University of Glasgow

Court

A meeting of **Court** will be held on **Wednesday 23 November 2022**

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AGENDA

Item	Title	Lead	Paper No.	Page No.	Action
1.	**Welcome, Apologies, Introductions, Noting of Pre-Court briefing, Declarations of Interest**	**Convener**	**Oral**		
2.	**Minutes of meeting held on Wednesday 28 September 2022**	**Convener**	**2.**		For approval
3.	**Matters arising not otherwise on the Agenda**	**Convener**	**Oral**		
	Reports 4 to 8 below show some items as starred*. Starred items are the main items for discussion and/or approval.				
4.	**Finance Committee** *Papers withheld FOI Exempt/Commercially confidential*	**Gavin Stewart/ Gregor Caldow/ Ian Campbell**	**4. and annexes**		Items for approval/ otherwise for information
5.	***Innovation Strategy** *Uzma Khan, Vice Principal (Economic Development and Innovation) and Declan Weldon Executive Director of Innovation and Engagement will update Court on the progress of the Innovation Strategy*	**Uzma Khan**	**5.**		Items for approval/ otherwise for information
6.	***Learning & Teaching Strategy** *Professor Moira Fischbacher-Smith Vice Principal (Learning and Teaching) will update Court on the progress of the Learning and Teaching Strategy*	**Moira Fischbacher-smith**	**6.**		For approval
7.	***Report from the Principal** **GBV Report* **Higher education developments* **Anti-racism Campaign* **League Tables*	**Principal**	**7.**		For information /discussion
8.	***Report from the University Secretary** **Conflict of Interest Policy* **SFC Outcome agreement -Paper withheld FOI Exempt/ Commercially confidential* **Organisational Change* **Student Accommodation Issues*	**David Duncan**	**8. and annexes**		Items for approval/ otherwise for discussion/ information

	Honorary Fellowship - Paper withheld FOI Exempt/ Commercially confidential *Scottish Code of Good Higher Education Governance*			
9.	**Student Matters, including: Rectors update, SEC Report, SRC President update**	**Rinna Vare/ Rector/ David Duncan**	**9.**		For information /discussion
10.	**Reports of Court Committees**			
10.1	Estates Committee	**Ronnie Mercer**	**10.1**		For information /discussion
10.2	Audit & Risk Committee *Papers withheld FOI Exempt/Commercially confidential*	**Elspeth Orcharton**	**10.2 and annexes**		For information /discussion
10.3	IPSC *Papers withheld FOI Exempt/Commercially confidential*	**Frank Coton**	**10.3**		For information /discussion
10.4	P&OD Committee	**June Milligan**	**10.4**		For information /discussion
10.5	Health and Safety Committee	**David Duncan**	**10.5**		For information /discussion
10.6	Renumeration Committee	**June Milligan**	**10.6**		Items for approval/ otherwise for discussion/ information
11.	**Annual Report for the Scottish Funding Council - Institution Review of Quality Academic Year 2021-22**	**Moira Fischbacher-smith**	**11**		For approval
12.	**Communications from Meeting of Council of Senate held on 6 October 2022**	**Martin Hendry**	**12**		For Information
13.	**Any Other Business** Court members are asked to inform the Secretary of Court 2 days in advance of the meeting, if they have items of Other Business for discussion	**Convener**	**Oral**		
14.	**Date of Next Meeting** Wednesday 15 February 2023 at 2pm – venue to be confirmed. A Pre Court Briefing will be held at 12pm.				

Draft Court

Minute of Meeting held on Wednesday 28 September 2022

Present:
Ms Elizabeth Passey Co-opted Member (Convener of Court), Cllr Susan Aitken (Glasgow City Council Assessor), Dr Craig Daly (Trade Union Nominee), Professor Nicola Dandridge (Co-opted Member), Mr David Finlayson (Co-opted Member), Professor Nick Hill (Elected Academic Staff Member), Stuart Hoggan (General Council Assessor), Professor Simon Kennedy (Elected Academic Staff Member), Mr Laic Khalique (Co-opted Member), Jonathan Loukes (Co-opted Member), Professor Kirsteen McCue (Elected Academic Staff Member), Paula McKerrow (Trade Union Nominee), Mr Ronnie Mercer (Co-opted Member), Dr Christine Middlemiss (General Council Assessor), Professor Sir Anton Muscatelli (Principal), Ms Elspeth Orcharton (Co-opted Member), Lady Rita Rae (Rector), Shan Saba (Co-opted Member), Mr Gavin Stewart (Co-opted Member), Rinna Väre (SRC President), Dr Bethan Wood (Elected Academic Staff Member).

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

Apologies:
Mr Christopher Kennedy (Elected Professional Services Representative), Dr June Milligan (Co-opted Member).

CRT/2022/01. Announcements and declaration of Interests

At the start of the meeting, Court took a moment to recognise the passing of Her Majesty the Queen, Queen Elizabeth II. Court noted that her lifetime of service and dedication to the nation and Commonwealth would be long remembered and that she would be greatly missed.

Court wished the University's honorary graduate, His Majesty King Charles III, a long and successful reign. In 2001 the University conferred on him a degree as part of our 550th anniversary, in recognition of his work with young people and for his interest in education and the Arts.

The Convener welcomed Professor Nicola Dandridge (Co-opted Member), Stuart Hoggan (General Council Assessor), Professor Martin Hendry (Clerk of Senate), Dr Christine Middlemiss (General Council Assessor), and Rinna Väre (SRC President), as members, to the meeting.

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.

A pre-Court briefing took place on embedding new ways of working with a presentation by Christine Barr (Executive Director of P&OD), Ian Campbell (Executive Director of Estates), Professor Michael Brady (Professor of Philosophy) and Peter Mitchell (Assistant Director End User Computing). Court's thanks for the briefing were recorded.

Court was reminded that papers and business were confidential.

CRT/2022/02. Minutes of the meetings held on Tuesday 21 June 2022

The minutes were approved.

CRT/2022/03. Matters Arising

No substantive items were raised.

CRT/2022/04. University Risk Register

Court received a presentation by Mr Gregor Caldow, Executive Director of Finance, on the updated Risk Register. It was noted that the Risk Register continued to be developed and implemented. The overall student experience was a cause of concern for Court, with discussion on mitigating actions that the University could take such as: an increase in accommodation nominations, capping PGT numbers and planning for additional teaching space in advance of the start of teaching.

Court approved the Risk Register.

CRT/2022/05. Learning and Teaching Strategy

Court noted that the Learning and Teaching Strategy would be postponed to the next meeting.

CRT/2022/06. Report from the Principal

CRT/2022/06.1 Principal's Report

Court received the report from the Principal – Paper 6 and the following areas were noted:

- Student Admissions including International and RUK – Court noted that the final numbers would be reported to the next meeting. It was also noted that there had been issues with timetabling and that the process for setting PGT student course numbers was being reviewed for 2023/24 intake;
- Cost of living increase – Court noted the impact of inflation on both staff and students. Court noted that an increase in funding had been allocated to the student hardship funds and that University buildings would be kept open for as long as possible to provide a warm place for students;
- Accommodation – Court noted the earlier discussion on accommodation issues and that there was a housing crisis affecting all groups of people including students and refugees;
- University Rankings – Court noted that the University had performed well again this year in the Times/Sunday Times University Guide (14th) and the Guardian Rankings (11th).

During the discussion a number of concerns were noted which related to the start of the academic session. It was noted that the student accommodation issues were sector wide and

that the University was taking a number of steps to support students but it was acknowledged that a longer-term solution needed to be found, involving local and national government. The University had managed to maintain its accommodation pledge this year to undergraduates from outwith the Glasgow commuting area who had applied on time. The University was unable to keep its pledge for PGT students. Traditionally only 4% of PGT students seek university accommodation, but that number is increasing and the University will have to adapt it's accommodation pledge in 2023-24 to ensure that PGT admissions are closer aligned with accommodation availability for students in the Glasgow area. The main issue with student accommodation reported in the press was with regard to returning students, and the main impact was due to a reduction of available spaces in the private rental sector. The University would continue to press local and national politicians to address the availability of housing. Meantime, the University will deal with individual student cases (involving continuing students or students who had applied too late for accommodation) as a student welfare issue, offering emergency accommodation through hotel and serviced apartment accommodation, and catering support and student hardship funds as appropriate.

On teaching accommodation it was reported that late timetabling changes due to students joining until mid-October had created challenges for academic and support staff, with many last-minute changes. The Senior Managers acknowledged that there had been issues and that going forward PGT student numbers would be set in advance which would enable timetabling to take place at an earlier point in the year and highlight any additional accommodation required prior to the start of the academic session. In addition, the transformation project on teaching accommodation and timetabling will seek to optimize the available space. There was still good teaching space availability later in the teaching day and in the week which can be addressed through more integrated course timetabling.

Court noted that any further discussions about the size and shape of the University should factor in plans for student accommodation both managed by the University but also in the private sector.

During the discussion, Cllr Susan Aitken also reported that accommodation issues were causing issues across the city and that there was a housing crisis taking place which had been as a result of a contraction in the supply of rental properties together with a downturn in homes being built for social housing.

The Convener thanked the Principal for the update.

CRT/2022/07. Report from the University Secretary

Court noted the report from the University Secretary - Paper 7. The following areas were discussed in further detail by Court.

CRT 2022.07.1 Gender Based Violence & Sexual Harassment

Court noted that the report was expected from Morag Ross KC shortly. In the meantime, the University continued to take forward the GBV action plan developed by colleagues in P&OD / EDU.

Court was also informed about a complaint in one of the Schools in relation to sex discrimination. Action was noted as being in hand following the University's HR procedures.

CRT 2022.07.2 Disability Services Review

Court also noted that the matter was currently with the University's insurers and their solicitors and that they were trying to reach a resolution. It was also noted that the recommendations from the recent reviews continued to be implemented and good progress was being made.

CRT 2022.07.3 Industrial Tribunal

It was reported that the University was recently involved in an employment tribunal brought by a member of academic staff and that the outcome was anticipated by the end of October.

CRT 2022.07.4 Court Strategy Day 2022

The Court Strategy day was noted, and it was recorded that it had provided an opportunity for Court to be updated on, and to discuss, several areas including planning for the start of the academic session. Areas covered included:

- A Vision of the Future: where the University might be in 2036 and 2051
- From where the University had come: the University's history longer term history, coupled with a focus on trends and performance since the 1990s
- Geopolitics: the national and international context and the implications for HE and emerging markets
- Impact: an update on UofG and the SDG goals

Key speakers included representatives from the Bank of England and UK International Universities. Professor Jane Duckett from the College of Social Sciences also gave a presentation.

It was noted that a feedback form would be sent out to Court members for their response.

CRT 2022.07.5 New and continuing Court Members

Court noted that Rinna Väre had begun her term on Court from 1 July 2022 *ex officio* as the SRC President, for one year. Court also noted that Stuart Hoggan and Christine Middlemiss both began their terms on Court on 1 July 2022 as General Council Assessors for four years.

It was noted that Kerry Christie had been re-appointed as an External Lay member of the Remuneration Committee for a further 4 years from 1 August 2022 to 31 July 2026.

It was reported to Court that the Nominations Committee had approved the appointments of David Thompson and Arleen McGichen to the Finance Committee as an External Lay member for four years from 1 September 2022 to 31 August 2026.

It was also reported to Court that the Nominations Committee had approved the appointment of Martin Sinclair to the Audit and Risk Committee as an External Lay member for four years from 1 October 2022 to 31 September 2026.

Court also noted that there was a vacancy on Court for an Elected Academic Member, and it was hoped that this would be filled by mid-October. It was also noted that the process and procedures for future appointments would be reviewed.

CRT 2022.07.6 Court Business 2022/23

Court received the Schedule of Court Business for the coming year, together with the Statement of Primary Responsibilities of Court and a list of remits/memberships of Court Committees for the session. It was agreed that the Annual Schedule would be amended to highlight pre-court briefings and to include a discussion on PO&D, succession planning and PR & Comms.

The attendance lists for meetings of Court and its Committees for 2021/22 had been reviewed; there were no issues for action in connection with this.

The University Secretary reported that a Governance Effectiveness Review would take place in 2023 and that further details would be reported to the next Court meeting.

CRT 2022.07.7 Student Contract

The student contract, to which all students sign up at registration, had been updated for academic session 2022-23. Court noted that the University Secretary had approved the Student Contract during the summer period. Feedback was received that the contract was felt to be long and complicated. Court agreed that regrettably that was the nature of contracts, but that it would be beneficial to develop an infographic as supplementary information on the contract.

