



University for the Common Good

## Outcome Agreement with Scottish Funding Council 2017-18 – 2019-20



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# Introduction

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

In a turbulent global environment, GCU, along with the rest of the higher education sector, continues to encounter significant regulatory and financial challenges. We remain, however, a successful institution with strong student performance metrics, impactful research and a growing footprint of international engagement, committed to delivering on our social mission as the University for the Common Good.

We have maintained our leading position in widening access as measured by HESA and SFC metrics, ranking in the top three in Scotland, and we continue to play a key role for articulation students continuing into higher education from Scottish colleges each year. Our key access initiatives, the Caledonian Club and Advanced Higher Hub, continue to progress, with both programmes winning prestigious awards in the past year.

Our students are well supported throughout their studies and go on to further success. The 2017 HESA Performance Indicators ranks GCU as a leading modern university in Scotland for degree completion, with a non-continuation rate of just 8.9%, and 96% of our students are in employment or further study six months after graduation.

Our expertise in capability enhancement and social innovation also meant we were successful in securing nearly €2m from the European Commission's Erasmus+ programme for work to implement two international capacity building projects in Africa and South East Asia.

We have been successful in our bid to develop and deliver three Graduate Level Apprenticeship programmes, in Software Management for Business, IT Management for Business and Engineering and Design Manufacture, and our links with industry continue to grow at home and overseas.

Our achievement of the Athena Swan Bronze Award is testament to our commitment to addressing gender inequality throughout the University, and we are proud to say that when controlled for age and length of service, there is no statistically significant gender pay gap in our academic job family. We are working hard to extend this success beyond gender and STEM subjects, addressing inequalities throughout our workforce and student body.

We remain the top modern University in Scotland for research power. In the past year, we achieved significant research grant funding in health research from the National Institute for Health Research and the Chief Scientist Office, in engineering and built environment from the Berkley Group and EDF Energy, and in sustainability in the business of fashion from the United Nations and Rockefeller Foundation.

This Outcome Agreement provides a clear statement of how we will continue to work with the SFC, to deliver high quality education and impactful research that will continue to provide positive social benefit for Scotland and beyond.

## **Student President, Lauren Ramage**

GCU has worked closely with the Students' Association throughout the development of the Outcome Agreement for 2017-2020, consulting with the Association to ensure that the student experience is at the front and centre of the debate. This is reflected in the numerous committees across the University which work to ensure that the student voice is heard and fed through to the top so that students continue to be at the heart of decision making process and in discussions and debates. This student engagement extends not just to the Outcome Agreement process but beyond to GCU's Strategy 2020. We fully support the University's objectives for widening access students and the measures in place to ensure strong retention. We welcome the objectives for 2017-18 and beyond and will continue to work with the University to achieve the outcomes expressed in the agreement.

# 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 benefit and impact through education, research and innovation.

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, and informs the development of this Outcome Agreement.

## SFC Priority 1: Widening Access

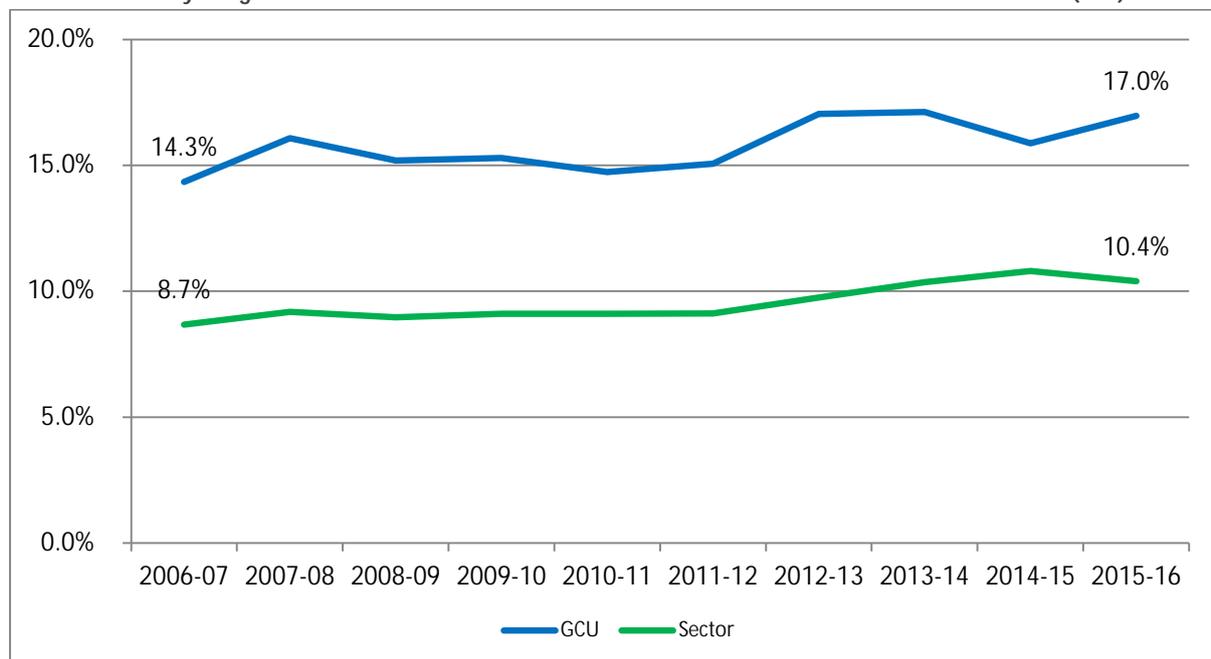
*This section links to SFC National Measures 1 to 5 and to the Scottish Government's Inclusive Growth and Investment Priorities.*

### 1.1 Widening access to learners from under-represented groups

Glasgow Caledonian University has a strong tradition of widening access to higher education for individuals regardless of their backgrounds. Our Strategy 2020 ensures that widening access with quality is central to the University's vision, and sets out our commitment to delivering a distinctive student experience which supports students through their learning journey and into employment. The impact of our access and outreach initiatives is clearly demonstrated through evaluation and outcome metrics.

GCU is a leading institution for widening access, as demonstrated by the longitudinal data published by the SFC in February 2017. This shows that the percentage of young students from the 20% most deprived zones has risen by 2.7 percentage points to 17% and by 3.6% from the 40% most deprived zones between 2006-07 and 2015-16, a larger increase relative to the sector. The 2015-16 position shows that GCU is currently second in Scotland for entrants from the 20% most deprived backgrounds at 17%, an increase from 15.9% in the previous year. This places the University well ahead of the Scottish sector average of 10.4%. Chart 2, page 6, demonstrates that we ensure our widening access is matched by quality, as the University performs ahead of the sector in relation to retention rates for students from the 20% and 40% most deprived backgrounds.

Chart 1: MD20 young Scottish entrants - GCU and the Scottish sector trend 2006-07 to 2015-16 (SFC)



The challenging targets set in the Commission on Widening Access Report, together with the clear focus of additional places on MD20 from 2018-19 and beyond, will almost certainly result in increased competition across Scotland for students from SIMD20 backgrounds. Our SIMD target is to maintain a balanced SIMD profile across our Scottish domiciled undergraduate entrants. The above table only refers to young Scottish entrants. Including older learners, over 20% of GCU's Scottish entrants come from MD20 backgrounds and 40% from MD40 backgrounds, achieving the Outcome Agreement measure.

### *Entrants from state schools or colleges*

The 2017 HESA Performance Indicators show that 97% of GCU young first degree entrants come from a state school or college, well ahead of the Scottish sector average of 87%.

### *First in family*

In the 2015-16, 47% of students at GCU were the first in their families to enter higher education, a 1% increase on the previous year.

## 1.2 Our approach to fair access

We take a holistic approach to widening access through a model of partnership working, engagement and support at multiple points throughout the learner journey.

