



## COURT

A meeting of **Court** will be held on **Wednesday 10 February 2021 at 2pm** via Zoom

Amber Higgins, Executive Officer and Clerk to Court 330 5853 amber.higgins@glasgow.ac.uk

## AGENDA

Item	Title	Lead	Paper No.	Page nos.	Action
1.	<b>Welcome, Apologies, Introductions, Noting of Pre-Court briefing, Declarations of Interest</b>	Convener	<b>Oral</b>		
2.	<b>Minutes of meeting held on Wednesday 25 November 2020</b>	Convener	<b>2.</b>		For approval
3.	<b>Matters arising not otherwise on the Agenda</b>	Convener	<b>Oral</b>		
	<b>Reports 4 to 9 below show some items as starred*. Starred items are the main items for discussion and/or approval.</b>				
4.	<b>*Covid-19 Update</b>	Principal/ David Duncan/ Gregor Caldow	<b>Oral</b>		For information/ discussion
5.	<b>Capital Plan – ASBS/PGT Building *</b> Papers withheld FOI Exempt/Commercially confidential	Neal Juster/ Gregor Caldow	<b>5. and annexes</b>		For approval/
6.	<b>*IT Strategy Update/Information Services Strategic Plan</b> Papers withheld FOI Exempt/Commercially confidential	Frank Coton	<b>6. and annexes</b>		For information/ discussion
7.	<b>Report from the Principal</b> * Admissions * Scottish Government Budget *Higher Education Developments *Senior Management Group business	Principal	<b>7.</b>		For information/ discussion
8.	<b>Report from the University Secretary</b> * Covid- 19 update * Disability Services Complaint * SFC Interim Outcome agreement	David Duncan	<b>8. and annexes</b>		Items for approval/ otherwise for discussion/ information

<b>9.</b>	<b>*Student Matters, including: SEC Report, SRC President update</b>	Liam Brady	<b>9. and annexes</b>		For information/discussion
<b>11.</b>	<b>Reports of Court Committees</b>				
11.1	Finance Committee Papers withheld FOI Exempt/Commercially confidential	Graeme Bissett	<b>11.1 and annex</b>		For information/discussion
11.2	Estates Committee <i>* Capital Plan Review – see item 5</i>	Ronnie Mercer	<b>11.2</b>		For information/discussion
11.3	IPSC Papers withheld FOI Exempt/Commercially confidential	Frank Coton/ Ken Sutherland	<b>11.3</b>		For information/discussion
11.4	Health, Safety & Wellbeing Committee	David Duncan	<b>11.4</b>		For information/discussion
11.5	Nominations Committee	Elizabeth Passey	<b>11.5</b>		For information/discussion
<b>12.</b>	<b>Communications from Meeting of Council of Senate held on 4 February 2021</b>	Jill Morrison	<b>12</b> To follow		For information
<b>13.</b>	<b>Any Other Business</b> 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	<b>Oral</b>		
<b>14.</b>	<b>Date of Next Meeting</b> Wednesday 14 April 2021 at 2pm held via Zoom				

**Court**

**Minute of Meeting held on Wednesday 25 November 2020 via Zoom**

**Present:**

Ms Elizabeth Passey Co-opted Member (Convener of Court), Mr Graeme Bissett (Co-opted Member), Mr Liam Brady (SRC President), Dr Chris Cassells (Trade Union Nominee) 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), Ms Julia Hegele (SRC Assessor) Professor Nick Hill (Elected Academic Staff Member), Mr Christopher Kennedy (Elected Professional Services Representative), Professor Kirsteen McCue (Elected Academic Staff Member), Dr Morag Macdonald Simpson (General Council Assessor), Mr Ronnie Mercer (Co-opted Member), Dr June Milligan (Co-opted Member), Mr David Milloy (Co-opted Member), Professor Sir Anton Muscatelli (Principal), Ms Elspeth Orcharton (Co-opted Member), Mr Gavin Stewart (Co-opted Member), Ms Lesley Sutherland (General Council Assessor), Dr Bethan Wood (Elected Academic Staff Member)

**Attending:**

Mr Gregor Caldwell (Executive Director of Finance), Professor Frank Coton (Vice Principal Academic Planning and Technological Innovation – Item only), Dr David Duncan (Chief Operating Officer [COO] & University Secretary), (Ms Amber Higgins (Executive Officer and Clerk to Court), Professor Neal Juster (Senior Vice-Principal and Deputy Vice-Chancellor), Professor Jill Morrison (Vice-Principal & Clerk of Senate).

**Apologies:**

Cllr Susan Aitken (Glasgow City Council Assessor), Dr Simon Kennedy (Elected Academic Staff Member), Dr Ken Sutherland (Co-opted Member).

**CRT/2020/12. Announcements**

Ms Julia Hegele was welcomed to her first meeting of Court, as SRC Assessor.

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 Rachel Sandison, Vice Principal – External Relations, had briefed Court at the pre-lunch session, covering Student Recruitment and future trends. Court's thanks for the briefing were recorded.

Court was reminded that papers and business were confidential.

**CRT/2020/13. Minutes of the meetings held on Wednesday 30 September 2020**

The minutes were approved.

### **CRT/2020/14. Matters Arising**

Court noted that under previous item *CRT 2019.55.3 Committee Remit and Appointments* a meeting had now been set up for the Nominations Committee in January 2021 to look at ways to increase diversity on Court Committees.

### **CRT/2020/15. Covid-19 Update and Planning**

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

- A limited number of cases of Covid-19 was now being seen in student residences and across the campus. The Scottish Government had announced plans for student travel ahead of the festive period. Part of this was the setting up of asymptomatic testing for all students at the University. Plans were also being put in place for student support during the Christmas period for any students unable to return home;
- The Scottish Government was currently in discussion with HE institutions to discuss the safe return of students in January 2021 and further details would be available once the arrangements had been confirmed;
- Health and Safety was the central consideration to all decisions made, with regular meetings of key staff taking place. Long term planning was also an important key focus with Professor Neal Juster taking the lead on this;
- Student numbers continued to look positive. Risks remained in relation to income from residences, sport and catering. It was noted that budget was now being released back to colleges.

Court thanked staff and students for their continued efforts and recognised all the hard work that had been undertaken during the pandemic to keep the University running.

### **CRT/2020/16. Finance Committee**

FOI Exempt/Commercially confidential

### **CRT/2020/17. University Strategy 2020-2025**

Court received a presentation by Professor Neal Juster, Senior Vice Principal on the University Strategy – World Changers Together: World Changing Glasgow 2020-2025. The strategy was the result of extensive consultation amongst the University community, starting in the winter of 2018-19. Much had changed in a year, and much would continue to change in ways that the University could not fully predict over the period of the plan. The domestic stage would have to adapt – not only to the impact of the pandemic, but also to the consequences of the country's changing relationship with the rest of Europe. Globally, the University would have to use the collective strengths of its disciplines to build collaborations and partnerships to tackle the major societal challenges brought by increasing inequality, future threats to human health, the rise of technology and automation, and the existential threat of climate change.

Over the next five years, the University will build on its strengths and draw on the power of collaboration to take the first steps of a generational journey to make the University

synonymous with discoveries, innovations, and leadership of global importance, building:

- An outstanding student experience that reflects our diverse and internationalised community;
- A world-class learning environment infused with interdisciplinary learning opportunities;
- A world-leading research culture in which people and careers will thrive;
- A resolutely international, innovative and partnership-led approach to changing our world for the better.

During the discussion a number of suggestions to wording were noted and it was agreed that these would be looked at. Court was pleased to see sustainability and climate change were a key part of the strategy. Comments were also received in relation to the KPIs and the indicators that would be used to measure the success of the strategy as this was seen as a key part of the implementation, and it was noted that there would need to be a balance between strategic KPIs and top level RAG ratings.

Court noted that the draft text was nearly complete at this stage, with the exception of its Key Performance Indicators; these were being developed separately and would be incorporated once agreed. It was agreed that the confirmed KPIs would be reported back to Court in February 2021.

Court approved the University Strategy 2020-2025.

Court thanked Professor Juster and Jamie Wightwick for all their hard work on the University Strategy.

## **CRT/2020/18. Report from the Principal**

### *CRT/2020/18.1 SMG Priorities*

Court noted that the formal Performance Development Review (PDR) process had been suspended earlier this year as a result of the pandemic – instead a ‘PDR-light’ process was put in place and it was agreed with SMG that the following priority areas would be the focus for 2020-21:

1. Financial sustainability: Staying as close as possible to financial sustainability through student recruitment and retention.
2. Health and wellbeing: Protecting the health and safety of our staff and students, including as much as possible mental health and wellbeing.
3. Student experience: Maintaining and enhancing the student experience of hybrid/mainly online learning during the crisis to ensure our reputation is enhanced.
4. Research and innovation: Restore non-Covid-19 research and innovation activity as soon as possible to protect our research base and academic careers.
5. Seek out opportunities: Look to the opportunities post-Covid so that we can align and optimise our activities against our strategic plan objectives for 2020-25.

These would be the major objectives for the coming year as the University recovered from the pandemic.

### *CRT/2020/18.2 Higher education developments*

During discussion the following were noted:

- The Scottish Funding Council – Review of coherent provision and Sustainability phase one report had been published on 20 October. The format and timescale for the next two phases was still to be confirmed;
- The University would not be able to take advantage of Government support packages because the forecast data as at 30 October 2020 did not show a significant decrease in tuition fee income relative to 2018-19;
- Brexit preparedness – The University continued to prepare for all Brexit eventualities ahead of the transition period ending at the turn of the year. This included stepping up the University’s preparedness for a no-deal Brexit;
- University Rankings – The University of Glasgow had been placed 110<sup>th</sup> in the World Reputation Rankings, an improvement of 33 places from 2019;
- The University had been shortlisted for Times Higher Education University of the Year, with the winner due to be announced on 26 November 2020.

### *CRT/2020/18.3 EHRC Report on Racial Harassment – The University’s Response*

The Principal said that following the publication of the EHRC Report, the University’s Equality and Diversity Strategy Committee (EDSC) had agreed to set up a working group to investigate the student and staff experience of racial harassment at the University of Glasgow. The committee agreed that it was important to understand to what extent the findings of the EHRC investigation were echoed here and to agree a set of appropriate actions. Analysis was conducted around racial harassment reporting and employment patterns of ethnic minority staff; 500 students were surveyed and 20 in-depth interviews were held with staff. Drawing on this research, the working group drafted a report and associated action plan to support University priorities and address racial harassment, whilst moving towards a more inclusive campus culture.

It was noted that all Universities were grappling with this challenge and that the draft report, as anticipated, made uncomfortable reading. However, the University was absolutely committed to addressing this important issue and to being open in the approach it took. EDSC had an opportunity to view and comment on the draft report at its last meeting, and the Action plan suggested by the working group was fully endorsed by EDSC. The Action plan would now go to SMG to implement and agree the (internal) publication of the report and its findings.

Court thanked the Principal for his report.

### **CRT/2020/19. 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 2020.19.1 Glasgow Green- The University of Glasgow’s Climate Change Strategy and Action Plan*

At the last meeting, Court approved *Glasgow Green – The University of Glasgow’s Climate Change Strategy and Action Plan* and agreed that Court Sub Committees would have an opportunity to review and comment on the strategy. A revised version of the document incorporating points made by Court members was circulated to members of Court sub-committees. The updated climate change strategy and action plan for the University had received support at the sub committees, with a number of comments sent to and actioned by the University Secretary.

Court noted that the action plan would remain flexible with individual business cases being forward to the sub committees as required for each project.

Court agreed that strategy and action plan would be reviewed annually, with the next report due in November 2021.

*CRT 2020.19.2 New and continuing Court Members*

Court noted that Julia Hegele, Gender Equality Officer, Students Representative Council, had been elected as SRC Assessor on Court, for one year from October 2020.

*CRT 2020.19.3 Organisational Change*

At the last meeting, Court was informed that School of Psychology and the Institute of Neuroscience and Psychology were being consulted on the possible consolidation of the School and Institute. Court noted that these discussions were still ongoing.

*CRT 2020.19.4 Directors of Research Institutes and Heads of School Appointments*

Court noted the following change:

*Institute of Infection, Immunity and Inflammation*

Professor Gerry Graham had been appointed as Acting Director of the Institute of Infection, Immunity and Inflammation from mid-November 2020 to March 2021 pending the recruitment of a new Director.

**CRT/2020/20. Annual Report for the Scottish Funding Council – Institution Review of Quality Academic Year 2019-20**

Court had received a copy of the University's draft annual report to the Scottish Funding Council (SFC) on institution-led review of quality for 2019-20. The contents were specified by the SFC. The statement summarised activity undertaken by the University in reviewing its provision for students, including: Periodic Subject Review; annual monitoring, course evaluation and Graduate School review; professional, statutory and regulatory body (PSRB) activity; the University's strategic review of student-related services; and reflective overview, including the University's use of contextual information such as performance data and data from student surveys, both external and internal.

Having noted details of how the University assured the effectiveness of arrangements for maintaining academic standards and quality, Court agreed that the Convener of Court could sign off the required statement of assurance.

Court approved the Annual report to the Scottish Funding Council.

**CRT/2020/21. Student Matters, including: SEC Report; SRC President update**

The SRC President reported that rectorial elections would be run in March 2021 following the SRC elections. A new campaign was running to provide students with more support during the examination period – Destress at a Distance. It was noted that mental health assessment remained an issue due to an increase in the number of students coming forward for assessment.

Julia Hegele, SRC Assessor also noted that mental health was a concern. Julia Hegele reported that students felt like they were in it together with staff which was creating constructive feedback both at College and School level. Court noted that overall students were feeling well supported and that support channels had been easy to find. The information

relating to departure at Christmas and the setting up of the asymptomatic testing had been really appreciated.

David Duncan, University Secretary, noted that the relationship with the SRC remained strong and that the SRC President and Permanent Secretary were involved with the early morning briefings. It was reported that assessment for mental health issues had been reduced to 12 days and a further 15 days for treatment but this would be monitored.

During the discussion a concern was raised by the Convener of Court in relation to drugs on campus. The Convener noted that during a presentation to Scottish Committee of University Chairs on mental health in Scottish Universities, Professor Pamela Gillies, Principal Glasgow Caledonian University, had indicated there was concern that drug use by students could increase on campus due to stress of the pandemic. It was confirmed that at present the University had not seen an increase in hospitalisations due to drug or alcohol. The SRC President reported that steps were being taken to educate students about the dangers of alcohol and drug use.

A query was also raised with regards to student disability assessment, as there was believed to be a backlog. David Duncan reported that a new manager had recently been appointed and it was noted that a review was being undertaken by the Clerk of Senate which would make recommendations to improve the service. The Clerk of Senate also reported that at the winter examination diet all exams would have double time and plans were being put in place to ensure that the University's accessible and inclusive learning policy was mainstreamed; this would help to ensure that all activities were as accessible as possible for everyone.

The Convener thanked SRC President and SRC Assessor for their report.

## **CRT/2020/22. Reports of Court Committees**

### *CRT/2020/22.1 Estates Committee*

Ronnie Mercer, chair of the Committee, reported that the James McCune Smith Building would be handed over shortly to the University and that the full business case for the ASBS/PGT would come forward to the next Court meeting.

The report was noted.

### *CRT/2020/22.2 Audit & Risk Committee*

Heather Cousins, chair of the Committee, presented the annual report, which included the Committee's assessment of the adequacy of the University's systems of internal control. Particular points of note were: refinements to KPIs provided in relation to both internal and external audit work; a series of briefings having been provided to the Committee on particular areas of interest, including IT; the annual report from the internal auditors, which had concluded that for 2019/20, governance, risk management and control and value for money arrangements in relation to business-critical areas were generally satisfactory; and the Committee's review of the 2019/20 financial statements.

On the basis of the internal audit work undertaken in the course of the year, and of the comments of the external auditors on the University's financial statements, the Audit & Risk Committee believed that the University generally had an adequate framework of internal control.

Court noted the Committee's annual report.

### *CRT/2020/22.3 HR Committee*



June Milligan, chair of the Committee, outlined the key items which included: PDR Review 2019-20; an update on the current status of 2020-21 Pay Negotiations; and Organisational Development progress and Diversity & Inclusion. Court noted that the papers also included the draft minutes of the JCCN from the 7th October 2020 where topics were inclusive of those listed above, along with the draft minute of EDSC where topics included Refugee & Asylum Seekers, EHRD Tackling Racial Harassment, Student Equality Data, Protected Characteristics & Covid-19 Support, Digital Accessibility Regulations & Updates from the Equality Champions.

Court noted the Committee's report.

#### *CRT/2020/22.4 Remuneration Committee*

SMG members and the Convener of Court left the meeting for this item.

June Milligan, chair of the Committee, summarised the report. The Committee had met in November to discuss senior staff remuneration. Business at the meeting had also covered the Committee's annual report, which had included: a summary of the current strategic context and institutional performance; the Principal's report on SMG performance and reward; the review of the Principal's performance, which had been undertaken by the Convener of Court and the Chair of the Remuneration Committee, following consultation with Court members; Grade 10 Professorial and Professional Staff performance and reward; and Voluntary Severance and salary augmentation approvals since the last meeting.

Court noted that the University's annual PDR process had been suspended this year in the light of COVID. P&DR discussions with the Principal & members of SMG had taken place at the request of each reviewee rather than the reviewer/ line manager utilising a 'lighter touch' approach to the process in a similar fashion to that adopted across the wider workforce. Discussions had largely focussed on development and feedback rather than evaluation. The Convener of Court and the Principal would not make a recommendation with regards to a pay uplift for the Principal, SMG and Convener of Court for AY 2019-20 given the constrained funding environment, consistent with the pay freeze across the HE sector.

During the discussion it was noted that the HR committee would be looking closely at the impact of Covid-19 on all staff.

