University of Glasgow

Court

A meeting of **Court** will be held on **Wednesday 24 November 2021** at **2pm in the Senate Room**.

Amber Higgins, Executive Officer and Clerk to Court 330 4976 amber.higgins@glasgow.ac.uk

AGENDA

Item	Title	Lead	Paper No.	Page No.	Action
1.	**Welcome, Apologies, Introductions, Noting of Pre-Court briefing, Declarations of Interest**	**Convener**	**Oral**		
2.	**Minutes of meeting held on Wednesday 29 September 2021**	**Convener**	**2.**		For approval
3.	**Matters arising not otherwise on the Agenda**	**Convener**	**Oral**		
	Reports 4 to 8 below show some items as starred*. Starred items are the main items for discussion and/or approval.				
4.	**Finance Committee** Papers withheld FOI Exempt/Commercially confidential	**Elspeth Orcharton/ Gregor Caldow/Ian Campbell**	**4. and annexes** **To follow**		Items for approval/ otherwise for information
5.	***University Strategic Plan – KPIs** *Professor Frank Coton, Senior Vice Principal to provide an update on the University's KPIs*	**Frank Coton**	**5.**		For approval
6.	***Report from the Principal** **Student Admissions including RUK* **Higher Education Developments* **League Tables* **SMG Changes*	**Principal**	**6. and annexes**		For information/ discussion
7.	***Report from the University Secretary** **Disability Review* **Glasgow Green* **SFC Annual report* **Organisational Change* **Appointments*	**David Duncan**	**7. and annexes**		Items for approval/ otherwise for discussion/ information
8.	**Student Matters, including: Rectors update, SEC Report, SRC President update**	**Ella McCabe/ Rector/ David Duncan**	**8.**		For information/ discussion

9.	**Reports of Court Committees**				
9.1	Estates Committee	**Ronnie Mercer**	**9.1**		For information/ discussion
9.2	Audit & Risk Committee Papers withheld FOI Exempt/Commercially confidential	**Heather Cousins**	**9.2**		For information/ discussion
9.3	IPSC Papers withheld FOI Exempt/Commercially confidential	**Frank Coton**	**9.3**		For information/ discussion
9.4	P&OD Committee	**June Milligan**	**9.4**		For information/ discussion
9.5	Nominations Committee	**Lesley Sutherland**	**9.5 – to follow**		Items for approval/ otherwise for discussion/ information
9.6	Health and Safety Committee	**David Duncan**	**9.6**		For information/ discussion
9.7	Renumeration Committee	**June Milligan**	**9.7 – to follow**		Items for approval/ otherwise for discussion/ information
10.	**Annual Report for the Scottish Funding Council - Institution Review of Quality Academic Year 2020-21**	**Jill Morrison**	**10**		For approval
11	**Communications from Meeting of Council of Senate held on 5 October 2021**	**Jill Morrison**	**11 – to follow**		For Information
12.	**Any Other Business** Court members are asked to inform the Secretary of Court 2 days in advance of the meeting, if they have items of Other Business for discussion	**Convener**	**Oral**		
13.	**Date of Next Meeting** Wednesday 16 February 2022 at 2pm – venue to be confirmed. A Pre Court Briefing will be held at 12pm.				

University of Glasgow

Court

Minute of Meeting held on Wednesday 29 September 2021

Present:
Ms Elizabeth Passey Co-opted Member (Convener of Court), Mr Graeme Bissett (Co-opted Member), Ms Heather Cousins (Co-opted Member), Dr Craig Daly (Trade Union Nominee), Mr David Finlayson (Co-opted Member), Professor Carl Goodyear (Elected Academic Staff Member), Professor Nick Hill (Elected Academic Staff Member), Mr Christopher Kennedy (Elected Professional Services Representative), Professor Simon Kennedy (Elected Academic Staff Member), Mr Laic Khalique (Co-opted Member), Ella McCabe (SRC President), Professor Kirsteen McCue (Elected Academic Staff Member), Paula McKerrow (Trade Union Nominee), Mr Ronnie Mercer (Co-opted Member), Mr David Milloy (Co-opted Member), Professor Sir Anton Muscatelli (Principal), Ms Elspeth Orcharton (Co-opted Member), Lady Rita Rae (Rector), Ms Lesley Sutherland (General Council Assessor), Mr Gavin Stewart (Co-opted Member), Dr Bethan Wood (Elected Academic Staff Member)

Attending:
Gregor Caldow (Executive Director of Finance), Professor Frank Coton (Senior Vice Principal (Academic) and Deputy Vice Chancellor), Bonnie Dean (Vice-Principal Corporate engagement & Innovation), Dr David Duncan (Chief Operating Officer [COO] & University Secretary), Amber Higgins (Executive Officer and Clerk to Court).

Apologies:
Cllr Susan Aitken (Glasgow City Council Assessor), Ms Julia Hegele (SRC Assessor), Dr Morag Macdonald Simpson (General Council Assessor), Dr June Milligan (Co-opted Member), Professor Jill Morrison (Vice-Principal & Clerk of Senate).

CRT/2021/01. Announcements

The Convener welcome everyone to the first meeting of academic year 2021-2022 and noted it was the first face to face meeting for Court since Feb 2020, due to the Pandemic.

The Convener welcomed Bonnie Dean (Vice-Principal Corporate Engagement & Innovation) as an attendee, Ella McCabe (SRC President) and Paula McKerrow (Trade Union Nominee), as members, to the meeting.

Court's thanks were recorded to Dr Chris Cassells for his service to Court since August 2021 as the Trade Union Representative, and noted that he had recently moved on to a new role at the National Library of Scotland.

Court's thanks were also recorded to Professor Neal Juster, Senior Vice-Principal and Deputy Vice-Chancellor, who had left the University to take up the position of Vice-Chancellor of the University of Lincoln. Neal joined the University of Glasgow in 2007 as Vice-Principal (Strategy and Resources) and was appointed to the position of Senior Vice-Principal and Deputy Vice-Chancellor in 2013. He had led the University's strategic planning process

through the development of three strategic plans: 2010-15 (Glasgow 2020: a Global Vision), 2015-20 (Inspiring People Changing the World) and culminating in the recently published World Changers Together. Court wished Professor Juster the very best for the future.

There was the following declaration of interest in relation to business to be conducted at the meeting: Professor Sir Anton Muscatelli as a Trustee of USS, as an ongoing declaration, given the updates on the scheme.

It was recorded that Dr David Duncan, Rachel Sandison, Vice-Principal (External Relations) and Professor Jaime Toney, Professor in Environmental and Climate Science had briefed Court at the pre-lunch session on the Sustainability Strategy and COP26. Court's thanks for the briefing were recorded.

Court was reminded that papers and business were confidential.

CRT/2021/02. Minutes of the meetings held on Tuesday 22 June 2021

The minutes were approved.

CRT/2021/03. Matters Arising

Court noted that under previous item *CRT/2020/54. University Strategy – KPIs* – the KPI's were nearly complete and Court would receive the final KPI's at its next meeting in November.

CRT/2021/04. Covid-19 Update and Planning

Court received an update from the Principal, Dr David Duncan and Mr Gregor Caldow on the current planning and progress made following the reopening of the campus. Particular attention was drawn to the following:

- Students had returned to campus and there would be a gradual increase in the numbers, with class sizes limited to 50 students and large lectures taking place online. The number of cases of Covid in the student halls remained low;
- Health and Safety was the key consideration to all decisions made, with regular meetings of key staff taking place. Staff and students were being advised to wear face masks in busy areas and inside buildings when moving around. Plans were also being progressed for a gradual return to on campus work for office based staff but staff were still being encouraged to work from home where this was possible;
- Construction work had progressed over the summer on the Research Hub and the Clarice Pears Building. It was noted that construction work had commenced on the ASBS;
- Student numbers appeared to be very positive for 2021/22 but it was noted that registration was still ongoing, with confirmed numbers expected in October.

During the discussion it was noted that the University was unable to offer student accommodation to a small number of students who had requested it and were entitled to the university's accommodation guarantee. Alternatives had been provided within Paisley and Stirling but there were still a very small number of students that were unable to find suitable accommodation. It was reported that this was likely to be due to the pressures of COP26, increased student numbers across the City and the low availability of suitable rental accommodation in Glasgow.

A query was raised about the use of online exams, particularly in relation to the STEM subjects. Professor Frank Coton reported that colleagues were working closely with the Schools and Colleges to use a blended approach beyond the December exam diet and that plans for Semester 2 were still in the early stages.

A concern was also raised about staff welfare, particularly in the areas where there had been a large January intake, which had meant that a number of academic and support staff had been unable to take a break over the summer holidays. The impact of the blended learning with both online and class room based learning being on-going was also noted to be causing acute problems for staff. The Principal noted that there was a level of tiredness across staff at the start of term which was not usual and it was important that the institution recognised this. It was also noted that the University had reported to the Scottish Government that the blended learning approach was not sustainable in the long term and that plans for Semester 2 needed to be confirmed as soon as possible. It was also noted that there would be no January 2022 intakes beyond those areas where January intakes were the norm or were planned by the Schools and Colleges.

The SRC President also noted that it was important for the University to ensure that the student experience across the institution was the same for each student, as there had been reports of differing levels of support and face-to-face teaching.

Court thanked staff and students for their continued efforts and recognised all the hard work that had been undertaken during the last academic session.

CRT/2021/05. University Risk Register

Court received a presentation by Mr Gregor Caldow, Executive Director of Finance on the updated Risk Register. It was noted that over the last 12 months a large amount of work had been put into building and implementing the Risk Management Framework. It was noted that the risk register had been reviewed by the Audit and Risk Committee and was recommended for approval. A number of risks were discussed, and Court recognised the tremendous amount of work that had gone into producing the Risk Register and thanked all those involved.

Court approved the University Risk Register.

CRT/2021/06. Innovation Strategy

FOI Exempt/Commercially confidential

CRT/2021/07. Report from the Principal

CRT/2021/07.1 Principal's Report

Court received the report from the Principal – Paper 7 and the following areas were noted:

- The SFC Review was subsequently published on 29 June and included a series of sensible recommendations to the Scottish Government, most notably urging a commitment to multi-year funding, protecting excellent discovery research and recognising more fully the importance of international education connections. The Review also underlined the importance of meeting changing student expectations and finding better ways to support lifelong learning, already areas of focus for Glasgow;

- The UK Government has announced a reshuffle for the Cabinet, with the Universities Minister, Michelle Donelan also now a Cabinet member;
- University Rankings – Times Higher Education – The University had been placed 86th, an improvement of 6 places from 92nd in 2021 and 13 places from 99th in 2020 and in the Guardian league table Glasgow's position had improved by one place to 11th in the UK;
- On 17 September the Times/Sunday Times Good University Guide was published and the University was named as Scottish University of the Year. The University was now placed 12th in the UK – up two places from last year, 8th in the Russell Group and 2nd in Scotland.

The Principal also updated Court on the changes to SMG following Professor Neal Juster's departure. Professor Frank Coton would be Vice Principal (Strategy and Resources) and in addition he would be Senior Vice Principal and Deputy Vice Chancellor (Academic). As there would be no replacement for Professor Juster, and to ensure that Professor Coton did not have to cover all external deputizing duties as DVC, other members of SMG would also be appointed in due course to deputise externally as DVCs. Dr David Duncan as COO would take on responsibility for oversight and leadership of the Estates Capital Plan.

It was also noted that Professor Roibeard Ó Maolalaigh would step down as Vice Principal/Head of the College of Arts at the end of June 2022. Professor Ó Maolalaigh had been Head of College since January 2015, and when he demitted office in 2022 he would return to his substantive post as Professor of Gaelic.

The Principal also reported that Professor Jill Morrison's term as Vice Principal and Clerk of Senate would come to an end on 31 July 2022. In accordance with the existing formal procedure for the appointment of Clerk of Senate, a finding committee would be established over the coming months. The call for nominations was expected to be issued in December/January with recommendations brought to Senate in February 2022.

The Convener thanked the Principal for the update.

CRT/2021/08. Report from the University Secretary

Court noted the report from the University Secretary - Paper 8. The following areas were discussed in further detail by Court.

CRT 2021.08.1 Protocol for Managing Speaker Events

Court received the updated protocol intended to assist members of the University involved in managing events and arranging external speakers. The guidance had been updated and broadened out in the light of the obligations placed upon universities and other public bodies by the Equality Act and the Hate Crime and Public Order (Scotland) Bill. Court noted that most events, including academic seminars and guest lectures would continue to be seen as a normal part of the University's day-to-day activities. The protocol was only intended to be used in cases where colleagues or students involved in the organisation of events thought there might be cause for referral.

It was noted that the protocol, would be read in conjunction with the University's statement on Freedom of Speech and Senior Management Group had approved the new protocol.

Court approved the Protocol for Managing Speaker Events.

CRT 2021.08.2 Governance Website

Court noted that a new Governance Website had been developed. Governance was an integral part of the University and recently a comprehensive review of the corporate governance and decision-making framework had been undertaken. Over the last 9 months, the University had started to streamline the way it makes informed decisions at every level of the organisation from Court through Committees, SMG, Colleges and University Services and staff. The first phase was now complete and the new dedicated governance site could be found at https://www.gla.ac.uk/myglasgow/governance/ .

CRT 2021.08.3 Disability Services Review

At the Court meeting in February 2021 Court had received an update on an ongoing Disability complaint. Court noted that the case was still going through the University procedures, with one academic appeal outstanding and that the University would undertake a lessons learned exercise once the appeal was completed.

It was also reported that an internal audit of Disability Services, together with a review led by the Clerk of Senate, Professor Jill Morrison, had been undertaken. The University was in the process of implementing the recommendations from these exercises.

During discussion, Court noted that the Disability services review and (in due course) the report from the lessons learned exercise would be circulated to Court members for information.

CRT 2021.08.4 New and continuing Court Members

Court noted that Paula McKerrow had been nominated as the Trade Union nominee from amongst the University's support staff, for 4 years from 1 September 2021.

Court also noted that Ella McCabe had begun her term on Court from 1 July 2021 *ex officio* as the SRC President, for one year.

CRT 2021.08.5 Court Business 2021/22

Court received the Schedule of Court Business for the coming year, together with the Statement of Primary Responsibilities of Court and a list of remits/memberships of Court Committees for the session.

The attendance lists for meetings of Court and its Committees for 2020/21 had been reviewed; there were no issues for action in connection with this.

CRT 2021.08.6 Directors of Research Institutes and Heads of School Appointments

Court noted the following changes:

Head of the Dental School

Court noted that Professor Aileen Bell had been appointed as Head of the Dental School from 1 September for a period of four years.

Interim Director of Institute of Molecular, Cell & Systems Biology

Professor Helen Walden had been appointed as Interim Director of Institute of Molecular, Cell & Systems Biology from 1 September 2021 for six months.

Interim Head of School of Psychology and Neuroscience

Professor Niamh Stack had been appointed as Interim Head of the School of Psychology and Neuroscience from 1 September 2021 for six months.

CRT 2021.08.7 University of Glasgow Trust

Court approved Professor Frank Coton, Senior Vice Principal (Academic) and Deputy Vice Chancellor as the Court representative on University of Glasgow Trust.

CRT/2021/09. Student Matters, including: SEC Report; SRC President update

The Rector reported that she continued to engage with students and the SRC on a number of issues and at present did not have any substantive items to raise with Court. It was noted that the Rector wished to pass on her thanks to the Court Office staff for their co-operation and support provided.

The SRC President highlighted a number of areas and the following were noted:

- Accommodation and isolation were seen as a concern for students, particularly in relation to the increased cost of rent and landlords exploiting students with unfit contracts;
- Student societies continued to face issues with finding adequate space for meetings on campus;
- Students were expressing concerns over the impact of COP26 on their studies on campus;
- Concerns were also expressed over the length of time it was taking to deal with student conduct cases and the impact this was having on student wellbeing.

During the discussion it was noted that, in addition to University advice services, students could seek support from the Citizens Advice Bureau, who would provide support to students on rent contracts. It was also noted that the move to online examinations had led to a significant increase in the student conduct cases and that the Senate office was processing these as quickly as possible.

The Convener thanked the Rector and SRC President for their reports.

CRT/2021/10. Reports of Court Committees

CRT/2021/10.1. Finance Committee

Graeme Bissett, chair of the Committee, outlined the report from the Committee which had received a number of papers that outlined the impact of Covid-19 on the University cash position; projected student numbers; and the USS Consultation. Court noted a report by the Executive Director of Finance which outlined the main discussion points at the Finance Committee. Court also noted the proposal from the Strategic Property Investment and Development Board (SPIDB) which had been considering how best to develop ‘non-core’ physical assets for the University. SPIDB were recommending that a development partner or partners was sought to help share the risk and reward in developing these assets. Court noted that the Finance Committee had approved the proposal to move to the next phase.

A concern was raised about the wording in the Finance committee minutes and it was agreed that these would be amended.

Court approved the request for a letter of consent to be drawn up in relation to signatories for the HSBC account and approved the revised schedule of delegated authority for innovation projects, in which the Finance Committee would require to approve transactions >£250k.

The report was noted.

CRT/2021/10.2 Estates Committee

Ronnie Mercer, chair of the Committee, outlined the report from the Committee which updated on the progress with the capital plan.

Court approved the demolition of the NHS Admin Building due to the cost constraints involved with remodelling the building, which would be prohibitive.

The report was noted.

CRT/2021/10.3 Audit & Risk Committee

Heather Cousins, chair of the Committee, reported that the Committee had received a briefing on the updated Risk Register. It was agreed that the updated Register would be included in Court papers for September 2021 for approval. The Committee also received internal audit reports on: Overseas Agents, MyCampus Follow up Review, Culture Audit and Business Continuity. The Committee had approved the Annual statement on Compliance with the Concordat to Support Research Integrity.

The report was noted.

CRT/2021/10.4 IPSC

Frank Coton, chair of the Committee reported that IPSC had provided guidance to develop the draft Research Computing service business case, requested by the Vice Principal for Research. IPSC had also approved the new Digital Experience Board remit to protect and optimise student and staff user experience, co-ordinating across multiple university service owners and platforms. IPSC noted updates from the Information Risk & Cyber Security Working group and current Internal Audit work. IPSC had agreed that plans would be prepared in alignment with a recognised cyber security framework to relate to risk and demonstrate a coherent approach.

The report was noted.

CRT/2021/10.5 People and Organisational Development Committee

Court noted that the Committee report included following items; USS pension developments, pay negotiations for 2021-22, Performance and Development Review plans for the forthcoming year, the latest developments from a diversity and inclusion perspective, and the University's participation in the 'Developing the Young Workforce' initiative. The Committee also received updates on the new Enquiry Management Service; establishment and delivery of the Lighthouse Lab; and Global Mobility.

The report was noted.

CRT/2021/10.6 Nominations Committee

Lesley Sutherland, chair of the Committee, provided an update to Court on the current recruitment process for the Co-opted members of Court. Court noted that the Committee had discussed the suggestions to improve diversity put forward by Court members and the next steps. The Committee also discussed the current information available on the Court website

and ways to improve the information.

The report was noted.

CRT/2021/11. Any Other Business

The Convener reported that Graeme Bissett, Co-opted Member of Court would be stepping down shortly and that this would be the last meeting of Court that he could attend. Graeme had been a member of Court for 8 years, the Chair of the Finance Committee and the University's first ever Vice-Convener of Court. Over that time he had made a huge contribution to the University and was leaving the University in a significantly stronger position. Court thanked warmly Graeme for his huge contribution and dedication over the last 8 years and wished him well for the future.

CRT/2021/12. Date of Next Meeting

The next meeting of Court will be held on Wednesday 24 November 2021 at 2pm in the Senate Room. A Pre-Court briefing will take place at 12pm.

Court Context Card - University KPI's - 24 November 2021	
Speaker	Professor Frank Coton
Speaker role	Senior Vice-Principal
Paper Description	
Topic last discussed at Court	Apr-21
Topic discussed at Committee	N/A
Committee members present	N/A
Cost of proposed plan	N/A
Urgency	
Timing	
Red-Amber-Green Rating	
Paper Type	Information and Approval
Paper Summary	This paper presents the final update on the development of Strategic KPIs to monitor progress on the implementation of our strategy to 2025: World Changers Together. The paper sets out each of the KPIs alongside definitions, trend data and a performance update. At the last update, 16 of these had been signed off, with a further five KPIs under development. Two of these - metrics capturing Colleague Engagement and Large Grant Capture - have now been finalised and complete the remaining set. The remaining three KPIs that formed part of early discussions will be subject to ongoing development but will not be included within the final KPI list. Further detail is provided in the main paper.
Topics to be discussed	University KPI's
Action from Court	To Approve the University KPI's
Recommendation to Court	The KPIs were approved by SMG at the 16/11/21 meeting and Court are now invited to approve

Relevant Strategic Plan workstream	
Most relevant Primary KPI it will help the university to achieve	
Most relevant Secondary KPI it will help the university to achieve	
Risk register - university level	
Risk register - college level	
Demographics	
% of University	100% staff
Operating stats	
% of	
Campus	All
External bodies	None Highlighted
Conflict areas	None Highlighted
Other universities that have done something similar	
Other universities that will do something similar	
Relevant Legislation	
Equality Impact Assessment	
Suggested next steps	
Any other observations	

UNIVERSITY OF GLASGOW

Court

24 November 2021

World Changers Together: KPI update

Brief description
This paper presents the final update on the development of Strategic KPIs to monitor progress on the implementation of our strategy to 2025: *World Changers Together*.

There are 18 Strategic KPIs, which are grouped under the following themes:

- **Core Business Performance**
- **Community**
- **Connectivity**
- **Challenge**

The paper sets out each of the KPIs alongside definitions, trend data and a performance update. At the last update, 16 of these had been signed off, with a further five KPIs under development. Two of these - metrics capturing Colleague Engagement and Large Grant Capture - have now been finalised and complete the remaining set. The remaining three KPIs that formed part of early discussions will be subject to ongoing development but will not be included within the final KPI list. Further detail is provided in the main paper.
Once approved by Court the KPIs will be published on the University Strategy webpages.

Action requested
Court are invited to approve the final KPIs, in particular noting the additional two KPIs on Colleague Engagement and Large Grant Capture.

Recommended Person/s responsible for taking the action(s) forward
David Gray, Head of Strategic Planning
Uzma Khan, Director of Strategic Planning and Deputy COO
Frank Coton, Senior Vice-Principal and Deputy Vice-Chancellor (Academic)

Resource implications
None

Timescale for Implementation (where appropriate)
Immediate

Equality implications
None

Originator of the paper
David Gray, Head of Strategic Planning
Uzma Khan, Director of Strategic Planning and Deputy COO
Frank Coton, Senior Vice-Principal and Deputy Vice-Chancellor (Academic)

16 November 2021

Recommended Strategic KPI Set and Performance Commentary

An update on the development of the KPIs for the University Strategy – World Changers Together was provided to Court in the April 2021. At that time, five suggested KPIs remained to be defined. Since then, work has been undertaken to establish appropriate measures and data against these KPIs but, in some cases, it has either proven difficult to define an appropriate measure or the measure is complex and our ability to effectively capture and test the data has yet to be proven. Our criteria for approving KPIs were set to ensure that any measure was robust, transparent and easily measurable.

For this reason, it is recommended that we progress with the KPI set that was reviewed by Court in April, with the addition of the **Colleague Engagement** and **Large Grant Capture** KPIs which are now both well-defined and measurable. It is further recommended that the remaining three suggested KPIs continue to be developed and evaluated over the next two years as experimental indicators, with a view to incorporating them into the strategic KPI set at the mid-term strategy review point once they have been suitably tested and have been shown to be robust and useful indicators. In line with the previous discussion at Court other experimental indicators will also be evaluated during this period to measure performance in areas such as Estates and IT.

On this basis, the final KPI list is presented in table 1, with trend data and targets in table 2 followed by a commentary of current performance.

Strategic KPI	Definition
International Student Population	The international student Full Time Equivalent (FTE) of the University as reported to HESA
Global Reputation	Ranking in the THE World Reputation Rankings
Quality of Research Publications (rank average)	An average Russell Group ranking across three metrics: % of outputs in top 10%, % of outputs in top 1%, Field-weighted citation impact.
Doctoral Degrees Awarded/Staff	Doctorates (PhDs awarded) over the Research and Teaching staff FTE as reported to HESA.
Research Income/Staff	Research Income over the FTE of 'Research and Teaching' staff as reported to HESA
Student Progression	The percentage of UK, full time students on their first degree that have successfully transitioned from year 1 of study to year 2 of study.
Student Satisfaction	Percentage of positive responses to the NSS Q27, Overall Satisfaction.
Entry Tariff	Entry tariff for UG, Full-Time & Sandwich First Year Students under the age of 21
Operating Cash Before Investment	The operating cash generation of the University before any investment in minimum spend requirements or choices.
Colleague Diversity	Status metric comprising three individual components - BAME, disability and senior women. Status will represent the lowest performer of the three components
Widening Access (COWA MD0-20)	Proportion of Full time, first degree, Scots Dom students from an MD0-20 background
Colleague Engagement	The overall % positive response to the colleague engagement questions
CO2 Emissions (kT)	Total scope 1,2 and 3 carbon emissions
Collaborative Space	The total sqm and % of the estate dedicated to collaborative and shared workspace
Large Grant Capture	The number of funding bodies where Glasgow ranks in the upper quartile of the RG for the award value of the top 10% of grants won over a three-year period.
Collaborative & Contract Research Income	Collaborative and Contract research as a proportion of total Research Income
Graduate Employability	Graduate employment % of those in a professional destination
UG Mobility	% of students who have had an international experience (in country and virtual)

Table 1: Strategic KPI definitions

Theme	KPI		15-16	16-17	17-18	18-19	19-20	20-21	Target
Core Business Performance	International Student Population		4,466	4,859	5,542	6,477	7,039	9,802	11,000
	Global Reputation (THE reputation ranking)		124th	128th	121st	143rd	110th		Top 100
	Quality of Research Publications (RG rank average)		12	11.3	10.3	10.3	8.3		Continuous Improvement
	Doctorial Degrees Awarded/Staff R&T FTE	Glasgow	0.30	0.44	0.45	0.41	0.43		RG Upper Quartile
		RG Upper Quartile	0.47	0.48	0.51	0.51	0.47		
	Research Income (£k) /Staff R&T FTE	RG rank	5th	5th	5th	6th	7th		5th in RG
		Glasgow	*149.9*	*156.5*	*156.7*	*160.8*	*135.5*		
	Student Progression		89.2%	89.4%	88.6%	87.6%	87.8%	92.1%	90%
	Student Satisfaction	UK rank		13th	11th	27th	14th	7th	UK Top 20
		Glasgow		*88.7%*	*87.7%*	*86.1%*	*87.1%*	*83.7%*	
	Entry Tariff	RG rank	6th	5th	4th	2nd	2nd		5th in RG
		Glasgow	*200.0*	*201.0*	*200.0*	*204.0*	*202.0*	*206.4*	
	Operating Cash Before Investment (£m)						13.5		Annual Budgeted Position
Community	Colleague Diversity								All Diversity Targets Achieved
	Senior Women		26.9%	27.1%	28.2%	30.8%	33.0%		50% by 2030
	% Colleagues UK BAME		3.4%	3.4%	3.6%	4.0%	4.1%		Improvement towards regional performance
		Glasgow City	*8.9%*	*11.9%*	*9.7%*	*10.9%*			
	% Colleagues Declared Disabled		3.2%	3.7%	4.0%	4.4%	4.4%		Improvement towards regional performance
		Glasgow City	*10.9%*	*15.2%*	*13.2%*	*15.4%*			
	Widening Access MD0-20			13.4%	13.5%	14.0%	13.8%	15.7%	16%
	Colleague Engagement							68%	Continous Improvement
	CO2 Emissions (kT)		69.6	64.1	61.5	60.4	46.9		40kT
Connectivity	Collaborative Space							6.74%	Continuous Growth
Challenge	Large Grant Capture - Number of Funding Bodies							4	≥5 of 9 Identified Funders
	Collaborative and Contract Research Income/ Total Research Income	Glasgow		32.2%	32.8%	32.8%	33.6%		RG Median
		RG Median		42.3%	46.3%	46.1%	52.8%		
	Graduate Employability	UK rank	*new GO survey replaced DHLE survey*				30th	36th	UK Top 20
		Glasgow					*81.3%*	*75.7%*	
	UG Mobility		14.0%	8.0%	25.0%	24.0%	21.0%	17.1%	50%

Table 2: Strategic KPI Trend and Targets

Performance Commentary

- 7 KPIs are currently meet, or are on course, to meet the targets set. These are **Quality of Research Publications, Student Progression, Student Satisfaction, Entry Tariff, Operating Cash before investment, Widening Access** and **CO_2 Emissions.**
    - **Quality of Research Publications** has improved YOY in line with the stated target of continuous improvement.
    - **Student Progression:** The University has set a target of 90% for student progression. It is likely that the no-detriment policy increased our progression performance
    - **Student Satisfaction:** Our RG rank climbed from 14th to 7th in Student Satisfaction. A general decrease in satisfaction scores was experienced sector wide as the impact of Covid-19 was felt by students
    - **Entry Tariff:** We maintained our Russell Group rank of 2nd in 19/20 and a significant increase in Tariff has been observed in 20/21. Latest data shows our tariff is at its highest ever level, up 3.8 at 206.4 from the previous year.
    - **Widening Access:** Glasgow's proportion of widening access students has increased steadily in recent years and is currently at its highest ever level
    - **CO_2 Emissions:** Year on year reduction in CO_2 emissions has been achieved recently. The aim is to further reduce GHG emissions by 7.6% p.a., each year for the next 10 years. Progress is unlikely to be linear, with variation from year to year, depending on project opportunities and the availability of capital funding. The large reduction

in 19-20 was due to the impact of lockdown and it's unclear to what extent this will rebound in the coming years.

- 3 KPIs have fallen short of the target but are moving in the right direction:
    - **International Student Population** was 9,802FTE in 20-21, significantly exceeding our previous target of 5,000FTE and accelerating towards our 2025 target of 11,000FTE
    - **Global Reputation** ranking showed a big YOY improvement in 19-20 and we expect that as a Strategic KPI, the increased emphasis will drive further improvements
    - **Colleague Diversity** metrics have shown YOY increases in Senior women, % UK BAME and % declared disabled however there is still progress to be made if we are to hit our strategic targets

- 6 KPIs are below that targets that have been set:
    - **Doctoral Degrees Awarded** is a new KPI where we have set the target of entering the upper quartile of the Russell Group.
    - **Research Income/Staff FTE** Despite the increase in ratio, we fell from 5th to 6th in the Russell Group for this measure, swapping places with Manchester.
    - **Collaborative and Contract Income/Total Research Income** was 33.6% of our total research income. Currently trending well below the RG median, the aim is to improve our position in the coming years.
    - **Large Grant Capture** currently sees Glasgow meeting or exceeding the threshold for 4 of the nine identified funding bodies placing the University one funder off target
    - **Graduate Employability:** This KPI is taken from the new Graduate Outcomes survey and our ambition is to climb from our current position into top 20 in the UK.
    - **UG Mobility** saw 17.1% of the final year cohort of students confirmed as having had an international experience. The volume of outbound mobility will have decreased due to the pandemic. Going forward, virtual mobility will be included as part of this measure owing to its relevance and as a result, we expect to see big increases in international mobility levels.

- **Collaborative Space and Colleague Engagement** This is the first reporting year for these KPIs and for which 20/21 is the baseline year. The next data point for 21/22 will allow us to assess performance and direction of travel and this will be available for the June update to Court next year.

4 New KPIs

Since the March 2021 update there have been two new KPIs developed, **Colleague Engagement** and **Large Grant Capture**, that are now both well-defined and measurable.

Colleague Engagement

The recently conducted Colleague Survey provides the data for the Colleague Engagement KPI. This draws of the bank of five Colleague Engagement questions and the KPI is the overall average of these questions. The colleague engagement survey provides reference at local level across the university and the current intention is that the survey will be run every six months.

Question	Positive response %
I feel a strong sense of belonging to the University	58%
If asked I would recommend the university to friends of family as a good place to work	68%
Working here makes me want to do the best work I can	69%
I would still like to be working at the University in two years' time	71%
I am proud to work for the University	76%
Overall Colleague Engagement	**68%**

Table 3: Colleague Engagement Component Indicators

Large Grant Capture

The purpose of the large grant capture KPI is to understand how the university performs in capturing large grants from the main funding bodies. Data on grants issued by each of the funders has been collated and the top 10% value grants per funder per university have been identified. Successful large grant capture has been defined as being in the Russell Group upper quartile for the top 10% of grants issued by at least five of the nine funding bodies over a three-year period.

The table below presents the total funding received by Glasgow from the top 10% of grants issued by each of the 9 major funding bodies. Funding received is ranked against the other RG institutions and a rank position in the upper quartile (top 6) meets the threshold for large grant capture.

2019-21 - Value of Top 10% of Awards	Glasgow Award Value	RG Rank
Arts and Humanities Research Council	£1,905,776	9
Biotechnology and Biological Sciences Research Council (BBSRC)	£5,069,936	11
Engineering and Physical Sciences Research Council	£50,317,262	6
Economic and Social Research Council	£1,786,233	14
European Research Council	£24,133,410	5
Medical Research Council (MRC)	£9,370,490	8
Natural Environment Research Council (NERC)	£1,097,598	15
Science and Technology Facilities Council (STFC)	£11,902,078	6
Wellcome Trust	£18,524,025	6

Table 4: Large Grant Capture by Funder

We observe that for period 2019-2021, Glasgow achieved a top 6 RG position for four of the nine funding bodies. This will be measured and reported on annually for the preceding three-year period.

5 KPIs Classified as Experimental Indicators

While many of the previous KPIs carried over from the last strategic KPI set, there are three new KPIs that have been developed using new datasets and methodologies. These KPIs are not yet developed sufficiently to meet the requirements of complete indicators. Further development and engagement on these measures will continue with colleagues, and as such they will be classed as experimental indicators. This will allow for data sets to be established and tested through a 'soft launch' over the next 2 academic periods, providing an opportunity to better understand how they function enabling a decision to be made at the mid-term strategy review point on their inclusion.

KPIs with the Experimental Indicator classification are:

- **Investment in Spinout Companies**
- **Student Engagement**
- **International Partnerships**

Investment in Spinout Companies

The purpose of this metric is to ensure that we are actively maintaining and creating a pipeline of high-quality spinouts from the university. The ability to attract investment provides a reference to the quality of the spinout. Data has been collected and we observe that there are six spinouts that achieved investment or grant funding in 20/21. The intention is that this KPI will be reported on annually and collection of the data will be performed every October. Further discussion is required to finalise agreement on definition, scope and targets.

Student Engagement

The importance of understanding how our students engage and levels of engagement with the university during the course of their studies has been put in sharp focus through recent events. There is a desire to develop a clear picture of engagement in both traditional learning mechanisms and our digital learning environment as it evolves. Further investigation is required to understand what the key components of digital delivery with commonality across the university will look like today and in the short to medium term. This will enable the KPI to be focused on the key engagement areas of our physical and digital environment.

There are plans to run a pilot activity in semester 2 with selected Schools referencing both engagement data captured through Moodle logs and attendance data. There will be an evaluation post-pilot to assess if this is effective in helping understand student engagement as well as determining any further developments or measurement points that could usefully inform a future Student Engagement KPI.

International Partnerships

The University of Glasgow has a broad range of partnerships with institutions across the globe, engaging in a variety of different activities with them. While partnerships are highly desirable and potentially very beneficial contributors in the University's international ambitions, there is no single source of information available to display evidence of meaningful activity in the many partnerships the University holds. This proposal seeks to address this evidence gap by collecting and collating quantitative data covering eight key metrics identified in the recently approved internationalisation strategy. In the absence of a central CRM / TRM system, the current tool is in spreadsheet format and seeks input on a 'yes/no' basis with space for additional commentary. The intention is that the tool is dynamic and updated annually to provide collated summary data for ISG, SMG and Court.

The metric seeks to identify those partnerships in which there is demonstrable and meaningful activity. It is proposed that a partnership will be considered meaningful if the qualification requirements for three or more of the eight component groupings are met (see table below for more information on component groupings and associated criteria). Lower total scores might reflect a very new relationship or a partnership that requires attention and support where further development of collaborations could allow them to hit this threshold in future years, thereby increasing our partnerships KPI on an annual basis. For clarity, this approach is NOT designed to identify 'strategic' or 'priority' partners; it seeks only to identify partnerships where meaningful activity and engagement can be clearly identified.

Deans for Global Engagement will be responsible for collation of data for their individual regions, working in association with College International Deans and overseen by AVP International and VP External Relations.

The initial run of data collection will cover the period 1st January 2019 to March 31st 2022 and is designed to set a baseline for future annual assessment (and to mitigate Covid-related decreases in some activities). Going forward the March 31st deadline will permit data collection, collation and analysis in time for formal presentation to the early summer cycle of ISG, SMG and Court meetings.

The table overleaf uses Glasgow's existing partnership with Radboud as an example of what information will be collated and used to judge meaningful partnerships.

Acronyms in table overleaf:

COIL	Collaborative and Online International Learning
DGE	Dean Global Engagement
CID	College International Deans
CRO	College Research Office
RSO	Research Support Office
ACO	Academic Collaboration Office
RCMM	Recruitment and Conversion Marketing Managers
HGO	Head of Global Opportunities
SAPM	Study Abroad Partnerships Manager
IRPM	International Recruitment Partnerships Manager
IRM	International Recruitment Manager

International Partnerships KPI: Criteria and Qualification Example Using Radboud Partnership

				Radboud Example		
Category	**Component Groupings**	**Criteria**	**Source**	**Criteria met?**	**Evidence/Additional Detail**	**Component Grouping Qualified?**
RESEARCH AND INNOVATION	**DIRECT RESEARCH ACTIVITIES** *Qualifies if Joint publications criteria met or 3 of the other 4*	**Joint publications**	SciVal	Yes	co-authored 125 publications between 2018-2021	**Y**
		Joint conference Papers (minimum of 1 is required)	DGE/CID			
		Joint conference organised (minimum of 1 is required)	DGE/CID			
		Grants submitted (minimum of 1 is required)	CRO, RSO			
		Grants secured (minimum of 1 is required)	CRO, RSO			
	CAPACITY BUILDING RESEARCH ACTIVITIES *Qualifies if 1 of 2 criteria met*	Capacity building research activities in the region which support UofG's values	DGE/CID	Yes	Radboud - Glasgow Collaborations Fund	**Y**
		Outreach and impact to local community and the wider region	DGE/CID			
	RESEARCH CAPABILITY & CAREER DEVELOPMENT *Qualifies if 1 of 2 criteria met*	Access to unique resources (i.e. expertise, data, equipment)	DGE/CID	Yes	Neurotech EUI; Donders insitute etc	**Y**
		Career development opportunities	DGE/CID	Yes	Radboud-Glasgow collaboration fund available for ECRs	
LEARNING AND TEACHING	**JOINT DELIVERY OF L&T ACTIVITIES** *Qualifies if 1 of 2 criteria met*	Joint/Double/Dual Degrees	ACO	Yes	Six master's dual degrees including Economic Development & Social Change and Artificial Intelligence & Digital Society	**Y**
		Articulation (either way)	ACO & RCMM			
	COIL	COIL activities (i.e. online learning, virtual mobility, etc)				**N**
	MOBILITY, EXCHANGE & SHORT-TERM ACTIVITIES *Qualifies if Student Exchange criteria satisfied or 3 of the other 4*	**Student exchange**	HGO			**N**
		Staff mobility & exchange	CIDs	Yes	Radboud and UofG had staff exchange on annual basis until end of 2019	
		Study abroad	SAPM			
		Summer School	IRPM	Yes	Two students joined the GUILD summer school	
		Internships/placement	HGO			
REGIONAL PROFILE & GENERAL COLLABORATION	**PARTNERSHIP PROMOTION** *Qualifies if Joint Events criteria met or 3 of the other 4*	**Joint events - public facing or private**	IRMs, CIDs, Comms, Marketing & International Affairs	Yes	MoA signing ceremony on 21 October 2021.	**Y**
		Displayed on partnership webpages		Yes	UofG presence on international mobility office pages and dual degree programme pages	
		Included in press releases/newsletter		Yes	Newsletter at both Universitys about Glasgow-Radboud Collaboration Fund	
		Tagged on social media by partners (Facebook, Twitter, Instagram)				
		Content shared to publicise successful activities		Yes	Radboud is on the mailing list of UofG's Connect newsletter	
	PARTNERSHIP ENGAGEMENT *Qualifies if 3 out of 5 criteria satisfied*	Non-curriculum guest lectures (either way)	IRMs, CIDs, Comms, Marketing & International Affairs			**N**
		Joint workshops				
		Outbound and inbound visits by senior UofG and partner staff				
		Online meetings between senior staff				
		Staff training activities (either way)/exchange of best practice		Yes	UofG hosted Radboud's staff training for three years until 2019	
					Number of Component Groupings that Qualify:	**5**

Table 5: International Partnerships KPI Criteria and Qualification Example

As five of the eight component groupings qualify for Radboud, this is considered a meaningful partnership.

Annex A: KPI Additional Information

This Annex provides additional information on the KPIs that are already approved.