CRT 2022.07.8 Convener's Business

Court noted that the Convener had attended the General Council Half-Yearly meeting as part of stakeholder engagement. The role of General Council was discussed, and it was agreed that an annual update on the General Council would be forwarded to Court.

CRT 2022.07.9 Pay and Pensions – industrial action

Court noted that Unison had recently taken strike action and was planning more stoppage days. The Principal had written to all members of staff indicating that the University had budgeted an extra 3% for pay this year and that discussions were ongoing with local trade unions on how this could be disbursed. The University is keen that this is done expeditiously to ensure that pressures on cost of living are alleviated.

CRT 2022.07.10 Scottish Code of Good Higher Education Governance.

Court noted the University was taking the lead on the revision of the Scottish Code of Good Higher Education Governance, on behalf of the Scottish HE sector, as a legacy of the Convener's term as Chair of the Committee of Scottish University Chairs, and the University Secretary's related role as Secretary to the Committee of Scottish University Chairs. It was hoped that this work would be concluded by the end of the calendar year.

CRT 2022.07.11 Student Accommodation Issues

As discussed previously, Court noted that as in other cities across the UK, the contraction in the private rental Sector had affected the ability of students to find residential accommodation at the start of the academic year. The University had advised students not to travel to Glasgow unless they had pre-arranged accommodation. The University had also made temporary hotel rooms available to students on an emergency basis. Court noted that the University was addressing the issue in a number of ways and that the short and medium planning for student accommodation was being discussed as a matter of urgency.

CRT 2022.07. 12 Head of School Appointments

Court noted the following changes, and congratulated the individuals on their new roles:

College of MVLS

Head of the School of Cardiovascular & Metabolic Health

Professor Christian Delles had been appointed as Head of the School of Cardiovascular & Metabolic Health from 1 August 2022 for a period of four years.

Head of the School of Cancer Sciences

Professor Chris Halsey had been appointed as Head of the School of Cancer Sciences from 1 September 2022 for a period of four years.

Head of the School of Psychology & Neuroscience

Professor Kate Jeffery had been appointed as Head of the School of Psychology & Neuroscience from 1 September 2022 for a period of four years.

College of Science and Engineering

Head of the Scottish Universities Environmental Research Centre (SUERC)

Professor Finlay Stuart had been re-appointed as Head of the SUERC from 1 August for a period of two years.

CRT 2022.07.13 Board of Directors – Research Data Scotland

Court noted the appointment of Jill Pell as the University of Glasgow representative on the RDS Board of Directors.

CRT 2022.07.14 Chancellors Fund

Court noted the annual update on the Chancellor's Fund.

CRT/2022/08. Student Matters, including: SEC Report; SRC President update

CRT 2022.08.1 Rector update

The Rector reported that she continued to work with the SRC representatives and that discussions around issues with accommodation and space were continuing.

CRT 2022.08.2 SRC update

The SRC President reported that the start of the academic session had been very busy and that the SRC advice centre had dealt with around 300 student accommodation issues. It was noted that a cost-of-living support guide would be launched soon. It was noted that approximately 10,000 students had attended the Welcome Fair and the SRC was looking at more ways to support clubs and societies as space was an issue on campus. The SRC President reported the SRC sabbatical officers would focus on a number of areas in 2022/23 including: cost-of-living support; student carers policy; and the international PGT student experience.

CRT 2022.08.3 SRC Student Experience Committee and Strategy

It was noted that a cost-of-living action group had been established to look at ways to support students. It was also reported that an Anti-Racism Campaign would be launched shortly.

The University Secretary provided an update on the Student Experience Strategy and Court noted it would come back to a later meeting for formal approval.

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

CRT/2022/09. Reports of Court Committees

CRT/2022/09.1. Finance Committee

Gavin Stewart, chair of the Committee, outlined the report, from the Committee. Members had received an update on the current economic outlook which remained uncertain with political change, geopolitical events and climate change further compounding pressures in national and global economies.

Court noted that the Committee had reviewed the Terms of Reference (ToR) and Court approved the amended ToR for the Finance Committee.

During the discussion it was noted that Committee had approved a nominations agreement

which was now recommended to Court for approval. It is hoped that this would help to address some of the issues around student accommodation alongside discussions with the City Council on the development of student accommodation. The Court noted that the overall lack of student accommodation was a risk to the growth and reputation of the University, as well as affecting student experience and wellbeing. It was reported that a lack of teaching accommodation on campus was also causing issues with a number of external venues being hired to supplement space.

Court approved the nominations investment agreement as outlined in the papers.

The report was noted.

CRT/2022/09.2 Estates Committee

Ronnie Mercer, chair of the Committee, outlined the report from the Committee which updated on the progress of the Strategic Property partnerships, the current stage of the tenders for the reactive and planned maintenance contract and the current pressures on teaching space.

The report was noted.

CRT/2022/09.3 Audit & Risk Committee

Elspeth Orcharton, chair of the Committee, reported that at an extraordinary meeting on 18 August the Committee met with the PwC, the External Auditors and received a presentation on the external audit approach for the year ending 31 July 2022 which would be carried out in accordance with the requirements of auditing standards and other professional requirements. It was also reported that the Committee had received a briefing on the updated Risk Register. It was agreed that the updated Register would be included in Court papers for September 2022 for approval. The Committee also received internal audit reports on: Performance and Development, IT Project Management and Change and External regulatory environment: Export Controls.

Court noted that the Committee had reviewed the Terms of Reference (ToR) and Court approved the amended terms of reference for the Audit and Risk Committee.

The report was noted.

CRT/2022/09.4 IPSC

Frank Coton, chair of the Committee reported that IPSC had covered a number of topics. IPSC members had also approved the terms of reference for the coming year with no changes.

The report was noted.

CRT/2022/09.5 People and Organisational Development Committee

Court noted that the Committee report was from the June 2022 meeting and included the following items: a strategic update on Pay, Performance & Reward from the Director of Pay & Reward. The Executive Director of P&OD had also given an update on strategic activity including the latest position on the USS pension and industrial action, colleague engagement, and diversity and inclusion. The VP HoC and Head of P&OD provided an overview of strategic activity within the College of Social Sciences, and the Head of Equality and Diversity Unit attended to provide an overview of the progress on the Equality, Diversity & Inclusion PSED Equality Outcomes – One Year On.

The report was noted.

CRT/2022/10. Any Other Business

The Convener reported that none had been raised.

CRT/2022/11. Date of Next Meeting

The next meeting of Court would be held on Wednesday 23 November 2022 at 2pm at the Crichton Campus, Dumfries. A Pre-Court briefing would take place at 12pm.

The Convener, on behalf of Court, wished the University the very best for the current Academic Year.

Court Context Card 23 November 2022 - Innovation Strategy	
Speaker	Uzma Khan & Declan Weldon
Speaker role	VP Economic Development & Innovation; Executive Director Innovation & Economic Development
Paper Description	University Innovation Strategy 2022-25
Topic last discussed at Court	29 September 2021
Topic discussed at Committee	N/A
Court members present	N/A
Cost of proposed plan	£8M
Major benefit of proposed plan	Through this strategy, we aim to double our innovation performance across key elements of our innovation portfolio. We will do so by working closely with our internal stakeholder to deliver on the actions and priorities articulated in this strategy.
Revenue from proposed plan	Approximately £20M additional income over the strategic period, and possibly higher noting that income from equity realisation and licensing is unpredictable.
Urgency	High
Timing	2022-2025
Red-Amber-Green Rating	Green
Paper Type	**For information and approval**
Paper Summary	This paper presents a refresh of the University's Innovation Strategy 2022-2025. The strategy sets out a clear vision, priorities and the actions required to deliver on our ambitions by 2025. We have drawn on existing and new data, and have undertaken extensive stakeholder consultation to inform our approach. Our strategy recognises the alignment and synergies with other thematic strategies – including Research Strategy, Learning and Teaching, Global Glasgow and the emerging Civic Strategy. The paper provides an overview of the strategic plan for innovation 2022-25 across the following elements: 1. Our Vision, Mission and Values 2. Our three enabling themes: (i) Change mindsets, (ii) Connect our innovation community and (iii) Invest in our enabling infrastructure 3. Our four delivery pillars: (i) Grow and accelerate our innovation portfolios, (ii) Create partnerships that matter, (iii)Expand access to our knowledge and expertise and (iv) Create impact through GRID and our contribution to Economic Development 4. Monitoring and measuring our performance
Topics to be discussed	As Court wishes
Action from Court	Court is requested to review the document, provide feedback and **approve the Innovation Strategy**.
Recommendation to Court	Approval of the Innovation strategy
Relevant Strategic Plan workstream	
Most relevant Primary KPI it will help the university to achieve	Collaborative and contract research income/Total research income, RG median
Risk register - university level	SMG011 Economic Development and Innovation
Demographics *% of University*	95% of the UofG population
Operating stats *% of*	N/A
Campus	All locations
External bodies	UK & Scottish Governments; SFC; SE; Glasgow City Council; UKRI; external partners and investors
Conflict areas	
Other universities that have done something similar	Sector wide
Other universities that will do something similar	Sector wide
Relevant Legislation	N/A
Equality Impact Assessment	N/A
Suggested next steps	Submit business plans for prioirty areas to commence strategy implemenetation
Any other observations	

University of Glasgow | Innovation and Economic Development Directorate

Innovation

Strategy 2022-2025

Our Vision
We want our innovation
to change the world,
for the better.

Our Mission
To empower innovation
in every corner
of our University.

Our vision:

We want our innovation to change the world, for the better.

Our mission:

To empower innovation in every corner of our University.

Why? Well, because innovation can literally change the world and that has proudly been our mission at the University of Glasgow since our inception in 1451. Innovation takes an idea on a journey of discovery. It challenges convention, inspires our curiosity, fosters collaboration and provides solutions in a world full of complex challenges to the benefit of society.

Our vision of where we want to get to is clear. We want our innovation to change the world, for the better. By 2025, we want to be recognised as an entrepreneurial university. Through this strategy we will double our performance across all elements of our innovation portfolio by investing in and embedding the entrepreneurial spirit of innovation across the breadth of our organisation.

The time for Glasgow to make its impact is here, now. The ambition and leadership are firmly in place. We have strong foundations to build upon - our research is world-leading, we have excellence in our learning and teaching, our global presence of over 200,000 alumni means we are a university connected to the world, and we already generate £4.4 billion of economic impact through activities. We have a unique opportunity through our Glasgow Riverside Innovation District (GRID) to deliver economic, social and environmental impact for the benefit of our community.

But to succeed, we must also invest in creating the right conditions that nurture, support, enable and empower our world-changers to deliver on our ambitions.

This is a unique opportunity to make our vision a reality. We're going to make sure we take it.

The Glasgow Context

Our starting position is clear. We have pockets of excellence and strength in innovation across our University, but we recognise that our performance on innovation is not where it needs to be for a university of our research strength and scale. We can be world-leading in research and teaching, and world-leading in innovation and impact, at the same time.

Our data and evidence tell us that our performance is lagging behind many of our peers. We have consulted our University community and external stakeholders who have told us about some of the barriers to innovation in our University.

We acknowledge that to change perceptions and foster a strong entrepreneurial culture across the University, one in which innovation is both encouraged and valued, we need to provide clarity of purpose and create the right incentives. We also need to build the teams and supporting capability in our services to provide the right access to specialist expertise and funding at the right time, alongside the physical spaces in which activity can flourish.
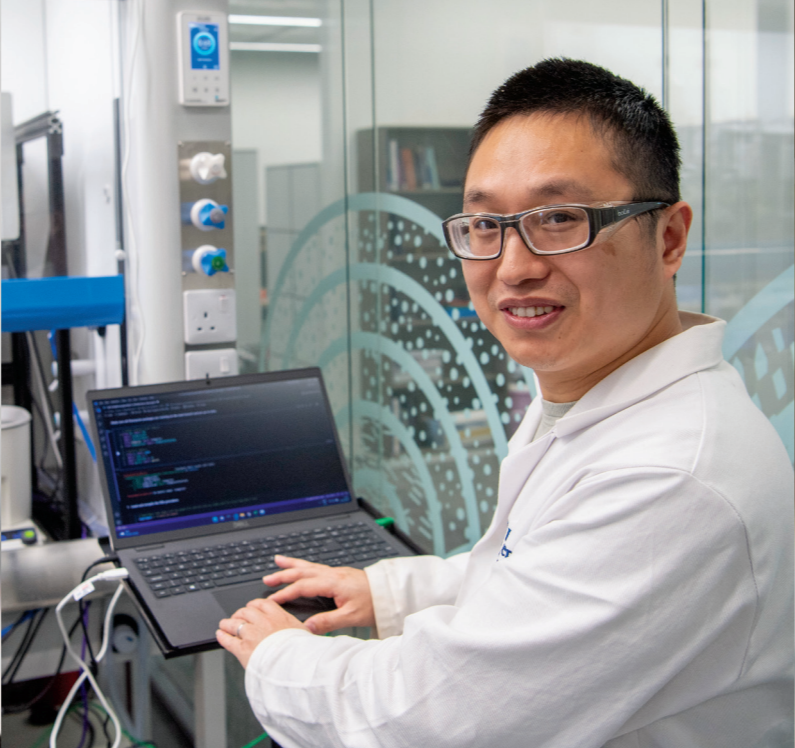
Discovery driven, solutions focused.