- GCU's key access initiatives include our **Caledonian Club** which works with nursery, primary and secondary school pupils and parents to help to raise aspirations and build key life skills in Club members and GCU student mentors; and our innovative **Advanced Higher Hub** which offers school pupils a unique opportunity to register as GCU Associate Students and study for Advanced Highers on the University campus. The significant positive impact of these initiatives is demonstrated through key indicators, set out in the case studies at the end of this section of the Outcome Agreement.
- Our **School Connect** initiative engages schools at key educational stages to help support and enrich the curriculum, helping pupils to make an informed choice about their subject options and supporting them with their applications and transitions to university. We engage with c3,400 pupils across 12 secondary schools through School Connect. Over 100 GCU undergraduate student mentors participate each year and are central to our work as positive role models and ambassadors for higher education.
- **Routes for All** is GCU's contribution to the Schools for Higher Education Programme (SHEP). Working with 500 pupils annually through a series of in-school workshops, Routes for All focus on topics including, researching future course options, personal statements, and study and exam preparation. Workshops are supplemented by college and university campus events. Trained student mentors support pupils during the sessions and provide them with first-hand information, advice and guidance.
- We have in place a **contextualised admissions** process and last year we made over 200 contextualised offers. We are committed to reviewing the process at key points in the recruitment and admissions cycle, in the context of our overall admissions each year.
- Working with Glasgow City Council, GCU offers a wide range of support to those who declare a **looked after or care-experienced** background both pre and during their university experience. For example, our named supports prospective students with academic planning as early as S3 stage and we run targeted taster days. Working with Who Cares Scotland, we have created our Corporate Parenting plan in line with the Children and Young People Act (2014) Guidance. Our embedded approach to support for all is further enhanced by bespoke support for those who wish to declare. With 16 entrants in 2015-16, GCU is making steady progress in assisting more students from care experienced backgrounds to enter university.
- The University has in place a new **Student Carers Policy** to support students who are carers. We recognise the challenges associated with caring responsibilities, and offer flexibility in delivery as well as providing bespoke support for students who declare that they are carers or seek additional support.

## Case study on access with impact: The Caledonian Club

The Caledonian Club is a unique widening access initiative established by GCU in 2008 to support and raise educational aspirations, enabling young people in five communities across Glasgow to build key life skills and confidence and to achieve positive destinations. These communities serve largely deprived neighbourhoods, which were identified as having particularly low progression rates to further and higher education.

Caledonian Club activities are currently delivered to all pupils at six key points in a child's educational journey from nursery school through to Secondary 6, with a further six additional targeted activities. All activities complement the school curricula and Curriculum for Excellence. In academic year 2015-16, 2346 pupils and 422 parents directly participated in Caledonian Club activities.

### Evaluating the impact

GCU researchers are undertaking a comprehensive and independent programme of research to evaluate the impact of the Club. As a starting point, a scoping of Scottish Government statistics and research with parents and pupils highlighted that:

- 82% of Caledonian Club schools school leavers live in MD20 zones;
- 18% of parents/guardians of young pupils in Club schools left school without any Higher qualification; and
- less than half of Secondary 1 pupils were aware of anyone they knew who had gone to university.

**Raising aspirations** is one of the key aims of the Caledonian Club and analysis of the data indicates that participation in Club activities has supported an overall rise in aspirations. In 2015-16, 68% of pupils reported they aspired to go to university; 34% of those who initially aspired to go to college and 37% of those who initially aspired to get a job straight from school, later expressing a desire to go to university after completing their Caledonian Club project.

The data also shows an increase in pupils' **self-confidence**, with 90% of pupils expressing an increase in confidence in their abilities, based on self-efficacy measured pre- and post-participation in a Club project.

The Club provides a number of **transitional experiences** at various levels in the nursery, primary and secondary school journeys. Opportunities to visit the GCU campus and meet with GCU staff, students and mentors has supported 92% of pupils ending with a better understanding of what a university is. Preparation for future careers pathways and post-school destinations is supported in the mid secondary school period in the S2/3 'Think Ahead' project which aims to provide knowledge and guidance on future planning for pupils. Key **positive experiences** have been realised with 68% of pupils who participated in the 'Think Ahead' project indicating that they were *a lot* better informed (and 31% a little better informed) about jobs and study options than previously.

The evidence clearly demonstrates that the Caledonian Club successfully supports the raising of aspirations and enables positive learning experiences and opportunities amongst a disadvantaged population.

## Case study on access with impact: The Advanced Higher Hub

Established in 2013, the Advanced Higher Hub is a pioneering partnership between Glasgow Caledonian University, Glasgow City Council and the Scottish Funding Council.

This widening access initiative works with 28 Glasgow schools and provides pupils with the opportunity to complete Advanced Highers at the city centre campus and experience the opportunities and challenges of university study and student life. Pupils become associate students and have access to the University facilities, including its library and teaching laboratories. Through the Advanced Higher Hub, GCU is the first university in Scotland to employ teachers to teach pupils on a university campus, offering Advanced Highers in English, Mathematics, Chemistry, Biology, Modern Studies, Business Management, History and Physics.

The key metrics of the Advanced Higher Hub in academic year 2015-16 show:

- 71% of participants of the Hub resided in MD40 postcodes, 50% of these coming from MD20 backgrounds
- The average retention rate was 92%
- The average attendance rate was 95%
- Pupils achieved a pass rate of 91%, with 75% gaining an A or B grade. This compares with the national pass rate for the same subjects of 81%, and the national pass rate for all Advanced Higher subjects of 82%.

In the first two years of the Hub, 87% of pupils progressed to University. They report that their experience had directly supported their attainment, progression and retention in first year of HE. Research has indicated that the young people accessing the Hub are not only more confident with the transition to HE but are also potentially considering entry into Year 2 with advanced standing.

The University sector in Scotland benefits holistically from the Hub as it allows young people to progress onto high tariff degree courses across the sector, having also gained foundation skills via the rigour of Advanced Higher study. The Hub supports many of the recommendations of the Commission on Widening Access including recommendations six on key transitions phases; seven on bridging programmes; sixteen on development of the pool of applicants from disadvantaged backgrounds; and eighteen on access to Higher and Advanced Higher subjects.

In November 2016, the Advanced Higher Hub won two top accolades at the SQA Star Awards. The Hub was recognised as the outstanding achievement of the year, winning the SQA Pride o' Worth Award for Centres, presented by Education Secretary John Swinney MSP. It was also named Partnership of the Year for its collaboration with Glasgow City Council and the SFC.

### 1.3 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, we have developed an effective infrastructure for articulation, which includes joint planning on curriculum design, admission, transition, and CPD for staff. We are committed to ensuring an excellent student experience for articulating students, who are supported by our academic Schools, central student services and the Students' Association.

- We have consistently met our target of 850 students articulating 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.
- GCU also has agreed non-articulation routes into University via college, for example, the BSc in Health and Safety Management takes students into year three from the NEBOSH Health and Safety Certificate at Forth Valley College.
- The University supports the aims and objectives of the Scottish Wider Access Programme (SWAP) and is actively involved in the SWAP West programme. Building on the success of our activities with articulating students, we offer similar support to students taking part in SWAP activities through College Connect to ensure that they are able to transition from study with SWAP to study at GCU. Over 120 of our Scottish undergraduate entrants have progressed directly from a SWAP college programme to Level 1 at GCU, with many more continuing to study at their college and access GCU through well-established articulation routes after appropriate HN level study.

Including our Additional Articulation Places, over 30% of our full-time undergraduate intake are articulating students. This represents over 20% of SFC's sector level target for articulation entrants to university in academic year 2016-17.

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 enhancing the student experience of articulating students and ensuring successful learning outcomes for all of our students.