Court noted the report.

#### *CRT/2020/22.5 IPSC*

The Committee had welcomed two external members, Mr Kenny Robertson and Mr Andrew Wykes. Frank Coton, Vice Principal reported that two technology projects had completed governance approval during summer 2020: the Azure Windows Virtual Desktop (£1.7M) providing modern cloud high-quality student computing from anywhere; and the LinkedInLearning online training platform. It was also noted that Capex Committee had approved the Infrastructure as a Service Programme Phase1 (£4.1M) for onward submission to the Finance Committee subject to a report on main data centre physical building risks and phase 1 cost/service breakdown clarification.

Court noted that business continuity issues affecting the University's online teaching at peak times during the first week of semester 1 were swiftly resolved. Recent Higher Education sector cyber security trends and further mitigations by the University were also noted.

The report was noted.

*CRT/2020/22.5 Health Safety and Wellbeing Committee*

Court noted the report and no substantial items were raised.

**CRT/2020/23. Senate Matters**

The Clerk of Senate outlined the communication from Senate and highlighted that it had been agreed that online assessment, including online exams, would continue during the 2020-21 academic year. There had also been agreement that a move away from high-stakes assessment and end of course exams should be encouraged. Materials had been developed to provide staff with guidance on reducing high-stakes assessments and delivering online assessments, and it was hoped that further developments in this field would support the ambition for online assessment to become part of the standard approach for most courses over the long-term.

The Clerk of Senate also reported that the No Detriment Policy had been further developed over the summer to include some clarification and examples of how the Policy could be applied to Postgraduate Taught (PGT) Masters degrees, along with confirmation of arrangements following the August 2020 resit examination diet and further assessment opportunities beyond this point. It was also confirmed that the No Detriment Policy applied to all assessments taking place between 16 March and 11 September 2020. As a result, the Policy would continue to be applied during the coming academic session and beyond for student cohorts where assessments that contributed to the final degree outcome, such as junior honours assessments, had been held during the No Detriment period.

Court also noted that the emergency arrangements that had been put in place for academic governance during the initial phases of the pandemic had now been withdrawn, and that academic policy would hence forth be developed through the normal committee structure.

Court thanked the Clerk of Senate for the update.

**CRT/2020/24. Any Other Business**

The Convener thanked Court members for their contributions, flexibility and commitment during a difficult year. Court's thanks were also recorded to all members of the University community and its civic neighbours, including Glasgow City Council, NHS partners and other HEIs for all their resilience and hard work during a challenging period.

No substantive items were noted.

**CRT/2020/25. Date of Next Meeting**

The next meeting of Court will be held on Wednesday 10 February 2021 at 2pm via Zoom. A Pre-Court briefing will take place at 12pm via Zoom on the ASBS/PGT Business Case.

<b>Court Context Card 10 February 2021 - Principal's Report</b>	
Speaker	Professor Sir Anton Muscatelli
Speaker role	Principal
<b>Paper Description</b>	For information / discussion
<b>Topic last discussed at Court</b>	Last report to Court was November 2020
<b>Topic discussed at Committee</b>	NA
<b>Committee members present</b>	NA
<b>Cost of proposed plan</b>	
<b>Major benefit of proposed plan</b>	
<b>Revenue from proposed plan</b>	
<b>Urgency</b>	NA
<b>Timing</b>	Various
<b>Red-Amber-Green Rating</b>	Various
<b>Paper Type</b>	For information / discussion
<b>Paper Summary</b>	<p>Updates on areas listed in the paper as follows:</p> <ol style="list-style-type: none"> <li>1. Admissions</li> <li>2. Scottish Government Budget</li> <li>3. Higher Education Developments <ul style="list-style-type: none"> <li>EU/Brexit Update</li> <li>Summary of Recent Policy Developments</li> </ul> </li> <li>4. League Tables <ul style="list-style-type: none"> <li>THE University of the Year</li> </ul> </li> <li>5. New Year Honours 2021</li> <li>6. Key activities</li> <li>7. Senior Management Group business</li> </ol>
<b>Topics to be discussed</b>	In line with paper's headings
<b>Action from Court</b>	To note/discuss if wished
<b>Recommendation to Court</b>	
<b>Relevant Strategic Plan workstream</b>	Empowering People, Agility, Focus
<b>Most relevant Primary KPI it will help the university to achieve</b>	NA
<b>Most relevant Secondary KPI it will help the university to achieve</b>	NA
<b>Risk register - university level</b>	<p>Item 1: Risk 1 Income Generation, Risk 3 Government Policy Changes, Risk 8 Student Recruitment Market, Risk 16 Covid-19</p> <p>Item 2: Risk 3 Government Policy Changes</p> <p>Item 3: Risk 3 Government Policy Changes, Risk 1 Income Generation</p> <p>Item 4: Risk 7 Maintaining and improving reputation</p>
<b>Demographics</b> <b>% of University</b>	Items mainly relate to the University as a whole
<b>Operating stats</b> <b>% of</b>	
<b>Campus</b>	All locations
<b>External bodies</b>	UK Government; Scottish Government; UUK, Universities Scotland, Russell Group, SFC; UKRI; European Commission
<b>Conflict areas</b>	
<b>Other universities that have done something similar</b>	
<b>Other universities that will do something similar</b>	
<b>Relevant Legislation</b>	
<b>Equality Impact Assessment</b>	
<b>Suggested next steps</b>	
<b>Any other observations</b>	



University  
of Glasgow

**Court - Wednesday 10 February 2021**

## **Principal's Report**

### **Items A: For Discussion**

#### **1. Admissions**

The UCAS deadline for applications for entry to Higher Education in 2021/22 was extended from 15 January 2021 to 29 January 2021. At the time of writing, the UCAS end-of-cycle report has not yet been received, but is due to become available in the next few days. This report will allow individual HEIs to perform analysis of applications, offers and placed applicants. Court may be interested to note some headline admissions figures for 2021/22.

#### **Undergraduate**

##### **Widening Participation**

MD20 applications have decreased by 3.5% in comparison to the previous year. MD40 applications however have increased by 8.8%. The widening participation agenda continues to be a major focus for the Scottish Government and our activities and efforts in this space will continue, especially given the small drop in applications from MD20 applicants.

##### **Home and RUK**

Total Home applications have increased by 12%.

RUK applications have increased by approximately 30%.

##### **EU**

Applications from prospective students in EU countries have decreased by approximately 57%. This is not unexpected given the move of EU students from 'Home' no-fee status to fee-paying status. Although it clearly represents a significant drop, we are encouraged to see a pipeline of EU applicants (with over 2,300 applications). Consideration is being given to appropriate incentivisation of highly qualified applicants to optimise conversion (see also section 3 below).

##### **International**

Undergraduate applications from outwith the EU have increased by 0.7% year on year.

#### **Postgraduate Taught**

PGT applications are currently down 5.5% compared with 2020. However, as was highlighted to the recent Finance and Estates Committee workshop this gap is closing, and is largely in areas of very high demand where we have several qualified applicants for every place. Indeed, there has been a 44% increase on 2019 application numbers. The picture therefore is generally very encouraging; however it will be necessary to closely monitor the COVID-19 context with regard

to travel restrictions in order to manage the situation and communicate proactively and effectively with international applicants over the coming months.

## **2. Scottish Government Budget**

On 28 January, the Scottish Government presented its Budget for 2021/22. Within the Education and Skills Portfolio, the Scottish Funding Council has been allocated £1.9bn in 21/22, up from £1.88bn in 20/21. For Higher Education, combined financing for Resource and Capital has risen 2.7% or by £29.5m.

Following dialogue with Scottish Government Ministers and the SFC, Universities Scotland has confirmed that the sector can expect subsequent actions which will enhance the level of available resource. For instance, Ministers are committed to meeting the costs of any additional places in 2021/22 stemming from the decision to award Highers based upon teacher judgment of learner attainment. Court will also wish to note that within the Budget an additional £17.3m has been allocated to SAAS for ‘student support and tuition fee payments’ and there is an additional £6.7m for international higher education, which will, in part, be used to expand the Saltire Scholarship Programme.

## **3. Higher Education Developments**

### **EU/Brexit Update**

Since Court last met, the EU and UK reached agreement on the terms of their future cooperation. Under the EU-UK Trade and Cooperation Agreement, the UK will associate to Horizon Europe, providing our researchers with full access to participate, lead and receive funding from Horizon Europe programmes.

Regrettably, however, the UK will no longer participate in Erasmus+. Although the establishment of the UK Government’s replacement Turing Scheme is welcome, there remains a very real risk that the breadth of Erasmus will not be replicated (the bilateral nature of Erasmus and the support for staff exchanges) and that, as a result, student mobility will be restricted, as well as the wider benefits which flow from this. While the sector awaits further details as to how the Turing Scheme will operate in practice, the Scottish and Welsh governments have met with the European Commission to explore whether the devolved administrations might be able to reassociate to Erasmus+. The UK Government has stated its opposition to the plan.

In closing, Court should be aware that I have written to the University’s European partners reiterating Glasgow’s commitment to our strategic partnerships and the European alliances of which we are a member. Court will recall that we have reached agreement to become an associate member of CIVIS – a European Civic University alliance formed by eight leading research higher education institutions across the continent. This is in addition to our membership of the European university alliance NeurotechEU. In terms of continuing to attract EU students to study at Glasgow, SMG has also agreed the importance of incentivising highly qualified EU students via scholarship opportunities. These would of course be treated on a par with other, non-EU, international students.

## **Summary of Recent Policy Developments**

A number of reforms were announced by the Department for Education on 21 January around post-16 education, training and skills development. I have given a very brief summary below and can update Court further at the meeting.

The UK Government's response to the Pearce Review into the Teaching Excellence Framework (TEF) confirms that subject-level assessments will not continue and the OfS will be asked to develop a revised provider-level TEF. Teaching grant resource is to be reprofiled towards high-cost STEM subjects, cutting funding for subject areas such as the creative arts. An interim position on the Augar review was also published, confirming that future tuition fee levels will be set out alongside publication of the Comprehensive Spending Review. The UK Government remains concerned about the sustainability of financing HE and wants to 'keep the cost of higher education under control'.

## **Items B: For Information**

### **4. University Rankings**

#### **Times Higher Education University of the Year**

Court will be aware that the University was named the Times Higher Education University of the Year on 26 November. Our submission focused on our report into historical slavery and our ongoing programme of reparative justice, and my thanks and congratulations go to the large number of colleagues who have played their part in the submission itself, and in the work which inspired us to build such a compelling case. Colleagues in External Relations are working to maximise the impact of the award over the coming year.

### **5. New Year Honours 2021**

My congratulations go to the following colleagues who were honoured in the Queen's New Year Honours list:

Professor Sheila Rowan, Director of the Institute for Gravitational Research and Chief Scientific Adviser for Scotland: Appointed CBE for services to Science.

Dr Beverly Bergman, Honorary Senior Research Fellow in the Institute of Health and Wellbeing: Appointed OBE for services to Veterans in Scotland.

### **6. 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. All meetings were online unless noted otherwise.

## **Academic Development and Strategy**

- Fortnightly: Chaired meetings of the Senior Leaders Forum, comprising SMG, Heads of School and Directors of Research Institutes, Deans, and senior Professional Services colleagues.
- Chaired regular meetings of the Appointments Release Group, to take decisions on priorities for staff recruitment.
- 26 November: Senate Business Committee
- 8 December: Senate
- 16 December: “Too Big To Fail” ASBS/University of Edinburgh Collaborative Workshop on Financial Regulation – contribution to panel session with colleagues from Bank of England.
- 5 January: Meeting with Prof Peter Jackson and colleagues regarding proposed Scotland-wide Council for International Affairs.
- 5 January: Meeting with Prof Danny Blanchflower, new visiting professor in Economics.
- 18 January: Meeting with senior colleagues regarding research opportunities and cross-College collaboration.
- 20 January: Meeting regarding development of the University Strategy with Senior VP and Director of Planning, Insight and Analytics.
- 20 January: Meeting with senior colleagues and Prof Asit Biswas, visiting professor and leading authority in water and environmental management.
- 22 January: Meeting with potential new appointment in Economics.
- 25 January: Senate Business Committee
- 26 January: Meeting with Kezia Dugdale, Director of UofG John Smith Centre for Public Service.
- 4 February: Senate

## **Internationalisation Activities**

- 13 January: Virtual signing ceremony with President of Nankai University concerning new Confucius Institute agreement.
- 25 January: Farewell reception for Chinese Ambassador Liu Xiaoming.
- 27 January: With the VP External Relations, held an introductory meeting with the Consul General of India, Dr. Vikram.
- 1 February: Attended British-Irish Chambers of Commerce event on future of Higher Education post-Covid.
- 2 February: Universitas 21 Presidents’ Peer-to-Peer Meeting
- 5 February: Speaking engagement alongside Principal of the University of Edinburgh at an event jointly hosted by Scotland Europa and our two universities on the topic of European partnerships and research opportunities.
- 8 February: Attended event organised by the European Movement in Scotland on Erasmus and Erasmus+ - contribution on the way forward for student mobility within Europe.

## **Lobbying/Policy Influencing and Promoting the University**

### **USS Meetings**

- 30 November/1 December: Attended USS Investment Committee Away Day meetings

- 9 December: USS Directors meeting with Pensions Regulator
- 9 December: UUK/USS Directors meeting
- 10 December: USS Institutions Meeting
- 10 December: USS Directors Briefing Session (pre-Board Meeting)
- 11 December: USS Board Meeting
- 16 December: USS Board Meeting
- 8 January: Appraisal regarding USS Director role
- 14 January: USS Board Meeting
- 20 January: UUK/USS Directors meeting
- 22 January: USS Board Meeting
- 1 February: USS Board Meeting
- 5 February: UUK/USS Directors Meeting
- 9 February: USS Board Meeting

#### Media engagement

- 15 December: BBC Scotland interview on the likely outcomes of Brexit deal.
- 17 December: Interview with THE regarding the University of the Year award and our work on links to historical slavery.
- 25 January: Interview with Future of Education Magazine on implications of Brexit.

#### Other external engagement

- Fortnightly meetings of the Russell Group Board
- 26 November: Chaired Glasgow City Region Commission on Economic Growth.
- 26 November: Attended Times Higher Education Awards, at which Glasgow was named University of the Year.
- 30 November: Met with Unite Students (provider of student accommodation).
- 2 December: Chaired Plenary Meeting of the Scottish Government Standing Council on Europe.
- 4 December: Universities UK Members' Meeting
- 8 December: Roundtable hosted by Times Higher Education: Integrating the UK's industrial strategy with research and development targets.
- 8 December: Spoke on Trust and Value of Higher Education at panel event run by the Chronicle of Higher Education (USA).
- 8 December: Scottish Power Women Leaders Mentoring Scheme: meeting with mentee.
- 10 December: Attended AGM of the National Institute of Economic and Social Research (NIESR).
- 14 December: Call with Alyn Smith MP regarding proposed Scotland-wide Council for International Affairs.
- 18 December: Advisory Board Meeting, Bicocca Department of Excellence Project (acting as external adviser to Economics Dept of the University of Milano-Bicocca).
- 6 January: Universities Scotland Meeting: new Scottish Government COVID-19 guidance
- 11 January: Meeting with Scottish Government regarding Erasmus+ scheme.
- 13 January: Regular catch up with Scottish Enterprise Interim Chief Executive.



- 18 January: Meeting with Chief Executive of Glasgow City Council regarding the work of the Glasgow Commission on Economic Growth.
- 18 January: Scottish Power Women Leaders Mentoring Scheme: meeting with mentee.
- 20 January: Chaired Glasgow City Region Commission on Economic Growth.
- 25 January: Attended Arts & Humanities Research Council Creative Industries Advisory Group.
- 27 January: Attended Glasgow Life Board Meeting.
- 29 January: Meeting with Glasgow MPs to offer briefing on current activities including our Covid-19 response and the support we are offering to students.
- 2 February: Roundtable meeting with Director General of CBI.
- 3 February: Meeting with Scottish Government Permanent Secretary.
- 9 February: Attended NIESR Economists' Briefing.

### **Internal activities and Communications and Alumni events**

- Daily meetings of Covid-19 communications/operational group.
- 2 December: Internal Government Relations Group (convened by the University's Head of Public Affairs).
- 3 December: Meeting with People & OD colleagues to discuss University Values.
- 3 December: Attended online event with Dame Katherine Grainger and gave a vote of thanks – part of World Changing Glasgow Conversations series aimed at UofG alumni community.
- 6 December: Visit to the Glasgow Lighthouse Lab.
- 9 December: Regular meeting with SRC Executive.
- 9 December: Filmed video message for Policy Scotland to thank the team for important work during 2020.
- 10 December: Recorded interview with GUU For Daft Friday mini-documentary project.
- 6 January: Internal Government Relations Group.
- 11 January: Regular meeting with SRC Executive.
- 13 January: JULC meeting with Director of People & Organisational Development.
- 14 January: Recording of interview to be used in Strength in Places Fund Living Lab project promotional film.
- 21 January: Recorded video message for Hunterian Exhibition launch "Old Ways New Roads".
- 29 January: Attended Burns Supper event on the history of the Burns Supper – organised by the UofG Centre for Robert Burns Studies.
- 1 February: Regular meeting with SRC Executive.
- 3 February: Internal Government Relations Group.

