University for the Common Good

**Outcome Agreement
with Scottish Funding Council
2021-22**

Contents

Introduction

This Outcome Agreement for 2021-22 has been produced in line with the guidance provided by the SFC, and following consultation with a wide range of colleagues, with trades union representatives, and with the Students' Association.

The ongoing Covid-19 pandemic undoubtedly brought challenges for students and staff, in all aspects of University life, in 2020-21. Our institutional response to the pandemic prioritised the safety, health and wellbeing of our University community; the delivery of high quality learning and teaching and services for our students; support for academic teaching and research colleagues, professional services staff and partners; and application of our expertise and resources for the benefit of the national response. We adapted at speed and continue to evolve our response and our approach. The University and Students' Association continue to work closely together to understand and address the complexities in teaching, learning and engagement created by the continuing pandemic.

Glasgow Caledonian University's Strategy 2030 was launched in January 2021 with a distinctive vision to be recognised as a world leading University for social innovation, delivering transformative education and impactful research though purposeful partnerships as a globally connected University, with an engaged University community committed to the Common Good. Our staff and students are led by the GCU values of Confidence, Responsibility, Integrity, and Creativity, and the Sustainable Development Goals (SDGs), which provide the guiding framework for the delivery of our Strategy.

This Outcome Agreement highlights our continued outstanding performance in relation to recruitment and retention of learners from the lowest quintiles of the Scottish Index of Multiple Deprivation (SIMS20), and degree completion, particularly in the context of the Scottish sector performance in these areas. This reflects our unwavering focus and commitment to widening access with excellence and is testament to the efforts of staff across the University.

We are a leading University for articulation with our College partners, and we are developing new and innovative collaborations with Colleges for the benefit of learners and communities in Scotland. The University is also a leader in Scotland for Graduate Apprenticeships, building on our extensive business relationships.

We developed the 2021-22 Outcome Agreement against the backdrop of some key successes including very strong Graduate Outcomes, with 80% of our graduates in highly skilled occupations, and significant growth in new international enrolments across our Glasgow and London campuses. In the 2021 THE Impact Rankings, the University is ranked 69th globally in recognition of our commitment to supporting the SDGs. Notably, we were ranked 5th in the world and first in the UK for SDG 5 Gender Equality which, when coupled with our achievement of the institutional Athena SWAN Silver Award in 2021, demonstrates our clear strength in this area.

The University continues to deliver impactful research in support of the SDGs, with GCU leadership or collaborative input into a number of major Covid-19 related research projects and maintenance of research income. We look forward to positive outcomes in the 2021 Research Excellence Framework.

Building on our longstanding commitment to environmental sustainability, our research and public engagement on climate issues, and the key contribution of the University and Students' Association to harnessing the profile of our city hosting COP26, we will progress our strategic ambitions to achieving carbon neutrality.

Academic year 2021-22 is an exceptional year, and we look forward to working with the Scottish Funding Council on implementation of the SFC Review recommendations to maximise their impact for Scotland.

Professor Pamela Gillies, CBE FRSE   **Adil Rahoo**
Principal & Vice-Chancellor   **Student President**

1. OUTCOMES FOR STUDENTS

1.1 Fair access and transitions

Our approach

The University takes a lifecycle approach to widening participation through a model of partnership working and support at multiple points throughout the learner journey and into employment. 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. The impact of the Covid-19 pandemic has been felt by both school leavers and mature entrants, particularly so for those who are experiencing digital poverty, loss of part-time work, financial hardship, those who are care-experienced or estranged students, those who are carers, and those who are disabled or have mental health challenges. As a University with a high proportion of students from under-represented backgrounds the impact on our students has been significant. Our continued actions to support students are addressed throughout this Outcome Agreement.

SIMD 20 and CoWA

GCU makes a major contribution to Scottish Government's widening access aims for the sector and will continue to do so in line with the Commission on Widening Access (CoWA) targets on SIMD20 and articulation. Delivering on widening participation is a core activity for GCU for which the key financial underpinning derives from non-core funding in the form of the SFC Widening Access and Retention Fund (WARF). Our ambition is to maintain a balanced SIMD profile across our Scottish undergraduate entrants. We consistently exceed the 20% target for SIMD20 intake. From 2020-21 entry, GCU has had in place minimum entry requirements (MERs) for each undergraduate programme. All applicants from SIMD20 (quintile 1) areas are eligible for a contextual offer at the MER, as well as care-experienced students, young carers, refugees and asylum seekers, and MD40 (quintile 2) applicants from certain schools.

The most recent published figures (SFC, 2021) on Scottish-domiciled undergraduate entrants (SDUE) and first degree entrants concern 2019-20 and show that:

- **21.6% (1020)** of all SDUE at GCU were from SIMD 20 areas compared to a sector average of 14.8%.
- **22.5% (860)** of all Scottish-domiciled full-time first degree entrants at GCU were from SIMD 20 areas compared to a sector average of 16.4%.
- GCU accounts for **c17%** of all SIMD 20 entrants to Scottish universities on a yearly basis.
- GCU recruits a high percentage of mature students at **38%** of SDUE compared to 32% for the sector, including **34.6%** of mature entrants being from SIMD 20 areas, compared to the sector average of 24.4%.
- **21.6% (680)** of Scottish undergraduate qualifiers and **21.7% (525)** of Scottish full-time first degree qualifiers were from SIMD 20 areas, compared to sector rates of 13.2% and 13% respectively.

Care-experienced students

In 2020-21 we had our highest number of care experienced entrants to date, at over 70. The latest published sector data show our proportion of care experienced entrants was higher than the sector average. We offer a wide range of support to those who declare a care-experienced background before and during their studies, including free 365-day accommodation, targeted travel and financial support. In addition to our Corporate Parenting Plan, we are actively engaged with the Care-experienced, Estranged and Carers West Forum and Glasgow Health and Social Care Partnership Corporate Parenting Network. GCU is a member of the Scottish Care Leavers' Covenant. The Students' Association Care-Experienced Student Officer and Representation Group was implemented in 2019-20. We introduced staff training sessions on Care Day and have expanded our staff-student mentoring initiative. GCU worked with partners including SFC to develop a national module for HE staff on Corporate Parenting, facilitated by the Open University Scotland, rolled out to all staff in 2020-21.

Articulation

GCU is committed to articulation and plays a lead role in terms of achieving sector targets. Through our College Connect team and strategic partnerships 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. SFC funding contributes to the resource required to develop, review, and refresh articulation pathways through close partnership working with colleges, inform and recruit students in colleges, and support the transition of articulating students from pre-entry and throughout their studies. Delivery of these elements is intense for GCU, due to our volume of articulation pathways and articulating entrants.

- GCU has over **300** articulation pathways (and 46 progression routes available to students entering through SWAP) with full curriculum mapping, offering a breadth of opportunity not available at most universities.
- Around **1000** articulating students enter GCU each year, and c900 of these enter directly from college into Level 2 or 3 (others enter through the additional articulation scheme).
- Over **71%** of students with HNs enter with Advanced Standing (SFC, 2021).
- Students articulated in from 17 Scottish colleges in 2019-20 (SFC, 2021).
- We recruit **19%** of HN entrants in Scotland and **23%** of entrants with advanced standing (SFC, 2021).
- 28% of GCU's articulating students are from SIMD20 areas and 47% from MD40 areas (SFC, 2021).
- 55% (545) of articulating entrants are male and 45% (450) female in 2019-20 (SFC, 2021).

Intersectionality

We routinely analyse the intersections between widening participation measures and protected characteristics, in terms of entrant numbers, retention and outcomes, as a basis to better understand potential barriers to success for different groups of our students and to consider mitigating actions. This also supports work on specific initiatives, such as the Gender Action Plan, Tackling Racism, and Autism Accreditation.

Transitions

Recognising the interruption to study experienced by learners at college and school due to the pandemic, we enhanced transition support to engage students in the online learning they would experience when they joined GCU; to develop understanding and confidence to work within a virtual learning environment; and to make social as well as academic connections. We made transition activities available online, including SWAP study skills days and the Get Ahead and College Connect Transition Programmes. For articulating students we included discipline specific support using online lectures, webinars, Q&A sessions and informal get-togethers and moved the Maths Summer School online. The College Connect Transition Programme has now been offered to all entrants from college – articulation, SWAP and those without advanced standing. All new students joining in 2021-22 had access to our Induction App. The PALS (Peer Assisted Learning) Scheme, through which all new students have an opportunity to connect with classmates and students at other levels, was implemented in 2020-21 and is running again in 2021-22. Student Freshers and Refreshers are supporting transitions. These activities are designed to build a sense of learner identity and help students develop peer support networks and social groups.

Outreach

Face-to-face activity has always been important within outreach as it enables a rapport to be built with individuals and their families, particularly those in hard to reach groups who may also lack the confidence or resources to engage fully online. To mitigate the impact of loss of face-to-face activities during the pandemic we accelerated work already in progress to digitise resources and have adapted how we deliver to learners.