## SFC Priority 2: High quality learning and teaching

*This section links to SFC National Measures 1 to 5 and to the Scottish Government's Inclusive Growth and Investment Priorities.*

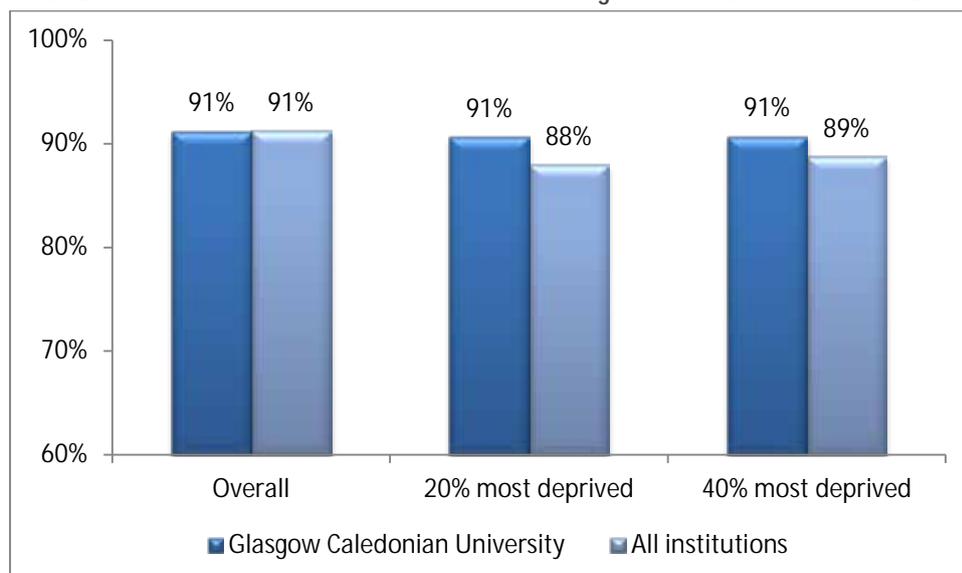
### 2.1 Delivery of learning and support for students

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 implementing the Strategy for Learning, GCU has developed a framework to support, recognise and embed the Common Good within the curriculum and also provide opportunities for all GCU students to engage in co- and extra- curricular activities aligned to the Common Good, for example, social innovation, community engagement and volunteering. This is underpinned by our participation in the prestigious AshokaU network, as the first Scottish institution to achieve Changemaker status in recognition of our commitment to embedding social innovation as a core value across the University's campuses. Due in part to these initiatives, the 2016 National Student Survey (NSS) rated student satisfaction with their personal development above the Scottish sector average

### 2.2 Retention and attainment

One of GCU's key successes is our commitment to widening access with quality, as demonstrated by our retention rates for students from widening access backgrounds. Chart 2 shows that the University is on a par with the Scottish sector for overall retention of full-time Scottish domiciled undergraduate entrants, and performs ahead of the sector for retention of students from MD20% and MD40% backgrounds. Our continued success in this area is predicated on the maintenance of SFC Widening Access and Retention Fund (WARF) funding over the period of this Outcome Agreement.

**Chart 2: Retention rates for Scottish domiciled undergraduate full-time students 2014-15<sup>1</sup>**



<sup>1</sup> <http://www.sfc.ac.uk/communications/Statisticalpublications/2016/SFCST062016.aspx>

We remain committed to building on our strong track record in terms of student retention, projected student outcomes, and graduate employment. GCU continues to perform very strongly in these key metrics, as demonstrated by the 2017 HESA Performance Indicators.

**Table 1: HESA 2017 Performance Indicators**

Projected outcomes	GCU 2017	Scottish Modern University average
Projected to gain a Degree	79.1%	75.9%
Projected neither award now transfer (drop-out rate)	10.1%	13.8%
Non-continuation following year of entry % not in HE (all entrants)	8.9%	11%

### 2.3 Our approach to address barriers

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

- The **Engage** Initiative explicitly focuses on enhancing student engagement in collaboration with students, providing a range of opportunities for students to influence their learning experience within their own academic programme and with University-wide activities and processes.
- 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.
- GCU is committed to excellence in **Academic Advising**. The PPACT (Personal, Professional, Academically-informed, Consolidated, Transitional) Standard of academic advising enhances academic advising, and encompasses extra and co-curricular activities and has a strong focus on employability.
- GCU plays an active role in the Steering Group of **Back on Course**, an SFC-funded project to provide support for, and gain insight into, those who leave higher education early. GCU promotes the service to students and provides data to Back on Course to allow leavers to be contacted for interview and support.
- Our successful Higher Education Academy accredited **Accelerate CPD Learning and Teaching Framework** has been expanded to offer four routes to professional development and recognition aligned to the UK Professional Standards Framework, and supports initiatives such as the Principal's Awards for Teaching.

## 2.4 Enhancing the student experience

Key to Strategy 2020 and our Strategy for Learning is the aim to deliver an outstanding and distinctive student experience. With overall satisfaction of 83%, the 2016 NSS rated GCU in the Top 5 in Scotland for satisfaction in a number of subject areas.

Table 2: GCU subject areas in the Top 5 in Scotland (NSS 2016)

Subject	Position in Scotland	Overall satisfaction
Accounting	1	97%
Tourism, Transport & Travel	1	93%
Nutrition & Dietetics	1	100%
Electronic & Electrical Engineering	2	86%
Vision Sciences*	2	99%
Mechanical Production & Manufacturing Engineering	2=	83%
Psychology	4=	94%
Sociology / Social Sciences	4	92%

\*As GCU is the only provider in Scotland this is a UK wide position

The 2016 International Student Barometer (ISB) results demonstrated that satisfaction amongst international students is very high at 90%, in line with the UK and Scotland averages. GCU is rated first in Scotland for international student satisfaction in a number of key areas including managing research, work experience, virtual learning, the design and quality of the campus buildings, and the Counselling team.

Looking to 2020, we have established a steering group on Enhancing the Student Experience to provide a forum for sharing information and best practice and to drive forward the implementation of the institutional 2020 Student Experience Action Plan. With the Students' Association, we are developing a new Student Partnership Agreement based on the concept of the 'GCU Community'. GCU views staff and students working as partners as central to the delivery of excellence in learning and an outstanding student experience, and the Student Partnership Agreement outlines how we will work together to achieve this. The Students' Association is well placed to drive this agenda, having been rated as well ahead of the Scottish sector average in the NSS.

## 2.5 Student wellbeing at GCU

GCU's Student Wellbeing Service provides a new multi-disciplinary approach that will ensure that students, particularly those with long terms 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 has introduced much needed mental health support which has been very well received. The team is also the main point of contact for student carers and trans students and assists with the creation and delivery of health promotion initiatives.

At GCU, 8.6% of full-time undergraduates in academic year 2015-16 had a declared disability, an increase of 1.5% percentage points compared to the previous year. Our Disability Team received a commendation in the Herald Higher Education Awards 2016 in the category of Student Support Team of the Year for its work with students on the autism spectrum.

## 2.6 Quality and the academic portfolio

GCU completed the Enhancement-Led Institution Review (ELIR) in early 2015, which returned a judgement of highest confidence, as the panel recognised the University's commitment to, and success in, delivering excellence in learning and the student experience.

Focussed on our strengths in teaching and research, GCU is refreshing its academic portfolio to ensure that our programmes provide an excellent student experience, are responsive and relevant to students and the labour market needs, whilst balancing our commitment to widening access and articulation. The development of our portfolio continues to be informed by employers, professional accrediting bodies and, where appropriate, Scottish Government workforce planning objectives. We welcome the Scottish Government's changes to postgraduate student support and we will explore opportunities that arise from the new arrangements to widen access to postgraduate study at our University. We also welcome early engagement with the review of SFC teaching funding which was announced in February 2017.

### *Language skills*

GCU continues to promote languages to undergraduate students through a long standing collaboration with City of Glasgow College. Modern language provision is also offered to postgraduate students and staff members through partnership working with the Open University

Building on expertise in the area of Scottish Gaelic as a business asset, which informed the National Gaelic Language Plan, we continue to support research on the economic impact of Gaelic and Gaelic in the media.

## 2.7 Internationalisation

The University refreshed its 2020 Internationalisation Strategy in 2016-17. With campuses in Glasgow, London, and New York and educational partnerships in Oman, Bangladesh and Africa, we are focussed on internationalising the curriculum and promoting diversity in our student and staff profile, whilst enhancing our campus culture and driving income growth.