KPI: **International Student Population**
Definition: International Student FTE
Data Source: HESA Student return
Benchmark: Yes – other HEIs down to HESA cost centre level
Local level reference: Yes - down to School/Subject level
Key Criteria: Robust✓ Measurable✓ Transparent✓

KPI: **Global Reputation**
Definition: University of Glasgow rank in THE Reputation World Rankings
Data Source: THE Reputation World Rankings
Benchmark: Yes – University level and THE subject level
Local level reference: No – not possible to map to our internal College/School structure
Key Criteria: Robust✓ Measurable✓ Transparent✓

KPI: **Quality of Research Publications**
Definition: An average Russell Group rank based on a three-year average across three metrics: % of outputs in top 10%, % of outputs in top 1% and Field-weighted citation impact
Data Source: Based on all publications by staff affiliated with the University of Glasgow in 2016–19, as identified by SciVal**.**
Benchmark: Yes – currently focussed benchmark with the Russell Group.
Local level reference: Possible but this doesn't currently exist.
Key Criteria: Robust✓ Measurable✓ Transparent✓
Component Indicators: This KPI comprises three component parts highlighted in the table below:

Indicator	2018 (2014-17)	2019 (2015-18)	2020 (2016-19)
Field weighted citation impact	10	10	6
% of outputs in the top 10%	11	12	11
% of outputs in the top 10%	10	9	8
AVERAGE (Institutional KPI)	**10.3**	**10.3**	**8.3**

KPI: **Doctoral Degrees Awarded/Staff R&T FTE**
Definition: PhD's awarded / Staff R&T FTE
Data Source: HESA Student and HESA Staff returns
Benchmark: Yes – other HEIs down to HESA cost centre level
Local level reference: Yes – down to School/Subject level
Key Criteria: Robust✓ Measurable✓ Transparent✓

KPI:	**Research Income/Staff R&T FTE**
Definition:	Total Research Income divided by the total FTE of Research & Teaching Staff (Academic Employment Function 3)
Data Source:	HESA Finance and HESA Staff returns
Benchmark:	Yes – other HEIs down to HESA cost centre level
Local level reference:	Yes – down to School/Subject level
Key Criteria:	Robust✓ Measurable✓ Transparent✓

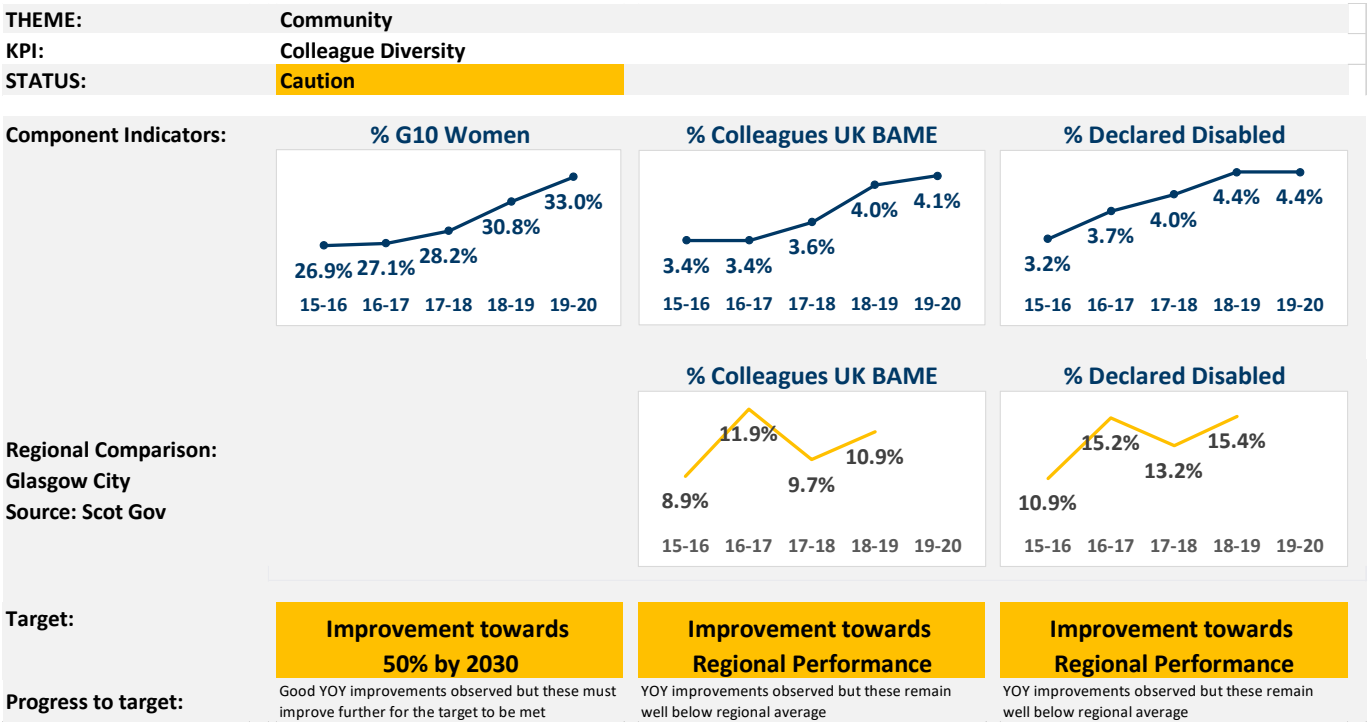
KPI:	**Student Progression**
Definition:	The proportion of UK domiciled, full-time, first-degree students who have successfully progressed from year 1 to year 2 of their programme.
Data Source:	Core Student HESA data
Benchmark:	No – this is an internal indicator
Local level reference:	Yes – down to School/Subject level
Key Criteria:	Robust✓ Measurable✓ Transparent✓

KPI:	**Student Satisfaction**
Definition:	% positive response to NSS Q27 "Overall, I am satisfied with the quality of the course"
Data Source:	National Student Survey conducted by Ipsos MORI
Benchmark:	Yes – UK wide and available at university and subject level
Local level reference:	Yes – down to School/Subject level
Key Criteria:	Robust✓ Measurable✓ Transparent✓

KPI:	**Entry Tariff**
Definition:	Entry tariff for UG, Full-Time & Sandwich First Year Students under the age of 21
Data Source:	Core Student HESA data
Benchmark:	Yes – via league tables
Local level reference:	Yes – down to School/Subject level
Key Criteria:	Robust✓ Measurable✓ Transparent✓

KPI:	**Operating Cash Before Investment**
Definition:	The University needs to generate sufficient cash to meet its obligations. These obligations include annual minimum spend requirements, such as estate and IT maintenance, essential lifecycle spend and servicing existing long-term debt through interest payments and build-up of a sinking fund. Beyond this, the University has a choice in the investment of its cash, including investment in new facilities, systems or projects, support for strategy implementation and addressing backlog maintenance and sustainability. This metric, Operating Cash before Investment, captures the operating cash generation of the University before any investment in minimum spend requirements or choices.
Data Source:	cashflow analysis – held by central finance
Benchmark:	No
Local level reference:	No
Key Criteria:	Robust✓ Measurable✓ Transparent✓

KPI: **Colleague Diversity**
Definition: Status indicator comprising three individual components - BAME, disability and senior women. Status will represent the lowest performer of the three components.
Data Source: HR data
Benchmark: Not directly but visibility against regional labour market statistics
Local level reference: Yes
Key Criteria: Robust✓ Measurable✓ Transparent✓
Component Indicators: Colleague Diversity component indicator trends and regional comparison shown in the graphic below



KPI: **Widening Access (COWA MD0-20)**

Definition: Proportion of full time, first degree Scottish domiciled students from an MD0-20 background. This measure is used externally to track the university's progress in implementing the plan set out by the Commission of Widening Access
Data Source: Admissions Data, SFC reporting
Benchmark: Yes – against Scottish HEIs
Local level reference: Yes – School and UG intake category level
Key Criteria: Robust✓ Measurable✓ Transparent✓

KPI: **CO_2 Emissions**
Definition: CO_2 emissions (scope 1,2 and 3)
Data Source: HESA Estates Management Record (EMR) record
Benchmark: Yes but EMR isn't compulsory in Scotland so possible gaps in benchmarking
Local level reference: University level only
Key Criteria: Robust✓ Measurable✓ Transparent✓

KPI: **Collaborative Space**
Definition: The total sqm and % of the estate dedicated to collaborative space
Data Source: Estates Space Survey
Benchmark: No
Local level reference: It will be possible to surface specific areas of interest
Key Criteria: Robust✓ Measurable✓ Transparent✓
Component Measures: Total collaborative space is the headline indicator

KPI (% of total net useable estate)	20-21
Total collaborative space on campus	6.74%
Components	**20-21**
Office workspace - collaborative	0.17%
Meeting space	1.50%
Cafe/Social space	2.56%
Collaborative Teaching Space	1.41%
Student Study Space - collaborative	1.10%
Associated metrics	**20-21**
Total student study space	4.59%
Total office workspace	17.67%

KPI: **Collaborative and Contract Research Income / Total Research Income**
Definition: Collaborative & Contract Research as a percentage of Total Research Income
Data Source: HESA Finance and HEBCIS return
Benchmark: Yes
Local level reference: Possible but this doesn't currently exist
Key Criteria: Robust✓ Measurable✓ Transparent✓

KPI: **Graduate Employability**
Definition: Graduate employment % of those in a professional destination as reported from the new Graduate Outcomes survey. Note that this survey takes place 15 months after UG students finish their studies
Data Source: Standardised statutory survey managed by HESA
Benchmark: Yes - we intend to benchmark against TIMES/SUNDAY TIMES for the purposes of KPI tracking. This means we can map to internal UofG structures
Local level reference: Yes – as above
Key Criteria: Robust✓ Measurable✓ Transparent✓

KPI: **UG Mobility**
Definition: UG Students having an international experience of 1 week or more during the course of their academic studies
Data Source: Placement data on MyCampus, NSS population to confirm final year UG Virtual mobility data source still to be specified.
Benchmark: No
Local level reference: Yes – currently down to School level
Key Criteria: Robust✓ Measurable✓ Transparent✓

Court Context Card 24 November 2021 - Principal's Report		
Speaker	Professor Sir Anton Muscatelli	
Speaker role	Principal	
Paper Description	For information / discussion	
Topic last discussed at Court	Last report to Court was September 2021	
Topic discussed at Committee	NA	
Committee members present	NA	
Cost of proposed plan		
Major benefit of proposed plan		
Revenue from proposed plan		
Urgency	NA	
Timing	Various	
Red-Amber-Green Rating	Various	
Paper Type	**For information / discussion**	
Paper Summary	Updates on areas listed in the paper as follows: 1. Gender Based Violence and Sexual Misconduct 2. Higher Education Developments SFC Review Review of the RDI Landscape Spending Review 3. League tables - THE Reputation Rankings; THE World Rankings by Subject 4. Senior Management Group changes 5. Key activities 6. Senior Management Group business	
Topics to be discussed	In line with paper's headings	
Action from Court	To note/discuss if wished	
Recommendation to Court		
Relevant Strategic Plan workstream		Empowering People, Agility, Focus
Most relevant Primary KPI it will help the university to achieve		NA
Most relevant Secondary KPI it will help the university to achieve		NA
Risk register - university level		Item 1: Risk 4 Colleague Attraction and Retention, Risk 6 Student Learning Experience, Risk 7 Maintaining and improving reputation Item 2: Risk 1 Income Generation, Risk 3 Government Policy Changes, Risk 6 Student Learning Experience, Risk 7 Maintaining and improving reputation Item 3: Risk 7 Maintaining and improving reputation
Demographics ***% of University***		Items mainly relate to the University as a whole
Operating stats ***% of***		
Campus		All locations
External bodies		UK Government, Scottish Government, Russell Group, UUK, Universities Scotland, SFC, UKRI
Conflict areas		
Other universities that have done something similar **Other universities that will do something similar**		
Relevant Legislation		
Equality Impact Assessment		
Suggested next steps		
Any other observations		

Court - Wednesday 24 November 2021

Principal's Report

Items A: For Discussion

1. Gender Based Violence and Sexual Misconduct

On 12 November, I announced that Morag Ross QC has agreed to carry out a review of the University's current staff and student procedures and support arrangements in relation to Gender Based Violence and sexual harassment. All evidence will be made available to Ms Ross and she will be free to speak with anyone she wishes to including trade unions and student representatives. The review will begin formally in December and is expected to take a number of months, and the University is committed to implementing any recommendations arising from the review.

Prior to announcing the independent review, I wrote to staff and students to apologise that any member of the University has been subjected to abuse or harassment. We recognise that we have more work to do to prevent abuse, to educate, to call out inappropriate and harmful behaviours and to build further on the support that we provide to survivors of gender based violence and other forms of sexual misconduct.

A full action plan (attached as Annex 1) has been prepared by People and Organisational Development and discussed by EDSC and SMG. I will update Court further at the meeting.

2. Higher Education Developments

SFC Review of Higher & Further Education

At the last meeting I updated Court on the University's engagement with the Scottish Funding Council (SFC) Review on the provision of tertiary education and subsequent call for views from HE Minister Jamie Hepburn. Mr Hepburn wrote to universities on 26 October to outline the Scottish Government's (SG) own response, which welcomes the review and expresses broad support for its recommendations. The response sets out commitments in the following areas:

- SG will set out more clearly its longer-term strategic intent for tertiary education and research in Scotland and will consult with SFC, the sector and stakeholders.
- SG restated its intention to move the scrutiny function out of Education Scotland, while replacing SQA and establishing a new, specialist agency with responsibility for both curriculum and assessment.

Funding:

- The Cabinet Secretary for Finance and the Economy has confirmed her plans to publish a multi-year resource spending review framework for public consultation alongside Budget 2022-23 and the Medium Term Financial Strategy. SG notes that although there are dependencies upon UK Government fiscal events in order to publish multi-year financial plans, the framework should provide the catalyst to explore multi-year options for resource funding.
- SG will consider the need to fund additional student places, and the funding that will be required to fulfil the Programme for Government commitment that the total student support package will reach the equivalent of the Living Wage over the next three years, including for estranged students, as part of Spending Review decisions in the round.

Sustaining Research:

- SG will "continue to protect and sustain the research and science base in Scotland through continued long-term investment, as outlined in the Capital Spending Review".
- SG expects the SFC to consult widely on the principles of a refreshed Research Excellence Grant distribution methodology this year for implementation in AY 2022-23.
- Maximising the impact of investment in research through effective knowledge exchange and innovation remains a key priority for the Scottish Government. One element of this raised in the review is adopting inter-disciplinary, missions-based approaches to research, knowledge exchange and innovation, of which the Scottish Government is supportive**.** This was a recommendation highlighted by the 2019 Muscatelli Report.
- Programme for Government confirmed a new innovation strategy for Scotland will be developed, aligned with the National Economic Transformation Strategy. My work as part of the Scottish Government's Advisory Council on Economic Transformation will contribute to this.
- SG commend the SFC's approach to addressing the recommendations in the review led by the University of Glasgow's Professor Mark Logan on the Scottish Technology Ecosystem and encourage work at pace to address the development of an 'entrepreneurial campus' strategy that builds on the early work by colleges and universities.

If there is further information on the SG response to the SFC Review, I will update Court further at the meeting.

Review of the Research, Development and Innovation (RDI) Organisational Landscape

The Department for Business, Energy and Industrial Strategy (BEIS) has published the terms of reference for the Review of the Research, Development and Innovation Organisational Landscape. The independent review, initially announced on 22 July, will be led by Sir Paul Nurse, Chief Executive and Director of the Francis Crick Institute. I have been asked by Sir Paul to participate in an advisory group for this Review which will consider the full and varied policy and funding context within which RDI-performing organisations are set up and operate.

The goals of the Review are to:

- explore the features and characteristics in the existing RDI ecosystem across the UK, drawing on transformative examples

- identify whether improvements to the organisational research landscape are required to deliver the government's objective for the UK to be a science superpower at the forefront of critical and emerging fields of science and technology, and drive economic growth and societal benefit
- futureproof the UK landscape of organisations undertaking all forms of RDI, from blue-skies research to practical support for commercialisation, and ensure an agile and sustainable system that can respond to future priorities and developments.

The Review is expected to publish its final report in Spring 2022.

Spending Review

On 27 October, the Chancellor of the Exchequer presented the Autumn Budget and Spending Review 2021. The Chancellor focused on the role of world-leading research and innovation to drive a strong, sustainable recovery and to tackle transformational issues such as delivering Net Zero. The Chancellor confirmed an early and continuing model for increasing public research funding, which will mean public investment rising over 35% by 2024/25 which the sector welcomed. Of this, core funding for UKRI and the national academies will rise by £1.1bn per year by 2024/25 compared to 2021/22. Full funding for Horizon Europe association was also guaranteed, and if the UK fails to associate for political reasons, the UK Government has committed to spend the same amount on a UK Plan B alternative. The Chancellor also confirmed UK Government departmental research budgets will be boosted significantly and at least some of this funding will ultimately be spent through UKRI, with funding flowing to universities and their partners for research. The Spending Review also included a suggestion the Augar 2 consultation is expected "in the coming weeks".

The first round of the Government's Levelling Up Fund allocations (£1.7bn out of the total £4.8bn) has been announced, but there was no specific allocation mentioned for universities. Whilst the investment framework for the UK Shared Prosperity Fund has also been announced, with funding expected to reach £1.5bn a year by 2024/25. Finally, the Chancellor confirmed the continuation of the Turing Scheme (the UK replacement for Erasmus+) for the next three years, including £110m for the academic year 2022/23. This was also welcome news for the sector and I relayed this to Minister for Skills Alex Burghart MP when he visited campus earlier this month.

Items B: For Information

3. University Rankings

At the last meeting, I reported that the University had been named as the Times/Sunday Times Scottish University of the Year 2022. We are now placed 12th in the UK in this league table. I also informed Court that we are ranked 11th in the UK in the Guardian University Rankings and 86th in the Times Higher Education World University Rankings.

Times Higher Education Reputation Rankings

On 27 October, the THE published the 2021 World Reputation Rankings. This league table is based on the results of a major global invitation-only opinion survey of senior academics who are asked

to name no more than 15 universities that they believe to be the best for research and teaching in their field. The survey was carried out between November 2020 and February 2021 and received a total of 11k votes from 128 countries. The survey data was used as part of the THE World 2022 University rankings.

The University of Glasgow was placed 117th in the Reputation Rankings, a fall of 7 places from 110th in 2020. For the fourth year running, Harvard ranked 1st. followed by MIT, Oxford, Stanford, and Cambridge. Over half of the top 50 continue to be dominated by US institutions, followed by the UK and Canada.

We received a total of 207 votes, and the region that supplied the most absolute votes was Asia. Domestically we attracted the most votes for Business & Economics and internationally we are recognised for Arts & Humanities.

Times Higher Education World University Rankings by Subject

The THE World University Rankings by subject were published at different points throughout September & October 2021. The headline results are as follows:

- We have 5 subjects in the Top 100: Law (33rd); Clinical, Pre-Clinical and Health (49th); Arts and Humanities (joint 80th); Psychology (91st) and Business & Economics (100th)
- 6 subjects improved their rank position year on year: Law (7 places); Clinical, Pre-clinical and Health (5 places); Computer Science (1 place but still in the 251-300 grouping); Business and Economics (2 places); Psychology (10 places) and Physical Sciences (49 places breaking into the Top 150).
- 2 subjects stayed at the same grouping: Engineering & Technology (251-300) and Social Sciences (126-150).
- 3 subjects decreased in rank position: Life Sciences (12 places falling out of the Top 100), Arts and Humanities (1 place), and Education (1 place).

4. Senior Management Group changes

At the last meeting, following the appointment of Professor Frank Coton as Senior Vice-Principal and Deputy Vice-Chancellor (Academic) I mentioned that I was planning to distribute the duties to deputise for me externally more widely across SMG. This is because I have in effect reduced SMG by one Vice-Principal, with Frank Coton taking on most of the duties previously covered by Professor Neal Juster. Frank will deputise for me internally, chairing Senate, SMG and other key Committees when I am not available, and externally on some occasions where an academic deputy is required. I will update Court at the meeting on how I intend to cover the remaining external deputising functions.

At the last meeting, I also informed Court of arrangements to appoint a new Clerk of Senate who will take over from Professor Jill Morrison at the end of her tenure in Summer 2022. Since the last meeting, the Finding Committee has been convened and nominations will close on 5 January. Following formal interviews and informal engagement with SMG members, recommendations on the best candidate or candidates will be conveyed to Senate at its meeting on 1 February. If a single candidate is proposed, approval of the appointment will be sought at that meeting. If more than

one candidate is proposed, an election will be arranged, with the result received for confirmation at the Senate meeting on 7 April 2022.

5. Key activities

Below is a summary of some of the main activities I have been involved in since the last meeting of Court, divided into the usual 4 themes: Academic Development and Strategy; Internationalisation activities; Lobbying/Policy Influencing and Promoting the University; Internal activities and Communications and Alumni events. I have, in the main, provided brief headings and can expand on any items of interest to Court. Most meetings were online, but a greater proportion of face to face meetings and events are now being held.

Academic Development and Strategy

- Chaired regular meetings of the Senior Leaders Forum, comprising SMG, Heads of School, Directors of Research Institutes, Deans, and senior Professional Services colleagues
- 5 October: Senate Meeting
- 25 October: Strategic Planning and Budgeting Round – kick-off meeting with SMG
- 15 November: Met with accreditation team from AACSB (Association to Advance Collegiate Schools of Business) during their virtual visit to the Adam Smith Business School

Internationalisation Activities

- 1 October: I gave a keynote address at a joint virtual forum on Sustainable Development hosted with the National Taiwan Normal University
- 26 October: University of Sydney/University of Glasgow MoU signing
- 3 November: Universitas 21 Thought Leadership project – interview with myself and Professor Tan Eng Chye (President of National University of Singapore) which was transcribed into an article discussing the leadership universities can bring to climate action, globally and locally.
- 9 November: Attended Universitas 21 Presidents' Peer to Peer Meeting; the topic of discussion was equipping students with the skills and knowledge to address the climate emergency.

Lobbying/Policy Influencing and Promoting the University

USS Meetings

- 14 October: USS Board meeting
- 12 November: USS Board Meeting
- 18 November: Joint Meeting of the USS Board and JNC

Russell Group Meetings

- 8 November: Russell Group Board discussion – focusing on risk of industrial action
- 15 November: Russell Group Board meeting with HE/FE Minister Michelle Donelan MP

Media engagement

- 27 October: Interview with Bloomberg for a feature on 'Adam Smith updated for Climate Challenge' – discussing The Wealth of Nations, the economics profession and climate change

COP26 events and engagement

During COP26, I attended a wide range of University events and also took the opportunity to meet with many visitors to campus. Some of the main engagements are below.

- 19 October: Final judging panel – Adam Smith Business School COP26 Photography Competition, with Liontrust Asset Management
- 28 October: Speaking engagements at the Water Security under Climate Change conference, organised by UofG colleagues Prof Asit Biswas (Distinguished Visiting Professor) and Prof Cecilia Tortajada. I opened the conference and also spoke at the Civic Reception in the evening
- 29 October: Speaking engagement: Law Society of Scotland COP26 conference on legal education and climate change
- 1 November: Attended COP26 dinner hosted by Bloomberg in the Bute Hall
- 2 November: Attended Italian Chamber of Commerce COP26 event
- 2 November: Attended COP26 dinner hosted by Citi with Lord Stern
- 3 November: Introduced a public lecture delivered by Bill McKibben, author and climate change activist
- 3 November: Attended Economics Observatory event on the economics of Net Zero
- 4 November: Attended a reception on Accelerated Cities/Sustainable Markets with HRH Prince of Wales. I was invited to join the Glasgow Chamber of Commerce delegation.
- 4 November: I gave closing remarks to the Adam Smith Business School event 'Embracing the Net Zero Global Economy'
- 5 November: Hosted a small private dinner discussion at the margins of COP26 on nature finance solutions - the discussion was chaired by former Vice President Al Gore
- 5 November: I gave the closing remarks at the COP26 Climate Law and Governance event, a major international one-day conference hosted by the University's School of Law
- 9 November: Co-hosted a private dinner alongside Mastercard and the 30% Club. The discussion was around gender balance on boards and at senior levels of business, as part of COP26 Gender Day.
- 9 November: I spoke as part of an event organised by the Global Ethical Finance Initiative, on the topic of Adam Smith's Wealth of Nations. Along with Business School colleagues, I co-wrote an essay for a COP26 project revisiting Adam Smith's work in the context of the climate emergency.
- 11 November: I spoke as part of a Scotia Group event held online and on campus. The Scotia Group (of which I am a member) is a collective of experts from around the globe set up to influence the COP26 process (and the path towards COP27 in Cairo) to make it meaningful, successful and impact driven. It includes a number of former diplomats, policymakers and international relations experts – the group produced a communique regarding action needed at COP26.

Other external engagement

- 30 September: Meeting with the Cabinet Secretary for Finance and the Economy regarding my role as a member of the Scottish Government Advisory Council on Economic Transformation
- 1 October: Addressed the State of the City Economy Conference on the role of Universities in an innovation-led recovery
- 6/7 October: Universities UK Mid-Term VC Programme. I am the co-lead for this UUK development programme aimed at mid-career Vice Chancellors.
- 13 October: Recorded a promotional message to encourage participants to attend sessions of the Times Higher Education Leadership and Management Summit, hosted virtually by the University of Glasgow
- 13 October: Recorded a video for use in our own channels, and by UUK International, to promote the activities of the Glasgow Centre for International Development and showcase some of our excellent research projects with low- and middle-income countries
- 15 October: Roundtable with National Centre for Universities and Business and UKRI CEO Dame Ottoline Leyser to discuss UKRI strategy
- 25 October: Welcomed delegates to the Times Higher Education Leadership and Management Summit, which was hosted online by UofG. Later that day I also spoke as part of a panel on the topic of Universities and economic recovery.
- 26 October: Recorded a welcome message for accreditation visit regarding the Adam Smith Business School
- 26 October: I spoke at the public launch of the report "Our World Changing Economic Impact" - stakeholders were invited to an in-person launch event with Minister for Business, Trade, Tourism and Enterprise, Ivan McKee. Copies of the report summary are available at the meeting.
- 27 October: Meeting of Scottish Government Advisory Council on Economic Transformation
- 27 October: I gave closing remarks to round off the Times Higher Education Leadership and Management Summit, hosted by UofG
- 3 November: Meeting with Patrick Child, Deputy Director DG Research & Innovation, EU Commission
- 8 November: Met with the Minister for Skills, Alex Burghart MP, to discuss international mobility and the Turing scheme
- 10 November: Met with Tony Danker, Director-General of CBI
- 10 November: Hosted a small private dinner for Dame Ottoline Leyser, CEO of UKRI, and Principals and Vice-Principals of other research intensive Universities
- 16 November: I spoke on a panel at the Times Higher Education Teaching Excellence Summit on the topic of lifelong learning
- 17 November: Participated in session on leadership in fundraising and advancement as part of the CASE (Council for Advancement and Support of Education) Europe conference
- 23 November: Productivity Commission – Evidence Session
- 23 November: Gave the introduction to a speech by Jonathan Haskel, Bank of England Monetary Policy Committee. We were approached to host this event by the Bank and were delighted to run it as one of our Adam Smith Business School events.

Internal activities and Communications and Alumni events

- 30 September: Met with colleagues from KPMG, the University's new Internal Audit partners
- 5 October: Launch of the IntoUniversity Govan centre, with University of Edinburgh and IntoUniversity. The launch event was held in person at the centre in Govan, including attendance from some of the primary and secondary school pupils who attend programmes at the centre.
- 8 October: Installation of the Chancellor, Dame Katherine Grainger
- 18 October: Regular meeting with the SRC Executive
- 18 October: Introduced the Bowman Lecture (School of Mathematics and Statistics). The speakers for this year's annual Bowman lecture were Chris Stark and Professor Keith Bell from the UK Climate Change Committee
- 19 October: Meeting of the Chancellor's Fund Advisory Board
- 25 October: World Changing Glasgow Conversations event: I spoke alongside Professor Sir Geoff Palmer, Professor Simon Anderson (University of the West Indies) and Dr Christine Whyte (Lecturer in Global History, UofG) on the role of Universities in reparative justice.
- 26 October: Met with external consultant regarding UofG legacy fundraising strategy
- 28 October: Met with student members of the Green New Deal Coalition to discuss the University's sustainability commitments
- 29 October: Attended Adam Smith Business School Strategy Advisory Board meeting, chaired by Jim McColl
- 2 November: Attended regular Glasgow Health Sciences Partnership meeting (with MVLS and NHS colleagues)
- 11 November: Regular meeting with the SRC Executive
- 14 November: Remembrance Sunday Service in the University's Memorial Chapel
- 15 November: Meeting of Equality and Diversity Strategy Committee
- 15 November: SMG development session on anti-racism with guest speaker John Amaechi
- 16 November: Meeting of the Finding Committee for new Clerk of Senate
- 17 November: Meeting of Campaign Leadership Board – hybrid meeting in London, with some members joining in person and others online
- 22 November: Meeting with senior colleagues in College of Social Sciences and the external Chair of the Policy Scotland Board to discuss Policy Scotland's strategy

6. Senior Management Group business

In addition to standing and regular items, which include Management Accounts and Strategic Risk Review, the following issues were discussed:

SMG Meeting of 4 October

- Climate Scholarships – UofG commitment to UUK scheme
- URTUC Action Plan Quarterly Update
- Western Campus Street Naming Proposals – Submission to Glasgow City Council

- SRUC Partnership Review Report
- SFC Upskilling Update
- LKAS Fellowship Scheme Update
- Papin Prizes – nominations from UofG technicians
- Fee Waiver scheme – Low- and Middle-Income Countries
- COP26 plans and travel disruption
- Arrangements for face-to-face and hybrid meetings of SMG

SMG Meeting of 12 October

- The Hunterian Strategy 2021-25
- COP26 Programme of Events
- SRC – 2021-22 Strategy and Priorities
- Saltire Scholarships
- Winter Graduations
- UCU Ballot on Industrial Action

SMG Meeting of 18 October

- UKRI Strategy
- Semester 2 Teaching Planning
- Clyde Mission Update
- Times Higher Education Leadership and Management Summit

SMG Meeting of 25 October

- UofG World Changing Economic Impact Report – Launch
- Travel Portal
- Future Property Investment – Scenario D
- SFC Research Pools
- Learning and Teaching Committee Away Day – update

SMG Meeting of 1 November

- Gender Based Violence, sexual misconduct and the University's response
- COP26
- Travel Portal
- Future Property Investment – Scenario D
- MVLS 2025 – final proposal

SMG Meeting of 8 November

- SFC Outcome Agreement
- Universities Scotland Main Committee – Update
- Semester 2 Teaching Planning Update
- Exam Planning 2022

SMG Meeting of 16 November

- University KPIs

- Semester 2 Teaching Planning
- Semester 2 Student Accommodation and Arrival
- Research Pooling
- Trusted Research
- Gender Based Violence Action Plan
- Travel Portal

UNIVERSITY OF GLASGOW

Senior Management Group

16 November 2021

Gender Based Violence & Sexual Harassment - Action Plan

Brief description

This paper provides a summary overview and a detailed action plan (Appendix 1) relating to Gender Based Violence and Sexual Harassment discussed at SMG on 1 November 2021. The recent Al Jazeera podcast is a watershed moment for the organisation, and as a senior leadership team we must confidently address the reality of GBV, sexual harassment and bullying in our organisation. Students and colleagues are victims of GBV and sexual misconduct, and we can and must do more to address this wherever possible. We will not achieve our strategic aims until we openly address issues of this nature and achieve our stated values-led cultural aspirations.

This action plan supports our **aim of building trust and confidence in our systems** across four key themes as outlined below:

- Leadership & culture;
- Policy & process;
- Reporting procedures;
- Support provision.

Each theme details actions, timescales, responsibilities and success measures in the summary action plan attached. The full action plan is attached as Appendix 1 for information and will be regarded as a working document, which incorporates actions agreed by GESG at its meeting of 20 October. The plan has been discussed and agreed in principle with key figureheads in Student & Academic Services, the EDU and P&OD. Undoubtedly, the independent review will suggest recommendations and further actions to build and develop on this plan, however it is imperative that we take immediate action in progressing these plans in the interests of our student and colleague community.

Action requested

SMG are asked to review, comment and approve these plans.

Recommended Person/s responsible for taking the action(s) forward

SMG, Gender Champion, P&OD, S&AS, ER, EDSC, HoS/DRI (and as detailed in the action plan). Progress will regularly be reported to SMG and GESG and reviewed by EDSC.

Resource implications

The implementation of this plan will require to be resourced accordingly with budgetary implications for requisite training & development and improved reporting mechanisms. Colleague resource will also be required to support the external review, to progress the action plan and for a new Safeguarding Officer role, the specifics of this will be assessed during Q4 2021 and a further update will be provided to SMG in January 2021.

AY	2021/22	2022/23	2023/24	2024/25
Training	£40,000	TBC	TBC	TBC
Reporting systems	£15,000	TBC	TBC	TBC
Total	£55,000	TBC	TBC	TBC

Timescale for Implementation (where appropriate)
As detailed in the action plan.

Equality Implications

This paper relates to gender equality, and specifically GBV which has a disproportionate impact on women and children, and the perpetrators are most often men.

Originator of the paper

Christine Barr, Executive Director, People & OD
Mhairi Taylor, Head of Equality, Diversity and Inclusion
Elise Gallagher, Deputy Director, People & OD

UNIVERSITY OF GLASGOW

Gender Based Violence & Sexual Harassment

Proposed Action Plan Summary

October 2021

AIM: To build trust and confidence in our systems

Leadership

1. A step-change in our leadership on issues of harassment, conduct and professional standards.

    - Supported by policy, procedures, a behavioural code of practice, essential training & development and increased awareness of these issues in practice.
    - Review the governance of GBV and embed in the GESG reporting line.

Policy and Process

2. Review of our policies and codes of conduct including the definition of professional standards and anticipated behavioural expectations aligned with the University's Values that can be cascaded across our population through mandatory training and development. This is expected to take the form of a Moodle or equivalent programme alongside regular dialogue through the relevant line management structures to ensure these are clearly understood and embedded in our organisational culture.

    - These should be embedded in induction and pre-induction training for students and colleagues (e.g. URTUC Action Plan, GBV & Sexual Harassment, etc.) consistent with the University's Values and Glasgow Professional Behavioural Framework with regards to minimal standards and behavioural expectations.
    - Complaints & Grievances of this nature, and any subsequent actions taken, are escalated appropriately, independently investigated and founded upon i.e. outside the Unit (College/Services), from which they are raised.
    - Comprehensive training and development for leaders and line managers engaged in these processes and responsible for conducting investigations, hearings and concluding upon subsequent outcomes and actions.
    - Ensure complainants, subjects of complaints and investigating managers are appropriately supported throughout any such process/proceedings.

3. Clear pathway from Complaints to P&OD policy applications and processes, when cases involve a mix of internal and external complainants, and timeframes for completion.

4. Review of our Policy framework to ensure that issues of coercion and control, abuse of power, inappropriate behaviour and crossing boundaries are sufficiently identified and described as forms of harassment.

    - Application of EDI Policy Appendix I* - Sex 4.6, GBV Definitions.
    - Dignity at Work and Study Policy, Personal Relationships Policy, Safeguarding Policy and Discipline and Grievance policies are likely to be in scope.
    - Agree cross policy positions (between student and colleague) codes, taking into account EHRC Guidance and 1752 Group (See GBV Literature Review*).

*Note: these actions are already underway

Support provision

5. Specific support to colleagues and students to navigate these processes and advocate where appropriate.

    - Approve and circulate guidance for colleagues - Receiving a Report of Assault, Harassment, Violence or Discrimination (GESG approved and considered by CASC on 28/10).
    - Development of a colleague equivalent.
    - Harassment mapping processes currently being developed for students; planned recruitment of additional Respect Advisers (post P&OD Exec. discussion); promotion of online reporting tool for students and staff.
    - Consider specific training for Trade Unions/SRC Advice Centre consistent with partnership working.
    - Enhanced Investigatory related training (Complaints & Grievances)
    - Develop and continually refresh list of trained and experienced investigatory/hearing expertise (a total of 160 colleagues have undertaken Sexual Harassment Investigator Training from across the institution nominated by Senate, Complaints & P&OD).

6. Increased leadership & management engagement/colleague capability to address inappropriate behaviours in realising conducive cultural aspirations.

    - Leadership & management engagement & training/development
    - Bystander Awareness & Training*.

*Note: Generic online course provision in existence already.

7. Increase awareness of support mechanisms for students and colleagues.

    - First Responders, Respect Advisers
    - Student Counselling, PAM Assist, TogetherAll
    - External agencies – Rape Crisis etc.

Reporting procedures

8. Review online reporting tools, for access, use and etc.

9. Provide clear guidance to colleagues on the support processes for GBV – both student and staff processes.

University of Glasgow

Gender Based Violence and Sexual Harassment – Action Plan

AIM: To build trust and confidence in our systems

DRAFT

1. Leadership and Culture: A step-change in our leadership on issues of harassment, conduct and professional standards.					
Action: Description	**Ref**	**Actions Planned**	**Timescale**	**Responsible**	**Success Measure**
Develop understanding and engage leaders to address inappropriate behaviours in realising conducive cultural aspirations.	1.1	Embed behavioural expectations, incentives and norms into all leadership and management programmes.	Q1 2022	POD / EOD	
	1.2	Deliver an intervention to create leadership conversation and confidence, raising awareness and understanding of issues of harassment and GBV including cultural incentives and consequences.	From Q1 2022	SMG / POD / EOD / EDU	Confident leaders who recognise GBV and the corrosive impact it has.
Develop a behavioural code of practice for colleagues and students.	1.3	Develop a behavioural code of practice for students and colleagues, which embed UofG values and links to our other frameworks (e.g. GPBF)	Implement from 2022/23	SMG	Professional Codes agreed and promotion to all colleagues and students.
Training on professional standards for all colleagues consistent with the University's Values and GPBF with regards to minimal standards and behavioural expectations.	1.4	Training on our professional standards will be embedded in induction and pre-induction training for students and colleagues (e.g. URTUC Action Plan, GBV & Sexual Harassment, etc.).	From 2022/23	S&AS / ER / POD	90% completion rate for colleagues and X% (TBC) completion rate for students.
Training on issues of GBV and harassment is mandatory for colleagues and students	1.5	Training on GBV: • For all colleagues; the level of training to be determined by role • Support rollout of the SRC GBV module.	From Q2 2022 Ongoing	GESG / EDU SRC	GBV training designed and rollout out for all colleagues and embedded from induction.
GBV Governance	1.6	Revise the governance of GBV and incorporate into GESG, with Gender Equality Champion leadership.	Q4 2021	EDSC/GESG	GBV Governance agreed and embedded.
2. Policy and Process: Review of our policies and codes of conduct including the definition of professional standards and anticipated behavioural expectations aligned with the University's values.					
Action: Description	**Ref**	**Actions Planned**	**Timescale**	**Responsible**	**Success Measure**
Review and revise processes so they adhere to best practice and all staff involved understand their role and responsibilities based on fairness and justice.	2.1	Review of our Policy framework to ensure that issues of coercion and control, abuse of power, inappropriate behaviour and crossing boundaries are sufficiently identified and described as forms of harassment.	Completion by Q3 2022	EDSC / POD / EDU / S&AS / Senate / Complaints	Policy framework revised; GBV definition embedded and understood across each process and policy.

		• Dignity at Work and Study Policy, Personal Relationships Policy, Safeguarding Policy and Discipline and Grievance policies are likely to be in scope. • Complaints Procedure; • Student Code of Conduct are likely to be in scope.			
	2.2	Agree a standard policy or procedural position across student and colleague processes regarding: • Police investigations; • Corroborating reports; • Communicating outcome given to the reporting party; • Reporting parties right to share the outcome; • Sharing the outcome to future employees	Align with independent investigation.	POD / Senate / Complaints	Clear guidance on each point, which aligns with legislative requirements, crosses all complaints processes, and has considered external guidance, such as the 1752 Group.
	2.3	Ensure all staff involved in managing/administrating the policies receive ongoing appropriate training, including Sexual Harassment Investigators training, enhanced investigator training. Consider specific training for Trade Unions/SRC Advice Centre consistent with partnership working	Ongoing TBC	EDU with POD / Complaints / Senate. TU/SRC	160 staff have received Sexual Harassment Investigator Training from RCS.
Review pathway between Complaints and POD processes	2.4	Clear pathway and timeframe for completion from Complaints to POD policy application and process, when cases involve a mix of internal and external complainants.	Q1 2022	Complaints / POD	Clear guidance note agreed and understood by all stakeholder groups.
3. Reporting procedures					
Action: Description	**Ref**	**Actions Planned**	**Timescale**	**Responsible**	**Success Measure**
Ensure reporting procedures are streamlined and fit for purpose and build confidence in the system	3.1	Streamline online reporting process: • Considered whether an internal or external provider will build trust, competence and be fit for purpose • Develop a single point of entry; • Tracking process through a case management; • Maximise management reporting capacity; • Utilise the First Responder/Respect Adviser network; • Managed by a Safeguarding Officer, sitting between POS and S&AS	Q2 2022	EDU / POD / S&AS SMG for approval	Single system designed, which case management support for tracking. Resource is in place to support this work.
Specific support to colleagues and students to navigate these processes and advocate where appropriate.	3.2	Circulation and promotion of guidance *Receiving a report of assault, harassment, violence or discrimination* from a student to all staff. Develop an equivalent document for staff, linked to bystander training, to ensure they can appropriately support and advise colleagues or students reporting issues of harassment.	Q4 2021 Q4 2021	S&AS POD / EDU	All colleagues – specifically AoS / Supervisor / Line managers receive the guidance.

