



Outcome Agreement

2013-14

1 March 2013

Foreword from the Principal

In 2011 the Scottish Government announced that Scottish higher education institutions would receive an additional £135m between 2011/12 and 2014/15. In what is a financially challenging environment this was excellent news, recognising the significant role that universities play in economic and social development through the graduates they produce, the research they conduct and their work with industry and public bodies. This additional investment will be used to support delivery of our strategy, *Glasgow 2020: a global vision*, which is well aligned with the priority areas for higher education of the Scottish Government as outlined in the Cabinet Secretary's letter of Guidance to the Funding Council in September 2011.

Glasgow is a world leading university with a strong tradition of offering a wide range of provision and meeting the needs of society and the economy; it is also an international university that contributes in a major way to the reputation of Scotland and its higher education sector world-wide. This Outcome Agreement sets out how the University will further enhance its successes to date in the priority areas identified by the Scottish Funding Council for 2012/13, namely Knowledge Exchange, Widening Access, Graduate Skills, International Research Competitiveness and how the University will contribute to a coherent pattern of provision of higher education in Scotland, as appropriate. It outlines where we will focus our efforts to achieve this, the outcomes we intend to deliver, and the timescales of delivery, thus ensuring a distinctive contribution to Scottish higher education.

We have worked closely with the Scottish Funding Council and consulted with the President of our Student Representative Council in developing this agreement and will continue to work in partnership to deliver the ambitions of the University, the Government and the people of Scotland.

The University is committed to delivering the outcomes specified in Tables 1, 2, 3, 8, 9, 10 and 11 of this Outcome Agreement, and to continuing our work to ensure our diverse university builds on its reputation for a high quality student experience within a world-class research environment.

Professor Anton Muscatelli
Principal and Vice-Chancellor

Section 1: Introduction and Context

1. The Scottish Government has indicated that it expects the Scottish Funding Council to ensure that improved outcomes are delivered across the following areas:
 - Retention;
 - Articulation from college;
 - Accelerated degrees, including entry into the second year of the undergraduate degree programme from school;
 - Access to university for people from the widest possible range of backgrounds;
 - International competitiveness in research;
 - University/industry collaboration and the exploitation of research;
 - The pattern and spread of provision;
 - Efficiency, both in the learning journey and of institutions;
 - The entrepreneurial and employability skills of graduates.
2. The Scottish Funding Council (SFC) will use Outcome Agreements, developed with each university, as the instrument to deliver these outcomes. Outcome Agreements will contain targets that will allow the SFC and the sector to detail improvements in the areas identified by the Cabinet Secretary for Education and Lifelong Learning. Universities will be held to account for these outcome agreements and associated performance measures. They will drive efficiencies, improve performance, match capacity to need as appropriate, and further enhance quality within the university sector.
3. For academic year 2012-13, the SFC focused Outcome Agreements on Knowledge Exchange; Coherent Provision and Widening Access. Five specific outcomes were agreed with the SFC in recognition that these would be reviewed on a regular basis. These are shown in Tables 1, 2, 3, 8 and 9.
4. For academic year 2013-14, the SFC wish the following to be added to the original Agreement, Graduate Skills (Section 6), International Competitiveness in Research (Section 7), while updating the Widening Participation chapter to take account of recent additional funded places (Section 5).
5. A summary of the additional places we have been awarded as part of an SFC Investment Strategy is included (Section 8).

Section 2: Our Current Strategy

Glasgow 2020: a global vision

6. In 2009/10 the University published its Strategic Plan – [Glasgow 2020: a global vision](#)¹ which sets out the vision of the University to enhance its position as one of the world's great, broad based, research intensive universities. It identifies the twin pillars of academic excellence and financial sustainability driving our decision making and resource allocation, and highlights our commitment to three major themes – focus, multi-disciplinarity and global reach.
7. In summary we will focus on the needs of our stakeholders (students, funders and others), ensuring that investments align with clearly articulated strategic priorities, while adopting a concerted approach to streamline our systems and processes to minimise bureaucracy and increase efficiency. We will extend our global reach to become a more international university, developing a multicultural community of students and staff; providing an educational experience that prepares students for global political and social environments; developing international alliances and partnerships to build capability and capacity in research, education and enterprise; introducing postgraduate degree programmes that have demand in the international market; and raising the profile and reputation of the University globally. We will foster multi-disciplinary activity through the support and development of networks of researchers, creating world leading thematic multidisciplinary research institutes aligned to the strategic needs of our research funders. Building on this approach we will establish innovative, interdisciplinary degree programmes, primarily at the postgraduate level, that combine elements from the breadth of our research strengths.
8. In the Strategic Plan a range of objectives supported by action plans were agreed, and performance indicators were put in place to track progress in key areas including: internationally competitive research, the student experience and the student profile; staffing university of choice; financial stability and estate and sustainability.

Dumfries Campus

9. The Dumfries Campus is home to the School of Interdisciplinary Studies, which forms a part of the University of Glasgow, College of Social Sciences. The School has approximately 224 undergraduate and 39 postgraduate students. Student numbers have almost doubled since autumn 2009. Thirty nine per cent of undergraduates are from Dumfries and Galloway, fifty one per cent from the rest of Scotland and EU and the remainder are 'rest of UK' and international.
10. The vision of the School is to be a centre of world-class interdisciplinary teaching, research and lifelong learning. Its areas of specialism include: culture, environment, health and social issues, ethics, and education. Its objective is to become an internationally recognised School with the highest academic standards and also serves

¹ http://www.gla.ac.uk/media/media_180610_en.pdf

the social and economic regeneration of the region – a University in the region and a University for the region.

11. Campus academic partners work collaboratively with local stakeholders such as other tertiary education providers, Dumfries and Galloway Council and NHS Dumfries and Galloway to identify opportunities to develop provision that will help meet social, economic and cultural needs of Dumfries and Galloway. The School will continue to work closely with Campus partners to realise the goals of the Refreshed Academic Strategy 2011/12-2015/16.
12. The University will build on the success of its own academic portfolio in Dumfries and will work with campus partners, notably in leading the Crichton Institute. This aims to deliver a programme of knowledge exchange, applied research and evidence synthesis which can have a significant influence on the economic, social and cultural regeneration of the South West of Scotland. We will also contribute to the BA Applied Enterprise (Creative Industries) led by the partners.

