovation Office (RSIO) and embedded within the University’s Colleges.

1	<p><b>Outcome (Demand Stimulation):</b> working with Scotland’s enterprise agencies, Scottish Government, business networks, Interface, and others, Scottish HEIs will have helped to increase the demand and quality of engagement from businesses and the public sector for university services.</p>	<p><b>Progress</b></p>
	<p>The University will build on its AY2016-17 activities to increase demand and quality of engagement with business and public sector. Key activities will comprise:</p> <ul style="list-style-type: none"> <li>• Benchmark engagement activities to inform which areas require investment to stimulate increased demand from business and public sector. To include consideration of (i) best practice at other Scottish/Russell Group Universities; (ii) partnerships with other Scottish Universities to stimulate sector demand; and (iii) participation in BEIS Science &amp; Innovation Audits; <b>(PA5)</b></li> <li>• Develop and launch online tools and a staff development programme to provide skills development opportunities for staff undertaking industry engagement. Activities maybe designed and deployed in collaboration with other Scottish Universities <b>(PA5)</b></li> <li>• Using our assets and research expertise we will deepen our external relationships, to drive dialogue, through seminars and outreach events, on innovation needs within both the public and industry sectors to inform initiatives as well as best practice. This will include working closely with partner companies based in our innovation spaces e.g. at QEUH, QuantIC, GLAZgo Drug Discovery as well as public sector partners such as the NHS. Funding such as RCUK IAA and the QT Hub Partnership Fund will be used to stimulate engagement. <b>(PA5)</b></li> <li>• Refresh the University web pages to improve online access to facilitate business and/or public sector engagement with our researchers and services;</li> </ul>	<p><b>Updates:</b></p> <p>As a key update, underpinning our progress across many of the UIF’s priorities, in 2017 we launched a new Knowledge Exchange and Innovation Strategy. This document outlines our University’s ambition and priorities around Business Engagement, Entrepreneurship and Innovation, Policy and Practice and Public Engagement. This strategy also recognises how these four main themes are integral to our commitment to the aims of the UIF, as described in this update. <a href="https://www.gla.ac.uk/media/media_553907_en.pdf">https://www.gla.ac.uk/media/media_553907_en.pdf</a> ;</p> <ul style="list-style-type: none"> <li>• We were a leading member of the GEL Science and Innovation Audit of Enabling Technologies in the Central Belt. The report was accepted by BEIS and has laid the foundations for innovation developments around advanced manufacturing, including the Quantum Innovation Centre (collaboration between HEIs, existing Innovation Centres, Scottish Government and the City of Glasgow);</li> <li>• The University is also leading a BEIS Science &amp; Innovation Audit in Precision Medicine for Scotland. This is due for submission in June 2018;</li> <li>• We have delivered workshops/training to staff to improve skills in industry engagement including developing effective Pathways to Impact, masterclass</li> </ul>

<ul style="list-style-type: none"> <li>• Continue to strengthen University engagement with the Scottish Innovation Centres, Interface and Innovate UK funding programs to build collaborative activity through projects and service provision with organisations based in Scotland, the UK and internationally;</li> <li>• Build on the significant infrastructure investment adjacent to SMS-IC, at the QEUH, including the new 22,000 sq ft Clinical Innovation Zone for industry, to further engage with business and drive economic development for Scotland around precision medicine. Also use the redevelopment of the newly acquired Western Campus as a catalyst to stimulate business and cultural engagement, through the provision of a new collaboration space within the Research Hub, as well as the development of incubators on the new campus. Working in partnership with (i) The City of Glasgow and Scottish Enterprise we will also explore the potential for establishing Innovation Quarters in Glasgow; and (ii) Glasgow Life in the context of the Kelvin Hall development we will develop a plan for a new Cultural Quarter in the city’s West End;</li> <li>• Colleges to develop and approve an engagement plan in AY2017-18, to increase engagement levels of the University with business and external organisations including the public sector, charities and government (to be executed through 2018-2020). <b>(PA5)</b></li> </ul>	<p>from academics who have commercialised their research and developed their industry networks;</p> <ul style="list-style-type: none"> <li>• The development of targeted external engagement programmes at local levels within the University. For example, College of Science &amp; Engineering undertook a detailed external engagement planning exercise