



University for the Common Good

**Outcome Agreement with Scottish Funding Council
2019-20**



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Introduction

Principal and Vice-Chancellor, Professor Pamela Gillies CBE, FRSE

At Glasgow Caledonian University, we demonstrate our commitment to widening access to students from the most difficult of backgrounds and ensure positive outcomes for our student and graduates. The financial environment for all higher education institutions remains challenging, and we look to the SFC to work with the sector to ensure that Scotland's universities can continue to deliver against the priorities of the nation. We are nevertheless determined to: continue to improve the efficiency, effectiveness and relevance of Glasgow Caledonian University; widen access to opportunity with excellence in student outcomes; grow the impact of our research, business and social innovation initiatives; increase work-based capability enhancement and promote internationalisation through our flourishing transnational partnerships with public and private bodies alike around the world.

Glasgow Caledonian University is in the top 50 universities in the world for our social impact, third in Scotland and tenth in the UK. More than 500 institutions across 75 countries participated in the new 2019 Times Higher Education University Impact Rankings. Glasgow Caledonian University was 1st in Scotland for gender equality (12th in the world) and reducing inequalities (14th in the world) and 2nd in Scotland for promoting good health and wellbeing (29th in the world). This is a tremendous success for the University and we will build on this going forward.

This year we graduated our very first cohort of Masters students at Glasgow Caledonian New York College after becoming the first foreign institution in New York to receive a charter to award degrees. Well over a quarter of our total student population is now international and based at our Glasgow or London campuses or overseas. We have achieved this through forging strong and long-lasting partnerships with other Universities and with businesses and charitable foundations in countries such as South Africa, Oman, Bangladesh and Mauritius. We are reaching out to the world, raising aspirations and opportunities for our Scottish students, but continue to draw talent from all over the globe to our campuses in Glasgow and London.

Through collective and collaborative efforts, we continue to increase our research output and income in a number of key areas of excellence, resulting in positive social impact and strong research grant income of nearly £6 million in an increasingly competitive environment.

The wellbeing of our staff and students remains central to our ethos, as demonstrated by the hugely successful "Erase the Grey" campaign which sought to eradicate gender-based violence on our campuses. Our staff Points of Pride event to celebrate the work of colleagues in the University and in our community provides compelling examples of how colleagues from across the institution have gone above and beyond to demonstrate our University's values of: Integrity, Creativity, Responsibility and Confidence.

This Outcome Agreement provides a clear statement of how we will continue to work with the SFC, making a major contribution to key areas such as widening access and enhancing support for all students through their studies and into positive destinations, as part of our commitment to delivering education of the highest quality. Our education and strong business links will continue to be underpinned by our impactful focused research which provides positive social benefit and delivers innovative solutions to the many communities we serve at home and overseas.

Student President, Rachel Simpson

Throughout the process of developing this Outcome Agreement, Glasgow Caledonian University and GCU Students Association have worked closely in partnership to ensure that the views, experiences and principles of GCU Students continue to be at the heart of the decision-making here at GCU.

Over the course of this year, we have worked together across a wide range of projects and initiatives to enhance the student experience at GCU. We have continued to develop our work on Student Mental Health - including further developing our Student Mental Health Agreement which has been recognised in the sector - working together to challenge, prevent and respond to gender-based violence, developing the University BSL Action Plan, reviewing and enhancing our Academic Representation Structure, further developing our Partnership Agreement *GCU Community: Working Together in Partnership Agreement*, alongside continuing to provide the Students' Association Student Leaders Programme, a co-curricular work related learning programme developing future leaders and their employability.

We are thrilled by our University's firm commitment to widening access, equality, diversity and inclusion, and are ourselves fully committed to ensuring that we do everything in our power as a Students' Association to champion this commitment, not only here at GCU, but across our wider local community. Some examples of this include expanding once again our representation networks by embedding two new Student Officers and groups for student wellbeing, leading an initiative with our University to celebrate diversity in our community at GCU through History Month Events, jointly-establishing an Intercultural Skills Module which has been recognised nationally by SPARQs, and working together to embed the free Sanitary Products funded by the Scottish Government.

As a Students' Association, we are fully committed to working with our University and engaging with their strategic priorities and plans. We have worked to ensure our strategic priorities as a Students' Association are reflective of those of our University, to ensure we can continue to demonstrate how positive and active partnership working can be a catalyst to achieve the outcomes agreed upon in the Outcome Agreement, and this year have jointly-led student consultations for the University's new vision and Strategic Plan, alongside engaging students in the ELIR process.

Preface to the Outcome Agreement

GCU has in place a three-year Outcome Agreement for the period 2017-18 to 2019-20¹ which remains pertinent. This document is an annual Outcome Agreement Update for 2019-20 in line with the guidance provided by the SFC. It reconfirms our key commitments whilst providing updates or addressing new SFC requirements where appropriate.

The Outcome Agreement has been produced following consultation with a wide range of colleagues, with trades union representatives, and with the Students' Association. It is endorsed by the governing body, the University Court.

¹ <http://www.sfc.ac.uk/web/FILES/outcome-agreements-1718/gcu-outcome-agreement-2017-18.pdf>

GCU Strategy 2020 - University for the Common Good

Strategy 2020 sets out the University's distinctive vision to achieve a global reputation for delivering social innovation benefit and impact through education and research.

As the University for the Common Good, we have five overarching **strategic goals**:

Goal one | **Transforming lives through education**

We will deliver excellence in learning and an outstanding student experience which equips students with the employability and entrepreneurial skills to succeed as global citizens, and enables them to make a positive impact within their communities, transforming their lives and the lives of others.

Goal two | **Enriching cities and communities through research**

We will build on our key areas of research excellence in inclusive societies, healthy lives and sustainable environments to address societal challenges and enrich cities and communities.

Goal three | **Innovating for social and economic impact**

We will innovate for social and economic impact, providing social solutions through applied research and development, and working in partnership with business, the public and voluntary sectors.

Goal four | **Engaging globally**

We will harness our campuses in Glasgow and London, the Glasgow Caledonian New York College, and educational offerings in Oman and Bangladesh, to extend our global reach and impact, providing opportunities to engage in new ways with learners, partners and communities at home and overseas.

Goal five | **Aligning for the Common Good**

We will develop and deepen our strategic relationships with local and global thought leaders, aligning with others to champion social justice and promote our mission For the Common Good.

Our staff, students and partners are central to the delivery of Strategy 2020. The Strategy is underpinned by a suite of cross-cutting strategies in learning, research, internationalisation, and development of our people, digital capabilities and learning environments.

Strategy 2020 drives our ambitions to deliver real and lasting positive impact for the communities we serve in Scotland, the UK and internationally. This Outcome Agreement Update aligns with the relevant aspects of our Strategy.

1. Scottish Government strategic priority: Widening Access

1.1 Widening access to learners from under-represented groups

The University's Strategy 2020 builds on our strong tradition of widening participation and sets out our commitment to delivering a distinctive student experience which supports students through their learning journey and into employment. We take a lifecycle approach to widening participation through a model of partnership working, engagement and support at multiple points throughout the learner journey. The University has, over time, maintained its commitment to widening access and has improved across all metrics relating to learning and teaching and student outcomes.

SIMD profile	22% of full-time undergraduate entrants resided in the 20% most deprived areas, compared to a sector average of 14%, in 2016-17
Articulation	Over 1000 students articulate from Scottish colleges with advanced standing or are entrants through the SFC additional articulation scheme and SWAP programmes
State schools or colleges	97% of GCU students come from a state school or college, above the Scottish average of 87%
First in family	49% of undergraduate entrants at GCU were the first in their families to enter higher education, in 2017-18
Mature students	42% of Scottish-domiciled undergraduate entrants at GCU were aged 21 or over in 2017-18, compared to the Scottish sector average of 34% (2016-17)
Disability	10% of Scottish-domiciled undergraduate entrants at GCU had a declared disability in 2017-18
Retention	92% of Scottish full-time first degree entrants from the 20% most deprived areas continued into second year, compared to a sector average of 87%, in 2016-17
Non-continuation	GCU's non-continuation rate was 8.5% , compared to the Scottish sector average of 7%, in 2017-18
Degree completion	79.3% of GCU students were projected to gain a degree, compared to the Scottish sector average of 81.1%, in 2017-18
Employment of graduates	95% of GCU 2016-17 graduates were in employment or further study after six months, and the graduate level employment rate was 74%

Sources: HESA (2017, 2018, 2019), SFC (2018) and internal data

We recognise that SIMD is just one means of identifying students who are currently under-represented in higher education; we view widening participation as informing, recruiting and supporting those whose circumstances may increase the barriers to entering into, and challenges to progressing through, higher education. We welcome the commitment from the Scottish Government and SFC to developing additional widening participation measures.

We would also welcome a sharper focus on increasing parity of experience and attainment for students from under-represented groups. We have intensified our focus in relation to students who may need additional support to engage and succeed in University: care-experienced students, student carers, disabled students, students with mental health challenges, and veterans. We are targeting work to better understand and develop mechanisms to address intersectionality; and to address gender based violence. We continue to proactively engage with cross-institutional work in the sector. Our achievements have also been recognised in our equal 14th place position globally and first in Scotland in the Reduced Inequalities ranking of the Times Higher Education University Impact Rankings 2019.

1.2 CoWA implementation

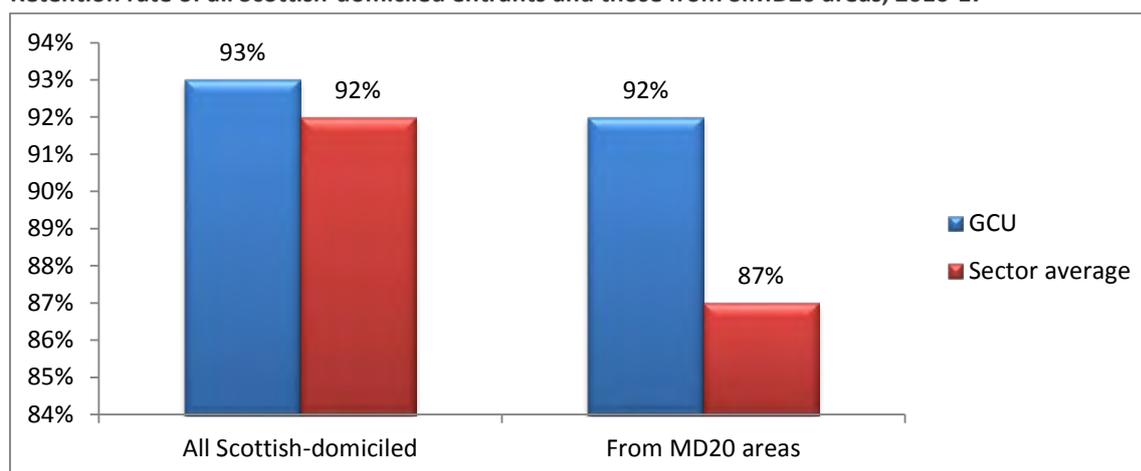
SIMD20 and articulation targets (Recommendation 32)

GCU makes an important contribution to Scottish Government’s widening access aims for the sector and will continue to do so in line with the agenda to intensify efforts to achieve the Commission on Widening Access (CoWA) targets on SIMD20 and articulation. Our ambition in this regard is to maintain a balanced SIMD profile across our Scottish domiciled undergraduate entrants. We have consistently achieved the 20% target for SIMD20 intake, exceeding the CoWA targets for 2021, and we will seek to again achieve at least 20% in 2019-20.

We recruit a very high number of articulating students, and our aim is to retain this level of recruitment, and in doing so contribute significantly to sector level targets. In addition, we achieve a high percentage of articulating students who enter with advanced standing, and again aim for 65% in 2019-20.

GCU outperforms the sector average for retention of entrants from SIMD20 areas, demonstrating the success of our holistic approach to widening participation. The latest SFC published data shows that at GCU 92% of Scottish full-time entrants from the 20% most deprived areas continued into second year, compared to a sector average of 87% (2016-17).

Retention rate of all Scottish-domiciled entrants and those from SIMD20 areas, 2016-17



The overall retention rate for females was 94% and the retention rate for female SIMD20 students was the same. For males the overall retention rate was 90% while the retention rate for MD20 males was 85%. Although overall retention for MD20 students is positive there is some more work to do to achieve equal retention between SIMD20 males and females, and this will remain a key area of focus for the University over the period of this Agreement. WARF funding will help to address this through its contribution to engagement with students before entry through outreach activity, transition support for entrants, and to evaluation and research activity.

Contextualised admissions (Recommendation 5)

GCU is committed to working towards implementation of CoWA recommendations on contextualised admissions. We have in place a contextualised admissions policy which was extended for 2018-19 entry to include students from SIMD20 and SIMD40 areas who attended any Schools for Higher Education Programme (SHEP) schools in Scotland, as well as applicants who are care-experienced or who are young carers. Over 700 contextual offers were made to eligible applicants for 2018-19 entry, an increase of 62% on the previous year. We will continue to review and evaluate the policy.

Access thresholds (Recommendation 11, 12)

GCU has developed minimum entry requirements (MERs) for 2020-21 entry for each programme, to be published in line with the CoWA timelines. The MERs are, in broad terms, at the level of two Higher grades lower than standard entry requirements; and one Higher grade lower than those made through our contextualised admissions process, with some exceptions. The MERs are based on the best evidence currently available on likelihood of success and will remain under review. To meet the CoWA recommendation on access thresholds for care-experienced applicants, such applicants will be made offers at the MER for 2019-20 entry.

Conversion of applications from SIMD20 and care-experienced applicants

The conversion from application to offer of applicants from SIMD20 areas applying through UCAS was 52% in 2018-19, and there has been a small increase in this percentage since 2016-17. The conversion from application to unconditional firm offer (i.e. to the point that an applicant is entitled to enrol) of SIMD20 applicants was 18% in 2017-18 and 2018-19, a three percentage point increase on 2016-17.

We have achieved an increased intake of Scottish-domiciled care-experienced students in 2018-19, continuing a year-on-year increase in recruitment. The conversion rate from application to offer was 42% in 2018-19, and the conversion from application to unconditional firm offer has increased each year over the last three years from 10% in 2016-17 to 16% in 2018-19. This achievement has been supported by focused activity with those identifying as care-experienced through our schools outreach work, and during the application stage. This is detailed further in section 1.5.

Articulation – supporting disadvantaged learners (Recommendation 9)

GCU is committed to articulation, and makes a major contribution to sector level targets (ref section 1.4). In 2018-19, one quarter of our Scottish-domiciled entrants were articulating students and approximately 30% of articulating students were from SIMD20 areas. The majority of articulating entrants are male, and therefore articulation is a route through which notable male MD20 participation is achieved; and around 60% of articulating entrants are 21 or over. The percentage of articulating entrants who are BME and those who have a declared disability are on a par with the percentage of overall Scottish domiciled undergraduate entrants.

Bridging programmes (Recommendation 7)

The University continues to develop innovative approaches to bridging programmes that help bridge the gap between prior and university-level study, as well as targeted work with articulating students and for specific subject areas. Examples of such programmes include:

- **GCU's Advanced Higher Hub** provides young people with access to Advanced Highers in order to support their future university studies including high demand undergraduate courses that require Advanced Highers for entry, such as medicine. The Hub also provides greater access of opportunity to Advanced Higher level subjects that are not always available in local schools. Through this unique programme, pupils become Associate Students of GCU and have access to its city centre campus and facilities, including the virtual learning environment, to support their studies. This university immersion experience equips young people with the attainment, academic skills, confidence and independence to move on to university study; key life and learning skills that will help them to transition successfully and realise their potential.