Capital and Estates Strategy

13. The University has a 5 year rolling capital development plan. During 2011 we acquired the Glasgow Western Infirmary site, a master planning exercise is under way for the whole of the Gimorehill site and will report in the summer of 2014 with an intention to begin work in 2015. In the three years since 2009-10 we have invested £99m in our estate – including £6.9m in teaching facilities; £18.9m in research facilities and £6m in joint teaching and research facilities. Over the coming 3 years we intend to invest £28.1m into operational maintenance of the current estate and a further £16.7m in refurbishment projects.

Section 3: KNOWLEDGE EXCHANGE (KE)

14. Knowledge Exchange and industry engagement is embedded within the university's research strategies. Our overall aim is to be renowned for excellence in our approach to KE. We are already in a strong position, as evidenced by previous Knowledge Transfer Grant (KTG) returns and plan to increase activity as outlined below.
15. Industry engagements, particularly with SMEs have been a priority in Glasgow for over 9 years and continue to be so. We have led on a number of flagship SME engagements projects including: Dialogues (an award winning European Regional Development Fund project): The Innovation Network, Health Science Scotland and more recently Encompass which is a collaborative endeavour with Strathclyde, Stirling and Aberdeen Universities. Glasgow was one of the founding partners of Interface and we continue to support its activities. Through these programmes we were one of the first adopters in Scotland of the innovation voucher approach and have won significant funding for our own voucher schemes, which now feature in dedicated KE projects such as the Scottish Sensors Systems Centre (S3C). In the last two years we have completed over 100 innovation vouchers with Scottish SMEs, many of which have lead to follow-on activities.
16. In addition to vouchers, the university engages with non-research organisations through many other mechanisms. For example, the Engineering and Physical Sciences Research Council (EPSRC) sponsored Knowledge Transfer Account (KTA) has supported over 30 industry collaborations within the last 30 months leading to significant level of follow-on activities and impacts.
17. In areas where we haven't identified commercially significant development opportunities we will simply share IP with business and organisations who can benefit from it. To support this we devised, implemented and promoted EasyAccessIP, now being adopted by all Scottish Universities and taken up elsewhere in the UK and overseas. We have completed 8 licenses in 2011-12, 6 of which were with SMEs.
18. We work with charities, voluntary and social enterprise groups, using our knowledge and experience to help them strengthen communities, transform public services and support social enterprises.
19. We were the first Scottish University to set up a venture fund with a Venture Capital (VC) Group (the IPGroup), which manages a £5M seed fund for our spin-out companies. We are developing a growing pipeline of potential companies to submit to our partners- for seed-corn investments.
20. KE activity by individual members of staff is embedded in job descriptions for all academic staff, is measured on a personal level through the Universities annual performance review process and assessed on application for promotion or change in Professorial zoning. Training in enterprise is offered to all Post Graduate Research (PGR) students, Early Career Researchers (ECR) and undergraduate students through the Enterprise Club.

21. Our university-wide themes for future KE activity, underpinning our overarching strategy, are to reduce the barriers to industry collaboration and impact generation, and ensure that intellectual property arising from research is put into use through spinout formation, licensing or collaborative developments. We amplify on these themes in the following sections.

Reducing barriers to industry collaborations and impact generation

22. The college structure implemented in 2010 has enabled the university to develop new inter-disciplinary initiatives that focus on research and KE activities meeting the needs of business and industry as outlined in our strategic plan. These include the formation of new institutes, centres and networks across the university and beyond, as we believe a collaborative approach is critical for effective KE. Many of these developments are proactively aligned with Key Economic sectors in Scotland and the priority industries identified by Scottish Enterprise.

23. To support KE development and effect a more entrepreneurial culture we are investing in several Research and KE initiatives including:

- *Establishing our own Knowledge Transfer Account* (Glasgow-KTA) (£900k over 3 years) which will fund a variety of KE activities including: KT Fellowships, pre-Proof of Concept projects, feasibility studies, collaborative KE projects and secondments. It is expected that we will support approximately 50 separate initiatives. Outcomes from this will include new industry partnerships (including TSB, KTP, Company and EU funded projects), more industry aligned research, licenses and spin-out companies;
- This internal fund will sit alongside our *EPSRC-funded impact acceleration grant* (£1.3M over 3 years) and extend KE support to non-EPSRC funded disciplines;
- *Easy Access Intellectual Property* – Glasgow pioneered EasyAccessIP which aims to ensure the majority of our Intellectual Property is made available free of charge to companies in a simple and straight-forward manner where spinout and royalty bearing licensing are not the optimal route to market. We will make our IP available for license through <http://www.university-technology.com/>, and simplify the disclosure process so that we can increase the portfolio of Easy Access IP made available to companies;
- The use of *First Step Awards (FSA) and Innovation Vouchers (IV)* promoted through the Encompass programme and *Interface*, aimed at reducing the risk of first engagement between a SME and the University. We have completed over 100 FSA/IVs in the past three years, a number of which have led to follow-on activities with the companies involved;
- Commitment to the adoption of a *simplified contract framework* that is harmonised across the sector as far as possible; and to work with industry representatives to agree standard commercial/IP terms for different categories of joint work;
- Engagement with the consultation for an integrated Scottish Technology Transfer System;
- Support and further develop collaborative KE enhancement schemes, particularly in collaboration with other Higher Education Institutions (HEIs) (examples include Encompass, S3C, Energy Technology Partnership, Innovation Centres);

- *CREATE*, a major new Arts and Humanities Research Council (AHRC) funded Centre for Creativity, Regulation, Enterprise & Technology based at UoG. Over 45 creators and SMEs are committed to specific projects in the work programme. A dedicated Centre KE Officer post has been funded;
- Establish *KE portals* for the *Cultural & Creative Industries* (to embrace our investments in the Kelvin Hall development in collaboration with Glasgow Life) and a *Public Policy Forum* which will create a single point of contact to all our public policy related research expertise in the University;
- Formation of *Innovation Centres* and structuring industrial engagements on a sector-by-sector basis, using the breadth of our research base to provide solutions to industrial problems.
- Aligning KE with the activities of our *Interdisciplinary Research Networks* whose themes include International Development; Sustainability; Refugee, Asylum and Migration; Human Rights; and developing strong KE from the recently formed Institute for Health and Wellbeing;
- Holding *Industry Days* in all Colleges to create opportunities for industry to find out what the university can deliver to enhance innovation;
- Making *strategic investments in new areas of research* with significant short and long term economic potential. Past investment of this nature includes *Solar Fuels* and *Bio-Remediation*; new themes include *Sensor Systems* (£3M) and *Synthetic Biology* (£3M).