Our values underpin everything we do

We will...

- Challenge everything
- Focus on solutions
- Build resilience for future challenges
- Embed fairness in all our decision-making

Our strategic plan

Here's how...

Underpinned by our values, we will create the foundations for a world-class innovation university over the next three years through three enabling themes:

- Change mindsets
- Connect our innovation community
- Invest in our enabling infrastructure

Alongside this, we have developed four key delivery pillars to demonstrate our priorities for action:

- Grow and accelerate our innovation portfolios
- Create partnerships that matter
- Expand access to our knowledge and expertise
- Create impact through GRID and our contribution to Economic Development

Enabling Theme 1

Change mindsets

An entrepreneurial mindset is the cornerstone to inspiring innovation

We are a world top 100 university and an internationally established leader in research and teaching. However, we are behind the curve when it comes to translating our world-class research outputs into tangible, positive outcomes that make the difference we want to see locally, nationally and globally. We must challenge the thinking that innovation comes at the expense of other traditional research and teaching activities.

We must ethically and sustainably excel in all three areas to ensure we are relevant and responsive in delivering solutions to meet the needs of tomorrow's world.

Innovation is inherently risky, with no guarantees – managing expectations and learning from failure is part of the shared brief. Together, we will build our institutional confidence by providing the right expertise, incentives and enabling infrastructure to drive our ambitions forward.

Our priorities

We will...

Build understanding and confidence in a shared innovation ambition

Clarify our purpose and scope for innovation at the University of Glasgow. Generate wider impact and raise our profile whilst attracting and retaining the top talent and focusing on our sense of place.

Be open and transparent on the benefits of innovation (financial and non-financial) and develop clear and concise institutional reporting on our progress.

Build on our unique culture, driven by greater risk tolerance and learning from failure.

Influence choice

Take key actions to review our policies and processes that reward and create promotion pathways to influence how our staff and students choose to engage in innovation.

Embed equality, diversity and inclusion in everything we do

Promote and encourage engagement for under-represented groups by focusing on a model of inclusive innovation.

Define our innovation brand and share it with the world

Embed innovation in our brand, use it in our language, celebrate our people and success stories.

Create vibrant, informative and engaging campaigns internally and externally across all areas of activity.

Enabling Theme 2

Connect our innovation community

People drive our world-changing innovation

Innovation is a creative process with people and their ideas at its heart. It demands collaboration, a deep understanding of research disciplines, an unconventional way of thinking and diverse skill sets beyond the traditional research track.

An innovation team's role is to provide specialist expertise and to challenge everything. It is not just about drawing out what an academic can evidence, it's about guiding them to gain a sharper understanding of the problem they are ultimately trying to solve and how their work can contribute to this goal.

Providing our staff with inspiring and equitable experiences and career avenues through innovation is essential.

Fuelling the potential of our people also requires development of powerful and dynamic networks with our alumni, our diverse range of partners and our investors to generate communities that share and embody at their core our University values and ambitions.

Our priorities

We will...

Invest in specialist innovation expertise to support our ambitions

Strengthen the professional teams within the new Innovation and Economic Development Directorate. We will develop and enhance capability, funding and empowerment to deliver with the speed and agility to match the rapidly shifting needs of our innovation community.

Play to our strengths working in close partnership with colleagues across colleges, schools and professional services directorates to leverage skills, streamline process, and achieve shared goals.

Promote skills and careers in innovation and entrepreneurship

Promote awareness and deliver training in innovation and entrepreneurship to the breadth of our University community to enhance learning, uncover career development opportunities and attract and retain the best staff.

Create strong, vibrant innovation communities

Build a vibrant network of research staff and professional services staff involved in innovation from all corners of the University and utilise this platform to springboard learning, mentoring, and training and inspire wider staff engagement, opening up the potential for career advancement through innovation activities.

Expand the community to engage alumni, entrepreneurs, investors, other universities and innovation partners. We will leverage these networks to play a key role in facilitating our own strategic ambitions around translation of our research, internationalisation and our civic mission alongside the ambitions of our partners.

Enabling Theme 3

Invest in our enabling infrastructure

Developing spaces that nurture our creativity, interrupt silos and attract the brightest minds

The creation of innovation spaces sets the physical foundations of an enabling innovation ecosystem. Carefully designed curation of buildings and surrounding areas become the meeting places of brilliant minds, world-changing ideas and on a university campus, the first home for new ventures that have been nurtured and supported by professionals to launch into successful businesses.

Whether on our campus, or located within our innovation district, investment in infrastructure creates the ability to forge closer ties with business, public sector, social enterprise, investors and communities. It supports the development of industry clusters in partnership with our national agencies by attracting inward investment and encouraging businesses to co-locate with academics in our areas of research excellence.

We will capitalise on the opportunity created through the physical proximity to our Advanced Research Centre (ARC), Institute of Health and Wellbeing, the new Adam Smith Business School and our wider links to the city and enabling infrastructure. The convergence of staff and students from different disciplines will allow us to focus on the discovery of innovative solutions by promoting a collaborative and multi-disciplinary approach, meeting at the cutting edge of our research and teaching excellence.

Our priorities

We will...

Build our unique Innovation Quarter on campus

We will continue to build on the success of our extensive Campus Development Programme which has revolutionised our capacity and capabilities for ground-breaking research and provision of a world-class learning and teaching experience.

Through careful and innovative design, we will develop an innovation quarter that fuels curiosity, and creates excitement around our innovation activity. We will ensure the Church Street development becomes a vibrant, creative and collaborative, people-centred place that showcases the best of our University's innovation to the world. Our spaces will be accessible and inclusive – to our research community, staff, students, spin-outs, spin-ins, business partners, investors and the wider community.

Expand our clinical innovation spaces in Govan

The 22,000 sq ft Clinical Innovation Zone provides a unique opportunity to create a life-sciences cluster within GRID. Through our investment, we will enable Glasgow and Scotland to position itself as world-leader in precision medicine and pathology. We will bring together world leading clinical academics, clinical research facilities and industry partners to co-locate on the Queen Elizabeth University Hospital campus.

We will deliver the Health Innovation Hub, as part of our Living Laboratory programme, attracting inward investment, creating jobs and bringing community benefits to Govan. We will continue to work with partners to develop brownfield sites as a platform for ambitious research and innovation in Glasgow.

Delivery Pillar 1

Grow and accelerate our innovation portfolios

Creation of intellectual assets drives our real-world impact

Creativity and ideas are the lifeblood of research. Research outcomes can produce intellectual assets with the potential to create new products and services, public policy initiatives, educational tools and resources and job creation.

University research produces intellectual assets that are early-stage and speculative opportunities. These require a significant development, investment and entrepreneurial skill to de-risk and make proposals attractive for external partners to engage in realising their potential.

There have been successes, but we know that we have far greater potential given our excellent research base. We must create an enabling environment and notably increase the resources available to identify, support and accelerate the opportunities with the greatest impact potential for external partnering and deal-making.

We will build expertise and funding to develop a leading, progressive approach to reward innovation achievement by our staff and schools in all areas of the University.

We will grow our supply of world changing innovations and facilitate greater uptake externally through licensing and new venture creation.

Our priorities

We will...

Identify opportunities and accelerate the creation of intellectual assets that can be scaled, with impact

Improve our processes and systems to increase the identification of promising intellectual assets. In doing so, we will optimise internal resource allocation and support to accelerate the preparation for licensing and new venture formation.

Develop clear signposting for our staff and engage our network of external partners in the identification, impact evaluation and development of innovation opportunities to help secure deals with external partners.

Adopt a leading position on incentives

Continue to review our policy position on rewarding innovators, placing our research staff and schools at the core, and develop enabling pathways for our academic staff to participate in innovation activity.

Improve access to investment funds and capital to support innovation opportunities

Establish a new investment fund managed by Glasgow University Holdings Ltd. to support spin outs through their early growth stages and as they scale.

Delivery Pillar 2

Create partnerships that matter

Working with diverse and virtuous partners is our pathway to being world-changing

Partnership is fundamental to inspiring, enabling and realising everything we aim to achieve. We cannot work alone.

Our partners and alumni bring a rich wealth of knowledge, perspective and skills alongside deep sector experience. They include industry, public and governmental odies, NGOs, charities, universities, funders, and alumni across local and global domains. A deep understanding of their needs and timescales is essential to unlocking innovative solutions.

Building partnerships takes time and effort. We will invest in professional expertise to support research staff in these conversations to nurture and secure new partnerships. Being easy to work with and agile in responding to partner needs must be our norm.

Grounding long-term strategic relationships requires commitment and multiple points of engagement into our organisation.

We will establish ourselves as a university partner of choice and make it easier to engage with us.

Our priorities

We will...

Build capability in innovation partnerships to drive and support greater partnering

Establish a professional innovation partnerships team to lead growth in activity. Align our team's skills and activity to support each College's development plans and targets for partnership funding.

Develop a Service Charter with our clients that champions a consistent, timely and professional experience.

Work with our College teams to secure business-led funding for research and innovation projects.

Implement streamlined, agile processes for developing strategic partnerships including access to the full spectrum of our world leading, interdisciplinary research expertise, innovation, graduate talent and specialist facilities.

Promote our strategic partnership capabilities

Raise the profile of our innovation partnership activity through campaigns which promote our University as a place to do business with.

Participate in targeted national and international events.

Work with our alumni office to strengthen our global networks.

Delivery Pillar 3

Expand access to our knowledge and expertise

Growing our global reach through academic consultancy

Consultancy is a powerful and effective mechanism for transferring the knowledge and expertise from our research base to external partners creating solutions in answer to pressing challenges.

By catalysing the first connections with external partners, consultancy expands personal networks, establishes new collaborations and uncovers new research avenues and funding. Importantly though, it requires a different approach and skills that will simultaneously create new and enriching career dimensions for our research staff.

While concentrated pockets of excellence in consultancy exist in our University there is much more to be done to open up the breadth and depth of our expertise to the wider world.

A shared understanding of the benefits of consultancy is vital in unlocking this potential. We will promote engagement across all our disciplines, remove barriers and develop clear support pathways to ensure that it is an easy, rewarding and productive endeavour for all of our research staff community as well as our partners.

Our priorities

We will...

Create effective, responsive and transparent consultancy support

Establish a dedicated academic consultancy team to lead delivery of growth and diversity in consultancy across our organisation.

Develop clear signposting and streamlined processes in collaboration with partner services and College teams to efficiently manage consultancy activities.

Grow engagement in consultancy and reward success

Revise our academic consultancy policy to enhance incentives and clarify our institutional purpose and the roles and responsibilities of all parties involved in the consultancy process.

Lead a change in the perception of consultancy

Raise awareness of consultancy and bring the wealth of benefits of consultancy to life through vibrant examples of our successes.

Build skills to open up consultancy to academic staff in all corners of our organisation.

Delivery Pillar 4

Create impact through GRID and our contribution to Economic Development

Our research outputs have the ability to impact our society, locally and globally

The GRID is an ambitious partnership between the University, Scottish Enterprise, Glasgow City Council and the community to support an innovation district that brings together public, private and social enterprises to deliver transformational change. Our focus will be on creating opportunity and lasting benefit for all through stimulating productive economic growth, attracting inward investment and improving the quality of life and wellbeing of citizens.

Through the GRID, we will help position Glasgow as one of the world's most sustainable and resilient places to do business, live, learn and visit.

Glasgow is a participant in the pilot phase of the Levelling Up Innovation Accelerator, a £100M programme of investment across three city regions in the UK.

With our university and business partners we have generated a broad portfolio of projects worth over £110M for the Glasgow City Region from which the Levelling Up Innovation Accelerator programme will fund £33M.

Our aim is to support projects that deliver benefits directly to the region and encompass a wide range of sectors, from STEM to creative arts and skills development. This portfolio approach applied to the Accelerator will ensure that the maximum impact in jobs and enterprise value will be applied to the Glasgow City Region.