	3.3	Publish a reporting harassment process maps for students and staff.	Q4 2021	EDU / POD / S&AS	Process maps online.
4. Support provision: Specific support to colleagues and students to navigate these processes and advocate where appropriate.					
Action: Description	**Ref**	**Actions Planned**	**Timescale**	**Responsible**	**Success Measure**
Specific support for the reporting party through the informal and formal processes.	4.1	Develop a support system for reporting parties through formal processes.	Q4 2021	S&AS / POD	Support mechanism launched
	4.2	Recruitment and training of additional Respect Advisers. Maintain and build the training and networking for this cohort of volunteers.	Q1 2022	EDU	10 RA's recruited and trained, network established.
	4.3	Active promotion of the First Responders network to students and staff. Maintain and build the training and networking for this cohort of volunteers.	Ongoing	S&AS / POD	35 staff have received First Responder training in conjunction with RCS and Police Scotland. FR details on website; training schedule planned.
Support for colleagues to identify inappropriate behaviours.	4.4	Promotion of Bystander intervention training to colleagues, to support challenging inappropriate behaviours.	Q4 2021	HoC / HoS / DRI	50% completion rate of the online training. (550 completions at Nov 21).
Increase awareness of support mechanisms for students and colleagues.	4.5	Review of support for survivors: • Student Counselling GBV specialist, review role for adequate resourcing (currently 0.4FTE); • PAM Assist • TogetherAll • First Responders	Ongoing and regular updates	HoC / HoS /DRI / ER / S&AS	Promotion of specialist support through web, School/RI. Extend Student Counselling resource if required.
	4.6	Regular updating of external specialist support for GBV on our website.	Ongoing	ER / POD / S&AS	

Court Context Card 24 November 2021 - University Secretary's Report		
Speaker	Dr David Duncan	
Speaker role	COO and University Secretary	
Paper Description	For information / items for approval; items for discussion if Court wishes	
Topic last discussed at Court	Last report was to September 2021 Court	
Topic discussed at Committee	NA	
Committee members present	NA	
Cost of proposed plan		
Major benefit of proposed plan		
Revenue from proposed plan		
Urgency	High, Medium & Low	
Timing	Immediate where relevant	
Red-Amber-Green Rating	Green	
Paper Type	Decision/Discussion/Information	
Paper Summary	Report from Secretary on a number of items for Court's discussion/decision and/or information. A Items are: **A1** Disability Services Review **A2** Glasgow Green **B1** SFC Outcome Agreement **B3** Organisational Change	
Topics to be discussed	As above plus any B items Court members may wish to discuss	
Action from Court	**To note the report and approve the recommendations**	
Recommendation to Court	Approve the recommendation in relation to the SFC Outcome Agreement and the Organisational Change	
Relevant Strategic Plan workstream	Empowering People, Agility, Focus	
Most relevant Primary KPI it will help the university to achieve	NA	
Most relevant Secondary KPI it will help the university to achieve	NA	
Risk register - university level		
Risk register - college level		
Demographics		
% of University	100% Cross University application on several items	
Operating stats		
% of		
Campus	All locations	
External bodies	UK and Scottish Governments; EU; Public health authorities;	
Conflict areas		
Other universities that have done something similar		
Other universities that will do something similar		
Relevant Legislation	Scottish Government Roadmap; industrial relations legislation	
Equality Impact Assessment		
Suggested next steps		
Any other observations		

University of Glasgow

Court – Wednesday 24 November 2021

Report from the University Secretary

SECTION A - ITEMS FOR DISCUSSION / DECISION

A.1 Disability Services Review

At the Court meeting in September 2021 Court received an update on an ongoing Disability complaint and review actions. A precursor for implementation was the recruitment of additional staff, which has proved challenging: these skills are in short supply. The University has also seen large numbers of students registering with the Disability Service: 2,254 to date this year cf. 2,460 for all of 20/21.

Nonetheless, Student and Academic Services has: implemented an interim process enabling them to transfer admissions information; described requirements for a case management system; and relaunched a student feedback system. In addition, an inclusive assessment working group has been meeting and work is progressing to improve accessibility of library materials. The staffing situation is improving and we will reconvene the implementation group in January.

A.2 Glasgow Green – The University of Glasgow's Climate Change Strategy and Action Plan

A written report on progress to date will come to the February meeting of Court. In the meantime, we are reviewing aspects of the action plan in the light of COP26 and are committed to further dialogue with student representatives, including the Green New Deal Coalition. Work on the Carbon Management Plan is progressing well. As previously reported, we propose to review the targets set out in Glasgow Green in mid-2022, taking into account changes in the external environment and in working practices that may impact our ability to achieve net carbon neutrality by 2030. We are progressing the appointment of a grade-10 (professorial equivalent grade) post in Estates to strengthen our in-house capability and capacity as we take forward implementation of Glasgow Green.

Professor Jaime Toney (co-chair of the Sustainability Working Group) has been informed that her £10m project GALLANT (Glasgow as a Living Lab Accelerating Novel Transformation) will receive support from the Natural Environment Research Council – this is confidential until the formal announcement in early December.

SECTION B – ITEMS FOR INFORMATION / ROUTINE ITEMS FOR APPROVAL

B.1 *SFC Outcome Agreement*

The University produces an SFC Outcome Agreement each year which reflects upon the progress towards meeting key SFC and Scottish Government priorities and commits the University to 2-3 years of further planned activity in support these priorities. These Outcome Agreements are the principal vehicle for 'justifying our use of public funds', both to-date and in the next few years.

Like the 'Interim' Outcome Agreement which went to Court earlier this year, this Outcome Agreement has a narrower scope and is reflecting only upon the actions the University has taken so far in 21/22 and those that are planned for the rest of the year. SFC have requested this cut-down document to "ensure a transitional year Outcome Agreement is in place between each university […] and SFC". The details are at **Annex 1.**

SFC's 'transitional year' description reflects both the new stage of the Covid-19 pandemic we find ourselves in and also SFC's own recently concluded review of 'Coherent Provision and Sustainability' within the further and higher education sectors – both of which have impacted the ability of universities and SFC to set long term plans over 2020-2021. During 2022, the University expects the SFC to review their Outcome Agreement process and to then request a new, full-length, forward-looking Outcome Agreement. Timescales for this are currently unknown.

B.2 *New and continuing Court members*

Duncan Henderson began his term on Court on 1 November 2021 as Assessor for SRC, for one year.

B.3 *Organisational Change*

Attached as **Annex 2,** is proposal for the future shape of MVLS, informed by the MVLS staff consultation, and has been approved by MVLS CMG on 27 October 2021 and by University SMG on 1 November 2021.

The proposal is now to be considered by Court for approval with a view to starting implementation of the new arrangements from January 2022.

B.4 *Summary of Convener's Business*

A summary of activities undertaken by the Convener since the last meeting is provided to Court members. The details are at **Annex 3.**

B.5 *College Appointments*

College of Science and Engineering

Head of the School of Mathematics and Statistics

Professor Ian Strachan has been re-appointed as Head of the School of Mathematics and Statistics until August 2023.

College of MVLS

St Mungo Chair of Surgery

Professor Paul Hogan has been appointed as the St Mungo Chair of Surgery with effect from 27 September 2021.

University of Glasgow

OUTCOME AGREEMENT 2021–22

NOVEMBER 2021

WORLD CHANGING GLASGOW

Foreword from the Principal

The University of Glasgow is an institution creating a significant impact in the city of Glasgow, in Scotland and beyond. Our world-changing community and learning, teaching and research environment is diverse, inclusive, creative and collaborative.

We have cemented our position as one of the world's leading universities, rising to 73rd in the global QS rankings; 86th in the Times Higher Education World University Rankings; and being named the Times Higher Education University of the Year in 2020, and Times and Sunday Times 2021 Scottish University of the year.

Despite the challenges of the pandemic, the University remains firmly committed to our ambitions as a civic university and to providing an excellent and comprehensive learning experience for all of our students. As this Interim Outcome Agreement outlines, we have used the pandemic as an inflection point to learn new ways of working across all of our operations and to address an unprecedented set of challenges.

It is a testament to our University community that, together, we have continued to strengthen our role as an anchor institution - making a significant impact socially, economically and culturally. This was recently exemplified in a report conducted by London Economics *'Our World Changing Economic Impact'* which carried out an evaluation of the University of Glasgow's far-reaching economic footprint in Scotland and across the UK.

The study found that the total economic impact on the UK economy associated with the University of Glasgow's activities in 2018-19 was estimated at approximately £4.4 billion. In terms of the components of this impact, the value of the University's research activities stood at £1.8 billion (42% of this total). Every £1 million invested in our research generates £7.2 million of economic impact and we ranked in the top 5 in the UK in 2018–19 for number of patents granted and the number of patents filed by external parties that named us as an inventor. In this way, the knowledge generated by our research is used by other organisations to improve their performance.

As well as having a strong national and international reputation and reach, our research also contributes to the development of the Glasgow City Region. We are using our research expertise to play a leading role in developing high-growth, innovative industries of the future, such as Precision Medicine, quantum technologies and nanomanufacturing.

At a national level, the University of Glasgow has worked closely with other universities, research institutes, public health experts and officials from the Scottish Government, UK Government and the SFC to ensure an effective response to the pandemic. From managing the top-performing (and Scotland's only) Lighthouse Lab in the UK which has recently sequenced its twenty millionth test, to supporting the trialling of Oxford/AztraZeneca vaccine boost trial *CovBoost*, the University continues to play a major role in the fight against the virus. Our staff have been at the heart of the response to the COVID-19 pandemic from the onset, sequencing the virus of the first confirmed patient in Scotland through our MRC Centre for Virus Research (CVR), researching the pandemic's impact on mental health and on vulnerable communities, and leading the creation of the COVID-19 Drug Screening and Resistance Hub (CRUSH).

We have brought this same determination and focus to our wider activities around student outcomes and continue to exceed our SIMD20 and MD40 targets.

This is supported by a continued expansion of our Widening Participation agenda. We are committed to expanding the opportunities that university presents through our Widening Access programmes, so that those with the ambition and talent to enter and succeed at university are able to do so, regardless of economic circumstances. These efforts are being further strengthened by our *IntoUniversity* Centres in Govan, Craigmillar and Maryhill, the result of a collaboration with the University of Edinburgh and the education charity, *IntoUniversity.* The Centres will work with schools, colleges and other agencies to provide additional education support to young people aged between the ages of 7 and 18, with the aim of improving educational outcomes and supporting their journey into employment and a positive destination.

We have adapted our Widening Participation engagement work due to the pandemic, and we now deliver online to over 10,000 students. Additionally, our open access primary and early secondary programmes, delivered in partnership with Skills Development Scotland and Glasgow City Council, are available through the SDS 'My World of Work' website, allowing schools across Scotland to access these sessions and run them with their pupils.

We are also expanding opportunities and promoting inclusion beyond school-leavers and our student population. In 2020 we launched our SFC upskilling microcredentials, for which anyone can apply, equipping learners with in-demand professional skills and insights, and helping improve the skills of the workforce. Many of these microcredentials focus on pressing issues in today's society, from sustainable decision-making and carbon literacy, to healthcare and digital innovation.

During the pandemic, the University has also provided secure accommodation to several care experienced school pupils and students whose home situation had become untenable. We also offered every vulnerable student within our community £1,500 to aid living costs, repurposed our laptop loan scheme to support students without home computing facilities and expanded access to our hardship fund – distributing over £1.6million to students in need.

But we recognise that the burden of the pandemic has manifested itself in ways far beyond the financial. Accordingly, additional resource has been directed towards our mental health and wellbeing support services and we continue to pilot new forms of student support within our Schools and Colleges.

More broadly, the University's pre-Covid commitment to increased engagement with blended and distance-learning approaches provided a platform from which we could rapidly upscale our online activity and move teaching and assessments online. In fact, this year we also launched our new Learning & Teaching Strategy 2021-2025 which reflects what we have learnt throughout the pandemic from our students and staff.

To support this, the University invested in additional IT capacity, SMART campus technology, utilised software to create virtual laboratory environments and created a suite of resources to support staff deliver teaching online. In addition, we digitalised library resources, enabled students to practice the process of downloading exam papers and created a 24-hour helpdesk during exam diets.

The University also developed a comprehensive range of assessment support measures to mitigate against the impact of the pandemic. We also activated a programme of support for postgraduate researchers including fee-waived extensions to thesis submission deadlines and stipend extensions of up to 6 months, alongside access to an enhanced hardship fund.

These are just some of the ways that we have acted to meet the challenges of the moment and this Interim Outcome Agreement offers further detail on the wide variety of initiatives the University has developed during AY 2021-22.

Of course, as a world-leading university we recognise our broader obligation to support an innovation-led recovery for Scotland. We are, for instance, an integral part of the Glasgow Riverside Innovation District and we will continue to take forward ambitious projects from our £1 billion Campus Development Programme to our new Living Lab initiative, which has attracted significant support from UKRI's Strength in Places Fund.

This year, too, as our city hosts the 26th UN Climate Change Conference (COP26), we remain committed to playing our part in the sustainability agenda. We were the first university in the UK to declare divestment from fossil fuels within a decade and the first in Scotland to declare a climate emergency. We are working with partners across Glasgow, Scotland and the UK to help achieve net zero by 2030 and we are a signatory to the Sustainable Glasgow Green Economy Hub Charter, contributing to a green recovery and radically reducing carbon emissions in the city as a whole

While the future remains uncertain, this Interim Outcome Agreement outlines the University's institutional focus and the bonds that bind our community of world-changers together.

In delivering this Outcome Agreement, the University of Glasgow will continue to demonstrate the unique and significant contribution we make to the aspirations of both the Scottish Government and the Scottish Funding Council. I look forward to working closely with both partners to deliver our shared priorities.

Professor Sir Anton Muscatelli
Principal and Vice-Chancellor

Section 1: Outcomes for Students

Outcomes & Measures/Indicators of Success	SFC Expectations / UofG Actions and Outcomes
Fair Access and Transitions Education is accessible to students from all backgrounds and students at all levels are supported through successful pathways. **Core Associated National Measures:** - Total Number Scottish Domiciled Undergraduate Entrants (SDUEs). - Proportion of Full Time, First Time SDUE from SIMD20 postcodes (the CoWA measure). - Number of SDUEs with Care Experience. - Articulation – advanced standing from college level to degree level study.	**People from deprived areas are supported to have fair access and are supported to succeed.** UofG has worked consistently with SFC, Scottish Government and the broader sector to implement the CoWA agenda. We have surpassed our targets in recent years (MD20, MD40, CoWA MD20), while increasing our intake annually against each. We continued this progress, exceeding our 2020/21 MD20 / 40 recruitment targets, despite the difficulties of Covid: 15.7% MD20 and 30.5% MD40 against targets of 13.8% and 27.5% respectively; 14.7% FT MD20 entrants against a CoWA target of 13.8%. These are our highest ever figures achieved for each target and early indications are that these figures have increased again for 2021/22 entry. They were reached by enhancing our WP provision on every level and utilising our well-established partnerships with schools, LAs and other organisations to maintain provision and compensate for the particular impact of Covid felt by those residing in MD20/40 areas: an online pivot of our entire suite of WP in-school and summer programmes; further lowering of our adjusted offers and Access Thresholds via our WP contextualised admissions; stepping up our provision for vulnerable learners. Hardship funds and schemes offering equipment and wifi were made available to on-degree students, with priority for WP students. We increased WP programme capacity as required in 2020 and 2021 to maintain our engagement with over 4,000 senior phase pupils annually and enable thousands more primary and early secondary pupils to participate online. Of particular note, we nearly doubled student numbers on our 2020 Summer School, with 735 and 105 progressing to UofG and other HEIs respectively, a significant contribution to the whole sector. In 2021, around 600 have progressed, as we adjusted participants to demand. We used Summer School performance in lieu of Higher Grade results in 2020 and 2021, giving applicants control back over their own results and the confidence to accept Glasgow as their destination of choice, (see https://www.gla.ac.uk/study/wp/adjustedoffers/adjustedentry/), ensuring access to HE remained within their reach in this most difficult period, including more vulnerable WP learner groups, not necessarily picked up by the SIMD measure: care-experienced; estranged; carers; asylum seekers; refugees. We guarantee adjusted offers to all these groups and recognise they are equally or more eligible in terms of disadvantage and deprivation. We signed the Stand Alone Pledge in 2016, signed the Armed Forces Covenant in 2017, achieved the Carers Trust Going Higher Award in 2020 and anticipate achieving University of Sanctuary status by end of 2021. This work is not straightforward. As a civic-facing, global, top 100, research-intensive institution, we attract very high levels of applications from all sections of Scottish society, RUK, Europe and internationally. These have increased despite Covid and we must maintain a balance to meet the needs of each learner within a diverse student body. Within this approach, widening access holds a prominent place. We have worked hard over the years to build our provision for learners living with disadvantage or in complex circumstances and to make our institution open and welcoming for all learners. We are satisfied that the multiple approaches we have taken have shown real impact for UofG and the sector more broadly and have carried us through the difficult Covid period, but we recognise we still have further to go to achieve complete parity. We pledge to continue to work towards this aim by 2030.

	People with experience of care are supported to have fair access and are supported to succeed. Our bespoke provision for care-experienced learners has been in place since 2007, when we achieved the Buttle UK Quality Mark. We enhance this on an ongoing basis, as outlined in our Corporate Parenting Plan, with the participation of UofG care-experienced students, see https://www.gla.ac.uk/study/wp/care/careexperience/. We have two First Points of Contact for care-experienced learners, one of whom chairs the Care Experienced, Estranged and Student Carers West Forum (CEESCWF), leading and promoting collaborative work across all HEIs and FECs in the west, and working jointly with the equivalent east of Scotland body - major contributions to national SFC and Scottish Government Widening Access policy and targets. We have membership of the SFC Care Experience Governance Group and Stand Alone Stakeholder Group Scotland and fully support the SFC National Ambition for Care-Experienced Students and commitment to fulfilling CoWA recommendations 21-23. Our provision is widely promoted with schools, pupils, parents, carers, teachers, Local Authorities and third sector organisations. Highlights include: • Guaranteed offers of entry at Access Thresholds for care experienced applicants since 2010, leading the way and predating the pledge made in 2019 by the sector to do so. These offers are accompanied by free participation in the UofG Summer School, access to Care Leaver Bursaries and other financial, academic and pastoral support. • 365-day a year accommodation • Priority access to student counselling and disability services and other support services, e.g., Careers Service to plan post-degree opportunities). • Students can self-identify as care-experienced, estranged or carers upon registration at UofG and at any point during degree study. This is a more accurate source of information than via the UCAS tick-box, providing more than double the numbers of students self-identifying. On this basis, we aim to increase care-experienced entrants year on year. • We liaise and work in partnership with third sector organisations as appropriate, e.g., Who Cares? Scotland, MCR Pathways, CELCIS. • Our Student Representative Council works closely with our Widening Participation team to arrange events for care experienced and estranged students, building towards something akin to a support community. During Covid, we stepped up this support, giving every vulnerable student £1,500 to aid living costs and priority access to further financial support thereafter. We provided secure accommodation in University residences for several care experienced or estranged school pupils and students, whose home situation had become dangerous or untenable, at no cost to these most vulnerable students and with full subsistence provided. This is an excellent example of the cross-University approach we take to this provision mobilising to act swiftly in emergency situations. **Prior learning is considered in the student's journey and students are offered the best pathway for them.** SFC pump-prime funding enabled the creation of our HNC Articulation Programme with FE College partners in 2018-19. We have introduced new routes for targeted WP learners to enter year 2 with full advanced standing, in a breadth of subjects not previously seen at UofG. This is ongoing and has been conducted via an evidence-based, controlled methodology, which fulfils the recommendations of COWA in placing the needs of the individual learner at the forefront of the process, providing alternative

	routes of entry, while bringing benefit to both UofG and our college partners. Our first bespoke HNC ran in one college in 2018-19; 13 bespoke HNC programmes are running in 2021-22 in 7 colleges. Targeted via WP criteria, we have radically evolved our Access Thresholds for the target subject areas. While ensuring applicants have a high enough standard of knowledge in requisite subjects to ensure success on degree course, we are utilising existing college entry requirements for entry to the HNC courses – typically two Highers - opening up study within UofG to a significantly wider audience of target WP students. Entrants with Advanced Standing have quadrupled from 11 in 2019 to 47 in 2021, an increase of over 320%. We anticipate this increase will continue, despite Covid disruption to recruitment on several HNC programmes. We have increased the number of Access courses we run within UofG and in partnership with SWAP, from which we recruit 200+ adult returner learners annually to every subject area. Our Head of WP currently chairs SWAP West, contributing to regional and national aims and provision. We have recently merged our WP and Short Courses teams to create a new Widening Participation and Lifelong Learning team, with ambition to further develop our Access and adult learner provision. UofG accepts all Foundation Apprenticeship courses as the equivalence of one Higher Grade at A and maintains a policy of offering year 2 entry to some courses for pupils applying with three Advanced Highers at A. Our BSc (Hons) in Software Engineering Graduate Apprenticeship has run since 2019 and we actively participate in the Modern Apprenticeship programme, facilitating progression of employees via this route. By these methods, facilitating such a breadth of routes of entry to study and work within UofG, accepting a wide variance of qualifications and operating an Admissions policy which treats WP entrants separately from the standard entrant cohort, we continue to ensure equity at point of entry and to retain and enhance the flexibility of entry routes and entry points to degree study at UofG. **Transitions and pathways for students are supported and signposted.** We disseminate our WP provision, including our outreach, contextualised admissions approach and support for vulnerable groups widely, to ensure schools, colleges and prospective applicants are fully aware and can take advantage of these opportunities. We send hard copy Adjusted Entry Requirements brochures, clearly outlining our Access Thresholds, to every secondary school and Local Authority in Scotland, and our adjusted offers for WP applicants are outlined in full online and in our University Prospectus. We attend events in schools and colleges for pupils, students, parents and carers, delivering presentations on application to college and university and holding AIG sessions. Our Adjusted Entry Requirements brochures are distributed at these and other sectoral events, e.g., UCAS Fairs, to ensure our WP Admissions Policy and use of Access Thresholds is widely publicised. We host an annual WP Admissions Conference at UofG for teachers and Local Authorities to discuss our WP Admissions Policy and how Access Thresholds work, involving Admissions Officers from every subject area across the institution. To mitigate the loss of in-person attendance during Covid, we pivoted this provision online, sending presentations to all schools and pupils with whom we engage, to also enable parent/carer engagement. Online meetings have been held with our 14 LA and 160

	west of Scotland school partners during Covid to maintain relationships and ensure our provision could continue effectively. We have worked closely with SWAP throughout Covid and stepped up provision for our UofG Access students to ensure all Access students are fully aware of all options. We use feedback from all these avenues and from current students with lived experience to help inform and shape our WP provision, ensuring outreach work is current and Access Thresholds are set at a level appropriate for our target audiences, including Higher Grades for pupils and Student Profile grades for adult returner applicants via SWAP and UofG Access programmes. In this way, we were able to further adjust our Access Thresholds as required during Covid. We take pride in our work being a true embodiment of widening participation, engaging with learners throughout their entire learner journey: pre-entry, application, admission, transition, on-degree, graduation, and beyond. This broad approach allows us to work with any eligible learners across the geographically-varied west of Scotland area. **Institutions work with schools, SFC funded programmes and local communities to support successful pathways and effective transitions for students.** We have a long-established portfolio of pre-entry bridging programmes, which is the broadest and most far-reaching in the sector. We develop and expand this as appropriate, facilitating programmes individually and in collaboration. Partners include: 14 Local Authorities; 160 secondary schools; FOCUS West (SHEP) (UofG hosted from 2013-17); SWAP West; the Reach HEIs (UofG facilitates this programme for the west of Scotland); other HEIs; FE Colleges; third sector partners, e.g., IntoUniversity, the Sutton Trust, Santander Universities, the Robertson Trust, ICAS, Carers Trust, Who Cares? Scotland, MCR Pathways; alumni and philanthropic donors. To be fit for purpose, we ensure our widening participation programmes fulfil three main functions for underrepresented groups, considering study at UofG or elsewhere: 1) Promote aspiration for and awareness of routes and pathways to HE study. 2) By rigorous academic engagement, enhance pre-entry attainment and prepare applicants for the transition to HE, retention and degree completion, and a successful student experience. 3) Provide an access route for applicants to gain entry via Contextualised Admissions progression agreements at Access Thresholds to every subject area at UofG and beyond. We combine funding from different sources, including: UofG core; SFC national programme; LAs; philanthropic and alumni, and third sector to create an economically efficient model of engagement to cover the west of Scotland and beyond. The philosophy behind our approach is to facilitate programmes which can engage every target institution, group and learner. We operate innovative and efficient delivery models, utilising a body of 150 professional WP and Access Tutors, combining online, in-person and blended learning options, to reach anyone who may harbour aspirations to enter HE, whether in inner-city or remote and rural areas. (This multiple delivery approach enabled us to quickly pivot fully online to mitigate Covid restrictions.) Our programmes are all multi-exit programmes. We work with all target learners, no matter their intended destination for HE or FE study. In this way, we aid the broader sector and national entrant and retention targets by working with pupils and adult learners who will progress to

	university or college across the country. Our Top-Up and Summer School Programmes were highlighted as examples of best practice for the sector by CoWA in combining high quality outreach with contextualised admissions offers. In 2020-21, we engaged with over 25,000 pupils and adult learners. Our research, conducted in partnership with SFC and LA partners, contributed to the current targeting methodology employed by WP programmes in Scotland, working with targeted pupils across all secondary schools. In this way, despite the impact of Covid, we utilised SFC, LA and UofG core funding to expand, with Reach West now engaging with all 160 secondary schools across 14 LAs in the west and north-west of Scotland, an increase of 46 schools from 2018-19. In the same period, our Top-Up Programme expanded from 74 to 110 secondary schools, working jointly with FOCUS West and LAs. These programmes are the main widening access programmes for the west of Scotland and we conduct significant outreach work for other HEI partners across Scotland, preparing students for entering their institutions and negotiating Admissions agreements to enable this. We created and have facilitated the cross-sector Admissions Progression Agreements for FOCUS West (SHEP) since 2002. We direct and facilitate the admission of high numbers of entrants to other HEIs via our pre-entry WP programmes. We do not receive any credit for this in terms of Outcome Agreement targets, but it is the correct way to conduct widening access, with learner choice at the forefront. This approach is supportive of the proposed move to a national schools' programme by SFC and we look forward to working with partners to create and implement this new approach. We shall maintain and increase our widening access provision, retaining our prominent position within the sector. An exciting new initiative we launched this year, in partnership with the educational charity IntoUniversity and the University of Edinburgh, is IntoUniversity Scotland. Three community-based centres have opened in Govan, Maryhill and Craigmillar, areas with the highest and most deeply ingrained levels of deprivation. The centres are engaging with target WP pupils aged 7-18 across their entire learner journey, via a novel whole-family and community approach, which will involve local schools, community groups, FE colleges, business and industry. We shall report on progress in future reports, but a cross-University approach internally, involving academic, central service and student support service areas, combined with another new strong external partnership approach, promises exciting and impactful developments ahead.

High Quality, Learning, Teaching and Support Students at all levels experience a high-quality, safe and supportive learning experience that enables them to succeed in their studies and they find it easy to participate and engage in their educational experience **Core Associated National Measures:** - Retention. - Articulation. - No. of Scottish domiciled qualifiers at undergraduate level. - National Student Survey. - Outcomes of QAAS engagement and review work commissioned by SFC. - Institutional ILR annual reports.	**The student experience of learning, teaching and support is protected in the ongoing public health context.** Since the start of the first lockdown, the University has taken the position that students need to be able to achieve the required learning outcomes online. This has meant we can be flexible in the face of restrictions. There were some programmes where on-campus skills/practical sessions were essential to learning outcomes (e.g. in clinical or engineering) that could not be done online and so we prioritised those for on campus teaching when permitted to do so (initially with 2m distancing, and with PPE in some instances where appropriate). **There is rigour and quality in learning and teaching processes.** Existing quality processes were retained in full with the exception of course approval for changes in how courses were taught and in some respects assessed. Temporary changes (excluding those associated with learning outcomes which still required formal approval) were permitted so long as they were recorded, made clear to students prior to registration and enrolment, and with the proviso that if changes were to continue beyond the period of the pandemic that they would be required to go through formal course approval processes (https://www.gla.ac.uk/myglasgow/senateoffice/qea/progdesignapproval/). We incorporated discussion of the Covid response into our Institution Led Review process (Periodic Subject Review (PSR)) and worked particularly closely with the student body to discuss students' experience of learning and teaching. (See below). **Arrangements for quality assurance and enhancement support standards expected by students.** Efforts to engage with students through our normal mechanisms such as class representatives, PSR, and regular meetings with the student body through our Student Representative Council (SRC) Sabbatical Officers continued and indeed increased as the SRC officers became involved in weekly policy and planning meetings and daily communications updates with members of the Senior Management Team and Service Heads. This allowed swift escalation of any concerns. In addition, the SRC conducted their own surveys and hosted a class rep conference focusing on learning and teaching experiences, the outcomes of which were shared with the University's Learning & Teaching Committee. Finally, we instigated weekly, then fortnightly, open Learning & Teaching meetings chaired by the Vice Principal Learning & Teaching with students and staff able to raise any issues/concerns and share good practice, as well as co-design guidance for students and staff. **Enhancement and improvement of learning, teaching and support is informed by data and evidence – including the outcomes of quality assurance.** We have a well-established set of processes that form part of our obligations within the QEF (outlined above), and we supplement these with analytics that are shared through our Planning Insights and Analytics Service (PIA). The PIA team have created dashboards for staff to view a range of data and evidence from NSS outcomes (with sector comparisons) to student attainment and progression outcomes. In the last year we finalised an equality and diversity dashboard allowing us to look at student attainment according to protected characteristics. We have also piloted a new system that allows advisers of study to monitor student engagement in learning with a view to timely interventions to support students where we have a concern.

	Well-developed strategies and approaches for digital and blended learning are in place. Our new Learning & Teaching strategy was developed during the pandemic (https://www.gla.ac.uk/myglasgow/senateoffice/policies/learningandteachingstrategy/) and this makes a commitment to ongoing support for blended and online learning. As a University with experience of both, and for some time, we were already on a path to support more active learning which involves greater use of technology to enhance learning and had been making investments in our digital and physical environment to support a blended learning approach – see for example our new James McCune Smith Learning Hub. During the pandemic we accelerated some developments to support digital assessment management, expanded our virtual desktop access for students so that they could access specialised software remotely, purchased virtual laboratory software to support continuation of learning in laboratory subjects where lab teaching could not take place, and rolled out implementation of MS Office 365 more pervasively to support use of a suite of tools that enhance teaching, research and working from home. These activities were undertaken through a dedicated project led by members of the Senior Management Team in order to secure resources as required and align developments with the relevant institutional strategies. **Staff have the skills and support to deliver a high-quality learning, teaching and support experience for students.** During the pandemic, we created new web pages (https://www.gla.ac.uk/myglasgow/anywhere/learningandteaching/) and associated resources (many on our VLE) to support initially the pivot to online and then after that, sustained engagement with teaching redesign to support students during session 2020-21 and again 2021-22. Given we already offered a number of fully online degrees and had been increasing our engagement with blended learning prior to the pandemic, we drew on the experience of colleagues across the University to crowd-source guidance and support and to write new guidance. Networks enabled through MS Teams grew rapidly with members quickly resolving one another's questions. We also created a programme of upskilling events for staff (https://www.gla.ac.uk/myglasgow/training/upskillingsessions/) that has continued to run, enhanced the range of online tools available for teaching and created a new learning technology enhancement forum that allows us to more rapidly respond to requests for new licences or tools, evaluate their use and, where appropriate, progress through the procurement process. **Students have good experiences of transitions into and through tertiary level learning.** We have increasing evidence of student attainment and learning needs through our Academic Writing Skills Programme (AWSP), a writing skills diagnostic that is compulsory for all new students (undergraduate and post-graduate taught). In addition, in response to the pandemic, we introduced enhanced transitions support through Glasgow Essentials (our pre-arrival support VLE), created induction templates for all course teams to use (offering consistent and standardised guidance to students) and in 2021-22 to support transition, offered a new course T2G (Transition 2 Glasgow) with a range of courses students could take to help them adapt to learning at University before their formal learning began. For our pre-sessional PGT students studying with Glasgow International Students, for 2020-21, where they were to join us for later start programmes (e.g. November or January start PGT programmes), we created bespoke (pathway-relevant) pre-sessional activities to provide continuity of study after the completion of their pre-sessional and prior to the start of their PGT study.

	Students are supported in their mental health and wellbeing. Our Counselling Service offers students a confidential space to talk about issues affecting their mental health and wellbeing, obtaining support and guidance to ensure that they can successfully engage with their programme of study and enjoy university life. Staffing has risen from 16.5 FTE in 2018/19 to 20 FTE in 2020/21 with support of SFC funding. The funding has supported our work to diversify our offering and respond to a wider range of needs. The funding has also supported the introduction of additional Student Support Officers in our Colleges and Schools. • Mental Health Mentoring support is provided by our counselling team to students with mental health diagnoses who are registered with the Disability Service. • All students have access to Togetherall, a safe space online to engage with peers and access self-help materials and courses. • Our Peer Support programme is run by qualified counsellors who train student volunteers to provide a peer led listening and support service. • Our Wellbeing Officers have developed a programme of Masterclasses covering issues such as procrastination, perfectionism and stress management. • There are a number of self-help materials, guides and links to appropriate external sources of support on the Counselling Service web pages. • Students' Representative Council (SRC) Advice Centre is an advice, information and representation service for all Glasgow University students. It offers free and confidential advice on a wide range of subjects, including Health and Wellbeing. The SRC runs an exam stress programme each exam season which includes events and online support.
Partnership, participation, and student experience Students find it easy to participate, have their voice heard and valued, and influence their educational and student experience. **Core Associated National Measures:** - Outline approaches to enhance student engagement and experience including partnership agreements with Students' Associations.	**Students have their voice heard and valued, and are able to influence their educational experience.** As outlined above, we retained all of our usual methods of ensuring students have their voices heard. In addition, many senior staff increased their engagement with the SRC sabbatical officers (e.g. regular monthly meetings) to more frequent 1-1 or small group meetings and to involving the SRC officers in daily or weekly meetings where changes relating to Covid were discussed and agreed. Colleagues in some academic areas made additional efforts to create social activities (e.g. online movie nights or quiz nights at the weekend) to support and get to know students and this opened up new channels of communication. Many members of staff found students to be more interactive online than in a class setting, and this too added to the feedback that they received about teaching effectiveness and student preferences. Finally, we created new pulse surveys (Semester 1 of 2020-21) and in Semester 2 ran an all student survey to which we received circa 4000 responses about experiences of online teaching, assessment and some service provision, and with student views on future approaches to teaching and assessment on campus and online. **Effective partnership arrangements exist between institutional leadership teams and student bodies.** Senior members of the University regularly meet with the SRC sabbatical officers through informal 'catch-up' meetings (typically monthly). The SRC representatives are on our key committees (and the SRC president co-chairs the Student Experience Committee with the Chief Operating Officer) and participate in senior appointments including appointments of members of the Senior Management Team. These arrangements underpin the working relationship with the SRC (the formal student representative body).

- Arrangements exist for training Student officers.	In addition, Senior leaders meet with the all 4 student bodies (SRC, Queen Margaret Union, Glasgow University Union and Glasgow University Sports Association) through the Student Experience Committee, and regular student support-related meetings as well as the annual funding meeting. Members of the SRC are also at times invited to participate in other University recruitment processes and will be involved in review groups (e.g. as panel members on PSR). **Student partnership is valued across the institution and plays a key role in enhancing the student experience.** Student partnership is at the core of how we work, and the SRC in particular, played a key role in leading discussions around the new L&T strategy, in designing the new James McCune Smith Learning Hub, and in shaping our response to Covid. They have provided appropriate constructive collaboration and challenge, and have influenced policy decisions and operational arrangements relating to our Covid response. Support to students who were isolating last year, was jointly provided by the student bodies and the University (with students and colleagues using weekends and evenings to deliver food and support).
Learning with Impact Students are equipped to flourish in employment, further study and to lead fulfilling lives. **Core Associated National Measures:** -Graduate Outcomes (Scottish Domiciled qualifiers in positive destinations, and FT Scottish-domiciled qualifiers employed at 'professional' level).	**Students are supported to successfully complete their courses in the ongoing public health context.** In developing guidance for staff this was mirrored with guidance for students (https://www.gla.ac.uk/myglasgow/anywhere/onlinelearningforstudents/). They were provided with UofG specific training and access to LinkedIn Learning, FutureLearn and Coursera courses. To support them in online assessment, we created practice exam sites (to practice downloading and uploading files, with guidance on the technology that they would need etc,) and all student facing services were available online with an expansion in the learning support that was offered through Student Learning Development. Many academic areas hosted online drop-ins, and the student bodies created their own virtual events (e.g. "Find a Mate while you Isolate"). Students were continually advised on changes in government guidance through the student newsletter and were given examples their peers' approach to study or to learning online. All our Coronovirus information pages had student-facing information and collaboration internally among colleagues has strengthened through using digital collaboration tools, in ways that allow more coordination in our provision of information to students. Some of the support outlined already in this report (e.g. transitions support and online engagement pilot) also address the aspect of course completion. Indeed, we found that many students found that online teaching and assessment provided them with much valued flexibility (especially for students who are parents or carers), and we are so far seeing this as beneficial in terms of student retention. **Students are supported to progress to positive next destinations. Institutions implement appropriate support arrangements for graduating cohorts who will experience a challenging labour market in coming months/years.** Students who graduated in 2020 were given free access to all our MOOCs in order to engage in further learning while applying for jobs, and were supported by Careers in their job search process. A range of interactive, online courses have been introduced to support Career Planning and Applications. *Career Accelerator: Explore* introduces career design techniques, drawing on career planning theory, design thinking and coaching techniques to encourage participants to consider what they want from their career, how to come up with careers ideas, how to action plan for your future, and how to make use of the Glasgow Alumni network. *Career Accelerator: Apply* is an extra curricular blended online

	learning course with interactive resources which takes participants through the key stages of applications from psychometric tests, applications, CVs and interviews. These courses are supplemented with 'Quick Learn' tutorials, covering key stages of the application process. Careers Masterclasses, delivered weekly during term time, provide one hour Zoom sessions to assist with careers planning and applications. Masterclasses are delivered on a range of subject, including Application Forms, Applying for a PhD, Job Interviews, and Psychometric Testing – providing valuable advice and demystifying processes. During COP26 we will be hosting the Sustainability Careers Fair, showcasing the breadth of opportunities in this rapidly growing sector and the sustainability skills employers are increasingly looking for from students. *The Network* combines the expertise and efforts of the Careers Service with the Development and Alumni team to support student prospects. Through *The Network* alumni are able to volunteer to offer advice to, or mentor, students. This has brought together hundreds of students and alumni with other alumni and has been a catalyst for a whole series of alumni talks and events. Our Careers Services' Internship Hub works with over 150 organisations each year to offer over 350 internships on an exclusive basis to University of Glasgow students each year. Nearly all internships are paid, and are available on a local, national and international level. Within the Internship Hub, 'Find a Solution' offers paid internships with local charities to help find innovative solutions to problems. Our Global Ambassador Programme, offering international 'micro-internships' to students from non-traditional backgrounds, did not run in 2020/21, but we hope to run it again in 2021/22. (https://www.gla.ac.uk/myglasgow/careers/findingjobs/internships/) **Institutions ensure their curriculum and pedagogical offer remains fit for purpose and is responsive to changed need and demand. There is a good understanding of the needs of business and industry and Scotland's economic recovery needs.** Our new learning and teaching strategy has been developed in recognition of the challenges ahead and has a firm skills focus. While this is future facing, we have undertaken a review of our graduate attributes framework and are embarking on its promotion this year (in partnership with the SRC) so as to support students in their skills development and presentation of those skills. A number of academic areas are already strengthening their engagement with employers through new advisory boards for example, and it is a requirement of all new courses and programmes that there is employer engagement at the course/programme design stage. The L&T strategy also focuses on connection with 'real world problems' in curricula and assessment, and there's a growing engagement with accreditation across many degrees which reflects a practice-focused endorsement, and continued review, of practice-relevant curricula. We are in the process of re-imagining how a new portfolio of skills-based courses can be made available to current students across the University (irrespective of discipline) that connect to the Sustainable Development Goals.

	There is a pipeline of appropriately skilled people for the labour market. Our SFC upskilling portfolio has proved to be an opportunity for us to work closely with key stakeholders (such as the Glasgow Chamber of Commerce and Project Lift) and to promote courses through organisations such as Zero Waste Scotland, the Scottish Council for Voluntary Organisations, Project Lift and the General Teaching Council for Scotland (GTCS). Since the first pilot run in July 2020, 3,806 fully-funded learners have enrolled onto our upskilling courses and we exceeded our April 2021 target of 450 NTTF learners (we had 571). We are on target to have delivered upskilling to over 5,600 learners by April 2022. All our courses align with the social and economic recovery priorities and we have contributions from all 4 academic colleges of the University. This is stimulating discussions about closer alignment of and opportunities for expanded CPD and credit-bearing provision in all our Colleges and is giving us new insights into the motivations and success of these particular types of part-timer learner, as well as the specific learner needs they have in terms of supporting their transition to study.
Public Health Emergency Institutions are responsive, have assurance mechanisms in place to comply with guidance, communicate well with students, staff and communities, and remedy situations as they arise. **Indicators of Success:** - Clear plans exists as to how learning and teaching will be managed through the emergency period and these are regularly reviewed taking account of SG guidance. - There is appropriate and successful use of blended learning.	**Institutions take steps to ensure the health and well-being and best interests of their students and staff during the emergency period.** In the '*Learning with Impact*', '*High Quality Learning, Teaching and Support',* and '*Partnership, Participation and Student Experience'* sections above, we detail how our learning and teaching, use of blended learning, the health and wellbeing support available to our students, and our engagement with student representatives have evolved and strengthened during Covid. The University of Glasgow has worked closely with other universities, Scottish Government and SFC officials, public health experts and DHSC to ensure an effective response to the pandemic. The COO was appointed Covid Lead and a daily meeting was established bringing together key members of staff to ensure a coordinated approach. We have contributed to the shaping of policy through dialogue with officials and ministers, and by responding to a large number of draft guidance documents. Throughout, the health and safety of staff, students and the wider community have been at the heart of our agenda. This has included working hard to foster connections with individual members of our community and supporting those suffering from loneliness, low moods and more serious mental health problems. We have forged a close working relationship with the campus trade unions and with student leaders in the SRC. Externally, we have placed a premium on close collaborative relationships with government, the HE sector and colleagues in the NHS. We have been willing to try new, innovative approaches and to share the results of these with others.

Equalities and Inclusion Every student has their individual needs recognised in terms of protected characteristics; and everyone is treated fairly and with respect. **Indicators of Success:** - Institutions comply with relevant legislation and commit to prioritising action to tackle inequalities. - Equality Impact Assessments are published. - Action is taken to improve management information (protected characteristic data) with regard to equalities priorities (e.g. harassment, mental health. - Understand how protected characteristics impact on core measures.	**All students are supported to achieve their full potential.** The University's new strategic plan – World Changers Together – is structured around values, one of which is inclusive community, and this encompasses much of the EDI drivers for the organisation. The University conducted a consultation exercise in developing the Public Sector Equality Duties (PSED) 2021-2025. This consultation process, although limited by COVID, was thorough and reflected the external and internal drivers as they relate to addressing persistent inequalities. The Equality Outcomes address the six significant areas where our leadership and community want to drive change across the organisation, these include addressing GBV, inclusion and accessibility in the learning and teaching, and becoming an anti-racist organisation. The detail of the PSED can be viewed on our website as detailed below: • The University of Glasgow PSED Equality Outcomes Report 2021-25 • The University of Glasgow PSED Mainstreaming Report 2021 • The University of Glasgow Staff Equality Monitoring Reports • Gender and Equality Pay Reporting • Equality Impact Assessments In addition, in February 2021, the University launched a major report into the experiences of race and racism on campus, this research was commissioned as a direct result of the EHRC Inquiry and subsequent report Tackling Racism on Campus: Universities Challenged. The University report and action plan Understanding Racism Transforming University Culture considered student and staff experiences of racism, employment practices based on ethnicity and the ethnicity awarding gap. The action plan is based on four principles: • The University of Glasgow takes an anti-racist approach to race equality work and accept our processes will contain structural inequalities. • Racial harassment in any form is unacceptable on our campus. • Our curriculum and learning community will thrive when it is reflective of global perspectives and when race equality is embedded. • We want all our staff and students, particularly those from ethnic minorities to achieve their potential through our excellent learning and career development opportunities. In 2021, the University also launched a new equality monitoring tool for students – this tool allows selected staff to review the student journey for undergraduates from enrolment to career destination, and key points on that process, by protected groups. This gives us detailed insight into the continuation, awarding gap and destination of minority groups, compared to majority groups at key transition points. This data analysis tool with enhance our knowledge, capacity and understanding of student experience and allow the University to shape and develop appropriate interventions when needed. Part of these data sets considers the core measures referenced in the Outcome Agreement, and these are considered by protected group. The process of analysing these are appropriate level is ongoing.