- **Advanced Higher Hub –** The Hub's approach to blended delivery provided a distinctive space for pupils to meet, discuss and learn. In 2020-21 the Hub achieved an overall pass rate of 97%. Building on the early adaption to online delivery, the Hub expanded through a new partnership with e-Sgoil, offering Advanced Higher study support in five subjects. In 2021-22, the Hub is participating in a pilot in partnership with Dumfries and Galloway Council and the SFC to support pupils living in rural and remote areas.

- **Caledonian Club and School Connect** – Although engagement has been impacted by the loss of school and campus visits, initiatives have been delivered at primary, BGE and senior phase. Across outreach programmes in Greater Glasgow and Clyde, North and South Lanarkshire, we engage with 17 school partners. The GCU team created a series of modules to provide support to senior phase pupils undertaking the UCAS process and preparing for the transition from school to university. Pupils reported this increased their confidence in transitioning and learning in HE. In a new development in 2020-21, extending into 2021-22, more than 500 P4 and P5 pupils from six Glasgow primary schools have taken part in the first phase of the Caledonian Club's new COP26: STEM Project.

1.2 Quality, learning, teaching and participation

Quality learning

In 2020-21, the University achieved the highest ELIR rating of Effective. GCU was commended for its strategic commitment to the student experience and the collaborative and embedded relationship between the University and Students' Association which is based on genuine and effective partnership working.

A key enabler for Strategy 2030, our new Strategy for Learning 2030 seeks to build on a strong foundation of excellence in learning and teaching while embracing developments in the use of technology to create: greater flexibility, stronger and more diverse learning communities, and to personalise the learner experience.

From the emergency pivot to online learning at the start of the pandemic, we evolved our approach during 2020-21 and into 2021-22. We are piloting a hybrid learning and teaching project which allows staff to deliver learning and teaching on campus and online simultaneously, enhancing students' flexibility of access and engagement with their learning. Our Going Digital Framework is driving policy and practice, supporting a consistent yet flexible pedagogic approach and quality processes to training staff and supporting students.

Promoting student engagement and creating a sense of community and belonging was an important aspect of the student experience in 2020-21, and an institutional priority in 2021-22. Building on the GCU Getting Online resource developed last year we have an extensive student-focused repository on learning and teaching and a refreshed cybersecurity course for 2021-22 to educate students about online security.

Staff development has been a key priority during the course of the pandemic, initially to help staff make the pivot to remote learning by developing their digital capabilities. For 2021-22 our approach and support is evolving as staff design their curricula to optimise their blend of on-campus and online teaching delivery, assessment and student support. Building on the lessons learned and advances made is critical. Staff engage with a range of internal CPD activities that are organised at University-wide and discipline-specific levels as well as providing a range of guidance, resources and encouraging external opportunities. GCU continues to make significant contributions to the QAA national Enhancement Themes, in particular.

GCU's Library, Student Life and IT Service teams gained Customer Service Excellence (CSE) accreditation for the second year running. Developments include introducing a library live chat, a wellbeing resource list and 24/7 wellbeing support for staff and students, long-term laptop loans, and remote access to computer labs. The CSE report noted customers spoke positively about how quickly GCU responded to the pandemic.

Retention and completion

Changes to our assessment policies in 2019-20 to ensure no detriment of the pandemic on students' progression resulted in high continuing student numbers in 2020-21 and into 2021-22. Challenges with placements are noted below, an issue which impacted on progression and completion in some areas.

The University has a strong record in retention and completion, evidenced by our performance data:

- GCU's retention rate to year two (2018-19 entrants into 2019-20) was 91.6%, ahead of the Scottish sector rate of 90.9%; and for those from SIMD 20 areas was 88.7%, ahead of the sector rate (87.5%) (SFC, 2021).
- 2021 HESA PIs show that projected degree completion at GCU remains strong at 80.6% and ahead of the Scottish sector average of 79.7%. GCU's projected 'drop-out' rate has increased slightly to 8.3% from 7.8% but remains ahead of the Scottish sector average of 10.2%.
- Non-continuation after one year of study for full-time first degree entrants was 8.5%, compared to the sector average of 8.3%. Non-continuation of mature entrants remained at 8.6%, well ahead of the sector average (11.9%) and reflective of high retention of articulating students who make up a key proportion of mature entrants. Non-continuation of young entrants is 8.5%, compared to the sector average of 7%.

At the start of the pandemic, additional funds were allocated from the University and through donors to address digital poverty. The additional funding from SFC in 2020-21 to address digital poverty through equipment loans was very welcome, and this equipment is supporting new entrants in 2021-22. We use multiple channels to promote to students the range of digital support available.

Learning with impact – employability, skills and work based education

Enhancing employability is a strategic priority, and an Employability Working Group was established in 2021 to review and recommend action to enhance and develop employability in all areas of the University.

Industry links and collaboration with employers to inform the curriculum is managed through a combination of programme industrial advisory boards, dialogue with subject matter experts and business development engagement. We adapt curricula and teaching to respond to changing employer needs and our portfolio is also informed by professional bodies and Scottish Government workforce planning where appropriate. In total, 81% of undergraduate and 54% of postgraduate programmes have professional accreditation.

GCU educates nurses and allied health professionals at scale, performing an essential role in Scotland for training of the healthcare workforce, and we continued to achieve high Scottish Government intake targets into Nursing in 2021-22. The University provision includes the option to enrol on a pre-registration Honours degree programme. In order to continue to deliver this option valued by students, support students who have made this choice, and continue to meet our government intake targets, we would expect that the current review of Pre-registration Nursing and Midwifery Bursary and Tuition Fee Support for students who progress into a fourth (Honours) year once registered does not lead to loss of bursary for current and future students who undertake the pre-registration BSc (Hons) programme.

Placement opportunities are a key feature of our academic offering: 78% of our full-time undergraduate programmes and 60% of our full-time taught postgraduate programmes offer a placement opportunity. Covid-19 has, however, created real challenges in placement provision. In Nursing and all our AHP programmes, the loss of placement opportunities will continue to have a multi-year impact on student experience, progression and completion. We have worked collectively across the sector and with Government and professional bodies to mitigate the impact and provide significant additional support to students. In Nursing, for example, a two-week simulated placement for c750 Year 2 students supported placement hours lost due to self-isolation/ill health. Some programmes have been extended into 2021-22 with impact on completion, including Health Visiting and Oral Health Sciences.

GCU plays a central role in the training, education and development of social workers in Scotland against the context of growing demand for qualified social workers. Covid-19 has resulted in acute shortages in placements, requiring innovative solutions in partnership with other universities, SSSC and the Office of the Chief Social Work Advisor. GCU has led sector change in the use of simulation in social work and has introduced other innovations including upskilling of students in digital social work practices; hybrid and remote practice learning opportunities; partnership development of placement hubs with Glasgow City Council and third sector organisations; and development of Island based placements in the Northern and Western Isles.

In addition to new and more flexible placement designs, students' use of technology has introduced NHS services to new digital skills. Practice educator training has been moved online, providing more flexible approaches. The University intends to take forward such innovative approaches into the future.

Our campus is geared towards providing students with real-life practical experience through facilities such as the Vision Centre, Virtual Hospital, Broadcasting Suite and laboratories. Our specialist learning spaces have been amended and enhanced to enable safe on-campus working. The extent of their use was inevitably limited in 2020-21, but we expect to make more use of specialist spaces in 2021-22.

We support and provide opportunities for the **development of meta skills and attributes**:
- All GCU students have the opportunity to develop Common Good attributes through the formal taught curriculum. Modules and programmes include the 'Triple E' spine (Employability, Enterprise and Entrepreneurship) in the Glasgow School for Business and Society, for example.
- GCU has a commitment to meaningful education around the SDGs (SDG Target 4.7) to ensure that students are educated on sustainable development, through active participation in the United Nations PRME initiative, and early adoption of three SDG-related open access platforms: the sustainability literacy test; Aim2Flourish and Wikirate. Each year, over 400 GCU students take the Sustainability literacy test.
- We actively engage with the Digital Skills Partnership and in the School of Computing, Engineering and Built Environment all programmes provide an opportunity to develop digital skills through the curriculum.
- The Common Good Award recognises and rewards informal learning gained through co- and extra-curricular activities, such as volunteering, charity fundraising, being a carer, community activity, student representation, mentoring, ambassadorial work. Students also gain these skills through participation in student-led initiatives such as the GCU Law Clinic and GCU Cyber Clinic.
- Magnus Magnusson Awards are granted to students to undertake their chosen projects and using their expertise and knowledge where it will make a real and lasting difference.
- The Students' Association have worked with the Social Enterprise Academy Scotland to develop a refreshed Student Leaders Programme that is open to all GCU students, using the Skills 4.0 competencies or 'meta-skills' identified by Skills Development Scotland and Centre for Work-based Learning and sought by employers to boost students' future employability.