to produce a ‘Partner Attractiveness Matrix’. We have prioritised organisations for engagement and assigned a team to these (Academic Sponsor, academic lead &amp; Business Development lead) to further develop the relationship;</li> <li>• We have provided continued support – including dedicated staff resource – for the National Centre for Universities and Business (NCUB) via the ‘Growing Potential’ project (legacy of Growing Value Scotland Task Force 2014-2016). This project brings together leaders to develop solutions to the low absorptive capacity of Scottish businesses for university knowledge;</li> <li>• We have lead the RCDG working group on the delivery of National Outcome 1 on Demand Stimulation and development of sector-wide initiatives;</li> <li>• We have redeveloped the University’s <a href="#">CONNECT</a> webpages as a virtual gateway for key external audiences, to facilitate ease of engagement from business, policy-makers and practitioners, and communities with University activity.</li> <li>• We launched the <a href="#">Glasgow Research Beacons</a> in May 2017. These represent six cross-disciplinary areas of research excellence in which the University has a track record of attracting major investment. Each Beacon clearly showcases Glasgow’s distinctive strengths to prospective staff and students, potential research partners, policymakers and funders, and the media;</li> <li>• We redeveloped the University website homepage, study and research pages and these were launched in April 2017 as part of a wider web redevelopment programme. The changes to information architecture provide clearer navigation to information on our research and business/public engagement activities. The resulting changes have led to a 39% increase in page views of our new Research pages- <a href="http://www.glasgow.ac.uk/research">www.glasgow.ac.uk/research</a></li> <li>• We continue to working closely with Interface – both formally and informally</li> </ul>
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	<p>- on stimulating demand for University services and linking companies' innovation needs with our academic expertise;</p> <ul style="list-style-type: none"><li>• The University has agreed a MoU with Glasgow City Council and Scottish Enterprise on the creation of the University of Glasgow Innovation District (see also later). Dialogue with stakeholders is on-going to develop both an innovation strategy and a wider economic set of objectives that link the University's own campus development plans with the West End and Waterfront project within the Glasgow City Deal;</li><li>• The University has been closely involved in developing the city region's economic strategy and its inclusive growth thinking via the Glasgow Commission for Economic Growth chaired by the University's Principal. Glasgow academics have also made significant inputs to both Scottish Government and Scottish Parliament. Consideration of City Deals and inclusive growth and to the work of third sector partners such as the Joseph Rowntree Foundation and Carnegie UK;</li><li>• The Clinical Innovation Zone (CIZ) now represents a co-location of 200 clinical academic researchers, 32 core business/specialist support staff and currently six companies employing over 30 people. Company employees are expected to further increase when CIZ is fully occupied.</li><li>• We have provided funding to support external engagement with businesses and the public sector for University of Glasgow services, including:<ul style="list-style-type: none"><li>○ AY 2017/18 participation in 22 applications to Innovate UK – an increase of 30% on the same point in AY2016/17. There are six projects funded to date. Industry partners include Compound Semiconductors Technologies Group (CSTG) and Oxford Instruments;</li><li>○ We secured £1.7m 3 years EPSRC IAA grant to increase industry engagement. From April 2017, 13 projects have been funded with companies ranging from micro/SMEs to major industry. Support has also been provided for the attendance of academic staff at industry-focused events and hosting of industry-focused events, e.g. 2017 Aerospace Symposium "Manufacturing for Growth";</li></ul></li></ul>
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		<ul style="list-style-type: none"> <li>○ The University was awarded ESRC IAA top-up funding of £300k for AY18/19 to continue the successful external engagement activities in the social sciences. 18 ESRC IAA projects were undertaken in AY 17/18, including three co-funded with the EPSRC IAA (with <a href="#">Oculus</a>/Facebook, <a href="#">Playdead</a>, and <a href="#">Flying Object</a>). Glasgow hosted the ESRC's national IAA conference in November of 2017;</li> <li>○ We secured £1m from MRC (CiC and P2D) and BBSRC (IAA) to grow and develop our pipeline of innovation projects for exploitation via industry collaboration or new venture creation.</li> </ul>
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2	<p><b>Outcome (Simplification/Commercialisation):</b> in partnership with the Enterprise Agencies (EAs) and Interface, Scottish HEIs as a sector will have demonstrably simplified business access to the knowledge and expertise in Scottish universities.</p>	<p><b>Progress</b></p>