Ensuring the effective exploitation of research outputs through spinout formation and licensing

24. The University's objective is to put its intellectual property (IP) into use as quickly and as cost-effectively as possible. Where IP is capable of generating income we will negotiate royalty bearing licences, based on achieving a fair return, before the costs of IP protection become excessive. Where potentially disruptive technologies cannot be licensed we will form spinout companies in partnership with the IP Group. Other IP will be made available through the EasyAccessIP scheme. We expect to –

- Maintain a strong pipeline of pre-incorporation high growth venture incubation projects (2-3 pre-incorporation companies managed at any one time);
- Create a small number of high quality, high growth companies each year recognised as such by investment from private sector e.g. IP Group and pre-money valuations of a minimum of £750k. The focus will be on creating high growth companies that will lead to sustainable jobs;
- Use internal (Glasgow-KTA) and third party translational funding to mature assets for investment e.g. Scottish Enterprise (SE) Proof-of-Concept Fund; Research councils UK Follow-on-fund; Biomedical Catalyst; Wellcome; Medical Research Council Technology; TSB etc;
- Increase the level of internal promotion in collaboration with IP Group, SE and others to identify new opportunities for spin-out e.g. through focused evaluation of High Net Worth Research Groups;
- Continue to license valuable and rapidly exploitable intellectual property on commercial terms. We will aim to conclude a minimum of 3 deals per annum;

- Increase our use of online (including UT.com) and social media to promote high value and Easy Access IP licensing opportunities;
- Make enterprise and entrepreneurship training available to all research students and ECRs through university-based and Scotland-wide programmes, including those promoted through CHORUS and the Research Pools.

Outcomes agreed with SFC

Table 1

Outcome : Increase portfolio of Easy Access IP Technologies			
Indicator : Add a minimum of 10 Easy Access IP technologies to the portfolio every year			
Data Source : Internal reporting			
Current Data and Targets: Current portfolio is 20 technologies, 5 of which we added in 11/12. Target is 10 new technologies per year.			
Baseline	Targets		
2011/12	2012/13	2013/14	2014/15
5 (new technologies)	10 (new technologies)	10 (new technologies)	10 (new technologies)

Table 2

Outcome : Manage a portfolio of 2-3 potential high growth companies per year			
Indicator : A pipeline of 2-3 spin out companies managed at any one time			
Data Source : Internal reporting and information from IPGroup			
Current Data and Targets			
Baseline	Targets		
2011/12	2012/13	2013/14	2014/15
2-3	2-3	2-3	2-3

Table 3

Outcome : Grow Knowledge Exchange Activity			
Indicator : Grow overall KE activity, as measured by new awards for KTG-related research, by 7.5% per annum.			
Data Source : Internal Reporting			
Current Data and Targets			
Baseline	Targets		
2011/12	2012/13	2013/14	2014/15
£39.3M	£42.2m	£45.4m	£48.8m

Section 4: COHERENT PROVISION

Appropriate and Responsive Provision

25. Applications from Scottish domiciled students to study in the University remain healthy (up 3.5% for 2012 entry to 17,738) and have grown substantially from the EU for 2012/13 entry when compared to 2011/12 (28% increase). Targets have been set across the university equal to last year's target minus the historic (last 3 years) average number of rest of the UK (RUK) students entering the University. Procedures within the University are capable of achieving admissions targets to a small tolerance and we expect to maintain the Scottish domiciled and EU population. We have concerns that healthy application rates from EU students will begin to reduce the number of Scottish domiciled students at the University. All degree programmes from the 2012-13 prospectuses recruited well. We have no plans to withdraw from strategically important subject areas and will alert SFC to any future significant change in provision at an early stage of planning.
26. We are continually refreshing our provision at both undergraduate and postgraduate levels. New courses (the constituents of degree programmes) are introduced depending on demand and staff expertise in the area. New programmes are considered by a range of stakeholders through our course and programme approval processes, which includes input from students and employers. A significant proportion of our students (around 35%) graduate with professional degrees, for example in Medicine, Dentistry, Vet Medicine, Law, Accountancy, Engineering and Education. These programmes are subject to accreditation visits by professional bodies, which represent the interests of employers. Several of our degree programmes have, in addition, industrial advisory boards. In general, however, we have worked, and continue to work with a range of employers, through our Careers Service, to develop our [Graduate Attributes Framework](#)² that supports students in developing a broad range of subject specific and transferrable attributes that employers value. These attributes have been mapped onto employer competency frameworks to ensure alignment with employer needs.
27. Most of our degrees offer the ability to study a language as a credit bearing option. In addition our Open Studies courses include 15 different languages that many students may access in their own time. There are no plans to make a language a compulsory part of a degree programme. In academic year 2012-13 the School of Modern Languages and Cultures will offer teaching in 9 languages - French, German, Polish, Russian, Czech, Spanish, Catalan, Italian and Portuguese as well as Translation Studies. We currently have no plans to stop teaching any of these subjects.
28. The University currently has approximately 5,200 UG STEM FTEs as well as just under 2000 UG FTEs studying for Medicine, Dentistry and Veterinary Medicine. Application rates are buoyant across all STEM subjects and we recruited effectively for the extra 50 appropriately qualified students in 2012/13; these were allocated pro-rata to current student populations across our STEM Schools.

² http://www.gla.ac.uk/media/media_230785_en.pdf

Dental education

29. Glasgow has the biggest Dental School in Scotland and is ranked the best in the UK according to The Times Good University Guide 2013. The University is working with the universities of Aberdeen and Dundee to develop a framework to share resources. The Chief Dental Officer has instituted a series of regular meetings with the Heads of the Scottish Dental Schools. The Group first met on 31 January 2012 to discuss the establishment of the Board for Academic Dentistry. The inaugural meeting of this Board was held on 9th January 2013. The Board was chaired by the Chief Dental Officer and was attended by representatives from the Universities of Aberdeen, Dundee, Edinburgh and Glasgow and NHS Education for Scotland. It is anticipated that representatives from the SFC and each Health Board hosting a Dental School will attend future meetings.
30. The Universities have created a shared database of staff employed in each dental school as a first step in sharing teaching expertise. Dundee and Glasgow have proposed a feasibility study to determine whether they can share a common undergraduate recruitment process
31. The university is supporting the [Scottish Oral Health Research Strategy](#)³ and has appointed a University of Glasgow based Research Administrator with SFC Horizon funding. Following this appointment, major progress has been made in developing collaborative research activities between the Scottish Dental Schools in the theme areas of Dental Public Health / Health Services Research and Craniofacial Anomalies.