### *Glasgow Caledonian New York College (GCNYC)*

In June 2017, GCU was the first foreign institution to become a degree-granting body in New York State following the granting of a Charter by the New York State Education Department's Board of Regents. Glasgow Caledonian New York College (GCNYC) will deliver distinctive Masters degrees in key areas to a new generation of students, offer unique exchange and study opportunities for staff and students, and establish new dynamic partnerships with a range of organisations in the USA to advance our social mission and the enterprise goal of the Scottish Government. GCNYC will also provide a base for student recruitment to our programmes at our Glasgow and London campuses. Our Fair Fashion Center is based at GCNYC, and works closely with the United Nations and industry leaders to promote sustainability in fashion business.

### *Transnational education*

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. With over 4,000 TNE students, we are on track to achieve our 2020 ambitions in this arena. In 2015-16, GCU established the African Leadership College in partnership with African Leadership Unleashed to provide affordable, quality

higher education to produce a new generation of ethical leaders for Africa. This innovative partnership has brought additional benefits to GCU students as it has enabled programme teams to make a step change in their teaching and learning strategies, utilising technology to enhance the student learning and experience

#### *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. We are recognised as a leader in encouraging international mobility from widening access, as evidenced by the awarding of €1 million funding to GCU as a partner in a new project which will help prepare students across Europe to succeed in the global labour market through blended mobility. Funded by the European Commission's Erasmus+ Cooperation for Innovation and the Exchange of Good Practices programme, the Blended Academic International Mobility project will run for three years with an aim to overcome typical barriers to mobility by providing best-practice distance learning tools and supporting students to work virtually with students across Europe.

Currently, **6.4%** of our home students participate in international exchanges, international study or cultural experiences. We endeavour to promote international opportunities to widening access students, with **27%** of students that undertook international mobility coming from a widening access (MD40) background in 2015-16.

We are committed to growing international mobility further, and will continue to provide programmes such as:

- **Magnusson Awards:** student projects include visiting a community healthcare model in Alaska, volunteering at a leprosy hospital in India, designing a climate-resistant classroom, and raising awareness of rainforest conservation.
- **Transnet Foundation:** provides 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. To date, more than 90 GCU students have volunteered on Phelophepa.
- **Sir Alex Ferguson awards:** will help more than 200 students to access higher education and take up life-changing opportunities during their studies such as students taking their construction expertise to Malawi to help protect schools against flooding, and a student working on projects in India giving women and girls access to equal education, health care and income opportunities.

#### *Educational Quality at Universities for Inclusive International Programmes (EQUiIP)*

GCU is a participant in *EQUiIP*, a European Union initiative with seven universities, which supports the continuous professional development of staff in internationalised curricula. It identifies the competences needed to support academic areas in developing an internationalised curriculum that delivers on global and intercultural competences. It consists of a competency framework, an integrated intensive course, an online learning platform and research and policy output.

## 2.8 Focus on skills needs

Strategy 2020 focuses on enhancing employability by ensuring students are equipped with the skills to succeed as global citizens. The 2016 HESA Employment Performance Indicator shows that 96% of GCU graduates are in employment or further study after six months.

Each of our academic Schools has developed close links with business, the professions and the public and voluntary. In addition, many programmes have Industrial Advisory Groups which provide guidance on careers, as well as offering guest lectures.

**Table 3: Proportion of programmes with placements and accreditation 2015-16**

	Undergraduate programmes	Postgraduate programmes	Total
Placement opportunities	75%	16%	48%
Professional accreditation	48%	45%	47%

### *Careers Service*

GCU's Career Service will continue to work to ensure strong graduate employability prospects for our graduates. Currently approximately 62% of our Scottish-domiciled graduates enter professional occupations within 6 months. We aim to continue to grow this proportion. Initiatives to deliver on this include:

- **The Common Good Award:** GCU is currently developing the Common Good Award which aims to encourage and support students to develop Common Good Attributes by engaging in co- and extra-curricular activities alongside their studies.
- **Career Conversations:** The Careers Service is committed to addressing barriers and enabling students to network with organisations that offer relevant and aspirational opportunities, for instance through a series of Career Conversations which are informal, flexible and informative, to enable interactions with organisations in a less structured way.
- **The Work Experience Hub:** The Hub was created in September 2016 to provide students with a One Stop Shop based, in the Careers Centre, to ensure equality and ease of access for any 'on campus' work experience or volunteering opportunities at GCU.
- **Integrated approach to student support:** The Careers Services sits within the newly integrated student services directorate and works closely with the Student Wellbeing Team as well as our academic Schools. It works jointly with the Disability Team to enhance the quality of outcomes for disabled students, enhancing employability support in order to address the gap in attainment for key groups.

### *Training and development of the health and social care workforce*

The University is focussed on ensuring that nursing graduates are equipped with the core skills to excel in practice. This was recognised at the Herald's 2016 Higher Education Awards, where GCU was presented with an Enhancing Student Learning Award for the School of Health and Life Sciences innovative application of with learning technologies. 'Chaotic Environment' is a simulated learning experience, delivered to student nurses undertaking the Learning Disabilities Nursing Studies programme.

The first cohort of a postgraduate Diploma for Chief Social Work Officers, delivered in partnership with the University of Dundee, began their studies in 2015-16. A new MSc in Paramedic Practice had its first intake in September 2016 and we plan to introduce a new BSc Paramedic Science programme to start in September 2017, in addition to our partnership programme for Scottish Ambulance Service employees. This is the first open access paramedic science undergraduate programme on offer in Scotland.

The University provides CPD programmes for the NHS in Nursing, Oral Health, Ophthalmology, Allied Health, Ultrasound and Endoscopy, and for the IT industry in computer networks and cybersecurity.

## 2.9 Employer Engagement

Employer engagement is central to the development and success of our academic programmes, builds on our current success and underpins our focus on achieving continuous improvement in graduate level employment in line with our Strategy 2020 ambitions.

Our institutional approach to employer engagement for student employability is demonstrated in our Department of Life Sciences, which has frequent advisory and discussion forums with industry where there is active engagement with curriculum development. Life Sciences at GCU has forged links with the Scottish Life Sciences Association and Glasgow Economic Leadership to promote practical skills and produce work-ready graduates with clear career plans. The NHS provides placements and training for students on Biomedical Science, Dietetics and Vision Science programmes. In addition to GCU's Eye Clinic, we work with industry leaders including Specsavers, which provides staff to help in the clinical supervision of students as well as staffing a weekly 'drop-in clinic' where Vision Science students can develop their clinical skills and instrumentation in line with current industry practice.

GCU will continue to promote its unique commitment to the Common Good through initiatives that encourage students to develop skills and interact with employers while contributing to social benefit. The University has been awarded €295,000 from the British Council for an innovative international project that aims to develop employability skills in multicultural and interdisciplinary settings associated with the renewable energy industry. GCU will work collaboratively with The Hague University of Applied Sciences in the Netherlands, Lahti University of Applied Sciences in Finland, and UK construction training provider Constructionarium, during the three-year project.

## 2.10 Work Based Education at GCU

GCU has distinctive strengths in University to Business work based education through our successful approach to educating people with business. We unlock expertise from across the University to offer programmes in Scotland and internationally, which are co-created with employers and grounded in a work-based philosophy. Flexible entry pathways, online CPD delivery and recognition of prior learning provide a smooth transition for employees and promote widening access for mature learners. The University will continue to work to address skills shortages by offering work-based degree programmes in partnership with a variety of companies and bodies including Geason Training, Scottish and Southern Energy, the National Skills Academy for Rail, and IBM.

GCU is recognised by the SCQF as experts in work based education and regularly passes on enquiries from organisations seeking advice and support. There are multiple benefits to credit rating for GCU and for the organisations that we work with, such as employers can have confidence in the quality of their staff development programmes, employees gain more skills which will help them in their job, and they receive

recognition for what they have achieved, helping potential optimisation and movement to higher levels of education. Employees feel encouraged to develop, improving morale and loyalty to the organisation. Better qualifications are also linked to better productivity and efficiencies, transforming business by building capacity and capability.

### **Case study on employer engagement: Graduate Level Apprenticeships**

GCU is pioneering an alternative route into higher education with the rollout of three Graduate Level Apprenticeship programmes, delivered in partnership with national agency Skills Development Scotland and leading sector-related companies. In advance of the implementation of the Apprenticeship Levy in April 2017, Skills Development Scotland, with funding from the European Structural and Investment Funds, invited bids from Scottish universities for the development and delivery of the first Graduate Level Apprenticeship (GLA) programmes in Scotland.