GCU has distinctive strengths in **work-based education**:
- GCU is a sector leader in Graduate Apprenticeship provision, providing high-quality teaching and industry partnerships for the advancement of employer and skills focused education. The majority of students start in first year but many are experienced upskilling and reskilling candidates benefitting from the University's flexible entry process and recognition of prior learning. In 2020-21, despite the challenging environment for many employers, the University was successful in recruiting to its funded places, and recruiting additional students in response to shortfalls elsewhere. Recruitment in 2021-22 has again been very successful. A longer-term plan and commitment to GAs from the SFC and Scottish Government will support our building and maintaining of relationships with the wide range of employers we work with.
- Our Institute for University to Business Education is a dedicated employer facing service specialising in consultation, partnership structuring, forecasting and recruitment for Graduate Apprenticeships. Its focus is on enabling human capital to be more effective, qualified and productive, through flexible industry-focused programmes with particular attention in Scotland to Sector Skills Investment Plans, as well as National Development Plans in an international context. Clusters of activity are in infrastructure, energy, computing and security, business process outsourcing, health and institutional capacity building.
- We continue to work to address critical skills gaps through work-based programmes designed with a variety of companies and bodies, for example, our partnership with the Institution of Railway Operators.

Work-ready
Graduate Outcomes data published in 2021 shows 90% of GCU graduates are in employment and/or further study, above the Scottish rate of 88%. When only full-time employment is considered, we are joint first in Scotland (alongside the University of Strathclyde) at 65%. In the key measure of highly skilled occupations,

GCU is the top Scottish modern university at 80%, above the Scottish sector rate of 78%. GCU is equal first in Scotland for graduates agreeing that that their current activity is meaningful (88%). We expect that the impact of Covid will be more strongly evident in the next Graduate Outcomes survey.

Careers Service provision includes a two-year extension of service to graduates who can have access to a range of non-curriculum based support and we have additionally recruited a jobs project officer. We developed a suite of online careers sessions and employer events and have enhanced these for 2021-22. Working with other Scottish universities, GCU helped create and will deliver a national Scottish Government graduate internship and support programme, hosting the West of Scotland version.

We are currently developing new activities for Black, Asian and Minority Ethnic students working with external partners and the Students' Association to deliver these and will be running our highly successful women's leadership programme (GAL) again in 2021-22. In 2021-22, we will be enhancing support for international students wanting to work in the UK with the new post study work visa through new online materials and sessions. In Trimester A we will be delivering sessions to 100 students on Resilience and Personal development through the Grit programme (see below).

Recognising the immediate impact of the Covid-19 pandemic on new graduates, the University launched MINT (Mentoring, Internships, Networking and Talks) in a bid to give 2020 graduates the best chance of securing employment. Following the early success of the programme, it became a central focus of the University's Common Good Campaign, which is raising financial and in-kind support for students. As well as bursaries to ease financial pressures, donations are increasing the number of internship opportunities established by Sir Alex Ferguson while in-kind support is providing support and mentorship for final-year students, connecting them with business leaders and alumni. The MINT programme has now supported more than 1400 graduates from the Class of 2020 and final-year students, pairing them with a relevant captain of industry, providing paid internships, and providing networking opportunities. The University's Foundation and Alumni Team won a Circle of Excellence Grand Gold Award from the Council for Advancement and Support of Education.

Mental health and wellbeing

The delivery of the University's clear vision for mental health and wellbeing is articulated via two interlinked action plans – a Student Mental Health Action Plan and a Mental Health at Work Action Plan.

At the onset of the pandemic, student services teams moved services online, including disability mentoring, and additional targeted support was provided to students in residences. The University launched TogetherAll, a 24/7/365 confidential online service to support staff and students. We are operating a blended student services model in 2021-22 to ensure students who would most benefit from face to face counselling or wellbeing support are able to do so. Alongside our support services, we undertake a range of cross university projects through our Student Mental Health Project Officer[1]. The Advice Centre within the Students' Association works to complement the services of GCU Wellbeing Services and specialises in providing independent advice and support for students with representation through academic processes.

We have recently appointed two additional Student Wellbeing Advisers. The University welcomes the SFC additional counsellor resource which allowed us to increase our counselling staff in 2019-20 and provide further support in 2020-21, reducing waiting times and developing the mix of Wellbeing Service offerings, such as offering counselling in Punjabi, Hindi and Urdu.

GCU was one of three UK universities selected by charity Student Minds in 2020 to trial their Charter award, an accreditation scheme recognising best practice in supporting mental health. The University has signed up for the Charter Award Programme in 2021-22, the only Scottish institution to do so. We are

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[1] https://www.gcu.ac.uk/student/support/wellbeing/informationaboutourservices/wellbeingprojects/

finalising a GCU Suicide Safer Framework and Action Plan, informed by UUK guidance "Suicide-Safer Universities". The Students' Association secured a National Lottery Community Fund award to work with the Two Roads Charity to deliver Mind Your Mate (suicide prevention) and Emotional Resilience workshops to GCU students during the academic year 2021-22. The University and Students' Association continue to work in partnership on the Student Mental Health Agreement, as part of the NUS Scotland Think Positive's project. GCU is one of eight institutions selected for a Government-funded NUS Scotland mental health consultation and we are leading an Enhancement Themes project exploring links between mental health and inclusive curricula and learning environments.

The University was awarded National Lottery funding for the Empowering Student Wellbeing project, which will be run in partnership with GRIT Breakthrough Programmes, a Glasgow-based charity that supports wellbeing. The project will focus on supporting students experiencing isolation, disengagement, loneliness, and anxiety about finances, health, and future prospects in the wake of Covid-19. GRIT will run four workshops for students as well as train staff throughout this year. In addition, two student mentors will be recruited to kick start the creation of a student wellbeing community.

We have introduced resources and training for staff aimed at enhancing the staff experience and enabling staff to better support the mental health and wellbeing of our students. A programme of training is provided in partnership with Glasgow City College. A new Mental Health Co-ordinator for staff role, in partnership with the Scottish Association for Mental Health (SAMH) has facilitated delivery of targeted mental health training and supports the promotion of a fully inclusive, positive and open culture.

In common with other universities, partnership working for mental health continues to be a significant challenge for GCU and relies on building relationships 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 Lead for Mental Health, raises such issues with the Scottish Government

The University's Gender Based Violence Policy aims to ensure we provide a consistent, caring, and timely response when any member of our University community is affected by such violence. Our award winning #ErasetheGrey campaign, designed by staff and students, continues to challenge myths and stereotypes. The campaign was made available under licence to Police Scotland and to FE and HE institutions across the UK, reaching over 200,000 students and staff. In 2020, nine new campaign messages were developed to address aspects of GBV exacerbated by Covid-19 lockdown. Launched in 2019 and chaired by GCU, the Fearless Glasgow consortium acts as a multi-agency partnership tackling and preventing GBV in all its forms. The consortium involves all universities and colleges across Glasgow, the University of the West of Scotland and external organisations including Police Scotland, Glasgow and Clyde Rape Crisis, Glasgow Violence Against Women Partnership and The Emily Test. Led by GCU, the consortium has secured part funding from the Scottish Government to introduce a pilot online reporting system. The pilot, which will be launched in 2021-22, has the potential to inform a standard data set for all reporting on GBV and racial harassment in universities and colleges across Scotland.

GCU's support for student wellbeing has won accreditation from bodies including the National Union of Students Scotland, the National Autistic Society, and Carers Trust Scotland and we were profiled by SeeMe as an example of good practice.

Partnership working with students
GCU views staff, students and Students' Association working as partners and central to the delivery of our strategic ambitions. The University, Students' Association and students created an innovative Student Partnership Agreement GCU Community: Working Together in Partnership Agreement, which is being reviewed in 2021-22.

Collaborative work with the Students' Association takes place across a number of key areas:

- The important input from students and the Students' Association to Strategy 2030 is demonstrated by objectives about partnership working and an institutional KPI on student engagement.
- The Students' Association and our student body continues to make a major contribution to the response to the pandemic, from the Student President attending the Executive Board, Safe Return to Campus Comms Co-ordination Group and Academic Student Support Delivery Continuity Group to local academic reps working within our Schools to ensure a high quality online and blending learning experience.
- A wide range of other initiatives, for example planning and activities for student induction; COP26; Tackling Racism, Gender Based Violence, the Student Mental Health Agreement; QAA Enhancement Themes, and the Student Leaders' Programme Refresh.

Student representation is a key focus. The Students' Association and University together produced a Guide to Student Representation at GCU. The Students' Association won a SPARQS Student Engagement Award in 2021 for its work supporting GCU Programme Leaders to recruit and support Class Reps in a remote working environment. The Association has active membership of key committees in our corporate and academic governance structures and we work together to recruit student panel members onto Programme Approval and Review events, Enhancement-Led Internal Subject Review and Thematic Reviews.

Equalities and inclusion

Equality, diversity and inclusion are central to Strategy 2030 and we continue to embed our GCU Values and Behaviours Framework. Information on our work on mainstreaming equality and diversity can be found in our Public Sector Equality Duty Report 2021 and our Equality Outcomes 2021-2025. The outcomes have been informed by student and staff consultation, existing University steering groups on digital accessibility, tackling racism, student mental health, staff mental health, advancing gender equality and preventing and tackling gender based violence. This internal evidence has been complemented by national and HE sector priorities relating to persistent inequalities, including racial harassment, awarding gaps, staff mental health, student mental health, gender inequalities, gender-based violence and trans equality. Our commitment to equality, diversity and inclusion has been central to our response to the Covid-19 pandemic to ensure that no student has been disadvantaged. This was clearly demonstrated in activities from communications, to development of accessible online student wellbeing services, and considerations of digital accessibility and inclusion for online learning. Equality impact assessments continue to be built into the wider risk assessment and health, safety and wellbeing process for Safe Return to Campus.