The Hub also meets the following CoWA recommendations:

- Recommendation 6: Support access at key transition stages- SCQF Level 6-8
- Recommendation 16: LEAs, colleges and universities have greater responsibility to deliver academically based programmes to raise attainment
- Recommendation 18: Access to a range of Highers and Advanced Highers in partnership with LEAs

- The University provides a **College Connect summer transitional programme** for all college applicants who are holding an offer for a GCU programmes. These applicants participate in workshops on academic writing, time management, and referencing to assist them in “bridging the gap” to university.
- GCU’s **Maths Summer School** is aimed at students articulating from the college sector and the workplace (part-time students), to the second and third year of degree programmes in our School of Computing, Engineering and the Built Environment. It is based on campus and is also offered on a distance learning basis. Attendance at the summer school is compulsory for students with conditional offers, whilst students holding unconditional offers may attend on a voluntary basis.
- **Health and Life Sciences boot camp** is a two-day programme available to all new students in our School for Health and Life Sciences and runs annually at the beginning of September. The boot camp provides an introduction to fundamental academic and study skills, provides an orientation to the University and allows new students and staff to meet prior to starting the programme of study.
- **Real Estate Summer School** is designed for students who have received a conditional offer to Level 2 of the BSc (Hons) Real Estate programme. The Real Estate Summer School is delivered on a full-time basis over a three-week period with two weeks on campus and one week off campus for independent study.
- **‘Measurement for Direct Entrants’** is a pre-induction programme for Quantity Surveying and is designed for students who have received and accepted an offer into Levels 2 or 3 of the BSc (Hons) Quantity Surveying programme. All direct entrant students are invited to attend to support their transition to university study in this area.
- **Fashion Brand Retailing** in our Glasgow School for Business and Society offers a day release course (24 weeks) which allows sixth year pupils to sample university life. Registered as GCU students, they have full access to all University facilities and support networks and also access to lectures, seminars, guest speakers and retail trips.
- **Psychology pre-entry programme** is open to all Psychology students articulating from college, prior to commencing their study with GCU. It is run jointly by the Psychology programme team and the Learning Development Centre and signposts the resources available to students to support them into their programme of study. Informal support is also provided following entry at pivotal points such as assessment periods, as well as drop-in sessions for all articulating students to offer ongoing support.
- **Staged Model of Collaborative, Transitional Support in Nursing** is a programme that supports articulating students in Nursing prior to their engagement with their GCU programme and through years two and three of their study at GCU.

Widening Access and Retention Fund (WARF)

WARF funding makes an essential contribution to helping GCU achieve its ambitions, aligned with those of the Scottish Government and SFC, for recruitment and retention of students from disadvantaged backgrounds by contributing to the costs of delivering the key initiatives and support, as well as contributing to the additional costs of academic and pastoral support, that students from diverse backgrounds can require.

Our success in consistently achieving targets for entrants from SIMD20 and non-traditional backgrounds coupled with our very strong performance for retention of SIMD20 students, demonstrates how the University has maximised the impact of WARF funding. WARF has contributed to the activities outlined in sections 1.1-1.5 and 2.2-2.3: our recruitment, retention and outcomes metrics for students from SIMD20 areas, articulating students, mature students; in the success, effectiveness and acclaim for our outreach work; and in our support for students from a range of ‘at risk’ groups, including care-experienced students, young carers, and veterans.

We will engage fully with the review of WARF that the SFC intends to conduct in 2019-20.

Core funding support for access (Recommendation 25)

As a university with high levels of 'widening access' students, our approach to teaching, learning and student support is based upon a whole-University approach. We put a particular focus on supporting transition into and through the University, including preparation for the study approaches required for degree study, and in providing ongoing pastoral and academic support. We further seek to support all students in moving into a positive destination after University. Aspects of our approach are provided in subsequent sections of the Outcome Agreement and in relation to actions on the other CoWA recommendations, and include transitional support and induction, the personal tutor model, initiatives to support retention, student wellbeing services, which are used by 'widening access' students to a disproportionately high extent, and specific initiatives being developed by the Careers Service. Investment in these areas supports all students, but are particularly valuable to those for whom the transition into and through University comes with additional challenges. There are also more direct financial commitments made by the University, such as contribution to the costs of running the Advanced Higher Hub; hardship funds (available to all students as required, but again are more often required by students with a 'widening access' background); and the GCU Care-experienced Bursary, and free accommodation and financial support to meet graduation costs focused specifically on students with care experience.

1.3 Outreach

The University continues to deliver innovative and effective outreach work with primary and secondary school children, their parents, mature learners and college students. Our outreach activities include:

- The **Caledonian Club** aims to deepen its impact for children, school pupils and their families in our local Glasgow communities, whilst the GCU London Club works with the local Tower Hamlets community. The Caledonian Club was included in the *UK's Best Breakthroughs List: 100+ Ways Universities Have Improved Everyday Life*, published by Universities UK in collaboration with Universities Scotland. In 2017-18, the Club engaged with almost 1,900 pupils and c440 parents and family members in Glasgow, and over 230 pupils and 60 family members in London. Over 1,500 nursery to S3 pupils engaged across eight core programmes, 55 Primary 2 pupils participated in our Literacy Programme, and the Club launched a pilot *Celebrating Science Series* with P5 pupils in partner schools. In the Senior Phase (S5-S6), 290 pupils participated in targeted activities with multiple points of engagement ensuring support throughout the academic year, including supported study sessions, mentoring, and shadowing.
- Our innovative **Advanced Higher Hub** offers school pupils a unique opportunity to register as GCU Associate Students and study for Advanced Highers on the University campus. In 2017-18, 133 S6 pupils from 26 Glasgow City Council partner schools undertook 171 SQA Advanced Higher presentations. Two additional STEM classes in Biology and Chemistry were introduced, supported by GCU's partnership with the Scottish Power Foundation. These classes supported 30 additional young people to study their Advanced Highers in 2017-18. The Hub predominantly supports students from deprived areas: 62% of pupils were from SIMD20 areas, and 75% from SIMD40 areas. Pupils had an 81% pass rate, continuing the trend of Hub pupils performing above the national average for the same Advanced Highers. The current strategic funding from SFC, matched by Glasgow City Council, and the additional funding from Santander and the University, allows the Hub to continue its work over the period of this Outcome Agreement.

- **School Connect** engaged with over 4,400 pupils in 2017-18 in 12 secondary schools, supported by almost 500 mentor shifts across the academic year. School Connect complements and enriches the curriculum, assisting pupils to make informed choices about their subject options and supporting them with their applications and transitions to university. Significant work on options and choices was undertaken with over 1,500 S2/3 pupils, together with a series of tailored workshops providing advice and guidance for S5/6 pupils. In addition, over 115 care-experienced pupils participated in S2 Taster Days at GCU.
- **Routes for All** is GCU's key contribution to the Schools for Higher Education Programme (SHEP). In 2017-18 Routes for All engaged with over 560 S5 and S6 pupils across 17 partner Secondary Schools in Glasgow. In partnerships with colleges, the programme of activity prepares pupils for Higher National (HN) study at College, ensuring they have suitable information, advice and guidance to make an informed choice on future study.
- Through our outreach activities GCU students have the opportunity to gain valuable experience, with 200 **student mentors** annually acting as role models across a range of projects. Many of our student mentors come from the communities that we work in and are a real inspiration for aspiring learners.

1.4 Progression from college

GCU plays a leading role within the sector for promoting successful progression and transition between college and university. Through our College Connect team and our strategic partnerships with Glasgow Colleges, and through working in partnership with colleges across Scotland, we have developed an effective infrastructure for articulation, which includes joint planning on curriculum design, admission, transition, and CPD for staff. GCU also has agreed non-articulation routes into University via college and supports the aims and objectives of the Scottish Wider Access Programme (SWAP).

In 2017-18, College Connect engaged with over 2,700 prospective students as well as providing College Connect Membership to 590 offer holders. Our pre-entry support delivers a long-thin induction model through face-to-face and online interaction. It concludes with the College Connect Transition Programme which provides key subject specific support, introducing students to the key academic skills required to succeed in degree level study at GCU. For example, College Connect staff are supported by current GCU PhD students who deliver subject level academic sessions giving students a flavour of teaching at the University. In 2017-18 730 students, all eligible to matriculate, participated in the Transition Programme. The GCU Students' Association works in partnership with College Connect on articulating student induction; and has a full-time officer with articulation policy responsibilities who sits on the College Connect Board.

We are committed to articulation and will work with the SFC and partner colleges to balance articulation pathways across key areas, including STEM, with our objectives to enhance the student experience of articulating students through our academic Schools, central student services and Students' Association. In addition, we will continue to seek to positively influence the student experience for the additional articulation scheme students through engagement with GCU during their period of college-based study. We have enhanced articulation pathways through facilitating college students' module choices aligned with those of GCU Year 2 students, ensuring equality of access to chosen subjects.

We have consistently met our target of 850 students articulating from Scottish Colleges to Levels 2 and 3 of degree programmes with full advanced standing. GCU was awarded 157 places as part of the SFC's Additional Articulation Places Scheme. We would welcome early engagement with the SFC on the future of the scheme after 2019-20, given the timescales for university and college planning and recruitment cycles.

1.5 Supporting students

Supporting care-experienced students

GCU offers a wide range of support to those who declare a looked after or care-experienced background both before and during their university experience. In addition to our Corporate Parenting Plan², we are actively engaged with the Care-experienced, Estranged and Carers West Forum and the Glasgow Health and Social Care Partnership Corporate Parenting Network. GCU is a member of the Scottish Care Leavers' Covenant. Our Dignity at Work and Study Policy includes reference to people with a care-experienced background as a group that should not be discriminated against. Our embedded approach to support for all is further enhanced by bespoke support for those who wish to declare. In 2017-18 there was engagement with current and prospective care-experienced students, offering support including provision of financial, learning, wellbeing and accommodation support. We currently have fifteen care-experienced students in free accommodation, and we introduced a waiver for the cost of graduation fees and gown hire, supporting nine students in 2018. An expanded mentor scheme was introduced in 2018-19, which involves matching new care-experienced students with a staff mentor to help support the progression into study at GCU.

In 2018 we developed a Corporate Parenting training module in collaboration with *Who Cares? Scotland* and the Royal Conservatoire Scotland, which is being rolled out to all staff in 2019. Our care-experienced young students are invited to apply for our Common Good scholarship and in 2018-19 four students were successful in gaining additional financial support of £1250 per annum. We offer care-experienced students a guaranteed interview to become a paid student mentor for our Outreach department, meaning we currently have 10 of 165 student mentors with care experience. Every year our School Connect team also hosts a themed taster day for care-experienced S2 pupils in partnership with Glasgow City Council's MCR Pathways.

The Students' Association has a Care Experience Representation Student Officer and Representation Group. The Care Experience Officer sits on the University Corporate Parent Steering Group.

Student carers

The University has a Student Carer Policy and Plan³ to enable us to support student carers during their studies. We work with student carers and staff to put adjustments in place to support student in their studies. In 2018, GCU was the first University to achieve the *Going Higher for Student Carers* Recognition Award from Carers Trust Scotland. Due to the early development of our support in this area our Student Wellbeing Adviser is a member of the Carers Trust Scotland Going Further and Going Higher for Student Carers Steering Group. The Students' Association has established a Student Carer Representation Officer and Representation Group.

Disabled students

Our Disability Team seeks to promote a learning environment which minimises the impact of disability on the student experience, for example encouraging accessible teaching methods and learning materials and campus wide access to assistive technologies. The Disability Team also provides information, advice and services to students prior to their arrival at GCU. Accessibility of the campus was a central part of the Heart of Campus redevelopment. This has been further enhanced by engagement with DisabledGo to audit our accessibility and inform further improvements. The University is piloting an Autism Accreditation Scheme for the National Autistic Society. This is a three-year project, in which GCU will aim to become the first university or college in the UK to be awarded accreditation. GCU was invited to pilot the scheme due to our reputation for offering excellent and innovative services for students on the autism spectrum.

² <https://www.gcu.ac.uk/student/studentlife/studentsupport/careleavers/>

³ <https://www.gcu.ac.uk/media/gcalwebv2/student2/Student%20Carer%20Policy%20with%20FINAL%20APPROVAL%2006.09.18.pdf>

Estranged students

We have further expanded our targeted support for specific students and have been proactive in engaging with applicants and students who are without family support. We have signed the Stand Alone Pledge and are engaging with the implementation requirements, but support we have already put in place includes eligibility of estranged students for free accommodation for 365 days per year for up to three years in Unite halls of residence through our partnership with the Unite Foundation.

British Sign Language (BSL) users

We published our institutional BSL plan in October 2018⁴. GCU's BSL Plan is structured to follow the ten long-term goals of the BSL National Plan. The majority of the plan focuses on the core themes that relate to universities: supporting BSL 'Across all our services' and supporting BSL as a 'Post-school education' provider. The commitments can be broadly summarised as taking steps to make our information and services accessible to BSL users and to provide our staff with relevant information and development. The rest of the plan describes GCU's contribution to supporting other relevant long-term goals, including family support, early learning and childcare; school education; training, work and social security; health (including social care), mental health and wellbeing; culture and the arts; justice and democracy. The Students' Association contributed to development of University BSL Plan, with actions specifically allocated to the Association. The action plan covers the period 2018-2024 and will be subject to regular monitoring through the Executive and University People Committee, which has responsibility for equality and diversity issues.

Veterans

GCU is committed to supporting veterans and their families to access education and employment as part of our Common Good mission and commitment to widening participation. We have a Veterans student population of c80 students. In 2017-18 GCU became a signatory to the Armed Forces Covenant and in 2018 was awarded the Bronze standard. This builds on the work we undertake through the GCU HM Forces Learning Partnership, which was established with the three Glasgow Colleges to facilitate progression pathways to higher education for veterans as part of transition from military to civilian life. In 2019, we aim to achieve the next level of recognition.

The work of the Partnership in this area is highly regarded by the military and veterans' communities. When established in 2013, it was the first of its kind in the UK. It is based on a pathways model which can commence at college or at GCU and is accessible to all, irrespective of service speciality, length of service, or rank. GCU's approach to Recognition of Prior Learning has been used successfully within the pathways model.

We have in place a dedicated GCU Champion in this arena, which provides a clear link into the proposed SFC-led sector Champions Network to inform sector wide developments and to coordinate and promote activity to support veterans across the University. The Champion sits on the SFC working group; a Scottish Credit and Qualifications Framework (SCQF) working group; and Scottish Government Cross Party Group, all supporting the Veterans' community. GCU hosted a sector conference on supporting service families and veterans in January 2019, which was attended by every University and the majority of colleges in Scotland.

⁴ <https://www.gcu.ac.uk/equality/gcubritishsignlanguageplan2018-2024/>

1.6 Promoting gender balance in programmes

At GCU, we seek to ensure that gender is not a barrier to students pursuing the programmes of their choice. The details of actions in this regard are included in our Gender Action Plan⁵.

There is an overall gap between female and male entrants of 10 percentage points at GCU, lower than the sector average. The majority of our articulating and graduate apprenticeship entrants are male.

- **Applications:** Overall there has been a great deal of consistency in the percentage of applicants from each gender to the key subject groups (Nursing, Social Studies, Psychology, Engineering, Computer Sciences, and Building and Construction) over the last three years. A notable change is a reduction in male applicants to social studies, and also a reduction in the percentage of applicants to Nursing who are male in 2018-19 compared to the previous two years.
- **Entrants:** The gender imbalance has narrowed in the last three years in the key subject areas in our School of Computing, Engineering and Built Environment. The percentage of male entrants to Nursing and Social Studies has fallen (as has the percentage of applicants as noted). Finally the male entrant percentage to Psychology has also decreased.

Based on the Higher Education Statistics Agency (HESA) continuation measure in 2015-16 and 2016-17, males and females achieved our target for at least 90% retention overall. We recognise however that retention of females has been better than of males, as is common to the sector as a whole. We have undertaken more detailed analysis of retention differences at programme level. It is quite challenging to draw clear conclusions about gender differences in retention when the numbers of one or other gender on the programme are very small, but we are considering further exploration and action that may address these imbalances.

Encouraging male applicants to nursing

Increasing male interest in Nursing as a career is recognised across the sector as challenging, and one which requires a cross-sectoral and multi-body approach. The work of SFC in engaging with other parts of the sector on this and other issues of increasing gender balance will be welcome. Annual analysis of the percentage of male entrants compared to the percentage of male applicants does not indicate any concerning differences in conversion. However, male applicants as a percentage of the whole were lower in 2018-19 than the previous year. GCU is committed to encouraging more applications to nursing from males. Current and continuing actions include:

- Attendance at the Scottish national meetings working group to improve gender balance - this group now has funding to undertake projects to explore avenues to increase males into nursing;
- The Admission lead in nursing is a male lecturer;
- 25% of nurses on our staff are male;
- Male lecturers and students are at all admissions events;
- Males are included on all marketing materials;
- We are increasing our discussions and talks with guidance teachers in schools;
- Our Outreach work – School Connect and Caledonian Club - seeks to encourage more males into nursing as part of its wider work.