	<p>The University will build on its AY2016-17 activities to further simplify business access to the knowledge and expertise at Glasgow as well as the sector in Scotland. Key activities in the University of Glasgow will comprise:</p> <ul style="list-style-type: none"> <li>• Continue to participate in the Contracts Templates Sub-group of RCDG to develop common, simplified, legal frameworks for SME engagement across Scottish HEIs and their adoption within the University of Glasgow; <b>(PA7)</b></li> <li>• Where not already in place, implement the use of Customer Relationship Management systems and processes to help Colleges coordinate their activities with key external partners; <b>(PA6)</b></li> <li>• Work with Interface to increase the number of enquiries from Scottish SMEs sent to Glasgow – including a process to introduce College Business Development Managers to Interface staff so they can showcase Glasgow's range of expertise and services to help steer relevant enquiries to best contacts. ; <b>(PA6)</b></li> <li>• Continue to support the West of Scotland KTP Centre to lobby for the simplification of the contracts and paperwork associated with KTPs to enable greater engagement with Scottish business through this scheme; <b>(PA7)</b></li> <li>• Develop referral protocols with the Innovation Centres – specifically focussing of enhancing our relationship and activities with SMS-IC, DataLab and CENSIS. <b>(PA8)</b></li> </ul>	<p><b>Update:</b></p> <ul style="list-style-type: none"> <li>• Glasgow has participated in a series of formal working groups via the RCDG sub-group of RKEC looking at the Contract templates. The templates are being finalised and will be 'road-tested' with a small number of representative users before public launch. Strathclyde will lead the discussion on a public launch via RKEC;</li> <li>• Working closely with the West of Scotland KTP Centre. University has allocated budget and resource internally to support the administrative requirements of KTP programmes to lower the barrier for academic engagement with the scheme. There are plans to create a dedicated internal KTP team, as articulated in our Knowledge Exchange and Innovation Strategy.</li> </ul>

3	<p><b>Outcome (Simplification/Greater Innovation):</b> in partnership with the EAs and Interface, Scottish HEIs will, at a national level, have made strategic use of their sectoral knowledge to promote greater innovation in the economy (including beyond non-STEM).</p>	<p><b>Progress</b></p>
	<p>The University will build on its AY2016-17 activities to further develop areas of strategic sectorial strength to promote greater innovation in the economy. Key activities will comprise:</p> <ul style="list-style-type: none"> <li>• Continue to develop industry R&amp;D collaborations via the £29m Quantum Technologies Hub ‘QuantIC’ (includes Strathclyde, Heriot-Watt, Edinburgh) and utilise the SFC supported Innovation space to develop and transfer innovations in this field into Scottish SME’s. <b>(PA3)</b></li> <li>• Utilise our expertise in Urban Big Data analytics, Smart City solutions and Internet of Things (IoT) along with the development of the new Campus as a test-bed for IoT technology solutions to drive industry engagement and innovation; <b>(PA3)</b></li> <li>• Continue to work with Glasgow City Region City Deal to realise the potential of the new £32M Imaging Centre of Excellence (ICE) at the QEUH, adjacent to SMS-IC, which is scheduled to open in March 2017. ICE includes Scotland’s only 7 Tesla MRI scanner and we will engage widely with universities and industry across Scotland to promote its use as a national asset, driving economic growth around precision medicine; <b>(PA3)</b></li> <li>• Grow company engagement with the £55M James Watt Nano-fabrication Centre through the University’s wholly owned subsidiary Kelvin Nanotechnologies Ltd which now employs a team of 15 to support delivery;</li> <li>• Advance discussions with Scottish Enterprise and Glasgow City Council on the Campus development plans and creation of an Innovation Quarter to support new and existing company growth, linking the West of the City, including the Kelvin Hall developments to the Queen Elizabeth University Hospital Campus; <b>(PA6)</b></li> <li>• Launch a programme of activities to stimulate thinking and debate on policy issues using Policy Scotland and the Centre for Cultural Policy Research (CCPR) to co-ordinate events, blogs and a published set of working papers;</li> <li>• Respond to the recommendations from phase 2 of the Enterprise and Skills Review by making appropriate amendments to our Knowledge Exchange implementation plans;</li> </ul>	<p><b>Updates:</b></p> <ul style="list-style-type: none"> <li>• Quantum Technologies has been prioritised as one of Glasgow’s six cross-disciplinary areas of research and one of the initial four themes within the University’s new £120M Research