Nursing

32. We are keen to contribute to the national consideration of the coherence of nursing provision, and to this end have initiated discussion with Glasgow Caledonian University colleagues to consider options for greater collaboration and integration. Progress is being made.

Equality and Diversity

33. The University compiles an annual student equality report. The report is discussed at the University's Equality and Diversity Strategy Committee (chaired by the Principal). The last report (June 2012) shows that:
- The proportion of female undergraduates (65%) is above the Russell Group median;
 - Females are underrepresented in engineering and males are underrepresented in Veterinary Medicine, Nursing and Education;
 - Students in older age groups are less likely to graduate;
 - BME students are less likely to get first class degrees;
 - The proportion of BME students at the University is below the Russell Group median but is on the median of Scottish institutions.
34. We are working on developing actions to address the inequalities. Our equality outcome action plan should be approved by HR committee and the University Court by the end of the 2012-13 academic year and this will be reflected in our 2014 Outcome Agreement.

³ <http://www.scotland.gov.uk/Publications/2010/12/17131010/4>

35. The University is a Charter member of Athena Swan and has submitted an application for an Institutional Bronze Award. The School of Physics has the Institute of Physics JUNO Champion Status (equivalent to Athena Swan Silver). It is expected that STEM Schools will begin to apply for Departmental Athena Swan Bronze and Silver Awards from April 2013.

Collaborations

36. The University will seek to collaborate when there is evidence of strong academic, financial and efficiency reasons to do so. We currently have numerous collaborations in Scotland that include –

- Scottish Universities Physics Alliance, which is a pooling of physics research and post-graduate education in 8 Scottish universities: Glasgow, Aberdeen, Dundee, Edinburgh, Heriot Watt, St Andrews, Strathclyde and West of Scotland. The Alliance is based at this university.
- The Scottish Graduate School of Social Science (SGSSS) is a collaborative effort across all higher education institutes in Scotland. The SGSSS will bring more PhD students to Scottish universities, and produce better trained and more employable social science PhD graduates, more capable of achieving economic and policy impacts through their PhDs and in their subsequent careers.
- WestCHEM, which is the joint research school of chemistry for the west of Scotland and is a partnership between this university and the University of Strathclyde.
- A joint degree in Engineering with Architecture with the Glasgow School of Art.
- Health Science Scotland is a collaboration of four medical schools (Glasgow, Edinburgh, Dundee and Aberdeen) and their sister academic NHS Health Boards.
- SULSA – the Scottish Universities Life Sciences Alliance a research pooling partnership between the Universities of Aberdeen, Dundee, Edinburgh, Glasgow, St Andrews and Strathclyde.
- SINAPSE – a network of 6 universities developing a world class future in medical imaging for Scotland.

Internationally we have strong collaboration across the world in both teaching and research.

SECTION 5: WIDENING ACCESS, EQUALITY AND FAIRNESS

Outreach

37. We are committed to stimulating interest in, providing access to and supporting success within Higher Education for those from non-traditional and under-represented backgrounds. Our commitment to this is encapsulated in the one of the key objectives of our [Learning and Teaching Strategy](#)⁴.

‘Via a robust and fair admissions policy, to attract the best talent, irrespective of background, to engage in and successfully complete their study at the University. In doing so, to remain the leading University of choice for talented students from under-represented groups.’

38. We sustain a portfolio of outreach programmes, some delivered solely by the University of Glasgow and others on a collaborative and partnership basis. Our partners include Local Authorities, SWAP West, FOCUS West, schools, other HEIs and FE Colleges. Our portfolio ranges from general awareness raising activities, such as the Glasgow Science Festival, to programmes specifically targeted at low progression schools (e.g. Top-Up) and adult returners (e.g. SWAP). We have a particular focus on widening access to our extensive range of professional degree programmes.

39. In this document we list our key strategic programmes and indicate their current and potential future impact if current funding streams, such as SHEP, REACH and SWAP, remain in place. We believe, however, that with some reconfiguration and augmentation of these programmes there is real potential for the University of Glasgow (UoG) to make inroads beyond those presented herein. We intend to bring forward proposals for additional strategic funding in this area later this year, but will highlight our ambition at this time.

40. Our key strategic programmes and the resources associated with them are listed in Table 4 below. Only direct costs are listed. The indirect costs are of a similar magnitude and are provided from UoG core funding. We also support these initiatives with university taster weeks on our Glasgow and Dumfries campuses and through our Student Network e-mentoring scheme which connects current and prospective students giving those from non-traditional backgrounds the opportunity to familiarise themselves with university life before enrolment.

⁴ www.gla.ac.uk/media/media_191048_en.doc

Table 4: Key Strategic Programmes

<u>Programme</u>	<u>Target Group</u>	<u>Number</u> <u>s</u>	<u>Staffing</u>	<u>Resource</u> <u>Committed &</u> <u>Source</u>	<u>Impact</u>
Top-Up	S5 & S6 in 44 low progression schools	1,250	2.1 FTE core staff; 70 p-t pg tutors; 50 p-t ug mentors	£177,658 (SHEP) c. £50,000 (LAs)	800 apps to UoG + more to other HEIs
REACH (Med., Dent., Vet.Med, Law)	S4, S5 and S6 in 92 low progression schools	1,400	2.3 FTE core and research staff; 20 p-t pg tutors; 30 p-t ug mentors	£105,031 SFC; £5,021 UoG core funding	Targets defined in SFC agreement
UoG Summer School	S5 and S6 in 68 low progression schools	200 + 200 MD40	1.2FTE + circa 50 p-t academic and GTA staff	£115,000 UoG core funding	Intake of c. 50 new entrants + 200 MD40
Access to Primary Education	S5 and S6 pupils in 18 low progression schools	40	WP team and School of Education staff; 6 part-time GTA staff	£5,000 (GCC)	Most applicants secure university entry
SWAP	Adult returners	800-900	WP team with SWAP WEST staff	c. £3,700 UoG core funding	c. 90 entrants to UoG
UoG Access Courses	Adult returners	250	0.7 FTE academic staff; 0.6 FTE support staff; ~20 p-t tutors	£100,000 UoG core funding	Circa 90 entrants to UoG + circa 20 to other HEIs
UoG Open Studies Programme	Adult learners	5,000	17.5 FTE core staff; 220 part-time tutors	£1.4m 60% UoG Core Funding and 40% private.	Lifelong Learning
Glasgow Science Festival	Gen Public including targeting at Schools	38,000	1.75 FTE Core 144 UofG staff volunteers 49 student helpers	£104k total £40k – UoG Rest – SG and others	Community engagement with Science, Technology, Engineering and Maths

Admissions

41. Our outreach programmes are supported by a progressive admissions policy. We pioneered the use of contextualised progression agreements for our pre-entry programmes to the UoG and the other universities in the west of Scotland, an approach now adopted by Reach Scotland. Against a background of increasing applications, the

University has worked hard to put in place a formalised approach to using contextualised student profiles, to aid and secure the admission of applicants from backgrounds with traditionally low entry rates to HE. As a result, tariffs have not risen for WP⁵ applicants from the most deprived areas who perform well in our pre-entry programmes.