## **7. Senior Management Group business**

In addition to standing and regular items, which include Covid-19 response, Student Recruitment, Strategic Risk Register and REF 2021, the following issues were discussed:

### ***SMG Meeting of 23 November***

- University Strategy 2020-25: KPIs

- Technician Commitment
- Summer Teaching
- THE University of the Year Awards
- Student Support over the Christmas break
- James McCune Smith Learning Hub
- Staff Leadership Programmes

***SMG Meeting of 30 November***

- James McCune Smith Learning Hub Opening Date
- THE University of the Year Awards – success
- The Glasgow-Caribbean Centre for Development Research
- Asymptomatic Testing for Students
- Understanding Racism, Transforming University Culture Report and Action Plan
- Learning and Teaching Strategy
- Review of Facilities Services
- Queen’s Anniversary Prize Nomination
- Arrangements for Online Examinations
- Appointment of Head of Communications

***SMG Meeting of 7 December***

- USS
- Understanding Racism, Transforming University Culture Action Plan
- Update on KPIs
- University of the West Indies Partnership
- Developing the Young Workforce
- Offsetting the Differential Impact of COVID-19 on Research Staff
- Student Support: Christmas and New Year Volunteering
- ERC Consolidator Grants

***SMG Meeting of 15 December***

- EU Excellence Scholarships
- Evaluating Research Quality: Commitment to DORA and the Hong Kong Manifesto
- Research Strategy Six Month Implementation Pilot
- Global Mobility: New UK Visa and Immigration System
- Global Mobility: Colleagues Working Overseas
- Organisational Development Update
- MOOC and Upskilling Update

***SMG Meeting of 5 January***

- Enhanced Tier 4 Measures: Impact on University Operations

***SMG Meeting of 11 January***

- Assessment Support Policy
- Marking Turnaround Times

- Staff Support
- NSS
- UK Government Support
- Future Scenario Planning: COVID-19 Outbreak and Trajectory
- Forensic Pathology Service: Tender Process
- ARC (Advanced Research Centre) Governance Arrangements
- Proposal to Discontinue the Postgraduate Research Experience Survey
- Outline Proposal to Expand the Glasgow College UESTC

***SMG Meeting of 19 January***

- Student Support: Assessment Policy
- University Finances: January Forecast Update
- Short Life Working Group on Working from Home
- USS
- Capital Plan Review and Update on Finance and Estates Committee Workshop
- Demolition of Pontecorvo, Virology and Robertson Buildings
- European Partnerships
- People and Organisational Development Updates

***SMG Meeting of 25 January***

- UK Government: Department for Education Announcements
- USS
- Financial Framework
- Offsetting the Differential Impact of COVID-19 on Research Staff: Interventions
- Summer Graduations

***SMG Meeting of 1 February***

- University KPIs
- COP26 – Stakeholder Engagement

**Court Context Card 10 February 2021 - University Secretary's Report**

Speaker	Dr David Duncan	
Speaker role	COO and University Secretary	
<b>Paper Description</b>	For information / items for approval; items for discussion if Court wishes	
<b>Topic last discussed at Court</b>	Last report was to November 2020 Court	
<b>Topic discussed at Committee</b>	NA	
<b>Committee members present</b>	NA	
<b>Cost of proposed plan</b>		
<b>Major benefit of proposed plan</b>		
<b>Revenue from proposed plan</b>		
<b>Urgency</b>	High, Medium & Low	
<b>Timing</b>	Immediate where relevant	
<b>Red-Amber-Green Rating</b>	Green	
<b>Paper Type</b>	Decision/Discussion/Information	
<b>Paper Summary</b>	Report from Secretary on a number of items for Court's discussion/decision and/or information. A Items are:  <b>A1</b> Information on University action relating to the Coronavirus outbreak  <b>A2</b> Disability Complaint	
<b>Topics to be discussed</b>	As above plus any B items Court members may wish to discuss	
<b>Action from Court</b>	<b>To note the report and approve</b> B1 - SFC Interim Outcome Agreement; B4 - Court Sub Committee; B6 - SRC Sabbatical Officers	
<b>Recommendation to Court</b>	<b>To approve</b> items as requested.	
<b>Relevant Strategic Plan workstream</b>	Empowering People, Agility, Focus	
<b>Most relevant Primary KPI it will help the university to achieve</b>	NA	
<b>Most relevant Secondary KPI it will help the university to achieve</b>	NA	
<b>Risk register - university level</b>	Item 1: Risk 1 Income Generation and Expenditure, Risk 8 Student Recruitment Market, Risk 12 Campus Development Programme, Risk 16 Coronavirus	
<b>Risk register - college level</b>		
<b>Demographics</b>		
<b>% of University</b>	100% Cross University application on several items	
<b>Operating stats</b>		
<b>% of</b>		
<b>Campus</b>	All locations	
<b>External bodies</b>	UK and Scottish Governments; EU; Public health authorities;	
<b>Conflict areas</b>		
<b>Other universities that have done something similar</b>		
<b>Other universities that will do something similar</b>		
<b>Relevant Legislation</b>	Scottish Government Roadmap; industrial relations legislation	
<b>Equality Impact Assessment</b>		
<b>Suggested next steps</b>		
<b>Any other observations</b>		



**Court – Wednesday 10 February 2021**

**Report from the University Secretary**

## **SECTION A - ITEMS FOR DISCUSSION / DECISION**

### *A.1 Covid-19 Update*

In response to the rising number of new variant Covid-19 cases, the Scottish Government had announced further restrictions on activity and movement. The University issued a general statement for all staff via email, which is also available [on our website](#).

Line managers were asked to pursue individual discussions with members of staff as appropriate and, where necessary, reallocate duties to available staff, focusing on essential tasks only.

Throughout the pandemic, we have advised that colleagues who can work from home should do so, and this continues to be the case. We are maintaining access to some University buildings for limited and tightly controlled activities, such as necessary in-person teaching, support for remote teaching, essential research activities, maintenance activities and access to the Library or alternative study space.

The list of buildings which remain open was reviewed in late January and further restrictions introduced. We took the decision not to open the now-complete James McCune Smith Learning Hub until conditions change.

Those involved in research have received regular communications from the Vice Principal - Research, on the continuation of essential research and the University's support for researchers during and after the pandemic.

We continue to operate a Lateral Flow test facility on campus for returning students. No positive cases have been detected since January (c. 2,500 tests). So far, there has also been no detection of on-campus transmission of the virus. The University wants to make sure this continues and, whilst it's appreciated that the ongoing restrictions are challenging, they are seen as vital to ensure that the campus remains a safe environment. The health and wellbeing of all members of the University community remains our top priority.

We have liaised closely with the campus trade unions on health and safety issues, listening to suggestions for changes to our practices. Besides weekly meetings led by the Executive Director of People & OD, the Library holds daily meetings with staff representatives. The trade unions are also represented on the estates-related meetings chaired by the Executive Director of Estates.

### *A.2 Disability Complaint*

In response to a number of Court members being contacted directly by the uncle of a law student who recently completed his studies at the University of Glasgow, all Court members were sent an email.

The case is still going through the University procedures, with two academic appeals outstanding - these are being considered by the Law School and the Senate Office respectively. The University will also undertake a lessons learned exercise once the appeals are completed.

An internal audit of Disability Services and an internal review of this area led by the Clerk of Senate are underway; thereafter we will follow through on any actions identified. In addition, it has been agreed that an informal meeting will take place, with key staff, to allow a sub-group of Lay Court members a chance to understand the case better and identify any further action required by Court.

## **SECTION B – ITEMS FOR INFORMATION / ROUTINE ITEMS FOR APPROVAL**

### **B.1 *SFC - Interim Outcome Agreement***

The Scottish Funding Council have requested that the University return a one-off Outcome Agreement to reflect upon 20/21 so far and the plans for the rest of the year.

Court is asked to approve the Interim Outcome Agreement, as outlined in **Annex 1**.

### **B.2 *EHRC***

As reported at the last meeting of Court, in 2019, [the EHRC published a report](#) which uncovered widespread evidence of racial harassment on university campuses. In response, we established a project group to consider the recommendations and to provide a better picture of the situation at this University. The group met several times and considered a range of data and evidence, including surveying 500 students and conducting in-depth interviews with 20 ethnic minority staff, asking them about their experience of racism while studying or working at the University. The surveys and interviews indicated that staff and students had experienced racial harassment in a range of University settings, and whilst acknowledging the numbers were low, the impact on the individuals was significantly detrimental to their wellbeing, engagement and performance at work/study.

The report produced *Understanding Racism Transforming University Culture* was approved by SMG in November. The associated action plan aims to address issues of systemic racism which we acknowledge will be part of our structures. 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 not acceptable on our campus.
- Our curriculum and learning community will thrive when it is reflective of global perspectives and 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.

The Principal will launch the report and action plan on 17 February. The action plan requires significant leadership which SMG has committed to, and each member will publish an objective relating to their role and function. In addition, the plan includes a range of activities including reviewing internal processes in relation to ethnicity, targeting recruitment in relation to UK BAME staff, addressing identified awarding gap for ethnic minority students, profiling reporting processes for harassment and tailored race equality training.

B.3 *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 2**.

B.4 *Court Sub Committee*

Court is asked **to approve** the change of name to a Court subcommittee from Human Resources to People & Organisational Development Committee.

B.5 *Director of Research Institute Appointments*

College of MVLS

*Institute of Infection, Immunity and Inflammation*

Professor Gerry Graham has been appointed as Acting Director of the Institute of Infection, Immunity and Inflammation from mid-November 2020 to July 2021 pending the recruitment of a new Director.

B.6 *SRC Sabbatical Officers*

Court is asked **to approve** the change of title of one of the Sabbatical Officers from Charities, Clubs & Societies Officer to Charities Officer.

B.7 *Rectorial Election*

The Rectorial Election is currently being planned for April/May 2021 following the SRC and student society elections in March 2021.



University  
of Glasgow

# INTERIM OUTCOME AGREEMENT 2020–21 January 2021



## Foreword from the Principal

At the University of Glasgow, our mission is to unleash the potential of our world-changing community via a learning, teaching and research environment that is diverse, inclusive, creative and collaborative.

While we remain firmly wedded to these values, this last year has tested us in ways few could have predicted. As this Interim Outcome Agreement reflects, the pandemic has impacted the full scope of our operations, requiring us to learn new ways of working and to address an unprecedented set of challenges.

It is a testament to our University community that, together, we have met the adversity of the last twelve months. Our response to the pandemic has demonstrated the extraordinary commitment, resilience and inventiveness of our staff and student body.

At a national level, the University of Glasgow has worked closely with other universities, public health experts and officials from the Scottish Government, UK Government and the SFC to ensure an effective response to the pandemic. From managing one of the UK's Lighthouse Labs, to developing a range of ground-breaking Covid-related research projects, to supporting the trialling of Oxford/AztraZeneca vaccine, the University continues to play a major role in the fight against the virus.

We have brought this same determination and focus to our wider activities around student outcomes. Despite the challenges presented by Covid-19, we continue to exceed our MD20 and MD40 targets. Indeed, our intake in each cohort is now at record levels.

This is supported by a continued expansion of our widening participation agenda. I am particularly pleased to report a near doubling of the intake to our 2020 Summer School – enabling 840 students to progress on to the University and other HEIs. Similarly, we are delighted to have partnered with the University of Edinburgh and the educational charity IntoUniversity to launch *IntoUniversity Scotland* – a novel, whole-community approach to WP taken forward via three community-based centres in Govan, Maryhill and Craigmillar.

During this emergency period the University has also provided secure accommodation to several care experienced school pupils and students whose home situation had become untenable. We have 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.

To support this, the University invested in additional IT capacity, 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 the exam diet.

The University also developed a comprehensive range of assessment support measures to support students in their studies and mitigate against the impact of the pandemic. We also activated a programme of support for 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 have developed during AY 2020-21.

Of course, as a world-leading university we recognise our broader obligation to building back from the pandemic. We are, for instance, an integral part of the Glasgow Riverside Innovation District and we will continue to take forward ambitious projects from our Campus Development Programme to the “Living Lab” initiative, which has attracted significant support from UKRI’s Strength in Places Fund.

The University will also continue to play our part in the sustainability agenda through our own plan to be carbon neutral by 2030, bold new research initiatives such as the Centre for Sustainable Solutions and by collaborating with stakeholders and partners around COP26 and the broader fight against climate change.

While the future remains uncertain, this Interim Outcome Agreement outlines the University’s comprehensive response to the challenges sparked by Covid-19. Despite the tremendous difficulties of the last twelve months, in many ways the pandemic has strengthened our 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**

## Funding Position

Any ambitions set out in this document which stretch beyond 2020/21 assume that funding levels and the funding regime remain broadly similar to current arrangements.

With the SFC's review of Coherent Provision and Sustainability underway, and the impacts of COVID likely to be felt for years, we are conscious that a review of these ambitions will be necessary as funding levels and the underlying regime change.

## Section 1: Outcomes for Students

Outcomes & Measures/Indicators of Success	SFC Expectations / UofG Actions and Outcomes
<p><b>Fair Access and Transitions</b> Education is accessible to students from all backgrounds and students are supported through successful pathways.</p> <p><b>Core Associated National Measures:</b></p> <ul style="list-style-type: none"> <li>- Total Number Scottish Domiciled Undergraduate Entrants (SDUE)</li> <li>- Proportion of Full Time, First Time SDUE from SIMD20 postcodes (CoWA measure)</li> <li>- Number of SDUEs with Care Experience</li> <li>- Articulation</li> </ul>	<p><b>People from deprived areas are supported to have fair access.</b></p> <p>UofG has worked consistently with SFC, Scottish Government and the broader sector to implement the CoWA agenda. We have met or surpassed all 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 figures, 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. They were reached by enhancing our WP provision on every level and utilising our partnerships with schools and LAs to maintain provision and compensate for the particular impact of Covid felt by those residing in MD20/40 areas: a wholesale online pivot of our 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 equipment loan schemes have been made available with priority for WP students.</p> <p>Of particular note, we nearly doubled student numbers on our 2020 Summer School to 877, with 737 and 103 progressing to UofG and other HEIs respectively, a significant contribution to the whole sector. We used Summer School performance in lieu of Higher Grade results, giving applicants control back over their own results and the confidence to accept Glasgow as their destination of choice. We have maintained this approach for 2021-22, (see <a href="https://www.gla.ac.uk/study/wp/adjustedoffers/adjustedentry/">https://www.gla.ac.uk/study/wp/adjustedoffers/adjustedentry/</a>), ensuring access to HE remains within their reach in this most difficult year, 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 are currently working towards achieving University of Sanctuary status in 2021.</p> <p>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. We have to 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, but we recognise we still have further to go to achieve complete parity. We pledge to continue to work towards this ultimate aim.</p>

**People with experience of care are supported to have fair access.**

Our bespoke provision for care-experienced learners has been in place since 2007, when we achieved the Buttle UK Quality Mark. We develop and strengthen 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 Representatives Council work closely with our Widening Participation team to arrange events for care experienced and estranged students, building towards something akin to a support community.

During lockdown, 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 remains in place as required and is an excellent example of the cross-University approach we take to this provision mobilising to act swiftly in emergency situations.

**Prior learning is taken into account in the student's journey.**

SFC pump-prime funding enabled the creation of our HNC Articulation Programme with FE College partners in 2018-19, which is introducing new routes for targeted WP learners to enter year 2 with full advanced standing, in a breadth of subjects and for an increasing numbers of learners, not previously seen at UofG. This 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 will run 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 doubled from 2019 to 2020 and we anticipate this increase will continue, despite Covid disruption to recruitment on several HNC programmes.

We have maintained and increased the number of Access courses we run within UofG and in partnership with SWAP, from which we recruit adult returner learners to every subject area. Our Head of WP currently chairs SWAP West, contributing to regional and national aims and 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. We worked closely with SWAP during the spring 2020 lockdown to ensure Access students were fully aware of all options. We use feedback and comment from all these avenues to help inform and shape our WP provision, ensuring outreach work is current and relevant 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 our own UofG Access programmes.

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 very large west of Scotland area

**Institutions work with schools and local communities to support successful pathways for students.**

We have a long-established portfolio of bridging or pre-entry programmes, which is the broadest and most far-reaching in the sector. We maintain, 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. 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, 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 100 professional WP Tutors and 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 the Covid lockdown.) 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 / 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 2019-20, we engaged with over 25,000 pupils and adult learners. Despite the impact of Covid, we judiciously utilised uplifts in funding granted by SFC for Reach and SHEP, supplemented by increased LA funding to expand further. Reach West now engages with all 160 secondary schools across 14 LAs in the west and north-west of Scotland, an increase of 46 schools from 2018-19. Our Top-Up Programme expanded from 74 to 95 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. We shall maintain and increase all our widening access provision, retaining our prominent position within the sector.

An exciting new initiative we are launching this year, in partnership with the educational charity IntoUniversity and the University of Edinburgh, is IntoUniversity Scotland, opening three community-based centres in Govan, Maryhill and Craigmillar, areas with the highest and most deeply ingrained levels of deprivation. The centres will engage 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.



	<p><b>This work is equality impact assessed.</b></p> <p>All policies and processes in relation to access are EIA in the appropriate timeframe.</p> <p>Our work via the Reach and Top-Up Programmes (the latter via SHEP) is equality impact assessed in line with SFC conditions of funding. Our WP provision as-a-whole disadvantages no group within society, seeking only to equalise entry, retention and student success.</p>
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## **Quality, Learning, Teaching and Participation**

Students get 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.
- No. of Scottish domiciled qualifiers at undergraduate level.
- National Student Survey.

### **People have the necessary meta skills and attributes to succeed.**

We have reviewed our approach to recognising graduate attribute development and will continue strengthening the existing matrix ([https://www.gla.ac.uk/media/Media\\_183776\\_smxx.pdf](https://www.gla.ac.uk/media/Media_183776_smxx.pdf)) by building in reference to digital skills and meeting the needs of the economic recovery.

Working in partnership with the student bodies, we will promote the approach to students through a range of initiatives. We have also created related resources to support embedding of skills in the curriculum (<https://www.gla.ac.uk/myglasgow/leads/goodpractice/graduateattributes/>).

The new 2021-25 Learning and Teaching Strategy places an emphasis on the need for disciplinary and generic skills acquisition and makes a commitment to embedding new approaches for developing these and recording these to enhance and demonstrate students' professional development.