⁵ <https://www.gcu.ac.uk/equality/genderequality/genderactionplan/>

1.7 Diet and healthy weight

The University has appointed an Assistant Vice-Principal Health and Wellbeing. The purpose of this role is to bring enhanced focus to support the University's commitment toward creating and sustaining a positive and healthy learning and working environment and culture in which all our students and staff can thrive, achieve their full potential and by extension transform the health and sustainability of our wider communities for the common good. This is in keeping with the UK Healthy Universities Network's aims to develop more strategic 'whole university' approaches to health, wellbeing and sustainability. The University has successfully retained the NHS Scotland - Gold Healthy Working Lives award.

Key developments and plans for future action include:

- **Healthy Eating Campaigns** – We will continue to engage with Baxter Storey on campaigns for healthy eating that support both staff and students. Baxter Storey has an in-house nutritionist and has recently undergone the Healthy Living Award Assessment.
- **Healthy Universities Network** – GCU is a member of the Healthy Universities network and we aim to expand our activities in 2019-20.
- **GCU Mini MOT Screening** – The screening, offered to staff during a focused period includes measuring of Body Mass Index, blood pressure, cholesterol and glucose levels. All attendees are given written and verbal health and lifestyle advice.
- As part of our commitment to delivering a **smoke-free campus**, GCU has signed up to Scotland's Charter for a Tobacco-free Generation – the first university campus to do so.

1.8 Preventing and tackling gender based violence

Preventing and responding to gender based violence

The University continues to engage in focussed work on preventing and responding to sexual and gender based violence. This is a priority development area for GCU and an important aspect of our overall approach to safeguarding the wellbeing of our students.

Our definition of gender based violence accords fully with that of the Scottish Government. Our Preventing and Responding To Gender Based Violence Working Group, chaired by the Director of Student Life and reporting to the People Committee, advises on and develops our work which includes the following elements:

- Implementation, monitoring and review of our Preventing and Responding to Gender Based Violence Policy, which applies to both students and staff, and review of other relevant GCU policies⁶.
- Roll out of a detailed Preventing and Responding to Gender Based Violence action plan which ensures that our approach aligns with the policies and procedures outlined in the Equally Safe in Higher Education Toolkit.
- Development of Student webpages including links to relevant internal and external sources of support.
- Student Peer to Peer Intervention Programme - a partnership approach between the GCU Students' Association and the Students Representative Council at the University of Glasgow, with support from Rape Crisis, to deliver a pilot student peer intervention programme.
- First Responder Scheme - a network of GCU staff who are trained as First Responders and support staff and students who wish to disclose and discuss issues relating to gender based violence.
- Delivery of a range of awareness raising and training activities to equip staff so they can provide basic information and refer to external agencies or First Responders.

⁶ <https://www.gcu.ac.uk/student/studentlife/healthandwellbeing/studentwellbeing/genderbasedviolence/>

- Distribution of the GBV information leaflet and embedded lanyard cards to all staff.
- Scoping of an online reporting tool for students which will enable anonymous reporting.
- GCU/University of Glasgow Strategy Group – a joint project to develop HEI sector approaches through a collaborative approach. Sub groups with cross University representation focus on the specific themes of perceptions and experiences, delivery, intervention, evaluation, response, support and enforcement.
- Students and staff worked together to create a digital poster campaign, entitled #GCUerasethegrey, which reiterates GCU's zero-tolerance policy towards gender-based violence. The campaign was launched in May 2018 and highlights the important work the University does to combat sexual and gender-based violence via a series of posters which challenge stereotypical views.
- The Student President sits on the NUS Scotland Steering Group on Preventing and Responding to Gender Based Violence and presented (alongside staff members) at the SFC's National Gender Conference, and at NUS Scotland The Gathering Conference.

Our gender violence work builds on the existing scholarship of academics at GCU who are experts in the field of sexual violence, including rape and sexual assault, institutional responses, stalking, domestic abuse and victimisation of university students. GCU is also represented in an EU-funded project 'It Stops Now', to tackle and prevent sexual violence in the HE sector.

1.8 Mental health and wellbeing

Student support

GCU's Student Wellbeing Service provides a multi-disciplinary approach that will ensure that students, particularly those with long terms conditions or impairments, get the targeted support they need and at the same time assist in the retention of these students.

The University recognises this vitally important aspect of student support and the increasing demand for mental health support amongst students. The number of students seeking support from the Counselling service has increased 170% since 2012. In 2017-18 there was an increase of 41% in the number of students seeking the support of the Mental Health Adviser compared to the previous year, and it continues to increase. Students declaring a long-term mental health condition, as a percentage of student population, rose from 1.3% in 2015-16 to 2.4% in 2017-18, although the actual figures are assumed to be much higher. Students can access an intake appointment and up to a further six sessions of counselling or eight sessions in exceptional cases at the discretion of a counsellor. For longer term counselling students are referred to external sources of support. As well as one-to-one appointments the team also offer groups and workshops such as an eight-week Mindfulness course. As well as an increasing demand, the counselling and mental health nurses are also seeing more students with complex support needs, which leads to increased demand on staff. We therefore welcome the Scottish Government commitment to funding more counsellors across the further and higher education sectors to help address the challenges of meeting demand.

The Student Wellbeing Adviser role is the key point of contact for student carers, care experienced and trans students and assists with the creation and delivery of health promotion initiatives. All Student Wellbeing staff are either trained in ASIST (Applied Suicide Intervention Skills Training) or SMHFA (Scottish Mental Health First Aid).

A GCU Student Mental Health task group was established in 2017, with representation from across the University and the Students' Association, to review current practice and make recommendations for enhancement. The work of the Student Mental Health task group is being progressed by a Student Wellbeing Advisory Group which will oversee the Student Mental Health 2020 Action Plan. The Action Plan is being finalised in 2018-19 and will be fully taken forward in 2019-20.

The University worked with the Students' Association to develop a Student Mental Health Agreement (SMHA) in 2017-18 by signing up to *Think Positive*, a Scottish Government funded student mental health project, and launched the renewed SMHA in April 2019. The Student President presented on outcomes of Mental Health Agreement at the Think Positive Launch Conference and Think Positive Learning, Sharing and Networking Event, and is on both the NUS Scotland Think Positive Advisory Board, and Student Minds Advisory Board.

The Students' Association Advice Centre and Nightline Service (run in partnership with the University of Strathclyde Students' Association) supports student wellbeing and students with mental health difficulties. Students' Association Wellbeing Volunteers run annual wellbeing campaigns, including on mental health and sexual health, and the annual Wellbeing Fayre with external third sector charities. The Students' Association is also participating in NUS Scotland and Scottish Student Sport Healthy Body, Healthy Mind accreditation.

We recognise that partnership working for mental health is a challenge, and relies on building up a relationship with service providers such as Community Mental Health Teams. The Universities Scotland Mental Health group chaired by GCU's Principal and Vice-Chancellor, as the Universities Scotland Lead for Mental Health, is raising this issue with the Scottish Government.

Staff support and training

One of the key strategic themes in GCU's People Strategy is Working Well, and it focuses on how the University creates the right climate and culture in which our people can perform at their best. The University has a Safety, Health and Wellbeing Policy to create and promote a supportive workplace culture based on trust and mutual respect. This is facilitated by a recognised Health and Safety Management System, Risk Management practice and accredited wellbeing frameworks such as Scotland's Healthy Working Lives and Business in the Community's Workwell model. The University also recognises the importance of staff wellbeing by promoting positive physical and mental health and wellbeing to ensure that staff can work in a safe, supportive and caring environment. The University is a member of the Scottish Regional Engagement and Wellbeing Forum and the Scottish University Safety Association Group.

The University's Mental Health at Work Taskforce was established in July 2018 and includes representation from across the University, the Student President and representation from the Scottish Association for Mental Health. The Taskforce has the aim of developing a Mental Health at Work Action Plan that complements the student focused work. The development of our strategy will be informed by staff engagement and information gathering in 2018-19.

2. Scottish Government strategic priority: High quality learning and teaching

2.1 Delivery of learning

GCU's Strategy for Learning 2020 was developed through a consultative process with staff, students, college partners and employers and is informed by international and national developments and effective practice in learning, teaching and assessment. Key to our Strategy is the aim to deliver an outstanding and distinctive student experience, encapsulated in our Student Experience Action Plan.

Academic staff development and investment in learning and teaching

We recognise that our staff are central to delivering excellence and high quality in the teaching and learning experience. The University has in place a new Academic Development Framework which sets out structured pathways for experienced and experienced teaching staff to engage in CPD to provide a high quality student learning experience. Key priority areas are supporting the digital capabilities of staff and supporting the development of academic leadership across our discipline communities.

Our successful CPD Learning and Teaching Framework was successfully re-accredited this year to offer both accredited and RPL routes to professional development and recognition aligned to the UK Professional Standards Framework. Both new and experienced teachers are supported to achieve fellowship through the UK Professional Standards Framework for Teaching and Supporting Learning. In 2017-18 the proportion of teaching staff with professional recognition further increased; currently 54% of GCU teaching staff holds professional recognition, against a UK sector average of 42%.

We have invested in improving the learning environment including creation of a 'Digital Classroom of the Future' as an interactive learning and teaching space, a new Media Studio, new digital Radiography laboratory, and a postgraduate study lounge within the Saltire Library.

Common Good Framework

The University has developed a framework to support, recognise and embed the Common Good within the curriculum. In 2019-20, a Curriculum Mapping Tool will aid mapping of programmes to the Common Good Attributes, and a new Social Innovation module will be introduced. Our work is underpinned by participation in the prestigious AshokaU network, as the first Scottish institution to achieve Changemaker status in recognition of the commitment to embed social innovation. GCU was shortlisted for the Ashoka U Cordes Innovation Award 2018 for the Common Good Curriculum. The University has been successfully reaccredited by AshokaU in 2019.

The GCU Common Good Awards were developed in 2016-17 to encourage and support students to develop the Common Good Attributes. Access to the Common Good Awards is open to all students, with over 120 students enrolled to date. Recipients from the first year of implementation were recognised for community work such as volunteering as a special constable, running drama classes for young people who have Downs' Syndrome and supporting people with mental health challenges.

2.2 Retention and attainment

One of GCU's key achievements is our demonstrated success in widening access to a high quality university experience with demonstrated successful outcomes for students. We remain committed to building on our strong track record in terms of student retention, projected student outcomes, and graduate employment.

According to the latest SFC data, GCU's overall retention rate was 93% in 2016-17, ahead of the Scottish sector rate of 92%.

The 2019 HESA Performance Indicators demonstrate that the University is a leading institution in Scotland in terms of entrants from state schools and colleges, and performs well in the context of Scottish modern universities in the key teaching quality metrics. Projected degree completion at GCU is 79.3%. For drop-out, the University has broadly maintained its strong performance at 8.9% and GCU is ahead of the Scottish sector average of 9.1%. Non-continuation is at 8.5% for all students. The level of non-continuation of articulating students can be noticeably different, usually higher, than those who start their studies at a university. The data show that GCU effectively supports the retention of mature and articulating students. Even with an increase in non-continuation amongst mature entrants to 9.6%, GCU outperforms the Scottish sector average of 10.8% and nine universities.

2.3 Addressing barriers to retention

The University has in place a suite of initiatives which focus on identifying and addressing barriers to retention and facilitating student success.

- The **Learning Development Centres** within our Academic Schools work with programme leaders to identify and support students who may be at risk and present specialist sessions to support student learning. They also provide students with support for academic development such as academic writing, study and ICT skills.
- All of our new students are invited to take part in our new pre-induction online course called **Getting Started @ GCU**. The aim is to give our students an online learning environment to support their transition to university, and to develop a sense of identity and belonging before they come to GCU.
- GCU is committed to excellence in academic advising. All students are assigned a **Personal Tutor** at the start of their course. Personal Tutoring sessions help students to develop skills that can improve their academic performance and help them identify areas for professional and personal growth and development including discussions on career planning and employability.
- Our **Student Experience 2020 Action Plan** is being delivered through a mix of cross-university and local action plans which includes a range of activities aimed at improving student outcomes and increasing student engagement and sense of belonging. The Students' Association are active members of Enhancing the Student Experience Steering Group, and annual Student Summits are held between the University and Students' Association on student experience.

Initiatives to support retention

Within our academic Schools, in addition to the transitional programmes described above in relation to bridging, there are a range of initiatives to support retention, helping the University achieve its high retention rates. Examples include:

- In 2019, all students in the School of Computing, Engineering and Built Environment (SCEBE) with re-sits to take will be identified and attached to a GCU Learn community *Back on Track*, coordinated by the SCEBE Learning and Development Centre. The aim is to motivate and support SCEBE students with re-sits over the summer when they can feel isolated from their peers and from academic support. The aim is to provide a community to encourage learning, help the students recover from their setbacks and get them back on track to success for September 2019. Additional support sessions manned by senior students are also provided.
- *Peer Supported Communities* will be piloted in the School of Health and Life Sciences (SHLS) in 2019 - a group of students who support each other across all year groups within a shared area of study. Students will be introduced to Peer Supported Communities and recruited on a voluntary basis. The community will develop and evolve throughout the student engagement with their programme of study.
- Glasgow School for Business and Society's (GSBS) *Day in the Life* is an annual event specifically for all HND/C students who have the opportunity to visit campus, experience a lecture/seminar, meet programme staff and ends with a tour of campus and facilities. The last event attracted over 100 College students, and received positive feedback from College staff and students. The Learning Development Centre in GSBS seeks to address the challenges faced by articulating students through a combination of classes and one-to-one support. All students articulating into Level 3 programmes have a series of timetabled academic development classes tailored to their programme throughout Levels 3 and 4.

2.4 Quality and the academic portfolio

GCU quality assurance and enhancement strategies support GCU Strategy 2020 priorities and our Strategy for Learning. We foster effective partnership working in an environment that is sensitive to the diverse population on campus. GCU commits to providing opportunities for academic and professional staff and students to engage in meaningful professional dialogue through active participation in University Committees and Working Groups, and in activities around the Quality Enhancement Framework (QEF): Enhancement-led institutional Review (ELIR), Enhancement Led Subject Review (ELISR), Student engagement and the Enhancement Themes. All policies that affect student experience are provided to and considered by Student Voice or the Student Action Group for Engagement (SAGE) before approval.

Languages

Building on GCU expertise in the area of using Scottish Gaelic as a business asset, which informed the National Gaelic Language Plan, we continue to support research on the economic impact of Scottish Gaelic and Gaelic in the media. MG Alba is a partner in our MA TV Fiction Writing Scholarships, open to Gaelic speaking candidates; and the Advanced Higher Hub works with some Gaelic speaking pupils.

In 2018-19 there are 260 undergraduate students taking one or two language foreign language modules (French, German, Italian and Spanish are offered), through our collaboration with City of Glasgow College.

2.5 Focus on skills needs

Employment, skills development and employer engagement

Strategy 2020 focuses on enhancing employability by ensuring students are equipped with the skills to succeed as global citizens. In terms of employer and industry engagement, our approach is to engage in relation to curriculum development, placement opportunities, professional accreditation, guest lectures, industry workshops, site visits, careers support, and outreach. Each of our academic Schools has close links with business, the professions and the public and voluntary sectors.

Industry links and collaboration with employers to inform the curriculum is managed through a combination of structured programme-specific advisory boards, dialogue with subject matter experts and business development outreach and engagement. In addition, many programmes have Industrial Advisory Groups which provide guidance on careers, as well as offering guest lectures. The ongoing development of our portfolio is informed by employers, professional accrediting bodies and, where appropriate, Scottish Government workforce planning objectives.

Proportion of programmes with placements and accreditation 2017-18

	Undergraduate programmes	Postgraduate programmes	Total
Placement opportunities	71%	35%	56%
Professional accreditation	84%	28%	54%

Source: Internal data and Unistats

Placement opportunities are an important aspect of our provision and are available across the majority of our undergraduate programmes. We continue to find ways to develop these opportunities, for example Glasgow School for Business and Society hosted around 60 business partners at a reception to celebrate GCU's links with industry and develop internships, placements, and student research opportunities. Representatives from Morgan Stanley, IBM, Bank of Scotland, Glasgow Social Enterprise Network, City Building LLP, and Change Recruitment attended. Our campus is geared towards providing students with real-life practical experience through facilities such as the Vision Centre, Virtual Hospital, Broadcasting Suite and Fashion Factory.

The University has a Strategy for Learning in place which supports the development of entrepreneurial and employability skills through core and/or co-curricular activities such as volunteering, internships, and authentic projects and for such activity to count towards a degree award. Such activities are highlighted in our Annual Enterprise Fair, Enterprise Funding availability (through our partnership with Santander Universities) and in our bi-monthly Enterprise lunch workshops, showcasing successful GCU entrepreneurs and Enterprise Mentors.