Our priorities

We will...

Mobilise the University's institutional and knowledge capabilities on GRID

Connect to and seek opportunities with our academic and research community across the University to deliver innovation projects on the ground, taking a whole-systems approach to finding solutions to the socio-economic and climate challenge around us.

Establish a University Economic Development Board providing appropriate governance and oversight of our activity, bringing in key external stakeholders and representation from the community.

Develop commercial and academic applied research facilities and commercial accommodation which build on the research strengths. Provide incubation, grow on and high-quality premises for inward investors, spin-outs, new starts and high growth companies.

Strengthen links with the local communities who live, learn and work in the area.

Support the development of Smart infrastructure investment such as improved digital connectivity and digital inclusion to deliver technically wired, inclusive, mixed-use neighbourhoods.

Enable the transition to a net-zero economy and a zero carbon GRID community. Use vacant and derelict land for the benefit of the economy, the environment, and communities.

Delivering on the legacy of levelling up

Build on the success of the IA by creating a wider Glasgow City Region forum for innovation and partnerships in the university and college sector.

Monitoring and measuring our performance

Doubling down on our innovation performance

We know that our performance is not where it should be. We fall behind our Russell Group peers on several major indicators including on:

- Industry income as a percentage of our total research income (UofG average rank position: 20th)
- Number of disclosures (UofG average rank position: 22nd)
- Number of patents filed (UofG average rank position: 14th)
- IP revenue as a percentage of our total income (UofG average rank position: 10th)
- Consultancy income (UofG average rank position: 23rd)
- Number of spin-outs active after three years (UofG average rank position: 16th)

Yet, we have set ourselves a bold ambition in this strategy - to double our performance across key elements of our innovation portfolio. In doing so, this will simply take us to where we ought to be as a University given our research strength and scale. We believe that by working with our research staff community and focusing investment in the actions and priorities articulated in this strategy, we can make significant progress on our key innovation performance metrics, at a relatively quick pace.

We will produce an innovation metric dashboard to monitor and measure our progress on our Key Performance Indicators for our 2025 Targets (including a new measure for spin-outs). This will include an ability to benchmark at institutional level and disaggregated to College/School, where possible.

Importantly we will celebrate our successes in innovation. Through annual recognition awards, media planning, and participation in national and international innovation events we will make sure that our innovators receive the recognition they deserve.

Data taken from HESA and HE-CIS, 2016/17 to 2020/21

Innovation Strategy 2022-2025

Vision and Mission	Vision	Mission
	We want our **innovation** to **change the world**, for the better.	To **empower innovation** in every corner of our University.

Our Values — We will...	**Challenge** everything	**Focus** on **solutions**	**Build resilience** for future challenges	**Embed fairness** in all our decision-making

Enabling Themes	**Change** mindsets	Connect our **innovation** community	**Invest** in our enabling infrastructure

Delivery Pillars	**Grow** and **accelerate** our **innovation** portfolios	**Create partnerships** that matter	**Expand** access to our **knowledge** and **expertise**	**Create impact** through GRID and our contribution to **economic development**

Outcomes	Recognised as an **entrepreneurial university**.	**Double our performance** against all elements of our innovation portfolio.

Court Context Card 23 November 2022 - Learning and Teaching Strategy	
Speaker	Professor Moira Fischbacher-Smith
Speaker role	Vice-Principal (Learning and Teaching
Paper Description	Learning and Teaching Strategy Implementation update
Topic last discussed at Court	21 June 2021
Topic discussed at Committee	N/A
Court members present	N/A
Cost of proposed plan	N/A
Major benefit of proposed plan	
Revenue from proposed plan	
Urgency	High
Timing	2021-2025
Red-Amber-Green Rating	Green
Paper Type	**For information**
Paper Summary	This paper provides an update on the implemenation since it was approved in February 2021. The terms of references for the workstreams are outlined: Assessment and Feedback & Policy Changes; Transforming Curricula; Student Skills and Professional Development; and Evolving Teaching Practice. The initial list of proposed performance metrics will be discussed during the presentation and the next steps will be outlined. The Learning and Teaching Strategy is attached as **Annex 1.**
Topics to be discussed	As Court wishes
Action from Court	Court is requested to note the update
Recommendation to Court	to note the update
Relevant Strategic Plan workstream	
Most relevant Primary KPI it will help the university to achieve	
Risk register - university level	
Demographics	
% of University	100% of the UofG population
Operating stats	
% of	N/A
Campus	All locations
External bodies	UK & Scottish Governments; SFC;
Conflict areas	
Other universities that have done something similar	Sector wide
Other universities that will do something similar	Sector wide
Relevant Legislation	N/A
Equality Impact Assessment	N/A
Suggested next steps	
Any other observations	

Learning and Teaching Strategy Implementation
Court Meeting, November 2022

Learning and Teaching Strategy
Contents of this Slide Pack

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Evaluation	13-16
Next Steps	17
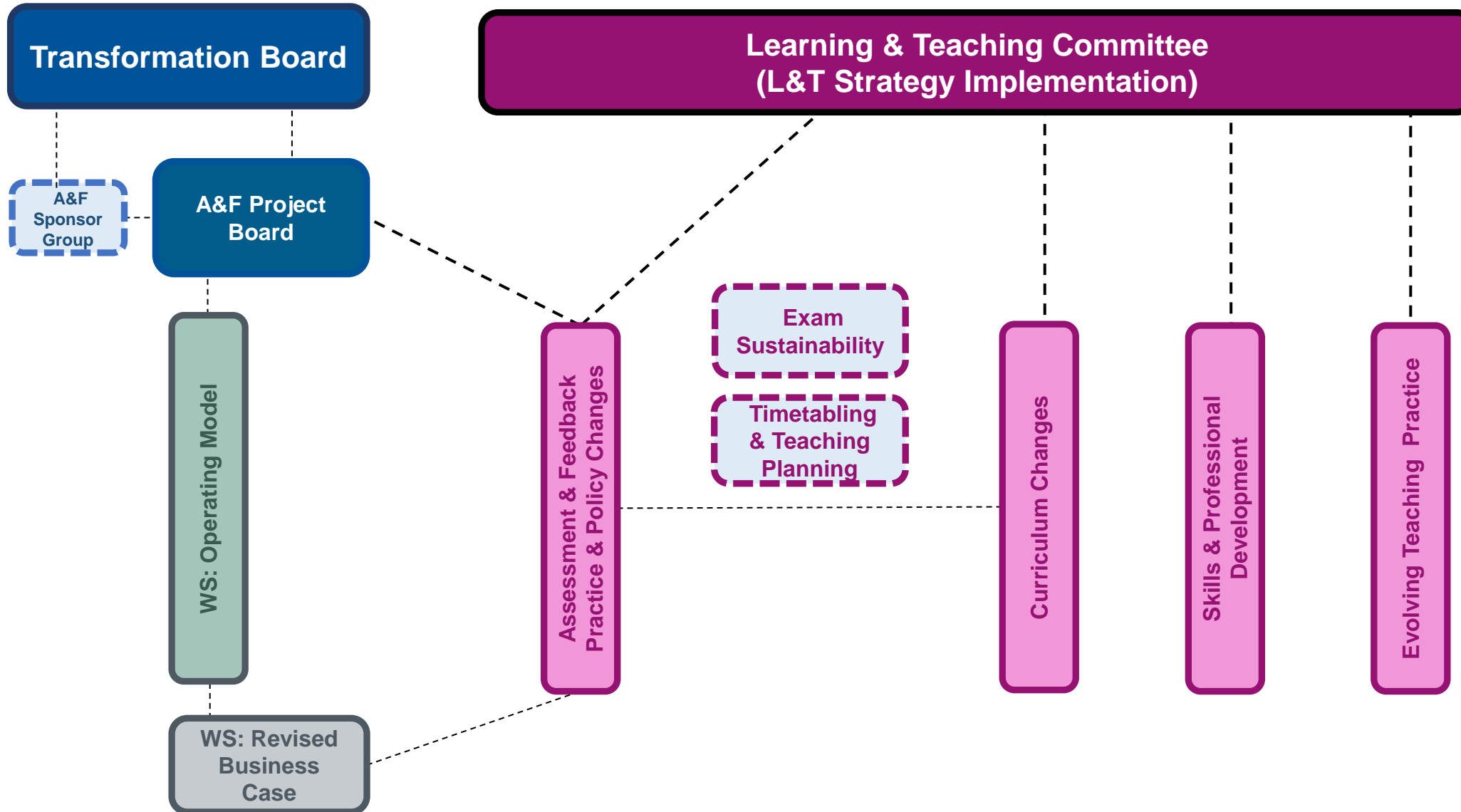
A&F Practice & Policy Changes Workstream: Terms of Reference

Purpose and scope

The purpose of the Policy & Practice Changes Workstream is to promote the Vision and Principles as outlined in 'Learning Through Assessment' to enable enhancement to the University's approach to assessment and feedback.

The Group will:

- Finalize Learning Through Assessment (LTA) as University A&F strategy/agreed approach

- Facilitate the promotion of the LTA across UofG with the support of LTC

- Identify, initiate and facilitate projects in Schools/Colleges as identified through Deans L&T to enable LTA, whilst aligning to the Learning & Teaching Strategy

- Oversee the process of policy change(s) as necessary to support LTA

- Oversee and shape Student/Staff Partnerships on Assessment & Feedback

- Members of the group will contribute to shaping and overseeing the University's Project on Quantitative Assessment Redesign.

Ways of working

The Group will meet every two weeks. Meetings will offer the group an opportunity to review the work completed in the previous two weeks and provide input into the goals for the next two weeks. The group will receive updates of progress across the objectives stated above and demonstrations where appropriate, as well as visibility of decisions required at every meeting. The Policy & Practice Changes Workstream reports to the Learning & Teaching Committee *and* to the A&F Project Board.

Roles & responsibilities

Members	Responsibilities
Wendy Anderson (WS Lead & Chair)	• Accountable for the workstream delivering the agreed outcomes.
Kim Davis (Co-Chair)	• Representative from ADD to support A&F development
College Representatives: Karen Thompson Nic Labrosse Joe Gray Anthony Devine	• Ensure the project meets the needs of the University and its users, and is of expected quality. • Liaise between project and users. • Ensure commitment from Academic and PS team members to support delivery and that all relevant and up-to-date information is shared.
Operating Model WS Lead: Neil Bowering	• A&F Project Operating Model Workstream Lead • Ensures understanding of academic needs
Representative from Senate Office: Helen Butcher	• Accountable for delivery of appropriate policy changes. • Ensures the appropriate policies are in place to deliver the LTA strategy
SRC Representative: Micaela Levesque	• Ensure the project meets the needs of the students, and is of expected quality. • Liaise between project and student users.
Other: Catherine Omand	• Support for L&T Strategy work

Support	Responsibilities
Amanda Sykes	• Accountable for the project management and business analysis required as part of the project.
Mark Baker (PM) Jenna-Marie Lundy (ABA)	• Provide project management and change analysis support as required by the project teams. • Provide regular updates to the Chair. • Provide analysis/support as required
Communications	• Help identify and manage staff and student communications and engagement requirements.

Transforming Curricula Workstream: Terms of Reference

Purpose and scope

The purpose of the Transforming Curricula Workstream is to lead on the implementation of the transforming curricula elements of the Learning & Teaching Strategy. This involves: identifying existing good practice in programmatic approaches, inclusive curricula, work-related learning and inter-disciplinary learning; stimulating and where appropriate commissioning new work; championing and facilitating sharing of good practice; and ensuring that the values in the strategy underpin curricula transformation.

The Group will:

- Identify, in collaboration with the VP L&T, A-VP L&T and Deans L&T, key priority areas on which to focus within each cycle (typically an academic session) of work, initiate and facilitate associated projects

- Work in partnership with PIA, Careers, ER and other teams to draw on insights that inform curriculum change

- Develop and propose common terminology, particularly in relation to work-related learning, to allow the creation of a common framework for credit and non-credit bearing activities.

- Ensure that the work undertaken is pedagogically driven and values led.

- Work in close partnership with students, including overseeing and shaping the student staff partnership schemes for curriculum change and decolonizing the curriculum

- Actively seek ways to broaden engagement with the work and build awareness of and commitment to curriculum change.

- Identify whether and how the University's processes and systems could evolve to support the ambitions associated with curriculum change including tools to support the workstream

- Evaluate its proposals and considerations in light of the L&T strategy values.