### **There is quality online and repurposed blended learning.**

The University's pre-Covid commitment to increased engagement with blended learning approaches and fully online approaches (e.g. MOOCs and fully online distance learning), provided a platform from which to rapidly upscale our online activity during the pandemic and to undertaking the vast majority of assessments (including exams) online. We have continued to offer almost all of our courses for 2020-21. To support this, the University increased provision of remote desktop access to specialist software, purchased laboratory software to create online laboratory environments, augmented provision of online educational tools to support interactive online classes, created a suite of resources for staff who teach and support learning (<https://www.gla.ac.uk/myglasgow/anywhere/#learningandteaching>) (with others on our internal virtual learning environment), delivered staff 'upskilling' sessions throughout June – September, created new helpdesk and support arrangements, invested in additional server and IT capacity to support the increase in online / remote working, and rolled out rapid use of MS Office 365 functionality to support staff collaboration. Library resources – including archive materials – were digitised where possible and the Library created a virtual reading room to enable students to continue to interact through digitally enabled means, with special collections.

On campus study spaces were made available with appropriate safety measures in place, including access control, enhanced cleaning, ventilation and reduction in capacity, to ensure student and staff wellbeing. Occupancy levels have been strictly controlled to reflect government guidance and students supported to access resources safely. Student feedback has indicated that access to personal study space in the University Library was regarded as a "life-line service".

Students were supported in this transition to new ways of learning. Guidance for students on studying remotely is available through the Glasgow Anywhere resource and space in our Virtual Learning Environment (VLE) is available for them to practice the process of downloading online exam papers and uploading mock answers, allowing them to assess the adequacy of their home IT equipment (<https://www.gla.ac.uk/myglasgow/anywhere/#learningandteaching>).

We undertook surveys with students to evaluate their readiness for engaging online, extended hardship funding to allow students to buy IT equipment, repurposed our laptop loan scheme to support students who lacked their own home computing facilities, created 24-hr helpdesk arrangements during exams, and have altered our approach to seeking student feedback so we can more readily have a sense of the students' experiences. Choices concerning technology use for teaching and for exams were made taking account of students' variable access to high-speed broadband and the differential data costs for students.

Our student facing academic support (study skills support) moved to online delivery within days of lockdown, 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. Further resources were created to support preparation for study and in particular to support international students already in Glasgow but for whom studies would not begin until January. These resources were a combination of study skills and some disciplinary-specific content. Also important has been the provision of guidance for student on how to engage with learning online – a form of 'netiquette' – so that they can be comfortable learning in an online environment where they were not previously accustomed to doing so.

Student engagement with exams in April/May 2020 and December 2020 was high. Both exam diets involved around 40K exam instances (students x exams) and in both cases, fewer than 2% of students raised queries through the helpdesk. Our experience thus far, suggests that the approach has been inclusive, and that fewer queries have been raised during online exam diets than in traditional on-campus exams.

**Students are supported in their mental health and wellbeing.**

The University's health and wellbeing service has been restructured during the last 12-18 months, and services have been reviewed. New forms of student support embedded within academic Schools have also been piloted. This approach places more emphasis on promoting wellbeing and on triage. Thus far, it is proving effective and student feedback is positive. Demand for mental health and wellbeing support has increased during the pandemic, and waiting lists for specialist support have increased, but resources have been increased accordingly and remain constantly under review. The new student support officer roles piloted during 2019-20 are currently being reviewed

with a view to wider roll-out across the University as an element of the restructuring and reprovisioning of the service. Other commitments were made during the year to support students studying remotely. All student-facing health and wellbeing services offered support online and continue to do so because of the Pandemic. It is possible that longer-term, we will retain a blended model of service provision.

In addition, we have created a package of support for isolating students. We undertook regular welfare checks on around 2,500 students over the first term and for the hundreds who remained in Glasgow during the Christmas and New Year holidays. We delivered over 10,000 hot meals (at a cost of c. £100k) and celebrated countless birthdays whilst students were isolating. Residents groups and a programme of physical and online activities were developed to maintain morale and student wellbeing. A team of over 100 staff volunteers have spent time in halls and on phones in support of our student community.

The University created a 'no-detriment' policy relating to assessment and degree awards (<https://www.gla.ac.uk/myglasgow/senateoffice/policies/assessment/codeofassessment/covid19regulationchanges/>) This policy was designed with input from students, and was communicated to all students with accompanying videos explaining how the policy would be applied in the calculation of their grades and degree awards. Furthermore, the University revised its approach to 'good cause' (mitigating circumstances) and removed the need for students to submit any form of good cause claim; the approach taken was on the basis of the presumption that all students would have been adversely affected by the extreme circumstances that prevailed in the period from March until the formal end of the academic year in September 2020. These developments were designed to acknowledge the impact on students, to maintain standards, and to support students comprehensively in their studies.

The University also launched a new Student Newsletter which has featured student stories of studying during lockdown, has included a focus on wellbeing support, and has pointed to resources internally and externally to help student mental health and wellbeing, including the SRC's Isolation Toolkit.

**Students have their voice heard and valued, and influence their educational experience.**

[Glasgow University Students' Representative Council](#) is an independent, student-led organisation which is recognised as the representative body for the students registered at The University of Glasgow. In the 2019 [Enhancement-led Institutional Review \(ELIR\)](#) the University of Glasgow was commended for a "strong and productive relationship with the Students' Representative Council... both on formal committees and on the range of strategic projects underway."

	<p>As reflected in this feedback, the Student Voice has been integral to many of the actions, plans and policies described in this document and in the developments that have been introduced in response to the pandemic.</p> <p>Although the SRC are ordinarily embedded within the University’s decision-making processes, the extent of their involvement in the Covid response took that involvement yet further. The SRC have been present in daily communications meetings with the Principal, Chief Operating Officer and other key stakeholders in the University, were directly involved in the development and approval of the University’s No-detriment Policy (mentioned above), meet multiple times per week in a range of different meetings with the Vice Principal and Clerk of Senate and with the Vice Principal Learning and Teaching to discuss and agree approaches to: exam management, student guidance, registration and enrolment, communications with students, student feedback on their experiences of learning remotely, and even the design of exam templates and instructions within the VLE. Both outgoing and incoming SRC officers were involved in weekly (then fortnightly) extraordinary University Learning and Teaching committees from April – September, co-authored guidance for students and staff, and contributed fully to discussions about plans for on-campus and online preparations and teaching. The University also worked with the SRC to create weekly pulse surveys that we ran for the first time from September 2020. These surveys addressed a range of issues from student wellbeing, access to IT services and equipment, sense of community within their courses and learning with their peers. We are revising this approach both for ongoing use during this period of online study, and with a view to longer term developments in our student engagement strategy. The SRC are involved in all discussions and developments, and indeed were key drivers of the pulse survey approach.</p>
<p><b>Learning with Impact</b> Students are equipped to flourish in employment, further study and to lead fulfilling lives.</p> <p><b>Core Associated National Measures:</b> -Graduate Outcomes (Scottish Domiciled qualifiers in positive destinations, and FT Scottish-domiciled qualifiers employed at ‘professional’ level).</p>	<p><b>Analysis and engagement: There is a good understanding of the needs of business and industry; and Scotland’s economic recovery needs.</b></p> <p>Our team in External Relations routinely undertake evaluations of the needs of business and industry as part of their market intelligence work, however, the activities being undertaken in relation to Corporate Engagement and our Civic Mission, have extended that further in the last year. Additionally, and in response to the SFC upskilling initiative, we have been undertaking focused work on employer needs to inform not only the choices around course offerings as part of this initiative, but to feed into new developments associated with the forthcoming 2021-25 L&amp;T strategy and its focus on student skills (mentioned above). Our SFC upskilling provision during 2019-20 resulted in us having waiting lists for some of the courses (indicative of employee and employer demand) and we will shortly be exploring some bespoke provision for one employer organisation.</p>

**Delivering the right skills: There is a pipeline of appropriately skilled people for the labour market.**

We have been proactive in adapting our curriculum in response to employer needs. There has been an increased provision of mathematical and quantitative skills across programmes and a growth in industry engagement through placements, projects, and guest speaker sessions across disciplines as well as a growth in international experiences. An example of this is the national Q-Step programme introduced a few years ago aiming to drive a step-change in quantitative social science skills, at Glasgow the Q-Step Centre in the School of Social and Political Sciences lead efforts to improve quantitative literacy. The Q-step work has become fully embedded within the College of Social Sciences. A further key development has been the launch of the Software Engineering Graduate Apprenticeship which has proved very successful and attracted excellent student and employer feedback. Collaborative dissertations have become increasingly popular with students, as have service-learning courses and there has been an extension of the work on graduate skills development in the form of employer engagement in project work. A particular example of excellent skills development is the School of Engineering's "Creativity Week" which this year saw circa 470 students in the Kelvin Hall (before the Pandemic) and working with employers on creative problem solving ([https://www.gla.ac.uk/myglasgow/news/newsarchive/2020/20january2020/headline\\_706281\\_en.html](https://www.gla.ac.uk/myglasgow/news/newsarchive/2020/20january2020/headline_706281_en.html)).

**There is appropriate provision to help people upskill and reskill.**

In March 2020 we made the decision to instantly open 20 of our Massive Online Open Coursers (MOOCs) to help learners world-wide during the COVID-19 pandemic. Since then, we have increased this to 34 courses. Courses include Post-Traumatic Stress Disorder (PTSD) in the Global Context, History of Slavery in the British Caribbean, Basic First Aid: How to Be an Everyday Hero and Interpreting for Refugees: Contexts, Practices and Ethics.

We have witnessed 130,000 enrolments to these courses during this period. The top five counties for enrolment are: UK, USA, India, Australia and Canada. Of those who responded, 30.6% were working fulltime, 13.6% were a full time student and 19% either unemployed or looking for work. 70% of our learners are female.

We also offer free access to our MOOCs for all Glasgow learners and staff via FutureLearn campus. This provides both groups with continued access to the course content and a free digital upgrade certificate, even if the course closes when they are studying.

The UofG SFC Upskilling Project has implemented, following evaluation of the pilot and consideration of new guidance:

- Further industry engagement – formalising partnerships with Glasgow Chamber of Commerce and Project Lift (NHS)
  - Including elements of co-design with employers for April courses
- Increased employability/careers support for learners embedded in course content and communications
  - UofG Careers Service ‘e-package’ of support available to all learners
- New interactive learning models: peer-facilitated learning in April courses

The SFC Upskilling Project will launch provision in 2 phases in 2021:

#### Phase 2

5 Courses, all re-running from pilot (July 2020 start date). Teaching began on 18th January 2021 and runs for 10 weeks. Courses are fully online, delivered via FutureLearn.

- Introduction to Management and Leadership in Healthcare - Delivered by: College of Medical, Veterinary and Life Sciences (MVLS)
- Teaching Healthcare Professionals - Delivered by: MVLS
- The Impact of Trauma on Mental Health - Delivered by: MVLS
- Project Management - Delivered by: College of Social Science
- Change Management - Delivered by: College of Social Science

#### Phase 3

- 2 new courses, both demand-led and developed specifically for upskilling.
  - Inter-cultural Competency Skills Training (working title) – Delivered by: College of Social Science and College of Arts
  - An Introduction to Climate Change and Sustainability (working title) – Delivered by: College of Science and Engineering, Centre of Sustainable Solutions
- Teaching begins end-April 2021, for 10 weeks. Courses are fully online, delivered via Moodle.

## **Equalities and Inclusion**

Institutions ensure through effective equality impact assessment that the needs of the diverse student body are considered in every aspect of the student experience.

### **Indicators of Success:**

- Institutions comply with relevant legislation and commit to prioritising action to tackle inequalities.
- Measurable equality outcomes are set (April 2021).
- 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).

## **All students are supported to achieve their full potential.**

The University continues to support the implementation of the [PSED Equality Outcomes set in 2019](#) and is currently consulting on the priorities for 2021-25. Equality outcomes which we know will feature include:

- The University has conducted a significant research project into the experiences of students and staff in relation to racial harassment considering the EHRC report in racial harassment at British Universities in 2019. This research will be launched in February 2021.
- The University has conducted a significant review of provision and support for Disabled students, which will make recommendations in March. The aim of this process is to ensure all Disabled students receive appropriate and timely support, and wherever possible the provision is mainstreamed through University systems.
- Addressing GBV across campus and ensuring the University has the appropriate policy framework and support mechanisms.

Equality Impact Assessments are required for all new policies and initiatives. This year we have reviewed and updated our Accessible and Inclusive Learning Policy and have moved from an opt in Lecture Recording Policy to an opt out policy (approved in June 2020). The move to opt out is in recognition of the educational benefits of increasing access to digital resources that support all students. We have created a suite of guidance to support staff and students to comply with the Digital Accessibility Guidelines (<https://www.gla.ac.uk/myglasgow/digitalaccessibility/>), and this includes a resource on how we can support students with a range of additional needs (<https://www.youtube.com/watch?v=VdSEpaM14H8&feature=youtu.be>). To support staff, we included guidance on digital accessibility within our upskilling programme over the summer (<https://www.gla.ac.uk/myglasgow/anywhere/blendedteaching/upskillingsessions/>).



**Universities to explore how protected characteristics impact on core measures.**

In 2019/20 the University designed and developed a systemic process for collecting, reviewing and addressing actions relating to the protected characteristic data of our student population. This tool allows the organisation to consider reports for different student cohorts (UG, PGT, PGR and by fee status). The protected characteristics are – Age, Disability, Ethnicity, Sex and Sexual Orientation. Within each overarching characteristic, we can compare groups at four key touch points on the student journey:

- Admissions
- Registered Students
- Degree classification
- Positive Graduate outcomes

This analytic tool has taken a year to develop (due to COVID restrictions) and we are now at the stage of rolling this out to the relevant users across the organisation. The tool will allow us to consider trends of student experience across the organisation as it holds 6 years of data and will direct and shape our strategic priorities for supporting the student community.

## Section 2: Outcomes for Research

Outcomes & Measures/Indicators of Success	SFC Expectations / UofG Actions and Outcomes
<p><b>Research Excellence</b></p> <p><b>Indicators of Success:</b>                      - 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.</p>	<p>In Oct 2020 the University released its <a href="#">Research Strategy 2020-25</a> 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. The purpose of the strategy is to further develop a research environment that promotes excellence and impact and in which the conduct of research is as important as its outcomes. The strategy builds on a substantial body of work, and the current year marks the beginning of its implementation.</p> <p>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 2015-20 and Glasgow’s comparative position has risen from 12<sup>th</sup> to 9<sup>th</sup> – our target for the year is to further improve this position. As part of REF preparation, we have introduced and continue to use internal assessment processes for evaluating the quality of research outputs using a combination of qualitative and quantitative indicators. In our commitment to open research we are encouraging and tracking the use of <a href="#">CRediT taxonomy</a> for assigning author contributions (currently around 330 outputs have CRediT contributions in our repository) and the percentage of our outputs that are open access (currently second worldwide for institutions with over 10,000 outputs over a four-year window); further details are provided in our <a href="#">2020 Annual Statement on Research Integrity</a>. In 2019-20 new professorial promotion criteria were introduced to introduce parity of credit for research impact and outputs and to require a demonstration of collegiality that helps more staff to excel. The performance and development review process for that year was suspended to reduce pressure on researchers, but these factors will be accounted for in this year’s process.</p> <p>The University retains a strong focus on recovery from Covid-19 and commitment to a sustainable future in all its activities. The University’s research contribution to the pandemic effort is extensive and well-publicized and details can be found <a href="#">here</a>. As a signatory to the Sustainable Development Goals Accord, the University <a href="#">declared a Climate Emergency in May 2019</a> and since then has been developing <a href="#">Glasgow Green</a>, the University’s Climate Change Strategy and Action Plan, which commits us to the ambition of achieving carbon neutrality by 2030. We have started to collect data on the <a href="#">alignment of our research and impact projects with the SDGs</a>, and the University established the <a href="#">Centre for Sustainable Solutions</a> in Apr 2020 as a focus for University action. The University’s new travel policy seeks to take</p>

our learnings on remote working from the pandemic to significantly reduce our research travel footprint, particularly flights.

**Case study – research culture:** Since 2015 we have implemented a series of aligned actions to advance our research culture – a project that spans research integrity, open research, support for careers, and clear and responsible approaches to evaluating research quality. We began in 2015 by undertaking a panel-based external review of each of our ~30 disciplines, with a view to understanding what constitutes a good output (including but not limited to publications) in each discipline, as well as what makes good societal impact and a supportive environment. This 18-month project led to an action plan for each discipline, and a centrally led project to implement what we learned. Together with our community we defined a positive culture as one in which we (i) support each other to succeed, (ii) we recognise and value different contributions to research and (iii) we uphold the highest standards of academic rigour. Our actions (which are embedded in our [5-year culture action plan](#) and more recently in our [2020–2025 University Research Strategy](#)) are aligned to these three key aims. Example projects within this journey include a statement on the use of quantitative indicators in research assessment; modifying our promotion criteria to require collegiality, giving parity of credit to outputs and impact, and requiring evidence of a commitment to open research; launching [research culture awards](#); introducing career tracks for research scientists (to support those staff who don't follow the path of a traditional PI); embedding the CRediT taxonomy in our institutional outputs repository; using our culture survey to check the impact of our actions. All our [resources and outcomes](#) are open for the community to re-use and improve on. To cement these activities, in December 2020 we launched a [Lab for Academic Culture](#), with the aim to enhance both academic research and teaching culture both by implementing local initiatives and shaping sector policies.

## Research Sustainability (includes 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 £75 million increase in funding to help secure the jobs and training needed to support ongoing and future research work.