The Students' Association runs a Student Leaders Programme, a co-curricular work related learning programme developing future leaders and their employability. The programme is open to any GCU student who volunteers or is a representative at GCU, the Students' Association or within the community.

Final year students have the opportunity to feed back on their career and placement experience through supplementary NSS questions. Overall, 92% of students believe that 'the skills I have developed during my time in Higher Education will be useful for my future career' and 87% that 'my Higher Education experience has helped me plan for my future career'. Over 90% of students believed their work placements were valuable in helping them with their learning and developing their skills in relation to their course and 86% that they helped them develop general life skills.

STEM provision

There is strong engagement with industry and employers in the provision of our STEM programmes, and in our outreach work. In addition to our existing undergraduate and postgraduate programmes, our STEM provision is growing through a range of graduate apprenticeships (ref section 2.6).

Our School of Computing, Engineering and Built Environment also provides part-time study opportunities which offer an attractive opportunity for employers to develop the discipline knowledge and technical skill levels of their workforce and allow them to contribute directly to business profitability while studying. Part-time students make an important contribution to the learning environment of the full-time students as they often bring real world examples of academic principles and current issues into the classroom.

In Life Sciences, a new Visiting Scholar Scheme brings employees from the Life Science companies in to help support delivery of practical sessions to undergraduate biosciences students. A new initiative has also been introduced in Life Sciences called *Career Tracks*, aimed at enhancing student employability and career awareness by growing our links with industry. Career Tracks sessions and events will be integrated into the curriculum from Level 1 right through to final year, and include placement opportunities, alumni engagement with students, employability tutorials, industry visits and invited speakers.

In Vision Sciences, there is continued extensive support and resources from the optical sector in the form of weekly drop in clinics; clinical tutors and student placements and pre academic 'boot-camp' session to ensure the maintenance of the currency of their clinical skills.

In relation to digital skills, the School of Health and Life Sciences has mapped the digital capabilities required of its students across all levels of its programmes using JISC's digital capabilities framework. These are being listed in the transferrable skills sections of module descriptors.

Cyber security education and training

The University runs Cyber Security programmes at undergraduate degree level, Graduate Apprenticeships at undergraduate and Masters level and we are currently developing a full time Masters level programme. There are growing opportunities for students to work with industry partners, for example helping businesses assess their own computer and data security through the Cyber Essentials programme. We have 63 students who are approved QG certified Graduate Accredited Cyber Essentials (ACE) practitioners who are able to go out and work with firms to evaluate and advise if they are protecting themselves from even the most basic cyber threats. There are currently five students sponsored through GCHQ and the National Cyber Security Centre (NCSC) Cyber First programme. The first pop-up Cyber Security Clinic launched by GCU Cyber students took place at Glasgow Central Station in April 2019.

The University has recently invested £50,000 to upgrade the virtual lab environment which allows students to access lab materials remotely, so they can develop their skills wherever they are.

The University hosted the 2018 Scottish Cyber Security Christmas Lectures. Aimed at encouraging ages 12-18 to consider a career in cyber security, the lectures took the format of two hours of interactive presentations on a wide range of security topics and had the backing of Police Scotland, Scottish Government, Skills Development Scotland, SQA, Young Scot, Scottish Enterprise, and Education Scotland. More than 3,300 school pupils from across Scotland attended the sessions, with 1,000 of them attending at GCU.

STEM outreach

As noted above, the Advanced Higher Hub has increased the opportunities for school pupils to study for STEM Advanced Highers. As part of the School of Computing, Engineering and Built Environment drive to promote STEM to school pupils, it engages with focussed events to support GCU's commitment to gender equality.

- Primary Engineer/Scottish Engineering Leaders Awards Grading Day - The Scottish Engineering Leaders Award challenged children to come up with creative engineering ideas in order to inspire young people and get them excited about STEM based projects, marked by academics and industrial partners.
- SmartSTEM - The annual event is aimed at girls in P6 and P7 and S1 and S2 and seeks to inspire girls to consider a career in a STEM related area. In 2018, around 450 girls attended (from 23 schools). Volunteers included academic staff, technicians, students and UHatch team members, and there were contributions from members of our Engineering Industrial Advisory board (IAB). The pupils also had the opportunity to hear from women working in STEM, with representatives from EDF Energy, BAE Systems, Babcock International Group, Thales and GSK sharing their experience and knowledge.
- Inspire events - Inspire events are organised by the Engineering Development Trust (EDT) and are aimed at S4 pupils who have a passion for STEM. GCU Inspire courses run over 3 days and 2 nights, supported by around 30 staff and students. The aim is to inspire the boys and girls to become future engineers. The Inspire for boys at GCU is the only course in the UK.
- Headstart (EDT) - In 2018 SCEBE delivered a residential four-day course in construction and surveying for S5 pupils who were interested in the Built Environment. The course saw 25 pupils attend the university.

Graduate destinations

The 2018 HESA Employment Performance Indicators shows that over 95% of GCU graduates are in employment or further study after six months. Currently 74% of our graduates enter professional occupations within six months, an improvement of four percentage points on the previous year. We continue to review graduate employment rates by subject areas, and aim to continue to grow graduate level employment in line with our Strategy 2020 ambitions.

The Careers Service provision includes Career Conversations and the Work Experience Hub. Three key areas in which national metrics indicate challenges to address are: the gender pay gap, the higher level of unemployment and under employment for disabled graduates, and the unemployment figures for BAME male graduates. These are recognised as complex issues and the first stage of actions undertaken by the Careers Service include the following:

- A 10-week programme for female students on confidence, leadership and skills development. A programme for female students from SIMD20 areas has also been piloted.
- A Careers Planning programme for students with disabilities has been developed by the Disability service with Careers support and is due to run in May 2019. This expands on existing Disability service provision which offers extra support in the transition out of university.
- A group volunteering opportunity within the Careers Service has been established, initially as a small scale project. We are aware that some students at university have, for various reasons, not engaged in any work related experience. The makeup of this category tends to be our students who have a disability. This project is aimed at addressing this through offering the opportunity to volunteer for a charity as part of a group with a member of GCU staff there to support the students before, during and after the activity.

- We are scoping the provision of a leadership and careers development programme for BAME students with a local organisation, and we also plan to hold a Careers Convention for BAME students in 2019-20.

Training and development of the health and social care workforce

The University ensures that graduates across our wide range of health and social care disciplines are equipped with the core skills to excel in practice. The University's provision of Optometry was rated first in the UK in the Complete University Guide 2019. Our social work provision was ranked fifth in the UK and physiotherapy in the UK top ten.

We provide Continuing Professional Development programmes for the NHS in Nursing, Oral Health, Ophthalmology, Allied Health, Ultrasound, Endoscopy, and Mental Health. Our School of Health and Life Sciences postgraduate portfolio is focussed on public health and living with long term conditions, building on our research excellence in these areas.

In the Times Higher Education (THE) University Impact Rankings 2019, GCU was ranked equal 29th globally in the Good Health and Wellbeing ranking, recognising our education of health professions, health research, collaborations with health services and community outreach.

Partnership with NHS Lanarkshire

GCU's strategic partnership with NHS Lanarkshire was established in March 2017. This collaboration seeks to deliver a shared 2020 Vision: Achieving Excellence for the Common Good. We seek to transform lives by delivering proven innovative health and social care while enriching communities and innovating for health, social and economic impact, through three work streams (Research and Innovation; Learning and Teaching; Workforce and Service Capacity).

Developments include:

- Research and innovation engagement through 'road-show' events and 'Grand Round' events to medical staff, and presented on research in several fora. Exemplar areas of research engagement include infection, stroke rehabilitation, rheumatology, orthopaedics, diabetes, nursing, allied health professions, and accident and emergency medicine.
- Clinical academic research activity relies upon both University and Trust delivery of excellence. A mapping exercise to identify areas of joint interest has been undertaken, highlighting existing and potential new research projects in the areas of Musculoskeletal Health, Diabetes, Stroke Rehabilitation, Ageing Well, Sexual Health and Infection Prevention. Honorary Visiting professorships are in place and more opportunities are being explored.
- A number of University honorary appointments for NHS Lanarkshire staff have also been made with further developments planned. This complements the increased collaboration with clinical academics contributing to practice and the work underway to explore the potential for additional non-medical clinical academic posts.
- Our capacity building in clinical academic research is exemplified by NHS Lanarkshire and GCU co-funding two PhD studentships for NHS Lanarkshire staff working in areas of GCU research strength.
- We already have a successful Physiotherapy clinic at GCU, with sessions funded by NHS Lanarkshire: this helps deliver physiotherapy treatments and address waiting times. It also provides an opportunity for student placements. This is being expanded with a further increase in sessions funded.
- We are exploring the potential benefits for both NHSL and for immigrant health practitioners (nurses, midwives, allied health professionals) who are still awaiting UK registration, by identifying appropriate work placements.

- We are working to actively promote postgraduate modules and full Masters programmes to support advanced practice development across AHPs and Nursing. We are exploring opportunities for aligning this with incentives such as promotion or linkage to posts which do not attract many applicants.

In 2019-20 we will continue to develop and innovate through this partnership across the three work streams.

Health outcomes (Nursing)

This section summarises actions in relation to the four Nursing outcomes specified by SFC.

Outcome 1: To increase the retention and completion rates in nursing and midwifery

We aspire to retain at least 90% retention (based on the HESA continuation measure) in line with the University overall retention ambitions. We have in place a range of support mechanisms to achieve this, including through the personal tutor role, and monitoring of progression. Nursing Academic Advisors and level co-ordinators together monitor students who are having health and/or academic difficulties.

Outcome 2: To improve the gender balance across all fields of nursing

Increasing male interest in Nursing as a career is recognised across the sector as challenging, and one which requires a cross-sectoral and multi-body approach. The work of SFC in engaging with other parts of the education sector on this and other issues of increasing gender balance will be welcome. Annual analysis of the percentage of male entrants compared to the percentage of male applicants does not indicate any concerning differences in conversion. GCU is committed to encouraging more applications to nursing from males. Current and continuing actions include: attendance at the Scottish national meetings working group to improve gender balance - this group now has funding to undertake projects to explore avenues to increase males into nursing; the Admission lead in nursing is a male lecturer; 25% of nurses on our staff are male; male lecturers and students are at all admissions events; males are included on all marketing materials; we are increasing our discussions and talks with guidance teachers in schools; our outreach work seeks to encourage more males into nursing as part of its wider work. Achieving a 1% increase in males entrants year-on-year as proposed, as overall nursing intake targets increase, will however be extremely challenging.

Outcome 3: To increase regional collaboration between universities across all fields of nursing and midwifery provision

We will continue to engage with regional collaboration through established fora; and to be proactive and positive in consideration of potential collaborations in new areas. Activities include: the Head of Department chairs the Scottish Ongoing Achievement Record (national practice assessment document) for all fields of nursing; membership of the national strategic group for practice learning, and of Scottish Collaboration for the Enhancement of Pre-registration Nursing (SCEPRN) national group for pre-registration nursing; regular meetings with University of West of Scotland, University of Glasgow and NHS Greater Glasgow and Clyde, NHS Lanarkshire, the West of Scotland NHS Director of nursing; the Nursing, Midwifery and Allied Health Professions Research Unit (NMAHP RU), a collaboration between GCU and Stirling, is a multi-disciplinary research unit with representatives from Nursing, Midwifery, and Allied Health Professional disciplines including occupational therapy, prosthetics, physiotherapy, optometry, and speech and language therapy.

Outcome 4: To increase collaboration with Scotland's Colleges to strengthen access and articulation into pre-registration programmes

GCU have been leaders in articulation into Nursing. We have nine predominant feeder colleges for our articulation pathway, and have increased marketing of articulation events both at GCU and college campus visits to widen the range of recruitment colleges. CUSP (College and University Subject Partnership) meetings each trimester promote collaborative working and shared practices between FE/HE Sector, and the Joint Publication and Professional Development Group promotes evidence based articulation practices, transitional support and collaborative working between FE and HE sectors. We are engaged with the development of Scottish On-going Achievement Record pre-registration (practice document) for use in FE colleges.

Over recent years, 4-5% of our entrants have been articulating students. Articulating nursing students require specific support before and after they enter: a dedicated member of staff facilitates articulation; HNC students require completion of placements over the summer period before they enter and it is the University that allocates its resources to oversee these. In order to grow articulation, we would require engagement with SFC and joint planning with college partners.

2.6 Work Based Education and Graduate Apprenticeships

GCU has distinctive strengths in work-based education. The Glasgow Caledonian University Institute for University to Business Education unlocks expertise from across the University to offer programmes in Scotland and internationally. Through the Institute we have a dedicated employer facing service specialising in consultation, partnership structuring, forecasting and also recruitment for Graduate Apprenticeships (GAs) and Degree Apprenticeships.

We focus on enabling human capital to be more effective, qualified and productive, through the design of flexible industry-focused programmes for typical, critical and scarce skills challenges with particular attention in Scotland to Sector Skills Investment Plans but also National Development Plans in an international context. Our clusters of activity tend towards infrastructure, energy, computing and security, business process outsourcing (BPO), health and institutional capacity building. We take a long view of future skills needs, particularly in matters of cyber security, software development and engineering in a UK context but internationally we also consider the oil and gas value chain, rail engineering, nursing, allied health and life sciences.

Graduate Apprenticeships

The University supports GA programmes as a key strategic direction for the institution and also for the advancement of employer and skills focused education at a national level in Scotland. GCU is a sector leader, providing high-quality teaching and industry partnerships nationally and internationally. Our Graduate Apprenticeship frameworks are funded by Skills Development Scotland (SDS) through the Scottish Government apprenticeship levy. Our GA portfolio comprises: Software Development for Business, Mechanical Engineering: Design and Manufacture, Civil Engineering, Cyber Security (at undergraduate and Masters level), Construction and Built Environment (with a focus on Quantity Surveying), Business Management with CMI Accreditation.

GCU currently delivers seven GA frameworks and has over 265 graduate apprenticeship students (Phases 1 and 2) sourced from over 70 employers with further funding of £5.4 million secured for Phase 3 operating from September 2019. Phase 3 funding should leverage a minimum of 195 new graduate apprentices. We are passionate about the richness and diversity that graduate apprentices bring to our institution and their peers on full-time and part-time programmes. Our employers stem from wide-ranging industries and example employers include CGI, Barclays, Lloyds Bank, Willian Grant, NHS 24, Glaxo Smithkline, DFID, Police Scotland, Morgan Stanley, JP Morgan, Lloyds of London, Scotrail, Clydesdale Bank, BAE Systems.

GCU has played an active role in all SDS led Communities of Learning and Practice for Graduate Apprenticeships with strong contributions from both academic experts and employer relationship managers. Of further note GCU has sought to promote knowledge exchange through a current strategic partnership with SDS in complement to the delivery of apprenticeships.

In addition to delivering high-quality Graduate Apprenticeship Programmes in Scotland, GCU is also an accredited provider on the Register of Apprenticeship Training Providers in England funded through the Education and Skills Funding Agency. We have further extended our London based Degree Apprenticeship offerings into DA BA Business and Management (CMI Accredited) in September 2018 and from September 2019 we will be running a DA BSc Chartered Surveying (RICS accredited).

The University has signed a partnership with the urban regeneration group The HALO to bring work-based education to the heart of communities. GCU will identify the potential for graduate apprenticeships and accredited qualifications, in sectors such as financial services, cybersecurity, energy and renewables, building technology, fashion business, and engineering design and manufacturing, on behalf of The HALO.

Addressing skills needs in the rail sector

The University continues to work to address critical skills gaps through work-based programmes designed in partnership with a variety of companies and bodies, for example, our 14 year partnership with the Institution of Railway Operators, which draws in c100 staff from UK and Irish rail passenger and freight operators each year, to study towards a BSc in Railway Operations Management. Employer participants include First Group, London Underground, Virgin West Coast, Eurostar, Heathrow Express, Irish Rail, Abellio, Dubai Metro. With a view to encouraging greater access to this rail specific opportunity, we have a two year collaboration in place (2017-2019) with Scottish Union Learning, who have sponsored a bridging programme called 'Mind the Gap' to encourage working, Scottish rail operators to return to invest in a rail specific education. The partnership has successfully completed 45 students, with the additional success of a 50% funding guarantee for those who wish to join the BSc programme from First and Abellio.

At Masters level we have created and launched an MBA Applied Professional Practice (Rail) Degree Apprenticeship (January 2019) which is designed to leverage the employer levy within the MBA trailblazer pathway; provide the UK's only railway operations specific apprenticeship programme at Masters level; and create an opportunity for levied rail industry employers to connect with a rail specific programme for senior managers.