Key areas of focus for the University in 2021-22 are:

Tackling racism and advancing Race Equality at GCU - A working group, comprising of staff and Students' Association representation, is guiding the implementation of a set of recommendations for the University based on external evidence, internal expertise and the lived experience of the University's BAME student and staff community. A series of training and development activities are being run for staff to raise awareness of racism and racial inequality, including subjects such as microaggressions, white privilege and cultural bias. The University is engaging externally to share good practice with the HE and FE sector through the Scottish Race Equality Network and a wider range of public bodies through the Coalition for Racial Equality and Rights.

Advancing Gender Equality at GCU - GCU is one of only two Scottish universities to achieve the institutional Athena SWAN Silver Award which recognises our significant record of activity and achievement in promoting gender equality across different disciplines. Furthermore, our School of Computing, Engineering and Built Environment was awarded Silver, the Glasgow School for Business and Society and the School for Health and Life Sciences were both awarded Athena Swan Bronze awards in 2020-21. The University's commitment to the Sustainable Development Goals (SDGs) has seen GCU ranked first in the UK for promoting gender equality in the 2021 THE Impact Rankings.

Disability Equality for Staff - The University is directly addressing the recommendations from a research report on disabled staff. The recommendations, including accessibility of support, training, awareness, reasonable adjustments, disclosure and actions, support the University's commitment to the Disability Confident Scheme.

Staff Carers - We continue to build on the Carer Positive 'Engaged' award by developing visibility and support for staff who are carers, including awareness raising events during Carers Week and establishment of a Staff Carers Network. A new training module, developed by Open University Scotland, Carers Scotland and the Equal Partners in Care project (Scottish Social Services Council and NES), enabled staff to gain a better understanding of the experience of carers and how to support colleagues with caring responsibilities.

2. RESEARCH

2.1 Research excellence and sustainability

Through our 2030 Research Strategy we seek to address the SDGs via three societal challenges: Inclusive Societies, Healthy Lives and Sustainable Environments. Enhancing collaboration and developing research partnerships with public, private and third sector bodies are key Universities priorities. The University has six thematic centres which promote inter-disciplinary research to address multiple SDGs.

Yunus Centre for Social Business and Health - The Centre's research cuts across the three key areas of our Research Strategy, with a particular focus on the economics of health and wellbeing, the social economy and community citizenship and participation in Scotland, the UK and overseas. In 2021 the Centre was awarded £1.5m from NIHR to carry out a realist evaluation of how community led organisations impact on health, wellbeing and health inequalities.

Research Centre for Health (ReaCH) - ReaCH brings together research expertise drawn from allied health sciences, social sciences, nursing, epidemiology and population health, and life sciences along with the co-hosted Nursing, Midwifery and Allied Health Professions Research Unit funded by the Chief Scientist Office, and our strategic partnerships with Health Protection Scotland and NHS Lanarkshire. For example, a £1.8m 5-year NIHR grant for a five-year project to evaluate gait rehabilitation as a new intervention for people with Rheumatoid Arthritis affecting the foot and ankle, and HealthCascade, a H2020 multidisciplinary network to deliver a rigorous scientific methodology to secure co-creation as an effective tool for public health.

WiSE (Centre for Research on Economic Justice) - The Centre takes a multidisciplinary approach to analysis of economic, social and public policy both in Scotland and internationally, and is dedicated to the elimination of inequality in society through the creation and dissemination of innovative and transformative knowledge. The Centre is leading on a H2020 project, De-Radicalisation in Europe and Beyond: Detect, Resolve, Re-integrate, which will seek to identify trends in radical ideologies, and help shape policies to improve social inclusion.

Centre for Climate Justice - In association with the Mary Robinson Foundation, the Centre works in collaboration with the Joseph Rowntree Foundation and other organisations, and takes a lead in the delivery of policy-relevant research for development, teaching and learning and broadening knowledge in the area of climate justice. For example, the Centre has been awarded funding from UKRI to explore ways to achieve a sustainable and equitable recovery from climate change and Covid-19 in Malawi and Rwanda; and organised a conference for European policymakers and UK experts to advise on a just transition from coal. Further information is included in section 3.5 on climate emergency and sustainable development.

BEAM (Built Environment & Asset Management) - The Centre's focus is on maximising social, economic and environmental benefit through the effective development, use and revitalisation of the built environment. It works in the areas of sustainable cities and communities, construction project risk and value management, building resilience and environmental impact. In 2021-22, the Centre will continue its work on H2020 Operandum, developing tools and methods for validation of Nature-Based Solutions to enhance resilience in

European rural and natural territories. It will present outcomes of the EU Knowledge Alliances project ECOMED on soil and water bioengineering, and publish an Energy Poverty and Energy Transitions handbook.

SMART Technology Centre - The Centre explores the design, development and evaluation of largely computer-based systems that are applied to a broad range of commercial and industrial applications, including energy resource management, industrial processes and manufacturing, digital network infrastructures, and serious games. The Centre is currently developing a unique resource management tool for Micro-Enterprises in Built Environment using Deep Learning and Random Neural Networks, and also delivering high precision fault localisation in buried power cables based on wireless charging, as well as continuing to establish training hubs for renewable energy technologies in Sri Lanka.

GCU's research community was well placed to address the myriad of impacts presented by the Covid-19 pandemic and engage in new research on Covid-19 and its impacts nationally and globally, across areas including infection control, epidemiology, virology, physical activity, vision sciences, mental health and resilience, health economics, economic impact, climate justice, gender equality, social psychology. Information on all projects undertaken since the start of the pandemic are on our website.

Recent examples include:
- A research award from NIHR to GCU with NHS Lanarkshire to inform management approaches for rehabilitation services and people with Covid-19, by comprehensively describing long-term outcomes, predictors and costs associated with Long-Covid.
- A Scottish Government Funded study (£500k) with Public Health England to explore if healthcare workers who have evidence of prior Covid-19, detected by antibody assays (positive antibody tests), compared to those who do not (negative antibody tests) are protected from future episodes of infection.
- Publication of one of the first studies revealing the full impact of Covid-19 on mental health on different groups of people living in the UK. The *Covid-19 Psychological Wellbeing Study* was conducted with Queen's University Belfast and began on the day the UK Government first announced a national lockdown.
- The Wise Centre for Economic Justice produced a landmark report on the care economy and Covid-19 on behalf of UNECE/UN Women. *Empowering Women through reducing Unpaid Work* outlines how the pandemic has deepened pre-existing inequalities and exposed the vulnerabilities in the existing care infrastructure across Eastern Europe and Central Asia.

A Research Continuity Group was established within the first month of remote working and continues to meet regularly. In addition to monitoring the use of the SFC Covid Mitigation Fund, it focuses on student and staff welfare, research being carried out in response to the pandemic, remote working and safe return to campus and the overall impact on research activities. In the wake of the pandemic, the University placed a key emphasis on the retention of research staff, especially ECRs on fixed term contracts. The pandemic has also highlighted both the challenges and the potential of previously untapped processes for remote working, rapid access to expertise, data, technology and services locally and internationally.

GCU is committed to the highest standards of research integrity and good practice in all of its research activities. The University Research Committee has committed to the UKRIO Concordat to Support Research Integrity and to adhering to the UKRIO Code of Practice for Research in the conduct of its research.

2.2 Researcher development and support for research students

GCU continues to engage at a Scottish and UK level in national researcher developments. Our Graduate School is co-organiser of the Scottish Researcher Development Policy Forum and its Director is a member of the Vitae CEDARS steering group which developed a new UK Researcher Experience Survey, piloted in 2020 and run biennially from 2021. GCU adheres to the Universities Scotland Research Doctoral Training Committee Guiding Principles for PhD support.

The GCU Covid-19 Related Extension Policy and Process for Research Students was implemented swiftly following the onset of the pandemic and is at the forefront of best practice in the UK, covering all criteria of the later UKRI policy and going beyond the UKCGE recommendations. The policy and process remains open, covering all Covid disruptions. Further support for research students was provided by the development of the Research Recovery and Reconnect Grant, providing funded time for PGR students not previously supported, namely self-funded students or international students with reduced awarded stipends. This award was intended to encourage applications from research students who may have experienced a disproportionate impact of Covid-19 due to their having caring responsibilities, or protected characteristics.

The revised Concordat to Support the Career Development of Researchers principles are reflected within the UK HR Excellence in Research Award process, retained by GCU. We successfully became a Concordat signatory in July 2021. The University has in place an Early Career Researchers Group and, together with our Developing Academic Researcher Excellence (DARE) group, provides a platform and voice to ECRs at GCU.