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 Sep 2021. Since writing, we have adapted our action plan considering 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, two new positions to provide mental health support, a new post to support the implementation of the Researcher Careers Concordat, additional online training and induction resources, and tools to allow PIs to hold career conversations and support supervisors.

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 RAs) 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. Since lockdown we have supported >60 applications, each containing an LKAS commitment of £100K. 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.

There is more that we are continuing to do. 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. We are running workshops in Jan and Feb 2021 to define what good career support, and its evaluation, looks like.

**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 ~2,500 postgraduate researchers (PGRs) 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 awarded to final-year PGR students due to complete their studies the 12 months to 3 April 2021: 17% of eligible final-year students have applied for, and have been granted, an extension (2.7 months, on average). The allocation shows no bias by gender, FTE, or geographic region of origin. Applications are currently open for students completing between April and September 2021, and students from any year who have experienced additional disruptions; for example, disabled students or those with a long-term illness. 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. Some resources (such as [PGR@Home](#)) and webinars have been open to researchers outside UofG.

## Section 3: Outcomes for Economic Recovery and Social Renewal

Outcomes & Measures/Indicators of Success	SFC Expectations / UofG Actions and Outcomes
<p><b>Responsive institutions</b> Institutions are responsive to employer and industry needs and to current and future skills requirements.</p> <p><b>Indicators of Success</b> - Successful utilisation of funding such as Flexible Workforce Development Fund (colleges) and Upskilling Funding (universities) and others that become available.</p>	<p><b>Institutions use labour market intelligence to align provision.</b> As noted above under ‘delivering the right skills’ our teams in External Relations work closely on market intelligence as a core part of our business activity, and recent work with Glasgow City Council on innovation and renewal has augmented our activity in relation to economic recovery and renewal.</p> <p><b>Institutions play their part in upskilling and reskilling the existing workforce.</b> Please see comments above under ‘There is appropriate provision to help people upskill and reskill.’</p> <p><b>Institutions help find pathways for people without work to study and move into employment.</b> The first run of our SFC Upskilling Courses showed that they were proving attractive to people without work and those considering a change of career. Unemployed applicants accounted for 12.7% of applications for this first run of courses, with applicants spread across all of Scotland’s 16 postcode areas, illustrating the wide appeal of the initiative.</p> <p>Admissions to the second round of our Upskilling courses are prioritising learners at risk of redundancy or unemployed. These courses are: Change Management, Project Management, Introduction to Management and Leadership in Health, Impact of Trauma, Teaching Healthcare Professionals</p> <p>To further support the employability of all upskilling learners, UofG Careers Service have put together an e-packet of support resources (interview tips, CV-writing guidance) which were sent to over 1,000 learners in round 1 and will be sent to all in round 2 of the Upskilling project (on target for 1,500 learners).</p> <p>Upskilling courses also include information on Career options and professional pathways, to support learners in their employability and development goals.</p>

**Work-ready**

Work-ready graduates are ready to meet employer needs: Students are equipped to take up employment and succeed when the job market opens up.

**Core Associated National Measures:**

- Students find suitable work and thrive when the jobs become available.
- Results from Community Learning Development survey.
- Results from University Graduate Outcomes.

**There is a pipeline of technically skilled people for key industries who have identified their skills gaps.**

*This recognises that the job market will be severely impacted by Covid-19.*

Our graduate employment statistics demonstrate the success that our graduates have post-graduation. There are several programmes that have advisory board or equivalent forms of input from employers, and the engagement that researchers have with industry, also feeds back into how we prepare our courses. Students within the 2020 Computing Science Periodic Subject Review, for example, cited the links with industry and the career destinations of previous graduates as key reasons for applying for the degree. A key challenge with the pandemic is creating opportunities for laboratory skills development in PGT students in particular within Life Sciences, Engineering, and other such disciplines. We are prioritising their access to on-campus teaching so that we can support them in particular. The Pandemic presents us with particular challenges in on-campus teaching though and in the development of some practical skills and this will be seen across the sector.

Our programme and course approval processes require engagement with employers in order for us to ensure that our courses are meeting recognised priorities and needs. There is also a growing appetite for, and initiatives designed to encourage, employer engagement through advisory boards for academic areas, and our alumni engagement supports us with this activity.

**Innovation**

**Core Associated National Measures:**

- Universities submit an updated UIF plan with their Outcome Agreement.

**Institutions are focussing and prioritising their knowledge exchange and innovation activity on Scotland’s 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 and has continued to ramp up its capacity during 2020-21.

**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, including working on the new variant first discovered in the UK. 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. Alongside investigating the new variant, 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.

The University spun out six new companies in 2019-20, significantly more than its average of around three per year over the past ten years, and has a strong pipeline of new opportunities. 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.



## Section 4: Responsive and Collaborative

Outcomes & Measures/Indicators of Success	SFC Expectations / UofG Actions and Outcomes
<p><b>Public Health Emergency</b>            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.</p> <p><b>Indicators of Success:</b>            - Appropriate use of limited on campus provision, blended learning and restricted blended learning in line with public health guidance.</p>	<p><b>Institutions take steps to ensure the health and well-being and best interests of their students during the emergency period.</b>            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.</p> <p>Internally, we managed the closedown of much of the University in March 2020 and the switch to remote working. The next major challenge was the delivery of online summarise assessment for degree programmes and preparation of online teaching material for academic year 2020/21. Four further challenges have dominated the agenda in recent months:</p> <ol style="list-style-type: none"> <li>1) Preparing the campus for the safe return of more staff and students from late summer</li> <li>2) Managing behavioural issues in student residences (particularly during a spike in cases in University residences in September 2020)</li> <li>3) Delivering lateral flow testing to asymptomatic students in December</li> <li>4) Preparing for the staggered return of students to term-time addresses in 2021.</li> </ol> <p>In addition to the above the University has played a major role in the national effort to tackle Covid, setting up and managing one of the three national Light House Labs in collaboration with the NHS; taking forward a range of Covid-related research projects; and supporting the trialling of the Oxford / Astra Zeneca vaccine.</p> <p>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.</p>

In many ways, our experience of the pandemic has made us stronger as an institution - learning new ways of working, anticipating and solving problems, and placing a stronger emphasis on individual and collective wellbeing. As a consequence, the University is well placed to make a strong recovery in 2021.

**Appropriate mental health support is available.**

In addition to the support arrangements outlined above, the University has continued to progress its plans to deliver more integrated and student-centred support services. Using SFC funding, it has recently appointed a Mental Health Campaigns Adviser who will work closely with colleagues in our Schools and Colleges to provide awareness training and support to help equip staff in their support of students. They will also help promote self-help and self-advocacy in an attempt to encourage early intervention. This combined with new approaches being developed within CaPS to provide different prescriptions for students, not all of whom require clinical intervention, thereby ensuring that mental health resources are used more appropriately and sustainably.

We are in the process of evaluating the work of our Student Support Officer network and plans are in place to expand this to cover more subject areas. These roles have been invaluable in providing an additional layer of support for students. Integrated within the school teams but managed by our Student Engagement function centrally, this resource has enabled student issues to be addressed more quickly at School level and, where necessary, students signposted to the appropriate specialist support if necessary. In spite of the challenges that have faced us as a result of the pandemic, we continue to develop our service delivery model, which will see the integration of our wellbeing teams and a new service ethos and while we remain restricted in terms of what we can deliver face to face, our experience has taught us that we can still achieve service improvement in a virtual environment. We intend to capitalise on this.

<p><b>Collaborative institutions</b> There is active collaboration with other institutions.</p> <p><b>Indicators of Success:</b> - Specific details of new collaborative arrangements, or plans for collaboration, and what they will achieve in terms of impact for all stakeholders.</p>	<p><b>Institutions find new ways of working together to support coherent, sustainable provision, research and financially viable institutions in Scotland.</b> 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 <a href="#">ASPECT programme</a>. Collaboration is a pillar of our <a href="#">Research Strategy 2020-25</a>.</p>
<p><b>Climate Emergency</b> Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures.</p> <p><b>Indicators of Success:</b> - Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures.</p>	<p><b>Colleges and universities demonstrate innovative approaches in their response to the climate emergency. <i>Evidence of transformative leadership and the empowerment of sector communities, building capacity in institutional structures across the sectors, developing a place-based response to the climate emergency.</i></b> The University of Glasgow recognises that the world is facing a climate emergency; urgent action is needed. Our recently published report, <a href="#">Glasgow Green</a>, is the University's response to that emergency. It commits us to a very significant plan of action to achieve carbon neutrality by 2030, with interim targets over the next decade.</p> <p>Alongside the move to carbon neutrality, we want to make a measurable difference by raising public understanding of climate change and the challenges it represents for humanity. We aim to become a beacon of good practice, drawing on the expertise of our academic, the enthusiasm of our staff and students, and a willingness to put sustainability at the top of our agenda.</p> <p>Our most recent Carbon Emissions data shows that emissions fell sharply for 2019/20, dropping to 46,785tCO<sub>2</sub>e 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.</p>

**Convener of Court****Summary of Business – 25 November 2020 to 10 February 2021**

<b>Date</b>	<b>Meeting</b>	<b>Location</b>
3 December 2020	Glasgow University/ShareAction Meeting	Virtual Meeting
	Introductory Meeting with Iain McInnes, Head of College for MVLS	Virtual Meeting
4 December 2020	CUC Members Event – Learning and Teaching Reimagined: inspiration for an uncertain future	Virtual Meeting
9 December 2020	Phone call: The Principal	Phone call
10 December 2020	Meeting with Bonnie Dean - Understanding Racism: Transforming University Cultures	Virtual Meeting
12 January 2021	Nominations Committee	Virtual Meeting
13 January 2021	Phone call: The Principal	Phone call
	CUC Collective Bargaining Event	Virtual Meeting
	CUC Executive Committee Meeting	Virtual Meeting
20 January 2021	Pre Court Officer's Meeting	Virtual meeting
21 January 2021	Saxton Bamfylde interview – 'Covid – a catalyst for HEI Leadership?'	Phone call
22 January 2021	Meeting: Graeme Bissett	Phone call
	Advance HEI/30% Club Meeting	Virtual Meeting
25 January 2021	Mental Fitness – University of Glasgow	Virtual Meeting
26 January 2021	ASBS/PGT Workshop	Virtual Meeting
	Finance Committee	Virtual Meeting
27 January 2021	URTUC Report call with Bonnie Dean, Mhairi Taylor and Paolo Tisi	Virtual Meeting
29 January 2021	TMP HE 46 – Week Two – Governance for today and tomorrow: change and risk	Phone call
	Phone call with Will Dowson, Bank of England	Phone call
8 February 2021	Convention of the South of Scotland Meeting	Virtual Meeting
9 February 2021	CUC USS Meeting	Virtual Meeting
	Committee of Scottish Chairs	Virtual Meeting
10 February 2021	Court Pre Meeting	Virtual Meeting
	Court Briefing – Student Recruitment	Virtual Meeting
	Court	Virtual Meeting

**Court Context Card - 10 February 2021**

<b>Speaker</b>	David Duncan and Liam Brady
<b>Speaker role</b>	Joint Conveners of the Committee
<b>Paper Description</b>	Report of the meeting of the Student Experience Committee on the 18th November 2020
<b>Topic last discussed at Court</b>	Nov-20
<b>Topic discussed at Committee</b>	
<b>Committee members present</b>	Court members present at last Committee meeting: David Duncan, Liam Brady, Morag Macdonald-Simpson, David Finlayson
<b>Cost of proposed plan</b>	
<b>Major benefit of proposed plan</b>	
<b>Revenue from proposed plan</b>	
<b>Urgency</b>	Low
<b>Timing</b>	
<b>Red-Amber-Green Rating</b>	Green
<b>Paper Type</b>	Information
<b>Paper Summary</b>	Report of the meeting of the Student Experience Committee (SEC), held on 18th November 2020. Court is invited to note the following updates: disbursement of the University's Hardship Funds (Item1); Covid-19 updates related to the student experience (Item 2); update on student health and wellbeing as reported to SEC (Item 3); report from the Transitions Working Group as provided to SEC (Item 5); an annual report on the postgraduate research student experience and support (Item 6).
<b>Topics to be discussed</b>	As Court wishes
<b>Action from Court</b>	To note and discuss if desired.
<b>Recommendation to Court</b>	To note.
<b>Relevant Strategic Plan workstream</b>	
<b>Most relevant Primary KPI it will help the university to achieve</b>	
<b>Most relevant Secondary KPI it will help the university to achieve</b>	Risk 4 Student: Failure to offer an attractive, high quality and fulfilling student experience to UG and PG students.
<b>Risk register - university level</b>	
<b>Risk register - college level</b>	
<b>Demographics</b>	
<b>% of University</b>	100% students
<b>Operating stats</b>	
<b>% of</b>	
<b>Campus</b>	All
<b>External bodies</b>	
<b>Conflict areas</b>	
<b>Other universities that have done something similar</b>	
<b>Other universities that will do something similar</b>	
<b>Relevant Legislation</b>	
<b>Equality Impact Assessment</b>	Many of the areas covered aim to bring about enhancement to the student experience that will positively impact on equality and diversity and cover a number of the protected characteristics of the Equality Act.
<b>Suggested next steps</b>	N/A
<b>Any other observations</b>	

## **University of Glasgow**

**Court: 10 February 2021**

### **Student Experience Committee: Report of meeting held on 18 November 2020**

**Mr L Brady and Dr D Duncan, Co-Conveners**

#### **1. Disbursement of Hardship Funds**

Alan McConnell, Financial Aid Manager, gave an update on the Hardship Fund which had reverted to its intended use as an emergency fund. Applications and expenditure were up on this time last year as expected but had now started to slow down. The Discretionary Fund applications were also up on last year. Applications for the Childcare Fund were down which may be a result of more students studying from home. It was noted that more students would face financial difficulties in the run up to Christmas through loss of earnings due to the current lockdown.

#### **2. Update on Response to Covid 19 – Student Experience**

##### *2.1 Campus activities*

Karen Lee updated the SEC on the broad range of curriculum enhancement activities that had been taking place throughout the semester. There had been a fall in attendance recently which had corresponded with increased bookings for study spaces as exams approached. With lockdown all activities would now be taking place online and the focus was on the development and promotion of the programme for Semester 2.

##### *2.2 Residences*

Robert Partridge reported that following the major outbreak of Covid in late September in some of the residences the number of cases was currently low as was the number self-isolating. Morale in the residences has generally been good, and the University had received some positive feedback from students and parents on its handling of the crisis. There was an ongoing problem with a small minority of students who were not following the guidelines and some incidences of anti-social behaviour. The University was trying to ensure the right balance in responding to these cases and continued to raise awareness on what was acceptable behaviour in the residences and give clarity on the process followed for non-compliance. It was agreed that further thought would be given to doing more on alcohol and drug awareness.

Discussions were taking place with the Scottish Government about the departure of students for the festive break and plans had been drawn up to support those students remaining in residences over this period. Work was ongoing to plan for the return to residences after the break and to welcome the January starts, with the aim of avoiding a further spike in Covid cases in the residences.

##### *2.3 Student bodies*

The SRC had been running social events and organising student mixers throughout the semester. One success had been a Minecraft server where students could build the university campus. The general feeling was that students were getting tired of online events.

The GUU had closed when Glasgow moved into tier 3 and had also experienced a drop off in engagement for online events, though debates activity and the magazine had translated well. The priority now was the de-stress for exams campaign.

GUSA continued to provide what could be organised safely within the regulations, although the gym would now be closing. Club sports had suffered, though outdoor activities such as volleyball, tennis and rounders had been popular. It was challenging to engage with students in residences but plans included walking challenges, a buddy system and outdoor classes where possible.

#### *2.4 Testing*

All students were to be offered testing on a voluntary basis. Students living at home would be included but priority would be given to those intending to travel home before Christmas. A lateral flow test would be available giving quick results, and a confirmatory test offered three days later. Tests would take place in facilities at the Hunter Halls and Kelvin Galleries with provision also available on Dumfries campus. The timeline would allow students to travel after a two-week isolation period if required. In addition, a pooled PCR test was to be piloted at Queen Margaret Residences with all residents in a household tested if a positive result is recorded from those initially tested.

It was reported that Richard Lochhead the HE Minister had written to students to confirm that travel restrictions would not prevent students from returning home for the festive period.

### **3. Student Mental Health and Wellbeing**

Clare Craig, Head of Student Wellbeing and Inclusion, introduced her paper which gave an overview of the provision of student mental health and wellbeing services. The Counselling and Psychological Services (CaPS) offered a variety of types of appointment for students and had experienced an increase in demand for most services following lockdown. Single session drop-in consultations had more than doubled, whilst 50% of those presenting to CaPS were in the moderate to severe range (based on the registration questionnaire). Some students had been affected by the suspension of NHS services during the initial lockdown period and discussions were ongoing to establish referral pathways to specialist services and to ensure easier access to NHS treatment and support. There would now be more focus on work to support those in the low/mild presentation range and further work was required to promote alternatives to counselling support for this group including peer support and self-help tools such as Togetherall (previously Big White Wall). A new post was being recruited to lead and promote this work.

The Scottish government had recently indicated £3.2M funding for the sector but there was no confirmation on the split of this. It was planned to use the additional funds to bolster wellbeing support so that counsellors could focus their efforts on those requiring a clinical response. Previous SFC funding had been used in part to recruit some peer support trainers. Shereif Kholeif suggested that the peer support programme could be expanded to include a trained GUSA peer support team who could alleviate some of the pressure on CaPS, provide space and link in with the active lifestyle programme. This suggestion was welcomed.

It was acknowledged that the institution had work to do to ensure that enough was known about students to be able to offer effective support for them, especially when most of the

interactions were now online. This required strong connections between professional services and academic teams. Regular student communications and clear signposting were also important.