Roles & responsibilities

Members	Responsibilities
Maureen Bain (WS Lead & Chair)	• Accountable for the workstream delivering the agreed outcomes. • Responsible for the oversight and reshaping of relevant Student Staff Partnership schemes
Michael McEwan (Co-Chair)	• Representative from ADD to bring expertise to support curriculum development • Jointly responsible for workstream delivering agreed outcomes and overseeing and reshaping relevant Student Staff Partnership schemes
College Representatives	• Ensure the work meets the needs of the all key stakeholders, and is of expected quality. • Model a partnership approach between Academic and PS team members to inspire and lead curriculum change. • Champion enhancement and engagement with embedding good practice. • Instigate, support and help evaluate College-specific and cross-College initiatives
Representative from Senate Office	• Accountable for delivery of appropriate policy changes. • Partner in supporting process change around curriculum development and implementation.
SRC Representative(s)	• Ensure the work reflects the needs and interests of the students, and is of expected quality. • Engage with students and staff leading the Student Staff Partnerships. • Support the promotion of the SSP schemes and facilitate engagement with SRC Council
Others on an ad-hoc basis	• Principal Investigators of relevant LTDF, SoTL or other projects, staff and student SSP leads, other colleagues/teams leading local curriculum change projects.
Support	**Responsibilities**
Amanda Sykes	• Accountable for the project management and business analysis required as part of the project.
Amanda Sykes (Temporary PM) Jenna-Marie Lundy (ABA support)	• Provide project management and change analysis support as required by the project teams. • Provide regular updates to the Chair.
Communications	• Help identify and manage staff and student communications and engagement requirements.

Student Skills and Professional Development Workstream: Terms of Reference

Purpose and scope

The purpose of the Student Skills and Professional Development (SSPD) Workstream is to lead on the implementation of this pillar of the the Learning & Teaching Strategy. This involves identifying opportunities and appetite for skills-based courses, models/approaches to such provision, greater embedding of skills within the curriculum, a coherent framework and approach to promoting student engagement with skills development and the Graduate Attributes framework.

The Group will:

- Undertake an initial scoping project to evaluate potential interest among students and staff for skills-based courses, appetite for credit bearing vs CPD study, and benchmarking this against other HEIs.

- Work in partnership with PIA, Careers, ER and other teams to draw on insights that shape skills-focused work and that align with employer needs

- Identify opportunities and challenges associated with embedding more skills-based courses into UG and PGT programmes, working closely with the Transforming Curricula workstream.

- Ensure that the work undertaken is pedagogically driven and values led.

- Determine the most appropriate tool(s) for students to document and evidence their skills development

- Identify whether and how the University's processes and systems could evolve to support the ambitions associated with this pillar of the strategy.

- Evaluate its proposals and considerations in light of the L&T strategy values.

Roles & responsibilities

Members	Responsibilities
Stephany Biello(WS Lead & Chair)	• Accountable for the workstream delivering the agreed outcomes. • Responsible for the oversight and reshaping of relevant Student Staff Partnership schemes
Sarah Armour (Co-Chair)	• Representative from Student and Academic Services to bring expertise on skills and professional development • Jointly responsible for workstream delivering agreed outcomes and overseeing and reshaping relevant Student Staff Partnership schemes
College Representatives	• Ensure the work meets the needs of the all key stakeholders, and is of expected quality. • Model a partnership approach between Academic and PS team members to inspire and lead curriculum change. • Champion enhancement and engagement with embedding good practice. • Instigate, support and help evaluate College-specific and cross-College initiatives
Higher Skills Development Lead	• Horizon scanning, contribution of sector-wide perspectives • Leadership of scoping work for future skills courses • Development of specification for skills tools/platform and architect of skills development framework
Representative from Senate Office	• Accountable for delivery of appropriate policy changes. • Partner in developing policy framework for approaches to credit and non-credit bearing courses
SRC Representative(s)	• Ensure the work reflects the needs and interests of the students, and is of expected quality. • Engage with students and staff leading the Student Staff Partnerships.
Support	**Responsibilities**
Amanda Sykes	• Accountable for the project management and business analysis required as part of the project
Kevin McShane (Temporary PM) Jenna-Marie Lundy (ABA support)	• Provide project management and change analysis support as required by the project teams. • Provide regular updates to the Chair.
Communications	• Help identify and manage staff and student communications and engagement requirements.

Evolving Teaching Practice Workstream: Terms of Reference

Purpose and scope

The purpose of the Evolving Teaching Practice Workstream is to create a shared understanding and approach to developing and supporting active learning across the University. This entails the articulation of long-term ambitions for active learning, consistent and coherent messaging around active learning and clear articulation of the requirements of the associated physical and digital infrastructure.

The Group will:

- Work with Colleges and Schools to determine plans for active learning and the aspirational pace of change envisaged by teaching teams.

- Work in partnership with Estates, Planning Insights and Analytics (PIA), and Student and Academic Services, to develop plans, approaches and resourcing that will facilitate change and to integrate work across the range of related networks, activities and staff development to share and showcase good practice.

- Work closely with the other L&T Strategy workstreams to enable future types of assessment and curriculum design, and future activities that support student-learning and engagement.

- Ensure that the work undertaken is pedagogically driven and values led, in particular with respect to sustainability.

- Undertake priority projects that support transformation projects around timetabling and the wider campus development.

- Shape priorities for the University's teaching space refurbishment work, including review and refresh of the Teaching Space Design Principles.

- Identify whether and how the University's processes and systems could evolve to support the ambitions associated with this pillar of the strategy.

- Evaluate the work being undertaken in light of the L&T strategy values.

Roles & responsibilities

Members	Responsibilities
Moira Fischbacher-Smith (WS Lead & Chair)	• Accountable for the workstream delivering the agreed outcomes. • Responsible for the oversight and reshaping of relevant Student Staff Partnership schemes
Nic Kipar (Co-Chair)	• Representative from Student and Academic Services to bring expertise on teaching approaches and learning design • Jointly responsible for workstream delivering agreed outcomes
College Representatives	• Ensure the work meets the needs of the all key stakeholders, and is of expected quality. • Model a partnership approach between Academic and PS team members to inspire and lead changes in teaching practice. • Champion evolution in teaching and engagement with embedding good practice. • Instigate, support and help evaluate new educational approaches (e.g. through SoTL)
Director, Strategy Performance and Transformation, Estates	• Representative from Estates to bring expertise on learning space design • Horizon scanning, contribution of global perspectives • Ensure policy and process regarding space management and timetabling align with the strategy
Representative from Information Services	• Accountable for delivery of appropriate policy changes. • Partner in developing policy framework for approaches to credit and non-credit bearing courses
SRC Representative(s)	• Ensure the work reflects the needs and interests of the students, and is of expected quality. • Engage with students and staff leading the Student Staff Partnerships.
Representative from PIA	• Expertise in terms of student numbers planning and capacity modelling
Support	**Responsibilities**
WCG tbd	• Accountable for the project management and business analysis required as part of the project.
Project Manager and Change Analyst	• Provide project management and change analysis support as required by the project teams. • Provide regular updates to the Chair.
Communications	• Help identify and manage staff and student communications and engagement requirements.

Reporting the Work of the Workstreams

Evolving Teaching Practice

This workstream will promote, encourage and enable more pervasive engagement with student-centred active learning approaches, including redesigning teaching and maximising learning technologies.

Curriculum Changes

This project aims to transform curricula and assessment in ways that address the societal challenges that we face globally, reflect our values of inclusivity and integrity, draw on best practice in teaching and assessment, and embed work-related, professionally recognised learning opportunities for students.

Skills & Professional Development

This workstream focuses on enabling students to have the skills they require to help their employability in their post-University career.

A&F: Practice & Policy

This project focuses on the policy and processes supporting assessment and feedback, with plans to create consistency in processes across all Colleges and implement a Curriculum Management System to assist in reducing the time taken to create programmatic assessment.
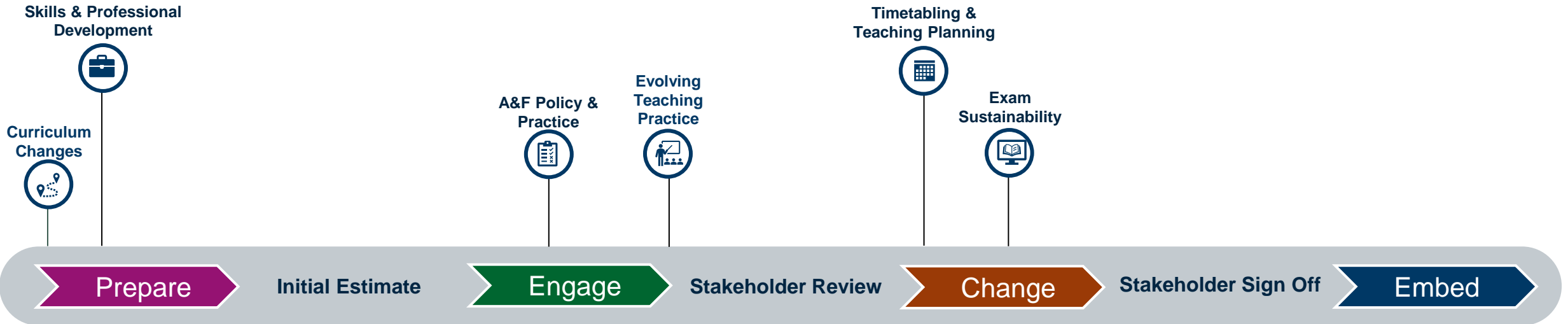
Workstreams and Benefits
(How do we show we're making a difference?)

	Student Experience	Staff Experience	Supporting Research	Supporting Teaching	Service Excellence	Efficiency
A&F Policy & Practice	●	●		●	●	
Exam Sustainability	●				●	
Timetabling & Teaching Planning	●	●		●		
Curriculum Changes						
Skills & Professional Development						
Evolving Teaching Practice						

Assessment & Feedback: Plug-ins

Combines Moodle enhancements to enable grade aggregation at course level to feed a new student portal that provides a single view of assessment & feedback for students.

Overview

The project aims to deliver a better experience for Students through access to all grade information and feedback in a single point of access.

There is also work towards simplifying processes for MPA/ Academic staff involved in assessment setup, grade entry and aggregation. This combined with Moodle enhancements to enable grade submission and aggregation should improve the staff experience and help release hours to enable staff to focus on higher value tasks.

Impact to Date

- Bug fixes, enhancement requests in place for GCAT
- Continue to manage GCAT as a Pilot during Semester 1 and review status as bugs etc addressed
- Develop potential adoption plans for Semester 2 so that we are 'ready'.
- Three of four Colleges have expressed ongoing commitment to piloting in Semester 1 with the fourth (College of Arts) suspending involvement until Semester 2.
- 'Freeze' any further enhancements to GCAT so it is a stable tool and one we can consider alongside Moodle 4 etc

Next Steps

- GCAT developer resource committed
- GCAT fixes and enhancements progressed
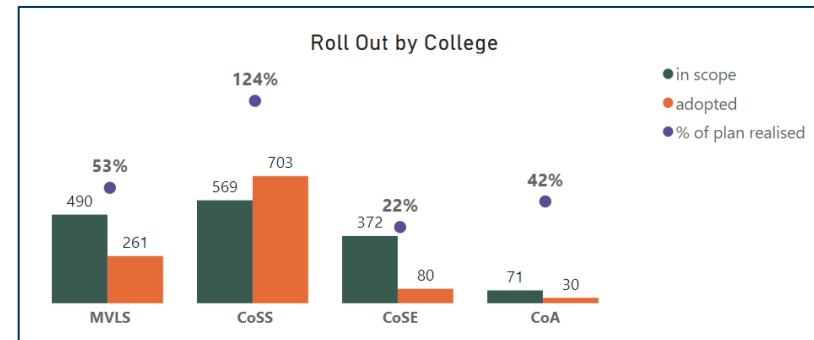- Embed College Engagement Group

Insights

- X

Key Benefits & Measures

Quantitative: Students can access all assessment and grade feedback in one single access point, reducing time spent searching through Moodle sites

Roll Out by College

- in scope
- adopted
- % of plan realised

College	in scope	adopted	% of plan realised
MVLS	490	261	53%
CoSS	569	703	124%
CoSE	372	80	22%
CoA	71	30	42%

72% of courses have adopted the changes

Benefits

Stage
Embed

Delivery Year
2022/23

Scale of Impact
Large

Ease
Medium

Risks, Actions, Issues and Decisions (RAI

Evaluating Outcomes

The **6-stage framework** underpinning the strategy for Learning & Teaching

1	2	3	4	5	6
Understand the Data	Identify constraints	Consult and engage	Prioritise	Operationalise	Measure progress and review

Develop Vision – L&T strategy

Track strategy
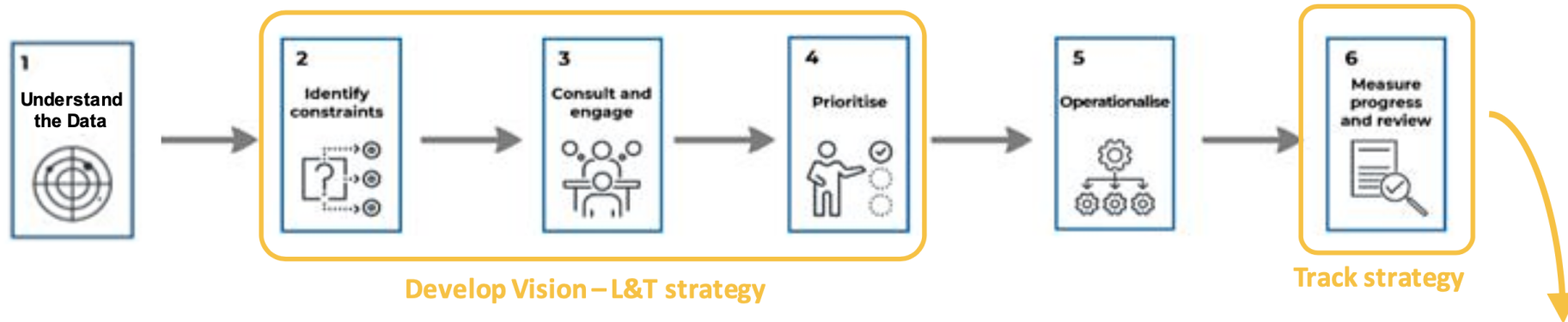
What's the story?