Section 2: Outcomes for Research

Outcomes & Measures/Indicators of Success	SFC Expectations / UofG Actions and Outcomes
Research Excellence **Indicators of Success:** - Case studies showing use of SFC research funding to achieve/ work towards greater excellence but with additional emphasis on sustainability/ resilience of HEI's research base; and on contribution to broader recovery. - REF2021 results to be published in April 2022.	In Oct 2020 the University released its Research Strategy 2020-25 with the mission "By working in teams, building on each other's ideas and making Glasgow the best place to build a career, our research transforms lives and changes the world". The Strategy builds on three pillars: (i) Collaboration – working together to tackle bigger challenges; (ii) Creativity – reaffirming the centrality of ideas; (iii) Careers – making Glasgow the best place to develop a career. Implementation of this strategy is now well underway, as evidenced by the initiation of a number of key projects and the scoping and planning of others for delivery in the year ahead. Glasgow measures the excellence of its research outputs by an institutional KPI composited from three citation metrics and benchmarks these against the Russell Group. This KPI has continuously improved in the period 2015-21 and Glasgow's comparative position has risen from 12th to 9th – our target for the year is to further improve this position. During 2021 we reviewed our approach to encouraging international research collaborations. Glasgow has strategic partnerships with 36 institutions worldwide, and our researcher-driven international collaboration network is highly distributed as evidenced by our position as 4th in the UK for % collaborative outputs (among HEIs >10,000 outputs) and since 2014 we have seen an ~18% increase in collaborative outputs with international colleagues. In the year ahead, we will invest in researcher-led initiatives, particularly from our early career researchers, to further promote international collaboration, including creative approaches that reduce the need for excessive travel. The University submitted 118 impact case studies to REF2021, spread fairly evenly across its four Colleges. Findings from our detailed impact mapping demonstrated: • The importance of early engagement in delivering robust benefits to wider society, and the value of embedding and supporting impact considerations from the earliest stages of research. • The contribution to impact generation (in 54% of cases) made by research expertise being embedded in other organisations or external programmes of work, via staff participating in policy/advisory roles, commission work, secondments, consultancies. • Commercialisation was a pathway to impact in 13% of prospective case studies, with other economic and commercial benefits cited in 18.5% of case studies. • Beyond the UK and the EU, the reach of Glasgow's impacts was highest in North America and Australia, with notable concentrations of significant impact generation beyond that, e.g. in Asia and certain regions of eastern Africa, in particular. • Supportive funding was a factor in 43% of the impact submission, supplied from the University's own Knowledge Exchange Fund or from one of the various research council Impact Acceleration Accounts.

	All case studies in our REF impact submission aligned with at least one of the 3 key themes underpinning the Sustainable Development Goals (People, Planet and Prosperity), with over 50% mapping to 1 or more specific SDG targets. Our strongest alignment was to SDGs 3, 10 and 11 (good health and wellbeing; reducing inequalities; and sustainable cities and communities). Our bid to the harmonised UKRI Impact Acceleration Account is built around four key themes: Capacity-building, culture change and engagement; Partnership development; Commercialisation and entrepreneurship; and Mobility. These themes are also central to our new Innovation Strategy, to be published later this year, which aims to establish an innovation ecosystem that will be an engine for growth in the Glasgow City Region, with particular emphasis on the regeneration of the Clydeside and our contribution to this via the Glasgow Riverside Innovation District. Our research strategy is rooted in an ambition to further develop a research environment that promotes excellence and impact and in which the conduct of research is as important as its outcomes. Through the Lab for Academic Culture, launched in December 2020, we have undertaken a range of actions including becoming a signatory to both the Declaration on Research Assessment (DORA) and the Hong Kong Principles for Researcher Assessment; generating conversation-starter resources and running sessions with Principal Investigators (PIs) to enable career-related discussions with researchers; hosting an INORMS SCOPE workshop to explore value-led approaches to evaluating how colleagues support the careers of others; and running a pilot project on the narrative CV including developing open-source resources for writing a narrative CV. We are also collaborating formally with St Andrews by sitting on the steering group for their SFC-funded review of research culture, led by Professor Julie Harris. These activities have been cited as an example of good practice in the BEIS R&D People and Culture Strategy, and recognised by a Guardian HE award. Activities in the year ahead will include developing tools that can be used by both academic units and research support professionals, to probe the culture priorities that matter to them. Open Research is one of the Institutional Strategic Priorities for Research Culture 2020–2025 and our Talking about your outputs online resource outlines our progress in this area. In the year ahead we will partner on the Research England Development (RED) funded UKRN-led initiative to drive uptake of open research practices. To support this focus, promotion criteria now require evidence of a commitment to open research and new measures have been introduced to assess the adoption of data availability statements, the use of the CRediT (currently at least 600 outputs have CRediT contributions in our repository), and the percentage of openly accessible outputs (currently sixth worldwide for institutions with over 10,000 outputs over a four-year window). As of July 2021, 81% of all 2021 outputs, and 91.8% of 2021 journal articles were available openly on our repository.

	CASE STUDY – COVID response The MRC-University of Glasgow Centre for Virus Research (CVR) has been supported through a partnership between the Medical Research Council and the University of Glasgow since 2010. Over this time, the CVR has grown into an internationally leading critical mass of virologists, entirely focused on the study of human viral diseases and viruses at the human-animal interface. The Centre's mission is to carry out fundamental research on viruses and viral diseases, translating the knowledge gained for the improvement of global health and benefit of society. The Centre contributes to national virology capability and supports the global response to viruses and the diseases they cause, as evidenced by its research response to the COVID-19 pandemic. In February 2020, the Centre redirected all its resources to the study of SARS-CoV-2 and COVID-19. Harnessing the distinctive strengths of its molecules to populations approach, the CVR led a comprehensive response at a scale not replicated in any other UK research centre. The CVR's contributions have been wide-ranging, from fundamental discoveries on various aspects of virus-host interactions, to the generation and global open sharing of SARS-CoV-2 tools and reagents, through to outputs with an immediate impact on the UK's response to the pandemic. CVR researchers have supported the development of protocols for the UK's Lighthouse Lab testing infrastructure, provided viral genomics sequencing training for NHS laboratory staff, and generated research outputs that have informed the formulation of public health measures and policy nationally. The University retains a strong focus on recovery from Covid-19 and commitment to a sustainable future in all its activities. As a University we have secured 105 externally funded projects, worth ~£39.4M (of which ~£10M has been awarded to CVR researchers), to continue COVID-19-related research. Projects span our 4 Colleges and include a consortium study to increase our understanding of COVID-19 and its impact on the body and the effects of the pandemic on mental health. The University's research contribution to the pandemic effort is extensive and well-publicized and details can be found here.

Research Sustainability (incorporates Collaboration) Institutions ensure they protect their world-leading research programmes against the impact of COVID-19. **Indicators of Success:** - SFC will receive regular reporting from each university on the use of their allocation of the one-off £75m and £20m increase in funding to help secure the jobs and training needed to support ongoing and future research work. - We will seek evidence of compliance with the Researcher Development Concordat through the Outcome and Investment Agreement process and Research Integrity Concordat through engagement with Universities UK.	The current year sees continuing challenges to the future careers and aspirations of our researchers as well as to normal research operations. Having signed up to the Concordat for the Career Development of Researchers in April 2020, we have started implementation of our three-year action plan and expect to provide the first annual report in December 2021. The plan was adapted in the light of the pandemic. To acknowledge the practical and mental health challenges of the disruption we have provided support in the form of workshops on wellbeing and on the return to campus, and two new positions to provide mental health support. An additional post to enable the implementation of the Researcher Careers Concordat started work in May and has supported a range of activities to aid communication and support researchers working remotely. These include monthly Q&A sessions with the Vice Principal for Research (averaging 100 attendees), new online induction resources, post-doctoral career lunches, talks from early career (ECR) and postgraduate (PGR) researchers who have taken secondments, and a new series of talks from funders about fellowship opportunities. In addition, tools to allow PIs to hold career conversations and support supervisors have been provided. Going forward, a dedicated programme of support for research staff is under development which will enable participants to be career informed, proactive and able to explore a broad range of career options whilst at Glasgow. The programme will include mandatory and optional elements, including the setting of annual goals, and will be piloted in 2021-22. The programme has been informed by a review of research-only staff contract data (number, length, and repeat contracts, by demographic) which we plan to monitor on an ongoing basis. The University's commitment to a positive research culture provides a strong environment for the delivery of both the researcher development concordat and the research integrity concordat. In response to the pandemic, mandatory staff training in research integrity was pivoted to an asynchronous online training course in 2020, improving participation rates. A new training format for the 2020-21 PGR cohort, consisting of an online module followed by subject-specific researcher-led webinars, has led to excellent feedback with over 89% finding the course helpful or very helpful. A full review of research integrity provision is currently being run for delivery in April 2022. A particular focus will be on the links between the trusted research agenda, open research and responsible research and innovation. A survey of Research &Teaching staff sought to understand the impact of the pandemic on their research activity and how the university might support their research recovery. Just under 600 responses were received and the responses are now being systematically worked through to support the identified needs. We will continue to support our research students through planned modifications to research and, if necessary, stipend extensions. We took the decision to furlough research-funded staff who were unable to work productively, either because of the nature of their

	research or their personal circumstances. Over 440 of our 1,300 externally funded research staff (e.g., postdocs and Research Assistants [RA]) were furloughed, with the University providing the top-up to 100% salary beyond the statutory minimum. This represents a ~£5M investment in ensuring that our projects can be completed, and thus support research careers. For RAs taking the step to independence, we reactivated our LKAS Fellowship Scheme, which commits £100K to external Fellowship applications. We have recently completed a review of the LKAS scheme to ensure it is well-positioned to attract and support excellent researchers. In addition to highlighting the success of the scheme with a good proportion of Fellows going on to achieve peer recognition, external appointments, or generate further research funding, the review proposes a series of pilot initiatives to develop the scheme including pre-fellowship development support, collaborative and mobility secondments with industry, and joint fellowships for pairs of researchers to undertake together. Many of our activities were directed to COVID-19 research or to front-line duties. Around £3.75M has been used to get these projects back on track, and to mitigate the long-term costs of projects having to be halted. UKRI funds around 35% of our research and an uplift of >£7M from UKRI has allowed us to offer extensions to UKRI-funded projects ending by 31 March 2021 as a first priority, followed by those projects ending 30 Sept 2021. We know that COVID-19 has affected our community differentially. We want to understand and mitigate this differential impact and in order to do so we have launched several funding schemes. This will represent a ca. £1M investment in helping staff "get back time" to undertake research and are therefore not placed at a career disadvantage compared to peers. In addition to this, Glasgow has allocated £3.2M to support proposals across three schemes to enable researchers to develop ambitious research ideas. These include funds for developing ambitious, collaborative grant proposals, funds for strengthening the competitiveness of external fellowship applications, and six-month research sabbaticals (support for teaching cover for academic staff or contract extensions for holders of independent research fellowships). **Case study – mitigating the impact of COVID on PGR students:** Since the start of lockdown, the University's policy has been to mitigate the impact of the pandemic on our ~3,000 postgraduate researchers based on the impact that the pandemic has had on individual research projects or on the *ability* of a student to progress their project. The policy applies to all our students regardless of funding source and adheres to the principles agreed by Scottish HEIs via the Universities Scotland RDTC. The impact on PGR projects is being mitigated in three ways: by providing fee-waived extensions to thesis submission deadlines; by providing opportunities for students to adapt their research to include content that does not

	require access to, e.g., facilities or study participants; and by offering a stipend extension of up to 6 months and access to an enhanced hardship fund. Stipend extensions have been offered to all PGR students who have a start date before 1 March 2020. Nearly 600 extensions have been awarded, providing support to 22% of eligible PGRs with an average of 3.1 months per extension. The allocation shows no bias by gender, FTE, or geographic region of origin. SFC funds are supporting stipend extensions (£3.5M) and an uplift to the hardship fund (£0.2M). To acknowledge the practical and mental health challenges of the disruption we have delivered new workshops on wellbeing and on the return to campus, created two new positions to provide mental health support, recruited to a new post to support the implementation of the Researcher Careers Concordat, provided additional online training and induction resources (>400 participants in webinars for COVID-specific programmes alone) and delivered tools to allow PIs to hold career conversations and support supervisors on supporting PGRs with mental health issues. Inductions for new PGRs have for the second year been coordinated centrally and moved largely online with some supporting activities now being able to take place face to face. Some resources (such as PGR@Home) and webinars have been open to researchers outside UofG. Recruitment will begin in October 2021 for a new 4-year PGR scholarship scheme to increase the opportunity for UK-domiciled Black and Mixed-Black students to develop a research career. This will begin to address the under-representation of such students in our PGR community compared to the general population. Two successive cohorts of 8 students have been agreed (2 students per College per year), starting in October 2022. Students will benefit from bespoke cohort training and mentoring to help the Scholars succeed in their PhDs and to maximise their employment opportunities.

Section 3: Outcomes for Economic Recovery and Social Renewal	
Outcomes & Measures/Indicators of Success	**SFC Expectations / UofG Actions and Outcomes**
Responsive institutions Institutions are responsive to employer and industry needs and to current and future skills requirements. **Indicators of Success** - Institutions are actively engaged in regular review and appraisal of provision to ensure this continues to meet, and changes to support, the range of learner, community and employer need. - In support of economic recovery to provide provision that delivers impact and successful outcomes for learners, communities and employers. - SFC receives regular reporting from each institution on the use of additional funding to mitigate the projected rise in unemployment as a result of the COVID-19 pandemic and/or EU Exit, ensuring individuals can access training which will increase their chances of gaining employment.	**Institutions use labour market intelligence and employer / industry engagement to align provision. People have the necessary meta skills and attributes to succeed.** Our response withing '*Learning with Impact'* details how employer/industry engagement and meta skills/attributes are addressed in our new Learning and Teaching Strategy. **Institutions play their part in upskilling and reskilling the existing workforce.** **There is appropriate provision to help people upskill and reskill.** **Institutions help find pathways for people without work to study and move into employment.** Our SFC upskilling portfolio, which speaks to these prompts, is detailed in *learning with* impact.

Confident and highly Capable - Work-Ready Graduates Work-ready graduates are confident and ready to secure success in their career, meeting employer needs and making a positive contribution to our economy and society: Students are equipped to take up employment and succeed when the job market opens up. **Core Associated National Measures:** - Graduates are able to utilise the skills and qualifications they have gained to access opportunities within the labour market.	**There is a pipeline of technically skilled people for key industries where skills gaps have been identified.** **Programmes should equip graduates with the skills, knowledge, and capabilities to be successful in their chosen career.** **Wherever relevant or beneficial, students should have opportunities to engage in work-informed or work-based learning.** **Effective support should be in place to enable students to understand their careers options, to self-assess and to undertake career planning.** As detailed in 'High Quality Learning, Teaching and Support', our new learning and teaching strategy has been developed in recognition of the challenges ahead and has a firm skills focus. 'Learning with Impact' details the range of support, services and resources are available to support career planning, along with work-based learning opportunities.
Knowledge Exchange and Innovation **Core Associated National Measures:** - Universities submit an updated UIF plan with their Outcome Agreement. - Completion of the HESA HE-Business and Community Interaction survey and the SFC KE data return will remain conditions of grant for institutions to receive the UIF.	**Institutions are focussing and prioritising their knowledge exchange and innovation activity on Scotland's economic and social recovery.** The University has a major role to play in economic and social recovery from Covid-19. The Glasgow Riverside Innovation District (GRID), a joint initiative between Glasgow City Council, Scottish Enterprise and the University, encompasses the west end of Glasgow and the south side of the Clyde, and incorporates Govan, one of the city's areas of multiple deprivation. Within the Innovation District the University intends over time to catalyse the development of an innovation ecosystem composed of academics, entrepreneurs, industry partners, support networks, social enterprises and sources of finance that will build on the University's research excellence and partnerships. A major step on this journey is the £60M "Living Lab" project to expand the application of precision medicine by industry and within the NHS. The Living Lab builds on earlier investments between the University and the Queen Elizabeth University Hospital, notably the Clinical Innovation Zone, and will add a Health Innovation Hub for new commercial partners at the University's Clyde Waterfront Innovation Campus in future years. In parallel, the University, working with Policy Scotland, is undertaking a series of structured consultations with the community in Govan to identify how investment in the area can meet their needs and be genuinely inclusive. The University has a major and well-publicized focus on Covid-19 research that began as soon as the pandemic was identified and is continuing at pace. While this is firmly part of the University's research programme, it has a strong

	innovation focus in addressing immediate issues and building public health resilience. The Lighthouse Lab is now Scotland's largest centre for processing Covid tests. **Case study – Covid-19 pandemic response**: The University of Glasgow is at the heart of the COVID-19 research response in Scotland and the UK. Scientists at the University are currently working on a number of vital COVID-19 related research projects, including vaccines, testing, treatment, virus behaviour, health complications and the wider effects of the pandemic on society. The MRC-University of Glasgow Centre for Virus Research (CVR) is working in partnership with colleagues across the UK on a range of crucial research areas related to the coronavirus SARS-CoV-2. In early 2021 it was announced scientists at the CVR would join G2P-UK, a new national research project to study the effects of emerging SARS-CoV-2 mutations, while the centre would also lead the establishment of CRUSH, a COVID-19 drug screening and resistance hub in Scotland. Since the emergence of COVID-19 researchers in Glasgow have worked on a range of projects to discover and understand more about the novel coronavirus. Researchers and clinicians in Glasgow will also lead a global study into the longer-term health impacts of COVID-19. The international, multi-site study is launched by ISARIC to measure prevalence and risk factors of long-term health and psychosocial consequences of the disease. Commercialisation activities have generally continued without major interruption through the pandemic and the priority for the University is to grow this activity as part of its ecosystem development, with new enterprises expected to start operation within this year. We have found it harder, however, to conclude projects with small companies during the current year; three KTP projects that were to be submitted during January have been delayed. In collaboration with a number of English universities, Glasgow is a participant in the ASPECT programme promoting entrepreneurialism in social sciences and in this year has also partnered with CEIS, the UK's largest social enterprise support organisation. This marks a significant new direction in the University's enterprise support programme.
Collaboration There is active collaboration with other SFC funding institutions and across the education and skills system. **Core Associated National Measures:** - Specific details of new collaborative arrangements, or plans for collaboration, and what they will achieve in terms of impact for all stakeholders.	**Institutional Collaboration** Specific instances of collaboration are included throughout this document. We collaborate with other institutions across a wide range of priorities. These include: Collaborative work supporting Care Experienced students across the west of Scotland. Continuing validation of Glasgow School of Art degrees. Collaboration on student bridging and pre-entry programmes. Collaboration with English HEIs in the ASPECT programme. Collaboration is a pillar of our Research Strategy 2020-25. Partnership with the educational charity IntoUniversity and the University of Edinburgh, is IntoUniversity Scotland. Three community-based centres have opened in Govan, Maryhill and Craigmillar, areas with the highest and most deeply ingrained levels of deprivation. The centres are engaging with target WP pupils aged 7-18 across their entire learner journey, via a novel whole-family and community approach

Climate Emergency Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures. **Indicators of Success:** - Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures and a pathway to net zero.	**Colleges and universities demonstrate innovative approaches in their response to the climate emergency.** ***Evidence of transformative leadership and the empowerment of sector communities, building capacity in institutional structures across the sectors, developing a placed-based approach to the climate emergency.*** The University has set out an ambitious strategy and action plan in response to the climate emergency - this is available here: https://www.gla.ac.uk/myglasgow/sustainability/glasgowgreen/ **Colleges and universities outline how they are engaging with the Sustainable Development Goals.** The University endorsed the SDG Accord in 2017. We are actively participating in the Times Higher Education (THE) SDG goals impact ranking exercise which will demonstrate the range of our activities aligned to each of the Goals. In 2022, we will host the first international THE SDG summit, which will bring together HEIs, industry and government.

The University of Glasgow at Dumfries

The University of Glasgow at Dumfries, based in the Crichton Campus, is an integral part of the University of Glasgow. In Dumfries, we commit to the same excellence in Teaching and Research and work to implement the same strategic priorities and commitments described throughout our Outcome Agreement.

The core purpose of the University of Glasgow at Dumfries is to create a world class, research-intensive university environment in niche areas matched to the Dumfries and Galloway location, thereby serving regional and national stakeholders whilst working in an international context. Our vision for the Dumfries Campus is for it to be an inclusive centre of excellence for interdisciplinary learning and teaching; a creative research-intensive environment with important national and international research partnerships producing world-class research, KE and Impact; and, as a significant contributor to, and resource for, regional economic development. Its areas of specialism include: environment, culture, health, wellbeing, social policy, education and tourism. Our objective is for activity on the Campus to reach the highest academic standards and to support the social and economic needs of the region. We seek to do this from a position of institutional strength that makes it possible for the University to engage with the considerable partnership and collaboration opportunities that are to be found on the Crichton Campus.

The Learner

We continue to maintain and develop our portfolio of WP schools outreach and adult learner programmes alongside our partnership and collaborative work to widen access to UofG, but also the rest of Scotland.

Our Passport Scheme has been reintroduced for 2021/22, giving six final year school pupils from three local schools access to our range of level 1 courses on the same bases as our new UG students. Taking their course at the same time, in the same place, and with the same assessments as new UG students, participants get a real sense of student life – widening access to Higher Education and demystifying the transition from school to university. The 20 credits participants acquire are transferable if they then study with UofG or other institutions as a UG student. At present this scheme is supported through internal fee waivers and we are keen to explore its expansion on a more sustainable basis.

Our presence in Dumfries also allows us to support other key Scottish Government initiatives. For example, by offering Articulation places in partnership with Scotland's Colleges, particularly Dumfries and Galloway College. In this way we provide students from both within Dumfries and Galloway and further afield, the opportunity to study at a world leading university while helping to meet both the Scottish Government's Regional and Accessibility Agenda.

Our teaching portfolio delivered in and from Dumfries has expanded: our interdisciplinary MSc in *Environmental Risk Management* allows students to acquire an in-depth understanding of how risks from natural hazards materialise and affect societies globally and they will develop conceptual and analytical skills to assess and propose innovative solutions. A fully online *Masters in End of Life Studies* is now on its third student intake, offering students new and critical perspectives on end of life practice and policy, palliative care, cultural representations of death and dying, and related ethical questions. We are developing, for 2022/23, an *MSc in Responsible Tourism* and STEM focussed PGDE.

The System
In support of a world-class educational experience, we have institutional and local strategies and action plans to increase overall satisfaction with the student experience as measured by the NSS and as captured in our institutional KPIs. This includes UofG students at the Crichton Campus.

Focusing on entry to years 1 and 2 of the undergraduate degrees, we are developing strategies to enhance transition into, and engagement in, University life especially for Scottish domiciled students, students with caring responsibilities and care leavers. Specific interventions:

- Course-specific buddy schemes;
- School engagement events;
- Passport Scheme detailed above;
- Partnership working with FE Colleges where Articulation Agreements are in place/are being developed, particularly in Dumfries.
- A Bridging Couse and Summer School for Access

As outlined in our Learning & Teaching Strategy, we are undertaking University-wide activity to enhance interdisciplinary learning and support increased outward mobility which sees increasing numbers of students supported to undertake study abroad and international Placements.

Following extensive consultation with employers the concepts of 'leadership' and enterprise' have been embedded in all of our degree Programmes to ensure that these key attributes are acquired by all of our graduates.

Under an agreement with Dumfries & Galloway Integrated Joint Board, graduates from our MA in Health & Social Sector Leadership who achieve a 2:1 or above are guaranteed a year of employment in a graduate-level role within the local NHS, council or third sector partners.

University of Glasgow receive SFC strategic funding which helps support our infrastructure, in particular the Rutherford-McCowan building – this funding is fully utilised. UofG accounts for use of this funding through the consolidated annual self-evaluation progress report on Crichton to SFC in October covering the preceding academic year. UoG has also invested in space reconfiguration in Rutherford-McCowan creating first class student social and study spaces and a student-focussed café.

Research & Innovation
The School continues to broaden its internal Research Forum to include wider partners, with the aim of identifying more potential opportunities for increased collaborative research and knowledge exchange activity.

Through active participation in RKEC /RCDG, UofG is fully engaged in the shaping of UIF outcomes to meet national priorities and deliver against the plans submitted. Glasgow is engaged in developing the UIF Evaluation Framework and is participating as lead for National Outcome 1 and contributor in the National Outcomes 2 to 7 in the RCDG led sector collaboration activity.

School of Interdisciplinary Studies

UG Student Numbers (Source: UofG Headcount Model, 2021/22 numbers an early indication only.)

Programme	2019/20	2020/21	2021/22
Primary Education with Teaching Qualification	179	187	193
Environmental Science & Sustainability	77	68	62
Health and Social Policy	49	40	34
Erasmus	1		
UofG Total	306	295	289

Annex A: 2020-21 Self-Evaluation

Outcomes for Students

Widening Access

Given the ongoing difficulties of the pandemic, we are very pleased with our performance and sustained progress in widening access to the University of Glasgow and the rest of the HE sector via our WP pre-entry programmes, provision for vulnerable groups and contribution to national strategy and fulfilling the aims of the CoWA Blueprint for Fairness. Our recruitment of MD20 / 40 students within the overall intake exceeded our 2020-21 targets, as did FT MD20 recruitment to the COWA target: 15.7% MD20 (+1.9% on 2019-20) and 30.5% MD40 (+1.9%) against targets of 13.8% and 27.5% respectively, while the CoWA target saw 14.7% (+1.1%) of entrants against a target of 13.8%. These were our highest ever figures for each target.

Early indications are that our 2021-22 entrant figures have increased further. These excellent results were achieved primarily because of our swift and proactive actions during the first Covid lockdown and in-time evaluation, allowing ongoing enhancement throughout the Covid period. We utilised our well-established network of partnerships with schools, colleges, LAs and the third sector to achieve these positive results, despite the ongoing pandemic impacting upon our WP target applicants most heavily.

Our pre-Covid use of online and blended learning methods allowed us to pivot our WP in-school and summer programmes wholly online to maintain and expand provision as required across the Covid period. We enhanced our WP contextualised admissions and Access Thresholds. Student numbers nearly doubled on our Summer School in 2020, with 840 progressing to UofG and other HEIs, a significant contribution to the whole sector. Around 600 progressed in 2021, as we adjusted participant numbers to demand. We used Summer School performance in lieu of Higher Grade results in both 2020 and 2021, mitigating the flawed SQA approach and giving applicants control over their own results and the confidence to accept Glasgow as their destination of choice.

In articulation, we continue to expand our bespoke HNC Articulation Programme, increasing the number of HNC programmes from one in 2018-19 to 13 in 2021-22. College partners have increased from 4 to 7. HNC entrants with Advanced Standing to year 2 have increased from 11 in 2018-19 to 47 in 2021-22 (UofG internal figures), an increase of 327.3% and a very satisfactory performance. This shows the successful early results of our evidence-based approach. Covid affected recruitment for the 2020-21 and 2021-22 HNCs, with the SQA exam situation pushing many intended HN entrants directly into university, but we shall continue to work with our college partners to try to increase year 2 entrants to Glasgow.

We have stepped up our provision for vulnerable groups: care experienced; estranged from family; carers; asylum seekers, and refugees, who have been impacted most by Covid, providing increased financial, academic, and pastoral support. A new layer of support staff, 20+ Student Support Officers and Health and Wellbeing Officers, have been recruited during 2020-21, allowing us to step up support further for our most vulnerable students at this time of most need.

Overall, we are very satisfied with our progress, despite the difficulties of Covid. Our comprehensive provision and extensive partnership network, including 160 schools, 14 LAs, FE Colleges and third sector organisations such as SWAP, enabled us to maintain and step up our provision as required. A full online pivot of

programmes and many hours of 1:1 support for particularly vulnerable WP applicants and students has mitigated as much of the impact as we could have. This year, more than ever, our whole learner journey approach has been needed, utilising all aspects of this approach: pre-entry AIG; contextualised admissions and Access Thresholds; monitoring and tracking on degree course, to allow targeted intervention and support to be implemented as required. We retain the interests and choice of individual learners at the forefront, recruiting directly to Glasgow, but also aiding learners to progress to other HEIs which may be better-suited for them. We shall maintain our regional and national partnership work to continue to mitigate the particular impact of Covid on Scotland's most deprived areas, 68% of which are in our region, and shall not be deflected from our commitment to significantly contribute to the achievement of the CoWA recommendations and targets. Now is not a time to slacken effort, but to intensify this work.

NSS

In a year of volatile NSS results due to COVID our ranked position for Overall Satisfaction within the UK improved (from 14th to 7th), within the Russell Group it was maintained (2nd), and it improved within Scotland (from 5th to 4th). Even with these improvements in rank, there remains a commitment to institutional and local action plans in order to return to our previous higher scores.

Graduate Outcomes

We saw a reduction in our Graduate Employability KPI in our most recent set of results. The range of support and services we offer to our students has developed in response to Covid, as outlined in the main OA, and we will closely monitor the impacts of these services in future Graduate Outcomes results – factoring in the time-delay inherent in the measure.

Student Partnership and Experience

Efforts to engage with students through our normal mechanisms such as class representatives, PSR, and regular meetings with the student body through our Student Representative Council (SRC) Sabbatical Officers continued and indeed increased as the SRC officers became involved in weekly policy and planning meetings and daily communications updates with members of the Senior Management Team and Service Heads. This allowed swift escalation of any concerns.

Our student facing academic support (study skills support) moved to online delivery within days of lockdown and continued into 2020/21, so that there was no break in provision for supporting students during their dissertation, and that provision has continued online with high levels of demand.

High Quality, Efficient and Effective Learning – Right Learning, Right Place

Our new Learning & Teaching strategy was developed during the pandemic (https://www.gla.ac.uk/myglasgow/senateoffice/policies/learningandteachingstrategy/) and this makes a commitment to ongoing support for blended and online learning.

Outcomes for Economic Recovery and Social Renewal

A Developed Workforce

Our new learning and teaching strategy has been developed in recognition of the challenges ahead and has a firm skills focus. While this is future facing, we have undertaken a review of our graduate attributes framework and are embarking on its promotion this year (in partnership with the Student Representative Council) so as to support students in their skills development and presentation of those skills. A number of academic areas are already strengthening their engagement with employers through new advisory boards for example, and it is a requirement of all new courses and programmes that there is employer engagement at the course/programme design stage.

Since the first pilot run of our SFC Upskilling in July 2020, 3,806 fully-funded learners have enrolled onto our upskilling courses and we exceeded our April 2021 target of 450 NTTF learners (we had 571). We are on target to have delivered upskilling to over 5,600 learners by April 2022. Upskilling has provided an opportunity for us to work closely with key stakeholders (such as the Glasgow Chamber of Commerce and Project Lift) and to promote courses through organisations such as Zero Waste Scotland, the Scottish Council for Voluntary Organisations, Project Lift and the General Teaching Council for Scotland (GTCS).

Knowledge Exchange and Innovation

The University has a major role to play in economic and social recovery from Covid-19. Examples include the Glasgow Riverside Innovation District (GRID), a joint initiative between Glasgow City Council, Scottish Enterprise and the University, encompasses the west end of Glasgow and the south side of the Clyde, and incorporates Govan, one of the city's areas of multiple deprivation.
Our Main OA and UIF Annex describe the ongoing and developing projects within this space.

Climate Emergency

The University has set out an ambitious strategy and action plan in response to the climate emergency - this is available here:
https://www.gla.ac.uk/myglasgow/sustainability/glasgowgreen/

2020/21 emissions data is not yet finalised for 2021. In line with our public reporting duty, this will be finalised and reported in late 2021.

Our most recent Carbon Emissions data (2020) shows that emissions fell sharply for 2019/20, dropping to 46,785tCO_2e from 60,358 the previous year. This reduction is an outlier, as a large portion of it is due to COVID dramatically reducing Scope 3 emissions in commuting and business travel in particular.

Outcomes for Research

Our research continues to make significant and wide-ranging contributions to knowledge, society and the economy. In its Research KPIs, the University maintained its 4th position for postgraduate research students per academic FTE, improved from 10th to 9th in its measure of publication citations and moved from 5th to 6th in the Russell Group for income per FTE.

The University launched its 2020-25 Research Strategy in October 2020. This strategy is centred on the mission *"By working in teams, building on each other's ideas and making Glasgow the best place to build a career, our research transforms lives and changes the world"*. This strategy was influenced by a substantive project to define our desired research culture: one in which we support each other to succeed, we recognise and value different contributions to research and we uphold the highest standards of academic rigour. Delivery of this strategy will further develop a research environment within the University that promotes excellence and impact and in which the conduct of research is as important as its outcomes. In the twelve months since its launch, implementation of the research strategy has been focused on four workstreams: (i) Talent – attract and develop potential (ii) Collaboration – incentivise, reward and support collaboration (iii) Creativity – drive new ideas (iv) Invest in our strengths – raise our research profile and our research impact.

Careers and the ambition to make Glasgow the best place to develop a career was identified as one of the three pillars of the Research Strategy. The highly successful Lord Kelvin Adam Smith (LKAS) Fellowship Scheme, which has since 2012 been one of our principal mechanisms to attract academic talent, was temporarily paused during the pandemic. The SFC uplift has allowed us to un-pause this scheme and continue to commit £100K to more than 60 PDRAs applying for prestigious externally-funded independent fellowships. The University's flagship Early Career Development Programme, designed to accelerate the careers of new academics, was demonstrated to lead to higher promotion success rates and gender parity in outcomes for participants. New professorial promotion criteria introduced in 2019-20 to introduce parity of credit for research impact, outputs and demonstrations of collegiality were paused due to the pandemic but have been reintroduced in this year's process. We developed, publicized and began implementation of our 5-year culture action plan, including signing up to the Concordat for the Career Development of Researchers. A dedicated post was appointed to begin implementing the concordat, resulting in a series of new programmes and initiatives to support researcher careers. These included new online learning opportunities for researchers, PIs and supervisors, pilot coaching and secondment programmes for ECRs, and in recognition of the important role that ECRs often play in PGR supervision, we participated in developing and piloting the UKCGE Associate Recognised Supervisor award in the Summer 2021. Glasgow also led on a dedicated researcher policy forum in December 2020, where we engaged with ECRs, funders, policy makers and research leaders, resulting in several key actions for ECR support being embedded within the SFC Coherence and Sustainability review published in Spring 2021.

As for many across the sector, the University's research was significantly interrupted during 2020-21 by lockdown, temporary lab closures and reduced lab occupancy, resulting in a 13.5% reduction in research income for the year. Despite this reduction, a review of grant application and award date comparing the months prior to and during the pandemic indicates that we have not experienced a significant drop in activity, although the longer-term repercussions of this period of disruption remain to be seen. Emergency funding from the SFC has been critical to mitigating the impact of these disruptions on careers and on research capacity and capability, and thus ensure the sustainability of our research base. During 2019-20 and 2020-21 the £15.3M budget has directly supported projects and careers: stipend extensions for PGRs, bridging funds for externally funded staff on fixed-term contracts, preserving the full salary for furloughed research staff, and financially supporting fellowship applicants. The UKRI Covid-19 Allocation has been used for similar purposes, alongside no-cost extensions for deferred research programmes. The University's policy has been to mitigate the impact of the pandemic on our ~3,000 postgraduate researchers (PGRs) based on the impact on individual research projects or on the ability of a

student to progress their project. The policy applies to all our students regardless of funding source and adheres to the principles agreed by Scottish HEIs via the Universities Scotland RDTC. We also identified actions to mitigate the differential impact of the pandemic, thus lessening its potential long-term consequences on the research careers of individuals or groups. In February 2021, we launched two schemes to mitigate the differential impact of COVID-19. A report on this project, which has supported 164 staff, is posted online here. In July 2021, we launched a £3.2M scheme (including a £1M contribution from SFC) to develop ambitious collaborative funding bids. A total of 163 proposals were received and are currently under review.

The University has made substantial contributions to the national effort to understand the nature of SARS-CoV-2, its transmission dynamics, and its effects on health. For example, the MRC-UofG Centre for Virus Research (CVR) is part of a £20M COVID-19 Genomics UK Consortium, and supported the Oxford COVID-19 vaccine trial. Two major projects were announced in January 2021, including the establishment of CRUSH, a COVID-19 drug screening and resistance hub in Scotland that will accelerate the development of antiviral drugs, in collaboration with LifeArc and the Dundee Drug Discovery Unit. We are also one of 10 participating institutions in the £2.5M UKRI-funded 'G2P-UK' National Virology Consortium, to study how mutations in SARS-CoV-2 affect key outcomes. In April 2020 the University set up the Lighthouse Lab for Covid testing and rapidly expanded into one of the UK's largest testing facilities, recently completing their 20millionth COVID-19 PCR test . Much more information on the University's major contribution to the Covid response can be found here.

Our commitment to open research has seen a year-on-year increase in the percentage of outputs being available openly with latest figures showing that 91.8% of 2021 journal articles are open access. In addition, at least 600 outputs on our repository have CRediT contributions listed. A UKRN-led bid to the Research England Development (RED) fund, on which Glasgow partnered, was successful and work to develop an initiative to drive uptake of open research practices starts this year.

Annex B – University Innovation Fund

The University of Glasgow is firmly committed to furthering its position as a world leader in research and innovation to drive economic, social and cultural recovery and growth across Scotland and beyond. Our mission to enhance Scotland's economic performance has recently been highlighted in our report entitled '*Inspiring Economic Impact'* (October 2021) which demonstrated that in return for every £1 of Scottish Government funding received we generate £8.37 of output.

The University of Glasgow uses the UIF to employ ~45 staff (headcount), both centrally and in its four Colleges, who facilitate and support innovation activities contributing to the UIF National Outcomes. The University of Glasgow has recently approved its new five-year Innovation Strategy which sets out our five interlinked strategic themes and a core mission to build an innovation ecosystem around the University and Glasgow City Region. In AY2021/22, the University will invest approximately £1.6m to support year one implementation which, alongside our £300k p.a. Glasgow Knowledge Exchange Fund, will contribute to delivery of the UIF Outcomes.

Outcome one (demand stimulation): working with Scotland's Enterprise Agencies (EAs), Scottish Government, business networks, Interface, and others, Scottish HEIs will have helped to increase the demand and quality of engagement from businesses and the public sector for university services.
• Opening in Spring 2022, the University's new Advanced Research Centre (ARC, £113m investment) will be a focus for collaboration at the University with research and innovation engagement at its core. We will drive engagement with external stakeholders including the public, community groups, public and third sector, enterprise agencies and innovation organisations and industry. Partners will have access to the ARC's diverse mix of physical spaces and digital infrastructure, allowing for involvement of on-site and remote participants, while giving the potential for longer collaborative residencies, for example hosting industry partners throughout a knowledge exchange track in one of the ARC's collaboration zones. • The £90m Living Laboratory, a partnership between academia, industry, NHS, underpinned by support from SE, Glasgow City Council, Scottish Government,, and business agencies will cement Glasgow as an international centre for precision medicine. The enabling infrastructure and facilitated access to end-user clinical environments will accelerate innovation that will increase demand from industry to work with the Living Laboratory. • Part of the Living Laboratory, the scoping and planning for the Digital Health Validation Laboratory (DHVL) will design specialised space fit for industry's needs to allow digital health developers across multiple sectors to assess their products along the entire commercial development pipeline. • The Industrial Centre for AI Research in Digital Diagnostics (iCAIRD) will complete delivery of exemplar projects to demonstrate the mechanisms available for industry related to AI, machine learning and digital diagnostics. Additionally, iCAIRD will develop a sustainability plan to ensure that current industry engagement is maintained, that frameworks exist for new opportunities and continue to support the £3.37m Industrial Strategy Challenge Funded INCISE project which is working with industry and developing AI to predict bowel cancer risk. The DHVL (see above) will build on the infrastructure created by iCAIRD to ensure synergy and highlight the commercial digital/AI infrastructure available. • Within the Arts and Humanities, we will continue to support the evolution of our network of multi-disciplinary Arts Labs to facilitate dialogue with public and private sector organisations with the goal of securing collaborations across topics including Immersive Experiences, Games & Gaming and Migrations. Building on this track record, the College of Arts will develop an engagement framework to create multiple, curated, opportunities through the year to bring together industrial, civic and cultural organisations to engage with researchers in a meaningful way to enhance access for external partners.

Outcome two (simplification/commercialisation): in partnership with the EAs and Interface, Scottish HEIs as a sector will have demonstrably simplified business access to the knowledge and expertise in Scottish universities.

The University recognises that simple access to its facilities and expertise is an important aspect of delivering innovation services to businesses. Throughout 21/22 we will enhance this through several mechanisms.