42. The efficacy of this approach to admissions was recently noted by the Equality Challenge Unit and Supporting Professionalism in Admissions. University of Glasgow was the only Scottish HEI to participate in the study, *Equitable admissions: facilitating entry of underrepresented groups to HE*. This project produced an admissions toolkit in August 2012 and the University's WP Admissions policies and practices were included as a case study of best practice. We are continuing to conduct research into the use of contextual data for admissions with particular emphasis on the high-demand professional degrees through for example the Reach programme.

Impact

MD20 entrants

43. The effect of our integrated outreach and admissions strategy has been to place Glasgow ahead of its peer group in attracting students from the lowest SIMD quintile. Table 5 below shows the number of Scottish-domiciled undergraduate entrants to the University of Glasgow by MD20 and MD40 postcodes. Table 6 shows MD20 entrants by age group.

Table 5: Total number of Scottish domiciled undergraduate new entrants by MD20 and 20-40 deprived postcodes

	Total Scottish domicile	MD20	MD20 % of total	20-40	20-40 % of total
2010-11	2,995	282	9.4%	351	11.7%
2011-12	2,834	323	11.4%	362	12.8%
2012-13	2,936	361	12.3%	377	12.8%

Note: 2012-13 data as at 25 January 2013 and subject to change; 2010-11 and 211-12 updated Jan 2013 to take account of more accurate internal data

Table 6: MD20 entrants broken down by age on entry

	Total Young	Total Mature	MD20 Young	MD20 Mature	MD20 % of total Young	MD20 % of total Mature
2010-11	2,457	538	171	111	7.0%	20.6%
2011-12	2,105	729	174	149	8.3%	20.4%
2012-13	2,278	658	220	141	9.7%	21.4%

Note: 2012-13 data as at 25 January 2013 and subject to change; 2010-11 and 211-12 updated Jan 2013 to take account of more accurate internal data

⁵ This is similar but not identical to MD20

44. We are working towards increasing the number of MD20 students equivalent to 1% of our total undergraduate intake (circa 32 students), as set out in our 2012-13 Outcome Agreement. This is a challenging but achievable target. This increase is being specifically targeted towards professional degrees (Law, Dentistry, Medicine, Veterinary Medicine, Engineering, Accountancy and Education) and can be achieved by academic year 2014-15. Any downward movement of funded places in these degrees will, however, necessitate adjustment of the target.

Care leavers

45. We have also ensured that we attract and support students whose prior circumstances have been particularly challenging. University of Glasgow was awarded the Buttle Trust UK Quality Mark in 2007 for care leaver provision. This was renewed in 2010 with an exemplary rating, the highest rating. We shall again be renewing our Quality Mark commitment from 2013-16. Care Leaver Bursaries of £1,000 per annum were introduced in 2008-09 and adjusted offers of entry by one grade in two Highers are now given for care leavers, as part of the University's evolving provision for students who have spent time in the care system. Table 7 displays the number of care leaver entrants to the University of Glasgow from 2008-12.

Table 7: Entrants who were or are looked after (Care leaver flag): 2008-2012

	Young	Mature	Total
2008-09	12	4	16
2009-10	4	4	8
2010-11	2	2	4
2011-12	1	1	2
2012-13	2	3	5

46. Recorded care leaver numbers entering the University have decreased since statistical recording began with the introduction of the UCAS flag and the Buttle UK Quality Mark. The recorded numbers, however, will not be accurate as they rely on self-identification or referral. Many other former care leavers may be studying within the University, but have chosen to remain anonymous. It is, therefore, unsafe to set a target based on these figures. We do, however, want to encourage as many former care leavers to identify themselves as such and to do so we will make the following enhancements -

- We will promote Widening Participation, Access routes and adjusted offers of entry through prominent positions on our website, our prospectus and in our presentations to schools etc; and
- We will work with our Centre for Open Studies to target appropriate students for our own Access course.

47. In terms of the protected characteristics, our internal data and that published in *Learning for All* do not identify any extra barriers for applicants from any protected characteristic groups to accessing the UoG or succeeding as a student here.

Admissions from Schools

48. Our performance in attracting students from MD20 backgrounds is closely linked to our work through the Top-Up programme with low progression rate schools. Top-up is the senior element of SHEP West and, in addition to generating a flow of applicants to the UoG, it generates substantial numbers of entrants to other universities in the west and beyond. The numbers progressing to the UoG via successful completion of Top-Up have been:

2004: 81;	2005: 91;	2006: 106;	2007: 118;	2008: 145;
2009: 163;	2010: 141;	2011: 160	2012: 172	

49. It is our intention to continue the overall upward trend of entrants via the Top-Up Programme. We set a target of 180 students by 2014/15, a 12.5% increase, and have progressed towards that figure. Taken together with our ambitions for the Reach programme, this will help us to achieve our ambitious MD20 target. In 2012, we indicated that we would also set a target for number of annual participants on the Top-Up Programme. This has risen to 1,250, an 8.7% increase.

Admissions from colleges (mature entrants)

50. Although the UoG is not a HN articulation hub for colleges, we currently support progression routes from colleges and we intend to continue doing so. The University was awarded 16 articulation places in December, for entrants to our Dumfries Campus. We intend to grow this provision. The University was a founder member of SWAP in 1987 and continues to play a major role in the SWAP West partnership. Progression agreements are in place from SWAP Access courses, run in FE Colleges, to most subject areas within the University including Medicine, Dentistry and Veterinary Medicine. We also support our own Access courses which provide additional routes into a wide range of degree programmes for adult returners.