Hub building. Engaging with EPSRC regarding renewal of QuantIC for years 2019-2024 and leading the city-wide desire to establish a Quantum Technologies Innovation Centre on a new build site co-locating with commercial and industrial interests;</li> <li>• The submission of a proposal to create Scotland’s National 5G Innovation centre. This £8.2m application with Nokia and CGI plus six local SMEs (the outcome is pending). Various SMART Campus projects (IES, Multiplex, Scottish Power, EDF, Siemens and Fujitsu) utilising IoT and other on-campus infrastructure;</li> <li>• Kelvin Nanotechnology (KNT) and the James Watt Nano-fabrication Centre, are now manufacturing 5% of all DFB lasers supply to the global data centre market. KNT has &gt;250 clients in 22 countries. Partner in &gt;£50m of innovation projects. KNT forecast turnover for FY17/18 is &gt;£2m;</li> <li>• The University has announced its ambition to work with Glasgow City Council and Scottish Enterprise to create an innovation district at the Glasgow City State of the Economy event in November 2017. This new district runs either side of the Clyde between the M8 and the Queen Elizabeth University Hospital. An MOU has been developed between the University, Glasgow City Council and Scottish Enterprise to realise the Innovation District potential for inclusive economic growth in the city;</li> <li>• Policy Scotland and CCPR have both developed high profile programmes and contributed to policy thinking in Scotland on housing, governance, education, and inclusive growth. Policy Scotland has delivered a series of lectures and roundtables on BREXIT. New research projects at the Social Research Hub in the East End of Glasgow have also been initiated;</li> <li>• The University has secured the <a href="#">UK Collaborative Centre for Housing Evidence</a> with Policy Scotland appointing a new Director, Professor Chris Chapman who is currently expanding the team and refreshing the events programme.</li> </ul>

4	<p><b>Outcome (Entrepreneurialism):</b> Scottish HEIs as a sector will have made a significant and positive change in the way entrepreneurial opportunities are promoted and delivered to students, HEI staff, and businesses.</p>	<p><b>Progress</b></p>
	<p>The University will build on its AY2016-17 activities to further enhance entrepreneurship amongst students and staff as well as the promotion of entrepreneurial opportunities to business. We already have good practice we can build on, such as leading the award-winning, industry-led Masters in Stratified Medicine. Key activities will be enabled through new facilities as a consequence of both the new QEUH campus and re-development of the Western campus and will comprise:</p> <ul style="list-style-type: none"> <li>• Implement the agreed plans arising from the current review (see UIF 2016-17) for in-curricula and ex-curricula support of student entrepreneurship and enterprise education. This review includes consideration of options to build on existing areas of collaboration with other Scottish Universities in support delivery e.g. Enterprise Campus; Converge Challenge; (PA1)</li> <li>• Grow levels of undergraduate, postgraduate and graduate engagement with enterprise fellowships (e.g. RSE and RAEng Enterprise Fellowships) and competitions e.g. Converge Challenge; Santander Universities Entrepreneurship Awards. (PA2)</li> <li>• Secure and deploy grants to de-risk and/or bridge innovation arising from University research to the stage where existing business are prepared to engage in co-development/licensing or to an investor-ready stage. This will include use of (i) RCUK Impact Acceleration Accounts as well as the University Knowledge Exchange Fund to and (ii) increase the portfolio of grants deployed on maturing early-stage innovations to the stage where existing business are prepared to engage in co-development/licensing or to an investor-ready stage. Programs to be targeted include SE HGSP, MRC DPFS, BHF Translational Fund and various Innovate UK programs;</li> <li>• Continue to support the creation of high growth spin-out venture opportunities through our partnership with IP Group plc, relationship with Epidarex Capital and through a program of increased engagement with other venture capital/angel groups;</li> <li>• Increase the number of new innovations disclosed from grant funded research programs through pro-active audit of selected research groups to identify potential opportunities. We will also increase the number of internal seminar</li> </ul>	<ul style="list-style-type: none"> <li>• We have provided continued support for RSE Enterprise Fellowships hosting 2 in the period.