- Recruitment: Within the new Innovation Services Directorate, we will recruit an Innovation Marketing and Communications Manager and enhance our translational grant support through the recruitment of a Business Development Manager focused on KTP and other Innovate UK funding streams, working in collaboration with businesses. Through the employment of a Translational Project Officer, the College of Medicine, Veterinary and Life Sciences (MVLS) will deliver an audit of innovation capabilities and expertise across the College. The outcomes of this will be built into 21/22 strategic planning for staff support functions and engagement with external stakeholders to the knowledge and expertise within MVLS.
- Revision to policy: We will publish a revised IP policy that clarifies our institutional mission for commercialisation and provides enhanced incentives to founding academics.
- Review of Processes: In parallel we will undertake a review of our current commercialisation processes and development of a streamlined framework for identifying and accelerating the most promising opportunities. We will also commence a review our processes for contract research to ease access for businesses to our research base and will use this model to build out a toolkit of engagement mechanisms for businesses.
- Marketing and Comms: The University currently utilises a small range of materials and platforms to support marketing of our knowledge and expertise to business. These include central and College-based Business Engagement, Commercialisation and Licensing webpages and the use of KONFER and IN-PART to publicise potential engagement and/or commercialisation opportunities. Throughout 21/22 we will refine and simplify access to our webpages and include more marketing summaries to attract licencing opportunities, spin-out investment**,** and co-development opportunities.
- Opportunity audits: We will continue our Opportunity Audit programme to identify innovation pipeline and provide targeted support to investigators and projects. To date, 116 researchers have been audited; 104 projects reviewed; 73 opportunities for funding identified; 40 opportunities for IP assessment identified; 4 new patent filings; 5 licence deals signed; 5 spin-out propositions at various stages of development including Epieus Pharma, Solasta Bio Ltd. and Keltic Pharma Ltd. We will run our first Opportunity Audits in our College of Social Science and College of Arts in 21/22.

Outcome three (simplification/greater innovation): in partnership with the EAs and Interface, Scottish HEIs will, at a national level, have made strategic use of their sectoral knowledge to promote greater innovation in the economy (including beyond non-STEM).

- The University will continue to lead and manage the award-winning Lighthouse Lab in Glasgow, one of the UKs largest COVID-19 testing facilities which is supporting NHS in Scotland. Our College of MVLS is working with SE, Skills Development Scotland, Scottish Government, NHS and FE sector to increase testing capacity and workforce numbers to ~1100 people. Working with these stakeholders, we are developing a longer-term proposition for the Lighthouse that supports Scotland's epidemic preparedness and diagnostic capacity beyond COVID-19 as well as a skills pipeline for the life sciences sector. We have already submitted a tender response with industry to the Our Future Health bid.
- The University will continue to support the two national Innovation Centres it hosts, including the Innovation Centre for Sensing, Imaging and Internet of Things (CENSIS) and the Precision Medicine Scotland Innovation Centre. The growth of the precision medicine cluster and the highly supportive ecosystem being developed will promote greater precision medicine innovation in the region including innovative approaches to skills development and community engagement through partnerships with Skills Development Scotland and Glasgow Science Centre. The University is also working closely with the Scotland 5G Centre, to deepen links between future telecoms research and case studies and promoting these to industry across Scotland and the UK.

Outcome four (entrepreneurialism): Scottish HEIs as a sector will have made a significant and positive change in the way entrepreneurial opportunities are promoted and delivered to students, HEI staff, and businesses.

- A key goal in AY 21/22 is to nurture a new generation of academic social entrepreneurs from across the breadth of our academic community. In September 2021 we launched our '*Innovating the Future'* initiative. This suite of training and resources aims to promote, develop**,** and sustain social enterprise as an alternative set of models for academic spin out opportunities. The initiative has two main elements: (i) The ASPECT ARC Accelerator programme (University of Glasgow is a partner in the CCF funded ASPECT consortium) and (ii) The Inclusive Innovation Programme: a Scottish Government funded collaboration between the University of Glasgow and Community Enterprise Scotland (CEIS) which through a range of partners delivers digital training, business support legal support from MacRoberts LLP; and support to internationalise your idea from the Challenges Group; as well as from the University's IP & Commercialisation team.
- Within the College of Social Sciences, we will continue delivery of the collaborative GamesHub project (with partners Bristol, Manchester and Nottingham Trent) focused on commercial games based on social science research. The College will also pilot a new Innovation *Fellows* scheme, in partnership with Oxford and Manchester, over 21/22, supporting a small cohort of early career social science researchers who have successfully engaged in venture creation to act as champions for their peers.
- Within the College of Science and Engineering, our in-house Glasgow University Software Service (GUSS) operates across the institution and for local SMEs, working alongside Interface. It offers Computing Science students paid part time employment, provides SME's access to affordable software development services and supports research and knowledge exchange. Since forming 2 years ago, GUSS has taken on over 60 projects and is currently exploring ways to fund student-led start-ups on prototype development to market test technology business ideas.
- The College of MVLS will work with the University's Adam Smith Business School to develop a 'Preparing for Innovation' Programme to provide our staff and students with the tools that they need to understand innovation and to develop an entrepreneurial mindset.
- The University supports a range of activities for staff and students to develop awareness and knowledge across a range of engagement and innovation activity. This includes our Glasgow Crucible initiative, an annual event for around 30 of our early career researcher community on an immersive residential course with expert advice and workshops across a number of co-research specialism including enterprise, public and policy engagement.

Outcome five (international): in partnership with Scottish Development International, Connected Scotland and others, Scottish HEIs will have pooled their knowledge and networks, and shared good practice to promote and engage Scotland internationally (operating under Scotland's International Framework).

The University is committed to the promotion of Glasgow and Scotland as destinations of innovative talent from across the world and is actively promoting its expertise, capabilities and facilities internationally. For example:

- Our Centre for Sustainable Solutions has been promoting Glasgow research in the lead up to COP-26 via the SDI webpages to highlight ultrasonic activities at the Universities Glasgow and Strathclyde to support capabilities worldwide, which was used by SDI to promote Scottish research. This is also supported by the successful EPSRC funded FUSE CDT, led jointly by the Universities Glasgow and Strathclyde.
- The College of MVLS will work with Scottish Enterprise and Kadans Science Partner to market the Health Innovation Hub (HIH) globally, to identify inward investment and tenants for new commercial space being developed as part of the Living Laboratory, building on the success of the award-winning Clinical Innovation Zone. We intend to launch the HIH at EXPO2020. New business opportunities from the Living Laboratory will in turn drive further demand from industry.

Outcome six (inclusive growth and social impact): building on current and good practice, Scottish HEIs will have scaled up their support of the Scottish Government's ambitions for inclusive growth.

The University plays a key role in supporting the Scottish Government to deliver their ambitions for inclusive growth.

- The Lighthouse Lab, which has successfully created 700 jobs, and will potentially increase its capacity to provide an additional 400 more in the local community.
- Launch of our £1.5m IntoUniveristy Govan learning centre in to provide additional educational support to young people aged 7-18 years to achieve their educational ambitions. The project has sited itself in local property which in turn has already provided a community rental income and 8 direct jobs.
- The College of Social Science has recently recruited a Professor of Wellbeing Economy with the specific intention of developing a programme of research, knowledge exchange, and practice to help inform the University's, and national stakeholders' approach to inclusive growth.
- The University partners with Glasgow City Council and Scottish Enterprise on the Glasgow Riverside Innovation District (GRID). The GRID partnership is supporting several community projects focussed on social and cultural regeneration including undertaking a commercial viability study into a water sports facility based in Govan with associated community facilities; and the 'Creating a Cultural Place and a Net Zero Innovation District' project in partnership with SWG3 (lead) which has been awarded £480,000 from the UK Government Community Renewal Fund to commence work in 2022.

Outcome seven (equality and diversity): building on current and good practice, HEIs will have ensured positive promotion of equality and diversity in staff and all who are affected by the use of the UIF.

The University is committed to the core principles of accessibility and widening reach, and supporting equality, diversity and inclusion (EDI) and all staff need to have completed the University's online EDI training module to access internal innovation seed funding**.** Specific initiatives running in 21/22 include:

- Within our College of Science and Engineering, EDI forms a key underpinning aspect of our EPSRC and STFC funded IAA programmes, providing targeted support to Early Career Researchers (ECR) to engage in impact development and commercialisation, particularly for ECR women, for example through the Visnet programme. We have funded and established programmes such as Women in Photonics **and** Amplify, a mentoring programme for under-represented groups in HE, paired with industry mentors for Computing science, engineering, physics and astronomy. The Amplify project took on 22 students in 2021 and following a successful pilot, will look to be extended to all students in CoSE in 2022.
- Similarly in our College of MVLS specific equality and diversity initiatives will continue to be supported with ISSF funding including: the deployment of the Older Workers toolkit and development of an educational resource to embed the principles of equality and diversity into the curriculum; the ISSF Academic Returners Fund– which supports all academic staff regardless of career track or gender returning to academic life after a period of parental or carers leave and the ISSF Carers Conference Fund, open to all staff to make a direct contribution to the additional caring costs (for child and adult dependents) incurred by staff when attending conferences. A new project has been identified to look at the impact of the covid-19 shutdown on gender, race**,** and minorities.

MVLS 2025 – a proposal for the future shape of our College

Consultation process

The MVLS staff consultation on a proposal for the future shape of our College (see below) was launched on 22nd September 2021 and ran until 15th October 2021. It was launched via an email from the Head of College to all MVLS staff and supported by a dedicated webpage: MVLS 2025, including a video message from the Head of College about the vision for the future and sharing details of the proposal. The webpage has received 2,055 unique views so far.

Consultation responses were requested via an MVLS 2025 email address, through the webpage and with the option to provide feedback anonymously (added following requests from staff and the Trade Unions). 94 written responses were received during the consultation period (50% of which were anonymous).

All MVLS colleagues were also invited to attend one of 11 virtual townhall meetings in September 2021 (with Head of College, Director of Professional Services, Deans, and Head of HR) and 625/2,548 attended.

We are also maintaining a positive dialogue with the Trade Unions, via an agreed schedule of monthly liaison meetings. TU representatives had early sight of the proposal and received draft FAQs with responses, which have been added to the webpage to address some of the common questions that arose through the feedback and the townhall meetings.

A high-level equality impact assessment completed by the University Equality and Diversity Unit has provided baseline data, which will be taken into account during implementation phases. Our commitment to equality and inclusion will continue to underpin the future shape of our College's culture and practices.

Consultation outcomes

College Management Group met on 20th October 2021 to consider the feedback. They received a summary of the main themes and had access to all full responses (anonymised). The feedback was split between those who responded about the future shape proposal and those who commented on the developing College strategies. To address the clear need for further information about our strategic ambitions, we will update the webpage with further information and hold a series of strategic thematic townhall meetings to provide staff with opportunities for further discussion.

Amongst those who commented on the proposal to reshape the College, the majority were very positive about the benefits of integrating teaching and research for the College, our staff, and our students. The proposed number of Schools was also seen as appropriate. It was clear that the names of our future Schools will be very important, and the proposal has been updated to be clearer that the names currently used are simply to indicate the disciplinary make up intended. Further consultation will take place about names during implementation if approval to proceed is given.

In terms of the component Schools, the vast majority of feedback related to the proposal to integrate the School of Veterinary Medicine and the Institute of Biodiversity, Animal Health and Comparative Medicine and how best to integrate staff and degree programmes currently within the School of Life Sciences in the new structure. This feedback is being addressed through local management dialogue. Additionally, the thoughtful and detailed feedback received from many colleagues will be invaluable in determining the detailed planning required for implementation of the proposal.

In summary, the MVLS staff consultation provided the College Management Group with confidence that colleagues within MVLS are generally supportive of the proposal for the future shape of the College. MVLS College Management Group and University Senior Management Group approved the proposal on 27th October 2021 and 1st November 2021 respectively.

ACTION REQUIRED: approval of the proposal for the future shape of MVLS is sought from University Court.

8th November 2021

MVLS 2025

MVLS has enjoyed a remarkable and positive journey since its foundation in 2010. The last 12 months has been no exception as the MVLS community has responded magnificently to the COVID-19 pandemic to deliver outstanding education, research, and innovation. The world has changed considerably over this decade and will do so with increasing pace post-pandemic. We face increasing competition for students from international peers and a much-straitened research funding environment. Scottish and UK Governments expect us to deliver impact from their investment in research and teaching for local, national, and international communities.

To succeed in this new, dynamic environment, we need to anticipate opportunities and be agile in our responses. We must identify and resource strategic investments and operate efficient systems and processes to facilitate and support our activities. We need colleagues from all job families to have access to flexible career opportunities, across all career stages and thereby support individuals to contribute to our collective success whilst achieving their personal career ambitions.

Our College purpose is to transform lives by tackling the major biomedical and life sciences challenges of our times both locally and globally. Our mission is to bring a community of world-changers together across the College, and indeed Colleges of the University. Our vision is to be a world-changing college, creating impact in society through the delivery of outstanding education, research, and innovation.

We have recently developed thematic strategies for Education, Research, and Innovation, Engagement and Enterprise. These interlinked strategies have articulated an ambition for the College that will require a unification of purpose around core thematic priorities. They also recognise the importance of colleagues coming together, regardless of job family or career stage, to bring diverse expertise to tackle complex challenges through education, research, and innovation.

Shaping the College to support our strategic ambition

Whilst the proposal is structurally modest, it is big on ambition. We propose to facilitate integration and efficient delivery of College priorities by creating structures that better enable academic and professional services colleagues to coalesce around thematic strengths, across strategic pillars of education, research and innovation. ***We propose to unite colleagues in eight Schools, focussed on disciplinary interests rather than by whether teaching or research is the primary function.*** Through this reshaping, we aim to:

- provide closer integration of research with teaching expertise and embed their mutual importance in the development and delivery of research-led and informed teaching;
- ensure discipline relevant research and scholarship opportunities for teaching colleagues and embed pedagogy within research groups to inform their delivered teaching;
- allow research to focus on cross-cutting strengths to create the capacity and momentum to proactively seek and secure ambitious large-scale funding to support our ambition to deliver significant impact;
- support a core professional services model that recognises the vital role played by MPA, technical and operational colleagues in underpinning our academic endeavour and empowers the delivery of new ways of working; and
- underpin the future shape of the College with our commitment to equality and inclusion.

Alongside our Schools, College Services will provide support for our three strategies. In particular, the School of Life Sciences professional services teams will form the core of a new Hub for Academic Practice and Scholarship to deliver education support for Schools focussed on undergraduate education (non-professional programmes). With underpinning investment, shared research facilities will be coordinated and a new ENGAGE Innovation Hub will provide opportunities to link external stakeholders and industry with our research and education.

Figure 1 shows our proposal for the future shape of MVLS. *Please note that names are indicative only at this stage to give a sense of intended disciplinary groups and may change following further consultation.*

Implementation of our three strategies will be via thematic MVLS Strategy & Delivery Committees (SDCs) (which will evolve from and replace the strategy groups chaired by the Deans of Learning & Teaching, Research, and Corporate Engagement & Innovation) with cross-strategy representation and senior membership from each School. Regular meetings of the MVLS Deans will ensure interconnectivity and synergy between the MVLS SDCs. School Executive Groups will have responsibility for delivery of School strategic KPIs and ensure strategy implementation through School committees mirroring the MVLS SDCs.

Figure 2 shows the corporate governance of implementation of the MVLS strategies. *Please note that academic governance will continue via existing committees, e.g., Learning & Teaching Committee.*

A common framework for each School

All Schools will have a common framework and operating model within which local areas will be empowered to determine how the School is brought together and operates. It is proposed that each School would have:

- **A leadership team,** including a **Head of School** supported by a thematic Director for each strategy (Research, Education, and Innovation, Engagement & Enterprise) and a Head of Professional Services. The **Directors** will be advertised and appointed from within the School and will have explicit remits focussed on local implementation of the MVLS strategies. The **Head of Professional Services** will be a business partner for the Head of School and lead organisational review and process implementation within the School and more broadly as part of the College Professional Services Group.
- **Empowered decision making,** with greater budget visibility and fewer decisions requiring College approval. This empowerment will require **greater responsibility** for Schools to deliver on research, education and innovation ambitions to ensure we generate a sustainable business model for the College and provide investment for the future. It would also require **altruism** between Schools regarding posts and other investments to seize opportunities as they arise.
- **Centres**, which would be embedded within a School but with nodes in other areas to enable cross-collaboration. Centres will form foci for research excellence within each School and, under the research strategy, our ambition is to identify new opportunities for Centres so that targeted investment can be provided to support delivery as they arise.

What this means for colleagues across the College

We envisage, in most cases, colleagues will simply transfer to a new School that best aligns with their current role. A process to determine membership of each School will be developed and agreed via College Management Group (with appropriate Trade Union consultation). For academic colleagues within the School of Life Sciences, this may be via mapping of degree programmes to Schools with the opportunity for individual discussion in cases where this is not immediately clear.

The proposed organisational shape encompasses our existing core business activities and, accordingly, jobs are expected to continue on existing terms. Whilst all jobs evolve, it is envisaged that colleagues will generally find their roles and careers naturally fit within, and are enhanced through, our proposed new shape. Should there be any cases where mapping to the new structure is unclear or concerning, then full consultation with colleagues will seek to reassure and identify supportive options.

The University's formal Head of School appointment policies and procedures will apply where a new School is materially different from the current structure.

During the implementation stages, we will follow a consultative process to ensure that colleagues can discuss how the activities associated with their role will align with the amended organisational shape.

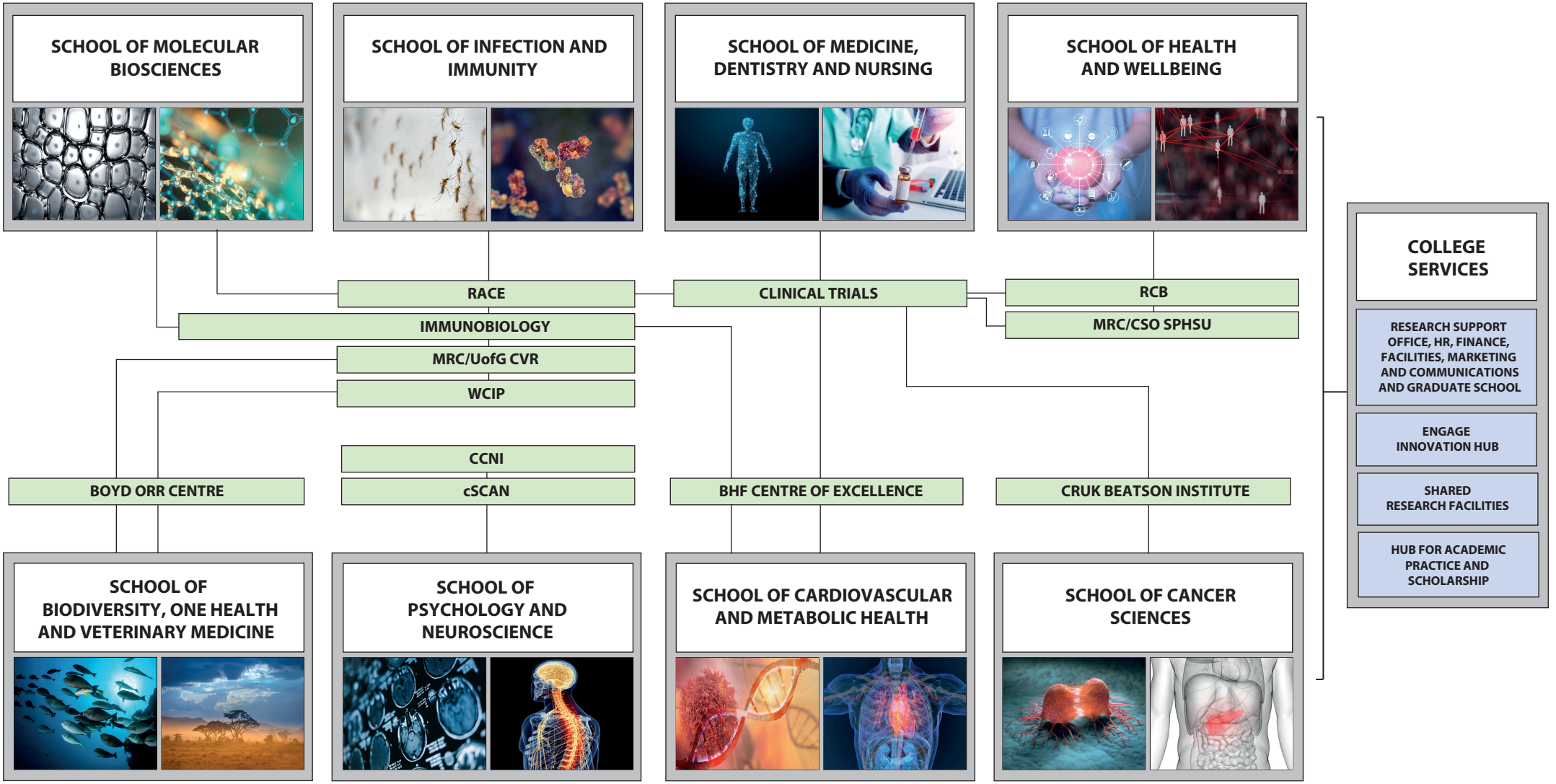
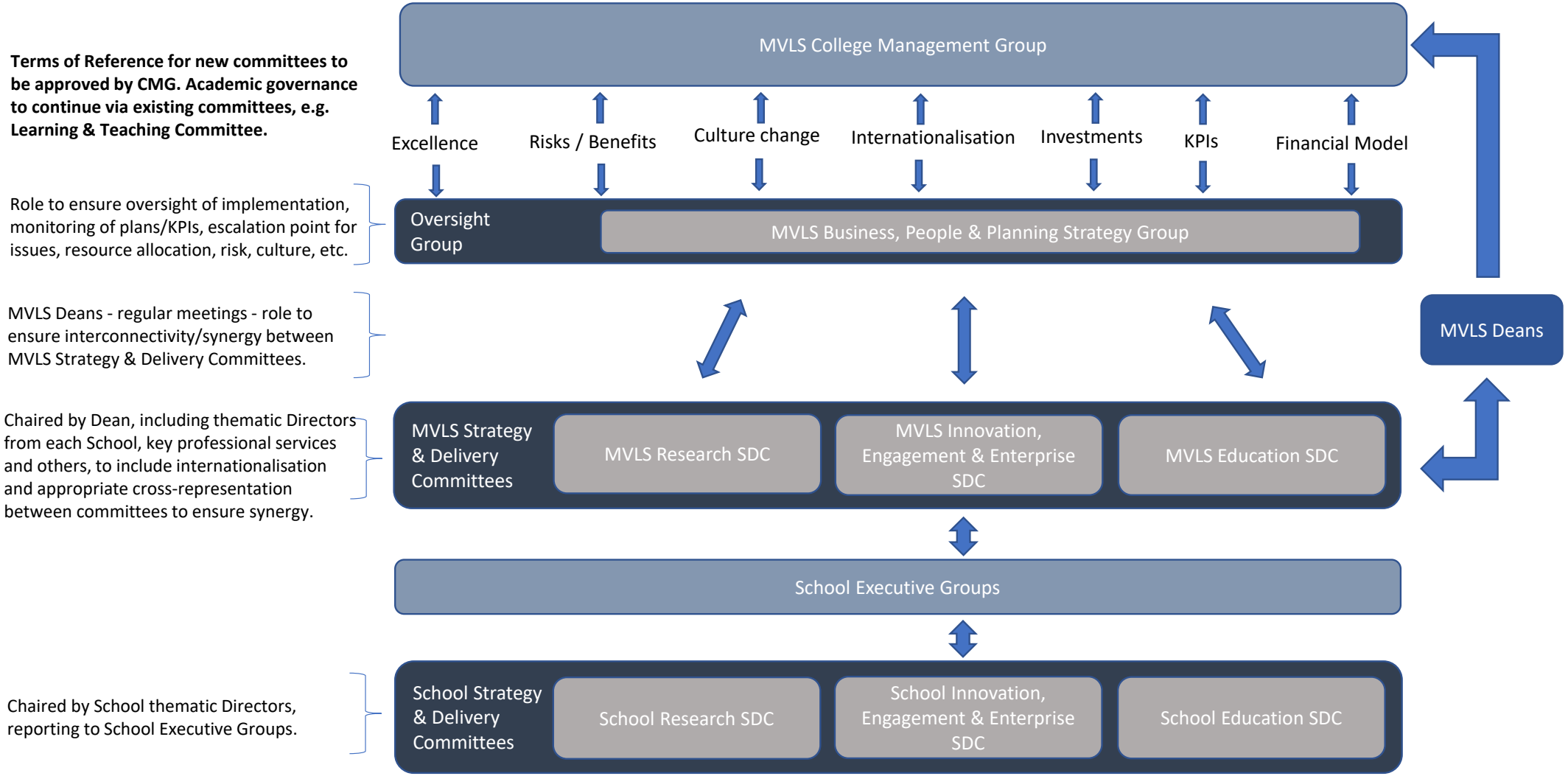


Figure 1: The aim is to facilitate integration and efficient delivery of College priorities by creating a structure that better enables academic and professional services staff to coalesce around thematic strengths, across the strategic pillars of education, research and innovation. We propose to coalesce staff into eight Schools, focussed on disciplinary interests rather than by whether teaching or research is the primary function. Centres which will cross School boundaries to enable cross-college collaboration (indicative Centres are shown in green and not a comprehensive list - for illustrative purposes only). College Services will include focussed support for each strategy (shown in blue, see College strategies for detail).

All names are indicative and subject to further consultation

Figure 2: MVLS governance of strategy implementation. HoC with CMG has overall responsibility for strategy direction and resources. MVLS Business, People & Planning Strategy Group will be responsible for monitoring KPIs and executive decision-making related to, e.g. resource allocation. Implementation of the strategies will be via thematic MVLS Strategy & Delivery Committees (SDCs) with cross-strategy representation and senior membership from each School (with time buy-out to enable local implementation). Regular meetings of the MVLS Deans will ensure interconnectivity and synergy between MVLS SDCs. School Executive Groups will have responsibility for delivery of School strategic KPIs and ensure strategy implementation through School committees mirroring MVLS SDCs.



Convener of Court
Summary of Business – 1 October to 24 November 2021

Date	Meeting	Location
4 October 2021	Autumn Convention of the South of Scotland	Virtual Meeting
14 October 2021	Committee of University Chairs Autumn October Plenary	London
15 October 2021	Phone call with Anton Muscatelli	Phone call
21 October 2021	Committee of Scottish Chairs	Virtual Meeting
25 October 2021	Estates Investment Scenarios	Virtual Meeting
26 October 2021	Court Member Interviews	Virtual Meeting
27 October 2021	Principal's Performance and Development Review with June Milligan	Virtual Meeting
2 November 2021	Pre-Court Officer's Meeting	Virtual Meeting
	COP26: Asset owner climate expectations of asset management/Students Organising for Sustainability UK – Pre-Panel Meeting	Virtual Meeting
4 & 5 November 2021	Windsor Leadership's 2021 Strategic Leaders Consultation	Windsor
8 November 2021	COP26: Asset owner climate expectations of asset management – panel discussion	Glasgow
9 November 2021	COP26: Sustainable Solutions Showcase	Glasgow
	Meeting with Libby Passey, PHD Student at Institute of Gravitational Research	Glasgow
	COP26: 30% Club and Oliver Wyman Forum	Glasgow
	COP26: Dinner – Mastercard/30% Club	Glasgow
10 November 2021	Meeting with Anton Muscatelli	Glasgow
	Finance Committee	Virtual Meeting
15 November 2021	Phone call with Gavin Stewart re Finance Committee	Phone call
17 November 2021	Campaign Leadership Board	Virtual Meeting
19 November 2021	Nominations Committee	Virtual Meeting
	Remuneration Committee	Virtual Meeting
24 November 2021	Meeting with David Foley, Cabinet Office	Glasgow

	Pre-Court Agenda Meeting	Glasgow
	Court Briefing	Glasgow
	Court	Glasgow

University of Glasgow

Court: 24 November 2021

Report of the meeting of the Student Experience Committee held on 24 September 2021

Dr David Duncan and Ms Ella McCabe, Co-Conveners

1. Student Accommodation and Residences

Robert Garnish gave an update regarding the University's accommodation situation and recent capacity challenges. Unprecedented demand going into the 2021-22 session together with November and January starts remaining in accommodation meant that all 3,500 University rooms were full and approximately 400 first-year students had not initially been offered bedspace. This number has been reduced to just 13 through a variety of alternative arrangements, including offers of accommodation in the City Centre, Paisley and Stirling, as well as the option to defer with a bursary of £1,500. It was expected that spaces would soon be found for these remaining students. It was also expected that the conclusion of courses which had started in November and January would free up further beds, while 200 additional rooms were being offered under an agreement with Unite Students. It was noted that students who do not fall under the accommodation guarantee should be encouraged to apply for support under the Hardship Fund should they be struggling with the costs of accommodation. Details on eligibility would be published on the website. Dialogue between the University, SRC and the City Council was planned to discuss the rising rent costs facing students across the city. It was confirmed that Dumfries-based students had been included in the numbers.

Several new roles had been created which would support students living in university accommodation, including a Residences Life Manager (plus deputies) and Student Support Officers. The Residential Code had also been revised to bring greater awareness to neighbour relations, while the small security presence at Murano Street was to be maintained. An initial supply of lateral flow test kits had been offered to all new arrivals and reinforced messaging implemented to encourage GP registration and vaccination. Only 20 Coronavirus cases had been recorded to date; mobile testing, food supply vouchers, laundry services and welfare calls could be deployed should the numbers rise.

Progress had been made on the residences' strategy. £4.4m had been invested in existing accommodation and plans were being considered to replace 1,000 existing beds closer to the West End and to increase the total number of beds available to 4,500. Where there was disparity in standards within properties, this would not automatically be reflected in the pricing unless the refurbishment programme was expected to last a significant period of time.

2. Student Conduct

Jill Morrison gave an update on conduct cases noting that referrals had doubled over the past year (1000 in session 2020-21 compared with 489 in 2019-20). These were mainly for academic misconduct reflecting greater student numbers and the prevalence of online assessment. There had been a large bottleneck of referrals over summer, with many students waiting some time for their cases to be heard. This backlog had now largely been cleared with the cases currently open on the system relating to referrals received in August and September. Additional resource had now been identified to deal with the open cases and priority would be

given to graduating students. It was noted that waiting for a conduct case to be heard could be very stressful for students and it was important to manage their expectations around timescales. It was agreed that communications around plagiarism would be reviewed again, especially to those students sitting exams for the first time.

3. Update on Student Numbers 2021/22

Jonathan Jones gave an update on student numbers for the 2021-22 session. An increased volume of applications had been seen reflecting the increased population of 18-year-olds, their increased propensity to apply for HE, and the increase in applications from students deferring from last year.

The number of new undergraduate students was around 6000, exceeding the forecast by approximately 11%. Postgraduate numbers had not settled but were expected to meet the forecast numbers of around 8,700 new entrants, with international and home numbers increasing but offset by a decrease in EU students.

4. Freshers Week reports

The student bodies gave updates on the success of Freshers Week 2021. The GUSA noted that events such as the Festival of Sport and Fight Night had helped attract 9,000 members to date to University Sports and that the taster sessions were proving popular. Both the GUU and QMU had run a number of evening events with restricted capacity and 'no-mask no-serve' policies in place that had been popular and well received. The QMU noted that its most popular events were those also offered to "refreshers". The SRC had rebranded and extended its Freshers' Week offering to the more inclusive 'UofG Welcome', taking a blended approach to the 122 events run in total. The welcome fair had been well attended and the plant sale very successful.

5. Communications

Information for incoming and current student - Section 2 SEC Action Plan

Moira Fischbacher-Smith gave an update on the provision of induction information noting that Moodle induction templates had been augmented and updated by the Transitions Working Group (TWG). A new course, 'Transitions to Glasgow', had been created and undertaken by approximately 500 students. It was noted that more work could be done on induction but that the TWG had taken this as far as it could. Moira and Robert Partridge would consider how to take this forward.

Emma Gilmartin gave an update on Student Communications noting that this remit had now transferred to ER with work ongoing to ensure consistent messaging throughout the student journey. Various groups had been set up to update on policy changes and to discuss the communication of core messages. A new student newsletter to communicate key messages had been introduced at the start of the pandemic. Continued input from the SRC would be valued.

6. International Student Experience Working Group Action Plan

Nancy Donald introduced the action plan. The International Student Experience Working Group (ISEWG) had been set up by SEC and had reported in October 2019. The action plan contained in that report had been adopted by SEC as an appendix to the SEC Action Plan. This had been updated by action owners in advance of this meeting and SEC members were invited to send comments on the plan to Nancy, considering if actions should be added or

dropped and outlining any changes that should be made in light of lessons learned during the pandemic.

The SEC also considered how to take the work of the ISEWG forward and Ketong Zhang who had been a member of group suggested the use of the University of Glasgow Facebook Group to obtain feedback from international students. A review of the content of this had suggested that the main topics of discussion recently had been community building, accommodation, enrolment and life in Glasgow.

7. Report on Implementation of the Student Wellbeing Framework

Jane Weir gave an update on the implementation of the Student Wellbeing Framework, noting that the Central Team has been reorganised and the Student Support Officer Team established, with 18 new officers starting on September 1st. While this had helped limit students being bounced between services, there was still a need to increase the linkages between central and local services, and to improve the visibility and ease of access to support. A different approach to residential support had also been introduced. It was noted that GUSA had become part of the peer wellbeing support network and that other student bodies might wish to consider this too.

8. Student Engagement Monitoring, update on MyPath pilot from Computing Science

Quintin Cutts attended to give SEC an update and demonstration of the MyPath system which has been developed by a student team in Computing Science. The system aimed to monitor student engagement to allow early intervention where a student might be identified as struggling with their studies or the university experience. MyPath collects learning activity data (such as attendance records, Moodle activity, etc.) and makes this information available to both staff and students in order to facilitate further discussion. A pilot of the system had taken place in Computer Science last session and several other Schools have since shown interest in adopting it. It was expected that MyPath would be complementary to the ongoing Assessment and Feedback Standardisation pilot. It was noted that the system was due to be discussed at the L&TC away day and Planning, Insights and Analytics were included in the discussions on taking this forward. SEC were supportive and would be kept updated on progress.

Court Context Card 24 November 2021 - Report from Estates Committee	
Speaker	**Mr Ronnie Mercer**
Speaker role	Estates Committee Convener
Paper Description	Report from Estates Committee (26 October 2021)
Topic last discussed at Court	Last report to Court was 29 September 2021
Topic discussed at Committee	Various
Court members present	Mr R Mercer (Convenor), Mr D Milloy, Dr B Wood, Mr L Brady, Professor K McCue, Mr C Kennedy
Cost of proposed plan	Various
Major benefit of proposed plan	
Revenue from proposed plan	
Urgency	Various
Timing	Short, Medium and Long Term
Red-Amber-Green Rating	Not Applicable
Paper Type	Information
Paper Summary	Minutes
Topics to be discussed	
Action from Court	
Recommendation to Court	EC/2021/26 Approval of Investment Plan scenario D

Relevant Strategic Plan workstream	People, Place and Purpose
Most relevant Primary KPI it will help the university to achieve	All
Most relevant Secondary KPI it will help the university to achieve	Effective use of the Estate
Risk register - university level	Risk 9 Estates: Failure to define and implement a coherent, holistic campus development programme which is transformational and offers value for money
Demographics	
% of University	100% staff and students
Campus	Entire University Estate (all campuses)
External bodies	Glasgow City Council; external contractors
Conflict areas	Not Applicable
Other universities that have done something similar	
Other universities that will do something similar	
Relevant Legislation	Building and Planning legislation
Equality Impact Assessment	On a building by building basis/by CapEx, where applicable
Suggested next steps	
Any other observations	

UNIVERSITY of GLASGOW
Estates Committee
Minute of meeting held in Senate Room, Tuesday 26 October 2021

Present: Mr R Mercer (Convenor), Dr D Duncan, Mr I Campbell, Mr A Seabourne, Dr B Wood, Mr D Smith, Mr G Caldow, Mr C Kennedy, Mr D Milloy

In Attendance: Mr P Haggarty, Mr D Hall, Ms N Cameron, Mr B Morton, Mrs K Y Biggins (Clerk)

EC/2021/15 Apologies
The Convenor noted apologies were received from Professor McCue, Miss McCabe and welcomed all.

EC/2021/16 Declaration of Interests
The Convenor noted there were no declarations made.

EC/2021/17 Minute of the meeting held on 31 August 2021
The Committee approved the minute.

EC/2021/18(a) Action Tracker
Action 8 Implementation of recommendations identified in major projects contracts review:
Recommendations have been considered with CMS advice taken where appropriate. An action tracker has been developed with key decision dates identified which will be further reviewed pending a decision on any significant new build. Covid related items will be brought to a future meeting.
Action 9 is now closed – this has been incorporated into agenda item 10 Facilities Services.
Action 10 Skills matrix – this applies to Lay Members and will be updated and shared.

EC/2021/19 Executive Director of Estates Report
The Executive Director of Estates presented the period report and noted Covid Management remains a major focus. Return of teaching to Campus has been planned over past 18 months and teaching began with no major issues. Ventilation remains a focus albeit Scottish Government guidance was not very detailed; however, we have exceeded the recommendations, and have submitted evidence to joint trade union and officer meetings. Co2 test results have not highlighted any concerns.

Western work continues and infrastructure works for start of term were completed timeously. There remains ongoing labour and material issues.
ARC completion was not achieved on 4 October but does not impact staff entry date. ASBS remains on time albeit closely monitored as there has been slippage. IHW is 7.5 weeks late due to cladding contractor; an independent schedule review is being undertaken to ascertain the exact position.

We are £2.6m favourable in operational budget due to staff vacancies and contractor invoicing submission delays. In Capital there are no major issues, and the main challenge is £42m core and maintenance budget spend where we are reviewing our resources to deliver. Issues remain around recruiting technicians due to market challenges. A salary review has been instructed. Following a question from Committee around agency staff use The Executive Director of Estates confirmed we are utilising agency staff but following a commitment made to Unions we are restricting these to a maximum of 6 months.

The Church Street development has been launched to the market and the procurement portal is up and running. Following a question from Committee around semester 2 timetabling The Executive Director of Estates advised this was discussed at SMG and broadly speaking it will be adaption of semester one. The Principal advised that discussions are ongoing with Schools to increase face to face-to-face for schools which have seen low levels in semester 1.

During COP26 operational essential staff will continue to attend site with relevant measures in place. We are closely monitoring Covid19 testing, and this will be ongoing.

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There was a question from Committee as to whether O&M manual delivery is on schedule for the ARC and what lessons have we learnt from past construction projects. The Project Director (Campus Expansion) advised these are lagging but not as much as previously, difficulties persist with completion certification partly due to staff resource issues.

A further question queried the movement in the additional 3% contingency. it was noted that it is being monitored closely and its requirement is being actively debated and reviewed. A recommendation will be made to Director of Finance by Director of Construction and Capital Programme and Head of Estates Finance with an update brought to the January meeting.

A further question was raised on COP26 as to whether we are being impacted by costs associated by removing of traffic restrictions – The Project Director (Campus Expansion) explained that a time award only prevention event notice had been issued.

EC/2021/20 Safety & Compliance Report
The Director of Facilities Services presented the report. Covid19 remains under review, and we are engaging in a Universities ventilation group, which has highlighted our best practice – modelling will be undertaken to understand implications of increasing occupancy. Further Scottish Government guidance is awaited and Co2 monitoring is being undertaken and reviewed.

Following a question from Committee in relation to safety Inspections it was confirmed by the Director of Construction and Capital Programme that we actively engage with operational staff and Contractors staff.

Committee noted that a recent press report was released as part of an FOI request and the report referenced was several years out of date and taken out of context. The Director of Finance queried if lessons learned had been fed back to FOI team, the Director of Facilities Services will address this and the Principal asked that he and Secretary of Court be included in the update.

Following a question from the Committee relating to asbestos register format the Director of Facilities Services advised there is no online data base and there remains a challenge around ensuring records are updated and this is included in the specification for the replacement Estates Management System.

EC/2021/21 Investment Projects Update
The Director of Construction and Capital Programme presented the report and noted that there are no major areas of concern. There is £0.5m period movement in overall forecast, £0.4m reduction in contingency and £0.1m minor reduction in JBB. Contingency remains healthy.

Unapproved spend consists mainly of JBB and Infrastructure. Current forecast v Capital plan shows a £9m variance which is underspend from previous years rolling into this financial year. Three projects are reporting red on RAG status –Church Street, Textiles Move and West Medical. Amber projects are predominantly time related and associated in the main with labour and material shortages.

It was confirmed following a question from the Committee that the retention period for JMS is 2 years and 1.5% of contract sum.

It was confirmed a site visit to ARC can be arranged for Committee members following completion of the construction works.

EC/2021/22 Estates Risk Register
The Executive Director of Estates presented the report and noted that there is no significant change in position since the August meeting. The Cojoined material supply and inflation risk will be separated into two. Several items have been completed in the Covid action plan. Breakdown in staff relations risk is lowering as the Facilities Services review has completed; however, implementation risks remain.

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EC/2021/23 Estates Committee Remit Update
The Executive Director of Estates presented the paper and University are reviewing as part of wider governance review; the format has been updated to reflect. It is best practice to carry out annual review.

It was noted that the remit requires to be updated to include Staff representative Court membership & frequency of 5 meetings per annum needs to align with Court and Finance Committees remit. Subject to these changes the remit was approved by Committee

EC/2021/24 Estates Strategy
The Executive Director of Estates presented the report.

It was highlighted that this is the Estates service strategy and is being updated as the current strategy ends this calendar year and requires to reflect the University strategy which has commenced this calendar year. Working groups have been initiated within Estates involving staff from all areas. The Executive Director of Estates requested that everyone provide feedback during the consultation period (to December 2021).
Following a question from Committee relating to our culture slide and the omission of Academic staff it was agreed these are to be included along with images of outlying Campuses. Following a question from the Committee around staff development – as to whether opportunities exist for learning and whether the opportunity to utilise these skills exists; the Executive Director of Estates agreed that the culture needed to change to encourage staff to be more ambitious.

A query was raised as to whether we are using our internal academic knowledge enough within Estates. The Project Director (Campus Expansion) noted that there have been opportunities within Multiplex engagement with our academic community. The Director Property Development and Investment confirmed we engage with Schools and our Masterplan has been used as a tool for Masters' students and our projects are used as examples on MBA however, we need to consider how we scale this up.

An observation was raised that the strategy did not specifically reference Governance, it was agreed that this should be included.

EC/2021/25 Facilities Services Review
The Director of Facilities Services presented the paper and noted that service delivery diagrams and Campus map has been included for information. The review programme has been impacted by Covid19 with full approval gained in February 2021. The review has led us to develop new ways of working to support new buildings and technologies whilst demonstrating value for money. Compliance and Frameworks and Contracts did not form part of the review albeit investment is proposed in Frameworks and Contracts to address issues raised from the recent internal audit. Training leads have been put in place to support staff through career progression opportunities. Only one member of staff remains at risk with 90 staff having left or leaving. Shift allowances in many areas have been removed and we have committed to pay protection for 3 years. The model is yet to become live in Operations with interviews taking place this week. Recruitment is ongoing with a salary review necessary. A baseline customer survey will be initiated and provide a benchmark to allow tracking of the changes and improvements. The zones are subject to change following review if necessary.