51. We have continued to grow the number of entrants through Access routes, increasing this from 180 in 2010 to 231 in 2012, an increase of 28.3%. With further partnership working in this area, we believe there is scope to extend this further assuming SWAP continues to be appropriately supported by SFC.

52. In terms of general progression from HN studies, experience has shown that current HN qualifications predominantly do not prepare students sufficiently for advanced entry to the UoG. There are some areas where this is possible, indeed there are around fifty degree programmes in Science and Engineering where the curricular match is close enough to allow entry into year 2 if the HN performance level is very high. Only very small numbers come through these routes and we do not propose to expand these further unless structural changes to the HN syllabus facilitate this. Around 400 students enter Year 1 at UoG via HN qualifications; this is an important route for us.

Extra funded MD40 student places

53. While working hard to achieve the increases in WP and Access activity outlined above, the UoG clearly underlined its intentions and commitment to WP by successfully bidding

for 200 extra places for students from MD40 postcode areas; the highest number of any Scottish HEI. UoG is firmly supportive of this initiative; it will allow us to broaden our WP work to target pupils from MD40 postcode areas who attend higher-performing schools, not previously targeted under our pre-entry programmes. It will also allow us to further target adult returners and FE applicants.

54. To ensure these students are well-prepared and make a successful transition to HE study, MD40 students filling these places will participate in the UoG Summer School pre-entry programme. We are further refining our use of contextualised data in Admissions to allow us to make adjusted offers of entry fairly and transparently to talented MD40 applicants. This will further allow targeted provision to be put in place for entrants to ensure suitable induction, transition and on-course support is provided, aiding retention.
55. Recruiting 200 extra MD40 students each year for the next four years is a major commitment and one which will complement our stated future efforts to expand our reach in widening participation and providing access to the UoG.

Efficiency of the learner journey and improved retention

56. This university offers students who have exceptional A-level or Advanced Higher grades the possibility of gaining exemption from Year 1 study and entry direct into Year 2 or by following a faster route advanced entry programme, both of which allow the student to complete their degree in one year less than usual. This would allow the completion of a standard Honours degree (MA, MA (SocSci) and BSc) within three years and a standard MSci or MEng degree within four years. This applies to the majority of degree programmes.
57. We are acutely aware that providing students with access to HE is only of value if the students are then retained and progress efficiently throughout their studies. While this university performs well in terms of retention within the Scottish context, we are committed to improving our position in this area within our Scottish comparator group and the Russell group. We have invested significantly in this area, for example previous WARP reports have shown that the UoG invests in excess of £1,000,000 per annum in widening participation and retention. This investment is spread across: the four academic Colleges; student support services such as Widening Participation and the Learning and Teaching Centre; scholarships and hardship funds; the student representative bodies; and projects funded under the University's Learning and Teaching Development Fund.
58. This investment has supported a significant programme of work and institutional research in this area over the past six years, spearheaded by a Retention Working Group (RWG), composed of staff from across the University Colleges, student support services and the Student Representative Council. The University has set ambitious targets of 94% first year continuation rates and 88% overall six-year completion rates. Our approach so far has been to apply generic cross-institutional approaches to improving retention. Our own research supports this approach as we are aware that factors such as disability or BME origin are not significant factors in student withdrawal at this university. Also, while male students perform worse in general than female students, many of these are studying Engineering and it is not yet clear if these withdrawals are

due to the difficult nature of the subject matter, or other factors.

59. This generic approach has paid dividends. We have achieved increases in year 1 continuation of close to 1% per annum for the last three years, to reach 93.1% in 2011/12. It has become clear, however, that this generic approach is beginning to top out. It is likely, that further increases will only be possible by targeting of specific groups, such as MD20, where withdrawal rates sit above the University average. We already support MD20 retention through our generic provision and by targeted financial support such as our Talent scholarships (250 distributed to date) and our Care Leaver Bursaries, both worth £1,000 per annum, but it is our intention to do more

60. We are currently implementing a new student information system (MyCampus) which will allow us to target specific retention initiatives and support particular student groups in a way that was not previously possible. Through this investment and innovation and a series of targeted initiatives, we intend to progressively close the gap between our MD20 cohort and the university average while, at the same time, moving us towards our stated targets. We know that interventions take time to become fully effective; the growth rate described previously in overall retention was only achieved after slower growth in earlier years. Additionally, we are examining pre-entry, induction and on-course provision for the 200 extra MD40 students we shall recruit in 2013. This development will allow us to support these students and continue the steady rise in year 1 continuation.

61. We believe that a five-year timescale to bring MD20 retention into line with the University average is a challenging but achievable target.

New Developments

62. The University has been actively considering new developments in the scope and effectiveness of its outreach activity in support of widening access. It intends to bring forward proposals to SFC for a programme that provides direction, encouragement and support for students to aspire to study a career enhancing professional degree. The scheme will bring greater coherence to the West Forum Schools for Higher Education Programme and this together with targeted mentoring, coaching and practical academic support will raise attainment levels and progress to a range of universities in the city of Glasgow. It will also recognise and address the limitation identified in the Green Paper on Higher Education (Building a Smarter Future (December 2010)) by extending our outreach to early years engagement with secondary schools to raise aspirations and attainment in this critical period.

Outcomes agreed with SFC

Table 8

Outcome : Increase our MD20 student numbers by 1% of our total intake with a specific emphasis on increasing numbers in our professional degrees ⁶			
Indicator : We will increase by 32 the number of students by 2014/15			
How will we know we are making progress :			
Data Source : HESA Dataset/Planning Services			
Current Data and Targets			
Baseline	Targets		
2010/11	2012/13	2013/14	2014/15
282	+11	+22	+32

2010-11 updated in Jan 2013 to take account of more accurate internal data

Table 9

Outcome : We will increase our retention ⁷ rate for MD20 students			
Indicator : We will, over 5 years, increase our MD20 retention rate to 94%			
How will we know we are making progress : Data will be available annually from the HESA dataset.			
Data Source : HESA			
Current Data and Targets			
Baseline	Targets		
2011/12	2012/13	2013/14	2014/15
Approx 88%	89%	90%	91%

TABLE 10

Outcome At least 200 additional MD40 entrants per year from 2013-14			
Indicator : We will increase our MD40 intake to at least 833 per annum from 2013/14			
How will we know we are making progress :			
Data Source : HESA Dataset/Planning Services			
Current Data and Targets			
Baseline	Targets		
2010/11	2013/14	2014/15	2015/16
633	833	833	833

⁶ Medicine, Dentistry, Veterinary Medicine, Engineering, Education, Accountancy and Law

⁷ This is the percentage of students continuing to studying at the University following the end of year one.