2.3 Innovation
Please see the appended University Innovation Fund submission.

3. CONTRIBUTION TO ECONOMIC RECOVERY AND SOCIAL RENEWAL

3.1 Research and scholarly contribution
Researchers at the University have been addressing the uncertainty around the future of global economy created by the pandemic, through research and thought pieces in areas of expertise including retail, marketing and tourism[2]. For example, GCU's Moffat Centre for Travel and Tourism has provided the monthly data source of national accommodation and visitor attraction performance since the onset of Covid-19. Data and related analysis has been supplied to the Scottish Government, Scottish Tourist Alliance, Scottish Tourism Emergency Recovery Group and VisitScotland. The Centre Director is a member of the Glasgow Chamber of Commerce Business Resilience Council working on planning and innovation in the urban recovery of the city.

The University's expertise in health economics provides an important perspective on the pandemic, and the impact on communities and those most vulnerable in society is a key area of concern for GCU:

- ESRC funding of £320k for GCU's Yunus Centre for Social Business and Health to assess the impact of social distancing and a cashless society on those without access to credit and other banking services.
- The WiSE Centre for Economic Justice blog series takes an in-depth look at a multitude of topics relating to Covid-19[3]. The Centre's Dr Angela O'Hagan is on the Scottish Human Rights Commission working group calling on human rights to be at the heart of budget-setting post Covid-19, and was appointed to the Social Renewal Advisory Board. Director, Professor Sara Cantillon, was appointed to the UN Crisis Bureau Experts Roster for Rapid Responses to mitigating the impacts of the pandemic.
- Our Scottish Poverty Information and Research Unit was commissioned by the Poverty and Inequality Commission to conduct a survey of community organisations across Scotland providing emergency food which informed the Commission's recommendations on food insecurity during the Covid crisis.
- The first Common Good Hub in Europe was set up by the University in Milton, as part of a new family and community centre funded by the Scottish Government's Regeneration Capital Grant Fund, and provides the chance for students to have first-hand experience of problems that affect people living in deprived areas and give researchers greater opportunities to expand "place-based" projects.
- GCU and the African Council supported the community interest company Diaspora African Women Support Network (DAWSUN), to carry out a survey into the socio-economic impact of the pandemic on Africans living across Scotland.

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[2] https://www.gcu.ac.uk/research/covid-19/covid-19andtheeconomy/
[3] https://www.gcu.ac.uk/research/covid-19/widersocietalimpacts/

3.2 Public health and community contribution

We have contributed to the response to the public health emergency, in our role as educators of health professionals and through the expertise of our academic staff. As well as staff and students having joined the frontline in hospitals and communities, we have undertaken research and advisory roles on topics such as infection prevention, effective contact tracing, hand hygiene and nurse resilience and immunity testing[4].
For example:

- The University continues to host a Scottish Government community Covid test centre.
- GCU psychology students are working as trainees with leading Scottish charity SAMH (Scottish Association for Mental Health) to give mental health support to Covid-19 frontline workers.
- The University loaned specialist equipment and donated PPE to the NHS.
- GCU's Professor Lesley Price is co-ordinating the Scottish arm of the UK SIREN study, in partnership with Public Health Scotland and working closely with National Research Scotland and the Chief Scientist Office. SIREN is a study testing 100,000 health workers looking at prevalence of and immunity from Covid-19.
- GCU Professors Sharon Hutchinson and David Goldberg have been at the heart of major research which has provided important epidemiological insights on Covid-19 to aid the public health response.
- Professor Claudia Estcourt is providing expert opinion to the Scottish Parliament, Public Health England and the HM Government's Chief Scientific Advisor on National Security on contact tracing for Covid-19.
- Professor Sebastien Chastin played a key role in developing new World Health Organization (WHO) guidelines on physical activity and sedentary behaviour launched in November 2020.
- The University provided additional financial support to foodbanks in our Caledonian Club communities.

3.3 Training and skills contribution

The University plays a significant role in the development of the health sector workforce across all strands of Nursing and a wide range of AHPs, at UG and PG level and through CPD. Recent developments in upskilling provision include funding from Scottish Government to fast track optometrists through our Independent Prescribing for Optometrists programme to meet the demand created by the pandemic. To help meet NHS requirements, we increased provision of the PgD District Nursing by providing a January intake as well as the September intake; increasing the number of registrants on some of our CPD provision such as the prescribing for healthcare practitioners programme; and Physiotherapy Post Registration Masters programmes will become more accessible for audiences not just in Glasgow but further afield.

Through the SFC's Upskilling Fund, we initiated a new strategic partnership with the Scottish Tech Army, a not-for-profit company and a volunteer Covid-19 technical response team that helps the Scottish Government, Local Authorities, and other organisations across the country with rapid technical development projects to address Covid-19 related challenges and post pandemic economic recovery. Through this partnership, Scottish Tech Army volunteers have accessed GCU provided opportunities in Software Development, to boost their career and employment prospects, already seen in positive employment outcomes for participants. We will expand our range of upskilling provision, aimed to directly help address skills gaps, in 2021-22.

GCU is working collaboratively to develop and deliver a Foundation Apprenticeship pilot in 2021-22, *FA: Discover*, intended to provide a route for young people in the Senior Phase to progress into Modern or Graduate Apprenticeships, employment, or traditional FE/HE pathways with a focus on developing ICT and other skills through online delivery and application of meta-skills. Students will have GCU associate student status. GCU has brought its expertise in apprenticeship delivery from the initial development phase onwards, and is acting in an academic leadership role. Other partners are SDS, Forth Valley College, e-Sgoil, employers, and we have worked with Education Scotland to enable access to the University's VLE through GLOW.

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[4] https://www.gcu.ac.uk/research/covid-19/healthresearchatthepublichealthforefront/

3.4 Safe return to campus

Since March 2020, the University has dedicated significant focus and resource to responding to the Covid-19 pandemic, based on our mission and values and a prudent and risk-based approach. The student voice has been central and essential to our approach, with Students' Association representation at our Covid response and planning groups, including our Executive Board. Our support for students has been considered, extensive and positively received, including teaching and learning support for online and blended learning, adapting transitions support and outreach, investment in digital infrastructure, rent waivers, food and wider support for isolating students, and mental health support.

The health, safety and wellbeing of our staff and students continues to be our highest priority. The University has in place a set of guiding principles for the safe return to campus in 2021-22. These principles cover teaching and learning, buildings, testing, vaccinations, and homeworking. We will continue to closely monitor the situation and amend our plans accordingly to ensure we get the right balance between returning to a more normal, vibrant campus life while striving to maximise the safety of all. Guidance is updated and communicated regularly directly with staff and students and through our website[5].

The University is committed to creating a positive and healthy learning and working environment and culture in which all our students and staff can thrive, in keeping with the UK Healthy Universities Network's aims to develop more strategic 'whole university' approaches to health, wellbeing and sustainability. We have retained the NHS Scotland Gold Healthy Working Lives award and are a member of the Healthy Universities network.

3.5 Climate emergency and sustainable development

GCU is at the frontline of tackling climate change through our cutting-edge research and education supporting communities internationally, in Scotland and the rest of the UK. The SDGs provide a clear guiding framework for our research and our Strategy 2030 which commits us to 'drive an ambitious agenda for environmental sustainability, embedded across all aspects of our work'.

We are signatories to the Higher Education Sustainability Initiative for Rio+20, Principles for Responsible Management Education and the SDG Accord, and our commitment to the SDGs is evidenced through our strong performance in the THE Impact Rankings 2021, in which the University was ranked 69th in the world. GCU is ranked fifth in the world and first in the UK for gender equality; for responsible consumption and production we are ranked joint 10th in the world, second in Scotland and sixth in the UK; and for promoting decent work and economic growth we are rank 24th in the world, first in Scotland and fifth in the UK. In addition, two GCU case-studies have been recognised by the United Nations as examples of SDG good practices and are now part of a UN online database of SDG good practice examples[6]. The Students' Association maintained Excellence in the SOS Green Impact Accreditation for its student-led, whole organisation approach to sustainability.

The University declared a climate emergency in June 2019 and is committed to becoming carbon neutral by 2040. We operate certified ISO14001 / EcoCampus Platinum environmental management system which provides a robust, externally-verified framework for delivering on our commitments. Environmental Policy sets out priority areas. Current plans continue to deliver year-on-year reductions, with emissions in 2018-19 being 31% lower than the 2014-15 baseline. Data for 2019-20 showed a positive, if short-term, impact of the pandemic on carbon emissions and environmental sustainability. Information on waste minimisation and recycling and GCU's Sustainable Food Policy and Sustainable Travel Plan are available on our website[7].

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[5] https://www.gcu.ac.uk/student/coronavirusuptodateinformation/safereturntocampus/

[6] Integration of SDGs across the University via our new corporate strategy | Department of Economic and Social Affairs and Fashion Detox Challenge (FDC) – An experiment in reduced clothing consumption in partnership with Glasgow Caledonian University | Department of Economic and Social Affairs

[7] https://www.gcu.ac.uk/sustainability/data/

GCU's Centre for Climate Justice is at the forefront of global research and debate on access to climate finance, the relationship between climate justice and gender justice, the displacement and migration of people due to changes in climate, mental health and wellbeing, climate-related racial injustice, adaptation and resilience, making a fair and just transition to clean energy solutions, energy justice and inequality - working in both rural and urban settings. The Centre works in partnership with governments, charities, and communities around the world to help improve policy, development, and business practices. In September 2021, the University hosted the second World Forum on Climate Justice, joined by global thought leaders, indigenous activists, and representatives from academia, government and industry. The event hosted c100 talks, covering the diverse challenges posed by climate change. Keynote speakers included former Republic of Ireland President Dr Mary Robinson and Mithika Mwenda, Executive Director for Pan African Climate Justice Alliance amongst others.