Assess areas of underperformance, strengths & gaps.

Identify indicators for understanding success, ideally benchmarked against key comparators (local & globally)

What is going to drive success?

Seek to identify underlying drivers of poor performance

Issues can have multiple causes, we need to understand the system, and knock-on effects

Who is going to drive success?

Who are the actors in the system? Build in views

Qualitative evidence and user experience can further help identify interventions

Co-create a vision

How to prioritise and focus efforts?

What is deliverable in terms of timescales, influence and opportunity?

What is the expected impact on our ambitions?

Plot deliverability vs impact – identify priorities

Delivering the strategy?

Who are the key players in the organisation? Who will take ownership?

Engage with potential partners: Govt bodies, local authorities, local employers, institutions

Tracking Performance & understanding risks

Is performance improving? Measure impact on outcomes Monitor risks via dashboard

What is not working? Feedback loop into process

Evaluating Outcomes: 'Red Dot' Exercise

Initial list of proposed performance metrics to help track strategy – each helps give a different perspective

Understand the Data

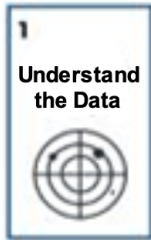| #	Metric
1	**Professional Level Employment (FS)** — HESA Graduate Outcomes - 2018 HESA Positive Destinations (%)
2	**Professional Level Employment** — HESA Graduate Outcomes - 2018 Professional Employment (%)
3	**Current Activity Using Skills Learned** — HESA Graduate Outcomes - 2018 Skills Utilised Activity Agree (%)
4	**Current Activity Fits In With Future Plans** — HESA Graduate Outcomes - 2018 On Track Activity Agree (%)
5	**Current Activity Is Meaningful** — HESA Graduate Outcomes - 2018 Meaningful Activity Agree (%)
6	**Qualified With Good Honours** — Core HESA Dataset
7	**Proportion AB Grades** — Core HESA Dataset
8	**First Sitting Fail Rate** — Core HESA Dataset
9	**Progression 1 to 2** — Core HESA Dataset - UK, Full-Time, First Degree
10	**Progression 2 to 3** — Core HESA Dataset - UK, Full-Time, First Degree
11	**Continuation** — Core HESA Dataset - UK, Full-Time, Year 1 only
12	**Degree Completion** — Core HESA Dataset
13	**Overall Satisfaction** — NSS Survey - % Agree
14	**Feedback Satisfaction** — NSS Survey - % Agree
15	**Learning Community Satisfaction** — NSS Survey - % Agree
16	**Teaching Satisfaction** — NSS Survey - % Agree
17	**Learning Opportunities Satisfaction** — NSS Survey - % Agree
18	**Academic Support Satisfaction** — NSS Survey - % Agree
19	**Learning Resources Satisfaction** — NSS Survey - % Agree
20	**Student Voice Satisfaction** — NSS Survey - % Agree
21	**Tariff *** — Core HESA Dataset - UG, FT, Year 1 (age<21)
22	**L&T Experience** — Student Engagement Survey - % Positive
23	**Exams** — Student Engagement Survey - % Positive
24	**Student Support** — Student Engagement Survey - % Positive
25	**Community & Social** — Student Engagement Survey - % Positive
26	**Academic Excellence Rating** — Source TBC
27	**Employer Opinion Rating** — Source TBC
28	**Partner Opinion Rating** — Source TBC
29	**Staff Support** — Staff Pulse Survey - Line Management - % Positive
30	**Staff Development** — Staff Pulse Survey - My Role & Development - % Positive
31	**Community/Team Working** — Staff Pulse Survey - Engagement - % Positive
32	**Staff Well-Being** — Staff Pulse Survey - Wellbeing & Balance - % Positive

Legend:
- GRADUATE OUTCOME
- HESA
- NSS
- STUDENT ENGAGEMENT
- STAFF PULSE
- SURVEY - CHECK

Evaluating Outcomes: a 'Learning Design'

Next Steps

- 'Conclude' the outcomes work
  - 'Red dots' workshop with the SRC;
  - Continue dialogue with Scottish Funding Council (SFC) to ensure alignment with Scottish Sector approach to outcome evaluation; and
  - Confirm mapping of measures to pillars (see [short video of current work](#)).

- Finalise reporting approach linking to the SPR process within Schools and feeding through to the budget round.

- Determine a shortlist of circa 3 priorities for the coming months in each of the workstreams.

- Learning and Teaching Committee Away Day of 6th December 2022 to help hone these.

- Ensure alignment and joint working with Student Experience Strategy work given complementarity.

- Continue to work closely with University Services on the enabling elements of the strategy such as consolidating support for blended learning and for student enterprise.

If the embedded link doesn't work, here is the long link:
https://gla.sharepoint.com/sites/planningresources/SitePages/L&T_Red_Dots.aspx?from=SendByEmail&e=nYdK8yoO80-dxCie1r_t3Q&at=9

Our Purpose: to develop and support our students through an excellent University experience so that they fulfil their academic potential and contribute in the fullest way possible to culture, society and the economy throughout their lives.

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, recognizing 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 based approaches and recognizing 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 in particular, climate change

Pillars

Evolving Approach to Student-Centred Active Learning

- Redesigning teaching to support interaction
- Maximising, and supporting engagement with, blended learning opportunities
- Developing team approaches to design and delivery of teaching
- Redesigning formative and summative assessment to connect to real world challenges
- Developing students' independent learning and groupworking skills
- Enabling relationship building to support wellbeing and retention

Transforming curricula and assessment

- Connecting with real-world challenges
- Programmes and assessment that foster creativity and problem solving
- Programmatic and inclusive curriculum design and assessment
- Work-related learning, employer engagement and student-led practice engagement
- Flexibility to support relevant course combinations and multidisciplinarity
- Easier transition through routes to study

Students' Professional & Skills Development

- Short, stand-alone academic courses focusing on insights and skills and refreshed in light of employer feedback
- Professional and academic development focusing on integrity and behaviours
- Enhanced focus on graduate attributes
- New approach to articulate and demonstrate skills development

Outcomes

Students: Depth of disciplinary expertise through professionally recognized and externally valued curricula that connect with global challenges. Engaged learning through interactive teaching enabled by enhanced digital literacy, depth of focus on disciplinary skills and expertise, alongside development of professional skills and attributes to support career advancement. Opportunity to work in partnership within an inclusive and collaborative learning environment that supports a diverse student population studying online, on our campuses and with our TNE partners.

Staff: Well-supported teaching environment with opportunity and challenge to transform curricula and approaches to teaching, whilst building on the achievements during the coronavirus pandemic. Improved digital teaching and assessment environment, support for learning and assessment design and evaluation. Strengthened sense of community and multi-disciplinary and cross-organizational team working.

External Stakeholders: Contemporary and high-quality degrees supporting excellence in our graduates, professional recognition, engagement with and contribution to culture, economy and society and with flexible pathways through study that adapt to the evolving needs of society, government, employers, NGOs and our national and international partners.

Enabled by

- Investments in SMART campus, technology and analytics
- Improved learning environments and infrastructure
- Increased Staff Support and Development
- Consolidation of Online and Blended Learning Support & Expertise
- Enhanced Support for Enterprise and Student-Led Activities

Learning and Teaching Strategy 2021 – 2025

(approved by Senate - February 2021)

Introduction

Our core educational purpose is to **develop and support our students through an excellent University experience so that they fulfil their academic potential and contribute in the fullest way possible to culture, society and the economy locally and globally throughout their lives**. We seek to create an inclusive environment where students develop meaningful relationships with one another and with staff, and through those encounters, create new knowledge, challenge received wisdom, build inter-cultural and leadership capabilities, and develop disciplinary excellence and an appetite for lifelong learning and enquiry. Rapid and seismic impacts on societies and economies around the world from the Coronavirus pandemic, combined with the fast pace of change resulting from the impact of technology, require flexible and adaptable graduates who can integrate knowledge across disciplines to bring creative solutions to complex world problems. **This strategy therefore aims to stimulate evolutions in our approach to teaching, to curriculum and assessment design, and in students' skills development that serve our educational purpose. These three pillars of the strategy are shaped by the values, creativity, ambition and commitment of students and staff, and that are needed to support students and staff to thrive in a rapidly shifting, internationally competitive higher education sector.**

Key Internal and External Drivers

The **internal drivers** underpinning this strategy are **core values** that students and staff have identified as important motivators for our priorities and that underpin our ability to respond appropriately to external challenges:

- Ensuring that our learning and teaching is **inclusive** and supports a diverse student community whose needs and aspirations vary substantially, and that our academic policies and practices support and promote student and staff **wellbeing and inclusion.**
- Maintaining and promoting **academic integrity** and **respect** in terms of our behaviours and the approach we take to academic standards and quality.
- Working **collaboratively** across staff and student communities, campuses and international partnerships, recognising the **diversity of contributions** that shape and build an excellent learning and teaching environment, and valuing the benefits of collective endeavour.
- Recognising and promoting the importance of **continuing professional and skills development** for students and staff to realising our educational ambitions, enhancing quality in teaching and supporting learning, and supporting students' career advancement.
- **Harnessing** the full potential of the curiosity, creativity, and enterprise that characterise **the research-rich environment** in which research-led learning and teaching are shaped and experienced.
- Promoting **excellence** in learning and teaching through evidence-based approaches that shape our teaching and assessment practices, learning design, and partnership development, recognising those efforts and achievements in terms of career advancement.
- Evaluating our programmes, our teaching practices and our associated investments in technology in terms of their connection with, and impact on, **sustainability and in particular, climate change**. A strategy that advocates more engagement with learning technologies and with refurbishment of physical teaching spaces, has an impact on our carbon footprint and so actions resulting from this strategy need to be incorporated into the University's wider action plan in relation to climate change and sustainability.

There are many **external drivers** including demographic shifts, economic instability, the impact of Brexit, long term global impacts of the pandemic, and the changing role of private education providers. The impact of the pandemic on current and future students is also having a profound effect on their experiences and expectations of education, their health and aspirations, and the increased support that they will continue to need in the coming years. Inevitably, changes in the policy and funding landscape also influence our approaches, the nuances within them and the specific measures and outcomes expected, impacting in turn upon prioritisation over the timeframe of the strategy. Particular drivers that we envisage will prevail throughout the next few years are:

- The pace of **technological change and innovation** and the impact of this on: workplaces; job opportunities; societal debate; expertise, skills and ongoing upskilling; and for education providers, the impact on how we teach and assess, and on how students learn.
- **Attitudinal change**, both positive and negative, in relation to the perceived value of undergraduate and postgraduate degrees and higher education expertise generally, from the point of view of individuals, governments and sponsors who fund education.
- Differential rates of **economic recovery** following the Coronavirus pandemic, along with ambitions for **social renewal and economic growth** across nations, and the need for universities to be part of the solution in terms of upskilling, fulfilling a meaningful civic role and in reducing inequalities in access to education.
- **Expectations from students** for flexible modes and programmes of study, international experiences and new forms of virtual mobility, skills development, engagement with employers and international partners, recognition from professional bodies, and values-led education that contributes to a sustainable and fulfilling future.
- The **requirement for Universities to adapt** to new forms of, and routes through learning such as growth in articulation and partnership routes, international developments that augment opportunities for physical and virtual mobility, and to emerging forms of academic credit such as micro-credentials and stackable degrees.