</li> <li>• There were 19 applications to Converge Challenge; University of Glasgow's Staels Design won the 2017 Creativity &amp; Design Award;</li> <li>• We have supported establishing 30 new student/graduate-led businesses. Several have been successful in Young EDGE and SIE Fresh Ideas competitions. Staels Design, led by the University's post-graduate student Corien Staels, won £100K at Scottish EDGE;</li> <li>• We have continued development work on a new student enterprise support strategy, to deliver a step-change in support for entrepreneurs. We have piloted a new internal programme to support tech entrepreneurs and are seeking support from Santander to further expand this activity;</li> <li>• We have continued to secure translational grants. Participation in seven Innovate UK grant funded programmes led by industry, including successful bids to the Biomedical Catalyst from SAW-dx and Causeway Therapeutics (see also below);</li> <li>• We provide on-going support for the creation and growth of spin-out companies including Lynkeos Technology Ltd ( £1.8m); Thermoelectric Conversion Systems Ltd ; SAW Dx Ltd ( £1.7m); Causeway Therapeutics Ltd (£2m); and Kvatchii Ltd an angel funded start up in digital health (£0.12m);</li> <li>• A £1.8m IAA Fund was secured from EPSRC. AY 2017/18 grants deployed have led to 5 technology demonstrators, two industrial fellowships and a licence agreement with an industrial partner;</li> <li>• Two projects from the School of Engineering have been successful in Innovate UK's iCURE programme, with post doctoral staff now being trained and mentored on this scheme.</li> </ul>

<p>programs to educate and increase the awareness of staff on commercialisation;</p> <ul style="list-style-type: none"><li>• Embed recognition for staff participation in entrepreneurial activity in annual performance and development reviews;</li><li>• Improve the internal and external awareness of our innovation and entrepreneurship through increased PR and media activity in national press as well as relevant trade publications; <b>(PA2)</b></li><li>• Strengthen our Colleges' engagement with entrepreneurial Glasgow Alumni to increase their involvement in seminar programs for students and staff as well as involvement as business mentors, investors and commercial champions for specific opportunities. <b>(PA2)</b></li></ul>	<ul style="list-style-type: none"><li>• We have initiated detailed internal audit programme across the University to identify new disclosures; activity on-going involving sector-specific consultants in the evaluation process;</li><li>• 405 alumni have registered on the central alumni database with 'Entrepreneurial Interest' and a dedicated 'Entrepreneurs Community' group (54 members) has been established. In period, there has been a significant increase in the engagement of Alumni as speakers and mentors (see last bullet point, below);</li><li>• The University has formally embedded recognition of contribution to innovation and entrepreneurship activity in annual performance and development reviews for all academic staff;</li><li>• We have deepened the University's Partnership with Santander to support enterprise activity and education amongst students. Execution of new multi-year agreement and establishing a senior management working group with Santander to develop initiatives;</li><li>• We have increased alumni engagement with both student and staff enterprise activity. For example Mark Logan (Skyscanner) has been mentoring student entrepreneurs and created incubation space for them within Skyscanner offices in Glasgow;</li></ul>
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5	<p><b>Outcome (International):</b> in partnership with Scottish Development International, Connected Scotland and others, Scottish HEIs will have pooled their knowledge and networks, and shared good practice to promote and engage Scotland internationally (operating under Scotland’s International Framework).</p>	<p><b>Progress</b></p>
	<p>The University is committed to growing its international presence in particular at its transnational locations in Singapore and China. Key initiatives for AY2017-18 will include:</p> <ul style="list-style-type: none"> <li>• Continue to provide support for staff to grow grant funded research collaborations with overseas partners e.g. EU H2020 Programs; RCUK Global Challenges; NIH/other funding schemes; <b>(PA11)</b></li> <li>• Build upon our previous positive experience of co-investment and working with SDI in Singapore we will explore further opportunities to leverage our strategic partnerships in China, Hong Kong, North America and Australia; <b>(PA11)</b></li> <li>• Continue to attract international companies to relocate in Glasgow/Scotland – in 2016, we attracted companies from Singapore and Germany to relocate at our new Clinical Innovation Zone, to collaborate with SMS-IC and academic researchers. We will build on this, working with InvestGlasgow, SE and SDI, to attract further companies in 2017/18.</li> <li>• Build networks and engagement with Scottish HEI as well as international organisations to seek to secure grants from the Global Challenges Research Fund (GCRF). Thematic areas to be targeted include food security, inclusive education, health, migration, renewable energies and clean air, water and sanitation;</li> <li>• Support and utilization of the Scottish Government Innovation and Investment Hubs to promote develop relationships outside of Scotland.