GLAs provide work-based learning opportunities up to Masters Degree level for employees. They have been created in partnership with industry and the further and higher education sector, combining academic knowledge with skills development to enable participants to become more effective and productive in the workplace. GCU is particularly well placed to develop and deliver this new format as it builds on our many years of experience delivering part time degrees to our industry partners.

The University was successful in its bid to deliver three of the first GLA programmes in Scotland. GLAs will, from May 2017, be offered in Software Development for Business; IT Management for Business; and commencing, in September, an Engineering Design and Manufacturing programme.

Apprentices will be recruited and employed by one of participating companies. They will study part-time towards a four-year degree, delivered over three semesters rather than two, with large elements of the learning accomplished through work-based activities. The apprenticeships are initially to Honours Degree level with ambitions in the future to develop Masters-degree level apprenticeships.

GCU currently works with IT industry partners including Lanarkshire NHS Trust, JP Morgan, Morgan Stanley, Prudential, Clydesdale Bank, BT, IOMART and SDS themselves. In engineering, over 30 companies currently send students on our part-time courses including Howden Engineering, BAE Systems, Glaxo Smith Kline, Scottish and Southern Energy, Scotrail and Scottish Power.

The Software Development for Business programme will be delivered in partnership with CGI, a leading employer in the IT sector, as part of the company's resourcing strategy. Successful candidates will be offered a full-time job with CGI and the opportunity to achieve a BSc (Hons) in Software Development for Business from GCU.

Maggie Morrison, CGI Business Director in Scotland, said: "Graduate Level Apprentices will form a vital part of our resourcing strategy at CGI, helping us to build a strong, diverse and innovative workforce. "Apprentices bring vibrant energy, a new perspective and fresh approaches to business challenges. We are delighted to be working in partnership with Skills Development Scotland and GCU to deliver the first Graduate Level Apprentices in Scotland."

In partnership with Skills Development Scotland we will document and promote lessons learned and opportunities to add value as the range of GLAs grows across the sector.

## SFC Priority 3: World-leading research

*This section links to SFC National Measures 10 to 12 and to the Scottish Government's Innovation, Internationalisation and Investment Priorities.*

### 3.1 GCU Research Strategy 2020

GCU's has refreshed its 2020 Research Strategy, with the aim of providing a framework for both discipline-led and inter-disciplinary research within and across all academic units. The research framework outlines the three societal challenges that our research will focus on: Inclusive Societies, Healthy Lives and Sustainable Environments. This focus will be facilitated by a small number of research centres, based on research excellence and esteem, and aiming to work across the University's Departments and Schools as well as the research themes, for instance the Yunus Centre for Social Business and Health works across the challenges of Inclusive Societies and Healthy Lives, whilst the Centre for Climate Justice works across Inclusive Societies and Sustainable Environments. We encourage strong international, inter-sectoral and inter-disciplinary research both within and across themes and centres.

We will invest in promoting the 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.

Our Strategy underpins our focus and preparation for the next REF exercise, and we are fully engaged with the HEFCE consultation on REF 2021. GCU's performance in various UK research evaluation exercises since 1992 has improved steadily and markedly. This progress resulted in GCU emerging as the top modern University in Scotland for research power 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 per cent of outputs rated as world-leading;
- GCU is ranked in the top 20 in the UK for allied health and related research, with 89 per cent 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, attract high-calibre researchers, promote collaboration and improve internal peer review mechanisms before grant applications are submitted. This focus has resulted in increased successful grant applications and awards from quality funders.

Examples of recent high-value research awards include:

- Funding of £650,000 from the National Institute for Health Research for a mixed methods programme of research to improve sexual health by preventing transmission of infections and reducing undiagnosed HIV, and funding of £450,000 for research on rehabilitation and recovery of people with Aphasia after stroke.
- A grant of £260,000 from Visit Scotland National Tourism Agency to undertake a comprehensive Scottish Accommodation Occupancy Survey.
- Funding of £190,000 from the Berkeley Group Holdings plc for the development of a worker engagement maturity model to improve occupational safety and health.

- An award of £300,000 from the Chief Scientist Office for research to develop an ethical and economic framework for priority setting in health and social care.

#### *SFC Research Excellence Grant*

GCU's REG funding from the SFC is used to support research excellence in several ways. Based on a strategic reflection on our REF 2014 performance, in which we were praised for our support of early career researchers (ECRs), we have supported several such positions in areas of excellence across the University. Beyond this, we have taken a balanced and carefully-considered approach, supporting a portfolio of PhDs, strategic leadership appointments and research excellence support.

### 3.2 High quality Research environment

The University continues to evolve and strengthen its research culture, for example through:

- The European Commission HR Excellence in Research Award demonstrating our alignment with the principles of the European Charter for Researchers and Code of Conduct for Recruitment;
- Implementation of the UK-wide Vitae Research Development Framework through the Graduate School (for early career researchers) and the CREDO team (for experienced researchers);
- Strengthening of Research Integrity policies to ensure continuing alignment with best practice set out in the UK-wide Concordat to Support Research Integrity published by Universities UK;
- Membership of Scotland's ESRC Doctoral Training Partnership in Social Sciences.

### 3.3 Collaboration and engagement

GCU has developed many carefully chosen strategic research partnerships with public, private and third sector bodies, and collaboration remains a key priority in 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 & Midwifery Education, Research and Practice and systematic reviewers at GCU are active members of the Cochrane Collaboration. These international collaborations are focused especially on ageing, viral hepatitis and multiple conditions. GCU is also active in the growing network of universities based on the work of our Chancellor, Nobel Peace Laureate Professor Muhammad Yunus.

#### *Capacity building*

The University is the UK's top performing university in the Erasmus+ Capacity Building Programme (managing a total budget of over €4.5M) which drives international cooperation with developing countries in the fields of research, innovation and internationalisation.

### Research pools

Currently, GCU is involved in three research pools under this SFC initiative: SICSA (Scottish Informatics and Computer Science Alliance), ETP (Energy Technology Partnership) and the Glasgow Research Partnership in Engineering (GRP; part of the Scottish Research Partnership in Engineering). We remain well placed to enter into any such pools in many of our REF Units of Assessment and would welcome engagement in respect of this.

## 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.

### Case study on addressing societal challenges: Safeguarding Health through Infection Prevention with Health Protection Scotland

An evidence review commissioned by the World Health Organization (WHO) and conducted by researchers at GCU is part of a new set of global guidelines issued by WHO to support every country and healthcare facility developing infection prevention and control programmes forming a key part of the necessary strategies to prevent current and future infectious threats, including antimicrobial resistance and outbreaks of highly transmissible diseases such as Ebola.

GCU's Safeguarding Health through Infection Prevention (SHIP) Research Group carried out a systematic review into the effectiveness of national-level infection prevention control programmes, with experts presenting their evidence to the International Guideline Development Committee in Geneva. This work is now included within WHO's new Guidelines on Core Components of Infection Prevention and Control Programmes at the National and Acute Health Care Facility Level.

## 3.5 Community and public engagement at GCU

Effective community engagement is an imperative for universities wishing to strengthen their research impact, quality, and capacity for knowledge exchange, alongside enrichment of their student experience. GCU became a signatory of the National Coordinating Centre's 'Engaged University' Manifesto in 2012, and we have a focused and integrated approach to community and public engagement to support the delivery of our Strategy 2020 as the University for the Common Good.

## Case study on partnership and public engagement for societal benefit: GCU and NHS Lanarkshire creating new University Hospitals

Launched in March 2017, a landmark partnership between GCU and NHS Lanarkshire will create three University hospitals at Monklands, Wishaw General and Hairmyres, and will see world-leading academics work alongside health staff to tackle key health challenges facing people in Lanarkshire.