#### **4. Graduate Outcomes Survey**

Linda Murdoch, Director of Careers and Global Opportunities, introduced the paper on the Graduate Outcomes Survey. The survey had replaced the Destinations of Leavers from Higher Education (DLHE) survey in 2018. The survey was run by the Higher Education Statistics Agency to gather data on graduate employment or further study destinations. The Graduate Outcomes survey gathered data 15 months after graduation rather than the 6 months used by the DLHE. Questions on wellbeing, progress towards future goals and opinions on student experience were now included. The survey data is now centrally delivered by an agency to avoid methodological bias from HEIs gathering their own data. The paper showed comparisons between the two surveys, but caution was urged in interpreting these due to the different methods of collection. The critical performance indicator had not been announced yet - this would provide a better indication of how University of Glasgow was doing in comparison to others. The SEC would be updated once this was released.

#### **5. Report from the Transitions Working Group**

Liam Brady summarised the report from the Transitions Working Group (TWG) and asked the SEC to consider the priorities of an early warning system, support for induction, enrolment and numeracy skills programme/support and ways in which these could be supported in both the short and medium term. He reported that one of the barriers to measuring student engagement was the absence of an early warning system, though a pilot was currently running in Computing Science. Although there was some resistance to measuring student engagement in this way this was intended to support wellbeing and safety and so was considered a priority however there were resource considerations to rolling out the system.

A significant amount of work had gone into additional induction support including the development of the Glasgow Essentials pre-arrival Moodle course. The temporary induction co-ordinator role had been very successful, and resource was sought to continue this role. Investment in a numeracy skills programme was also recommended to complement the academic writing skills programme.

It was reported that plans were being drawn up to provide online induction for the January intake with some in-person presence. Welfare support would also be in place for students over the extended Christmas break. The TWG sought clarity about when it was appropriate to escalate concerns about individual students to their emergency contacts. It was clarified that significant concerns should be reported to the gatehouse and the crisis team would then make a call on how to proceed.

It was thought that the TWG had taken these matters forward as far as they were able, and that dedicated resource would be needed to build on their work. Jonathan Jones and David Duncan agreed to have follow up discussions on how to take forward the resource requirements.

#### **6. PGR Annual Report**

Mary Beth Kneafsey, PGR Strategy Manager, introduced the PGR Annual Report which summarised the PGR activity led by Research and Innovation Services and the Deans of Graduate Studies (DoGS) Committee in 2019/20. The 2019 Enhancement Led Institutional



Review had identified that the University could be more systematic in monitoring the PGR experience and as part of the response to that an annual report from DoGs to the SEC was being introduced which would cover committee activity, researcher development activity and PRES or other survey results.

During the pandemic vivas had moved online. This had been under discussion before the lockdown and some reservations had been expressed, but the experience had been positive. Community events and townhall meetings had taken place with PGR students throughout the term and Pulse surveys would be run to get feedback on student engagement. The DoGS and VP Research had reviewed the committee structure and as a result the DoGS committee had been replaced by two new committees: the PGR Executive Committee and the PGR Operations Group. In addition, a PGR Managers forum had been introduced.

SEC noted the Committee report along with the PGR student data and the summary of the annual researcher development programme. The PGR@Home programme which focused on skills, had been very successful and would be incorporated into future inductions. The changes to the PGR absence policy in line with UKRI rules was welcomed by SEC. It was reported that many PGRs had faced significant delays to their research during the pandemic for a variety of reasons including restricted lab access or fieldwork. UKRI and other funders had generally been supportive extending funding for these students and the University had provided scholarships to support eligible students who had not received support from elsewhere.

## **7. Glasgow Green, The University's response to the climate emergency**

David Duncan introduced Glasgow Green, the University of Glasgow's response to the climate emergency, which had been approved in principle at the last meeting of Court. Comments were invited on this exciting and ambitious programme to achieve a carbon neutral position by 2030. Staff and students would need to be fully engaged for this to succeed and so a whole university approach was being taken to expand actions and activities across the campuses. Sustainability would be embedded in all the major components of the University strategy. There were already many activities taking place and there was an opportunity promote the strategy and raise our profile at the COP26 conference in Glasgow next year.

There was a discussion about sustainable travel options, and it was expected that the increased familiarity with Zoom would reduce the need for business travel post pandemic. The University was working with transport providers to look at more affordable schemes of sustainable travel for students and staff coming to campus.

SEC confirmed their support for the strategy and noted that further comments would be welcomed.

**Court Context Card - 10 February 2021**

<b>Speaker</b>	David Duncan and Liam Brady
<b>Speaker role</b>	Joint Conveners of the Committee
<b>Paper Description</b>	Report of the meeting of the Student Experience Committee 20th January 2021
<b>Topic last discussed at Court</b>	Nov-20
<b>Topic discussed at Committee</b>	
<b>Committee members present</b>	Court members present at last Committee meeting: David Duncan, Liam Brady, Morag Macdonald-Simpson, David Finlayson
<b>Cost of proposed plan</b>	
<b>Major benefit of proposed plan</b>	
<b>Revenue from proposed plan</b>	
<b>Urgency</b>	Low
<b>Timing</b>	
<b>Red-Amber-Green Rating</b>	Green
<b>Paper Type</b>	Information
<b>Paper Summary</b>	Report of the meeting of the Student Experience Committee (SEC), held on 20th January 2021. Court is invited to note the following updates: progress under the SEC Action Plan (Item 1); Covid-19 updates related to the student experience (Item 2); summary of issues from the Learning and Teaching Committee as reported to SEC (Item 3); establishment of a Home Student Working Group (Item 4); an update on student recruitment as reported to SEC (Item 5)
<b>Topics to be discussed</b>	As Court wishes
<b>Action from Court</b>	To note and discuss if desired.
<b>Recommendation to Court</b>	To note.
<b>Relevant Strategic Plan workstream</b>	
<b>Most relevant Primary KPI it will help the university to achieve</b>	
<b>Most relevant Secondary KPI it will help the university to achieve</b>	
<b>Risk register - university level</b>	Risk 4 Student: Failure to offer an attractive, high quality and fulfilling student experience to UG and PG students.
<b>Risk register - college level</b>	
<b>Demographics</b>	
<b>% of University</b>	100% students
<b>Operating stats</b>	
<b>% of</b>	
<b>Campus</b>	All
<b>External bodies</b>	
<b>Conflict areas</b>	
<b>Other universities that have done something similar</b>	
<b>Other universities that will do something similar</b>	
<b>Relevant Legislation</b>	
<b>Equality Impact Assessment</b>	Many of the areas covered aim to bring about enhancement to the student experience that will positively impact on equality and diversity and cover a number of the protected characteristics of the Equality Act.
<b>Suggested next steps</b>	N/A
<b>Any other observations</b>	

## **University of Glasgow**

**Court: 10 February 2021**

### **Student Experience Committee: Report of meeting held on 20 January 2021**

**Mr L Brady, SRC President and Dr D Duncan, Chief Operating  
Officer (Co-Conveners)**

Court is **invited to note** the following items from the most recent meeting of the Student Experience Committee (SEC).

#### **1. Student Experience Committee Action Plan**

The SEC Action plan was considered in detail with discussion on progress under each of the themes within the Plan. The Action Plan would be updated in light of the reported developments.

##### *Section 1 – Student wellbeing*

Dr Partridge reported that the proposed Wellbeing Framework (section 1.1 of Action Plan) which had been discussed approximately one year ago had been adopted, although there had been some delays in implementation due to the impacts of the pandemic. However, the key themes identified in the framework had guided the University's work in responding to the challenges presented to students during the pandemic and had highlighted that the themes were highly appropriate. Perhaps a single exception was the area of estates development, given the minimal impact of this on the student experience in recent months.

The work around the restructuring of student support services, centrally and locally, had been taken forward and had included a pilot which introduced Student Support Officers in a number of Schools across each of the three University campuses to increase 'mid-tier' levels of support. The pilot had been successful and the model would be rolled out as an established part of the Wellbeing Framework. In addition, a Wellbeing Campaign Manager had been appointed and dedicated support for postgraduate research (PGR) students had been put in place. Dr Partridge also referenced the excellent work undertaken by Dr Elizabeth Adams (Research Development Manager) to support the wellbeing of PGR students undertaking fieldwork and emotionally demanding research. Finally, SEC noted the current Review of support for disabled students being led by Professor Morrison, with the support of Clare Craig (Head of Disability and Inclusion) which it was anticipated would bring about a step-change to practice in this area.

Dr Duncan updated the Committee on progress in the area of mental health (section 1.2 of Action Plan), reporting that at the most recent meeting of the Mental Health Working Group it was agreed that reasonable progress was being made in spite of the pandemic. The centrality of mental health (of both students and staff) to consideration of how the University responded to the pandemic was highlighted. There was initially concern that acute mental health services (e.g. counselling) would be overwhelmed and there was indeed an increase in demand for this provision during the earlier stages of the pandemic. However, the majority

of cases coming forward for support related to less acute issues, for example, mild anxiety and loneliness, rather than medical distress. This meant that cases could be triaged effectively to ensure specialist services were not overwhelmed. This approach was bolstered by additional resource from the Scottish Government (Togetherall) for which the University was very grateful. Ongoing consideration was being given to how mental health could be supported over the next 8-10 weeks in light of the most recently announced national restrictions. Overall, Dr Duncan highlighted that the University was in a much stronger position in relation to mental health support than it had been 2-3 years ago, despite the additional demands brought about by the pandemic.

Professor Morrison and Ms Taylor updated the Committee on actions related to the development of a Gender Based Violence Strategy for the University (section 1.3 of Action Plan) and provided a summary of developments based on the most recent minutes of the Gender Based Violence Working Group. These included: the roll-out of ten workshops delivered by Rape Crisis Scotland aimed at staff involved in investigating allegations of sexual harassment or sexual violence. Approximately 200 members of staff were likely to participate in this training and so far there had been very positive feedback. In terms of policies: a revised definition of sexual violence was to be incorporated into relevant policies, such as the University's Dignity at Work and Study Policy and the University Personal Relationships policy would be reviewed to ensure reporting mechanisms were working as expected. Work on revising the student conduct procedures of the University was being led by Dr Partridge and Ms Taylor suggested this would have a significant impact in this area. It was also noted that Gender based violence support materials were being reviewed with additional 'first-responders' to be recruited alongside the implementation of a development programme to support them. Finally, it was noted that there was also sector-wide training developed by the University of the Highlands and Islands with input from Rape Crisis Scotland and Equally Safe. External resources, for example from Women's Aid, had been shared with those potentially exposed to domestic violence during the pandemic.

Ms Annan updated the Committee on a proposed communications campaign related to student wellbeing, which would incorporate work in the areas covered under section one of the SEC Action Plan.

## *Section 2 – Information for incoming and current students*

Mr Jones provided an update to the Committee. Information for students (both current and incoming) had been more regularly updated over the last 12 – 18 months, especially in response to the range of changes necessitated by the pandemic. Mr Jones highlighted changes related to learning, teaching and assessment in particular and reported that the Transitions Working Group (TWG) had successfully implemented the 'Glasgow 'Essentials' Moodle course which supported induction for all incoming students, both postgraduate and undergraduate. TWG had also provided template induction materials for the Schools to use in their own Moodle environments to provide more consistency in the information given to new students. This had been well received, and it will now be for individual Schools to ensure materials are updated effectively over time.

An online learning Moodle course had been introduced which aimed to support the transition to online learning for current and incoming students. The UofG Life app had also been launched and was operating concurrently with the New Student Welcome app. Mr Jones reported that the New Student Welcome app was likely to be discontinued and replaced by the UofG Life app next year and work would be undertaken to consider how induction and orientation material can be embedded in the app.

SEC heard that events had transferred to online delivery and had also increased in overall number. Student FAQs had been introduced and would be further developed to ensure all

student cohorts received relevant information. Finally, Mr Jones reported that Communications had been merged with Marketing in the External Relations directorate – a new Head of Communications would soon be appointed.

### *Section 3 - Careers, employability and success*

Mr Brady invited Miss McKenzie Smith to update the Committee on the work of the Students' Representative Council (SRC) and Professor Morrison in terms of graduate attributes.

Miss McKenzie Smith highlighted the new name for the Student Volunteering Hub, GU Volunteering, which had continued to offer students a wide range of opportunities during the pandemic. This included opportunities to volunteer from home and in the community. Staff in GU Volunteering have established relationships with a wide range of partner organisations and these include the University itself. This helps to support employability skills and fosters integration between the student population and the wider community in Glasgow. Clubs and societies continue to offer opportunities to students, and staff in the SRC had provided support around administration and finance to ensure continued operation during this challenging period. Dr Wood highlighted that GU Volunteering was also in place to support students on the Dumfries campus.

Mr Brady reiterated that the pandemic had presented significant challenges for many clubs and societies, limiting participation and presenting additional administrative burdens (e.g. opening bank accounts).

Professor Morrison spoke to graduate attributes (GAs) and highlighted the challenge of communicating their relevance and value to the student body. The focus of the GA Working Groups was therefore on how best to enhance communications to students about the GA Framework. An infographic had been produced with the aim of articulating what students can develop in terms of skills and attributes, inside and outside of the formal curriculum, by the time they graduate. The work would be taken to which would Education Policy and Strategy Committee for agreement and then be used to promote the relevance and value of the GA Framework through a range of communications channels (e.g. websites, apps and posters). Consideration is also being given to developing a mechanism to allow students to record their own development.

### *Section 4 – Clubs and societies*

In addition to comments on the previous section of the Action Plan, Miss McKenzie Smith reported that some work in this area (e.g. space and facilities) had been paused due to the pandemic. The importance of these being progressed once practicable, given their importance to clubs and societies, was highlighted.

### *Section 5 – Facilities and infrastructure*

Mr Brady invited Karen Lee to speak to this section of the Action Plan. Ms Lee shared that, like work in other areas of Action Plan, activity had been paused on some aspects of estates development in light of the pandemic. However, Ms Lee restated the commitment to maintaining the availability and quality of social spaces across the University estate. The James McCune Smith (JMS) Learning Hub, once open, would contribute to realising this commitment. It was reported that maintenance of these spaces was managed as part of the normal cycles of maintenance across the University, but for more extensive work involving significant capital expenditure there is a formal process to follow which incorporates consultation with relevant groups, including the student bodies.

Ms Lee noted that the issue of travel across the Gilmorehill campus for students had not been an issue during the current period of online learning, but acknowledged that this will continue to be a challenging issue to address once the campus is able to fully reopen for in-person learning and teaching activities. Ms Lee noted that whilst the JMS Learning Hub would help to provide high quality spaces for learning and teaching, its location to the West of the main campus could potentially lead to a sense of isolation for some subject areas located toward the periphery of the Gilmorehill campus, such as in the St Andrew's Building. Ms Lee suggested that improvements to the availability of data around class sizes and requirements did give some hope that this issue could be addressed more effectively over the longer term through more efficient and appropriate allocation of spaces.

#### Section 6 – *Student finance*

Dr Partridge confirmed that the Hardship Fund had been actively promoted during the summer of 2020. The University had subsequently distributed very significant sums to students in need of support. There was another, smaller, increase in demand in the first quarter of 2021 and the Scottish Government had brought forward its investment in hardship to enable this demand to be met. Access to digital devices such as laptops had also been taken forward, with initial allocations having been made and further devices being made available on request. For those students having difficulty with internet connections, Dr Partridge was working with External Relations to consider the options to provide access to free internet data.

Mr Brady asked about access to the Hardship Fund for research students, given that stipend extensions had been used extensively during the earlier lockdown. It was noted that the Vice Principal (Research) had co-ordinated support for research students, but Dr Partridge confirmed he would liaise further with Professor Pearce on this issue to ensure that the overall support was appropriate.

#### Section 7 – *International student experience*

Dr Partridge acknowledged that there had been limited progress against the specifics of the Action Plan as the situation around COVID-19 had in large part overtaken this work. The models employed for engaging with and supporting international students had necessarily changed given they too were learning remotely. The actions agreed would need to be pursued once more normal operations were resumed. It was agreed that international students at the Dumfries campus should be included in the implementation of the action plan by making sure that (where relevant) support was campus specific.

Mr Brady reported that international students had continued to engage with services and events provided by GU Volunteering and that events as part of Freshers and ReFreshers Weeks were well attended from students around the globe. It was encouraging that they were still able to access these opportunities given they were not all able to be on campus at this time. Dr Partridge confirmed that, overall, international students had been well supported during the pandemic regardless of their location of study.

#### Section 8 – *Equality issues*

It was reported that progress had been made on all actions under this theme, and in particular SEC was pleased to hear that the action relating improvement of equality data had been completed. Ms Taylor was working with Planning, Insight and Analytics to finalise the roll out of the new data tool, which she suggested will revolutionise the management information available on the student population (in terms of protected characteristics). A demonstration of the tool would be given to SEC in March.

## Section 9 – *Climate crisis/sustainability*

Dr Duncan reported that Court had approved the University strategy 'Glasgow Green'. There had been a range of communications publicising this after it was adopted. The University had also met with students from the Green New Deal Coalition and had agreed to form a joint forum on the implementation of the Glasgow Green strategy. The University continued to collaborate with the local authority on the sustainable Glasgow agenda through the sustainability hubs that had been established by Glasgow City Council.

SEC also noted developments relating to educational provision and catering. Although on-campus catering had largely been paused due to the pandemic, work continued on menu planning for the opening of the JMS Learning Hub and other new buildings which would increase the number of vegetarian and vegan choices available. Professor Fischbacher-Smith highlighted the inclusion of climate change and sustainability in the Learning and Teaching Strategy and noted a number of developments were in progress such as a short credit-bearing course for both students and staff, and the launch of a carbon literacy course by Dr Wood (School of Interdisciplinary Studies) and Cristina Persano (School of Geography and Earth Sciences).