<b>(PA11)</b></li> </ul>	<p><b>Update:</b></p> <ul style="list-style-type: none"> <li>• We have initiated an internal programme to strengthen and maintain existing collaborative networks and participation in new EU funding opportunities in light of BREXIT;</li> <li>• <b>We continue to have significant activity internationally, including, specifically, in period, in Asia, as follows:</b></li> </ul> <p><b>Singapore:</b> Working with SDI we have developed research collaboration and consultancy in the themes of water, data and healthcare. We have worked with SDI on renewal of our co-investment including work in other SE Asian countries.</p> <p><b>China:</b> We have further developed our strategic partnership with the University of Electronic Science and Technology (UESTC) in Chengdu. Up to 540 graduate engineers are now trained per annum. Chinese Scholarship Council is supporting a six-year research programme between the University and UESTC in Biomedical Engineering, under which 15 students are funded for three years to come to Glasgow and work on research topics of interest to both partners; Chinese Ministry of Education funds to support collaboration in optoelectronics; Newton Funds secured for research exchanges. Members of staff have worked on projects directly with Chinese companies, including Huawei. Building relationships with international companies based in Chengdu e.g. Intel, TI. Discussions on-going with SDI on how to leverage these connections; September 2017, Prof John Marsh awarded a ‘Chengdu Jinsha Friendship Award’ <i>for contributions to the development of the economy and culture of Chengdu.</i> This is the highest honour a Chinese city can bestow on a foreign national;</p> <ul style="list-style-type: none"> <li>• The University has invested in the new post of International Development</li> </ul>

		<p>Coordinator in its Global Centre for International Development (GCID). This position will support responses to GCRF funding opportunities and build links with potential partners from across the globe looking to engage in international development activity;</p> <ul style="list-style-type: none"> <li>• Locally the University has engaged with SFC and Universities Scotland on GCRF initiatives on building networks through participation as well as leadership of events/workshops;</li> <li>• Internationally the University has used SFC GCRF funding to strengthen capacity in areas including food security, renewable energy, water and healthcare.</li> <li>• The University has been successful in winning &gt;15m of GCRF funding in the period, including £7.1 million to set up a GCRF Centre for Sustainable, Healthy and Learning Cities and Neighbourhoods, lead by the College of Social Science.</li> </ul>
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6	<p><b>Outcome (Inclusive Growth and Social Impact):</b> Building on current and good practice Scottish HEIs will have scaled up their support of the Scottish Government’s ambitions for inclusive growth.</p>	<p><b>Progress</b></p>
	<p>The University will continue to support Scottish Governments ambitions for inclusive growth via:</p> <ul style="list-style-type: none"> <li>• Ensure student entrepreneurship support is available to all on a fair basis e.g. we will continue to seek to increase the number of overseas students holding Tier 1 Visas to enable them to develop their entrepreneurial ideas; <b>(PA1; PA10)</b></li> <li>• Develop mechanisms for co-ordinating the University’s portfolio of health, education, social inclusion, equality poverty reduction and immigration research and map our capability onto the Scottish Policy framework for inclusive growth; <b>(PA10)</b></li> <li>• Deepen our partnership with Glasgow Life, Glasgow Centre for Population Health, City of Glasgow, Glasgow Chamber of Commerce and the Scottish Refugee Council in order to identify new initiatives to tackle social and economic inequalities in the region and explore how these can be</li> </ul>	<ul style="list-style-type: none"> <li>• University continues to support our international students to realise their entrepreneurial ambitions including support for securing TIER 1 Visas. The number of TIER 1 Visa number has increased over the period;</li> <li>• Internal resources have been deployed to deepen the University’s partnership with Glasgow Life. Activities are aimed at developing and executing initiatives to address inequality and widen access have been started;</li> <li>• The University has continued to strengthen links with partners within the Glasgow region to tackle social and economic inequality, e.g. the collaboration between the Glasgow Centre for Population Health (GCPH) and the College of Social Sciences in the <a href="#">Olympia Social Research Hub</a>, based in the East End are investigating, with Glasgow City Council, how to expand in-school engagement with those living in the most deprived areas of the East End of the City;</li> </ul>

implemented across Scotland e.g. GRAMNET; **(PA10)**