The Director of Facilities Services acknowledged resourcing challenges. Further interviews are taking place this week. Following a question from the Committee relating to what the baseline/benchmark is, the Director of Facilities Services confirmed a review group chaired by the Executive Director of Estates oversees the balanced scorecard model, including reactive maintenance. A revised draft balance score card will be brought to Committee for review and consideration at the January meeting.

EC/2021/26 Investment Plan: Scenario D

The Director Property Development and Investment presented the report noting that:
Scenario D has the same component parts as the previous Scenario B and remains within the financial affordability envelope, but it involves rephasing and reprioritising.

The Principal noted this item was being discussed in SMG the following week. The Director of Finance advised that in considering financing we also need to consider the other non-Estate areas that require input.

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The Director Property Development and Investment noted there are challenges with Scenario D and in particular moving back some of the Boyd Orr works. However, since the Boyd Orr was last considered by Committee Fire and capacity issues have been fully considered and works should be complete by the end of 2022. Infrastructure challenges also exist but a programme of costed works will resolve this by 2024. Local failure risks such as local leaks or minor power failures remain until we complete the full refurbishment.

The Director Property Development and Investment advised that we strongly recommend progression with Scenario D wishing to begin work in Q1 of 2022 and draw down design costs, this will be taken to Investment Committee.

The Secretary queried how much work had been done to ensure the School of Education will have sufficient space in the Main Building. The Director Property Development and Investment confirmed that it does map across as the current building layout is inefficient. Discussion is ongoing to extend Maths and Stats building consent by another 10 years to allow use as decant space.

Following a question from the Committee relating to the Adam Smith Building; the Director of Property Development and Investment confirmed Scenario D would give us options around the emptying of buildings utilising the new Triple Stack building. The Executive Director of Estates advised that no assumptions have been made for the sites of the emptied buildings. The Committee approved Scenario D as the preferred option; the Executive Director of Estates noted that this will be further through the Governance process.

EC/2021/27 Capital Committee Reports for Approval
The Executive Director of Estates referenced the summary of investment approved under delegation and noted that these are the most recent applications to Investment Committee.

EC/2021/28 Any other Business
There were no matters raised.

EC2021/29 Schedule of Meetings for 2021/22
The schedule of dates was noted:

Tuesday 11 January 2022
Tuesday 15 March
Wednesday 18 May

Post meeting note

Following the meeting Mr Ronnie Mercer, Chairman, has written to Mr David Milloy, Lay Member acknowledging this was his final meeting at the end of his second term of office and thanking him for the positive and significant contribution he has made to the Committee.

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Court Context Card - 24 November 2021 - P&OD Committee	
Speaker	Ms June Milligan
Speaker role	P&OD Committee Chair
Paper Description	Draft minute of P&OD Committee meeting held on 7 October 2021 (incl. JCCN Minute of the 23 September 2021 & EDSC Minute from the 14 June 2021)
Topic last discussed at Court	Sep-21
Topic discussed at Committee	See paper summary section.
Committee members present	See Attached.
Cost of proposed plan	N/A
Major benefit of proposed plan	N/A
Revenue from proposed plan	N/A
Urgency	
Timing	
Red-Amber-Green Rating	
Paper Type	Information
Paper Summary	The draft minute of P&OD Committee includes an update from the Executive Director of P&OD on the following items; return to campus, wellbeing, new ways of working, USS Developments, the 2020/21 pay review, UKVI, global mobility, strategic recruitment activity and an update on major organisational change initiatives. Speakers in attendance at the meeting included; Prof. Matthew Walters & Mr Fergus Brown, who spoke to the College of Medicine, Veterinary & Life Sciences Strategic Update; Ms Mhairi Taylor, who provided an update on further Equality & Diversity considerations for review; Mr James Hamilton, who provideded an overview on the results of the Colleauge Engagement Survey; & Mrs Elise Gallagher, who updated on People Analytics. The papers also include the draft minutes of the JCCN from the 23rd September 2021, where topics were inclusive of those listed above, along with the draft minute of EDSC from the 14th June 2021 where topics included the University of Essex Reindorf Report and Students QlikSense Equality Data.
Topics to be discussed	None
Action from Court	Primarily to note
Recommendation to Court	

Relevant Strategic Plan workstream	Agility, Focus, Empowering People
Most relevant Primary KPI it will help the university to achieve	Staff Engagement
Most relevant Secondary KPI it will help the university to achieve	Gender Equality/Service Delivery
Risk register - university level	2a,2b,3a,3b,11,12a
Risk register - college level	
Demographics	
% of University	100% staff
Operating stats	
% of	
Campus	All
External bodies	None Highlighted
Conflict areas	None Highlighted
Other universities that have done something similar	N/A
Other universities that will do something similar	N/A
Relevant Legislation	UK Immigration, Legislation regarding consultation with trade unions.
Equality Impact Assessment	The topics discussed will impact on all staff within the University. The Athena Swan initiatives support positive equalities outcomes.
Suggested next steps	N/A
Any other observations	

University of Glasgow
People & Organisational Development Committee
Minute of meeting held via Zoom on Thursday 7th October 2021

Present: Dr June Milligan (JM), Christine Barr (CB), Dr David Duncan (DD), Professor Kirsteen McCue (KM), Professor Carl Goodyear (CG), Professor Sara Carter (SC), Dr Morag Macdonald Simpson (MMS), Rob Goward (RG), Susan Ashworth (SA), Elise Gallagher (EG), Martin Glover (MG), Professor Frank Coton (FC), Shan Saba (SS), Paula McKerrow (PMcK), Chris Branney (CBr) (Minute), Laura McCrimmon (LM)

By Invitation: Fergus Brown (FB) (Head of HR – College of MVLS) & Professor Matthew Walters (MW) (Head of School – Dentistry, Medicine & Nursing) – Item 4

Mhairi Taylor (MT) (Head of Equality, Diversity & Inclusion) – Item 5

Apologies: None noted.

Executive Summary:

- The Executive Director of People and Organisational Development updated the Committee on the return to campus, wellbeing, new ways of working, USS Developments, the 2020/21 pay review, UKVI, global mobility, strategic recruitment activity and major organisational change initiatives.
- The Head of HR (MVLS) and Head of the School of Dentistry, Medicine and Nursing gave an overview of a substantial restructuring proposal planned for the College of MVLS, uniting colleagues across eight Schools with a focus on multi-disciplinary interests over teaching or research as the primary function.
- The Committee welcomed the Head of Equality, Diversity and Inclusion to facilitate further discussion and feedback on intersectionality related issues including: taking an intersectional approach to equality at work; advancing gender equality; and cultural change following the URTUC report.
- The Executive Director of People and Organisational Development gave an overview of the results from our recent colleague engagement survey, highlighting areas of strong performance and areas for improvement.

POD/21/22 - Welcome & Apologies – Opening Remarks

JM welcomed the Committee and introduced PMcK as the new Trade Union Representative.

It was noted that this would be the last virtual meeting of the Committee with a view to meeting in person in the new year.

POD/21/23 – Update from Court

DD gave an update on recent matters discussed at Court. Scrutiny had been cast over University compliance with coronavirus protocols with compliance levels generally found to be operating in accordance with prescribed practice across campus. Ongoing dialogue across numerous forums will continue to monitor progress in this area.

DD further outlined the key highlights from the recent Court Strategy Day, noting that some of the topics covered will also be addressed as part of the agenda for this meeting.

JM asked the Committee to review and complete the circulated skills matrix which is part of a wider exercise to create an accurate overview of the skills and experience base of committee membership across the University. (Action All)

POD/21/24 – People & OD Director - Strategic Update

COVID 19 & Return to Campus
Colleagues have started to return to campus in greater numbers with many adopting hybrid working practices consistent with the return of students to campus from start of the new academic session. Significant guidance and resources were set out to support the return to campus process and further materials are under development to support new ways of working, with a particular focus on bespoke hybrid working guidance.

Wellbeing
Wellbeing remains front and center as a strategic theme under both the University and People & OD strategies. A dedicated working group has been brought together to develop a new wellbeing strategy which will take a holistic approach aligned to the 'five ways of wellbeing' developed by the New Economics Foundation.

Wellbeing services and offerings will also be reviewed to ensure this provision is embedded in our policies and practices across the University. Changes are anticipated to launch in the new year. The Committee acknowledged that this is a particularly welcome and timely project. A fuller update will be provided to the next meeting of Committee.

Establishing New Ways of Working
The University continues to alter and reshape the way that we work in fulfilling our strategic ambitions. It is recognised that there will be no quick fix, with plans in place to consult widely and to take time to explore, co-create, experiment, and invest in the right solutions. With much focus having been on the 'people' element, attention is increasingly turning to technology. The University is heading towards a 'one-device' strategy for all with investment considerations already underway, beyond which there will be increasing focus on estate optimisation.

USS Latest Developments
The USS Joint Negotiation Committee (JNC) has decided in favour of the package of changes put forward by UUK as a response to the 2020 USS valuation. This will now progress through the formal stages of consultation with members and representative bodies. The University will shortly embark upon a formal consultation exercise with affected colleagues and their representatives.

The proposed changes involve contribution increases for members of 0.2% (from 9.6 to 9.8%) and for employers of 0.3% (from 21.1% to 21.4%), effective from 1 October 2021. This effectively avoids the previously planned increases to 11% for members and up to 23.7% for employers. If agreed, the package will also effectively maintain a Defined Benefit/Defined Contribution hybrid model with Defined Benefits applying up to a salary threshold of £40,000 (from £59,883) and retention of defined contributions at an overall 20% of salary above that threshold. The accrual rate is expected to reduce from 1/75th to 1/85th while indexation will be limited to 2.5%. These benefit changes remain subject to consultation with a proposed implementation date of 1 April 2022. USS members will be consulted through the autumn.

UCU has now confirmed it will undertake separate ballots for industrial action on a disaggregated basis over the USS pension scheme from 18 October to 4 November with a

view to action prior to the end of the year should a mandate be secured. The Industrial Action Working Group has been re-convened and will oversee plans and related actions arising from this latest dispute.

The Committee discussed the detail regarding the changes to the Scheme and the implications should consultation not proceed as planned, it also noted the response from Trade Unions and the ongoing progress of developments.

National Pay Award Negotiation Update (2021-22)
As previously reported, the annual pay negotiating round concluded with a full and final pay offer of 1.5% with higher percentage increases (up to a maximum of 3.6%) on pay points below scale point 22. The JNCHES recognised trade unions instigated the dispute resolution process over the summer months which subsequently concluded that there was no prospect of a settlement. On UCEA advice, the University implemented the pay uplift from 1 August.

An industrial action ballot will now be undertaken by UCU with regards to pay & working conditions. The University was also one of 52 HEIs across the UK (8 in Scotland) in which UNISON balloted its members over the summer with regards to last year's pay award. In the event, UNISON did not secure a mandate for action based on a 32% turnout which fell short of the requisite 50% threshold. The Committee noted these developments and welcomed regular progress updates.

UKVI Developments
Visa applications in the skilled worker and global talent routes have increased exponentially over the past 9 months with the University having supported 175 successful visa applications across this period. Further, the introduction of the Academic Technology Approval Scheme (ATAS) on 21 May has proven challenging for the sector with significant delays and refusals in the absence of further guidance from the Home and the Foreign, Commonwealth and Development offices.

Global Mobility
The University is experiencing a substantial increase in the number of colleagues seeking permission for a permanent work base outside of the UK, primarily from new academic recruits based overseas. The legal implications of this merit a full review and business case justification with respect to personal and corporate tax, immigration, health and safety and employment. The recently launched Global Mobility Portal supports this activity aligned with business needs to ensure adequate provision for the health, safety and wellbeing of colleagues travelling overseas.

Strategic Recruitment and Talent Acquisition
Recruitment volumes remain high with a year-on-year increase of 39.4%. Resourcing levels within the team have improved over the summer, aligned to this substantial increase in activity. The Committee explored this issue further when reviewing the people data analytics to ensure a fuller understanding of the causes and implications of increasing recruitment levels.

The Committee also noted senior strategic leadership appointments with Professor Frank Coton agreeing to serve as Deputy Vice Chancellor (Academic) from 1 October following the departure of Professor Neal Juster to the University of Lincoln. Professor Roibeard O Maolalaigh will step down as Vice-Principal and Head of the College of Arts at the end of this academic year with a global search underway to identify a successor.

Organisational Change Update
The Committee noted the successful conclusion of the Facilities Services Review in August with the introduction of the new operating model, working patterns, revised Shift Allowances Policy and related compensation package for those detrimentally impacted well underway.

It was noted that due to the use of fixed-term resourcing and the voluntary severance scheme, there were more job opportunities than impacted staff therefore colleagues were able to express interest in new roles, redeployment, retraining and career development.

The Committee invited an update of the change proposals in Commercial Services (Catering & Events) and heard that the proposals had resulted in a failure to agree from UNITE which is now resolved. The proposals impacted 72 colleagues with the closure of 65 roles (47.5 FTE) ranging from grade 2 to grade 7. A concerted effort over the past 3 months has focused on securing alternative outcomes including positions in the new Catering & Events team, roles with UoG Commercial Ltd, consideration of roles elsewhere in the University or voluntary severance. Preferred outcomes were achieved for those impacted, with 35 applications for voluntary release being supported.

POD/21/25 - College of Medicine, Veterinary & Life Sciences (MVLS)
Strategic Update - Future Direction

The Committee heard updates from MW and FB on the future direction of the College of MVLS.

The change proposal will facilitate integration and efficient delivery of College priorities by creating structures that better enable academic and professional services colleagues to coalesce around thematic strengths, across strategic pillars of education, research and innovation. It is proposed therefore that colleagues will unite across eight Schools consistent with disciplinary interests over our core business teaching and/or research functions. Assurances have been given on continuity and job security and trade union engagement will continue throughout.

The Committee acknowledged a compelling, bold and courageous case for change for what is clearly a significant change project. The Committee welcomed the approach, in particular the open and engaging consultation, and recommended a more detailed timeline for change going forward.

POD/21/26 - Equality & Diversity – further consideration & review

MT returned to the Committee to revisit previously tabled topics on Public Sector Equality Duty (Equality Outcomes), Athena SWAN and the Understanding Racism, Transforming University Culture (URTUC) report and action plan to enable the Committee to provide feedback and propose potential actions in response to this vitally important agenda.

The Committee acknowledged that the creation of a culture of discomfort might be conducive with the culture change to which the institution aspires. This will involve story telling on the part of colleagues by way of sharing their experiences. This might include issues of discrimination and inclusion and the way that this has impacted on colleagues. Examples and ideas offered included relevant leadership narratives and short case studies. These exchanges will facilitate the ways in which we might live and champion the University's values and allow colleagues to share experiences. The 'human library' concept was offered for consideration, facilitating connections from colleagues who may not normally connect.

How might the University take a truly intersectional approach to our equality work?

The Committee considered that the fundamental principle of creating a safe environment to discuss and explore different issues and concerns should not be overlooked, however it will require careful balancing across protected characteristics and their differing impacts (e.g. a heavy focus on gender equality may result in a perception on the part of other colleagues i.e. those with a disability colleagues that genuine concerns have gone unheard). It will be

important therefore for these considerations to be considered as part of the process in understanding the benefits of taking a less fragmented approach.

Engraining good practice across our culture and consciousness, beyond the application of our policies and processes, will be imperative. There was support for developing joint forums for discussing intersectional issues across the University involving different units, grades and job families.

What areas does the committee think we should focus on in relation to sex equality in the next planning phase?

Considerable debate took place on the significant efforts and focus on Athena SWAN thus far and the extent to which this can be maintained whilst advancing other agendas. The Committee recommended that the University might better understand those aspects of our previous award application processes and where in particular we fell short. It was suggested that our future focus might best address any genuine deficit over achievement of AS accreditation, whilst not losing sight of the positive impact of the standard and the levels of engagement with the scheme.

How else might the University transform our culture with regard to race equality?

The Committee acknowledged that the University has taken a significant first step by accepting that there are issues to be addressed within the institution, having explored and publicly stating our historical background and being open about the challenges that we face. Members of the Committee shared illustrated examples of leadership in large organisations sighting meaningful conversations and dialogue with different groups of staff. In addition, the importance of communicating any actions and further steps taken to blog or sharing their learning and experiences in an open, honest and visible way.

The Committee cautioned the executive on the importance of leadership which should not be underestimated. Much stress was placed on efforts being focusing on outlining the agency and capability of individuals to make changes at any level across institutions. The scale of the challenge was recognised and the insights were noted as extremely helpful in shaping our future plans, particularly in relation to cultural elements, bringing people from different backgrounds together and leveraging the role of leadership.

POD/21/27 – Colleague Engagement Survey – result overview

CB gave an overview of the recent colleague engagement survey, upon which the emphasis has shifted to a ‘pulse and dialogue’ model (to be deployed every six months) from historical biennial surveys. The survey saw a 46% completion rate across a smaller question set of 37 questions whilst retaining a ‘prefer not to say’ option.

Positive results were received across the themes of dignity and diversity, role and development, engagement, leadership and strategy. Less favourable results were seen across the themes of culture and values, wellbeing and balance and communication.

The Committee noted that colleagues who identified as ‘prefer not to say’ were predominantly more negative across all themes. Areas for improvement were recorded across survey outcomes with regards to disabled colleagues and it was noted that female colleagues tended to respond more positively than males.

The culture and values theme received particular attention during the discussion, with mixed views reported on the extent to which we live our values. It was recognised that the

University's new values are still relatively new with further initiatives planned to socialise these with colleagues across the Campus.

The Committee recognised that the focus will now turn to action and stressed the importance of feedback to the wider population and demonstrating where improvement action takes place. It was recognised that it is more prudent to focus on actions across a small number of key priorities.

POD/21/28 - People Analytics

The Committee noted the circulated data pack and discussed the pressures driving recruitment metrics. This was partly explained by the bounce back from a more conservative and prudent approach to resourcing in 2020 in addition to reflecting significant strategic investment in the academic resource base to support growth.
The gender pay gap also continues a downward trajectory, currently at 12.9%.

POD/21/29 – Draft Minutes of the EDSC 14.06.21 & JCCN 23.09.21

The minutes of the June EDSC and the September JCCN were noted by the Committee.

POD/21/30 - Minute of Meeting & Matters Arising – 17.06.21

The minutes of the previous meeting in June were approved.

POD/21/31 – Closing Remarks

JM invited colleagues to reflect on any other items that the Committee might wish to consider (or a more informal sub-group) and to feedback accordingly. There were no further matters identified and the meeting was closed.

University of Glasgow | Equality & Diversity

Equality and Diversity Strategy Committee
Minutes of Meeting held on 14 June 2021
Zoom Meeting

Present: Prof Neal Juster (Convener, vice Principal Anton Muscatelli), Mrs Christine Barr, Mr Liam Brady, Ms Bonnie Dean, Dr David Duncan, Prof Moira Fischbacher-Smith, Mrs Emma Gilmartin, Miss Elle McCabe, Prof Jill Morrison, Miss Rachel Sandison, Ms Lesley Sutherland, Ms Mhairi Taylor
Apologies: Principal Anton Muscatelli, Prof Muffy Calder, Prof Frank Coton, Dr June Milligan, Prof Roibeard O Maolalaigh, Dr Robert Partridge, Dr Dania Thomas
Attending: Mrs Janell Kelly (clerk)

1. Welcome, Introductions and apologies
The Convener welcomed members and noted the apologies received from existing members. He advised University Court member, Dr June Milligan had joined the committee but had sent apologies for today's meeting.

2. Minutes of the previous meeting – EDSC/20210317/Minutes1.0
The minutes were approved.

3. Matters arising – Paper 1
Members noted most actions had been completed. The following updates were provided.

Action 1 – Equality and Diversity Essentials Training Statistics
M Taylor advised EDU will recommence communications on completion rates for mandatory e-learning courses over the summer. Members noted this had been on hold over the last year due to workload pressures in Schools, Research Institutes and Services resulting from COVID-19.
ACTION: EDU

Action 1 – Dignity at Work and Study Policy
M Taylor advised, along with other outstanding EDU 'owned' policy reviews, the review of this policy will be undertaken in time for the next meeting. **ACTION: EDU**

Action 4 – Gender Based Violence (GBV) Group to review processes
M Taylor confirmed the GBV Group discussed the reasons for lack of trust in the current reporting systems and hoped to begin work to build confidence. A new GBV intern is now in place and EDSC would receive a full report from the GBV Group at the next meeting. **ACTION: EDU**

Action 5 – Review of Provision for Students with Disabilities
D Duncan reported the majority of actions required from the recent review would be in place by the start of the next academic year. J Kelly reported R Partridge had also advised a small number of

additional staff are being recruited to enable some early improvements and to create capacity to deliver some of the changes described in the plan. A more detailed update will be provided at the next meeting. **ACTION: R Partridge/D Duncan**

Action 11 – Discussion on Islamophobia Awareness Month

M Taylor advised she and the Convener recently met with Dr Carolyn Kelly, University Chaplain, and while Islamophobia Awareness Month was not discussed, there is a wider update on a related area which the Convener will give under the Equality Champions item later in the meeting.

Action 12 – Gypsy, Traveller, Roma, Showman and Boater (GTRSB) community in HE Pledge

M Taylor reported colleagues in Widening Participation have met with Glasgow City Council however they will be taking forward work required for the Pledge during the 2021-22 academic year.

4. Equality Champion Update – Refugee and Asylum Seekers

R Sandison provided her update separate from the other Champions as she had another meeting to attend. She referred members to Paper 6, under 'Items for Information' on the agenda - the final submission for the University of Sanctuary award. She confirmed EDSC would be updated once the outcome was known. **ACTION: R Sandison**

R Sandison reported, following the waiving of fees for refugee and asylum seekers, this year has seen a significant increase in registrations for the Access Programme, with over 30 registrations. As there is no formal application process for the programme further work will be required around the assessment and support for the English language requirements.

She noted the earlier discussion on the GTRSB pledge and suggested this community sit within the Refugee and Asylum Seeker 'portfolio'. Members agreed and asked R Sandison and M Taylor to discuss practicalities and a possible title change for the Champion role. **ACTION: R Sandison/EDU**

R Sandison reported Dr Iain Rowe and Miss Marie Bowers have already been awarded £3000 funding from the Chancellor's Fund for their outreach work with schools and GTRSB students around STEMM subjects. They also have applied for a further £15,000 funding from the Psychological Society.

Members noted today marks the start of Refugee Festival Scotland Week (14-20 June). The University, under the UNESCO Chair 'portfolio', has marked this with an exhibition in the Chapel, a virtual panel discussion event and podcasts.

5. Students QlikSense Equality Data – Presentation

M Taylor took members through a presentation using the QlikSense system. She highlighted QlikSense looks at registered active students and data sets are derived from HESA defined fields.

Members noted the reporting tool focuses on the following stages of the student lifecycle:

- **HESA Headcount:** using the HESA standard registration population
- **Undergraduate Continuation (Retention)**: Whether students continue to study after 1st year;
- **Undergraduate Good Honours**: Degrees classified as 1st or 2:1;

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- **Professional Graduate Destinations**: Based on HESA's new Graduate Outcomes Survey, using the Guardian's definition of professional level employment or advanced level of study.

M Taylor highlighted the following points of interest revealed by the data sets:

Disability:

- A rise of 3.2% in declarations over the last 7 years (2013-14 to 2019-20) to 10.2% (3322) of the population.
- In 2019-20 the majority of students were in the Colleges of Arts and Social Sciences.
- The largest Impairment types reported were 'Specific learning disability such as dyslexia or dyspraxia' following by 'Mental Health Condition'. Other impairment types had much lower populations.
- 'Mental Health Condition' declarations have nearly trebled since 2013-14, increasing from 1.1% of the whole population in 2013-14 to 2.7% (883) in 2019-20.
- For disabled students in 2019-20 key points, only Professional Graduate Destinations showed a negative statistically significant difference at -6.7%. For 'Mental Health Condition', both Continuation and Graduate Destinations show negative statistical differences; -5.5% and -16.1% respectively.
- From this evidence, the University may wish to review the careers support we provide our disabled students.

Ethnicity:

- A rise from 6.7% to 9.9% (2053) in our UK BAME population since 2013-14.
- In 2019-20 the largest cohort were students who identified as Asian. The Colleges of MVLS and Science and Engineering had the highest population of BAME students.
- In 2019-20 there was no statistically significant difference in any of the performance indicators. However, in 2018-19 for Good Honours showed a negative differential of -11.6% for UK BAME students.
- In 2019-20 over 11,000 international students had not disclosed their ethnicity. Addressing this could form an action for future intakes.

Sexual Orientation:

- A large rise in LGB+ declarations since 2013-14 from 6.6% to 14.4% (4077) of the population.
- In 2019-20 the majority of students sat within the Colleges of Arts and Social Sciences
- The largest cohort described themselves as 'Bisexual'; more than three times larger than the next largest cohort of 'Gay men'.
- In 2019-20 there was no statistically difference in any of the performance indicators.

Age on Entry (age ≥ 21 classed as Mature student):

- From 2013-14 to 2018-19 the population of mature students was stable, around 33-34%, with a slight rise to 37.4% in 2019-20 when the majority of those students sat within the Colleges of Social Sciences and MVLS.
- In 2019-20 Continuation, Good Honours performance indicators show a negative statistical difference, while Graduate Destinations shows a positive statistical difference.
- Work is required to try to understand the reasons behind the poorer retention and to look at why this cohort is not achieving such good degree results as their younger peers.

Sex:

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- Population has been predominantly female since 2013-14; the gap widened further in 2019-20. It is expected the SFC will restart their requirement to try to address the gender gap in the Undergraduate population.
- As expected, the College of Science & Engineering is the only College with a majority of male students.
- A statistically significant difference was seen in both 2018-19 and 2019-20 for Good Honours with Males performing poorer.

M Fischbacher-Smith suggested the need to check whether students who graduate with ordinary degrees, those without Honours, are included in the data sets. **ACTION: EDU**

M Taylor noted the next stage of development, to incorporate Postgraduate data and milestone points, may be delayed due to the original developer moving roles. Members noted the increase in LGB+ declarations and considered whether this was a combination of students becoming more comfortable declaring and the University attracting more students from this community.

M Fischbacher-Smith highlighted 'continuation' could include repeated years and stated poor progression rates (moving to the next year of study) is also being investigated; initial evidence appears to show a relationship with mental health and other disabilities. She also reported discussions were underway with U Khan, Director of Planning and Deputy Secretary, to look at how evidence from QlikSense can be used to identify key actions/interventions to help achieve the University's learning and teaching goals.

M Taylor advised, due to the nature of the information, access to the QlikSense tool is restricted to certain roles but noted within EDSC, R Sandison and M Fischbacher-Smith already have access. She stated other members should contact her if they felt they would benefit from access. **ACTION: All**

M Taylor confirmed discussions will continue with the Transitions Working Group and related Learning and Teaching committees. She also confirmed EDSC will receive a similar presentation annually to bring this in line with the staff monitoring reporting.

6. University of Essex Reindorf Report

6.1 Reindorf Report Discussion on possible implications for University - Paper 2

M Taylor introduced Paper 2 which detailed the outcome of a QC-led investigation carried out for the University of Essex looking at the circumstances surrounding their handling of two events involving invited external speakers.

Members noted the main issues resulting from the report for the University of Glasgow are:

- The management of external speakers and the protocols around balancing freedom of speech, academic freedom and the needs of the Equality Act, the Counter Terrorism and Security Act, and ensuring the safety of staff and students.
- The University's position on Sex, gender identity and Gender Reassignment and our provision for trans individuals' using single sex spaces (toilets, changing facilities, accommodation).
- The University's relationship with Stonewall.

Members noted the current Equality and Diversity Policy uses the Equality Act 2010 term and definition of gender reassignment. M Taylor advised while there are exemptions within the Act for excluding trans individuals from single sex spaces these must be 'objectively justified'. She expressed the view the University could not justify excluding trans individuals from using the toilet of their gender identity, given our policy is aligned with current advice from Advance HE, the Government Equalities Unit and advice from the University lawyer, as well as the lack of any supporting evidence to the contrary.

M Taylor acknowledged the University's current policy on changing facilities and accommodation will be reviewed in light of the Report but highlighted where trans individuals seek accommodation, they normally request mixed accommodation with ensuite facilities. She confirmed she will be meeting with Robert Garnish, Commercial Services Director to look at our provision and policy on this and changing facilities. She confirmed EDSC will be updated on those discussions. **ACTION: EDU**

M Taylor advised the University has received numerous Freedom of Information requests and queries from individual staff and parents about the University's relationship with Stonewall and our membership of their Diversity Champions programme. She reported the LGBT+ Equality Group recently discussed the issues and were asked their views. LGBT+ Group members were very firm that membership was an important, positive signal to the LGBT+ community. M Taylor confirmed EDU would continue to monitor the HE sector for any change in position and the LGBT+ Group and EDSC would be consulted again, prior to the January 2022 renewal date.

6.2 Protocol for Managing Speakers and Events at the University of Glasgow – Paper 3

D Duncan advised this draft protocol was based on an existing protocol which resulted from the anti-terrorism legislation. D Duncan stated, given the size of the University and the number of events held each year, it was set out a common-sense approach which had been reviewed by Alistair Wilson, the University's lawyer. Members noted student societies were also welcome to refer to the protocol.

D Duncan emphasised where concerns about potential breaches of the law were raised, the Referral Group would take careful consideration of all views. Members agreed with L Sutherland's suggestion that the wording of the introduction be strengthened to ensure all event organisers take full consideration of the protocol. **ACTION: D Duncan**

R Sandison supported the approach taken but changes were needed to reflect the shift to virtual online events in both wording and the types of mitigating actions which might be taken. She also suggested the protocol should include safeguarding guidance for virtual events such as considering whether events were recorded events to make them available afterwards, restricting online access and turning off chat functions to avoid disruption through that route. **ACTION: D Duncan**

In response to B Dean's question, D Duncan agreed the protocol, in addition to being housed on the University webpages, would be communicated to Heads of School, student societies and other relevant roles across the University. M Fischbacher-Smith requested it be circulated through the

Research Planning and Strategy Committee (RPSC) to ensure Research Deans and seminar coordinators are made aware of it. **ACTION: D Duncan**

7. Student Related Items

7.1 Rollout of SRC's Gender Based Violence (GBV) Module

E McCabe reminded members the SRC, in collaboration with Rape Crisis Scotland and as part of the Equally Safe campaign, had developed a GBV module in Moodle for students. This has now been embedded within the student induction template and the Glasgow Essentials platform.

E McCabe referred to recent research which highlighted a lack of understanding in the age group due to start University, of what consent means. She asked EDSC for support, already received from both the GBV Group and Gender Equality Steering Group, in making the module mandatory for all students (with an 'opt out' for GBV survivors who would find the course content distressing). She noted other universities had either taken this step or were in the process.

J Morrison stated her full support for making the course mandatory and advised the University's Conduct Team are also very supportive. However, there are practical issues which need to be resolved around monitoring and enforcing uptake and also arranging relevant support for students who experience distress about the contents. E Gilmartin also welcomed the course and stated, without taking away from the importance of the GBV module, this could also be an opportunity to embed the University values as part of any wider induction programme. M Fischbacher-Smith and C Barr voiced their support for this approach, noting such things as academic integrity and expected behaviours could also be covered. Members noted semester 1 of this next academic year could be used to investigate how this could be incorporated into the registration process. Members supported the view that an automated process must be found thus allowing resources to be focussed on supporting students rather than checking completions.

The Convener noted all EDSC members supported making the GBV and other relevant courses or commitments mandatory. He emphasised further work to explore both the IT solutions but also any potential pitfalls which might come should pre-registration students not complete mandatory components of such an induction programme.

D Duncan agreed to work with E McCabe to look at possible solutions for this coming year and to embed this for future years. **ACTION: D Duncan/E McCabe**

7.2 Sanitary Bin access in all toilets

E McCabe proposed, following discussions at the LGBT+ Equality Group and with support from Prof Robby O Maolalaigh as Equality Champion, that sanitary bins be added to 'mens' toilets. She advised members although this issue is often thought of as a need for transgender students, the requirement for safe sanitary waste disposal is equally a need for disabled students, and in fact all students who need safe and hygienic disposal of sanitary waste, as the bins are also used for disposal of items such as nappies, incontinence pads, and waste such as wipes not suitable to be flushed down a toilet. E McCabe acknowledged this proposal will have a financial cost, however the lack of safe and hygienic sanitary waste disposal comes with a health risk cost.

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D Duncan agreed to discuss the proposal with colleagues in Estates and to liaise with E McCabe on those discussions. **ACTION: D Duncan/E McCabe**

7.3 Changing Places facilities on campus

E McCabe acknowledged there were 'Changing Places' facilities in the James McCune Smith Learning Hub and Kelvin Hall, with more planned for new buildings on the Western Infirmary site, however the existing estate has no such provision. She stated Prof Frank Coton has given his support for the proposal to develop 'Changing Places' facilities across the existing estate. This would mainstream their provision, meaning individual arrangements revolving around the current limited availability would no longer be needed. This would encourage prospective disabled students and prove our commitment to inclusiveness and civic engagement. E McCabe confirmed she had already raised this issue with Ian Campbell, Executive Director of Estates.

D Duncan suggested a new 'Changing Places' facility could be incorporated in the proposed repurposing of the Fraser Building. M Taylor agreed further improvements were needed to ensure coverage across both campuses to ensure staff and students did not have to travel distances to access them. She suggested the St Andrews Building, with its intensive use for both Degree and Short Courses, was also an obvious option for such a development. The Convener agreed to take this forward with Estates colleagues to look at potential development sites. **ACTION: Convener**

E McCabe then drew members' attention to the long-standing request for accessible toilet facilities in the Committee Rooms area/level of the Main Building. She highlighted this area is heavily used for meetings, interviews, graduations, conferences and many public events and the lack of these facilities is unacceptable. M Taylor reported the preparation kitchen area had been identified as a suitable site however Commercial Services are very reluctant to give up this up. She noted Prof Frank Coton had expressed the view that the lack of this provision was now completely unsustainable. The Convener agreed to take this matter forward with Estates colleagues to seek a solution. **ACTION: Convener**

8. Staff Related Items

8.1 Wellcome Trust ISSF – Paper 4

Members noted the Wellcome Trust may open up their Institutional Strategic Support Fund (ISSF) Diversity and Inclusion fund to all academic disciplines which would provide the opportunity to access this funding for Equality, Diversity and Inclusion (EDI) initiatives across all Colleges. It was noted it would be prudent for Colleges to investigate potential projects.

9. Equality Champions Updates

9.1 Age

Members noted EDU received an enquiry about how the University considers multi-generational diversity and the benefits of embracing this. The enquirer has been asked to provide more information on what actions the University could take on this.

9.2 Disability Equality Group (DEG)

DRAFT

M Taylor reported DEG heard from the newly formed Neurodiversity Network, which is for people who identify as neurodivergent and those who research in that area. The Network is very active and has already held a number of events. She provided a brief outline of the outputs from the separate ISSF funded Neurodiversity project within the Institute of Cancer Science. DEG provided feedback on the draft Reasonable Adjustment Passport for disabled staff which was well received. DEG also discussed digital accessibility, how to increase the uptake of the e-learning course for managers on reasonable adjustments and the impact on both disabled students and staff supporting the last minute change to arrangements for timed exams.

9.3 Gender Equality Steering Group (GESG)

J Morrison provide an overview of the last meeting of GESG. Gender Pay Gap data was discussed with good progress made in some areas. A report from the GBV Group highlighted 160 staff had attended investigator training provided by Rape Crisis Scotland, new First Responders were trained. An intern has been appointed who will take forward some of the GBV Group outstanding actions.

J Morrison reported the appeal on the outcome of University's Athena Swan institutional Silver submission saw the University's current Bronze award renewed. She expressed the huge disappointment felt by all colleagues involved and confirmed discussions at the follow up meeting with Advance HE were frank and robust. She noted Advance HE representatives had commented on the strength of the submission and the decision had been borderline. She noted the frustration with this latest institutional outcome reflected experiences in the wider sector, which in turn had brought about the current Athena Swan Transformation project.

J Morrison also highlighted, within the recent PSED Outcomes, one of the KPIs is to grow the number of women in senior roles to 50% by 2030.

9.4 LGBT+ Equality Group

M Taylor reported the LGBT+ Group discussed, following an enquiry from the School of Education, whether to participate in LGBT Youth Scotland's LGBT Charter. It was decided the Charter was not appropriate for the University at the moment but the School could participate if they wished. She also reported extensive events were being held by both the staff Network and student society during June's Pride Month.

9.5 Mental Health

D Duncan reported POD colleagues are developing a Colleague Wellbeing Strategy to match the existing student strategy. Student support provision has been increased with plans for further provision through college-based Student Support Officers and central welfare officers, who will work with Counselling and Psychological Services, allowing for more extensive and varied support options. He also reported there had been an increase in calls for the Crisis Team from students in distress over the last year but that the team has worked well to support those in need.

9.6 Race – Understanding Racism, Transforming University Culture Update Report – Paper 5

B Dean referred members to Paper 5 which details progress on actions over the three months since the launch of the Report. She highlighted the recent, and very successful, 'Decolonising the

Curriculum' event. She hoped recordings of the event will soon be made available for those unable to attend. She also confirmed work has continued with SMG members to support them in progressing their objectives; this will be further assisted when the new post in EDU is appointed and starts.

Members noted, following clarification from D Duncan, Court has an informal goal to have three Court members from ethnicity minority backgrounds over the next 12 months.

She further advised PwC have begun a Cultural audit, in support of the URTUC Action Plan, which is expected to report in late July. EDSC will have sight of this once available. **ACTION: B Dean**

L Sutherland endorsed the Decolonising the Curriculum event, having attended. She suggested the new Race Equality training be made available to Court. **ACTION: EDU/D Duncan**
Members also noted discussions were ongoing in the HE sector with 'diversifying' rather than 'decolonising' being preferred. Members welcomed M Fischbacher-Smith's confirmation that the University profiles inclusive language and champions 'widening narratives' which enrich the curriculum, rather than the idea of removal which 'decolonising 'can be interpreted as.

9.7 Religion and Belief
The Convener confirmed he would take forward the outstanding action relating Islamophobia Awareness Month. **ACTION: Convener**

He reported the University Chaplain, Rev Carolyn Kelly, is reviewing the provision for, and use of, the University's prayer and reflection rooms. Currently all such spaces are designated as 'interfaith' but this does not appear to serve any community well. He noted there may be a need to increase provision, ensuring they are also situated appropriately, to accommodate our Muslim community on campus as student numbers increase. EDSC to be updated following the conclusion of the review.
ACTION: Convener

10. Items for Information
10.1 University of Sanctuary – final submission – Paper 6
Members noted Paper 6 was discussed earlier in the meeting.

11. Any other business
11.1 Votes of Thanks
Members echoed the Convener's thanks to L Brady for his time as SRC President and wished him well for the future.

12. Date of Next Meeting
TBC

DRAFT

Joint Committee of Consultation & Negotiation (JCCN)

Date: 23 September 2021
Time: 15.00 – 16.30
Location: Teams

Attendees:

David Duncan (DD)	**Chief Operating Officer**	Jim Spence (JS)	GMB
Frank Coton (FC)	Vice Principal	John Neil (JN)	Unite
Christine Barr (CB)	Executive Director of P&OD	Maureen McBride (MM)	UCUG
Elise Gallagher (EG)	Deputy Director of P&OD	Dania Thomas (DT)	UCUG
		Sally Baxter (SB)	UNISON

In Attendance:

Iain McInnes (IM)	VP and Head of College, MVLS	Item 5
Fergus Brown (FB)	Head of HR, MVLS	In attendance
Jane Townson (JT)	Director of PS, MVLS	Item 5
Gregor Caldow (GC)	Executive Director of Finance	Item 6

Minute

No	Item
JC212	**Welcome & Apologies** DD welcomed members of JCCN to the meeting. No apologies were received.
JC213	**Approval of Previous Minute/Matters Arising – 13 May 2021** The minute was approved as a true record, with one outstanding matter – to invite Robert Garnish, Commercial Services Director, to the next meeting.
JC214	**Covid 19** Return to Campus Update CB expressed thanks to the Trade Union/P&OD colleagues for their continued support in preparing the significant advice and guidance to ensure a safe and straight forward transition back to campus for staff and students. Weekly TU/P&OD meetings will continue throughout the transition period. • Restrictions have eased beyond Level 0 and there has been a phased return to face-to-face teaching for smaller classes and office-based colleagues. • The vaccination programme for staff and students is underway. UoG is actively encouraging everyone to take up the vaccine where medically possible, to conduct lateral flow tests twice per week and to follow government guidance on isolation should they be tracked or develop any symptoms. • The job retention scheme (Furlough) will come to an end on the 31 September 2021. People First: Enabling New Ways of Working (ENWoW) CB will now assume responsibility for chairing the ENWoW group following the departure of Prof. Neal Juster. ENWoW is focused on three themes: people, space, and technology. Ten pilots across the University are ongoing, covering six service areas; Finance, P&OD, Information Services, World Changing Glasgow, External Relations, and Estates, alongside four Schools/RI; Engineering, Humanities, Health & Wellbeing and Education. Each pilot is being conducted in line with the needs of the business area in terms of their individual space, resources, technology etc. An evaluation will take place at the end of the pilot phase (c. Nov/Dec). The joint Trade Unions will consider a representative to join the ENWoW group.