Building on our Response to the Pandemic

The development of this strategy began pre-Covid. Commitment to the strategy at the start of 2021, is built on the fact that the University has already made substantial changes in approach to learning and teaching in our response to the pandemic. From April 2020, University guidance on approaches to learning design for blended and online learning has been created with these strategy pillars in mind. As such, the response made by staff and students across the University community has accelerated engagement with this strategy even before it was fully articulated, and these efforts have served as a huge catalyst for change already. The considerable gains in creating online resources, and in developing engaging online teaching, place us in a strong position to realise much of what follows and to continue to benefit from the considerable investments that staff have made in changing teaching practice to respond to the impact of the pandemic. Whilst the pandemic has propelled us to teach mainly online, **the University remains committed to an excellent, on-campus experience for students that realises the educational benefits of a blended approach to learning. There is opportunity during 2021 in particular whilst still teaching online, to evaluate the desired future blend of online and on-campus learning for students, decide how to make the best use of on-campus time, interactions, and spaces, and explore the potential for opening up opportunities for more online learning within on-campus programmes and further development of fully online degrees.** This strategy is designed to support ongoing investment in and development of this full range of provision in a way that acknowledges and supports students and staff in making these changes.

Three Core Strategy Pillars

There are three core pillars to the strategy: (1) Evolving our approach to teaching and learning towards student-centred, active learning; (2) transforming curricula and assessment; and (3) professional and skills developments for students. Each pillar builds on foundations laid in the 2015-2020 learning and teaching strategy and provides focus for students and staff.

1. Evolving our Approach to Learning and Teaching: towards Student-Centred, Active Learning

There is a significant body of evidence that points to the positive impact of student-centred, active learning approaches on student engagement, retention and attainment. This requires a move away from a focus on the teacher, to a more distributed learning approach. Active learning approaches are supported by a blended approach to learning, that is, the "thoughtful integration of classroom face-to-face learning experiences with online learning experiences" (Garrison and Kanuka, 2004, p.96-7). Blended approaches "use multiple methods to deliver learning combining face-to-face interactions with online activities…The flexibility inherent in this form of delivery enables teachers to rethink where and how they focus learning activity and students to develop self-directed learning skills and digital literacies" (Advance HE, 2020).

> We will **promote, encourage and enable more pervasive engagement with student-centred active learning approaches**

Building on our existing commitment and practice in this approach, we will **promote, encourage and enable more pervasive engagement with student-centred active learning approaches**, which involves:

- Redesigning teaching so that students can engage more deeply in their learning of the discipline during contact time, through interacting with their peers and with staff and focusing on developing understanding.
- Maximising the benefits of learning technologies to create blended approaches that focus students more fully on understanding and engagement with material during class time for example, through exploring areas of uncertainty in the topic, engaging with feedback and identifying and creating learning resources.
- Taking a team approach to course design and delivery, involving more diverse staff inputs. This may include disciplinary, technical, administrative and skills development expertise to support active learning and increased student self- and peer-assessment.
- Creating interdisciplinary teaching teams that can support team-based learning where appropriate.
- Redesigning summative and formative assessment with both more readily taking place during classes and connecting to real world challenges as we transform the curriculum.
- Designing in opportunities for students to develop both responsibility for their own learning and the collaborative skills that are essential in group work and team learning and in extra-curricular activities such as volunteering, societies, employment and competitions.
- Enabling students to connect with their peers and develop the relationships that are essential to enabling wellbeing and retention.

We have a particular opportunity during the pandemic, having moved almost fully online, to take the opportunity to re-think how we use face-to-face time and spaces more creatively after the pandemic, to support active and blended learning.

2. Transforming curricula and assessment

Knowledge and received wisdom in many areas is changing rapidly. Students have access to resources that can render course content out-of-date more quickly than in the past, and big data is changing approaches to science and understanding societies. These changes need to be reflected in the programmes we offer. The research-intensive nature of the University provides significant opportunities for us to enable students to undertake research, create new knowledge, develop critical enquiry skills, engage with emerging research, and inspire creativity in problem solving. This is a foundational element of our research-led provision and we have well regarded programmes valued by students and by external and professional bodies. The rapidly changing external environment is, however, creating a greater impetus than ever, to **transform curricula and assessment in ways that draw on disciplinary knowledge to address the societal challenges that we face globally, reflect our values of inclusivity, wellbeing and sustainability, draw on best practice in teaching and assessment, and embed work-related, professionally recognised learning opportunities for students**. It is important, therefore, that we **reposition and reshape our programmes in order that they**:

> We will **transform curricula and assessment in ways that address the societal challenges that we face globally, reflect our values of inclusivity and integrity, draw on best practice in teaching and assessment, and embed work-related, professionally recognised learning opportunities for students.**

- Explicitly position what we do in relation to real-world challenges, drawing on research in the discipline, and connecting with the value-based commitments of the University in relation to sustainability, civic engagement, global challenges and the United Nations sustainable development goals.
- Embed approaches to programme and assessment design that foster creativity amongst students, promote problem-solving approaches, expand opportunities for knowledge creation, research and innovation and enhance students' self-evaluation skills and confidence.
- Reflect our values of inclusivity, wellbeing, integrity and respect in our learning and curriculum design through decolonising the curriculum, embedding our Accessible and Inclusive Learning Policy and engaging in student-staff partnerships to facilitate co-creation.
- Articulate a programmatic approach to assessment and learning – clarifying where learning builds on prior study, how assessment operates across core courses, and where key discipline-specific and transferrable skills are developed and demonstrated.
- Ensure work-related learning opportunities for students, regular engagement with employers and increased provision of opportunities for student enterprise and student led activities that support engagement with practice.
- Enable meaningful flexibility so that students can undertake relevant courses in other disciplines, engage in interdisciplinary learning and projects and/or professional development courses for credit.
- Ease transition to study through routes of entry that support part-time workplace learners, articulation from Further Education and Foundation pathways, Transnational Education (TNE) relationships, international partnerships, virtual mobility study and new forms of collaborative partnership provision.

3. Professional and Skills Developments for Students

We are committed to a University experience in which students fulfil their academic potential. We will **work in partnership with students to support their development as flexible and adaptable**

graduates who can work effectively with others to bring disciplinary skills and knowledge together to form creative solutions to complex world problems. This presents two aspects of skills development: (1) depth of disciplinary knowledge and skills associated with their degree and relevant professional accreditation and (2) graduate attributes, dispositions and skills that facilitate success during study and post-graduation, including progression within a research career.

Building on the proposals for curriculum transformation are opportunities to create **short, stand-alone academic courses for all students**, irrespective of discipline, to develop insights and skills in aspects such as data literacy, numerical and statistical analysis, computation, philosophy of science, climate justice, racial equality, inter-cultural communications, enterprise, design thinking and science communication. Such courses can both enhance and augment disciplinary expertise, helping to develop relevant and related academic insights and skills, and could be taken for credit or for development.

In addition, there is a need to focus on students' **professional and academic development** through a focus on academic integrity, inclusive behaviours on campus and online, understanding of unconscious bias, group working, digital literacy and active learning, building these into student learning development, formal curricula and extended student induction.

> We will **work in partnership with students to support their development as flexible and adaptable graduates who can work effectively with others to bring disciplinary skills and knowledge together to form creative solutions to complex world problems.**

There will also be an agreed programme of work in partnership with students through which we:

- Raise awareness of the importance of professional and academic skills development.
- Develop a greater understanding of the Graduate Attributes Framework amongst students.
- Create a portable portfolio tool or equivalent means through which students can articulate, demonstrate and then share evidence of their achievements across their academic study and alongside volunteering, internships, study abroad and exchange, and other related activities.
- Increase availability of and recognition for student focused CPD.
- Review and refresh the areas of short-course provision in light of employer feedback, engagement with students on internships and work placements, and industry analyses of skills gaps.

Strategy Enablers

Achieving the ambitions outlined above in a way that benefits all students, will cause us to continue to challenge existing practices and refresh course offerings, and to consolidate and embed many of the excellent learning and teaching developments that exist across the University but that presently remain within pockets resulting in a 'patchy' approach. Reflecting the value placed upon working in partnership, the **strategy is best enabled through collaboration** within the University - across University Services', College, School, Institute and Subject teams – and with our international partners who support joint provision and international experiences. These collaborations bring together academic and professional services colleagues, technicians, GTAs, tutors, demonstrators and associate staff from the professions. Such collaborations between staff combined with student-

staff partnerships, provide the network of communities through which to develop shared expectations of the learning and teaching experience, and to realise the strategy.

Other enablers include the continued development of appropriate analytics and insights to inform interventions to improve retention, investments to enhance learning, and to shape our approach to a more personalised student experience. Similarly, developments associated with the SMART campus project and investments in improving the assessment and feedback systems and processes and enhancing the IT and physical infrastructure continue and remain fundamental to realising the strategy. However, there are four further key enablers that are of particular significance.

Learning Environments & Infrastructure

There has been significant investment in our physical and digital infrastructure in recent years, with further investment planned. In order for students and staff to benefit fully from these investments, we will:

- Prioritise the development of, and ongoing investment in, teaching spaces and the digital infrastructure in order to create and maintain excellent and inclusive physical and digital spaces, building on the presumption that all spaces should facilitate collaboration.
- Continue to develop a more integrated approach to teaching and assessment technologies focusing on interoperability, consistency of experience, and sustained centralised support.
- Engage in further system developments to support curriculum mapping and curriculum change.
- Ensure that student and staff professional development opportunities and upskilling relate directly to making the best educational use of existing and new physical and digital learning environments and solutions.

Staff Support and Development

Staff support and professional development is an important aspect of implementing the transformational changes envisaged in this strategy. As the response during the pandemic has shown, engagement in educational development and the roll out of staff support and upskilling, particularly in the use of technology, are key determinants of supporting changing practices. Whilst there has been considerable change in our approach to teaching because of the pandemic, there has not been the time to design our online and blended provision as we would under other circumstances. The transformations envisaged here, need to be pedagogically led not technology led. It remains important, therefore, when revisioning our future teaching, to create time and capacity to engage in evaluating what we have achieved and in renewing our focus on learning and assessment design. In order to support the implementation of this strategy, we will:

- Prioritise the creation and timely sharing of resources and guidance that set out the evidence base for changes in learning and teaching practice.
- Create opportunities for reflection on, and coordinated evaluations of, our own learning and teaching practice, in keeping with the University's commitment to enhancement of learning and teaching, and to scholarship of learning and teaching.
- Develop further support and guidance for staff engaged in scholarship of learning and teaching in order to evaluate and enhance our developments and to engage in informed, evidence-based dialogues with professional bodies about future educational approaches.

- Collaborate to review and develop support for all staff involved in teaching and supporting teaching and learning, and in particular ensure enhanced, funded support and development for GTAs.
- Agree with Schools and Institutes, models of staff engagement and devolved leadership to undertake changes envisaged in the strategy, ensuring appropriate resourcing, staff development opportunities and support for collaboration with employers and international partners.

Consolidation of Online and Blended Learning Design and Technology Support and Expertise

Many of the developments outlined here can only be achieved through expanded and harmonised support for blended and online learning both in terms of learning design and learning technology expertise.   There is, therefore, the opportunity and need to build on experiences during the pandemic and to invest appropriately in the support for ongoing transformation of our approach. As such, we will:

- Consolidate central learning design and learning technology support, ensuring widespread awareness of sources of expertise amongst central teams such as Information Services and Academic and Digital Development and to communicate and demonstrate how this expertise might be more easily accessed and drawn upon locally.
- Draw on the disciplinary, educational and technical expertise and experience across the University community to inform, engage with, and evaluate learning developments and technology adoption.
- Raise awareness of existing teaching and learning approaches, maximising the benefits of existing investments and allowing more comparative evaluation of approaches of how learning technologies enhance learning and teaching.
- Innovate, pilot and evaluate new educational approaches and supporting technologies, ensuring that new approaches integrate with existing digital infrastructures and support is provided.
- Enable more rapid and integrated diffusion of innovation throughout the University in order to increase engagement with MOOCs, micro-credentials, blended and fully online learning.
- Develop communications and decision-making processes that ensure that educational objectives determine investments in, and evaluation of, technologies and software solutions.
- Review and develop support for and within academic areas that is necessary to enable the student and staff developments and activities outlined in this strategy, particularly in relation to blended and online teaching.