2.7 Internationalisation

With campuses in Glasgow, London, and New York and educational partnerships in Oman, Bangladesh and Africa, GCU remains focussed on internationalising the curriculum and promoting diversity in our student and staff profile, whilst enhancing our campus culture and driving income growth.

International student recruitment

GCU continued to have the highest numbers of international students amongst the Scottish modern universities in 2017-18 (HESA, 2019). We recognise the critical importance of international students to the financial sustainability of universities as well as the key contribution that international students make to the cultural diversity of our campuses and communities. We would welcome any support from the Scottish Government and SFC in promoting the success of Scotland's universities internationally and ensuring that policy developments do not negatively impact our universities' ability to recruit international students.

International student experience

The 2018 International Student Barometer results demonstrate that the University delivers an excellent student experience. Satisfaction amongst international students is very high at 92%, with 96% of international students stating they were happy with their life at GCU. Across all categories, satisfaction levels are higher than Scottish and UK averages. The University is a participant in *EQUiIP*, a European Union initiative with seven universities, which supports the continuous professional development of staff in internationalised curricula.

International Mobility and overcoming barriers

We encourage our students to become global citizens and graduates, and actively promote international study experiences with partner institutions, organisations and employers. In 2017-18, 13% of final year first degree leavers had undertaken a mobility experience during their time at GCU, a similar rate to the previous year.

We are committed to growing international mobility, and will continue to provide opportunities through:

- **Magnusson Awards:** provide students with the opportunity to fulfil their own potential whilst making a positive impact on the lives of others around the world. The awards have now supported more than 100 students who have gone on to undertake projects in more than 35 countries. Projects have included volunteering as an occupational therapist in the Philippines; expanding a charity to help young people struggling with mental health issues; and implementing a project to provide families with clean water in Rwanda.
- **Transnet Foundation:** opportunities for health and vision science students to volunteer on Phelophepa, the custom-built 'train of hope' that delivers health care to remote areas of South Africa, joining a team of professionals on the train's clinics.
- **Travel Awards:** are supported by generous donors including Sir Alex Ferguson CBE, Santander, alumni and friends. These awards enable students to take up life-changing opportunities that enhance their employability and equip them to become truly global citizens.

Transnational education (TNE)

In addition to attracting international students to study in the UK, GCU has been at the forefront of TNE developments since the establishment of the Caledonian College of Engineering in Oman in 1996. We continue to deliver TNE through partnerships with the African Leadership College in Mauritius and Transnet Freight Rail, Africa's largest freight rail specialist, has extended its human capital development work with GCU for a further five years up to 2022 as part of its need to build capacity and capability across the business. A Professional Doctorate in Rail for a separate five year project is under development for 2020. Our local partner for these programmes is the University of Johannesburg. We currently have over 4,000 TNE students, and aim to further increase this number through new projects, focusing on enhancing capability and capacity through our distinctive approach.

Glasgow Caledonian New York College

In June 2017, GCU was the first foreign institution to become a degree-granting body in New York City following the granting of a Charter by the New York State Education Department, and in 2019 was officially recognised as part of the SEVP (Student Exchange and Visitor Program). Glasgow Caledonian New York College (GCNYC) delivers a range of distinctive Masters degrees, offers unique exchange opportunities for staff and students, and establishes new dynamic partnerships with a range of organisations in New York to advance our social mission. The GCU Fair Fashion Center is based at GCNYC, undertaking research and working closely with

the United Nations and industry leaders to promote sustainability in the fashion industry. Student enrolments at GCNYC continue to increase in 2018-19.

3. Scottish Government strategic priority: World-leading research

3.1 GCU Research Strategy 2020

GCU's 2020 Research Strategy employs the United Nations Sustainable Development Goals (SDGs) as a framework for both discipline-led and inter-disciplinary research within and across all academic units. We seek to address the goals via three societal challenges: Inclusive Societies, Healthy Lives and Sustainable Environments, supported by a set of research themes and groups in Schools and our new Centre Approval and Renewal Process to further promote cross-disciplinary and cross-School working in line with the SDGs. Our research and social innovation in relation to the SDGs was recognised in the Times Higher Education (THE) University Impact Rankings 2019, which assessed universities against the SDGs, and ranked GCU 44th overall in the world out of 500 participating universities in the inaugural rankings.

Our Strategy underpins our focus and preparation for the next Research Excellence Framework (REF) exercise in 2021, building on GCU's performance in REF 2014, with the following highlights across our three societal challenges:

- GCU is in the top 10 in the UK for impact in Social Work and Social Policy, with 80% of outputs rated as world-leading;
- GCU is ranked in the top 20 in the UK for allied health and related research, with 89% of research rated in the highest categories of world-leading and internationally excellent;
- GCU's research in the Built Environment was rated in the top 20 in the UK.

The University has sought to leverage strategic research partnerships, especially international partnerships, attract high-calibre researchers, promote collaboration and improve internal peer review mechanisms before grant applications are submitted. We will invest in promoting research excellence to grow research income attracted for large research projects and also via growth in Knowledge Transfer Partnerships and related sources of government support for innovation, as well as industry funding.

REF 2021

The University's REF Management Group, a REF Data Group, and a REF Impact Group have continued to prepare for the exercise and internal REF stocktakes have been undertaken. A detailed timeline of activities leading up to REF and a draft Code of Practice have been produced in order to articulate and define the University's proposed approach in line with REF Guidelines. Units of Assessment leads have been defined and the preliminary scoping of the University's research outputs has begun.

Recent high-value research awards

Awarding Body	Project(s)	Award
Horizon 2020 (EU)	RESPOND, VOLPOWER and DEMOS projects on the integration of refugees in Europe	£870,000
National Institute for Health Research	Evaluating the population impact of Hepatitis C Treatment as prevention for people who inject drugs (EPIToPe)	£750,000
Horizon 2020 (EU)	Usability and best practices for design of Nature-based Solutions – Open Air Laboratory (OPERANDUM)	£546,000
INTERREG (EU)	Recovering phosphorous from wastewater (PhosForYou)	£481,000
Dunhill Medical Trust	Transcutaneous Tibial Nerve Stimulation for the Treatment of Lower Urinary Tract Symptoms in People with Parkinson's (STARTUP)	£299,000
Chief Scientist Office (CSO)	Organising services for people at highest risk of HIV: developing best practice in delivering HIV Pre-Exposure Prophylaxis (PrEP) through evaluation of early implementation across Scotland.	£295,687
Horizon (2020)	Skills and Integration of Migrants, Refugees and Asylum Applicants in European Labour Markets (SIRIUS)	£294,000
Health Protection Scotland	Behavioural Insights for antimicrobial resistance (AMR) (Year 2)	£265,000
VisitScotland	Scottish Occupancy and Accommodation Survey; performance analysis of tourism sector	£258,000
Innovate UK (KTP)	Supplychain disruption using Blockchain, IoT and AI	£242,585
Innovate UK	KTP with Eureka Solutions Limited - Adaptive Software Product Integration	£212,024
Guys St Thomas	Managing Finances and Multiple Long-Term Conditions	£160,588
Scottish Government	Skills Recognition Hub for the Common Good (Phase 2)	£126,246

3.2 High quality research environment

The University continues to evolve and strengthen its research culture, and currently has five research centres designated through our new Centres Approval and Renewal Process. The centres are thematic and are designed to promote inter-disciplinary research to address multiple UN SDGs.

REG investment in GCU's Yunus Centre for Social Business and Health

Founded in 2010, the Yunus Centre for Social Business and Health focuses its research on the impact of social business, microfinance and wider Civil Society provision on the health and well-being of vulnerable and disadvantaged communities in Scotland, the UK and overseas. The work of the Centre cuts across the three main societal challenges in GCU's Research Strategy. The Centre undertakes research funded from a wide range of sources including MRC, ESRC, NIHR, Wellcome Trust and Scottish Government. During the period 2017-18, £644k of REG funding was invested in the Yunus Centre and the Centre generated projects with a total value of £3.25m with a total research income to GCU of over £1m.

As part of the ongoing £2m MRC-ESRC funded programme, CommonHealth, the Yunus Centre is developing and testing the first comprehensive framework of outcomes and instruments for evaluating social enterprise-based innovation from a health and wellbeing perspective. It has created a new scientific interface including the world's first centre of excellence in the field, fostering multi-disciplinary collaborative research with the social enterprise sector. Investment in the Yunus Centre has furthermore contributed to capacity building, with five PhD candidates graduated and 24 now registered since the inception of the Centre. Other externally funded projects generated by the Centre include:

- Skills and Integration of Migrants, Refugees and Asylum Applicants in European Labour Markets – SIRIUS (£294,000, European Commission)

- Gig Economy and its Implications for Social Dialogue and Workers' Protection (£36,868, Swiss Network for International Studies)
- Developing and Evaluating an Economic and Ethico-Legal Framework for Priority Setting in Health and Social Care (£243,962, Chief Scientist Office)
- Sheds for Sustainable Development (£208,037, Big Lottery Fund)
- COOL MUSIC (community Orientated and Opportunity Learning) (£145,143, EU and Scottish Government)

The expansion of the Yunus Centre has cascaded across the University. Three Capacity Building projects under the Erasmus+ Programme – Southeast Asian and Latin American Social Innovation Network and Common Good First (with a total project value of c3m euros) – have expanded the Centre's work to countries in which work with communities and social impact is especially prevalent. This has culminated in a collaboration with a Knowledge Alliances project on Social Innovation through Knowledge Exchange (total value of c1m euros, £115k income to GCU). Three major projects on the integration of refugees in Europe – Volpower (£340k income to GCU), Demos (£343k income to GCU) and Respond (£270k income to GCU) complement the Centre's major H2020 project, SIRIUS (with a total project value of approximately £2.5m). GCU is also active in the growing network of universities based on the work of our emeritus Chancellor, Nobel Peace Laureate Professor Muhammad Yunus.

Centre for Climate Justice GCU's Centre for Climate Justice, in association with the Mary Robinson Foundation, works in collaboration with the Joseph Rowntree Foundation and continues to take a major lead in the delivery of high quality policy-relevant research for development, teaching/learning and broadening knowledge in the area of climate justice (see section 4.2).

BEAM (Built Environment & Asset Management) The BEAM Research Centre was established in 2014 through the generous sponsorship of Jim Cochrane, an experienced international businessman, entrepreneur and philanthropist. The Centre's research focus is on maximising social, economic and environmental benefit through the effective development, use and revitalisation of the built environment and through engagement with the communities involved. The Centre works in the following areas: Sustainable Cities and Communities, Construction Project Risk and Value Management, Building Resilience and Environmental Impact.

Centre for Living The Centre brings together research expertise largely drawn from the allied health sciences, social sciences, nursing, epidemiology and population health, and the life sciences along with the co-hosted and Chief Scientist Office funded Nursing, Midwifery and Allied Health Professions Research Unit (NMAHPRU) and our strategic partnerships with Health Protection Scotland and NHS Lanarkshire. It organises its research around two themes in Public Health and Long Term Conditions, each attracting major research grants, particularly from NIHR and the Chief Scientist Office.

WiSE (Centre for Research on Economic Justice) GCU's long established WiSE Centre takes a multidisciplinary approach to analysis of economic, social and public policy both in Scotland and internationally. WiSE is the locus for a growing group of academics from variety of disciplines including economics, political science, sociology, history and law who are committed to building an international reputation as centre of excellence.

Researcher development

The new Development of Academic Researchers in Excellence (DARE) Programme has been established. A DARE Steering group oversees progress and ensures delivery in all areas of the HR Excellence in Research Award (HREiR) and action plan. The HREiR Award acknowledges the University's alignment with the principles of the European Charter for Researchers and Code of Conduct for their recruitment. GCU has held the HREiR Award since 2013. The current action plan runs to 2019 and seeks to build on existing excellence in the support of emerging researchers. We have identified our Early Career Researchers (ECRs) group comprising 92

members across the University. Members of DARE are drawn from this ECR group to ensure best practice can be shared and a joined-up approach can be facilitated. Key ongoing activity includes a programme of workshops on various aspects of the researcher development for ECRs.

Researcher development: Supporting research students to completion

Researcher development for research students is an area of focus for new initiatives. For example, the University has given a strong focus to PhD degree completion, with a much higher number successfully achieved in 2018-19.

To continue to support students through to completion, a week-long academic writing course for ‘completing’ PhD students, *Write Away!*, was piloted by the Graduate School in 2018. The driver behind this intervention was the recognition that the final hurdle toward the completion of a doctoral research degree was the completion of ‘writing up’ and that this stage in the degree process not only represented a considerable burden to the individual student but also on academic supervisory availability and funding. The course consisted of a series of workshops, staffed and resourced in-house from GCU, and a group of invited speakers, to support supervised writing retreats.

The aims were to:

- i. assist PhD students towards the completion of a written thesis,
- ii. to provide strategies for the maintenance of well-being during the period of completion and,
- iii. to provide networking opportunities for final-year PhD students.

We will continue to refine the programme on the basis of student feedback from the pilot. Enhancements will include timetabling changes, modifications to the content of some workshops and an extension to the supervised writing retreat provision. Although the course was based entirely on the GCU campus, we drew participants from a number of universities in Scotland and therefore we were able to create a network of academic writers, some of whom chose to stay in touch and support each other through to completion.

3.3 Collaboration and engagement

Enhancing collaboration and developing strategic research partnerships with public, private and third sector bodies remain key priorities of our 2020 Research Strategy. Examples at a national level include the Scottish Institute for Policing Research, in which we lead on the Public Protection Research Network; GCU’s long-standing collaborative relationship with the Poverty Alliance; our close collaboration with Health Protection Scotland and our joint-hosting, with the University of Stirling, of the Scottish Government funded Nursing Midwifery and Allied Health Professions Research Unit.

Internationally, GCU is designated as a World Health Organisation Collaborating Centre in Nursing and Midwifery Education, Research and Practice and systematic reviewers at GCU are active members of the Cochrane Collaboration.

Global Challenges Research Fund

GCU has launched the Global Challenges and Sustainable Development Unit, which has been established in order to develop a unified approach to international, development-related research by deepening existing networks and partnerships with Official Development Assistance (ODA) universities, identifying key societal needs and best practice in social innovation. The Unit will be partly funded by SFC and will carry out the following activities:

- Form a transdisciplinary team to drive development-related research and innovation.
- Define and promote the Universities research strategy and its relationship with SDGs and development related activity.
- Establish a physical space within the University dedicated to housing the new Unit that can be used for hosting guest researchers, training, and brokerage activities.
- Carry out capacity-building missions in ODA partner countries with a view to developing new projects.
- Devise a competitive internal programme of support for new development-related, ODA compliant interdisciplinary research projects, including fore-sighting and capacity-building activities.
- Underpin interdisciplinary, development-related research and harnessing and showcasing the strengths of GCU researchers around the University's Common Good Mission.

The Unit has already distributed funding for a number of projects in Ghana, South Africa, and Rwanda as well as a fellowship for research based in Latin America.

3.4 State-aid compliance

The University ensures that all its activities are State-aid compliant. Commercial Research activities are recorded separately to non-economic/primary activities and no funding is used to gain commercial advantage. Following AURIL and PraxisUnico guidance as set out in their document entitled *State Aid in Universities, Research and Innovation: a Guide for Universities*, rules on *de minimis* regulations and GBER are adhered to and appropriate due diligence carried out on any projects to ensure compliance.

4. Scottish Government strategic priority: Greater innovation in the economy

4.1 Engagement with the innovation landscape in Scotland

GCU is focussed on engaging with, and addressing, the challenges articulated in the Scottish Government's Innovation Action Plan for Scotland. Our University Innovation Fund (UIF) submission to the SFC (Annex A) sets out how we will contribute to the seven outcomes for Scotland agreed at sector level. We will explore funding opportunities that emerge through the UK Industrial Strategy to contribute to delivery these priorities.

Key examples include:

- We will continue to pursue KE activities through delivering a pipeline for the UK and Scottish Government funded projects through collaborations with SMEs, larger companies and other external stakeholders, in particular, Innovation Vouchers, Knowledge Transfer Partnerships (KTPs) and UK Industrial Grand Challenges, and successfully collaborating with other Scottish HEIs and to form part of the Scottish innovation ecosystem, specifically as part of the activities developed under UIF Outcome funding.
- GCU's Department of Computer, Communications and Interactive Systems has secured two new KTPs this year on software systems integration using natural language processing and on automated image processing and analysis of outdoor physical infrastructure.
- GCU's Moffat Centre undertakes economic impact analysis and tourism appraisals and provides key tourism performance statistics in visitor accommodation and attractions to assist Government at a local and national level in performance monitoring and policy and planning in this critical sector of the Scottish economy. In 2019 the Centre devised a tourism masterplan in order to attract thousands of extra visitors

to the west coast of Scotland. Coastal routes spanning Ayrshire, the Firth of Clyde and Clyde islands are to be promoted internationally as part of a £300k tourism initiative backed by Scottish Government.