The partnership will set out a series of ambitious outcomes, with initiatives already underway to benefit patients including measures to reduce waiting times and improved access to healthcare with NHS Lanarkshire patients being treated by GCU Physiotherapists at the University's clinic. In addition, GCU's Professor of Ageing and Health, Dawn Skelton, a specialist in exercise intervention to reduce falls and promote active ageing, is working alongside staff to address one of the key health challenges facing its ageing population.

Examples of ongoing public engagement with research include the work of our Graduate School to develop researcher's skills in this regard; GCU's annual Research Day celebrations; our long-standing collaboration with the Glasgow Science Festival; development of an Engagement Mapping Tool which will better connect community partners with researchers; being a founding partner of The Conversation; and involvement with specific initiatives such as Explorathon, Black History Month and Gathering the Voices.

As an institution that is committed to the Common Good and responsive to the needs of our location, we support students to gain valuable experience and skills while contributing to our local communities. For example, 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 is led by a management committee, made up entirely of GCU Law students and supervised by Brodies and Sheridan's Solicitors. In the health arena, qualified GCU postgraduate optometry students deliver **eye care provision** at Hunter Street Health Centre for homeless people and asylum seekers, in the only eye health project of its kind in Scotland.

## Case study on community engagement: Sports, citizenship and society

GCU demonstrates its commitment to the Common Good and changing lives through education, by reaching out and working in partnership with community groups to raise aspirations and demonstrate in practice that it is never too late to learn. The transformational powers of education were pivotal to GCU's partnership with Turning Point Scotland Connects and Trust Rugby International, in the successful piloting of a University-wide course bringing together themes of sport and education, entitled 'Sport, Citizenship and Society', with service users in various stages of recovery from addiction.

A key requirement for the course was to offer a safe academic space in which to develop confidence in a classroom situation; develop communication and critical thinking skills and provide an enjoyable atmosphere in which to learn about sport in society. Enabling participants to negotiate with staff in choosing programme content was a mechanism used to ensure participants had ownership and participated in class. For the majority of service-users the course was their first encounter with education since leaving school. The students were service-users between the ages of 30 and 60. The students were supported through their learning experience by both GCU staff and their Trust Rugby International coaches.

## SFC Priority 4: Greater innovation in the economy

*This section links to SFC University Innovation Fund measures and Scottish Government's Innovation and Inclusive Growth Priorities.*

### 4.1 Engagement with the innovation landscape in Scotland

GCU is focussed on engaging with, and addressing, many of the challenges articulated in the Scottish Government's Innovation Action Plan for Scotland. Our University Innovation Fund submission to the SFC sets out how we will contribute to the seven outcomes for Scotland agreed at sector level. This work will be supported by our recently refocussed Research and Enterprise Directorate in collaboration with our academic Schools.

The following points highlight some of our key successes in relation to engagement with the innovation landscape in Scotland:

- In 2016-17, our KTP portfolio stands at seven projects. We are actively engaging with and supporting academic colleagues to ensure that we continue to deliver a strong pipeline of KTP projects from our areas of research expertise and we aspire to grow our number of KTPs over the period of this Outcome Agreement.
- We also aspire to grow the number of Innovation vouchers awarded to the University which provide a strong pipeline of innovation support for SMEs from which we can help to grow the Scottish economy in alignment with the Scottish Government's Innovation Action Plan.
- We will continue to build on our links with the five SFC Innovation Centres, promoting the benefits of engaging with the Centres to staff and working with SMEs to deliver sustainable, strategic partnerships. During 2016-17, GCU secured funding from two Innovation Centre projects (CENSIS and DHI) worth £88,000, and we aspire to grow our number of SFC Innovation Centre submissions over the period of the Outcome Agreement. This will underline our support for the SFC Innovation Centre model and for the outputs of the Reid review of the Innovation Centres.
- GCU holds seven patent families in 2016-2017, covering areas such as high-voltage engineering, smart building management systems, building integrated photo-voltaics and cholesterol modification.

### 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.

Key examples include:

- In 2015-16, GCU launched **Common Good First**, a digital exchange of grassroots solutions to pressing social problems both in the UK and around the world. In August 2016, the project was awarded almost €1 million over three years following a successful application for European Union Erasmus+ funding. Our work will enable co-operation between universities in the northern and southern hemispheres in social innovation, digital literacy and community engagement.

- GCU's **Climate Justice Centre**, in association with the Mary Robinson Foundation, chaired a roundtable debate at the World Social Science Forum and conducted a dissemination discussion on climate justice at the UN summit on climate change in Paris. The Centre works in collaboration with the Joseph Rowntree Foundation, one of the largest social policy research and development charities in the UK, to influence public policy in this key area.
- The **Yunus Centre for Social Business and Health** is part of a major €2.5 million European research project analysing the impact of the international economic crisis on groups which are most affected by socio-economic policy, such as immigrants, the unemployed or disabled people. TransSOL (European paths to transnational solidarity at times of crisis) is funded by the €80 billion Horizon 2020 research and innovation framework programme.
- 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. The Fair Fashion Center has secured \$1.25million from the C&A Foundation, the UN Sustainable Development Global Fund and the Rockefeller Foundation for research into sustainable models for fashion businesses.
- GCU 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. We have worked with Jacobs Engineering on projects including the £3bn dualling of the A9, the redevelopment of the A96 and A303, the development of Wyfla Nuclear Power with Horizon Nuclear on Anglesey, and the relocation of energy supply infrastructure in UK areas of outstanding Natural Beauty (with National Grid).

### 4.3 Sustaining a culture in which innovation can flourish

In line with SFC guidance, GCU will use its 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.

Key elements of our approach to developing entrepreneurial staff and researchers:

- Our work on enhanced template contract arrangements for SMEs with the RCDG of Universities Scotland, similarly, on developing post-project referral protocols.
- Provision of CREDO staff development workshops and regular KTP seminars (in conjunction with the West of Scotland KTP Centre) for researchers to improve effective knowledge transfer.
- Encouraging mobility of staff through strong relationships with the NHS and our developing professional doctorate programme.

Student and graduate enterprise: UHatch

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. We also work closely with external networking and support facilities including Entrepreneurial Spark, the Scottish Institute for Enterprise, the Santander Universities network, and Converge Challenge.

We are developing a suite of transferrable skills training for postgraduate students delivered via our Graduate School as well as the sector wide Scottish Researcher Development Policy Forum which supports KT initiatives.

In the area of graduate enterprise, UHatch has continued to grow and new social and commercial businesses have emerged from graduates across all of our academic Schools. UHatch now hosts 26 companies with combined sales of £1.4 million and is responsible for 52 individuals working in start-ups. Building on this success, the UHatch team successfully bid for GCU to host the 12th International Entrepreneurship Educators Conference in September 2017, which will attract 300 delegates to the campus.

#### **4.4 GCU's economic impact**

An independent study, undertaken by Biggar Economics and published in January 2015, found that GCU contributes a total Gross Value Added (GVA), including graduate productivity, of £492 million to the local economy in Glasgow, over £881 million for Scotland and almost £1 billion for the wider UK economy. In terms of employment impact, the study found that GCU creates over 5,920 jobs for Glasgow, 12,437 jobs for Scotland and 14,113 jobs for the UK. The return of investment measure indicates for every £1 invested by the SFC, GCU generates £13.13 GVA for Scotland and £14.75 GVA for the UK economy.

#### **Case study on Knowledge Transfer Partnerships: SPT Subway tunnels**

A GCU supported initiative focusing on the development of sustainable heat sources won a 2016 Scottish Transport Award. GCU worked with Strathclyde Partnership for Transport (SPT) to exploit wastewater in its Subway tunnels to turn it into heat. Following successful research with the University, SPT is now trialling new energy-efficient heat-pump systems using water and air in the Subway.

The work was undertaken as part of a two-year Knowledge Transfer Partnership (KTP) project with GCU, whose researchers established that the water captured in the underground tunnels has a temperature of around 10-14°C, which is sufficient for extracting heat for use as a sustainable heat source. Since June 2014, measurements for the air temperature, air humidity and air flow have been undertaken. New heat-pump systems were trialled in St George's Cross and Bridge Street Subways, and have been extended to other stations with potential for roll out across the network. The team also established that the warm, humid air in the Subway can be captured and used to heat station offices.