Section 6 : GRADUATE SKILLS

Introduction

63. We have placed graduates' skills development right at the heart of learning and teaching. To this end, we developed our [graduate attributes matrix](#)⁸ and have embedded this [framework](#) within our practice⁹.
64. The matrix was developed in consultation and partnership with the University's staff, students and employers and has been extensively tested against the existing skills benchmark statements of employment sector bodies, including the CBI, CIHE and IOD. It has also been mapped in detail to the bespoke frameworks of several key graduate employers. We have supported this through a programme of regular employer engagement and focus groups to keep abreast of developing market needs.
65. Today, responsibilities for the graduate attributes agenda are vertically and horizontally integrated throughout the University's strategic infrastructure and embedded in the quality review, enhancement and programme development processes.

Examples of implementation activity

66. Examples of implementation across the University include:
- The launch of a student-focused [graduate attributes](#) area of the university website;¹⁰
 - The development of [staff resources](#);¹¹
 - Our Student Representative Council has a full time staff member dedicated to running volunteering projects for students, as well as all the various clubs, societies and elected positions in the students bodies that students can be a part of;
 - The development of a new non-credit bearing [Employability Accelerator Seminar Series](#), a pilot initiative to prepare student for the employment market;¹²
 - The College of Social Sciences' [Graduate Skills Programme](#) which develops employability skills and fosters career-focused reflection;¹³
 - The College of Science and Engineering has developed new training and support materials for its Advisers of Studies as partners in students' personal development;
 - The College of Medical, Veterinary and Life Sciences' Schools has developed events that engage students through the lens of professional development and employability, e.g. the School of Dentistry's *Graduate Attributes Week*;
 - The College of Arts has updated its existing Personal Development Planning programme to incorporate graduate attributes material
67. We are rolling out additional initiatives aligned to the priorities in the SFC Outcome Agreement guidance – these initiatives are detailed in the relevant sections below.

⁸ www.glasgow.ac.uk/ourattributes

⁹ http://www.gla.ac.uk/media/media_218773_en.pdf

¹⁰ www.glasgow.ac.uk/attributes

¹¹ <http://www.gla.ac.uk/services/learningteaching/goodpracticeresources/graduateattributesemployabilityandpdp/>

¹² <http://www.gla.ac.uk/services/careers/events/eass/>

¹³ www.glasgow.ac.uk/gsp

Exposure of students to business methods, ideas and practices

68. The University has had a long commitment to developing innovative approaches to work related learning (WRL). Building on the foundations laid by its leading role in the SFC funded AUL@W project, it is developing comprehensive policy around this activity and scaling up sustainable forms of WRL inside and outside of the curriculum.
69. We have an extensive, diverse and accomplished set of alumni networks. Since 2010, the Careers Service has been partnering with the University's Development and Alumni Office to explore opportunities for maximising the contribution of alumni to enhance the employability of our students. Outcomes of this work thus far include:
- The launch of the 'Glasgow Careers Alumni Network';
 - The creation of over 650 alumni career profiles which students can access online;
 - Career mentoring via our 'Ask our Alumni' scheme delivered through LinkedIn;
 - We launched the Glasgow Careers Alumni Network to alumni in November 2012 with a Science alumni networking event for 50 students. During the next calendar year we expect to hold at least three alumni and business campus networking events for students to enhance their networking skills and to strengthen our links with alumni and their businesses.

Student internships through the Club 21 Business Partnership Programme

70. Launched in 2002, the Club 21 Business Partnership Programme, based within the Careers Service, provides high quality, structured internships to students to enhance their employability. Starting with 14 member companies, the programme now has a membership of over 200 global companies, SMEs and charities offering students a wide range of work related opportunities. Most of the 6 to 12 week internships take place during the summer months and are paid for by the employer. Some are project based and can be completed on a part time or voluntary basis. These experiences offer companies the opportunity to recruit high quality interns and students the opportunity to add greater value to their degree through real world experience and work related learning. Since 2008, the number of student placements undertaken through Club 21 has more than doubled from 94 to 220 and this number is continuing to rise.
71. With growing demand from both students and employers, the University has invested to expand this flagship internship programme. We will, over the next three years, grow the employer membership by 100 per year, which we hope will generate an additional 180 internships locally, nationally and internationally by 2016. This will be subject to variation depending on the economic environment in key regions. We will increase our range of internships within different sectors, both nationally and internationally. We will also use new investment focused on developing international work opportunities for our students (see below).

Fostering entrepreneurial/start up activity amongst students – Reshaping of Student Enterprise

72. Support for entrepreneurship has been an established feature of the University's provision for many years through its Glasgow Student Enterprise (GSE). Following a recent review, an Enterprise Manager post has been created (from 1st March 2013) to develop engagement with students from a wider range of subject disciplines in enterprise and entrepreneurship. We will raise awareness of and interest in entrepreneurship as a viable career option and offer comprehensive support to students to develop their ideas. Working closely with Scottish Institute for Enterprise and other networks, we aim to increase the volume of students entering competitions and improve their success rate through better support. Developing an entrepreneurial campus will lie at the heart of our ambitions.

Enhancement of international experiences for students – Creating more international work opportunities

73. The University has a strong commitment to providing more of its students with an international experience. In 2012, more than 1,600 students had an international learning experience. We aim to provide more opportunities for students to have an international experience a) as part of their degree programme b) through volunteering (working with the Students Representative Council) and c) through internships. Building on the work of the *Workplace Experience Project* funded by the Scottish Government between 2010 and 2012, an International Work Opportunities Officer has been appointed to source and deliver international jobs and internships from global organizations using the service's extensive global networks gained from its leadership of the Scotland –wide *Virtual Fairs project* (also Scottish Government funded). Using technology, the *Virtual Fairs project* has delivered 3 virtual fairs in China and one in North America on behalf of all students in Scotland. The additional investment will allow us to expand the range of virtual fairs to different markets and enhance our influence and visibility with employers worldwide.

SECTION 7: INTERNATIONAL COMPETITIVENESS IN RESEARCH

74. The University's strategic vision is: "*To enhance our position as one of the world's great broad based research intensive institutions*"

With our mission: "*To undertake world leading research and to provide an intellectually stimulating learning environment thus delivering benefits to industry, the economy and society*". The three themes of the strategy, focus, multidisciplinary and global reach, have guided our work and our investment plans for the future.