At COP26, the University had a full programme of activity to engage students, staff and stakeholders from local, national and international organisations. We undertook and delivered some truly world-leading events and activities, thanks to the commitment and energy of our staff and our student volunteers. Professor Tahseen Jafry, Director of the Centre for Climate Justice, was appointed as an Official Observer to COP26. The University hosted The Race to Resilience hub as part of a global campaign to rally leadership from businesses, cities, regions and investors for a healthy, resilient, zero carbon recovery.

We curated Blue and Green Zone events that set an agenda for future work to mitigate against the climate emergency:
- The impacts of climate change on gender-based violence and mental health, and the work of the Centre for Climate Justice in this field were the focus of a COP26 WHO Health Pavilion side-event, which put the spotlight on the lived experiences of women's mental health and climate change, and explored the development of a research framework for building further insights.
- Facilitated by the University's Centre for Climate Justice, with former Irish President Mary Robinson acting as special advisor, a panel including the African Development Bank and the Pan-African Climate Justice Alliance, partners of GCU in this initiative, looked at how climate finance can be strengthened to ensure fair and equitable distribution for all.

GCU's Professor of Health Behaviour Dynamics Sebastien Chastin was a key speaker at the Scottish Canals' COP26 panel discussion celebrating the diversification of the Forth and Clyde Canal in North Glasgow, with a particular focus on Europe's first smart canal in the city and the launch of the first housing connection to the smart canal system. Last year a ground-breaking, global first study led by Professor Chastin, in partnership with Scottish Canals, concluded that regeneration of canals can improve community health.

Our COP26 podcast series included Chancellor Annie Lennox and Satish Kumar. Throughout COP26, the GCU campus hosted daily events to inspire the next generation. Glasgow secondary schoolgirls had their voices heard on gender equality in the fight against climate change at a two-week Girls@COP26 – The Solutions are Feminist event, hosted by Glasgow City Council in partnership with GCU's Centre for Climate Justice and Women of the World foundation (WOW). School pupils and students from across Glasgow and the surrounding areas attended Sustainable Fashion: Re-Clothing the Future at GCU, a showcase of Scotland's sustainable fashion industry that promoted career opportunities within the fashion and manufacturing industries. Business leaders, academics and policymakers also attended the event, which was organised by My Climate Path, a COP26 Education legacy project created by Developing the Young Workforce (DYW) Glasgow, with DYW Lanarkshire & East Dunbartonshire and DYW West, supported by Glasgow Chamber of Commerce and funded by the Scottish Government.

As a University Community, we are focussed on our post-COP legacy and our sustainability and climate projects, which include:
- Throughout 2021-22 we will run initiatives such as Student Carbon Literacy Training and Climate Conversation masterclass series.

- A 'climate pledge' campaign, launched as part of our new Sustainable Travel Plan will be used to encourage less business-related air travel by staff.
- GCU and NHS Greater Glasgow and Clyde have a new MoU which formalises links between the Board's Sustainability Team and School of Computing, Engineering and Built Environment. In addition to student placements, the aim is for health professionals who improve environments as well as patient health.
- We are leading a European-wide project to foster sustainable fashion skills and develop new business models as retailers and manufacturers seek to address the environmental impact of throw-away fashion and adapt to the changing demands of shoppers.
- With funding from the Royal Academy of Engineering we are developing a prototype of an electric scooter for the Indian market, which will use a compact 3D-printed electric motor, powered by a solar battery.
- GCU and European partners are developing an online training course for young people working as apprentices in the hospitality and restaurant sectors, to develop chefs who are aware of the impact food waste has on the environment and can implement appropriate practices.
- Through membership of the BAFTA Albert Education Partnership, students on media, communication, and journalism courses are learning how to help cut the carbon footprint of television and film productions.
- A GCU team is using electrochemistry to create a gel to remove metals and contaminates from drinking water, while another team has developed a cutting-edge tool to help farmers find the safest way to use organic waste fertiliser in a bid to reduce its damaging impact on the environment.
- An 11-strong team of health and data experts is using big data to find nature-based solutions that can increase urban population health and resilience to climate change challenges.
- In 2020-21, we piloted delivery of carbon literacy training, accredited by the UK's Carbon Literacy Project, to c200 final year students in the Glasgow School for Business and Society. The Students' Association has run accredited Carbon Literacy Training offered to the wider student body.
- The Royal Society of Edinburgh is funding a GCU project *Raising African voices in Scotland: Towards ambitious and equitable climate policy* to explore the impact of the pandemic on Nationally Determined Contributions in Africa and its implications for climate action and lived experiences of communities.
- In Sri Lanka, we are working with partners to establish five training hubs for technicians, engineers and project managers to help address workforce shortages in the country's renewables sector so it can deliver 80% of its energy from renewable sources.

3.6 Collaboration with other institutions

The University has adapted its partnership working and initiated new collaborative activity with other education institutions in the context of the pandemic response, as highlighted through this Outcome Agreement, for example:

- We are leading a pilot in partnership with Dumfries and Galloway Council and the SFC to provide Advanced Higher subjects via blended learning for pupils living in rural and remote areas.
- GCU is working collaboratively to develop and deliver a Foundation Apprenticeship pilot in 2021-22, *FA: Discover*, with SDS, Forth Valley College, e-Sgoil, employers, and Education Scotland.
- In partnership with Glasgow City Council, GCU will provide more than 100 secondary-school pupils and their teachers access to our technical infrastructure. The widening access partnership will allow teachers at four city secondary schools, in this first phase of the project, to develop learning materials and will provide students the platform on which to conduct their digital forensic experiments as they work towards their National Progression Award in Cyber Security.
- We have adapted our work with school and college partners through the Caledonian Club, School Connect and College Connect programmes.
- Critical collaborative work with universities across Scotland offering nursing and AHP programmes, placement providers, service colleagues, Council of Deans, NES, professional bodies, to address challenges in delivery of health workforce education.
- A programme of training courses for staff to support mental health was introduced in partnership with Glasgow City College from January 2020, continuing in 2021-22.

Appendix A – Research case studies

The Research Excellence Grant is critical for supporting the research base and infrastructure, both directly in terms of contributing to increasing infrastructure capacity and support for research development, and indirectly in terms of contributing to the foundation on which external research bids can be made.

Case study – Increasing data science research capability and capacity

2021-22 will see the establishment of a Data Science for the Common Good Laboratory to underpin a transformative change in the University's Data Science capability and capacity. With REG and internal funding and recent investment in the Aridhia platform and successful installation of a SafePod (one of only two in Scotland providing and managing standardised safe setting for data that requires secure access for research), the Laboratory will enable our 2030 Strategy and deliver positive social impact and innovation for the Common Good. The Centre will focus on key areas for the University: Public Health, Remote Diagnostics, Rehabilitation and Patient Support, Smart Cities, Preventative Asset Maintenance and Infrastructure Management. Emerging areas for Data Science as an enabling technology are Marketing and Consumer Experience (e.g. virtual fashion retail – "try before you buy"), Financial Technologies, Poverty and Social Justice, Environmental Protection and Mental Health.

One example of how the Lab may be used can be seen in a KTP awarded to GCU to work with Aggreko Ltd to help improve the efficiency of the generators running in remote locations, by producing reliable and secure software and hardware architectures and algorithms that will spot faults in these generators before they occur. Aggreko provides generators globally – for purposes that range from powering the ice-cream vans at T in the Park, to providing cooling solutions in mining sites in Africa, to providing temporary power solutions in humanitarian crises.

Case study - NIHR funded research to support Covid recovery

A big data project, being funded by NIHR and coordinated by researchers from ReACH, is examining large datasets in order to inform management approaches for rehabilitation services and people with Covid-19, by comprehensively describing long-term outcomes, predictors and costs associated with Long Covid through International Classification of Functioning, Disability & Health (ICF) domains. The study will provide information for Covid survivors, families, GPs, clinicians, researchers and policy makers, informing resource allocation, prognosis and avenues for early intervention whilst developing a data-driven predictors model for use in clinical practice. It will help to quantify the cost of long-Covid, direct resources and support to areas of need and the legacy dataset will facilitate future analyses. Outputs will be delivered via a website, peer-reviewed papers, engagement with health professionals via existing networks, people with Covid-19 and their families via PPI led activities and social media.

Highly relevant to post-covid recovery, the Yunus Centre for Social Business and Health has been awarded £1.5m to explore how community led organisations impact on health, wellbeing and health inequalities. Communities are seen as part of the solution and partners in public health improvements and reducing health inequalities. Assets based approaches recognise that health and wellbeing are enhanced by individual, community and organisational assets. Research is dominated by case studies and there is a lack of large-scale, theory-driven empirical research that can be used to make more general claims about how community assets improve health and wellbeing. Few studies address generalisability, sustainability or economic appraisal. This research will address that gap.