- The University's partnership with Geckotech Solutions Ltd, Edinburgh, has been nominated in the Powerful Partnerships category of the Scottish Knowledge Exchange Awards. Starting in 2015 with a KTP, the success of this project prompted Geckotech to launch a dedicated Research and Development department which has secured funding for various projects with GCU; a second KTP, Data Lab Innovation Centre funding for a four-year Industrial Doctorate, a PhD scholarship and several student projects to support the company's services in visual inspection and condition monitoring.

4.2 Delivering innovation and social impact

The University is actively engaged in collaborations on training, consultancy, contract research and knowledge transfer projects, aligned with our areas of research strength and focussed on delivering innovation for social impact.

- GCU's Centre for Climate Justice, in association with the Mary Robinson Foundation, works in collaboration with the Joseph Rowntree Foundation to influence public policy in this key area. The Centre's director delivered a presentation on the Final Report findings during the 2018 Arctic Circle Assembly. The Centre also delivered evidence to the International Development Committee at Westminster, during which they responded to questions on how UK aid is used to combat climate change and how it could be improved. Academics from the Centre edited a recently published compendium which pulled together the work of 64 authors from 20 disciplines for the Routledge Handbook of Climate Justice. In June 2019, GCU will host the World Forum on Climate Justice – organised by Elsevier in partnership with the Centre – which will cut across all the United Nations Sustainable Development Goals and aims to promote excellence in research by creating an environment that will enable discussion and debate in conceptual and empirical research on climate justice, and will be a platform for fostering collaboration, networking and wider engagement.
- Our innovative work on developing an eSexual Health clinic has been used as a case study for Health Education England's TOPOL Review: Exploring how to prepare the healthcare workforce, through education and training, to deliver the digital future.
- The first Routledge International Handbook of Critical Social Work was published. This was a significant project involving world leading international authors and a strong compliment of GCU researchers. GCU led the first national study of public perceptions of social services in Scotland.
- GCU's BEAM Centre won a GCRF grant (NERC funded) to provide climate science services to assist the decision-making on the preparedness and resilience to heat exposure risk during heatwaves in Sri Lanka's capital Colombo for the current and future climates. Partners include University of Reading, University of Moratuwa and the Urban Development Authority of Sri Lanka.
- The GCU Fair Fashion Center, based at Glasgow Caledonian New York College, promotes sustainability in the fashion-industry supply chain, turning sustainability into business opportunities at scale.
- Building on significant experience in examining poverty issues in relation to education, sport, community regeneration, economic development, GP training, housing and employment, GCU launched the Scottish Poverty and Inequality Research Unit in 2018. SPIRU, in partnership with the Poverty Alliance, brings

together leading academics from universities across Scotland, community groups, and policymakers in a bid to challenge conventional approaches to poverty issues.

- GCU will host the Herald and GenAnalytics EngAGE Conference and Festival of Ageing, delivered in association with The Scottish Government, NTT Data and the University, which will comprise a conference and separate public event held in May 2019.

4.3 Sustaining a culture in which innovation can flourish

In line with SFC guidance, GCU will use its UIF platform grant and matched funding to support maintenance of core staff and activities which drive our applied research, knowledge exchange, consultancy, and continuous professional development activities; and protect and develop inventions and promote innovation.

The University's Strategy for Learning supports the development of entrepreneurial and employability skills and content of programmes. We actively promote development opportunities with respect to entrepreneurial training through our entrepreneurial hub UHatch, which is designed to support students, staff and alumni to develop their business skills and start up their own organisations. UHatch has already helped 45 fledgling graduate businesses achieve a combined turnover of more than £1.4million, thanks to £38,500 worth of seed funding from Santander Universities. The hub offers access to detailed knowledge, a network of contacts, and office space facilities for up to a year, with peppercorn rent, for start-ups. The GCU Entrepreneur Ambassador Programme enables students, staff and alumni, who develop companies through the University's entrepreneurial hub UHatch, tap into the experience of directors of successful Scottish firms. Two companies incubated by U-Hatch – Hippo and Hedgehog and Giraffe Healthcare have received the Royal Society of Edinburgh Enterprise Fellowships.

5. Scottish Government strategic priority: Ensuring provision of quality learning

5.1 Mainstreaming equality and diversity

Equality and diversity are fundamental to the University's purpose. We prioritise actions and our focus for this work based on evidence and consultation with staff and students. Our commitment is reflected in the GCU Values work which, following consultation with staff and students, resulted in a behavioural framework for the University based on our values. This has led to our playing a leading role in the internationally influential work of the Magna Charta Observatory of Fundamental University Values and Rights to develop their Values assessment instrument. We continue to embed the GCU Values and Behaviours Framework through the establishment of the Values Forum.

GCU has been an active member of the Scottish Race Equality Network since its inaugural meeting and through this network engages with the Scottish Government's Race Equality Framework and Race Equality Action Plan. We are increasing our institutional capacity and readiness to engage with race equality by participating in a development programme being co-ordinated by the Equality Challenge Unit. In 2018-19 we are piloting a blended learning module for students on intercultural awareness, developed in collaboration with the Students' Association. Following evaluation, we will focus on wider rollout to students and potential development of a staff module. We will continue to work with Students' Association to celebrate Black History Month, building on success over the last two years.

Pay equality

The University has been working to reduce gender pay inequality since 2015 through the Joint Consultative Committee with trade union colleagues. Our latest data show an overall reduction of the gender pay gap at institution level. We will continue to monitor gender pay gaps and conduct regular equal pay reviews, which are undertaken in conjunction with the University Trades Unions. In addition, we are extending this work to reduce pay inequalities in relation to race and disability.

Gender equality

- GCU is committed to gender equality for staff and has made further commitments to addressing gender imbalances at senior academic level. In the Times Higher Education (THE) University Impact Rankings 2019, GCU was ranked 12th globally and first in Scotland. GCU was also a runner-up in the 2018 Guardian University Awards Advancing Staff Equality category for our focus on female academic progression. The number of female professors at GCU was 36% of the total employed in 2016-17, compared to the Scottish average of 24%. Recent promotions at GCU have since seen the proportion rise to above 40%.
- Building on our achievement of the University's Athena SWAN Bronze Award and the School of Computing, Engineering and Built Environment's Bronze Award, and driven by our Advancing Gender Equality Group, GCU is an active member of the Athena SWAN Scottish Regional Network. Athena SWAN submissions for our two other academic Schools (GSBS and SHLS) are in preparation.
- Our Gender Action Plan (GAP)⁷ builds on existing equality and diversity activities such as the GCU Equality Outcomes 2017-21 and Public Sector Equality Duty Report and also outlines actions we will undertake to address gaps identified through analysis of student data.
- GCU continues to engage in the Aurora Programme, which is run by the Leadership Foundation for Higher Education, to encourage women in academic and professional roles to think of themselves as leaders, to develop leadership skills, and to help maximise their potential.
- We have in place a Trans Student Policy, and are cognisant of the potential needs of trans and gender diverse staff as an issue under ongoing consideration.

Fair Work and Living Wage

Our leadership in Fair Work and ensuring employees have respect, fulfilment and security of employment and income, and have an effective voice is demonstrated by our Living Wage and Scottish Business Pledge commitments, articulated by our GCU Values and staff engagement activities, and underpinned by our Dignity at Work and Study ethos. The University has held a Healthy Working Lives Gold Award since 2013.

GCU was the first Scottish University to achieve Living Wage Accreditation and the ratio between the highest and median salary at 5.5:1 is also one of the lowest in the sector. We pay both the UK and London Living Wage rates. Many of our students work casually as mentors or in other GCU employment while studying, with the Living Wage benefitting over 650 of them and other such workers each year. GCU students completing paid on-campus work receive the Living Wage through the University's Work Experience Hub, which provides students with access to different paid roles on campus. GCU students completing paid roles are paid

⁷ <https://www.gcu.ac.uk/equality/genderequality/genderactionplan/>

significantly higher than the Minimum Wage. We also require the Living Wage to be paid to staff of key third party providers.

Across the University, staff members continue to play a direct role in influencing the Living Wage movement. Our Director of People is a member of the Scottish Living Wage Leadership Advisory Group; we use our research and work with Poverty Alliance to address in-work poverty; and we work with the UN to create sustainable solutions to deliver fair pay for workers at the bottom of the supply chain in the fashion industry.

5.2 Governance

GCU recognises that good governance is vital to the success of the institution and we secure the maintenance of high standards of governance through an ongoing process of review and reflection. The Court is committed to best practice in all aspects of corporate governance. Court operates within a robust governance framework which is set out in the University's Statutory Instrument and Standing Orders and it undertakes periodic externally facilitated effectiveness reviews of its operation and work. In light of the HE Governance Act 2016 the University reviewed its compliance with the provisions of the legislation and like others in the sector is working to bring its Statutory Instrument and associated Standing Orders into alignment to accommodate material changes affecting membership. We are on track to be fully compliant with the legislation by due dates. Following the revised Scottish Code of Good Higher Education Governance in 2017, a review of our governance arrangements was undertaken which demonstrated an already high level of compliance.

Through the work of its Governance and Nominations Committee, Court keeps the balance of diversity, skills and experience of its membership under close review and maintains a skills matrix. It has considered the Gender Representation on Public Boards (Scotland) Act 2018. Half of the lay Governor membership is female and the percentage of female Governors rises to 57% of Governors across all categories. The Court and its Governance and Nominations Committee monitor gender balance and the representation of other protected characteristics routinely in respect of applicants, shortlists and appointments. Substantive equality and diversity and unconscious bias training is envisaged as part of a refreshed governor induction process.

5.3 Financial sustainability

Supported by our strategic and financial planning process, GCU's 2020 Financial Strategy places a clear focus on promoting an agenda of efficiency and effectiveness and value for public money. In addition, we continue to participate in shared collaboration schemes like APUC to improve efficiency in procurement and the Scottish Higher Education Digital Library to benefit a Scotland-wide purchasing consortium for online resources.

We recognise the sectoral, national and global uncertainties which make the continued delivery of a strong financial performance all the more necessary. The University remains financially stable and has a strong financial framework, with robust financial planning targets in place to implement the proposals in Strategy 2020. The University takes full cognisance of the challenges in growing and diversifying its income over future years. We concur with the Audit Scotland view that international student recruitment is a key opportunity to supplement public funding in Scottish universities, and believe that it is vitally important that policy developments facilitate this for all universities rather than impede for some. With a focus on productivity, GCU continues in its delivery of the best possible student experience to compete successfully in the domestic and global market for students.

5.4 Digital development

The University is taking a phased and prioritised approach to implementation of a set of digital principles and priorities, based on the Digital University Framework which encompasses participation, literacy, teaching and learning, and estates and infrastructure.

- A cross-university Digital Learning Implementation Group co-ordinates, consolidates and plans developments in digital learning at School and institutional levels. A number of new policies and resources are now in place to provide targeted support for academics and professional staff, including a new Digital Assessment Policy; and roll out of IT equipment (laptops and associated AV kit) in conjunction with staff and student CPD resources.
- A 'Digital 2020' programme of strategic projects is in place, starting with the replacement of the student information management system (SIMS). Projects have been established to accelerate the enhancement of the University's website and intranet, and a suite of business intelligence dashboards has been rolled out for academic staff. The University has refreshed GCU Learn (our virtual learning environment) to improve user interface, functionality and integrations.
- Two classrooms have been substantially refurbished to create new digital learning spaces, as part of a wider plan for digital estate transformation. The library has implemented a new cloud-based Library Management Platform which has improved workflows and greatly improved user experience; and a new resource list system, which fully integrates with GCU Learn.
- GCU performed very strongly for student satisfaction with learning resources (88%) compared to the Scottish sector average (86%) in the NSS 2018. The University also outperformed the Scottish sector across the virtual learning, technology and online library sections of the International Student Barometer.

5.5 The UK's departure from the EU

The UK's intended departure from the EU raises challenges for all universities, and their staff and students from the EU. We welcome the announcement by the Scottish Government to continue to treat EU students entering in 2020-21 on the same terms as home students in relation to fees. The future fee status of EU students, potential impact of EU students no longer forming part of the SFC's funded places after 2020-21 entry, and access to EU programmes after departure remain uncertain, and we are therefore ensuring that we maintain strong collaborations with EU partners.

The University has in place a no deal Brexit contingency plan. The Research and Innovation Office, due to its long-term participation in EU funded projects and international activities, support the University at various levels to try and mitigate the impacts of Brexit. We actively support EU non-UK nationals employed at GCU for example by paying the fee for the Settled Status application process introduced by the UK Home Office, and maintaining a dedicated information page on our website. A series of Brexit forums have been presented in order to give the University community an opportunity to voice their concerns. We continue to engage with Universities Scotland, the SFC and the Scottish Government in relation to policy developments in this area.

5.6 Environmental and social sustainability

Environmental sustainability

Environmental sustainability is a central element of the University's Strategy 2020 and the Estates Strategy, and delivery is supported through a range of policies and action plans⁸. Through strategic leadership and a University-wide focus and commitment, we continue to increase our contribution to environmental sustainability and deliver against our stated 2020 KPI. We continue to ensure that the University meets its reporting obligations under the Climate Change (Scotland) Act.

⁸ GCU policies and action plans: <https://www.gcu.ac.uk/sustainability/ourcommitments/environmentalpolicy/>

We apply our EcoCampus Platinum/ISO14001 certified environmental management system (EMS) to manage known risks and develop new opportunities.

To support our sustainability agenda, we draw on assistance from a number of internships including a 10-week placement with Project SEARCH which provides training opportunities for young adults with special support needs, and two ongoing placements through the Bright Green Business Partnership (one funded by Cycling Scotland and the other by GCU). We also work with students in relevant academic disciplines to understand opportunities for recycling better through an annual waste composition analysis, save energy through lighting audits, and assess how resilient the campus is to climate change. This approach has enabled the University to gain deeper insight into our environmental performance and understand the scope for improvement, for example Sustainable Food Policy, Climate Change Risk Resilience Analysis and the institutional Travel Survey. We recently worked with the University's catering contractor on a project tackling take-away food waste by introducing a 20p charge for any meals served in single-use.

This enhanced understanding has resulted in an ability to leverage support from external stakeholders for our initiatives, for example from Cycling Scotland and Paths for All, and enhance our credentials as a green University. GCU was ranked 92nd in the 2018-19 GreenMetric UI global ranking of sustainable universities and our approach to waste and recycling was a finalist in the 2018 Green Gown Awards.

GCU's Students' Association achieved a 'Very Good' accolade in the NUS Green Impact Accreditation for achievements such as having its own Sustainability Policy and working in partnership with University on Fair Trade Status and the GCU Go Green Week.

In relation to carbon emissions, we are currently reviewing and updating our carbon management plan, working with the academic Schools to identify initiatives that can be developed, including linking operational sustainability issues with the curriculum, and we are identifying opportunities in relation to technology upgrades of the estate. Led by the University Executive, we intend to implement our renewed plan in 2019-20.

Social sustainability, community and public engagement

GCU is a signatory to the National Coordinating Centre for Public Engagement's 'Engaged University' manifesto, which supports us to make a strategic and valued impact through our public engagement activity. Our approach to social sustainability and engagement spans across learning and teaching, the student experience, research, partnership working and community and public engagement, as demonstrated by:

- Initiatives such as our long-standing collaboration with the Glasgow Science Festival working with partners to take public engagement activities to venues across the city; our schools outreach activity with researcher input such as Glasgow Science Festival Labs on campus; our work with Poverty Alliance on issues of unequal distribution of antenatal care; and our involvement with initiatives such as Explorathon and Black History Month.
- The building of reciprocal and sustainable partnerships with community organisations such as with Gathering the Voices Association, Queens Cross Housing Association, Cricket Scotland, Kenyan Woman In Scotland Association, Migrant Voice and Bridges that align with our values and harness our expertise and offer community engaged learning opportunities for students.
- The GCU Law Clinic was launched in 2014 to provide free and confidential advice and assistance to those who do not qualify for Legal Aid and cannot afford to pay legal fees. The Clinic's management committee is made up entirely of law students and supervised by Brodies and Sheridan's Solicitors. The Clinic won the Pro-Bono Award for 2018 at the Law Awards of Scotland, and was a finalist at the Evening Times Community Champion Awards.