	Local managers are required to have meaningful conversations with their team members regarding individual circumstances and preferences aligned to the needs of the University and local area. Whilst there will not be a one size fits all approach and some colleagues have continued to be on campus throughout the pandemic we will now see a phased return of remaining staff on a 1-2 days per week basis over September and October, and from November we expect to move to a more hybrid way of working. The draft hybrid working guidance has been well-received, with a final draft of the being tabled at the Policy Review Group on the 28th of September prior to publish. **Space**: There are huge variations across campus in relation to collaboration and hot-desking space. Colleges in Estates are undertaking an extensive review of our existing space and working with providers to develop future plans to make our space suitable for agile working. **Technology**: Susan Ashworth/Mark Johnston will attend the next ENWOW meeting to discuss the one device strategy and investment required to meet our agile working aspirations.
JC215	**Updates** EG spoke to the papers on Organisational Change, Policy Review Group and CCF. Key highlights included; • Headcount numbers are planned to Increase c.650 FTE colleagues working in high-quality technical roles within the Lighthouse Lab, currently projected to continue until at least March 2022. • PRG has been focused on hybrid working and related guidance as well as an ongoing review of policy and processes supporting staff with disabilities; including the use of Reasonable Adjustment Passports, with the aim of creating a more holistic support approach. • Following a recent governance review the quarterly CCF reports will now be tabled at meetings of the JCCN. EG noted that the numbers of colleagues on fixed-term/end date contracts remains skewed due to the Lighthouse Lab workforce. Going forward the figures for the Lighthouse Lab will be reported separately to the University stats. • EG highlighted that only 18% of colleagues with at-risk status apply for roles under the redeployment policy with a 64% success rate in securing new roles. It was acknowledged that most redeployment occurs naturally at local levels through continued or newly awarded funding rather than through the formal process.
JC216	**Head of HR Update - MVLS** Fergus Brown provided an update following an informal meeting between MVLS Leadership and Trade Union colleagues on the 17th September to provide oversight of the proposed organisational change in MVLS, which is now in the four-week consultation period ahead of formal consideration at Court. Following endorsement by CMG a PDF outlining the case for change and resulting proposals has been communicated to staff and is also available online. IM noted that the proposals have been created following direct feedback from staff and are intended to bring R&T staff together in common purpose, ensuring that elite research is retained in cognate areas of excellence and allowing for a much greater degree of flexibility regarding job evolution. Research, Innovation, and Education strategies have been developed to address the business needs of MVLS over the next five-year period, and it is hoped that the proposed changes will equip MVLS to optimally meet these needs and engender real cultural change in the College. Redundancies are not envisaged as a direct result of these proposed changes, but redundancies may arise during this period for other reasons. The change will be as inclusive as possible, with deeper consultations for each phase of the process taking place from January 2022 to ensure colleagues' concerns in each area are addressed. Trade Union colleagues have received generally positive responses from membership as to the clarity of the proposed changes and communication to staff. JT asked Trade Union colleagues to encourage members to engage with the consultations as appropriate when the time comes.
JC217	**Financial Overview** USS GS provided a comprehensive update on the ongoing developments relating to the future of the USS

	pension and current employer consultation process. An employee consultation will commence early November running till mid-January with regard to the JNC proposal approved by the trustee board. It includes changes to contribution rates from the 1st of October 2021, and a change to benefits from the 1st of April 2022. The contribution rates would change from the current figure of 30.7% (9.6% employee, 21.1% employer) to 31.2% (9.8% employee, 21.4% employer), with a reduction of the defined benefit threshold from £60k to £40k and a 2.5% indexation cap. UCU have published summary details on an alternative proposal, but this has not been costed by the trustee board and there has been no formal request to UUK to convey this to employers. The contribution rate in the UCU proposal is 33% (8.1% employee, 24.9% employer (25.2% with prefunded inflation protection), which would result in c. £8m per annum in additional contribution by UoG. UCU's proposal also recognized changes to the defined benefit threshold and accrual rate, with a 2.5% indexation rate and with employers being liable for costs arising from inflation. UUK wrote to Paul Bridge on the 7th of September to ask for a formal proposal from UCU with permission to share with employers and to invite UCU to participate in UUK workstreams. GC highlighted that if the benefit changes are not passed, there is a backstop of two contribution rates. One rate has been implemented now, assuming proposed changes go through, and the other rate would cause employee and employer contributions to increase by 1% and 2% respectively every six months from April 2022 to October 2025, culminating in rates of 18.8% for employees and 38.2% for employers. GC and CB emphasized the importance of embarking on a full consultation process with colleagues, given the scale of change occurring within the pensions provision, to ensure colleagues have accurate information and understanding. CB will meet with UCU to discuss their response, including the formal notification of a ballot on industrial action in opposition to the proposed reforms. There is a general consensus that it is necessary to increase contribution rates and decrease the defined benefit threshold, and the University remains committed to working closely with UCU to ensure an appropriate response at an institutional level.
JC217	**AOCB** JS's advised he will be standing down as GMB convenor. JCCN members thanked JS for his contribution over the last four years. CB will liaise with DT/MM regarding UCU's ballots on both pensions, and pay & conditions, and will keep relevant parties appraised of developments accordingly.

Clerk / Minute - P&OD Director's Office
Laura McCrimmon (LM) - Executive Assistant and/or Luke McWilliams (LMw) - Admin Assistant

Future Meetings & Chair (on rotation):
1 February 2022
24 May 2022

Court Context Card 24 November 2021 - REPORT FROM Nominations Committee		
Speaker	**Lesley Sutherland**	
Speaker role	Nominations Committee Convenor	
Paper Description	Nominations Committee Report to Court	
Topic last discussed at Court		Sep-21
Topic discussed at Committee		Nov-21
Court members present	Court members present at last meeting: E Passey, H Cousins,C Cassells, E McCabe, L Sutherland,C Goodyear, R Mercer	
Cost of proposed plan		
Major benefit of proposed plan		
Revenue from proposed plan		
Urgency	Low	
Timing	Immediate	
Red-Amber-Green Rating	Green	
Paper Type	For approval, information and discussion	

Paper Summary

The Committee received an update on the current recruitment process for the Co-opted members of Court and discussed the recommendations of the Selection Panel. The Committee also received a presentation from Mhairi Taylor, Head of Equality, Diversity and Inclusion on the current breakdown of Court membership and agreed the next steps.

Topics to be discussed	As Court wishes
Action from Court	To **approve the appointments** of the two Co-opted members of Court To **approve the changes to the membership** other items for noting
Recommendation to Court	Nominations Committee RECOMMENDS the appointment of the co-opted members of Court Nominations Committee RECOMMENDS the changes to the membership

Relevant Strategic Plan workstream		
Most relevant Primary KPI it will help the university to achieve		
Most relevant Secondary KPI it will help the university to achieve		
Risk register - university level		
Demographics		
% of University	100%	students
	100%	staff
Operating stats		
% of		
Campus	All	
External bodies		
Conflict areas		
Other universities that have done something similar		
Other universities that will do something similar		
Relevant Legislation		
Equality Impact Assessment		
Suggested next steps		
Any other observations		

University of Glasgow

Nominations Committee

Notes of Meeting held on Friday 19 November 2021

via Zoom

Present: Heather Cousins (HC), Dr David Duncan (DD), Professor Carl Goodyear (CG), Lesley Sutherland (LS) (Chair), Ronnie Mercer (RM), Ella McCabe (EM), Paula McKerrow (PM), Elizabeth Passey (EP).

In attendance: Christine Barr (CB), Amber Higgins (Clerk), For Item 5 only - Mhairi Taylor (MT)

Apologies: Prof Anton Muscatelli.

1.Notes of the last meeting

The notes from the meeting on Thursday 5 August 2021 were approved.

2. Matters arising

2.1 Court website

It was noted that the Court website update would be taken forward by the Communications and Marketing team in External Relations in early 2022. It was noted that this would include the fast facts document.

2.2 Skills Matrix

It was noted that the Skills matrix was being updated and had been shared with sub committees for completion by December 2021.

2.3 Co-opted member of Court

It was noted that a single candidate interview would take place in early 2022 for Heather Cousins' replacement.

3. Recruitment Cycle 2021/22

AH outlined paper 4 which provided an update to the Committee on application process. Although it was noted that there had been a marked increase in the number of applications, the Committee was still concerned by the low numbers of applications which totalled 13.

Feedback from potential applicants that had been approached raised concerns about the time commitment required and the lack of remuneration. The Committee noted that a recent meeting of the Committee of Scottish Chairs – sub committee for Nominations Chairs, a number of institutions had also expressed similar concerns. The Committee felt that this was a sector wide issue and that it should be addressed as such.

It was noted that the Scottish Code of Good Governance was being updated and it was agreed that it would be useful to include this in the consultation to get a sector wide view. It was also agreed that CB would reach out to HR Directors to see if there were any discussions taking place at other institutions.

DRAFT

4. Court appointments

The Chair reported that following the short listing 4 candidates had been interviewed. The Selection Panel had agreed after lengthy discussion to put forward Jonathan Loukes and Linda Hanna as the recommended candidates to the Nominations Committee.

The Nominations Committee agreed that Jonathan Loukes and Linda Hanna would be recommended to Court for appointment as Co-opted members of Court for four years initially.

The Chair thanked everyone involved with the Selection Panel.

It was agreed that both candidates would be invited to meet with the SRC and Sabbatical officers to gain an insight into the student perspective.

5. Equality & Diversity Information Gathering

The Chair welcomed Mhairi Taylor, Head of Equality, Diversity and Inclusion to the meeting. MT gave a presentation on the current breakdown of Court membership in relation to certain characteristics of the university population – such as gender, BAME, disability and religion.

Due to the small number of Court members, it was noted that one or two member changes could have a significant impact on the statistics. The Nominations Committee also only has a locus in the appointment over of 7 members of Court – i.e. Co-opted members of Court. It was noted that the University KPIs will start to have targets for gender, disability and BAME and it would be beneficial if Court could align with these.

Concerns were raised by some Committee members about the use of certain category labels as it wasn't inclusive. It was noted that the University was constantly reviewing the language and terms it used but often this was set by external bodies which we had to report on.

The Committee discussed the benefits of Myers Briggs testing and the benefits of profiling the softer skills and styles/behaviours among Court to complement the skills matrix. The Committee also discussed the gathering of social-economical data on members. It was noted that gathering further data on members would be difficult, but the use of Myers Briggs testing could be useful.

A member also noted that, in the past, it was not unusual to approach companies directly to see if they had any possible candidates that would be released for a day a month to take such roles as part of that individual's professional development. It was unclear if this was still an ongoing practice. It was also noted that the Alumni community could be utilised more.

It was agreed that members would review the Advance HE Toolkit which had been circulated and bring back ideas that would be taken forward to the next meeting.

It was also agreed that MT would be invited back on an annual basis to provide an update on Court Membership.

The Chair thanked MT for the useful and thought-provoking presentation.

6. AOB

6.1 Committee membership

The Chair reported at present the Committee did not have a lay majority of members. It was agreed that the Principal and University Secretary/COO would become in attendance members, as was similar in the Audit and Risk Committee. This would ensure that the Committee had a lay majority and in the longer term the membership would be reviewed to increase lay membership.

The Committee agreed to recommend to Court a change in membership.

6.2 Vice Chair

It was agreed that the role of Vice-Chair would be discussed at the next meeting.

7. Table of Actions

Action	Date Due	Notes
Court Website to be updated to include information about appointment to Court positions	Spring 2022	Clerk
Court Video to be updated	Spring 2022	Clerk
Candidate identified as a possible Co-opted member to be taken forward.	January 2022	Clerk
Remuneration for Co-opted members of Court – consultation as part of Code update	February 2022	DD
Remuneration for Co-opted members of Court – consultation HR Directors	February 2022	CB
Co-opted Members of Court confirmed to Court	November 2021	Clerk
New Co-opted members of Court to meeting with the SRC	December/January	Clerk
Review of Court member characteristics	November 2022	Clerk to take forward with Equality and Diversity Unit
Nominations Committee membership change to be recommended to Court	November 2021	Clerk

8. Date of Next Meeting

It was agreed that a meeting would take place in Early 2022.

Court Context Card - REPORT FROM Health Safety & Wellbeing Committee 22nd of September 2021	
Speaker	**Dr David Duncan**
Speaker role	Chief Operating Officer and University Secretary
Paper Description	For information only
Topic last discussed at Court	Last report to Court was **22nd of June 2021**
Topic discussed at Committee	N/A
Court members present	Dr David Duncan
Cost of proposed plan	N/A
Major benefit of proposed plan	N/A
Revenue from proposed plan	N/A
Urgency	N/A
Timing	N/A
Red-Amber-Green Rating	N/A
Paper Type	**For information only**
Paper Summary	Agenda Draft Minute Action Log
Topics to be discussed	N/A
Action from Court	N/A
Recommendation to Court	N/A
Relevant Strategic Plan workstream	N/A
Most relevant Primary KPI it will help the university to achieve	N/A
Most relevant Secondary KPI it will help the university to achieve	N/A
Risk register - university level	
Demographics	All staff, students and visitors
% of University	
	i
Operating stats	
% of	
Campus	All locations
External bodies	
Conflict areas	
Other universities that have done something similar	
Other universities that will do something similar	
Relevant Legislation	
Equality Impact Assessment	
Suggested next steps	
Any other observations	

University of Glasgow

Health Safety and Wellbeing Committee

Minute of Meeting held on Wednesday 22 September 2021 at 10:00 AM via Zoom

Present: Mr Ian Campbell, Dr David Duncan, Mr Paul Fairie, Mrs Elise Gallagher, Mr Peter Haggarty, Mr William Howie, Mr Christopher Kennedy, Ms Paula McKerrow, Mr David McLean, Mr John Neil, Mr Cyril Pacot, Ms Aileen Stewart, Ms Selina Woolcott, Ms Emma Lindquist, Mr Gary Stephen

In Attendance: Ms Debbie Beales (Clerk), Mr Alex Shearer (SEPS), Mrs Janice Thompson (RPS), Mr Simon Ambrose (HR)

Apologies: Mr James Gray, Mr Graham Tobasnick, Ms Michelle Jamieson, Ms Gillian Shaw

HSWC/2021/1 Minutes of the Meeting held on Wednesday 26 May 2021

The Minute of the meeting held on Wednesday the 26th of May 2021 was approved.

Convenor's Business

The Convenor welcomed Alex Shearer, the recently appointed Safety and Environmental Protection Adviser (SEPS) to the Committee.

HSWC/2021/2 Matters arising

HSWC/2021/2.1 Contractor activity (Paper 1)

The Committee noted the Paper that was circulated. Mr Harty informed the Committee that the University commissioned an external review to ensure compliance with the Health and Safety at Work Act and the Construction Design and Management Regulations. The review was conducted by Mr Neil Jamieson, a former HSE inspector, and this paper is a summary of his findings. The results of the review were very positive, with the main area for improvement being that a root cause analysis of accident and incidents is required to prevent the recurrence of incidents. The findings have been discussed with Multiplex, the main contractor, and an action plan will be implemented and completed by the end of this year. Mr Harty agreed to share the outcome with the Committee at the December meeting.

The Committee discussed recent safety incidents. One incident in the JMS building involved a piece of material falling from height. All similar items have now had robust safety checks and been signed off. The second incident involved a sandstone block falling on to the pavement in Byres Road in the early hours of Saturday morning. Estates were quickly on site and the area was cordoned off. The building has now been structurally inspected and deemed safe. A weekly check takes place on all the retained sandstone buildings in this area to ensure that it remains safe.

HSWC/2021/2.2 Centralisation of PAT (verbal update DH)

Mr Harty informed the Committee that Estates are looking at the option of performing PAT in-house. A new facilities services model is about to be released, and PAT could form part of the duties of the facilities assistants. Testing equipment has been purchased and training will be provided by the end of this year. Zone 4 (comprising of the JMS, Main Library, St Andrews

Building, Fraser Building and Boyd Orr Building) has been chosen for sample testing to see how in-house testing, data management and the recording of results compare to the service currently provided by external contractors. Mr Harty agreed to update the Committee on this at the December meeting.

HSWC/2021/2.3 Terms of Reference (Paper 2)

The Committee noted the Paper that was circulated. Ms Woolcott informed the Committee that all University ToRs were recently amended to ensure that they follow the same standardised format. The Committee agreed that the membership structure could be clearer in the HSWC version and were invited to email any feedback or suggested changes to Selina Woolcott or Ian Campbell by the end of October. A final version will be brought to the Committee in December for approval.

HSWC/2021/2.4 Wellbeing Strategy (verbal update EG)

Mrs Gallagher informed the Committee that the wellbeing strategy working group has completed initial consultation engagement sessions looking at ways to create an acceptable balance between work and wellbeing. A further meeting, to take place next month, will decide on brand and positioning and Mrs Gallagher will update the Committee at the next HSWC meeting in December.

HSWC/2021/3 OH Report (Paper 3)

The Committee noted the paper that was circulated. Ms Stewart informed the Committee that OHU returned to full-service delivery in April and have been catching up will the accumulated face to face activities. Staff referrals increased during the quarter, with staff and students returning to campus after lockdown. Mental health (non-work related) was the most common reason for referral, followed by prolonged illness. MVLS referred the highest number of employees, in particular from the Lighthouse Lab.

Health surveillance, mainly completed in the previous quarter, is now finished for the year with no areas of concern identified. OHU, whilst down 2 clinicians, managed to complete vaccinations and blood tests for incoming 2020 students They also completed those missed from the 2019 intake, prior to the arrival of the new 2021 students in September.

The Committee recognised and thanked the staff of OHU for their hard work during difficult circumstances.

HSWC/2021/4 SEPS Report (Paper 4)

The Committee noted the paper that was circulated for information only. Mr McLean informed the Committee that, at the request of the Committee, the report now contains incident benchmarking. Mr McLean informed the Committee that HSE will be conducting a detailed biological safety inspection in November to ensure that the specified animal pathogen order regulations are being followed. He agreed to bring the findings to the Committee at the December meeting. SEPS have been busy with covid related matters, work at the ARC and updating the Travel Policy. There is now an online travel portal and SEPS have published supporting documents and guidance for this on their webpage. Safety courses have continued over the restricted periods, predominately via Zoom, with fire training being delivered via one-to-one or in small groups.

DRAFT

HSWC/2021/5 EAP Report (Paper 5)

The Committee noted the Paper that was circulated for information only. Mrs Gallagher informed the Committee that this report runs from August 2020 to July 2021. The EAP contract has been extended until summer 2022 and the contract will be re-tendered at that point.

HSWC/2021/6 Sickness absence stats (Paper 6)

The Committee noted the Paper that was circulated for information only. Mrs Gallagher informed the Committee that this report covers the 20/21 academic year and shows a decrease in sickness absence of 0.4% compared to the 2019/20 academic year. This is most likely due staff working from home when unwell rather than taking sickness absence.

The Committee asked that future reports separate Estate's sickness absence from those of University Services.

HSWC/2021/7 Safety & compliance report (Paper 7)

The Committee noted the Paper that was circulated. This report was initially created for the Estates Committee and brought to the HSWC for information only. Mr Harty informed the Committee that the Estates Team have been awarded a 3rd consecutive Gold ROSPA Safety Award for the year 2020/21. The 'Don't' Walk By' initiative is due to be relaunched, with an app/QR code for reporting near misses.

The Committee discussed a fire safety issue concerning fire doors being left open for ventilation purposes. The Committee agreed that internal fire doors, which are there to contain smoke and flames, should never be left open for extended periods and that a staff comms should be released accordingly. The Committee also discussed potential changes in fire officer responsibilities, with the addition of facilities assistants on campus. A new operations model has been created and will go live in the next few weeks. Mr Harty agreed to share this with the Committee and Estates' new Head of Operations will be re-visiting Schools to explain the new model in more detail.

The Committee discussed whether other local health and safety committees should also be invited to present to the Committee and agreed that this would be appropriate where it concerns matters of interest to the wider University.

HSWC/2021/8 Smoking on campus (verbal update DD)

The Committee discussed the issue of smoking outdoors on campus and agreed that banning this will be extremely difficult to enforce, especially as the campus is open to the public. Smoking at building entrances is the biggest issue and the Committee agreed that removing ashtrays from building entrances and reminding staff and students of the wording of the University's smoking policy will help with this. The smoking policy, on the HR website, states that 'individuals should not smoke near doorways, open windows, air intakes and high pedestrian traffic areas/thoroughfares'.

HSWC/2021/9 Any Other Business

- **Covid**

  Covid cases are relatively low, especially as there is a much larger footfall on campus. There were 20 reported cases last week and 30 reported cases so far this week. The

University has ceased tracing the physical movements of an individual who tests positive. This is no longer practical now that all physical distancing restrictions have been lifted off campus. Public Health Scotland are aware of this as and are supportive of this approach. If there are more than one case of covid within a building or activity, the relevant College is notified, and processes/risk assessments are re-visited accordingly.

- **Ambulance call outs**

The Committee discussed concerns about recent ambulance call out times to campus. One gentleman waited 7 hours for an ambulance and, as he had a neck injury, the University felt it inappropriate to provide alternative transport to the nearest hospital. Moving forward, the University will only intervene in exceptional circumstances where the ambulance wait time will endanger the life of the person in distress and moving them won't add to their injuries.

HSWC/2021/10 Date of Next Meeting

The next meeting of the HSWC will take place on Wednesday the 8th of December 2021 at 10am via Zoom.

DRAFT

Created by: Ms Debbie Beales

Court - 24 November 2021

Annual Report for the Scottish Funding Council

Institutional Report on Quality Assurance and Enhancement - Academic Year 2020-21

Cover Sheet

Brief Description of the Paper

A copy of the University's draft annual report to the Scottish Funding Council (SFC) on institution review of quality for AY 2020-21 is attached. The contents are specified by the SFC and include:

- A summary of outcomes from internal quality processes including: Periodic Subject Review (PSR); Annual Monitoring, and Course Evaluation;
- Information on Professional, Statutory and Regulatory Body (PSRB) accreditation;
- The University's management of quality procedures in light of the Covid-19 pandemic;
- A reflective overview, including summary of action taken and the University's use of contextual information, including performance data and data from student surveys, both external and internal

The report has been approved by Academic Standards Committee and submitted in draft form to the Funding Council. We will confirm to SFC when the report has been approved by Court.

Court has duly approved the annual report for the last several years. Court will recall that a 'Statement of Assurance' is required that Court is content with the Report. The prescribed text is quoted below and should be signed off by the Chair of the Governing Body with an indication of when it was endorsed.

> "On behalf of the governing body of the University of Glasgow, I confirm that we have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2020-21, including the scope and impact of these. I further confirm that we are satisfied that the institution has effective arrangements to maintain standards and to assure and enhance the quality of its provision. We can therefore provide assurance to the Council that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by the Council."

Action Required

Court is requested **to approve** the draft report and endorse the statement of assurance above.

How we assure the effectiveness of arrangements for maintaining academic standards and quality

Under the terms of its constitution, at the University, Senate has responsibility for teaching. This has been understood as meaning responsibility for academic standards and quality. Senate employs a range of mechanisms to ensure standards and quality are maintained. The main methods used are:

- The external examiner system
- The annual monitoring of all courses
- The periodic review of programmes by subject (involving external subject experts)
- The periodic review of the Graduate Schools
- Course evaluation
- The scrutiny of all proposals for new courses and degree programmes
- Gathering and analysing feedback from students

Many of the University's degrees are also accredited by professional or statutory bodies and these degrees are reviewed by the relevant body on a cyclical basis.

The findings from the range of mechanisms detailed above are analysed and responded to by committees at School, Research Institute, College and Senate levels. This normally includes annual consideration of ways to enhance the effectiveness of the mechanisms themselves and of the committees that receive and consider them also. The framework of these arrangements is detailed in the University's Academic Quality Framework, which may be found at: http://www.gla.ac.uk/media/media_127773_en.pdf. The University's quality arrangements must also conform to the terms of the Scottish national Quality Enhancement Framework. Details of this may be found at: https://www.qaa.ac.uk/scotland/quality-enhancement-framework#

Compliance with the Quality Enhancement Framework is assessed at the five-yearly Enhancement-led Institutional Reviews (ELIRs). The ELIR reviews check (in detail) compliance with the terms of the UK Quality Code for Higher Education published by the Quality Assurance Agency (QAA). This Code includes detailed provisions for each of the main quality assurance mechanisms we employ. ELIR reviews also check compliance with national Subject Benchmark Statements and with the Scottish Credit and Qualifications Framework. Court will be aware that this was undertaken in February and March 2019, which confirmed that the University has effective arrangements for managing academic standards and the student learning experience. This is the best result possible. The report can be found at:
http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007794

The QAA also checks the University's compliance with the requirements of the annual report to the Scottish Funding Council. No notes of concern have been received on these reports since they began to be required.

University of Glasgow

Annual Report for the Scottish Funding Council

Institutional Report on Quality Assurance and Enhancement

Academic Session 2020-21

At the University of Glasgow, our mission is to bring people together in a world-class environment for learning and research, empowering staff and students to discover and share knowledge that can change the world.

Since 2015, this vision has been articulated via our Strategic Plan: Inspiring People Changing the World. The Strategy, governed by its focus on People, Place and Purpose, has enhanced the staff and student experience, expanded our reach across the globe and ensured that – no matter their background – each of our world-changing students has a platform to realise their full potential. Our commitment has been strengthened in our new values-led University Strategy – World Changing Glasgow 2025 launched in March 2021, and in the associated Learning and Teaching Strategy.

Our University Strategy for 2020-25, already under development pre-Covid, and initially due to launch in November 2020, was revisited prior to publication in light of the Covid-19 pandemic, to ensure that our focus reflects the impact of the pandemic on the University and on the wider sector. The Learning and Teaching Strategy was in development during the initial stages of the pandemic and the Covid-impact is reflected in the narrative of the strategy document.

1. Introduction

The University of Glasgow submits this annual *report* in accordance with the Scottish Funding Council guidance to higher education institutions on quality SFC/GD/11/2017 and the supplementary request to provide information on the impact of Covid-19 on our ILR activity. The format and content of the report takes consideration of the technical guidance in section 2.

Following a successful ELIR 4 in February/March 2019 the University is confident it has effective mechanisms in place to demonstrate compliance with and consideration of the Quality Enhancement Framework (QEF) which is outlined in section 1 of the above SFC guidance.

The University continues to build on the recommendations from ELIR 2019 and progress on these activities is summarised briefly in section 8.2 of this report.

2. Context

The significant impact of the Covid-19 pandemic on the teaching and assessment timetable and the priority to maintain a high-quality student experience, required the University to make challenging operational changes during 2020-21 to manage our ILR activity – Periodic Subject Review (PSR). Two key challenges were (i) the difficulty in finalising the schedule of reviews for 2020-21 due to conflicting priorities for internal and external staff resulting in a compressed timetable for PSRs, and (ii) managing all PSRs online with minimum preparation and planning time. Additionally, there was a need to re-think the approach to course approval owing to the significant volume of changes required to accommodate the initial pivot to online and then an incremental move to blended provision alongside a move to fully online assessment. As reported last year, the University introduced a No Detriment assessment policy (NDP) in immediate response to the emergency of the pandemic during Semester 2 of the 2019-20 academic year in the context of the sudden closure of the

campus and national lockdown in March 2020. For 2020-21 a different approach was taken in response to the development of the pandemic and a package of Assessment Support Measures was introduced to take account of potential disruption students faced throughout the course of 2020-21 (the NDP was only continued insofar as being applied to any results from the original NDP period [March – September 2020] that were contributing to any subsequent final degree award). This revised approach to assessment allowed a balance to be struck in supporting students affected by the pandemic while also maintaining academic standards.

3. Summary of Institutional-Led Review Outcomes 2020-21

The table below outlines the approved and largely completed schedule of our Periodic Subject Reviews (PSRs) for 2020-21. Please note that due to the compressed timetable not all reports have concluded the formal approval process at institutional level. All PSR reports will be published online and publicly available following formal approval within the University.

Subject	Review Date 2021	Information
Geographical and Earth Sciences	11-12 March	
Philosophy	24-25 May	Postponed from previous year due to industrial action in academic year 2019-20.
Urban Studies	26-27 May	
Nursing & Health Care	16-17 June	Postponed to 2020-21 PSR cycle due to the curriculum change being implemented to meet revised requirements from the Nursing & Midwifery Council professional body. This change was agreed with SFC in September 2019.
College of MVLS Graduate School: PGT Cluster2: Medical Professions, Health & Wellbeing and Medical & Clinical Science	17-18 June	Review was originally postponed from 2019-20 due to the impact of the pandemic on the NHS staff and MLVS staff and students in the spring of 2020.

Details of the programmes covered by the reviews are listed in Appendix 1.

3.1 Methodology

As outlined in section 2 above, the PSR process was fully managed online during academic session 2020-21. There was no change to the format, agenda, or panel membership. The model used for the pilot PSR in 2019-20 (for Computing Science) and detailed in our previous annual report was used for all reviews. Additional operational guidance and online protocols were developed to support the process and a workshop was delivered to the students participating to ensure they were fully briefed regarding the process and expectations. Feedback suggested the events were successfully managed and supported with only minor operational/technical issues arising. In line with good practice and our commitment to enhancement, the University will refine the operational guidance notes to reflect lessons learned.

3.2 Commendations

A total of 16 commendations were noted as part of the review process with an example listed below. The University is satisfied this confirms a commitment to enhancement and development which is evidenced across the subjects. Full details are outlined in the final reports which will be published online. Selected commendations are;

- Innovative approaches taken to moving the delivery of the programmes online, (in particular during the pandemic) while at the same time creating a sense of community for students studying remotely.
- Continuing to achieve outstanding NSS and league table improvements and maintaining reputation and integrity despite challenges associated with significant increase in student numbers.
- Training and induction programme for GTA's which was established by the School of Geographical and Earth Sciences and now shared across the University.
- The proactive approach to external engagement with the commercial and business environment to create learning opportunities and work experience for students.
- Innovation in the use of technology as part of the learning environment.
- The inclusion of Alumni and employers/industry advisory boards in the development of new programmes.
- A number of subjects and staff receiving teaching and excellence awards internally and in the professional external environment.
- A focused and explicit approach to embedding the student voice ("be part of the solution") in programme, curriculum and portfolio development.
- A collaborative and interdisciplinary approach to working across subject groups.

3.3 Good Practice

There were 19 areas of good practice identified via the review process. Full details are outlined in the individual final reports. The following bullet points provide an example and thematic overview of good practice identified across more than one subject.

- Sharing best practice at learning and teaching away days to promote collaborative working, innovation and interdisciplinarity.
- A commitment to equality and diversity and social inclusion - evidenced in various approaches to recruitment and marketing, outreach to schools and colleges and the management of transition into and through university.
- Alignment of Graduate attributes with the future working environment by giving students exposure to commercial software and digital databases as part of work experience or collaboration with external partners.
- The move to online teaching using new technologies with plans to embed the best practice and lessons learned during the pandemic into future online learning and teaching.
- Collaboration with industry and business to diversify the curriculum ensuring the student experience is aligned to future working practices.
- Embedding the student voice and feedback into the development of new programmes and curriculum.

3.4 Enhancement Recommendations

Over 100 areas of enhancement were identified during the review process with a significant number of these being highlighted by the School/Subject as part of enhancement plans

detailed in Reflective Analysis documents. Examples of the themes raised are as follows with full details outlined in the full reports.

- Reflect on the experiential learning opportunities created during the pandemic with a view to embedding good practice.
- Continue to develop more structured support and staff development for staff who are mid-career.
- Continue to review the constructive alignment between teaching, ILOs and assessment.
- Continue to develop induction programmes to facilitate the transition from school/college to university in order to maximise the student experience.
- Continue to roll out the induction and support programme for GTA's across the wider university which will help to demonstrate further alignment with the GTA Code of Practice.
- Clearly signpost students to the University central support services in order to maximise the benefits for student support.
- Subjects should collaborate further with External Relations to help develop their strategies for growth in student numbers
- Review student mobility to ensure equality of opportunity where appropriate taking consideration of sustainability and carbon footprint.
- Continue to review and development facilities to maximise the student experience and demonstrate consideration of various legislation including the equalities act.
- Review the development opportunities supporting academic leadership skills in order to provide greater clarity, awareness and sustainability.
- Subjects with close ties to professional agencies should continue to look at ways to integrate best practice and share learning experiences.

4. Institutional Led Review schedule for 2021-22

All PSR reviews for 2021-22 will remain online due to the pressure on the estate for teaching space - in particular, the need to prioritise accommodation on campus for student study spaces (including the new type of space required where students can attend live online classes while in an on-campus setting), and to deliver additional classes catch up and/or workshops for some subjects. The online methodology will also provide the University with contingency should Covid restrictions be reimposed by the government during the coming academic year.

4.1 The following seven reviews are scheduled to take place in Semester 2 of academic session 2021-22. As noted below five of these reviews were deferred from the original schedule for 2020-21. The revised six year schedule for PSR (2021-26) was agreed with SFC via the QAA Scotland last year. Dates are expected to be finalised early in Semester one.

Subject	**Comments**
Theatre, Film & TV Studies*	College of Arts
History*	
Classics*	
Dental School	College of MVLS
Chemistry*	College of Science and Engineering
Economics*	College of Social Sciences

Academic & Digital Development**	Professional Academic Support (PG Cap and MEd)

*PSR re-scheduled from 2020-21 to 2021-22 due to Covid disruption.

** Formerly Learning Enhancement and Academic Development Services

5. Reflection on other quality assurance activities

The University is confident that despite the disruption of the Covid-19 pandemic its quality assurance framework is robust and supports and maintains the development of academic standards and the enhancement of the student learning experience. The outcome from ELIR 2019 and the ongoing discussions with QAA Scotland reinforces this confidence. The section below outlines some information collated from key Quality Assurance activities undertaken during academic year 2020-21 noting that these were running with the backdrop of the pandemic and therefore some adjustments were made to standard procedures, particularly in the case of approving changes to the delivery of courses to accommodate the online delivery that was necessary during this academic year.

5.1 Course and Programme Approval

As detailed in our last annual report, we made a temporary modification to our course and programme approval process in order to facilitate the urgent and large-scale work to convert to digital provision for 2020-21. The streamlined approach allowing blanket approval of temporary adjustments to courses required due to the pandemic was continued during 2020-21 for the approval of course due to run in 2021-22 as it was clear that the conditions of the pandemic driving the need for at least some online delivery were continuing. Schools were therefore permitted for one further year to give blanket approval for changes on the basis that these changes did not fundamentally digress from the original Intended Learning Outcomes (ILOs) or the aims of any courses, or disrupt the assessment of ILOs. It is recognised that there will be a desire to retain a significant amount of changes introduced in 2020-21/22 permanently as there has been positive feedback on many aspects of digital delivery. Schools will be required to ensure that all provision continuing to be delivered in 2022-23 will be fully input into our course approval system and while there will be some streamlining of the process around input to the system, the annual monitoring process has been revised to ensure that the University gains clear feedback on changes that have been introduced in response to the pandemic and the impact of these on the student experience and further development and enhancement of the learning and teaching provision.

5.2 External Examiners

The University continues to have a robust process for managing and monitoring external examiner reports. Thematic reports derived from externals' reports on both UG and PGT programmes are submitted to the Academic Standards Committee (ASC). ASC has delegated authority from Senate for these matters. Since the start of academic year 2018-19, there has been separate reporting on UG and PGT external examiner reports.

For the purposes of this annual report, the University confirms external examiner reports cover UG and PGT courses taught in the University and does not include reports relating to programmes validated by the University or for joint programmes where the University of Glasgow is not the administering University (e.g Christie's Education, Glasgow School of Art, Scotland's Rural College (SRUC), Edinburgh Theological Seminary (ETS) which are reviewed by the relevant Joint Boards or Joint Liaison Committees.

The University continues to receive positive feedback on its programmes which confirms the assurance and development of academic standards.

Covid Response

The University acknowledges the challenges associated with external examining during the pandemic and formally thanked individuals for their contribution during a difficult period. As a result of the impact of remote working and the move to fully online teaching and assessment there was an expectation that comments would be made regarding assessment, feedback and workloads for staff and students. As reported to Academic Standards Committee (ASC) there was a mixture of comments relating to the assessment arrangements during the pandemic (AY 2019-20). The majority of comments specifically about the No Detriment Policy (NDP) were positive noting the considerable effort that the University had taken to ensure that students were not disadvantaged by the pandemic while ensuring fairness. In the main the policy was found to be well communicated; however there were concerns that it was complex and unwieldy to implement which presented a large burden on staff. There were also some concerns around potential grade inflation with a request in one case that the NDP should not be continued in 2020-21 (as noted in section 2 above the NDP was not applied to assessments during 2020-21 and a different set of measures was introduced to support students experiencing difficulty in the evolving context of the pandemic).

The University will continue to review its assessment and feedback methods as well as the teaching timetable for academic year 2021-22.

Undergraduate External Examiner Reports

A total of 94% of undergraduate reports were received for session 2019-20 and reviewed over the course of 2020-21 which is a reduction of 4% from 98% received in 2018-19. The University notes the reduction in responses and acknowledges the impact of the pandemic on the management and monitoring of these activities. In line with the University quality assurance framework responses to comments raised in the reports are being addressed by Schools and monitored by the Senate Office.

Themes identified by external examiners which may require further consideration include:

- Assessment and Feedback – a need for more consistency regarding feedback on assessment
- Assessment methods – review and refine methods to ensure consistency

Examples of good practice identified include:

- Examples of quality feedback within some disciplines
- The academic standards and content of programmes
- Rigour of the marking and grade criteria
- High level of staff engagement

Postgraduate External Examiner Reports

A total of 84% of postgraduate reports were received for session 2019-20 which is a reduction of 4% from 88% received in 2018-19. The University notes the reduction in responses and acknowledges the impact of the pandemic on the management and monitoring of these activities. In line with the University quality assurance framework responses to comments raised in the reports are being addressed by Schools and monitored by the Senate Office.

Themes identified by external examiners which may require further consideration include:

- Assessment and Feedback – a need for more consistency regarding feedback on assessment
- Marking Scheme – some inconsistency identified regarding marking criteria and moderation

Examples of good practice identified included:

- Quality feedback
- Diversity of assessment methods
- Administration
- Good Covid response

5.3 Annual Monitoring

Annual Monitoring at the University of Glasgow continues to be carried out at three levels: School, College and University. School Quality & Enhancement Officers are responsible for collating and analysing information for consideration at School level, and College Quality & Enhancement Officers undertake this activity at College level. Issues requiring University-level action are reported for consideration by Academic Standards Committee (ASC) which is supported by the Senate Office. Relevant professional support services or groups provide updates and responses to issues identified as University-wide matters.

Good practice from the Undergraduate and Postgraduate Taught Annual Monitoring Summaries for Session 2019-20 was identified in the following areas:

- Response of staff to the challenges of online delivery
- Online exams processes
- No Detriment Policy
- Staff support – teaching

Key themes from the Undergraduate and Postgraduate Taught Annual Monitoring Summaries for Session 2019-20 were:

- IT/Remote Delivery
- Staffing/workloads
- University Policy
- Suitability and quality of teaching spaces
- University systems
- Staff and student Mental Health
- University Communication

<u>Review and ongoing enhancement of Annual Monitoring process</u>

In response to the impact of the Covid-19 pandemic, the Annual Monitoring process was streamlined in terms of reporting requirements. The abridged annual monitoring form aimed to capture a focused and concise evaluation, given the extraordinary events arising from the pandemic during academic session 2019-20. For the annual monitoring round which commenced in the summer of 2021 reflecting on delivery during 2020-21, the abridged annual monitoring form has been retained in part, but with the added requirement to report on changes to delivery made in response to the pandemic which were approved under the modified blanket course approval arrangements (see 5.1 above) in order to ensure that the University has appropriate oversight of this activity to balance against the light touch approach necessarily adopted at the stage of introduction. Full implementation of the revised Annual Monitoring process that was approved by both ASC and EdPSC has been

postponed until the disruption of the pandemic has settled. The University confirms the issues raised as part of the annual monitoring process will be reviewed and monitored by the appropriate academic governance committees at school and college level.

5.4 Course Evaluation

The University continues to evaluate its courses as part of its Course Evaluation Policy which is kept under review. The Policy applies to all credit-bearing courses and sets out the University's requirements for gathering, presenting, and responding to course evaluation data from students via questionnaires. Questionnaires are sent to all students enrolled on a given course, and all questionnaires contain, at a minimum, five 'core' questions, the wording of which was agreed in consultation with all Schools and Colleges. Schools and individual members of staff are permitted to add additional questions.

Following completion of surveys, the University's course evaluation software automatically generates a report for each course, which provides a statistical summary of student responses to the closed questions, and a list of all textual responses to open questions. The outcome report is issued to all subjects who then have responsibility for drafting a Summary and Response Document (SARD) which is then monitored via the appropriate academic governance committee within the school/subject area. To ensure full transparency the SARD is made available on Moodle to students on course and to the new incoming students and is a standing item on all Staff-Student Liaison Committees (SSLC). The University works closely with the SRC to maximise communication and engagement. In addition, the SRC includes course evaluation as part of the mandatory training for class representatives and is included in the MyClass Rep Toolkit which was introduced as an online information resource during academic year 2019-20.

During the 2020-21 academic session, staff engagement with course evaluation was high and Schools continued to use course evaluation surveys as the primary means for eliciting student feedback. However, student response rates declined slightly because of the COVID-19 Pandemic, which prevented students from completing surveys in class and impacted on student engagement with email communications.

Work is ongoing within the University to develop an aggregated report which displays the average percentage agreement to each of the three closed core questions included in every course evaluation questionnaire for each level of study within every Subject, School and College. It is hoped that this level of granularity will enable each Subject and School to identify areas of good practice and areas requiring enhancement or support. It was intended that the aggregated report would be made available to Deans of Learning and Teaching and other key stakeholders at the end of Semester 1 of the 2020-21 academic session. However, due to the disruption caused by the COVID-19 Pandemic, this has not been possible, and it is hoped that the aggregated report will be produced and made available to key stakeholders at the end of Semester 1 of the 2021-22 academic session.

5.5 Graduate School Reviews

The University did not undertake a Graduate School Review (GRS) during 2020/21 due to the impact of the pandemic. The GSR schedule will resume in academic session 2021/2022 with the intention to review MVLS.

GSRs will now operate on a 4-year cycle rather than the previous 5-year cycle (which included a consolidation year). The expectation is that a review will now take place every year of one Graduate School. To facilitate the production of more accurate and timelier student feedback, the University has decided to discontinue using the Postgraduate

Research Experience Survey and has developed its own annual survey with the timing set to align with the GSR schedule.

The PGR Annual report for 2019-20 was submitted to the Student Experience Committee in November 2020 to provide an institutional overview on the PGR student experience. This focussed on committee activity, researcher development activity and student survey results along with the impact of the pandemic on the PGR student experience. It was noted that many PGRs had faced significant delays to their research during the pandemic for a variety of reasons including restricted laboratory access or fieldwork. UK Research & Innovation (UKRI) and other funders had generally been supportive extending funding for these students and the University had provided scholarships to students who had not received scholarships from elsewhere. During the pandemic PhD vivas had moved online. This had been under discussion before the lockdown and some reservations had been expressed, but the experience had been positive. The PGR@Home programme which focused on skills development, had been very successful and would be incorporated into future inductions.