Members were advised that Ms Rachel Sandison, Vice Principal External Relations, continued to lead planning for the University's engagement with COP26, ensuring the University is properly represented should the event go ahead as planned in Glasgow in November 2021.

## **2. Update on Covid-19**

A number of updates noted in relation to the Action Plan (see above) covered the situation regarding supporting students during the pandemic, including financial and mental health support for students. Two further matters were also reported on.

### *2.1 Hardship Support for Sporting activity*

In the absence of Sharif Kholeif (GUSA President) Dr Partridge updated SEC on the development of Hardship Fund support for sporting and exercise activity. Sports clubs will be able to offer concessionary rates to students in need and funds to support this will be drawn from the University Hardship Fund. The criteria to be applied and the mechanisms to facilitate this will be finalised shortly. Dr Partridge was hopeful that these measures would support the diversity within sports clubs.

### *2.2 Careers Support in the Context of Covid*

The Director of Careers and Global Opportunities, Ms Murdoch, delivered a presentation to the Committee which provided an overview of support delivered by the Careers Service and the current situation with regard to the graduate jobs market. Key points included:

- The Careers Service has continued to operate throughout the pandemic.
- Work of the service is divided broadly into three areas: 1) careers guidance and education; 2) employer engagement (events, communications, jobs); 3) global opportunities (for study and work).
- Delivery of seminars, Q and A sessions and Advisor appointments were taking place online and uptake had been high among students, with numbers exceeding those seen under normal operating conditions.

- Ms Murdoch reminded Members that the Careers service was the University's hub for jobs and internships with an automatic sign-on being prompted at student registration.
- Regarding the graduate jobs market, there had been a circa. 33% drop in posted vacancies, but this market was proving to be more resilient than the broader 16-25 jobs market. It was important that students heard this message as there was a risk that they might cease to engage due to the belief the market was not there and that opportunities did not exist. This was not the case. The unemployment rate for 16-25 year olds was at approximately 14%, but this fell to nearer 7% for graduates.
- The 'in-study' employment market had been more negatively impacted by the pandemic (e.g. retail, catering and hospitality) and the University had launched the University Job Shop which aimed to connect students with local part-time work opportunities. Opportunities available with the University were already highlighted and the next step was for Careers Managers to engage with local business to increase opportunities for students (hopefully in Spring 2021).
- Interest from employers in Glasgow graduates continued to be strong and online engagement had increased. Opportunities and events were all highlighted through the Glasgow Connect platform and the Careers Services continued to direct students to this as much as possible.
- Social media channels had been a significant help in driving interest in online events and sessions. It was important, however, to reach students who were not currently engaging as it was this group that might benefit most from the opportunities and advice provided by the Careers Service.

### **3. Learning and Teaching Committee**

#### *3.1 Report of meeting held on 26 November 2020*

Prof Fischbacher-Smith introduced the report and explained that the new Learning and Teaching Strategy had been approved by the Learning and Teaching Committee and Education Policy and Strategy Committee. It would be presented to Senate for approval on 4 February 2021. There had been extensive student engagement during the development of the strategy. There is a section within the strategy on student skills and professional development and the input of the various student bodies represented on SEC had been incorporated.

SEC noted that the student experience 'pulse surveys' had been introduced in 2020-21 in response to the rapid changes brought about by the pandemic. The University was aware that the timing of existing surveys would not be appropriate for considering the student voice in such a fast-moving situation. The pulse surveys were designed to be relevant to the point in the academic year they were published and also mimicked some of the survey questions that could be found in national surveys, for example, the Postgraduate Taught Experience Survey. This would allow for an element of benchmarking to take place. Initial response rates had been very good, although these had tailed off more recently. The approach to the pulse surveys would be reviewed in the current semester to ensure the University can continue to respond to student views.

#### *3.2 Report from the Assessment and Feedback Working Group*

Prof Fischbacher-Smith explained that the Assessment and Feedback Working Group (AFWG) was a sub-group of the Learning and Teaching Committee. The aim of the group was to bring about enhancements to assessment and feedback practice until the benefits of the World Changing Glasgow transformation project could be fully realised. This included



sharing good practice across the University and helping to identify where changes were required.

The AFWG is supporting the delivery of assessment during the pandemic (for example the use of timed and quantitative examinations) and gathering learning that can be deployed across the University. It is also considering the outcomes from a pilot of Turnitin – software designed to support students in their appropriate use of academic sources. Assessments needed to remain robust, but it was also important that they were inclusive and this is a focus for the AFWG.

#### **4. Home Students Working Group: Remit and Membership**

Miss McKenzie Smith introduced the paper and explained that the purpose of the proposed working group was to consider the particular challenges faced by students living 'at home'. Whilst the isolation being experienced by nearly all students during the pandemic might recede once the current restrictions are lifted, this might not always be the case for students living at home. Dr Duncan thanked Miss McKenzie Smith for taking this initiative and made reference to a group being led by Prof. Neal Juster which would consider home working of staff during the pandemic – there may be lessons from this work which are relevant to the remit of the proposed working group.

Dr Duncan invited questions or comments from Members. Prof. Morrison asked whether the definitions included within the paper could be broadened to include any students living in the family home and commuting to the University including students based outside of the Greater Glasgow area. This would help to ensure the work of the group was as inclusive as possible. Dr Wood, emphasised that the same pressures would apply to students commuting to the Dumfries campus. Dr Partridge suggested that the term 'commuting students' was used across the sector and that adopting this terminology would have the benefit of being campus neutral. Miss McKenzie Smith agreed to amend the remit of the working group to reflect the discussion these points. SEC approved the establishment of the Working Group in line with this discussion.

Ms Nathalie Weldon enquired about timescales for completion of the work and Miss McKenzie Smith clarified that this is something she would discuss with the group as it would be dependent on the outcomes being sought.

#### **5. Student Recruitment**

Mr Jones informed SEC that success in student recruitment meant that the number of new students in 2020-21 had increased to approximately 14,000 students, from an average of 11-12,000 new intakes in previous years. Current figures indicated that the undergraduate intake was up by approximately 700 students and the postgraduate taught intake by approximately 2,500 students. Mr Jones accepted that there would be ramifications for how the University maintained the student experience and invited insights from SEC in due course on approaches to learning and teaching, service delivery and the wider student experience. Dr Duncan referred to the current capacity issues in the University Library due to restriction on the number of students that could use it at an one time – this was illustrative of the type of balancing that would need to take place in other areas too. Members were invited to contact Dr Duncan if they believed that any support provision was missing or could be enhanced, particularly over the next 10-12 weeks due to the current restrictions in place in because of the pandemic.

**Court Context Card 10 February 2021 - Report from Estates Committee**

Speaker	Mr Ronnie Mercer
Speaker role	Estates Committee Convener
Paper Description	Report from Estates Committee (12 January 2021)
Topic last discussed at Court	Last report to Court was November 2020
Topic discussed at Committee	Various
Court members present	Mr R Mercer (Convener), Mr D Milloy, Dr B Wood, Mr D Smith, 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 including update on Capital programme and Project progress/approval.
Topics to be discussed	
Action from Court	Court is asked to note Estates Committee's approval of CapEx applications as follows:
Recommendation to Court	CoSE application EPSRC Strategic Equipment in the sum of £0.007 million (EC/2019/73.1 refers); CoSE application James Watt North Office Refurbishment in the sum of £0.368m (EC/2019/73.2 refers) University Gardens external fabric repairs in the sum of £6.68m (EC/2019/73.3 refers)
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 via Zoom, Tuesday 12 January 2021**

**Present:** Mr R Mercer (Convenor), Professor A Muscatelli (Principal), Dr D Duncan, Mr I Campbell, Professor N Juster, Mr L Brady, Prof K McCue, Mr A Seabourne, Dr B Wood, Mr D Smith, Mr G Caldwell, Mr C Kennedy, Mr D Milloy

**In Attendance:** Mr P Haggarty, Mr D Hall, Ms N Cameron, Mr B Morton, Mrs G Ward, Miss J McGrellis, Mrs K Y Biggins (Clerk)

**EC/2019/65 Apologies**

The Convenor noted there were no apologies and welcomed all.

**EC/2019/66 Minute of the meeting held on 20 October 2020**

The Committee approved the minute.

**EC/2019/67 Executive Director of Estates Report**

The Executive Director of Estates presented the report and noted that whilst the tier 4 lockdown had not had a dramatic impact, the most recent lockdown has been more significant with the likelihood of more building closures. The vast majority of face to face teaching has been suspended until the end of February. Research, essential operations and student support continue with a rota system being put in place to reduce operational staff on Campus.

**EC/2019/68 Health and Safety Report**

The Director of Facility Services presented the report and noted that the Safety and Compliance Team structure did not form part of the Facilities Review currently underway. Following a question raised around minimisation of staff on campus under the current restrictions and whether there is an optimal number of staff identified to maintain risk management and legal obligations whilst also supporting research activities – it was confirmed that Estates are currently working to identify this and to close buildings or restrict access.

**EC/2019/69 Investment Projects Update**

The Director of Construction and Capital Programme presented the report. Following an action to review and refine the pack further feedback is welcomed by the Director of Construction and Capital Programme. James McCune Smith handover paperwork is being finalised; with the exception of some agreed areas which will be completed in early February. There is no immediate pressure to open the building in the current restrictions with options to utilise other spaces should the Library space demand increase. It is intended that the Committee will be invited to a walkround in Spring 2021. A financial workshop is planned for ASBS at the end of January. Following a request from the Committee to update the contingency analysis for tracking purposes it was agreed this would be included in future slides. The Committee further requested a list of acronyms be included for ease of reference.

**EC/2019/70 Estates Risk Register**

The Executive Director of Estates presented the report and noted that the overall position remains as reported in October. The Committee requested updates around the James Watt North roof leak be provided.

**EC/2019/71 Asset Management Review**

The Director of Property Development and Investment presented the report. The Committee raised concerns that the current annual amount spent may be insufficient to appropriately deal with the works and budgets may need to increase. The Senior Asset Manager advised that survey works are underway to increase our knowledge and scenarios are being developed with Finance Colleagues. The Director of Finance noted that the focus of the Finance workshop will be on the entire affordability envelope; balanced choices will be required. The Director of Construction and Capital Programme is leading the project to replace the current QuEMIS system.

## **EC/2019/72 ASBS PGT Specification Review**

The Director of Property Development and Investment presented the report. The Committee enquired whether Glasgow CC Planning processes our applications differently from other applicants and were advised that we do not believe so although our location in the West End is by far our biggest challenge and we have been left with a legacy of planning decisions. In response to a query around open plan working it was advised that the office space is planned around activity and 'focus spaces' will be bookable. It was agreed that we should continue to benchmark build costs for future business cases – gross to net ratio comparisons would also be useful. The Committee noted that a comparison of the building specification to the previously agreed space strategy would be appropriate to ensure University strategies are incorporated. It was confirmed that the cost savings would not impact programme and a paper relating to programme and design would be brought to the Finance workshop.

## **EC/2019/73 Capital Committee Reports for Approval**

The Convenor made reference to paper 8 – this is provided for information.

- **EC/2019/73.1** CoSE application EPSRC Strategic Equipment (paper 9) was approved by the Committee.
- **EC/2019/73.2** CoSE application James Watt North Office Refurbishment (paper 10) was approved by the Committee.
- **EC/2019/73.3** University Gardens external fabric repairs (paper 11) was approved by the Committee.

## **EC/2019/74 Any Other Business**

The Director of Construction and Capital Programme confirmed that leads have now been appointed for both the Construction Procurement and Health and Safety reviews.

The Executive Director of Estates confirmed that Campus maps will be included in meeting papers going forward for ease of reference.

## **EC/2019/75 Schedule of Meetings for 2020/21**

The schedule of dates was noted:

Tuesday 2<sup>nd</sup> March 2021

Tuesday 4<sup>th</sup> May 2021

## Court Context Card 10 February 2021- REPORT FROM Health Safety &amp; Wellbeing Committee

Speaker	<b>Dr David Duncan</b>
Speaker role	Chief Operating Officer and University Secretary
Paper Description	For information only
<i>Topic last discussed at Court</i>	Last report to Court was 25 November 2021
<i>Topic discussed at Committee</i>	N/A
<i>Court members present</i>	Dr David Duncan
<i>Cost of proposed plan</i>	N/A
<i>Major benefit of proposed plan</i>	N/A
<i>Revenue from proposed plan</i>	N/A
<i>Urgency</i>	N/A
<i>Timing</i>	N/A
<i>Red-Amber-Green Rating</i>	N/A
Paper Type	<b>For information only</b>
Paper Summary	Agenda Draft Minute Action Log
<i>Topics to be discussed</i>	N/A
<i>Action from Court</i>	To note the report from the Committee
<i>Recommendation to Court</i>	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	10
Demographics <i>% of University</i>	All staff, students and visitors
Operating stats <i>% of</i>	
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 9 December 2020 at 10:00 AM in the Senate Room**

**Present:** Louise Bowden, David Duncan, Paul Fairie, Elise Gallagher, James Gray, Peter Haggarty, William Howie, Christopher Kennedy, David McLean, John Neil, Cyril Pacot, Gillian Shaw, Aileen Stewart, Graham Tobasnick, Selina Woolcott, Ella McCabe, Emma Lindquist

**In Attendance:** Debbie Beales (Clerk), Liz Turner (UNISON)

**Apologies:** Ian Campbell, Paula McKerrow, Michelle Jamieson, David Thom, Deric Robinson

**HSWC/2020/12 Minutes of the Meeting held on Thursday 1 October 2020**

The Minute of the meeting held on Thursday 1st October 2020 was approved.

**HSWC/2020/13 Matters arising**

*HSWC/2020/13.1 Contractor activity, verbal update DH*

Mr Harty informed the Committee that there were no major accidents to report. An electrical incident involving a cable strike had taken place at the Western site, leading to a loss of power, but no-one was injured. E&CS are looking to appoint an authorised engineer for electrical safety and are in discussion with Multiplex to agree what isolation should be used on electrical works moving forward. Mr Harty informed the Committee that the Botany Gate entrance is closed with all traffic exiting the Campus via Dumbarton Road. Work on the JMS Building will be completed by 18th December 2020 ready to open in the New Year with the works on University Place to be completed by Easter 2021.

*HSWC/2020/13.2 Implementation of reasonable adjustments passport, verbal update EG*

Mrs Gallagher informed the Committee that HR are working with IS to produce a process and form for this item, which will be ready for release in the New Year.

*HSWC/2020/13.3 Centralisation of PAT, verbal update BM*

Mr Harty informed the Committee that, due to the current pandemic, this item will be carried forward to the next HSWC meeting.

**HSWC/2020/14 OH Report, Paper 1**

The Committee noted the Paper that was circulated. Ms Stewart informed the Committee that screening for new MVLS students had been moved to the Louisa Jordan Hospital to accommodate Covid social distancing rules. This had been extremely successful. OHU have had major staffing issues, mainly due to illness, and it has been a credit to the OHU team that they have also managed to clear most of the backlog of last year's outstanding students. Management referrals have been lower over the previous quarter but are starting to increase again. Ms Stewart informed the Committee that a new electronic referral system on Avanti has been implemented and is working reasonably well. The Committee discussed the possibility of a spike in mental health issues. The Committee agreed that while there isn't one now, this

could change once staff return to campus. The University are sending out regular communications advertising the various mental health support that is available to staff.

### **HSWC/2020/15 SEPS Report, Paper 2**

The Committee noted the Paper that was circulated. Mr McLean informed the Committee that, for the first time since the stats were created, there were no incidents on Campus reportable to RIDDOR. This was likely because there has been significantly less footfall on Campus due to Covid. Mr McLean informed the Committee that, based on operational requirements and customer demand, SEPS have provided training throughout lockdown. Through a mixture of face to face training and webinars there have been courses delivered on first aid, fire safety and chemical safety.

Mr McLean updated the Committee on 4 key areas of work that have taken place in the previous quarter:

- Permissions and licences. The composting license and Specified Animal Pathogens (SAPO) license were both renewed. The annual chemical weapons return of holdings of materials was submitted. Support was provided for the registration of new Brexit import procedures for animals and animal materials.
- Contract renewals. SEPS were involved in the tendering of the chemical waste renewal contract as well as the re-award of clinical waste and WEEE contracts.
- Inspection and audit. SEPS provided support to the Lighthouse Lab during an HSE visit; this monitored working processes and set up arrangements in both the Lighthouse Lab and the Hunter Halls test centre. SEPS also conducted 4 formal audits of level 3 biological containment facilities for HSE.
- Campus development. SEPS provided support and guidance on the handover of the JMS Building. They are also involved in an ongoing fire risk assessment programme.

The Committee discussed an incident where an autoclave was left switched on during lockdown. There were no adverse effects, but the Committee agreed that there should be a procedure in place to ensure that all equipment is closed down when a researcher leaves the University. The Committee thanked SEPS for their hard work.

### **HSWC/2020/16 EAP Report, Paper 3**

The Committee noted the Paper that was circulated. Mrs Gallagher informed the Committee that face-to-face counselling is available again and that there have been more hits on the website. This is hopefully due to the numerous communications that the University has sent out during lockdown to publicise PAM Assist, the staff counselling provider. The EAP contract is now up for renewal and Mrs Gallagher will contact HSWC members in the New Year for input on this.

### **HSWC/2020/17 Sickness absence stats, Paper 4**

The Committee noted the Paper that was circulated. Mrs Gallagher informed the Committee that sickness absence is slightly lower than usual, possibly due to staff mainly working from home. There were 30 instances of Covid reported and 130 days absence was recorded due to Covid.

### **HSWC/2020/18 HSWC ToR, Paper 5**

The Committee noted the Paper that was circulated. Ms Woolcott informed the Committee that the University is performing a review of all ToRs and suggested that the Committee wait

until this has been completed and then re-visit this Agenda item. Ms Woolcott asked the Committee to email the Clerk with any suggestions of changes to the current ToRs by the end of December 2020.