Case study - International collaboration to respond to Covid-19

Despite Brexit and the loss of GCRF, GCU is leading in a number of major collaborations internationally which all directly or indirectly respond to Covid-19:

- 2021-22 will see the launch of Social Innovation Connect, a nationally endorsed Social Innovation Competence Centre which is part of the European Social Innovation Alliance under the ESF/EaSI programme. The Unit will will be a catalyst for discovery, a forum for research and capacity building and an advocate for policy change. It will build a better connected UK SI ecosystem across regions with stronger transnational ties to Europe and beyond in order to help communities recovering after Covid. This initiative forms part of the University's 2030 Strategy aspiration to be world-leading in social innovation and follows on from previous projects such as Social Innovation through Knowledge Exchange (https://sike-eu.org/) which established a platform for over 400 academics, staff and students from 44 countries.

- De-Radicalisation in Europe and Beyond: Detect, Resolve, Re-integrate (D.Rad), will seek to identify trends in radical ideologies, help shape policies to improve social inclusion, and forecast the potential impact on society of the widening inequalities created by Covid-19.

- Health-CASCADE is a European Training Network to develop co-creation skills and expertise by training of a new generation of professionals capable of working across disciplines, public and private sectors in four high impact fields - Education, Workplace, Health Care and Community.

- Working with the Challenges Group, and South African and Ghanaian universities we have developed Supporting youth social entrepreneurship in sub-Saharan Africa: partnerships, barriers and opportunities (SYSE).

- The SEVERE (Social Enterprise through Virtual Environments and Remote Entrepreneurship) Project is addressing the challenges of remote working in the Social Innovation sector as a result of Covid-19.

Appendix B - University Innovation Fund

Strategy 2030 has been shaped by the SDGs with the aspiration to be world-leading in social innovation. Integral to the Strategy is the drive towards impactful engagement, co-production and knowledge exchange with the public in line with RCUK's Concordat for Engaging the Public with Research and the UKRI's mission to connect diverse communities and create new combinations. To reflect this, we are developing a renewed Knowledge Exchange Strategy, reflecting also the Knowledge Exchange Concordat of which GCU is a signatory.

GCU activities in support of national outcomes
In order to deliver these objectives we will be matching the UIF platform grant, with ongoing activities that support, promote and increase the innovative capacity of the University, and ensure societal and sustainable economic impact from our research. We will continue to contribute to the Research and Commercialisation Directors' Group and the Universities Scotland Research and Knowledge Exchange Committee, and closely collaborate with the UIF Collaboration Manager. We will actively participate in the UIF sector outcome strands, e.g. taking on a leading role in areas such as the Social Enterprise support and contributing to the UIF ISCF & Challenge Funding Network, COP26 Activity Capture, Energy Transition Theme discussions, Ageing Society and Innovation in the Water Environment. We will engage closely with SFC Innovation Centres and Research Pools and will continue active membership of the Board of Glasgow City of Science and Innovation, providing advisory support and promotional activities, such as promoting iKEN and the Can Do festival, and the Glasgow Partnership for Economic Growth (GPEG), contributing to the Just Transitions Action Plan. **(Outcome 3)**
The GCU Knowledge Exchange Group, which brings together academic staff, professional support staff and users of research, will continue to review and support activities in line with SFC OA and UIF expectations whilst also delivering the University's KE strategy and commitments to the Knowledge Exchange Concordat. **(Outcome 3)**
The University's Research and Innovation Office (RIO), which has grown to thirteen staff over recent years, through a combination of internal investment and UIF, will continue to drive support for KE activity in line with Strategy 2030, supporting academics in evolving their KE portfolio. 2020-21 has seen significant development of GCU's Awards Management system using PURE, identifying the commercial pathways across the University and building opportunities for longer term relationships, especially as GCU staff switched to a remote service of delivery to manage the Innovation and KE pipeline. During 2021-22 the University will be introducing Funding Institutional into the system to further promote opportunities for research and knowledge exchange among GCU staff, which will complement the fortnightly opportunities newsletter. **(Outcome 3)**
During 2020-21, RIO attained Investors in People Accreditation and is committed to the development of Research and KE staff, 'Enhancing researcher skills for business engagement' and will continue professional development activities through ARMA, PraxisAuril and JISC to develop KE and innovation skills. RIO's Knowledge Exchange Manager at GCU was the first KE Professional in Scotland to be awarded the RTTP accreditation (Registered Technology Transfer Professional), an international professional standard for knowledge transfer and commercialisation practitioners. **(Outcomes 3 and 7)**
Our KE Manager will continue to work with academics to create tailored KE funding packages for SME and large companies through our external stakeholders such as Interface, Innovate UK, KTN, Innovation Centres and Research Pools. The KE Manager will continue to represent GCU on a number of Scottish and UK steering groups set up to promote collaborative working across the sector, and to work as the University's Point of Contact for Interface as in 2020-2021, helping academics to respond to 196 Interface enquiries, which have resulted in over 100 meetings with academic staff and businesses to discuss potential opportunities. They will also seek to extend GCU's KTP portfolio, working with the KTP Centre, re-introducing drop-in clinics and seminars post Covid from 2021-22, to complement the webinar series offered during 2021-22, and working closely with academic staff and external partners to develop new projects including Management KTPs. Work in 2020-21 resulted in the award to GCU of the two highest value KTPs ever awarded by UK funders,

one to improve care and recovery within mental health facilities through design thinking and smart technology, another to help improve the efficiency of the generators running in remote locations. A management KTP to develop the country's wedding tourism market was awarded. **(Outcome 1 and 2)**

GCU's two Knowledge Exchange and Impact Officers will continue to work within the Schools in order to ensure that both the commercial and societal value of knowledge created is fully exploited. They will consolidate the cultural shift among academic staff who increasingly recognise the importance making societal impact integral to the design and development of research projects. **(Outcome 1)**

The recently contracted Social Innovation Adviser will continue to shape a more explicit drive towards inclusive growth, engaging with civil society organisations as well as social enterprises to help a broader landscape for knowledge exchange. Their work with Glasgow City Council, Tontine, The Melting Pot, CEIS, First Port and SenScot and others on initiatives such as the Milton Common Good Hub, Nature-Based accelerator initiative and internal leadership programmes. **(Outcome 1, 3 and 6)**

The activities of our Research Centres are recovery focussed as evidenced by our 2020-21 activities. We are currently reviewing how GCU's research strengths may contribute to SG Inward Investment Plan especially in the nine key opportunity areas which (with the possible exception of Space) all relate to the thematics of at least one of our Research Centres: Energy transition and Decarbonisation of Transport (SMART and BEAM), Software and IT (SMART and Data for Common Good); Digital Financial Services and Digital Business Services (Data for Common Good and WISE); Healthtech (Reach); Transformation of Chemical Industries (SMART and ReACH); and Food & Drink Innovation (BEAM). The Centres also reflect the SE Economic Framework to build economic opportunities through the four interconnected themes of Digital, Health, Manufacturing and Climate. We are reviewing our work with industrial partners to focus on projects that fall within these interconnected themes, making use of support partners such as Interface, and their referrals of potential Innovation Voucher projects to Scottish Enterprise for future development. **(Outcome 1 and 2)**

We will continue to demonstrate our strong commitment to helping Scotland achieve its net-zero targets/green recovery ambitions, pooling effort and resources to leverage funding into Scotland such as from UKRI or as activity related to Scotland's Inward Investment Plan is encouraged. For example, UHI and GCU are looking to develop further collaboration with AES Solaras to tackle technical barriers and identify ecological benefits/concerns, building on an Innovation voucher submission on the feasibility of a floating solar system and collaboration with UHI through UIF finding. **(Outcome 2 and 3)**

Our Built Environment and Asset Management Centre (BEAM) will continue to 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. **(Outcome 3, 5 and 6)**

Our Centre for Climate Justice, which recently hosted the 2nd Climate Justice World Forum (https://climatejusticeforum.org/), will continue its groundbreaking work in international development (e.g. with the Pan-African Climate Justice Alliance) as well as tackling challenges of just transition closer to home. **(Outcome 5 and 6)**

Reflecting its deep commitment to the net-zero agenda, the University delivered a wide-ranging programme during COP26, including hosting The Race to Resilience hub as part of a global campaign to rally leadership from businesses, cities, regions and investors for a healthy, resilient, zero carbon recovery. It curated Blue/Green Zone events featuring international debate with figures such as Dr Mary Robinson and Professor Yunus. These platforms will set an agenda for future work to mitigate against the climate emergency. **(Outcome 5 and 6)**

Academic year 2021-22 will see the establishment of **a Data Science for the Common Good Laboratory** to underpin a transformative change in the University's data science capability and capacity. With internal funding and recent investment in the Aridhia platform and successful installation of a SafePod (one of only two in Scotland providing and managing standardised safe setting for data that requires secure access for research), the Laboratory will support our 2030 Strategy and deliver positive social impact and innovation for the Common Good. The Centre will focus in key areas for the University: Public Health, Remote Diagnostics, Rehabilitation and Patient Support, Smart Cities, Preventative Asset