## SFC Priority 5: High performing institutions

*This section links to SFC National Measures 15 and Scottish Government's Investment and Inclusive Growth Priorities.*

### 5.1 Equality and diversity

Equality and diversity are embedded in GCU's culture and run across all the themes of the Outcome Agreement. GCU's Equality Outcomes Framework 2013-2017 sets out our commitment to mainstreaming equality and diversity. Our governance mechanisms have supported the embedding of the Framework through engagement at our Equality and Diversity Committee, Executive Board, University Court and Senate. Key activities include enhanced leadership and infrastructure to support equality and diversity, the establishment of a network of Equality Champions, and consolidation of School and Directorate action plans through increased engagement with colleagues. Culture change has been supported by increasing the awareness of staff and students around a wide range of equality and diversity issues, including unconscious bias. Accessibility of the campus was a central part of the Heart of Campus planning and development.

The Public Sector Equality Duty (PSED) Report, published in April 2017, sets out our ambitions for further mainstreaming equality across University functions and implementing the Equality Outcomes Framework. The PSED Report will apply over the period of this Outcome Agreement. We are currently consulting with staff, students and external stakeholders on the development of GCU's Equality Outcomes for the next four year period.

In compliance with the General and Scottish Specific duties of the Equality Act (2010), which includes the statutory requirement for equality impact assessments (EIA) of new and revised strategies and policies, EIAs have been routinely embedded in core University business. The EIA for this Outcome Agreement is appended alongside its submission.

Examples of the University's key achievements include:

- GCU is sector leading in terms of our gender pay gap, with **no gender pay gap** in academic roles when data accounts for age and length of service.
- GCU has achieved the **Athena SWAN Bronze Award**. Driven by our Advancing Gender Equality Group, GCU is an active member of the Athena SWAN Scottish Regional Network. Furthermore, our three academic Schools have each made a commitment to applying for departmental Athena SWAN awards.
- In 2012, GCU became a **Living Wage Employer**, and building on this base, GCU was confirmed as Scotland's first accredited Living Wage University employer in June 2014.
- The University achieved the **Healthy Working Lives Gold Award** status in 2013, and holds annual Health and Wellbeing weeks for staff and students.
- GCU was awarded the **HR Excellence in Research Award** from the European Commission in recognition of our commitment to career management and skills development of researchers.

## 5.2 Focus on gender

### *Gender balance in our student body:*

GCU is committed to ensuring that gender is not a barrier to students pursuing the programmes of their choice. The detail of actions in this regard will be included in our first Gender Action Plan, due to be submitted to SFC in July 2017.

Our academic Schools have an important role in the gender balance of subject areas. A range of activities is undertaken during the recruitment stage at GCU, which enhance and support gender-balanced recruitment, and we believe that staff support and development is also key to this agenda.

Examples of outreach that GCU will be engaged in over the period of the Outcome Agreement include **Inspire for Boys, Inspire for Girls, and HeadStart for Girls**. These courses last for three days and will incorporate hands-on activities, soft skills, lab time, talks and so on. GCU, taking cognisance of low male participation rates in the higher education sector more widely, is the first University to run an Inspire course for boys.

GCU also participates in **Routes into STEM for teachers**. This is based on hands-on workshops in the areas of Mechanical Engineering, Surveying and Networks, where teachers meet our staff and students and engage in a Q&A session. The feedback from this course has been extremely positive and has led to close engagement with the teachers' schools resulting in schools sending their pupils to GCU for a university experience days and inviting GCU staff to attend their school career fairs.

### *Gender balance in our staff and Governing Body:*

The University is committed to gender equality for staff also and has made further commitments to addressing gender imbalances at senior academic level, as well as at Governing Body level.

The proportion of female professorial staff at GCU increased from 25% in July 2012 to 34% in July 2015. This increase was achieved through a combination of increased recruitment and promotion of women. Our Athena SWAN action plan makes a commitment to increasing the proportion of female professors in STEM areas.

We will continue to monitor gender pay gaps and conduct regular equal pay reviews. This work has already commenced through the establishment of a Joint Working Group with trade union colleagues on equal pay, which has adopted methodologies informed by university sector-specific guidance.

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.

The proportion of women on our Governing Body has increased as we have progressively reviewed and refined our recruitment strategy and actions with a view to achieving a good gender balance and generating interest among underrepresented groups. Opportunities are widely advertised across different media. This is complemented by the close targeting of relevant organisations which promote the interests of underrepresented groups and individuals with encouragement to apply for governor roles. The Court and its membership committee monitor gender balance and the representation of other protected characteristics routinely in respect of applicants, shortlist and appointments. The Court took the decision proactively to associate the role of chair with remuneration rather than adopt the minimum position captured in the HE Governance Act 2016 with a view to maximising the accessibility of the role. The Court is exposed to equality training and the membership committee has undertaken unconscious bias training.

## Case study on gender: SmartSTEMs

In 2016, for the second year running, GCU underlined its commitment to inspiring more young women to get involved in Science, Technology, Engineering and Mathematics (STEM) through the award-winning SmartSTEMs event. SmartSTEMs, a Scottish Charity, is a collaboration between several partners including Beyonder and Women's Enterprise Scotland and is driven by Seric Systems, a technology business specialising in security, fraud prevention and infrastructure.

GCU attracted over 500 pupils between the ages of 11 and 14 to take part in activities, based on our areas of academic and research strength, that included a robot race, forensic investigation, model bridge building, coding, TV news programme production, and surveying. Ten of the workshops were organised by GCU staff and students and 18 workshops were hosted by external companies and SmartSTEMs volunteers. There were also numerous internal and external exhibitors hosting demonstrations and hands-on activities on the day, while over 40 GCU student volunteers helped to run the event.

## 5.3 Governance

Good governance is vital to the success of the institution and the University supports the maintenance of good governance through an ongoing process of review and reflection. The University Court of Glasgow Caledonian University 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 is in accordance with the Scottish Code of Good Higher Education Governance. Court keeps the balance of diversity, skills and experience of its membership under review and maintains a skills matrix.

## 5.4 Digital development

GCU's Digital Strategy was approved by in 2016, identifying key goals and a digital university framework which will drive the University forward in its digital maturity and ensure that digital development enhances the student experience, learning and teaching, research and knowledge exchange, and international partnerships and collaborations.

A Digital Strategy Steering Group has been put in place to support implementation of the Digital Strategy, provide institutional oversight and assurance that the actions taken forward are appropriate and sufficient to meet the ambitious aims of the strategy. Strategy implementation will be supported by a 'Digital 2020' programme of strategic projects, starting with replacement of the student information management system. Whilst implementation of the Digital Strategy is at an early stage, assurance structures and institutional oversight are in place. The first of the strategic projects is underway and work is ongoing to deliver the organisational transformation required to facilitate and embed digital approaches into our core business. The University has implemented a requirement for all staff to undertake information security training.

## 5.5 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, the University continues 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.

The University has submitted its annual strategic financial plan to the SFC. The 2015-16 position reflects a challenging year for the University, in the context of uncertainty in the international student recruitment market that is impacting the HE sector in the UK as a whole. During the year there was significant capital expenditure of £20.2m on infrastructure projects (£0.7m from SFC funding) to continue our investment in the learning environment for the direct benefit of students and staff. The University remains well placed in terms of financial sustainability to continue to invest in pursuit of its strategic goals articulated in Strategy 2020.

## 5.6 2020 Estates Strategy and environmental sustainability

The University has developed a new 2020 Estates Strategy, which plays a key role in supporting our strategic objectives to providing the highest-quality learning and teaching environments for our students, staff, partners and visitors. It sets out an ambition that our buildings, open spaces and associated infrastructure should reflect the University's values and aspirations and the estate must also support our Digital Strategy aims, expanding the use of the latest technologies to enhance the student experience and increase the connectivity of our campuses and communities, recognising that a responsive campus infrastructure is essential for GCU to compete in a digital age.

Environmental sustainability is a central element of the University's Strategy 2020 and the Estates Strategy. Through a University-wide focus and commitment to environmental sustainability, we have been extremely successful in a number of key areas and intend to build upon these achievements over the period of this Outcome Agreement.