#### **HSWC/2020/19 HSW Policy, Paper 6**

The Committee noted the Paper that was circulated. The Committee agreed that the current document is still relevant and should be re-published with a new review date of December 2022. Any feedback should be emailed to the Clerk by the end of December 2020 with the amended Policy published in early January 2021.

#### **HSWC/2020/20 Travel insurance website, verbal report SW/DMcL**

Ms Woolcott informed the Committee that the travel insurance website has been re-developed to allow the uploading of risk assessments. Testing is about to begin with the system being rolled out in the New Year.

#### **HSWC/2020/21 Covid-19 update**

The Committee discussed the testing facility at the Hunter Halls which is now testing 700 students per day. Preparation is underway for students going home for Christmas, and returning in the New Year, with communications going out this week.

#### **HSWC/2020/22 Any Other Business**

- Draft Stress in the Workplace Policy. The Committee noted the Paper that was circulated. Ms Woolcott informed the Committee that the draft revised Policy is aligned with the newly published USHA Guidance on Stress Management, which is in turn aligned with the UUK Whole University approach to mental health and wellbeing. The amended risk assessment template for assessment of activities is more streamlined and simpler to use. The Committee agreed that the new Policy is much more proactive than the previous Policy and agreed to email Ms Woolcott with any comments on the draft Policy by the end of December 2020 with the final Policy being published in the New Year.

#### **HSWC/2020/23 Date of Next Meeting**

The next meeting of the Health, Safety & Wellbeing Committee will take place at 10am on Wednesday 10th March 2021 via Zoom.

*Created by: Debbie Beales*



Court Context Card 10 February 2021 - REPORT FROM Nominations Committee	
Speaker	Elizabeth Passey
Speaker role	Nominations Committee Convenor
Paper Description	Nominations Committee Report to Court
Topic last discussed at Court	Nov-20
Topic discussed at Committee	Jan-21
Court members present	Court members present at last meeting: E Passey, H Cousins, L Brady, A Muscatelli, C Cassells, L Sutherland, C Goodyear, R Mercer
Cost of proposed plan	
Major benefit of proposed plan	
Revenue from proposed plan	
Urgency	High
Timing	Immediate
Red-Amber-Green Rating	Green
Paper Type	For information and discussion
<b>Paper Summary</b> The Committee noted that the meeting had originally been called as two members were due to demit office in Dec 2021 – Graeme Bissett and David Milloy, and it had been agreed that the committee would review the current recruitment process to ensure greater diversity in the candidates coming forward. It was however reported that Ken Sutherland had recently resigned with immediate effect and this had led to 3 openings for new Co-opted members of Court. The need for expertise in the broad areas covered by Graeme, David and Ken was noted. The Committee agreed that a more strategic approach would be taken and information about committee membership should also be looked at to see if any members would be suitable as Co-opted members of Court.	
<b>Topics to be discussed</b> The process for the recruitment of new court members and the Skills matrix updating including any skills that should be sought in new members.	
<b>Action from Court</b> To <b>note</b> the process for recruiting Court Members Other items for noting	
<b>Recommendation to Court</b>	
Relevant Strategic Plan workstream	Agility, Focus
Most relevant Primary KPI it will help the university to achieve	Cash generation
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 Tuesday 12 January 2021**  
**via Zoom**

**Present:**

Liam Brady (LB), Dr Chris Cassells (CC) Heather Cousins (HC), Dr David Duncan (DD), Professor Carl Goodyear (CG), Lesley Sutherland (LS), Ronnie Mercer (RM), Prof Anton Muscatelli (AM), Elizabeth Passey (EP) (Chair), Amber Higgins (Clerk). Christine Barr (CB)

**1. Welcome**

The Chair welcomed everyone to the meeting. It was noted that Christine Barr, Executive Director of Human Resources was attending the meeting to provide advice on current policy and procedures in relation to recruitment.

**2. Key points**

The Committee noted that the meeting had originally been called as two members were due to demit office in Dec 2021 – Graeme Bissett and David Milloy, and it had been agreed that the committee would review the current recruitment process to ensure greater diversity in the candidates coming forward. It was however reported that Ken Sutherland had recently resigned with immediate effect and this had led to 3 openings for new Co-opted members of Court. The need for expertise in the broad areas covered by Graeme, David and Ken was noted.

CB noted that support could be provided by HR, as the service had the capacity to support strategic appointments. This would include the production of an e-brochure which would detail information about the candidate requirements, terms of office, role of a co-opted member of court and highlight the benefits of being a member of Court.

It was agreed that a more strategic approach would be taken and information about committee membership should also be looked at to see if any members would be suitable as Co-opted members of Court.

It was agreed that the Skills matrix would be regularly updated and current members would be asked if they felt there were other skills that would be beneficial to court in the future.

It was noted that there were a number of avenues that could be explored to gain wider exposure of the vacancies that would be coming up. The following were noted as options to be looked into further:

- LinkedIn
- Alumni networks
- Current court members identify contacts
- Professional bodies
- Companies or institutions with links to the university
- SMG members reaching out

The Committee noted that the following appointments would also be due to made over the next 18 months which would be held by elections:

- Rector (currently scheduled for March 2021)

- General Council Assessors on Court x2– June 2022

It was agreed that the process for a replacement for Ken Sutherland would be started as soon as possible with the Dec 2021 appointments being undertaken later in the year.

### 3. Table of Actions

Action	Date Due	Notes
Updated recruitment brochure for Co-opted members of Court	March 2021	Executive Director of HR
Skills Matrix to be updated by all Court Members	January 2021	Clerk of the Committee
Recruitment plan created for a rolling programme of appointments	March 2021	Clerk of the Committee
Identify Chair for the Finance Committee	March 2021	Convener of Court/ COO
Identify possible candidates for vice chair of IPSC	March 2021	COO
Identify possible candidates for vice convener of Court	March 2021	Convener of Court/ COO
Sub group identified to deal with initial phase of Recruitment	March 2021	Clerk of Committee
Liaise with DAO to engage Alumni	March 2021	Clerk of Committee

### 4. Date of Next Meeting

It was agreed that a meeting would take place prior to the Court meeting in April 2021.

## **University of Glasgow**

### **University Court – Wednesday 10 February 2021**

**Communications to Court from the meeting of Senate held on 4 February 2021**

**Ms Helen Butcher, Senate Office**

**(All matters are for noting)**

#### **1. Library Annual Report**

Ms Susan Ashworth, Executive Director of Information Services, provided Senate with a summary of the Library Annual Report for 2019-20. Ms Ashworth informed Senate that the challenges posed by the COVID-19 Pandemic had required an agile and creative response from teams across Information Services. This included the creation of online assessment processes and platforms, providing laptops to staff and students who did not have access to devices, and sourcing electronic content to support learning and teaching research.

In relation to virtual services, Ms Ashworth reported that the Library had successfully moved key services online as a result of ongoing investment in e-resources, and the development of 'Reach Out' and the University of Glasgow Helpdesk. The movement of key services online had also been greatly assisted by the adaptability, expertise and commitment of Library staff. Ms Ashworth further reported that Library teams had supported online learning, teaching, and research throughout the lockdown period, and had prepared models of delivery based on the varying levels of COVID-19 restrictions introduced by the Scottish Government.

Ms Ashworth informed Senate that the Library had safely reopened and adapted its physical spaces throughout the Pandemic, whilst maintaining responsive virtual services. Information Services staff had also worked in close partnership with University colleagues to ensure that spaces were compliant with Scottish Government guidance.

The Principal and members of Senate expressed their thanks to Library staff for the support that the Library had provided to University colleagues and students throughout the COVID-19 Pandemic.

#### **2. Planned activities for COP26 - Presentation by Vice-Principal (External Relations)**

Ms Rachel Sandison, Vice-Principal (External Relations), provided Senate with an overview of the University's planned activities for the United Nations Climate Change Conference (COP26), which was due to be held in Glasgow between 1 November and 12 November 2021. The key themes of COP26 were: adaptation and resilience, nature, energy transitions, and clean transport and finance. In preparation for COP26, the University had established the COP26 Working Group, which would focus on event management, marketing and communications, and student engagement with COP26. The University had also established a Centre for Sustainable Solutions to enable individuals, communities and organisations to act towards a sustainable future through education, research and partnerships.

Regarding the University's COP26 events programme, Ms Sandison reported that the University's focus in the build-up to COP26 would be on building its presence at the conference, developing an on-campus events programme, and building partnerships with key external partners. During COP26, the University would focus on enlivening the key themes of COP26 within its events programme, and positioning itself as a key climate change player

through the 'Glasgow Green' Climate Change Strategy. Following COP26, the University would focus on building networks and communities in relation to the climate emergency.

Ms Sandison reported that the following University COP26 events had been confirmed:

- **Connect with Climate Change** - a virtual exchange series in partnership with Scottish Power and the University of Strathclyde, which would take place throughout 2021 in the run up to COP26. The next event, titled 'An equitable and sustainable future for all: pipe dreams or real schemes', would take place on 18 March 2021.
- **Water and Climate Change meeting, 27-29 October 2021**
- **Annual Carnegie Lecture, 4 November 2021**, delivered by Baroness Brown
- **The Global Landscapes Forum, 5-8 November 2021** - the world's largest knowledge-led platform on sustainable land use, dedicated to achieving the Sustainable Development Goals and Paris Climate Agreement. The Forum would broadcast in multiple languages, reaching more than 60 million people through social media and the same or more through traditional media.
- **The 30% Club Panel Event and Dinner, 11 November 2021**

Regarding student engagement with COP26, Ms Sandison noted the following plans and activities:

- Working with the University's Students' Representative Council (SRC) and Green New Deal Coalition to organise a series of Climate Citizen Assemblies to inform changes to the University's climate-related strategies and action plans.
- Planning for Go Green Week and Glasgow Goes Green - an interactive student-facing event series focusing on power and policy.
- Panel events in collaboration with student groups, focusing on topics including the arms trade and the environment, the history of sustainable labs, the countdown to COP26, and the role of the community in COP26.
- Interactive digital events for students such as book clubs and cook alongs.
- Communicating sustainability work on campus through activities such as a Glasgow University Environmental Sustainability Team (GUEST) podcast.
- Working with the SRC to develop a sustainability guide, specifically for first year students.

Regarding next steps, Ms Sandison reported that the University was working towards the Government Green Zone expression of interest deadline on 5 March 2021. The University would also launch an events proforma, establish an events practitioner group, and create a directory of experts including members of University staff with research expertise in climate change and sustainability. Furthermore, the University would engage with the UK Government, the Scottish Government, Glasgow City Council, and Get Ready Glasgow regarding COP26 activities, and develop an upskilling course on climate and carbon literacy.

### **3. Education Policy and Strategy Committee**

#### *3.1 Learning and Teaching Strategy - Presentation by Vice-Principal (Learning and Teaching)*

Professor Moira Fischbacher-Smith, Vice-Principal (Learning and Teaching), provided Senate with a summary of how the Learning and Teaching Strategy (2021-25) had been developed, and the consultation that had taken place on the draft Strategy. Professor Fischbacher-Smith informed Senate that the Strategy would promote the following values:

- **Inclusive** policies and practices that promote student and staff wellbeing.
- **Integrity** and **respect** in our behaviours, academic standards and quality.
- **Collaboration** across staff and student communities, recognising diversity of contribution and valuing collective endeavour.
- Promoting **continuing professional and skills development** to support evolution in learning and teaching.
- **Harnessing** curiosity, creativity and enterprise in our **research-rich environment**.
- Promoting **excellence** through evidence approaches and recognising efforts and achievements.
- Evaluating our programmes, teaching practices and our associated investments in technology in terms of their connection with, and impact on, **sustainability** and climate change.

The Strategy also contained the following pillars:

- Evolving approach to student-centred active learning
- Transforming curricula and assessment
- Students' professional and skills development

Professor Fischbacher-Smith noted that these pillars entailed building on existing practices and challenging ourselves to embed evidence-based practices. The pillars also required staff to evaluate experiences during the COVID-19 Pandemic and to take advantage of the investments that had been made in teaching developments. Furthermore, realisation of these pillars would require the University to work with all staff groups and with students to promote and embed the values in all the areas outlined in the pillars.

Regarding the next steps, Professor Fischbacher-Smith informed Senate that an implementation plan was currently under development and that consultation would be arranged with College Management Groups and University Services. Proposed investments would be considered thereafter and would be aligned with budget rounds. Discussion was also underway with Planning, Insights and Analytics in relation to monitoring progress towards outcomes and supporting the development, review and prioritisation of activity.

Following discussion, the Learning and Teaching Strategy was approved by Senate.

### *3.2 Report of extra-ordinary meeting of the Education Policy and Strategy Committee (EdPSC) held on 18 January 2021*

Professor Fischbacher-Smith informed Senate that an extra-ordinary meeting of EdPSC had been convened on 18 January 2021 to consider issues concerning online examinations. The specific issues were:

- The offering of 'timed' exams (that is, exams which were of variable but much shorter duration than the 24-hour exams which were introduced with the commencement of online exams in spring 2020).
- The amount of additional time beyond the standard duration of a timed exam to be provided for students (in the three diets since Spring 2020, the additional time provided had been 100% of the normal exam duration).

Following discussion, EdPSC had agreed that:

1. The University should progress towards standardising on 24-hour exams;

2. In the meantime, timed exams would be permitted where considered necessary;
3. The additional time for all online exams would remain 100%.

Senate was requested to confirm the position that had been agreed by EdPSC and to note that:

- a) A plan would be drawn up for the standardisation of 24-hour online exams across the University with a roadmap and timescales for implementation being brought back to Senate for consideration;
- b) Detailed criteria for cases where timed exams would be permitted instead of 24-hours would be developed;
- c) Arrangements for disabled students with particular support requirements beyond 100% additional time would be disseminated to staff and students.

Senate confirmed the position of EdPSC regarding the proposed arrangements for online exams for the remainder of the academic year. However, concerns were voiced by several Senate members from numerically-based subjects at the potential prospect of the withdrawal of shorter timed exams in future. In response to these concerns, EdPSC would continue to work with colleagues in these disciplines to seek consensus on appropriate assessment design for the longer-term.

#### **4. Convener's Business**

##### *4.1 European affiliations*

Ms Rachel Sandison, Vice-Principal (External Relations), informed Senate that the University had recently become an associate member of CIVIS - an alliance of eight leading research Higher Education institutions across Europe. CIVIS member universities aimed to work together to enhance international student exchanges, contribute to civil society, and to tackle key societal challenges. Associate membership of CIVIS would allow the University to engage in collaborations and partnerships in Europe, and would provide staff and students with opportunities to engage with other European institutions.

Regarding other European affiliations, Ms Sandison informed Senate that the University had recently become a member of the EuroTech Universities Alliance - a strategic partnership of leading European universities of science and technology committed to excellence in research.

Ms Sandison noted that the CIVIS and EuroTech alliances were particularly important given the UK Government's decision to withdraw from the Erasmus+ student exchange programme and replace it with the Turing scheme, which did not allow for the reciprocal exchange of students. Senate also heard that there was continuing discussion involving the Scottish and Welsh governments regarding the possibility of continuing Erasmus+ in these countries, and so the University's position with regard to involvement with Turing or Erasmus+ was not yet certain.

##### *4.2 Staff support and flexible working*

The Principal informed members of Senate that the University had introduced a range of mechanisms to support colleagues such as flexible working, support for carers and other policy provisions. However, it was recognised that further support was required for staff and that additional leave or flexible working would not address all of the issues that colleagues faced, particularly in relation to workload. Consequently, following discussions with Heads of Schools and Directors of Research Institutes and Services, the University had agreed a series of additional measures to alleviate the pressure on colleagues. These included:

- A review of work priorities, with priority given to essential tasks such as delivery of online teaching.
- A commitment to maximising agile and flexible working approaches.
- A review of physical and equipment-related support and resourcing for remote/home working.
- Flexibility around deadlines where possible.
- Additional funding focused on extra resourcing for teaching and research activity.
- A review of support for home working, which would be led by the Senior Vice-Principal, Professor Neal Juster.

These measures would be co-ordinated at a local level through individual line managers in Schools, Research Institutes and University Services.

#### *4.3 University finances*

The Principal provided Senate with an update of the University's current financial position based on the January 2021 student intake, and the impact that this was likely to have on staff recruitment and the releasing of resources to individual Colleges over the course of the 2020-21 academic session. The Principal highlighted that the University was in a strong financial position and that indications were positive regarding future student numbers. However, due to the unpredictable nature of the COVID-19 Pandemic, there was a significant amount of uncertainty regarding student recruitment forecasts for future intakes. Consequently, the University would be prudent with its finances until there was a higher degree of certainty regarding future student recruitment.

### **5. Clerk of Senate's Business**

#### *5.1 Assessment Support Measures*

The Clerk of Senate advised members of Senate that a package of Assessment Support Measures was being prepared for undergraduate and PGT students in recognition of the numerous challenges arising from the pandemic that many were facing in order to provide mitigation as far as possible while maintaining academic standards. This had been developed in consultation with key parties, including the SRC, the University's Senior Management Group, and the College Deans of Learning and Teaching. The first tranche of detailed information on these measures was due to be issued to students and staff in the week beginning 8 February 2021.

#### *5.2 Honorary degrees*

The Clerk of Senate informed Senate 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 2020-21 academic session.

### **6. University Court: Communications from the meeting held on 25 November 2020**

Senate received and noted a report from the University Court meeting held on 25 November 2020. Items included:

- COVID-19 update and planning
- University Strategy 2020-2025



- Report from the Principal
- Report from the University Secretary
- Annual report for the Scottish Funding Council - Institution Review of Quality Academic Year 2019-20
- Reports of Court Committees
- Communications from meeting of Senate on 22 October 2020