Maintenance and Infrastructure Management. Emerging areas for Data Science as an enabling technology are Marketing and Consumer Experience (e.g. virtual fashion retail – "try before you buy"), Financial Technologies, Poverty and Social Justice, Environmental Protection and Mental Health. **(Outcome 1, 3 and 6)**

The **SMART Technology Centre** will explore the design, development and evaluation of intelligent computer-based systems applied in different organisational contexts, such as energy resource management, industrial processes and manufacturing, digital network infrastructures and serious computer games. Co-ordinating interdisciplinary research in Data Science, AI, IoT and End User Efficacy. Approximately 50% of the Centre's funding is derived from regional collaboration, much of this through KTPs applying of AI to industrial engineering problems, and collaborations with Innovation Centres and Research Pools such as CENSIS. (**Outcome 1 and 2**) The Centre will also develop its work on the user experience by driving more citizen engagement in shaping its research agendas in collaboration as part of the University 2030 Research Strategy to strengthen its social innovation. **(Outcome 6)**

The continued activities of the **Built Environment and Asset Management** will continue to focus in particular on the impact of climate change as well as the transformation of the work space following Covid. Future developments in the Centre will focus on three areas: Health, Safety and Wellbeing (e.g. a strategic partnership with Health and Safety Executive [HSE] to aid public sector innovation and best practice guidance); Fire Risk Engineering (collaborations with Scottish Fire & Rescue Service to enhance training as well as experimental research services); urban climate mitigation and sustainable development (opportunities to influence climate change mitigation at local and regional levels using regeneration and nature-based approaches to mitigate hydro-meteorological change). The Centre's two-year Joint Masters Programme in Urban Climate and Sustainability, delivered with partner institutions in Finland and Spain, gives graduates the foundation to lead sustainable and climate sensitive urban change. **(Outcome 3 and 5)**

GCU's **Research Centre for Health (ReaCH)** will continue to make a direct and significant contribution to the UN's SDG Good Health and Well-being, bringing together research expertise and our strategic partnerships such as those with Health Protection Scotland and NHS Lanarkshire. Its overarching focus will be on Public Health and Long term conditions. In particular, the Centre will be seeking closer collaboration at a regional and international level, contributing to large-scale initiatives such as the UKRI Strength in Places funded Living Laboratory for Precision Medicine whilst leading its own international projects such as H2020 HealthCascade https://healthcascade.eu/. **(Outcome 5 and 6)**

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. New large-scale projects - such as the NIHR funded mixed methods realist evaluation and economic appraisal of how community led organisations impact on the health and wellbeing of people living in deprived areas – will continue to support the inclusive growth agenda, focussing in particular on social impact within our communities in order to ensure an more equitable recovery strategy. (**Outcome 6**)

GCU's **WiSE Centre for Economic Justice** will continue its close relationship with policymakers, advising on economic equality, new economics, public policy, gender, social history, poverty, migration and human rights issues under the broad theme of economic justice. In particular its research focuses on the gendered nature of economic policy and social investment and challenges many of the tenets that underpin the mainstream interpretation of how economies function which will be essential in supporting Scotlands post covid recovery in an equitable way, working with other groups in the University such as the **Scottish Poverty and Inequality Research Unit (SPIRU)** established in partnership with the Poverty Alliance to help translate research findings into effective responses to social exclusion. (**Outcome 6 and 7**)

We will build on our existing strengths in the GCU Graduate School and its commitment to shared resources and learning. Through the DARE (Developing Academic Researcher Excellence) group it will advance the ECR agenda, opening up opportunities among new researchers for innovation and knowledge exchange. Working with RIO and People Services, as part of the UK HR Excellence in Research Award, the School has developed a programme of workshops. (**Outcome 3**)

The **GCU incubator**, UHatch continues to promote student, staff and graduate enterprise including international graduates on entrepreneurship visas benefitting from external schemes such as Scottish Edge Funding, Enterprise Campus, Converge Challenge, as well internal funds through Santander Enterprise support. UHatch will continue to create pipelines of activity, forging close association with other GCU initiatives such as the Student Association Leadership Programme, and incorporating streams focused on Social Innovation,

involving Community Enterprise in Scotland (Social Shifters' Programme) as well as First Port. Emerging from lockdown, the incubator is run as a co-working space with a rapid growth over the last year leading to a current membership of 54 companies (with approximate gender balance 30:20:4 of male/female/other). In 2021-22, the incubation space will be completely re-branded and re-furbished and a focus will be placed on academic entrepreneurship and acceleration of companies. (**Outcome 4**)

2021-22 will see the launch of **Social Innovation Connect**, a nationally endorsed Social Innovation Competence Centre which is part of the European Social Innovation Alliance under the ESF/EaSI programme. The Unit will will be a catalyst for discovery, a forum for research and capacity building and an advocate for policy change. It will build a better connected UK SI ecosystem across regions with stronger transnational ties to Europe and beyond. This initiative forms part of the University's 2030 Strategy aspiration to be world-leading in social innovation and follows on from previous projects such as Social Innovation through Knowledge Exchange (https://sike-eu.org/) which established a platform for over 400 academics, staff and students from 44 different countries. (**Outcome 6**)

GCU's international experience in the development of innovation support, and its unique network within the global Social Enterprise community is being further strengthened through new initiatives through the British Council, supporting social innovation in Indonesia, Philippines, Malaysia, Korea, Vietnam and Hong Kong, with further projects in Ethiopia and Sri Lanka. Working with the Challenges Group, and South African and Ghanaian universities we have developed Supporting youth social entrepreneurship in sub-Saharan Africa: partnerships, barriers and opportunities (SYSE). This focus on international social innovation will continue despite the loss of GCRF support. In 2020-21 we collaborated with other Scottish universities and our international partners on a brokerage event for internationalizing social entrepreneurship support. (**Outcome 5 and 6**)

Building upon our **Athena SWAN Institutional Silver Award** in recognition of our commitment to promoting gender equality among students and staff, as well as our Leadership Foundation for Higher Education's Aurora Programme and nine recommendations for tackling racism at the University, we will continue to strive for greater equality and diversity within the Institution. Four of our six Research Centres are directed by women. (**Outcome 7**)

We actively **collaborate** with other universities to design and adopt innovative new approaches to exploiting the research base, aiming to instigate a significant positive change in Scotland's economic performance, as part of the UIF community. The UIF community collaborate and share information and experience for example on the UIF Challenge Fund Network, UIF Entrepreneurialism, UIF Enhancing Researcher Skills for Business Engagement, and the KE Concordat. **(Outcome 3)**

University Outcome Agreement Impact Framework: Supporting Data - Glasgow Caledonian University

	Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
A	Number of Scottish-domiciled Undergraduate Entrants	4,085	3,608	3,672	4,074	4,208	4,224	4,541	4200
B	Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes	0	1,359	1,479	1,620	1,557	1,390	1,419	1500
	Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing	0	992	1,031	1,042	1,042	996	1,032	975
	Proportion of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		73.0%	69.7%	64.3%	66.9%	71.7%	72.7%	65%
C	COWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	727	686	663	825	860	862	952	875
	COWA measure: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	20.9%	22.6%	20.9%	23.5%	22.6%	22.5%	23.0%	22%
D	Number of Scottish-domiciled undergraduate entrants with care experience	16	16	16	19	34	61	76	90
	Proportion of Scottish-domiciled undergraduate entrants with care experience	0.4%	0.4%	0.4%	0.5%	0.8%	1.4%	1.7%	2.1%
E	Number of Scottish-domiciled full-time first year entrants	3,659	3,697	3,158	3,268	3,584	3,898	3,981	4100
	Number of Scottish-domiciled full-time first year entrants returning to study in year 2	3,353	3,377	2,954	2,997	3,280	3,573	3,742	3730
	Proportion of Scottish-domiciled full-time first year entrants returning to study in year 2	91.6%	91.3%	93.5%	91.7%	91.5%	91.7%	94.0%	91%
F	The difference (+/-) from the individual institution benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey	0	-1	-2	-2	-1.0	3.8	4.16	1
G1	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey				1,640	1603			1600
	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				1,592	1516			1520
	The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				97.1%	94.6%			95%
G2	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment				1,276	1160			1160
	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment				837	782			780
	The proportion of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment				65.6%	67.4%			67%
H	Number of Scottish-domiciled Undergraduate Qualifiers	3,628	3,658	3,411	3,472	3,264	3,109	3374	3400

Please note that 2018-19 and 2019-20 figures for measure G2, 2019-20 figures for measures F and H and all 2020-21 figures are impacted by the COVID-19 pandemic and may not be directly comparable to other ye

Outcome Agreement between Glasgow Caledonian University and the Scottish Funding Council for AY 2021-22

On behalf of Glasgow Caledonian University:

Signed:

Print name: Professor Pamela Gillies CBE, FRSE

Position: Principal and Vice-Chancellor

Date: 20 May 2022

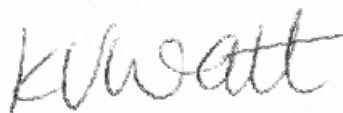Signed:

Print name:

Position: Chair

Date:

On behalf of the Scottish Funding Council:

Signed:

Print name: Karen Watt

Position: Chief Executive

Date: 28 July 2022