- The application of the United Nations Sustainable Development Goals as the architecture for our Research Strategy, and commitment to the principles of RCUK's Concordat for Engaging the Public with Research.

We actively encourage the use of our facilities for cultural events like Celtic Connections on Campus, and by community groups such as Waverley Care and Terrance Higgins Trust to run sexual health testing and advice clinics; Sports Connects project for service users of Turning Point Scotland addiction support; Teenage Cancer Trust exercise classes; Trust Rugby development courses for people with learning and physical disabilities.

ANNEX A

Glasgow Caledonian University – University Innovation Fund Submission 2019-20

UIF Platform Grant

Our Strategy 2020 sets out the University's vision, as the University for the Common Good, to deliver social benefit and impact through education, research and innovation. We will match the platform grant with ongoing activities and support to promote and increase the innovative capacity of the University, through: applied research and knowledge exchange for key sectors of the Scottish economy, student enterprise, Graduate and Degree Apprenticeships, social innovation, and public engagement. The Research and Commercialisation Directors' Group (RCDG) acknowledges that for the best use of resource, each university will be involved with a different combination of work towards the sector outcomes. GCU participates in the groups for outcomes one to seven and seeks to align our skills to each outcome to ensure full participation.

UIF Outcomes Grant

Outcome One: Demand stimulation

GCU actively engages with staff to ensure that we continue to deliver our strong pipeline of KTP projects from our areas of research expertise, whilst broadening our Innovate UK applications to other Collaborative Research and Development bids and Industrial Strategy Challenge Fund (ISCF) bids. The University's Research and Innovation Office (RIO) is working with individual Research Centres and academic Schools to develop long-term Scottish and UK funding solutions through the SFC Innovation Centres and Research Pools, such as the Energy Technology Partnership (ETP); and working with Academic staff to develop a 'can-do' culture approach with SMEs and larger companies to encourage economic growth on a local and national scale.

A key priority in stimulating demand for innovation services and simplifying access to University capabilities is taking a more collaborative approach to delivering a programme of Innovation Challenge events aimed at understanding and addressing key industrial challenges which can be developed into expressions of interest and used to influence future waves of the ISCF. A key aspect of these demand led workshops will be a focus on SME participation, supply chain development and leveraging the UK and international industry networks of all partners. GCU intends to be an active participant and in particular has key strengths and potential to lead consortia development in areas such as Construction, Health and Smart Technologies. We will strengthen our focus on the Scottish Government priority economic sectors of Food and Drink, Energy, Creative Industries and Sustainable Tourism through our research centres whilst broadening our engagement across Financial Services and Life Sciences.

RIO and our School of Computing, Engineering and Built Environment are linking activities to potential funding opportunities, including the ISCF, including from the Artificial Intelligence Research Lab; Smart Connectivity and Sensing; Nature Based Solutions & Eco Engineering; Engineering Simulation & Advanced Manufacturing (ESAM); Water; Sustainable Materials & Structures; Power and Renewable Energy Systems (PRES); Applied Games and Engaging Technologies; Cyber Security, Networking and Communications (CSNC); Construction.

We work closely with the West of Scotland KTP Centre to deliver training and to run a series of KTP drop in events and seminars to help staff to explore new opportunities and increase our KTP pipeline, which will enhance skills for effective collaboration within the academic and SME business base (**PA5**). We have a long and successful partnership with Interface, and support the SFC Innovation Voucher Scheme and follow on schemes. We run a series of Interface Workshops and drop in events to help staff to improve conversion of Innovation Vouchers to the new Advanced Innovation voucher scheme and aim to build on transactional approaches to longer-lasting, strategic relationships with Scottish and UK businesses.

As a partner in the Centre for Engineering Education and Development (CEED) Scotland, we host events at GCU for businesses to view our facilities and hear about our expertise. GCU's Institute for University to Business Education focuses on the development of bespoke, co-created corporate academic programmes at undergraduate and postgraduate level. Industry links and collaboration with SMEs and large employers are managed through a combination of structured programme-specific advisory boards, dialogue with subject matter experts and business development outreach and engagement.

Outcome Two: Simplification/Commercialisation

The University is fully committed to the use of standard template agreements that have been developed by the RCDG Contracts group to simplify University-SME engagement **(PA7)**. We are continuing to support the RCDG Spin Out support group, to ease understanding and transparency of common principles adopted by Scottish HEIs and encourage new company formation. GCU is continuing to work to implement the post-project protocol activity **(PA8)**, aligning our activity with the SFC Innovation Centres **(PA6)** and looking for ways to maximise opportunities from business partners to create new and innovative ways of working. GCU's new focus is on building longer-term strategic relationships with companies, rather than one-off interventions **(PA6)**.

We have set up a National and Commercial Innovation Unit to drive the innovation and entrepreneurial culture across the University through an integrated approach to Research and Innovation Support. This Unit is led by GCU's Knowledge Exchange Manager and oversees the delivery of the University Innovation Fund outcomes. A programme of internal workshops is being implemented in relation to the funding being offered by the UK Industrial Strategy and the Scottish Government. The Unit is actively engaged in the developments around the Knowledge Exchange Framework and implementing the metrics and best practice. This has been evidenced by the ongoing Pre- and Post-Award Research Review. Consideration is being given to data governance and the approach to collating each metric return.

We are in the process of establishing a SMART Technology Centre to harness the University's collective intellectual capital and advance fundamental theories, designs, methods, processes and tools about smart technologies through an application-led approach. The University's Research webpages are being redeveloped to provide clearer navigation to targeted UKRI areas and Scottish Government priorities, including more interactive case studies for business users. We are in the process of finalising our profile on Konfer (the UK-wide innovation brokerage tool developed by the National Centre for Universities and Business), working closely with the National Centre for Universities and Business (NCUB) and its partners.

Key successes and areas of focus:

- Funding has been secured from the Construction Scotland Innovation Centre for a Site Efficiency Study Programme between the Built Environment Asset Management Centre (BEAM) and the Stewart Milne Group. The BEAM Centre also aims to provide pump-priming for industry-focused innovation challenges in built-asset management areas and will seek to develop new partnerships in this area. The BEAM Centre has won a GCRF grant (NERC funded) to provide climate science services to assist the decision-making on the preparedness and resilience to heat exposure risk during heatwaves in Sri Lanka's capital Colombo for the current and future climates (Project Name: COSMA). Partners include University of Reading, University of Moratuwa, Sri Lanka and the Urban Development Authority of Sri Lanka.
- We have secured new KTPs this year in the Department of Computer, Communications and Interactive Systems (CCIS) at GCU on software systems integration using natural language processing and on automated image processing and analysis of outdoor physical infrastructure.
- GCU's successful collaboration with Geckotech Solutions Ltd has helped the company to launch a dedicated Research and Development department which has secured funding for various projects with GCU, including two KTPs, a Data Lab Innovation Centre funding for a 4-year Industrial Doctorate, a PhD

scholarship and several student projects to support the company's services in visual inspection and condition monitoring.

- The Energy Monitoring & Diagnostic Systems group will build on its work with external clients to design, develop, evaluate and deploy diagnostic systems and sensors for applications in energy and environmental monitoring. GCU has secured a new commercial R&D contract with Doble Engineering for the use of machine learning for power asset conditioning monitoring.
- The primary national indicators for performance of National Tourism in Scotland, developed and monitored by GCU's Moffat Centre for Travel and Tourism, are vital in ascertaining the economic value of tourism to Scotland. The Moffat Centre has devised a tourism masterplan to attract thousands of extra visitors to the west coast of Scotland. Branded 'Five Routes – One Great Adventure', the project has been developed by the Moffat Centre in partnership with North Coast 500.
- We will grow our pipeline of work with commercial clients in our Food Laboratory, which works with SMEs and large food companies carrying out a range of shelf life testing and nutritional analysis building upon our existing work with the University of Abertay. A focus for the department of Biological & Biomedical Sciences is our work with large commercial partners on the viral safety challenges facing the food industry.

Outcome Three: Simplification/Greater Innovation

GCU's research strategy addresses three societal challenges (i) Inclusive Societies (ii) Healthy Lives (iii) Sustainable Environments. The broad themes are: Public Health, Long-term Conditions, Social Innovation, Equalities and Justice, Urban Environments, and Efficient Systems. We are committed to encouraging mobility of staff between business and universities (**PA3**) and the transfer of the knowledge that we produce through our research is linked with the Scottish Government National Priorities in key areas. This will build upon our portfolio of strategic research partnerships with public, private and third sector bodies. We support sector wide additional capacity through collaborative activity to target ISCF and UKRI innovation funding.

The University's support for Research and Innovation has been enlarged and restructured to better reflect the overall innovation of the University, comprising five Units of Activity: Research Excellence, National and Commercial Innovation, Social Innovation, Global Challenges and Sustainable Development, and International Projects. The Units have developed a series of workshops to encourage innovation practice within the University, including: CEED KTP Event; Sustainable Development Goals; Research Data Management for Administrators and digital curation; KTP Drop in days; Global Challenges events; Interface drop-in days; Industrial Strategy Event with Innovate UK. We will develop tailored KE funding packages with Schools, with the help of the Impact and Knowledge Exchange officers and help academic staff to deliver impact to society, public policy, private sector and the economy.

GCU is committed to the development of research and KE staff (**PA4**), of which 'Enhancing researcher skills for business engagement' is a key focus, and will continue to engage with PraxisAuril and ARMA. Working collaboratively through the UIF framework we will build on our existing strengths in the GCU Graduate School and our HR Excellence in Research Award; and share good practice and explore new mechanisms for opening up training opportunities to partner universities on a reciprocal basis. Our Development of Academic Researchers in Excellence (DARE) programme builds on existing excellence in the support of emerging researchers, including supporting ECRs to develop their innovation knowledge and skills. Through the work of the University's Impact and Knowledge Exchange officers, there will be a series of Impact workshops to demonstrate how innovation can be implemented, measured and demonstrated.

The Institute for University to Business Education focusses on national and transnational business engagement creating staff mobility through relationships with business, public and third sectors, including SSE, North and South Lanarkshire Councils, Transnet Freight Rail (South Africa), The Institute of Railway Operators and the Ghana Petroleum Commission.

Outcome Four: Entrepreneurialism

The University has a Strategy for Learning in place which supports the development of entrepreneurial and employability skills through core and/or co-curricular activities such as volunteering, internships, and authentic projects and for such activity to count towards a degree award **(PA1)**. Such activities are highlighted in our Annual Enterprise Fair, Enterprise Funding availability (through our partnership with Santander Universities) and in our bi-monthly Enterprise lunch workshops, showcasing successful GCU entrepreneurs and Enterprise Mentors **(PA2)**. We will continue participation in Converge, RSE Enterprise Fellowship, AccelerateHer, Scottish Edge, Entrepreneurship Scotland and other programmes, as well as organisation of regular seminars and workshops. We will undertake a programme of workshops on social innovation in collaboration with the Students Association, employing design thinking and creativity tools to help students develop entrepreneurship ideas.

We actively promote graduate enterprise via our UHatch enterprise incubator which has registered over 45 graduate businesses with a collective turnover of £1.4 million. Our graduate companies are active recipients of awards from: RBS Edge Funding, Enterprise Campus, Converge Challenge, Virgin Money (Vroom), Santander Enterprise Universities, Stirling District Council and the Enterprise Value challenge (via trading projects) **(PA1)**. We are refining the process and governance of UHatch, to ensure that its activities work within the Framework defined by the RCDG Entrepreneurialism working group. UHatch will also seek to create pipelines of activity with other areas such as the Student Association feeding into the Leadership Programme which incorporates streams focused on Social Innovation. UHatch will incorporate a co-working space and seminar facilities in order to serve a large critical mass of students. We will further develop long term enterprise support for long term users of the UHatch incubator. For example, two enterprises from U-Hatch, Hippo and Hedgehog (social enterprise which has developed a baotic health drink) and Giraffe Healthcare (CIC engaged in the remote delivery of high quality, personalised health care services backed by expert advice and support) have both emerged from RSE fellowships and will be re-integrated within the University.

GCU's international experience in the development of social innovation support, and its unique network within the Social Enterprise community (eg collaboration with CEIS for the delivery of the Social Enterprise World Forum) is being further strengthened through new initiatives overseen by a new social innovation manager and opened up to other members of the RCDG Social Enterprise strand. The University is also establishing Social Innovation Knowledge Exchange Units in both Glasgow and Edinburgh (working alongside Social Enterprise partners such as The Melting Pot) as part of a groundbreaking Europe-wide project (coordinated by GCU) to improve University engagement in social innovation and social enterprise through knowledge exchange.

Outcome Five: International

We have established international partnerships and projects that specifically aim at achieving the UN's 17 Sustainable Development Goals through social innovation, and exploring ways to lend social value to the knowledge produced by GCU. GCU is committed to the UN Principles for Responsible Management Education (PRME) initiatives. This has contributed to our success in the international Times Higher Education University Impact rankings, placed in the top 50 globally. GCU has accumulated an impressive portfolio of international projects especially under the EU's Capacity Building in Higher Education Programme. The most prominent theme within these projects has been the development of units for supporting social innovation: the Southeast Asian Social Innovation Network (Malaysia, Thailand, Myanmar and Cambodia) and the Latin American Social Innovation Network (Chile, Colombia, Panama and Brazil). Another network in South Africa has established support for digital storytelling. Over the coming year the networks will be consolidated into a Global Network for University–Social Innovation Interaction. These networks are growing and all Scottish HEIs will be invited to collaborate within them.

Through our Centre for Climate Justice, GCU will continue to carry out work in the area of international development through research and partnerships in Malawi, Zambia, Rwanda, Ghana and Nigeria. The Centre's director delivered a presentation on the Final Report findings during the 2018 Arctic Circle Assembly in Reykjavik. The Centre also delivered evidence to the International Development Committee at Westminster.

As part of our institutional support for GCRF we have established a Global Challenges and Sustainable Development Unit, whose remit will extend beyond the limitations of attracting national funding. DFID and Innovate UK initiatives will be developed through networks which have been nurtured over recent years and through new collaborations, especially with private and third sector partners such as Challenges Worldwide. In December a call was published internally for the first round of funding offered by the Unit. The funding was aimed at supporting academics engaged in ODA compliant activities through Capacity Building, Pump Priming or ECR Fellowships. The projects covered: Microfinance in Rwanda (Pump priming); Female entrepreneurship in Nepal (ECR fellowship); Microfinance networks in Latin America (ECR fellowship); Visual impairment in Ghana (pump priming); Sustainable management and climate change mitigation in Brazil (ESR fellowship); Undergraduate education of podiatrists in South Africa (capacity building). More Capacity Building projects under the CBHE programme are being implemented: Social Innovation in Southeast Asia – SEASIN; Intercultural Competence within Latin American universities – PROFIC; Female entrepreneurship programme in India – EMPRENDIA; Education, Research and Innovation in GIS, SID and remote sensing in Southeast Asia – NEXUS; Disability support in Indonesian Universities (INDOEDUC4ALL); Entrepreneurship in Central America (FREE-NET).

Outcome Six: Inclusive growth and social impact

GCU has been a signatory to the National Coordinating Centre for Public Engagement's (NCCPE) 'Engaged University' manifesto since 2012. GCU's Engagement Map captures social innovation collaborations between GCU and the wider community. The Research and Innovation Office has developed a Social Innovation Knowledge Unit which will be the responsibility of the newly appointed Social Innovation Adviser within RIO. It will have a prominent and cross-cutting role within the university with clear links to University strategy, supporting not just research, but also curriculum development, business support services and public and community engagement. The Unit will also underpin the Scottish activities of the SIKE Project, funded (1m euros) by the EC's Knowledge Alliances Programme and coordinated by GCU, which has developed an HEI-social innovation network across five European regions. The Unit is also developing a global platform for Social Innovation-HEI engagement as well as supporting social enterprises developed within the UHatch incubator. As described above, two of GCU's social enterprises have received RSE funding for healthcare products.