- Respond to the themes of SG’s inclusive growth strategy by continuing to pioneer and lead the sector, in Scotland and the UK through our focus on the importance of widening access.**(PA10)**
- We have secured £23k from SFC in a joint bid with Glasgow City Council, the University of Strathclyde and Glasgow Caledonian University for a collaborative project – *Blueprint for the Glasgow Region* – to research effective joint strategies for widening access in the West of Scotland to meet the Scottish Government 2030 widening access targets. University of Glasgow and Glasgow Caledonian researchers are conducting this research in 2018;
- We have expanded and developed our widening access provision and partnership work, engaging with over 20,000 pupils and 1,200 adult returners to education in 2016-17 via our site of pre-entry widening access (WA) programmes. These programmes are multi-exit, serving the sector as a whole. In 2017, over 800 students progressed to University of Glasgow via our programmes, with over 1,500 progressing to other HEIs across Scotland;
- We have secured £30k SFC Impact for Access research funding for a collaborative project with the 13 west of Scotland Local Authorities, *How to Engage with MD40 Pupils in Higher Progression Schools*. The results were published in early 2017 and have informed SFC and Scottish Government thinking on widening access strategy leading to the achievement of the 2030 WA targets;
- We continue to collaborate with Sir Peter Scott, the Fair Access Commissioner for Scotland, with WA staff serving on working groups to develop the Fair Access Framework for Scotland and to examine national criteria for measuring WA to inform Scottish Government policy in this priority area;
- The University’s partnership with the Glasgow Centre for Population Health (GCPH) at the Social Research Hub in the city’s East End continues to grow. It is now home to the [UK Collaborative Centre for Housing Evidence](#) team and the [Children’s Neighbourhoods Scotland](#) project amongst others;
- The School of Education’s renowned “Activate” project continues to demonstrate change proactively targeting underserved audiences and communities in The City of Glasgow.

7	<p><b>Outcome (equality and diversity):</b> Building on current and good practice HEIs will have ensured positive promotion of equality and diversity in staff and all who are affected by the use of the UIF.</p>	<p><b>Progress</b></p>
	<p>The University will continue to ensure positive promotion of equality and diversity (E&amp;D) through the following activities:</p> <ul style="list-style-type: none"> <li>• Promote E&amp;D in the protected characteristics of staff, students, alumni and invited guests engaged in UIF related activities e.g. Public Engagement, Entrepreneurship;</li> <li>• Promote and encourage female entrepreneurship and provide specific events and networking;</li> <li>• Promote E&amp;D online internationalisation resources to staff to ensure they are adequately prepared for overseas business;</li> <li>• Continue to work towards implementation of Bronze Athena Swan towards submission in 2021 for Silver Athena Swan status;</li> <li>• Continue to ensure that all staff complete mandatory online training in E&amp;D essentials;</li> <li>• Maintain the internal promotion of the University E&amp;D policy to staff. This policy covers all 9 protected characteristics as well as refugee and asylum seeker status.</li> </ul>	<ul style="list-style-type: none"> <li>• The University has produced new guidance on Embedding Equality and Diversity into University-funded Conferences and Events as well as KE and Public Engagement events;</li> <li>• In collaboration with University of Edinburgh, we have secured £50k from the Scottish Government to run <i>Ingenious Women Scotland 2018</i>- to support female early career researchers in industry and academia to develop entrepreneurial skills;</li> <li>• We have created a list of resources (online; workshops) to guide staff on other cultures and countries when considering or planning work with international partners. Online Unconscious Bias training now available to help raise awareness of potential biases that may impact on intercultural communication;</li> <li>• Seven Schools and Research Institutes have submitted Athena SWAN applications over the last year. The University will submit an Institutional Silver application by April 2020;</li> <li>• By end 2017, 86% of staff had completed E&amp;D online training. Progress against the 100% this target reviewed by Equality and Diversity Strategy Committee, which is chaired by the Principal;</li> <li>• The mainstreaming of Equality and Diversity practice is on-going through new workshops to enhance capacity around Equality Impact Assessments for new/amended policies and processes;</li> <li>• A grant application has been made to the EPSRC Inclusion Matters programme (<b>pending</b>). This involves Glasgow (lead), Edinburgh and Strathclyde as well as industrial partners. The project aims to design and implement new strategies for tackling gender imbalance amongst factors Early Career Researchers in Engineering.</li> </ul>