75. We have *focussed* investment on our key research strengths. A key objective of restructuring the University in 2010 in to 4 Colleges, 19 Schools and 7 Research Institutes, was to enhance our ability to compete for research income, in particular to lead and manage large scale *multidisciplinary* projects. – for example by forming the Institute of Health & Wellbeing and investing in a programme to synthesise fuel direct from sunlight. Our commitment to enhance *global reach* has been articulated in the University's internationalisation strategy and its associated research and knowledge exchange strands of work.

76. Our research strategy emphasizes international excellence with its objectives to:

- Take a pro-active lead in setting the research agenda;
- Set standards of research excellence for the institution that permeate staff recruitment, management and support;
- Increase international research student numbers and quality;
- Improve our visibility as a leading international research-led university including the international promotion of our research portfolio and outputs;
- Increase our international research earnings.

We aim to tackle local and global challenges from a position of disciplinary excellence and interdisciplinary collaboration, capitalising on the breadth of our research base and our international reach.

77. Glasgow has made progress on all these fronts. Some highlights include

- New awards from non-UK (international) sources have increased from £8.7M for applications made in 2008 to £25M for applications made in 2011. HESA reports that 12% of the University's research income derives from non-UK funders;
- Research income has increased from £96.5M in 2007 to £128M in 2011, ranking 8th in the UK and 6th in the Russell Group for research income/FTE academic staff;
- New research awards have increased from £113M for applications made in 2008 to £135M for applications made in 2011. Success rates for applications made in these years increased from 31% by value to 39% by value;
- Funding for developing research talent with the Kelvin-Smith Research Studentship and Fellowship schemes amounting to £2.1M (Studentships) and £1.6M (Fellowships) in the past three years;
- Introducing explicit research quality and volume metrics into our recruitment, Performance & Development Review, promotion and professorial zoning processes;

- Support for thematic initiatives in solar fuels, sensor systems, synthetic biology, polyomics, health and wellbeing, global security, migration & asylum seeking, intellectual property law, medical humanities and textile conservation;
- Development of a portfolio of staff and Early Career Researcher training programmes which address our commitments to the Researcher Development Framework and the Concordat for the Career Development of Researchers. The University has held the EU HR Excellence in Research award since December 2010;
- Promoting the University's repository 'Enlighten' to make Glasgow's research freely available worldwide (25,000 monthly downloads);
- Lead the consortium of Scottish Universities which set up the International Max Planck Partnership with a group of Max Planck Institutes to study Measurement and Observation at the Quantum Limit.

78. The [2008 RAE](#) assessed the majority of Glasgow's research to be internationally excellent or world leading; 16 subjects were ranked in the UK top 10 by quality and 14 subjects were ranked the best in Scotland¹⁴. We expect the REF to demonstrate growth in the proportion of our research ranked in these categories.

79. Building on these recent achievements the University plans to strengthen its international research competitiveness through the following strategic actions –

Capital investment and development

- In the longer term we will develop the Western Infirmary site to secure a world-class environment for research, teaching and knowledge exchange in to the future;
- During the next three years we will complete new buildings for Translational Cancer Research, the Centre for Virus Research and the South Glasgow Hospital Campus.

Staff

- Support successful research pools and develop new collaborations aimed at strengthening the international research competitiveness of the Scottish universities through, for example, the formation of joint Graduate Schools; [CREATE](#)¹⁵; and a Scotland-wide doctoral training centre for the Arts;
- Complete a further £2.75M and £8.5M investment on Kelvin-Smith Scholarships and Fellowships respectively, to grow research capacity and the next generation of research leaders;
- Complete investment of up to £16M in new academic staff posts including professorial positions together with supporting infrastructure.

Partnerships

- Capitalise on our strategic international research partners (Columbia University, Stanford, Caltech), research networks (U21, IRUN) and our transnational education partners (Singapore Institute of Technology, Nankai University, UESTC) to strengthen international research activities and earn new research income;

¹⁴ <http://www.gla.ac.uk/about/facts/rae/> <http://www.gla.ac.uk/researcherdevelopment>

¹⁵ <http://www.create.ac.uk/>

- Build knowledge exchange and impact generation opportunities on these partnerships and networks and in doing so access international users and developers of new technologies, and expose these communities to the strength of research in Scotland and the opportunities of locating here;
- Develop mutually beneficial partnerships between the Innovation Centres led by our Industrial partners and cognate international organisations; and in particular gain a leading position for Glasgow-led Centres in Europe.

Outcome agreed with SFC

TABLE 11

Outcome : Increase international (including EU) research income			
Indicator : To be in the third quartile of the Russell Group			
How will we know we are making progress : Movement in Russell Group Ranking			
Data Source : HESA			
Current Data and Targets			
Baseline	Targets		
2011-12	2013/14	2014/15	2015/16
4 th Quartile	3 rd Quartile	3 rd Quartile	3 rd Quartile

SECTION 8: INVESTMENT PROPOSALS 2013-14

80. In the last quarter of 2012 we, along with all Scottish universities, were given the opportunity to bid for a limited number of additional funded places. These places would be made available from academic year 2013-14 onwards and were under the following headings –

- To widen access;
- To expand the scale of articulation from HN programmes in Colleges;
- To grow taught post-graduate and undergraduate places in areas supporting key sectors in the Scottish economy.

81. We were pleased with the outcomes as follows –

- For Widening Access we were awarded 200 additional funded places. The full details of how we intend to meet this commitment are outlined above in Chapter 5.
- We were awarded 16 places for articulation to our Dumfries Campus as part of a 1+3 articulation model agreed with Anniesland College, James Watt College, Edinburgh College and Dumfries and Galloway College;
- For undergraduate places to support key Scottish sectors we were awarded 25 additional places for our Life Sciences courses and in particular these students will be offered internships or other work related experience between third and fourth year; and
- We have been awarded 122 (rising to 128 after 2 years) additional fully funded postgraduate places to meet skills needs of the Scottish economy,. These additional places are across a wide spectrum of subject areas, including Software Development, Aeronautical Engineering, Nanotechnology, Biology, Anatomy, Animal Welfare, Real Estate, Financial Risk Management, Tourism, Theatre and Textile, .

82. We are committed to delivering across all of these areas and will, where possible, be looking to widen access right across all the areas and in particular with our Postgraduate offering where we are in the process of developing a Postgraduate Scholarship programme.