5.6 Professional, Statutory or Regulatory Bodies (PSRB)

The table below shows the PSRB outcomes for reviews held during session 2020-21.

School	PSRB	OUTCOME
Adam Smith Business School	Association of Chartered Certified Accountants	Programmes have been reaccredited.
	Chartered Management Institute	Programmes have been reaccredited.
	Institute of Chartered Accountants in Scotland	Programmes have been reaccredited.
School of Engineering	Institute of Mechanical Engineers	Programmes have been reaccredited.
School of Social & Political Sciences	Chartered Institute of Housing	Programmes have been reaccredited.
School of Veterinary Medicine	American Veterinary Medical Association	Programme has been reaccredited.
	Royal College of Veterinary Surgeons	Programme has been reaccredited
	European Association of Establishments for Veterinary Education	Review affected by Covid-19 (rescheduled twice, initially to Feb 2021, and then to October 2021).

6. Student support services / student wellbeing

As outlined in our annual report last year the University is committed to developing a framework to support review of student-facing professional services which was identified as an outcome from our ELIR in March 2019. Following a period of senior staff changes, the appointment of a new Deputy Secretary and Director of Planning late in 2020 provides the University with an opportunity to develop this key priority. Discussions between the new Director of Planning and the Vice Principal for Learning and Teaching have been ongoing to identify the optimal approach for reviewing student facing professional services which will be

closely aligned to the wider activity focused on delivering the outcomes of the University's new Learning & Teaching Strategy which was approved by Senate in February 2021.

Over the course of the year new support for student wellbeing has been implemented within Student Services with the creation of a dedicated team within the Student Inclusion and Wellbeing area which will proactively support the promotion of wellbeing across the student experience. The Disability Service is also located in the Student Inclusion and Wellbeing area, and has been at the heart of the University's extensive Review of Provision for Disabled Students which ran from the summer of 2020 through to February 2021 and concluded with a report and detailed implementation plan. Significant investment has been agreed to support the implementation plan which is designed to embed accessibility across the University in order to promote an accessible and inclusive environment which all members of the University – staff and students - take responsibility for. These far-reaching recommendations cover a broad range of issues including: system upgrades (new case management system); the needs assessment process; revision of the Disability Co-ordinator role and associated training; continued development of inclusive assessment practice; new governance arrangements for the direction, oversight and assurance of provision.

7. Student participation in ILR processes

The University continues to have a strong and collaborative partnership with the Student Representative Council (SRC) Sabbatical officers. Student representatives are fully engaged in our quality management processes and participate in all our academic and student support committees which continued to meet online during the lockdown period. Additional online support briefings and operational protocols were developed to provide maximum guidance to student representatives involved in the PSR process (both as a panel member and an interviewee). The SRC was fully engaged in the planning and communication of priorities for the move to online teaching and the development of the Assessment Support Measures to recognise the ongoing challenges of the pandemic. As part of this process the Clerk of Senate and Vice Principal who has responsibility for academic regulations held weekly meetings with the SRC which will continue through the new academic year 2021-22 as we continue to actively involve the SRC in our academic planning and preparation of student communications.

8. Progress

8.1 Reputation and Ranking

This has been a challenging year for Higher Education, as both staff and student communities have continued to come to terms with the impact of the pandemic and continuing stages of lockdown and social restrictions. And while this year above all years we should be aware of the limitations of league tables in reflecting the reality of this story, it is important that we note the positive performance in this year's National Student Survey results (NSS) and a number of leading league tables.

National Student Survey (NSS)

As we expected, there has been a general fall in scores across the sector, which reflects the difficulties imposed by the pandemic. However, it is pleasing to see that the University of Glasgow has performed relatively strongly in comparison with the sector, with our overall position improving to seventh in the UK for overall satisfaction, up from 14th last year. Our overall score of 83.7%, while down on last year's score of 87.1%, also now puts us second in the Russell Group and fourth overall in Scotland.

League Table Rankings

The University has had some very good results in recent league table publications, being named Scottish University of the Year in The Times and The Sunday Times Good University Guide 2022, and rising to 11th in the UK and second in Scotland in the Guardian University Guide 2022. In addition we have improved to 86th in the world and 10th in the UK in the Times Higher Education World University Rankings. The University is also the current Times Higher Education (THE) University of the Year.

In the Good University Guide, the University rose for the fifth consecutive year to its highest ever position of 12th out of 135 UK institutions, up from 14th last year, and remains second overall in Scotland. The results highlighted positive scores for student experience and teaching quality, and the positive impact of our Campus Development Programme beginning to be felt as we opened the James McCune Smith Learning Hub.

The results show the University:

- Is ranked first in the UK in three subjects: Food Science, Sports Science & Dentistry
- Has 20 subjects ranked in the top five
- Has 32 subjects ranked in the Top 10

Teaching Quality and Student Experience both saw significant improvements, with Student Experience now ranked in the top 25 in the UK

8.2 ELIR (March 2019)

Recommendation 1 – Feedback on Assessment

Phase one of the Assessment and Feedback Transformation Project (AFTP) created a Student Dashboard in Moodle through the design of a Moodle plug-in. Once enabled for students, this Dashboard allows them to see all their assessment details (including submission date, turnaround time, grade and feedback) and will update turnaround times as staff members update them. The Dashboard is being rolled out across the University over time, starting in September 2021 with first year and PGT students in most Colleges. Meanwhile, the second phase of the AFTP will begin again and will continue to focus on improving assessment and feedback for all students and encompassing assessment design, process and systems improvement.

Recommendation 2 – PGT Advising

A sub committee of the University Learning and Teaching Committee which has had a PGT focus for the last 12 months, will expand to involve more PGT leads, and will now look at the subject of PGT advising. The scope of that view will be to review existing PGT advising provision (building on initial scoping undertaken by staff in the Senate Office), and will include exploration of students' understanding and expectations of the Adviser of Studies role and whether the advising in place is effective. The requirements of ELIR recommendation – ensuring clear communication of arrangements to students and identifying each student's designated advisor/advisory team at an early stage as well as outlining the advisor role and responsibilities – will also be addressed. A questionnaire was circulated to each School and Research Institute asking a set of core questions relating to this and the outcome will inform the project action plan.

Recommendation 3 - Annual Monitoring of PGR

Annual reporting on the PGR student experience has been introduced at University level with the submission of an annual report to the Student Experience Committee (which reports

to both Senate and Court). As detailed in 5.4 above the first report covering 2019-20 was submitted to SEC in November 2020, with another planned for 2021-22.

New governance structures were established around the PGR committees, with the intention to improve discussion and decision making around PGR policy and strategy. The report will be reviewed by PGR committees (Operations and Executive) in October 2021 before being passed to SEC for their next meeting. This will provide summaries of student demographics, personal and professional development training participation, the 2021 PGR survey and the programme of PGR funded extensions provided by the University.

The PGR Operations Committee will allow for discussion and analysis of PGR matters and now includes a broader subset of staff who support PGRs, both from academic areas and professional services. The PGR Executive will focus on reviewing decisions that have benefitted from greater consultation as well as considering more strategic matters affecting PGRs and the University's support system.

It was agreed during 2020-21 that the University would no longer participate in the PRES survey. A survey was designed and run in-house in July 2021. Initial results have been disseminated with a final report to PGR committees planned for October 2021. These committees will agree recommendations from the survey and how actions and outcomes will be monitored. Dissemination activities, including a PGR blog post and a town hall style event targeting PGRs, are planned for the early part of 2021-22 to engage directly with PGRs and deepen our understanding of the results. Discussions are ongoing with the SRC as to how we might more generally improve communication loops with PGRs to ensure we are hearing their voices more frequently and consistently. The survey itself will be reviewed each year to ensure it is fit for purpose and run annually to ensure that we are collecting actionable feedback as well as monitoring satisfaction and other key aspects of the PGR experience, such as their perceived understanding of research integrity or their confidence in their ability to complete on time.

An over-arching development project on the PGR experience is planned to commence during 2021-22 which will look more deeply into governance, data management, and policy and practice. The PGR committees will review the initial project plan at meetings in October 2021.

Recommendation 4 - Review of Student facing Support Services

Since the appointment of the University's new Director of Planning and Deputy Secretary at the end of 2020, there has been ongoing work with the Vice Principal (Learning & Teaching) to consider the optimal arrangements the University can operate in reviewing its Student facing Support Services and ensuring that these align to the new University Learning & Teaching Strategy. The demands of managing the student learning experience in the pandemic have slowed the expected rate of progress with this work; however a clear picture is emerging around the need to establish a consistent SFS Review Framework which articulates the University's approach to reviewing student facing services, demonstrating our commitment to embedding reviews as part of our continuous improvement plans. The development of the framework is in its early stages but will consider how we can encompass reviews of all relevant front facing services and where possible, create consistency and coherence in our approach by aligning with outcome measures and evaluation for the Learning and Teaching Strategy. We believe this will be highly compatible with the indications from SFC about the future evolution of the quality review process. We will seek to establish design principles around the framework to ensure we focus on user-centered design for reviews which are evidence based, using both qualitative and quantitative sources

of evidence, and look to consider this from the perspective of particular student cohorts including those for whom outcomes are poorer. Our intention is that the framework seeks to consider actions and interventions that take an institution-wide overview. The final details to articulate the new framework are under preparation and are still to be agreed and tested within the University. In parallel to this, planning for a cycle of reviews and identification of areas of review and their prioritisation is commencing.

Recommendation 5 - External Examiner reports accessible to students

As reported previously, external examiner reports are published online and available to students, and links to this resource were added to the Student Representation Toolkit to raise awareness. In addition to the Toolkit there has also been some interest expressed from SRC representatives to update the Code of Practice on Student Representation. This objective will be reviewed during the coming academic year and a further update will be included in the next annual report.

Recommendation 6 - Analysis of exam board decisions on discretion

The review of the use of discretion for final degree awards was completed during 2020-21 and it was agreed that discretion would be discontinued and replaced with a borderline and a standard grade profile algorithm to be applied in borderline zones. This change will be introduced for all degree awards made from 2021-22 onwards. The new regulation is 16.37 of the Code of Assessment, and further detail on the review and the agreed position is presented in Appendix 2. The revised arrangements for discretion made in response to the pandemic introduced in 2019-20 were also applied in 2020-21. These adjustments introduced a borderline for the upper half of the current discretionary zone and permitted a check of cases in the lower half of the discretionary zone to ensure that the application of the No Detriment Policy had not led to a disadvantage compared to the normal application of discretion rules. All such cases were reviewed by the Clerk of Senate and resulted in 51 and 86 degree promotions for awards in 2020-21 and 2019-20 respectively.

8.3 QAA (Scotland) Annual Engagement Meeting

The University and QAAS did not hold a formal meeting during the academic year 2020-21. To deal with the constant changing restrictions and challenges associated with managing the pandemic, regular discussions took place between QAAS and key University staff to share information and update changes as needed. For example, confirming the schedule for PSRs (Period Subject Review) and the move to managing the reviews online. The Vice Principal (Learning & Teaching) and the Director of Academic Services also met with colleagues at QAAS as part of the in-year overview of approaches to assuring and enhancing the quality of digital provision in HEIs in response to the pandemic. This provided an opportunity to provide an in-depth update on both the University's immediate response to the pandemic in the spring of 2020 and the subsequent development of full-scale digital delivery for the 2020-21 academic session. This engagement also demonstrated that the University's strategic planning has been adapted and developed in light of the pandemic and the challenges and opportunities it has presented. There were no issues of concern raised during these discussions.

9. Key priorities for 2021-22

The University is satisfied it made steady progress on the priorities identified in its annual report last year which included (i) the implementation of the Learning & Teaching Strategy, (ii) Assessment and Feedback Transformation Project, (iii) Academic Regulations and (iv)

PGR student experience. The progress was made in the context of managing the pandemic and therefore some progress was slower for some areas than others.

The University has established a governance framework to support planning and monitoring of the timetabling and teaching for 2021-22 including contingency planning should restrictions be reintroduced. This involves four groups: Project Governance Group, Teaching Delivery Board, Aurora Lab Teaching Group, Aurora Teaching Planning Group. Each group is chaired by a University Vice Principal with membership drawn from across the University academic, professional, and technical support services is attached in Appendix 3.

The University will focus on the implementation of the three key pillars within the Learning and Teaching Strategy as a priority in 2021/22 and beyond. This will be achieved in the context of prioritising support for teaching during the coming academic session and the ongoing disruption still caused by the pandemic.

An implementation plan has been devised and has already led to agreement for significant investment (£1.6M) in Academic Services to support the delivery of the Strategy. Six new posts will be recruited in University Services over the autumn/winter 2021 to co-ordinate key developments across the three pillars of the strategy: 1) consolidation of student-centred active and online/blended learning and teaching, together with facilitative assessment approaches; (2) transformative development of the curriculum and of its supporting infrastructure; (3) revamping of the approach to graduate attributes and skills acquisition through development of a supporting framework, provision and resources; along with some dedicated support for the Vice Principal (Learning & Teaching) and senior staff in the delivery of the Strategy and its sub-projects.

Given the commendations and good practice noted in PSR activity this year, there is clear evidence that there is already activity and appetite for development in the Schools around the three pillars of the strategy. Other commitments in the L&T Strategy budget, will support technology enhanced learning and teaching, the creation of inclusive assessments in quantitative disciplines (through a strategic project with new academic posts associated with this work), and scoping activity for skills based courses and their relationship to the curriculum.

In addition to the above learning and teaching strategic priorities the following activities will be progressed:

Graduate Teaching Assistant – Code of Practice

Graduate Teaching Assistants (GTAs) at the University of Glasgow are postgraduate research students (PGRs) who undertake paid teaching alongside their studies. Substantial work was undertaken on behalf of the University Learning and Teaching Committee to develop a Code of Practice to support the development of GTAs within the teaching and student experience environment. It is recognised that GTAs make a vital contribution to the University's learning and teaching environment, and have a particularly important role to play in ensuring an excellent experience for taught students. The Code is designed as an overarching framework and outlines the responsibilities of all parties involved in this support, recognising that GTAs are PGR students as well as being integral members of teaching teams. Further work will be done during the coming year to develop an implementation plan.

Quality Assurance and Enhancement

Operational and guidance supporting the University's Academic Quality Framework will be reviewed to reflect lessons learned during the pandemic and particularly online working which may be considered best practice for future activities.

Approved by Director of Planning

Ms Uzma Khan, Director of Planning and Deputy Secretary

Approved by Academic Standards Committee

Professor Neil Evans, Convener of Academic Standards Committee

Approved by Vice Principal (Learning & Teaching)

Professor Moira Fischbacher-Smith, Vice Principal (Learning and Teaching)

Appendix 1

University of Glasgow

Annual Report for the Scottish Funding Council

Institutional Report on Quality Assurance and Enhancement Academic Session 2020-2021

Periodic Subject Reviews

Subject Areas and Programmes Reviewed in Session 2020-2021

Geographical and Earth Sciences

Undergraduate

- Earth Studies – BSc (Designated)
- Environmental Geoscience – BSc (Designated), Honours BSc, MSci + 1 joint Honours with Archaeology
- Geology – Honours BSc, MSci
- Geography – BSc (Designated), BSc, MA, MA (Soc) & 22 joint Hons (BSc or MA with three other Colleges)

Postgraduate Taught Masters programmes

- Earth Futures Research: Environments, Communities, Relationships (MSc)
- Human Geography: Spaces, Politics and Ecologies (MRes)
- Sustainable Water Environments (MSc)
- Geoinformation Technology & Cartography [MSc/PgDip/PgCert]
- Geomatics & Management [MSc]
- Geospatial & Mapping Sciences [MSc/PgDip/PgCert]
- Land & Hydrographic Surveying [MSc/PgDip/PgCert]
- Land & Hydrographic Surveying with Work Placement* [MSc]

Philosophy

Undergraduate

- MA (Hons) Philosophy (Single Honours or Joint Honours)

Postgraduate

- MSc Philosophy (General)
- MSc Philosophy (Conversion)
- MSc Philosophy of Mind and Psychology

Urban Studies

Undergraduate

- Social and Public Policy MA(Soc) (Single and Joint Honours)

Postgraduate

- City Planning & Transport MSc
- Housing Studies,MSc
- Housing Studies,PGD
- MSc City Planning
- MSc in Urban Transport
- MSc Inter. Real Estate & Management
- MSc International Planning ...
- MSc International Real Estate
- MSc Public and Urban Policy
- MSC Urban & Reg Plan Nankai
- Public Policy & Management, MSc
- Public Policy Research, MRes
- Public and Urban Policy PgDip
- REPR City Plan & Reg, MSc(NG)
- REPR City Plan &Redevelopment, MSc(NG)
- REPR RE & Reg, MSc(NG)
- REPR Real Estate, PgDip
- REPR Real Estate, MSc(NG)
- REPR Real Estate, PGC
- Spatial Planning PgCert
- Urban Analytics MSc
- Urban Research, MRes

Nursing and Health Care

Undergraduate

Bachelor of Nursing Honours Degree (BN (Hons): full time over 4 years (exit possible at end of Year 3 with a BN Ordinary degree);

Trans-National Education (TNE): Joint Singapore Institute of Technology (SIT) /University of Glasgow BSc Honours in Nursing: full time over 2 years – students enter the programme with a Diploma in Nursing and are already registered as a nurse with the Singapore Nursing Board Undergraduate Post-registration programmes;

Postgraduate

Graduate Diploma in Specialist Lymphoedema Management: part time over 2 years with possible exit awards of Graduate Certificate in Lymphoedema Management or specialist Lymphoedema Management - each over one year;

Graduate Certificate: Burns and Plastics Surgery Care for Adults and Paediatrics: part-time over one year.

MVLS Graduate School (Cluster 2) - Medical Professions, Health and Wellbeing and Medical and Clinical Sciences)

Health and Wellbeing Cluster

- MSc Global Mental Health
- MSc Global Mental Health (Online)
- MSc Primary Health Care

- MSc Primary Health Care (Online)
- MSc Population Health Sciences (Online)
- Master of Public Health
- Master of Public Health (Online)
- MSc Health Technology Assessment (Online)
- MSc Developing and Evaluating Interventions
- MSc Digital Health Interventions
- Postgraduate Certificate in Positive Behaviour (Online)

Medical and Clinical Sciences Cluster

- MSc Cardiovascular Sciences
- MSc Clinical Pharmacology
- MSc Diabetes
- MSc Precision Medicine with Pharmacological Innovation
- MSc Clinical Trials and Precision Medicine
- MSc Sport and Exercise Sciences and Medicine
- MSc Sport and Exercise Sciences and Medicine (Online)
- MSc Precision Medicine
- MSc Forensic Toxicology

Medical Professions Cluster

- Doctorate in Clinical Psychology
- MSc Applied Neuropsychology
- PGCert Clinical Neuropsychology Practice
- PGDip Clinical Neuropsychology
- MSc Clinical Neuropsychology Knowledge and Practice
- MSc Oral and Maxillofacial Surgery
- MSc Endodontics
- Doctorate in Clinical Dentistry (Ortho)
- MSc Oral Sciences
- MSc Advanced Practice in Healthcare
- MSc Advanced Nursing Science
- Postgraduate Certificate in Healthcare Chaplaincy
- Postgraduate Certificate in Health and Social Care (Online)
- MSc Health Professions Education (Online)
- MSc Health Professions Education (with Research) (Online)
- Doctorate in Health Professions Education (Online)
- MSc Advanced Practice in Veterinary Nursing (Online)
- MSc Human Nutrition
- MSc Clinical Nutrition
- MSc Medical Physics
- MSc in Critical Care
- MSc Health Services Management
- MSc Critical Care, Leadership and Management
- MSc Clinical Critical Care (Online)
- MSc Clinical Critical Care and Leadership (Online)
- MSc Palliative Care (Online)
- Postgraduate Certificate in Advanced Lymphoedema Management

Appendix 2

University of Glasgow
Annual Report for the Scottish Funding Council
Institutional Report on Quality Assurance and Enhancement Academic Session 2020-2021

Excerpt from Academic Standards Committee minute from 22 January 2021

ASC/2020/32 Proposed Changes to Operation of Discretion by Exam Boards in the Award of Degree Classifications

Professor Morrison introduced the discussion. In November 2020 ASC had agreed to adopt one of two options in relation to borderline classification decisions, and whichever one was chosen, this marked a very significant step forward in achieving consistency of decision making and thus fairness for students.

Under Option 1, promotion of students to the award of a higher classification would be determined by GPA alone, with the threshold set at 17.5, 14.5 and so on.

Under Option 2, promotion would be determined firstly by GPA as in Option 1 but in addition, for students in bands 17.1 – 17.4, 14.1 – 14.4 and so, it would be determined by course grade profile, weighted as per the programme structure).

Professor Morrison suggested that Option 1 was the fairest as it would ensure that no student with one GPA would be promoted where a student with a higher GPA would not. It had previously been noted that Schedule A was a non-linear grading scale, but this was not relevant at programme level; it was only at component level that qualitative judgments were made. In addition, restricting exam boards to consideration of GPA ensured that the process was administratively straightforward.

A number of members spoke in favour of Option 2, saying that this allowed a ‘second look’ at the general level of performance of students who were very close to the classification borderline, including those whose overall GPA had been impacted by one very poor performance (this could happen where the number of course results was relatively low). It was felt that the use of a median measure (i.e. grade profile) would be understood and accepted by students.

It was noted that some modelling had been undertaken to show the likely impact of both options. This had shown Option 1 was likely to result in some reduction in the number of First class/2.1 degrees awarded. Option 2 appeared to result in overall results profiles closer to historical ones. The modelling had not been undertaken to determine which option should be adopted but to check that there would be no significant unforeseen consequences. The Committee was satisfied that the data did not raise any concerns.

It was agreed that Option 2 should be adopted.

It was noted that the meaning of ‘grade profile’ was interpreted differently in different parts of the University and, that in the interests of achieving consistency of decision-making, there should be one clear definition. The Committee had previously agreed that grades should be weighted in accordance with any weighting given to different years of an honours programme. In addition, it was now agreed that course grades should be classified as being either in the lower classification or the higher classification and that a student would be promoted where at least 50% of the weighted grades were in the higher classification. The distance from the borderline of any or all of the course grades was irrelevant.

It was intended to implement these decisions in 2021-22, with transition arrangements for continuing students considered separately.

The Committee had previously agreed that the aforementioned change effectively removed ‘discretion’ and as such this needed to be reflected in reference to future procedural descriptions and the University Regulations.

Appendix 3

Support for Timetabling and Teaching in 2021/22
Governance Group Membership

Project Governance Group

- Prof. Frank Coton – Project Sponsor / Chair
- Prof. Moira Fischbacher-Smith – VP Learning & Teaching
- Rachel Sandison – VP External Relations
- Gregor Caldow – Executive Director of Finance
- Uzma Khan, Executive Director Planning
- Amanda Sykes, Academic Lead, WCGT
- Karla Cagney, Project Management, WCGT
- Mary Ramsay, Clerk

Teaching Delivery Board

- Prof. Moira Fischbacher-Smith - Chair / Convenor:
- Karen Lee, Director of Strategy Performance & Transformation
- Prof. Stephany Biello, Dean of Learning & Teaching COSE
- Prof. Maureen Bain, Dean of Learning & Teaching, MVLS
- Prof. Cheryl Woolhead, Associate Dean for PGT (MVLS)
- Prof Scott Roy, Lab Group Chair
- Grigoris Kokkinidis, SRC VP Education
- Leigh-Ann Dragsnes, Arts
- Gillian Smith, Arts
- Amanda Sykes, Academic Lead, WCGT
- Karla Cagney, Project Management, WCGT

Aurora Lab Teaching Group

- Prof. Scott Roy - Chair / Convenor
- Jonathan Werry. Central Timetabling
- Phil McParlane, Planning Insights and Analytics
- Dr Claire Donald, MVLS Graduate school
- Emma Craddock, MVLS
- Barbara Mable , MVLS
- Christine Carr, Chief technician
- Robb Nibs , SoLS- prehons
- Mary McVey, SoLS
- Theresa Taylor, Local lab coordination
- Hans Senn, Chemistry
- Peter Sneddon, Physics & Astronomy
- Cyril Pacot, Technical Services
- Graham Tobasnick, Technical Services
- Grigoris Kokkinidis, SRC VP Education

Aurora Teaching Planning Group

- Prof. Moira Fischbacher-Smith - VP of L&T/ Chair
- Prof. Thomas Scotto, Dean of L&T, CoSS
- Prof. Stephany Biello, Dean of L&T, CoSE
- Prof. Wendy Anderson, Dean of L&T, CoA
- Prof. Maureen Bain, Dean of L&T, MVLS
- Karen Lee – Director of Strategy, Performance & Transformation
- Dr. Victoria Price –Dean of PGT, CoA
- Prof. Cheryl Woolhead – Associate Dean for PGT (MVLS)
- Robert Partridge – Exec Director Student and Academic Services
- Grigoris Kokkinidis – SRC,
- Liam Brady – SRC
- Leigh-Ann Dragsnes, Arts
- Gillian Smith, Arts
- Susan Ashworth – Exec Director IS
- Phil McParlane – Insights & Analytics

University of Glasgow

University Court – Tuesday 5 October 2021

Communications to Court from the meeting of Senate held on 5 October 2021

Ms Helen Butcher, Head of Senate Office

(All matters are for noting)

1. Principal's Q&A

One question had been received for the Principal's Q and A item.

Regarding the return to in-person teaching, the query submitted by a member of Senate noted that many students were keen to return to campus-based in-person teaching, whereas other students were more anxious given the high level of COVID-19 cases across the country. The member of Senate expressed concerns that those students not wanting to risk in-person teaching might be disadvantaged compared to those students willing to return to in-person teaching if this change was implemented too quickly. There was also a risk that implementing a return to in-person teaching might result in outbreaks of COVID cases and hospitalisations which could force the University to return to online teaching.

The member of Senate acknowledged that decisions relating to the return to in-person teaching were challenging and that such decisions would have to be taken in line with the latest Scottish Government guidance. However, given the unpredictability of the current situation, the member suggested that the University could be flexible in its approach to ensure that the necessary adjustments could be implemented if the situation with the pandemic changed. The member of Senate also suggested that small group teaching (which the University was currently allowing to take place in-person) could be offered to students both online and in person to accommodate those students who may be shielding, suffering from anxiety, or have a good immunological reason for not being vaccinated.

The Principal thanked the member of Senate for submitting their question and informed Senate that alternative arrangements had been made to accommodate students and staff who were clinically vulnerable as part of Project Aurora. The University would also accommodate the requirements of students who were unable to travel to Glasgow due to COVID-19 travel restrictions. However, the Principal noted that the vast majority of students were keen to return to in-person teaching and that Project Aurora was currently exploring how this could be accommodated in Semester 2.

Professor Moira Fischbacher-Smith, Vice-Principal, Learning and Teaching, informed Senate that the University had set an upper limit of 50 students per class for in-person teaching. The University had also gone beyond the Scottish Government's baseline requirements for in-person teaching by requiring one metre distancing *and* face coverings. Professor Fischbacher-Smith acknowledged that small group teaching was not as well suited to recording as larger group teaching but noted that some small classes were still being held online. While the University had not asked Schools to seek to accommodate students' preferences to study online, it had asked them to be accommodating where there were travel or health considerations, although the University recognised that there were some degrees where students needed to be taught in-person in order to acquire particular skills. In making these decisions, the University was attempting to find a balance between students' preference for on-campus learning, the expectations of funders that in-person learning would be provided, and the fact that offering all students a choice between online and in-person

teaching would require double teaching on a scale that could not be sustained. Professor Fischbacher-Smith also informed Senate that the University's teaching planning principles advocated the need for students to be able to achieve the learning outcomes online and for staff to be able to revert to fully online teaching in the event that further restrictions were introduced that would limit in-person teaching.

Members of Senate from the Students' Representative Council (SRC) noted that most students wanted a return to face-to-face teaching and that they were concerned about the parity of experience between students undertaking courses where the majority of teaching was online and students where most of the teaching was conducted in-person. Other members of Senate noted that, in their School, attendance for in-person small group teaching sessions had been lower than expected, and suggested that this might be the result of students being anxious about the return to in-person teaching. In response to this, the Principal suggested that Schools should continue to monitor attendance at small in-person classes to see if this trend continued.

2. Student Experience Committee: Report of meeting held on 24 September 2021

Senate received and approved a report from the Student Experience Committee (SEC) meeting held on 24 September 2021.

Senate noted the following items from the Committee's report:

- Student accommodation and residences
- Student conduct
- Update on student numbers 2021/22
- Freshers' Week reports
- Communications
- International Student Experience Working Group Action Plan
- Report on implementation of the Student Wellbeing Framework
- Student engagement monitoring, update on MyPath pilot from the School of Computing Science

Regarding the student accommodation and residences item from the SEC report, members of Senate from the SRC raised concerns about the lack of accommodation available for students within close proximity to the University, and the prohibitively high cost of this accommodation. Members also noted that the lack of accommodation close to the University campus had forced some students to sleep on friends' sofas. Further concerns were raised that staff in some Schools had been unsympathetic to students' requests for extensions due to accommodation-related disruption. In response to this issue, the Principal requested that the Clerk of Senate contact Heads of School to request that they be lenient when making decisions about Good Cause in relation to accommodation-related disruption.

Dr David Duncan, Chief Operating Officer and University Secretary, informed Senate that the University had faced a number of challenges housing students this year. First, the number of students commencing their studies at Glasgow had been significantly higher than expected due to a higher proportion of school leavers receiving the top grades required for entry to Glasgow following the move from in-person exams to teacher assessed grades. Second, the University's efforts to mitigate against the financial risks posed by the COVID-19 Pandemic by moving the start date of a number of PGT programmes from September to November and January during the 2020/21 academic session meant that many rooms that would previously

have been vacated in September 2021 were now occupied. This had further reduced the availability of student accommodation close to the University campus. Third, Glasgow's hosting of the COP26 UN Climate Change Conference between 31 October and 12 November 2021 meant that some private accommodation was unavailable between those dates, resulting in a lack of housing available for students to rent on a 12 month basis from September 2021. Fourth, given the uncertainty around the extent to which teaching would be carried out in-person during the 2021/22 academic session, some students had made the decision to hold off confirming their student accommodation in Glasgow until later in the summer. As a result of these pressures, approximately 400 first-year students had not been offered a room by September 2021. This number had since been reduced to just 13 through a variety of alternative arrangements, including offering students accommodation in the city centre, Paisley and Stirling, as well as offering students the option to defer entry to 2022 with a bursary of £1500. Nearly all of those students who had been moved to Paisley and Stirling had now been moved back to accommodation closer to the University campus, and students who were not within close proximity to the University had been given travel cards to enable them to commute to campus. It was also expected that the conclusion of courses which started in November 2020 and January 2021 would free up further beds, while an additional 200 rooms had been offered under an agreement with Unite Students. Students who did not fall under the University's accommodation guarantee and who were struggling with the costs of accommodation were being encouraged to apply for support under the University's Hardship Fund.

3. Future Examinations: Summary of present position

Regarding future examinations, Professor Moira Fischbacher-Smith, Vice-Principal, Learning and Teaching, informed Senate that the only firm decision that had been made was that the December 2021 examination diet would be online. The position of the April/May 2022 and August 2022 resit diet was still being considered. The University recognised that there could be some implications for subsequent assessments that might arise from the December 2021 examination diet taking place online. This matter was currently being considered by the Inclusive Online Assessment Working Group (IOAWG). The IOAWG's interim report to EdPSC in June 2021 included a recommendation on criteria to determine when examinations should be held in controlled conditions on campus. This was in recognition of the fact that, while the development of alternative forms of assessment was welcomed, there would be cases where in-person exams on campus were considered to be appropriate. Dialogue was commencing with the Deans for Learning and Teaching in each College about the likely demand for exams on campus.

Professor Fischbacher-Smith noted that it was recognised that there were some staff who may wish to continue holding examinations online and that they had good reasons for doing so. Such examinations would be encouraged and facilitated where possible. However, it was also recognised that other members of staff may wish to return to on-campus exams. A further consideration that would have to be taken into account was the University's capacity to accommodate the volume of examinations that had been held on campus prior to the COVID-19 Pandemic.

The work on future examination diets would be discussed through the University's normal governance structures, and the insights of students (gathered via a survey carried out by Professor Tom Scotto, Dean for Learning and Teaching in the College of Social Sciences) would also be considered. Professor Fischbacher-Smith noted that the longer-term future of examinations was still the subject of discussion within the Assessment and Feedback Transformation Project and the University's Learning and Teaching Strategy, where there was a particular focus on authentic and inclusive assessment design. In addition to this, subject areas would continue to be encouraged to reduce their reliance on high stakes assessments.

4. Research Planning and Strategy Committee

Professor Chris Pearce, Vice-Principal for Research, provided Senate with an update on the University's current research landscape. In response to the University's 'Understanding Racism, Transforming University Cultures' report and action plan, Professor Pearce informed Senate that the James McCune Smith Scholarship Scheme had recently been set up to increase career opportunities for UK-domiciled black and mixed-black research students. The scholarship scheme would provide funding for two successive cohorts of eight students for a period of four years and would replace the current Lord Kelvin Adam Smith cross-disciplinary PhD scholarship. Each College would be allocated two scholarships. The scheme would launch in October 2021 to coincide with Black History Month and would include leadership training, and mentoring and opportunities for placements at a number of organisations. Regarding preparations for the launch of the scheme, Professor Pearce informed Senate that recruitment material and web pages were nearly complete and that the scheme would be led by Ms Heather Lambie and Professor Richard Hartley in the College of Science and Engineering.

Regarding the University's research activity during lockdown, Professor Pearce informed Senate that the number of applications and the value of those applications had decreased slightly between January 2019 and June 2021. While there was no obvious gender or ethnicity bias, staff on Grades 7 and 8 had been more negatively impacted. In relation to the value of awards and the total number of awards, Professor Pearce noted that there had been a slight increase between January 2019 and June 2021. However, this trend was not reflected in research projects led by female principal investigators and Grade 7 principal investigators. Research outputs had also declined slightly between January 2019 and June 2021, and a slightly greater impact was observed in relation to female principal investigators and Grade 7 principal investigators.

Professor Pearce reported that the following actions had been taken to stimulate research across the University:

- Communications had been sent out to research staff and students to inform them that research was a key priority for the University and that all research could now take place following an appropriate risk assessment.
- The University's Senior Management Group had increased the risk level for research from 9 to 20.
- A survey of impact and barriers to research had been sent out, and a £3.2M fund had been created to support ambitious research projects.
- New projects would be implemented to invest in challenging research areas, strategic recruitment, and people and development.

Regarding the survey that had been sent out to all research and teaching staff, Professor Pearce informed Senate that the survey had closed on 31 July 2021 and had received 598 responses - approximately 40% of all eligible research and teaching staff. 47% of respondents had reported a major impact on their research as a consequence of the COVID-19 Pandemic, and the following issues had been identified by staff:

- 59% of respondents had reported a negative impact as a result of having no office or lab access.
- 44% of respondents had reported issues with IT support and computing required for their research.
- Staff had identified a need for support and training around mental health (41%), research careers (39%), and COVID-19 mitigation for postgraduate researchers (30%).

- Staff had identified a need for support to work flexibly (79%), safely (61%), and to have opportunities to engage with colleagues (56%).
- Respondents had highlighted the significant impact that teaching (52%) and teaching planning (50%) had had on their ability to undertake research.

Professor Pearce reported that the survey results had been shared with the University's Senior Management Group, Colleges and University Services. A summary of the results had also been shared with the University's research community. Furthermore, information had been sent to supervisors and researchers about career development and mitigating the impact of COVID-19 on postgraduate researchers (including a new postgraduate research supervisor 'Community of Practice'). A new video had also been created to provide help and advice in relation to supporting the mental health of researchers and postgraduate research students.

Members of Senate noted that wages in the private sector had been going up relative to postdoctoral wages and that this had discouraged postgraduate students from applying for postdoctoral positions. Members of Senate also requested assurances that the recently-established fund to support staff submitting grant applications for ambitious research projects would be available in future years to ensure that staff did not miss out if they were unable to submit grant applications this year. Regarding the current postdoctoral recruitment situation, Professor Pearce informed Senate that, on average, there was a gap of around six months between advertising for postdoctoral research positions and recruiting postdoctoral staff. Professor Pearce also informed Senate that the issue of extending support for ambitious research grants into future years was currently being explored.

Members of Senate suggested that the recruitment process for research applicants could be made more accessible for neurodivergent applicants, and concerns were raised about the short lead times for UK Research and Innovation grant applications. Regarding support for staff submitting grant applications, Professor Pearce informed Senate that the University was currently exploring the possibility of providing staff with more agile support to assist them with tight submission deadlines.

5. Appointment of Clerk of Senate

The Principal informed Senate that Professor Jill Morrison was scheduled to demit office as Clerk of Senate on 31 July 2022. The procedure for appointing a new Clerk of Senate firstly involved the establishment of a finding committee to make recommendations on the appointment. Senate confirmed the composition of the finding committee and agreed that the two members of Senate that were included on this could be appointed from the elected members of the Senate Business Committee. The committee's first task would be to review and update the role description. The role would then be advertised and nominations would be sought, before interviewing the candidates. The period of office for the Clerk of Senate role would be four years, although under exceptional circumstances this could be extended by one or two years.

Senate approved the procedure for appointing the next Clerk of Senate.

6. Convener's Business

6.1 Scottish Funding Council Review of Higher and Further Education

The Principal informed Senate that the Scottish Funding Council (SFC) had recently published its review into the sustainability of the Higher and Further Education sector. The review was published on 29 June 2021 and included a series of recommendations to the Scottish Government, most notably urging a commitment to multi-year funding, protecting

excellent discovery research, and recognising more fully the importance of international education connections. The review also underlined the importance of meeting changing student expectations and finding better ways to support lifelong learning. The Principal welcomed the review's focus on developing a clear and strategic longer-term vision for the sector supported by mission-oriented research and knowledge exchange activities. The Principal also welcomed the review's recommendation about the need to galvanise current and future leaders across tertiary education to work together to effect system change.

Following the review, the Scottish Government's Higher Education Minister, Mr Jamie Hepburn, issued a call for views from the sector, and the University submitted a response highlighting areas within the report that would have a significant and positive impact on the sector. These included:

1. Protecting discovery research, boosting international competitiveness, and developing mission-oriented innovation.
2. Stressing the importance of broader collaboration across the UK and internationally as an enabler of Scotland's place as a global and outward facing nation. Given that internationalisation would support recovery and growth and would deliver economic benefits to the Scottish economy, the Scottish Government's new International Strategy should fit well with its new 10-year strategy for economic transformation.
3. Supporting the agility and responsiveness of institutions to respond to the future needs of the economy and individual learners. There were several recommendations in the report relating to building capacity through a more systematic approach to learning, skills provision and investment, and the University supported these. However, the University also noted it was equally important to acknowledge that the sector was hugely diverse and comprised of institutions with varied strengths and missions.
4. Supporting the University's ability to deliver place-based impact and widening access.
5. The development of a long-term vision for the future of tertiary education and research, underpinned by multi-year funding assumptions and commitments. Alongside resourcing, a long-term research and development policy was also necessary to allow institutions to invest with confidence in their strategic research and innovation capabilities, their people, their infrastructure, and their facilities.

The Principal reported that he expected the Scottish Government to announce in the coming months the recommendations it intended to take forward, and he would continue to keep Senate updated of any developments.

6.2 UK Government Autumn Spending Review and Budget

The Principal informed Senate that the UK Government would announce its Autumn Spending Review and Budget on 27 October 2021. The Principal noted that concerns had been raised within the sector that spending in unprotected budgets such as Higher Education could see a 3% cut in real terms. There was also some anxiety within the sector about cuts to the UK Research and Innovation budget.

6.3 Widening access

The Principal informed Senate that the University, in collaboration with the University of Edinburgh and the educational charity IntoUniversity, had established three new learning centres - two in Glasgow (Maryhill and Govan), and one in Edinburgh (Craigmillar). The learning centres had been created to provide educational support to young people aged between 7 and 18 from areas of low Higher Education participation, and to connect these people with two of the world's leading universities. The Govan learning centre, located in the

Pearce Institute in Govan, was due to open on 5 October 2021, and the Craigmillar learning centre was due to open on 7 October 2021. The Maryhill centre was scheduled to open in spring 2022.

Both universities would be involved in all three centres in the years to come, working closely with local schools and other agencies, including Glasgow and Edinburgh city councils. The involvement of both universities was motivated by a shared concern for children growing up in poverty, and a belief that education could help to improve young people's life chances. The support offered by both universities would include after-school academic support, mentoring with university students and local professionals, in-school aspiration-raising workshops, and work experience opportunities. Once established, the Govan and Craigmillar centres would each support 1000 students per year with a view to helping these students secure a university/college place or another positive destination.

7. Clerk of Senate's Business

7.1 Arrangements for Winter Graduations

The Clerk of Senate informed Senate that the University's 2021 winter graduation ceremonies would take place on-campus between Monday 29 November and Friday 10 December. Ceremonies would start at 11:00 and 16:00 each weekday.

The ceremonies were scheduled over a longer period than usual and there would be fewer graduands at each ceremony to enable the occupancy levels of the Bute Hall and other graduation venues to be reduced to within safe limits. As a further safety measure the number of guests in the Bute Hall would be limited to one per graduand.

7.2 Honorary degrees

The Clerk of Senate reported that, due to the cancellation of the summer and winter graduations in 2020, there was a significant number of honorary graduands waiting to receive their degrees. Consequently, the University had made the decision not to put out a call for honorary degree nominations during the 2021-22 academic session.

The Clerk of Senate informed Senate that the following person had accepted an invitation issued by the Principal, on behalf of Senate, to receive the award of an Joint Honorary Degree with the University of Edinburgh:

MASTER OF ARTS

Greta THUNBERG
Climate Change Activist

8. University Court: Communications from the meeting held on 22 June 2021

Senate received and noted a report from the University Court meeting held on 22 June 2021. Items included:

- COVID-19 update and planning
- Budget 21/22 and financial forecasts
- Annual Report on Research and KPIs
- Report from the Principal
- Report from the University Secretary
- Student matters, including: SEC Report; SRC President update

- Senate matters
- Learning and Teaching Strategy