GCU's Yunus Centre for Social Business and Health investigates the relationship between social enterprises and third sector organisations and how these might impact indirectly on health through addressing upstream social determinants. We will continue to evolve our unique portfolio of social enterprise research and innovation projects at a regional, national, and international level, including initiatives involving partners at other Scottish institutions involved in providing sustainable and effective support to social entrepreneurs (**PA6**), funded through streams such as European Knowledge Alliances and Scottish Government's Social Innovation Fund. GCU is leading on a series of major EU projects dealing with the social impact of refugees, e.g. SIRIUS and the GCU-led VOLPOWER project. The GCU-led, EU-funded project, Common Good First project focuses on building a network to showcase and connect social innovation projects in South Africa and Europe.

The University has established the Centre for Living which will make a direct and significant contribution to the UN's Sustainable Development Goal *Good Health and Well-being*. The Centre brings together research expertise largely drawn from the School of Health and Life Sciences (SHLS) along with the co-hosted and Chief Scientist Office funded Nursing, Midwifery and Allied Health Professions Research Unit (NMAHPRU) and our strategic partnerships with Health Protection Scotland and NHS Lanarkshire. It will organise its research around

two themes in (i) Public Health and (ii) Long Term Conditions. The Centre will increasingly target global funding calls from UK and wider sources.

Outcome Seven: Equality and diversity

GCU's commitment to build on good practice and positively promote equality and diversity in staff and others who are affected by the use of the UIF has primarily been through the implementation of our Equality Outcomes 2017-2021, published in April 2017. To help inform our work further, the University has engaged externally with other HEIs through a workshop and subsequent recommendation for joint projects, aimed at embedding Equality and Diversity within the innovation environment. Our equality outcomes are aligned with our research activities, many of which have the principles of equality and diversity at their heart.

GCU is growing its involvement in driving for a more equitable and diverse community both within the University and beyond through the WiSE Research Group and its public sector collaboration. WiSE researchers launched the RESPOND project on migrant reception and settlement and treatment of asylum seekers at GCU in February 2019 with an extensive range of third, community, and statutory organisations present. The Director of WiSE is a member of the SG Gender Equality Index Working Group; and has been providing advice and guidance on equality impact assessment on the Scottish National Investment Bank and Flexible Workforce Development Fund. WiSE will build upon its management of a Scottish Parliament Research Fellowship on employer equality practices and the European Institute for Gender Equality - assessing gender budgeting analysis in relation to European Structural Funds. WiSE will also leverage its activities in the voluntary sector such as STUC Women's Committee, Close the Gap, Engender, Scottish Women's Budget Group, UK Women's Budget Group, and European Gender Budgeting Network.

The centre will help to define future practice in equality and diversity through its membership of Scottish Government Equality and Budgets Advisory Group (EBAG). In Spring 2019, *Gender budgeting in ESFIs* project outputs are being published and the SHRC Human Rights Budgeting project outputs are being launched. Work in Scotland on gender budgeting will inform a new project commencing in March 2019 with the Wales Centre for Public Policy scoping the implementation of gender budgeting by the Welsh Government. The outputs from the EIGE project, and Wales and Scottish Government projects will be the focus of papers at panels at the annual conference of the International Association for Feminist Economics (IAFFE) being hosted at GCU in June 2019. A series of additional events are being organised on the fringe of the conference to boost engagement and outreach with community and civil society organisations in Scotland.

EQUALITY IMPACT ASSESSMENT FORM

1. DESCRIBE
1.1. Name of policy/strategy/decision
SFC Outcome Agreement 2017-18 to 2019-20: 2019-20 update
1.2. Owner
Principal and Vice-Chancellor Professor Pamela Gillies
1.3. Date
4 March 2019
1.4. Aims of policy/strategy/decision
The Outcome Agreement 2017-18 to 2019-20 is a negotiated agreement between GCU and the SFC as to what outcomes the SFC and Scottish Government can expect in return for the public funding the University receives.
1.5. Who does the policy/strategy/decision affect?
The Outcome Agreement covers a broad range of areas of activity within the University including widening access, learning and teaching, research, knowledge exchange and governance. It therefore affects the staff, students and other stakeholders involved in those activities.
1.6. Could there be any potential implications for equality, or people with protected characteristics?
<p>There are potential positive implications as the Outcome Agreement specifically requests that we outline our activities and set aspirations of achievements in relation to equality and people with protected characteristics.</p> <p>For example:</p> <ul style="list-style-type: none"> • GCU's Student Wellbeing Service provides a multi-disciplinary approach that will ensure that students, particularly those with long term conditions and disabilities get the targeted support they need and at the same time assist in the retention of these students. The team provides advice, information and services to disabled students and applicants as well as ensuring that students with wellbeing concerns have meaningful face to face contact in a timely manner to receive appropriate support and signposting. The team is also the main point of contact for student carers and for trans students and assists with the creation and delivery of health promotion initiatives. The University has invested in new Mental Health Adviser and Student Wellbeing Adviser roles in the wellbeing team and has increased its support for mental health for students, and established a Mental Health at Work Taskforce focused on staff mental health support. GCU's Disability Team is leading on the university's pilot of an Autism Accreditation Scheme for the National Autistic Society. • We published our institutional BSL plan in October 2018. GCU's BSL Plan is structured to follow the ten long-term goals of the BSL National Plan; the majority of the plan focuses on the core themes that relate to universities: supporting BSL 'Across all our services' and supporting BSL as a 'Post-school education' provider. • GCU is committed to ensuring that gender is not a barrier to students pursuing the programmes of their choice. Our Academic Schools have an important role in the gender balance of subject areas. There are a range of activities which are undertaken through outreach at GCU, which enhance and support gender-balanced recruitment, and we believe that staff support and development is also key to this agenda. The detail of GCU's actions in this regard are included in our Gender Action Plan. Some examples of outreach for students that GCU will be running over the period of the Outcome Agreement include Inspire for boys,

EQUALITY IMPACT ASSESSMENT FORM

Inspire for girls, and HeadStart for girls.

- The University continues to engage in focussed work on preventing and responding to sexual and gender based violence. This is a priority development area for GCU and an important aspect of our overall approach to safeguarding the wellbeing of our students.
- Building on our achievement of the University's Athena SWAN Bronze Award and the School of Computing, Engineering and Built Environment's Bronze Award, and driven by our Advancing Gender Equality Group, GCU is an active member of the Athena SWAN Scottish Regional Network.
- The self-assessment process during the development of our Athena SWAN Bronze application showed that the number of female professors at GCU was 36% of the total employed in 2016-17, compared to the Scottish average of 24%. Since then, recent promotions at GCU have seen the proportion rise to above 40%. This increase was achieved through a combination of increased recruitment and promotion of women. There is scope for further progress, and the Athena SWAN action plan makes specific commitment to increasing the proportion of female professors in STEM areas.
- The University has been working to reduce gender pay inequality since 2015 through the Joint Consultative Committee with trade union colleagues. Our latest data show an overall reduction of the gender pay gap at institution level. We will continue to monitor gender pay gaps and conduct regular equal pay reviews, which are undertaken in conjunction with the University Trades Unions. In addition, we are extending this work to reduce pay inequalities in relation to race and disability.
- The proportion of females on our governing body has increased and we have reviewed our policies and activities around recruitment to our governing body to continue this momentum. For example, opportunities for staff and lay member recruitment are advertised internally and externally across various media, and are designed to ensure women and those from underrepresented groups are encouraged to apply. Unconscious bias training is provided to all governors. The Athena Swan action plan makes a specific commitment to monitor and improve the gender balance of key committees and decision making groups, including the governing body.
- GCU continues to engage in the Aurora Programme, run by the Leadership Foundation for Higher Education to encourage women in academic and professional roles to think of themselves as leaders, to develop leadership skills, and to help maximise their potential.
- We have in place a Trans Student Policy, and are cognisant of the potential needs of trans and gender diverse staff as an issue under continued consideration.
- The Careers Service is piloting programmes to address challenges in graduate destinations: the gender pay gap, the higher level of unemployment and under employment for disabled graduates, and the unemployment figures for BAME male graduates.
- In 2018-19 we are piloting a blended learning module for students on intercultural awareness, developed in collaboration with the Students Association. Following evaluation, we will focus on wider rollout to students and potential development of a staff module.

The Outcome Agreement National Measures 4 (i) to 5 (vi) included in the Outcome Agreement which will have potential positive impacts on equality and people with protected characteristics.

In relation to the appended UIF submission, there could be potential implications, but the commitment to embed equality impact assessment into UIF-related activities has been built into the submission document itself and is an outcome (Outcome 7) in its own right.

The potential implications can be summarised as follows:

EQUALITY IMPACT ASSESSMENT FORM

- The overall principles of the submission will potentially have a positive impact on equality. This assumption is based on the underpinning aims of the University’s vision, Research Strategy, and UIF activities which are to address inequalities and support inclusion.
- There will potentially be an impact on equality and protected characteristics in relation to staff involved in UIF. Staff with particular protected characteristics may face barriers in developing their skills and engaging with training and development. For example, part time staff (who are statistically more likely to be female) may face restricted access to learning opportunities or mobility to engage with business because of their working patterns. Staff with a disability or condition requiring reasonable adjustments may also face barriers to participation and engagement.
- The commitment to provide entrepreneurial opportunities for students will potentially have a positive impact on a number of protected characteristics, particularly for those who are traditionally underrepresented in a particular discipline. However, there is also the potential for negative impact due to indirect discrimination. It is sometimes the case that a policy that applies to all results in unequal access or different outcomes for people with different protected characteristics – for example preferential treatment for one person or group over another in allocation of opportunities due to prejudice or unconscious bias.

2. ASSESS

What are the implications, positive or negative (and evidence for this) of the policy/strategy/decision in relation to GCU’s duty to have due regard to the need to:

2.1. Eliminate unlawful discrimination, harassment and victimisation?

The Outcome Agreement highlights the initiatives that GCU has undertaken to ensure that people with protected characteristics do not face barriers or discrimination so that they successfully complete university and therefore has a positive impact on this duty.

2.2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it?

Equality is embedded in the GCU Strategy 2020. As the Outcome Agreement is based on the Strategy 2020 and reflects our positive approach to equality and the building in of EIAs to all University policies and strategies, equality is embedded in our approach to the development of the Agreement.

The Outcome Agreement highlights the initiatives that GCU has undertaken to enable people with protected characteristics have an equal chance of attending and successfully completing university and therefore has a positive impact on this duty. Aspirations are set in relation to the recruitment and retention of different protected characteristics.

2.3. Foster good relations between people who share a protected characteristic and those who do not share it?

The Outcome Agreement also focusses on support in place for people with protected characteristics. The University ensures there is excellent support available for all students and if students have a protected characteristic they can access additional support. As this excellent support is available for all it fosters good relations between people.

Our focus on students as global citizens through our Internationalisation Strategy further encourages good understanding and relations between people from different ethnic and faith backgrounds. This enables positive personal and social as well as academic and professional impacts on this duty.

GCU’s Student Wellbeing Service provides a multi-disciplinary approach that will ensure that students, particularly those with long terms conditions and disabilities get the targeted support they

EQUALITY IMPACT ASSESSMENT FORM

need and at the same time assist in the retention of these student. The team provides advice, information and services to disabled students and applicants as well as ensuring that students with wellbeing concerns have meaningful face to face contact in a timely manner to receive appropriate support and signposting. The team is also the main point of contact for student carers and for trans students and assists with the creation and delivery of health promotion initiatives.

3. ACTION

3.1. If a negative impact has been identified, how will this be addressed?

At present we are not aware of any potential negative impact. However, the Outcome Agreement is monitored annually through an annual self-evaluation and we will address any negative impacts if they arise through this process.

3.2. If changes have been made to the policy/strategy/decision as a result of this assessment, outline the changes

The Outcome Agreement is aligned to our Strategy. Therefore while we negotiate the Outcome Agreement with the SFC, we ensure that the commitments in it are in line with our internal strategies and policies.

4. MONITOR AND REVIEW

4.1. How will the implementation of the policy/strategy/decision and its impact on equality be monitored and reviewed?

Each year we complete a self-evaluation of our performance against the Outcome Agreement for that year. This self-evaluation is submitted to the relevant internal committees before submission to SFC.

5. PUBLISH

This may be published on the Equality and Diversity website and annual reporting in line with Equality Act 2010 requirements.

6. SIGN OFF

6.1. EIA Owner

Professor Pamela Gillies	29 April 2019
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6.2. Equality and Diversity Advisor Date

Adrian Lui	4 March 2019
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Annex A: SFC Outcome Agreement Targets for 2019-20 to 2021-22

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

	2017-18 baseline	2019-20 Projection	2020-21 Projection	2021-22 Projection	
Scottish Government strategic priority: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of the CoWA and addressing gender balance					
Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing					
Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing	62.8%	67.4%	67.4%	67.4%	*
Measure 2: Deprivation - The proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes					
2a: Proportion of SDUEs from 20% most deprived postcodes	22.0%	20.0%	20.0%	20.0%	*
2b: Proportion of SDUEs from 40% most deprived postcode	39.5%	40.0%	40.0%	40.0%	
2c: Additional CoWA target: proportion of full-time first degree SDUEs entrants from the 20% most deprived data zones	23.5%	20.0%	20.0%	20.0%	
Measure 3: SHEP Schools - The proportion of Scotland-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education)					
Proportion of SDUE from SHEP Schools	3.5%	4.4%	4.5%	4.5%	
Measure 4: Protected Characteristics - The proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers					
Male Proportion	45.2%	44.9%	45.2%	45.3%	
Female Proportion	54.7%	55.1%	54.8%	54.7%	
Under 21 Proportion	54.4%	58.1%	58.0%	58.0%	
21 and over Proportion	45.6%	41.9%	42.0%	42.0%	
Proportion – BME	10.0%	10.0%	10.1%	10.3%	
Proportion – Disability	10.1%	10.1%	10.4%	10.5%	
Proportion - Care Experience	0.5%	0.5%	0.7%	0.7%	*
Measure 5: Retention by Protected Characteristics - The proportion of full-time first year Scotland-domiciled entrants from different characteristic groups returning to study in year two					
Proportion MD20 retained	91.0%	90.0%	90.0%	90.0%	*
Proportion MD20/40 retained	91.1%	90.0%	90.0%	90.0%	
Proportion of Males retained	90.8%	90.1%	90.2%	89.9%	
Proportion of Females retained	92.4%	89.9%	89.9%	90.1%	
Proportion of Under 21s retained	92.2%	90.1%	90.1%	90.1%	
Proportion of 21 and over retained	90.9%	90.1%	90.1%	90.1%	
Proportion retained – BME	94.8%	90.6%	90.6%	90.8%	
Proportion retained – Disability	89.9%	89.6%	89.7%	89.9%	
Proportion retained - Care Experience	100.0%	90.0%	90.0%	92.0%	*

Scottish Government strategic priority: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy				
Measure 6: Retention - The proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two				
Proportion retained	91.7%	90.0%	90.0%	90.0%
Measure 7: Satisfaction - students satisfied with the overall quality of their course of study in the National Student Survey				
% Satisfaction	81.0%	86.0%	86.0%	86.0%
Measure 8: STEM - The proportion of Scotland-domiciled undergraduate entrants to STEM courses				
Proportion of SDUE to STEM courses	29.8%	29.0%	29.5%	30.0%
Measure 9a: Graduate Destinations - The proportion of Scotland-domiciled graduates entering positive destinations				
Proportion of graduates in positive destinations	N/A	N/A	N/A	N/A
Measure 9b: Graduate Destinations - The proportion of Scotland-domiciled full-time first degree respondents entering professional occupations				
Proportion of FT first degree respondents in professional occupations	N/A	N/A	N/A	N/A
Scottish government priority: internationally competitive and impactful research				
Measure 10: The number of research postgraduate students				
RPG students	319	330	340	360
Measure 11: Total income from the UK Research Councils				
RCUK income	£385,000	£100,000	£120,000	£150,000
Measure 12: Total research income from all sources				
Research income	£5,972,000	£6,400,000	£6,700,000	£6,800,000
Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry				
Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs				
Innovation Vouchers (IVs)	3	5	6	6
Follow-on IVs	0	1	1	1
Scottish Government priority: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance				
Measure 14: Carbon - Gross carbon footprint				
Tonnes CO2e	24,596	22,755.0	22,528.0	22,302.0

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

On behalf of Glasgow Caledonian University:

Signed:

Print name:

PROFESSOR PAMELA GILLIES CBE

Position:

Principal and Vice-Chancellor

Date:

2 AUG 2019

Signed:

Print name:

MR ROB WOODWARD

Position:

Chair

Date:

7 AUG 2019

On behalf of the Scottish Funding Council:

Signed:

Print name:

Karen Watt

Position:

Chief Executive

Date:

29 July 2019