Key achievements:

- In recognition of our achievements and ambitions in environmental sustainability, the University was awarded a **'1st' in the 2016 People and Planet Green League**, and was ranked in the Top 10 Universities in the UK and second in Scotland.
- The University was successfully recertified as **EcoCampus Platinum / ISO 14001** in 2015-16. GCU remains Scotland's only University with a certified EcoCampus Platinum Award, and one of only 16 UK universities.
- Through our targeted policy, cycling rates at GCU have doubled between 2012 and 2015 and now over 4% of students and just under 10% of staff cycle to University. In recognition to our commitment to promoting active travel, Cycling Scotland has nominated GCU as Scotland's first **Cycle Friendly Campus**.
- A variety of **waste minimisation and recycling initiatives** enabled GCU to reduce the amount of waste it produces by over 30% between 2008-09 and 2015-16. We currently send no waste to landfill.
- We continue to ensure that the University meets its obligations under the **Climate Change (Scotland) Act**.

### *Combined Heat and Power system*

A Combined Heat and Power engine (CHP) and district heating supply was installed as part of the Campus Futures initiative and allows the University to generate on-site electricity and reduce carbon emissions. A by-product of this is recovering the heat produced during the process instead of it going to waste, which is used to generate domestic hot water and assist with heating across campus. The CHP also plays a key role in teaching and research. The engine is housed within an energy centre which has been designed with an observation gallery, teaching area and across-campus instrumentation to help support knowledge and technology transfer. This hands-on feature has supported programmes in GCU's School of Engineering and Built Environment achieving accreditation by the Energy Institute, the leading chartered professional membership body for the energy industry.

### **Case study on estates and environmental sustainability: Heart of the Campus**

GCU has transformed its estate through a series of landmark projects delivered through its Campus Futures initiative. This ambitious development combined estate consolidation, building refurbishments, sustainable energy provision and district heating network, energy saving measures in the form of overcladding technology and the creation of green courtyard spaces.

At its heart was a £32million investment in the student experience which has created outstanding learning spaces and social areas while improving accessibility and connection routes. The flagship Heart of the Campus has created outstanding learning spaces and social areas and has rejuvenated two of the oldest buildings on the estate. It has introduced a 500-seat lecture theatre and conference facility, seminar rooms and an entire floor dedicated to student support services. There is a contemporary restaurant, a student-focused cafe and lounge and new entrance pavilions. Three new courtyard gardens offer space for reflection and engagement while connections between buildings have been improved.

The project also included relocating approximately 350 staff and research students from nearby rented accommodation back on campus, which involved complex moves and refurbishments and generated a saving of £1M per annum. The installation of a Combined Heat and Power (CHP) energy centre and district heating network links all buildings across campus into a shared and sustainable energy network, helping to reduce GCU's carbon footprint. It's also used as a learning and research resource for students. The overcladding of our Hamish Wood building has utilised the latest construction systems and methods to revitalise one of the most dated and inefficient buildings on campus. With its new highly insulated envelope and connection to the CHP network, the building is now contributing to significant energy and carbon savings across the campus as a part of GCU's award winning sustainability programme.

GCU students were given a unique insight into the construction industry through placements with contractor Robertson with one third-year Construction Management student working as a trainee site manager on the Heart of the Campus project. During the project the University delivered a community engagement partnership with Robertson, which involved local schools visiting the University to work on waste management projects with GCU's Environmental Management students and staff from Robertson.

Demonstrating the impact of our new learning environment, the 2016 International Student Barometer results rated GCU first in Scotland for international student satisfaction with the design and quality of the campus buildings.

# SFC National Performance Measures

GCU is committed to continuous improvement across all the national performance measures.

**Table 1: Quantitative data on widening access national measures (Priority 1)**

Table 1 reflects the opportunities and challenges of our diverse student body. In line with our focus on ensuring that all students achieve a successful outcome, our quantitative aspirations reflect an ambition to maintain current success in widening access as more universities extend their focus to widening access.

National Performance Measure		2014-15 actual	2017-18 aspiration	2018-19 aspiration	2019-20 aspiration
1 (i)	The number of Scottish-domiciled learners articulating from college with advanced standing	886	850 (+157)*	850	850
2a (ii)	The proportion of Scottish-domiciled undergraduate entrants (SDUE) from the 20% (MD20) most deprived areas	21%	20%	20%	20%
2b (ii)	The proportion of SDUE from the 40% (MD40) most deprived areas	41%	40%	40%	40%
4 (i)	The proportion of SDUE by different protected characteristics and care leavers: Male	42.6%	40%	43%	43%
4(ii)	The proportion of SDUE by different protected characteristics and care leavers: Age 21 and over	41%	Not applicable		
4 (iii)	The proportion of SDUE by different protected characteristics and care leavers: Ethnicity of BME	9%	Not applicable		
4 (iv)	The proportion of SDUE by different protected characteristics and care leavers: Disability	7%	Not applicable		
4 (v)	The proportion of SDUE by different protected characteristics and care leavers: Care leavers	<1%	Not applicable		
5* (i)	Retention by protected characteristic - Full-time SDUE returning to study in year two: MD20	90.8%	Over 90%	Over 90%	Over 90%
5 (ii)	Retention by protected characteristic - Full-time SDUE returning to study in year two: male	89.4%	Over 90%	Over 90%	Over 90%
5 (iii)	Retention by protected characteristic - Full-time SDUE returning to study in year two: female	93.2%	Over 90%	Over 90%	Over 90%
5 (iv)	Retention by protected characteristic - Full-time SDUE returning to study in year two: under 21	92.2%	Over 90%	Over 90%	Over 90%
5 (v)	Retention by protected characteristic - Full-time SDUE returning to study in year two: 21 and over	90.8%	Over 90%	Over 90%	Over 90%
5 (vi)	Retention by protected characteristic - Full-time SDUE returning to study in year two: white	91.5%	Over 90%	Over 90%	Over 90%
	Retention by protected characteristic - Full-time SDUE returning to study in year two: BME	92.6%	Over 90%	Over 90%	Over 90%
	Retention by protected characteristic - Full-time SDUE returning to study in year two: Disability	88.9%	Over 90%	Over 90%	Over 90%
	Retention by protected characteristic - Full-time SDUE returning to study in year two: Care leavers	100%	Over 90%	Over 90%	Over 90%

\* GCU was allocated 157 places through the Additional Articulation Scheme for four years to 2016-17. We will seek to achieve the 157 places for 2017-18, noting that we are in discussion with the SFC about future allocations and will contribute to the SFC's review of the additional funded places schemes.

Table 2: Quantitative data on 'High quality learning and teaching' (Priority 2)

National Performance Measure		2014-15 actual	2017-18 aspiration	2018-19 aspiration	2019-20 aspiration
6	The proportion of full-time first year SDUE returning to study in year two	92%	92%	92%	92%
9	The proportion of Scotland-domiciled graduates entering positive destinations	96%	95%	95%	95%

Table 3: Quantitative data on 'World-leading research (Priority 3)

National Performance Measure		2014-15 actual	2017-18 aspiration	2018-19 aspiration	2019-20 aspiration
11	Total income from the UK Research Councils	£440,000	£500,000	£513,000	£525,000
12	Total research income from all sources	£5,780,000	£5,800,000	£5,945,000	£6,094,000

Table 4: Quantitative data on 'High-performing institutions' (Priority 5)

National Performance Measure		2014-15 actual	2017-18 aspiration	2018-19 aspiration	2019-20 aspiration
15	Gross carbon footprint (3 year period)	26,763	-1%	-1%	-1%



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A' brosnachadh foghlam adhartach agus àrd ìre

## Outcome Agreement between Glasgow Caledonian University and the Scottish Funding Council for AY 2017-18

On behalf of Glasgow Caledonian University:

Signed: 

Print name: Pamela Gillies

Position: Principal

Date: 04/07/17

On behalf of the Scottish Funding Council:

Signed: 

Print name: John Kemp

Position: Interim Chief Executive

Date: 6<sup>th</sup> July 2017

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