Enhanced Support for Enterprise and Student-Led Activities

Student-led activities play an important part in the student experience overall, as well as in supporting personal and skills development.   Many student societies associated with academic programmes undertake a range of activity, but support for such work is not systemic or sustained. In the same vein, student competitions which often support mobility and interdisciplinarity, can only be afforded by some student communities and not others. As a result, not all students have equivalent opportunities to benefit from the benefits of academic-related or extra-curricular student activities[1].

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[1] This is distinct from the funding of the Student Bodies (GUSA, GUU, QMU and the SRC).

Student enterprise is also a key platform for many students across the University to develop not only their own businesses, but also an entrepreneurial mindset that will stimulate innovation, build confidence, and support contributions within a range of public sector, NGO, academic, social enterprise and other settings. We therefore need to:

- Expand student enterprise provision where it both supports new business start-ups, and allows all students to engage in enterprise education should they wish.
- Further develop incubator and accelerator programmes and resources.
- Create sustainable funding arrangements to support and grow student-led activities that build extra-curricular opportunities relating to programmes of study.

Court Context Card 23 November 2022 - Principal's Report		
Speaker	Professor Sir Anton Muscatelli	
Speaker role	Principal	
Paper Description	For information / discussion	
Topic last discussed at Court	Last report to Court was Sept 2022	
Topic discussed at Committee	NA	
Committee members present	NA	
Cost of proposed plan		
Major benefit of proposed plan		
Revenue from proposed plan		
Urgency	NA	
Timing	Various	
Red-Amber-Green Rating	Various	
Paper Type	**For information / discussion**	

Paper Summary	Updates on areas listed in the paper as follows:

1. Ross Report
    Update on review of UofG processes and support arrangements re GBV and sexual misconduct - Court invited to discuss
2. Higher Education Developments and Political Update
    New Prime Minister and Cabinet
    Membership of new National Science and Technology Council
    Scottish Government Emergency Budget Review
    Horizon Europe Plan B / UK-Swiss science co-operation agreement
3. Anti-Racism Campaign Launch on 31 October
4. League Tables
    THE World Rankings - up 4 places to 82nd
    THE World Rankings by subject - 6 subject areas in the top 100
    Guardian University Guide - 11th place, no change from last year
    Inaugural QS Sustainability Rankings - 2nd in UK and 13th in the world
5. Key activities
6. Senior Management Group Business

Topics to be discussed	Ross Report; HE developments and political update
Action from Court	To discuss and note items
Recommendation to Court	

Relevant Strategic Plan workstream	NA
Most relevant Primary KPI it will help the university to achieve	NA
Most relevant Secondary KPI it will help the university to achieve	NA
Risk register - university level	Impact on all risks
Demographics % of University	Items mainly relate to the University as a whole
Operating stats % of	
Campus	All locations
External bodies	UK Government, Scottish Government, SFC, UKRI, Russell Group, UUK, Universities Scotland
Conflict areas	
Other universities that have done something similar	
Other universities that will do something similar	
Relevant Legislation	
Equality Impact Assessment	
Suggested next steps	
Any other observations	

Court - Wednesday 23 November 2022

Principal's Report

Items A: For Discussion

1. Ross Report - Gender Based Violence and Sexual Misconduct

In November 2021, I announced that Morag Ross KC had agreed to carry out a review of the University's current staff and student procedures and support arrangements in relation to gender based violence and sexual harassment. Ms Ross has now concluded her review, having interviewed a large number of students and colleagues and given careful consideration to our current processes and how they have been applied in recent cases. At the time of writing, we are awaiting receipt of the final report. The University is committed to implementing the recommendations arising from the review and I will update Court further at the meeting.

2. Higher Education Developments and Political Update

<u>**New Prime Minister & Cabinet**</u>
Rishi Sunak was sworn in as the UK's new Prime Minister on 25 October following Liz Truss' resignation. Cabinet appointments of interest to the HE sector include:
- Jeremy Hunt as Chancellor of the Exchequer. The new Chancellor quickly rolled back many of the tax reductions announced by Kwasi Kwarteng. He is likely to pursue tax rises and potentially some spending cuts and at the time of writing we await the Autumn Statement on 17 November. Some of the tax and spending changes will be aimed at restoring confidence in medium-term fiscal sustainability so they may impact over the next 2-3 years rather than immediately. I can report at the Court meeting what the implications will be for Higher Education.
- Suella Braverman KC has been reappointed as Home Secretary, raising questions around the direction of the new government's immigration policy. It is possible that there might be potential visa changes impacting international student recruitment and higher salary thresholds for skilled workers, which would be concerning for the sector.
- Gillian Keegan as Secretary of State for Education. This is her first Cabinet position and she is the fifth Education Secretary since July. She was previously a junior Minister for Skills at Department for Education in 2020, and is expected to focus on apprenticeships/technical based qualifications (T-Levels). The Russell Group engaged with her (in her ministerial role) on T-levels last year.
- Grant Shapps as Secretary of State for Business, Energy and Industrial Strategy. Again the anticipation is that there will be positive engagement regarding the R&D agenda.

- George Freeman as Minister of State for BEIS and, in effect, Science Minister. We have previously had significant engagement with him, particularly around life sciences, quantum and the general R&D direction for the UK.
- Robert Halfon as Minister of State (Minister for Skills, Apprenticeships and Higher Education) – essentially Universities Minister for England. The Minister will also lead on international education strategy (including the Turing Scheme), student experience, the skills agenda and the UK Government's relationship with the Office for Students.
- Nusrat Ghani has been re-appointed as Minister of State (Minister for Science and Investment Security). She will support Grant Shapps on investment pipeline and opportunities, UKRI and the new Advanced Research and Invention Agency (ARIA).
- Michael Gove as Secretary of State for Levelling Up, Housing and Communities. Mr Gove has been particularly interested in the past in work ongoing in Glasgow and visited the University's Clinical Innovation Zone at the QEUH in 2021.
- Claire Coutinho as Minister for Children, Families and Wellbeing. Minister Coutinho will be responsible for freedom of speech in education.
- Alister Jack has been re-appointed as Secretary of State for Scotland.

As ever, the University will continue to engage positively with the UK Government, with the Prime Minister and with the Cabinet, including sector engagement via Russell Group and Universities UK. I have written to the Prime Minister and key members of the Cabinet to congratulate them and to extend an invitation to visit Glasgow when appropriate.

Membership of new National Science and Technology Council confirmed
On 3 November, the UK Government announced the membership of the newly re-launched National Science and Technology Council. The Council will now be chaired by the Prime Minister and will also be attended by the Education and BEIS Secretaries. The PM's chairmanship of the new Council is significant and may suggest a return to the Johnson-era focus on the UK as a 'science superpower'.

Scottish Government Emergency Budget Review
Given the implications of UK fiscal plans on the devolved nations, on 2 November Deputy First Minister and interim Finance Secretary John Swinney gave a statement to Parliament on the Emergency Budget Review, which he said sought to *"balance the books while prioritising funding to help families, back business, provide fair pay awards and to protect the delivery of public services"*. Court may be aware that I was invited by the Deputy First Minister to sit on the Expert Advisory Panel alongside fellow economists Professor Frances Ruane and Professor Mike Brewer to feed into this Review and we published a paper available here.

Following this Review and the plans for UK Mini Budget, the Deputy First Minister announced a Budget for Scotland based on a predicted a reduction in funding of £230 million over the period of the UK Spending review. The Deputy First Minister noted that the Scottish Government's Budget, factoring in inflation, is worth £1.7 billion less than when it was published last December. He noted the Scottish Government has identified additional savings of £615 million to enable enhanced public sector pay offers to be made while maintaining a route to complying with Ministers' responsibility to balance the Budget (this follows on from savings of £560 million

announced by the Deputy First Minister on 7 September). The majority of savings are being made by moving money from within health and social care budgets with £400m reprioritized.

Resource savings of £33.6m across portfolios includes £2.9m from education, **including £1.3m from international higher education** and £1.6m from raising attainment from re-profiling marketing and youth work funds

As ever, I and the University will continue to engage with the Scottish Government on the fiscal priorities for the HE sector in Scotland. Universities Scotland also continues to lobby on our behalf ahead of the Winter Budget in December.

Horizon Europe 'Plan B' and UK-Swiss science co-operation agreement
There has been no further news on whether the UK will associate to Horizon Europe, and no concrete progress on the Northern Ireland protocol (with the Foreign Secretary, at the time of writing, playing down the prospects of an agreement in the near future). In addition the issues have been eclipsed by leadership elections and broader political turmoil. As the uncertainty continues, and as I have reported previously to Court, UKRI are committed to a Plan B which will replace lost funding if association does not take place. Christopher Smith, UKRI International Champion and Arts & Humanities Research Council Executive Chair, has published an article outlining the work ongoing behind the scenes at UKRI to "create new programmes that enable inward and outward mobility, help businesses to collaborate with partners in Europe and around the world, and boost the UK's productivity."

On 10 November, the UK and Switzerland signed a Memorandum of Understanding which aims to deepen the relationship between their respective research and innovation communities. The agreement focuses on three key pillars of research: "deep science", industrial commercialisation, and international standards and regulation. George Freeman MP, Minister of State, said: "This agreement is more than a piece of paper: Swiss Ministers and I are clear we want to drive deeper tangible co-operation in research fellowships, industrial innovation and regulatory standards in new technology sectors." The deal was welcomed by Universities UK International, however UUKi – like UKRI – maintains that UK and Swiss association to Horizon Europe remains the best option.

Items B: For Information

3. Anti-Racism Campaign

On 31 October, the University launched a campaign entitled Together Against Racism. The campaign is underpinned by real experiences of our student and staff community, and examples of unacceptable racial harassment, and it comprises one strand of the Understanding Racism, Transforming University Cultures action plan. The campaign includes posters and other physical assets as well as digital content, including a social media campaign, video clips and a microsite on our web pages. As part of the campaign, we make a clear statement that there is no place for racism at UofG, overt racial harassment and microaggressions are unacceptable, and we remind our community that any incidents should be reported using the Report and Support tool.

A campaign resource pack has been developed for managers and leaders that includes conversation guides, a race literacy glossary, information on allyship and bystander interventions and advice on what to do if harassment is reported direct to a colleague. Colleagues in Equality, Diversity and Inclusion and External Relations have worked together on the campaign and have endeavoured to create real depth in these resources to support the front facing campaign.

At the time of writing, the response to the campaign has been positive, and next steps include evaluation of the impact of the campaign and the resource pack, follow up videos on allyship, and review of the impact of the campaign on students/colleagues of colour. Court will receive a fuller update on this activity at a future meeting.

4. University Rankings

THE World University Rankings 2023
The Times Higher Education World University Rankings were published on 12 October and the University has risen four places to 82nd. Again, this is against a backdrop of a rising number of Universities in Asia entering the top 100, and the number of US and UK universities falling back (e.g. this year Universities like Minnesota, Michigan State and Warwick dropped outside the top 100). We retained our UK top-10 position within the UK rankings in the THE table.
- Our highest ranking Pillar is International Outlook, 66th overall (up from 73rd). This covers "% of international academic staff", "international co-authorship" and "% of international students".
- Our largest ranking improvement is in Citations, moving up 19 ranking positions to 72nd.
- Teaching increased 3 ranking positions overall.
- While our research ranking has fallen 7 places, to 133rd , our overall score has increased.
- Industry Income continues to have a low ranking position, reducing 18 positions despite an overall increase in score. It does, however, only account for 2.5% of the overall score.

THE World University Rankings by Subject 2023
The University has six subject areas ranked in the world top 100.
- Clinical & Health stays unchanged at 49th in the world
- Arts & Humanities rises 13 places to 67th in the world
- Education moves into the world top 100, at 73rd in the world
- Life Sciences moves into the world top 100, at 88th in the world
- Law and Psychology both remain within world top 100, at 63rd and 94th respectively

The Guardian University Guide
On 24 September, the 2023 Guardian University Guide was published and I am pleased to confirm that Glasgow maintained its position in this league table – we are ranked 11th in the UK.
At subject level:
- We have 3 subjects that rank 1st overall – Zoology, Sports Science and Dentistry

- In addition, 2 subjects rank 2nd overall – Film Production & Photography and General Nursing (a further 3 subjects ranked 3rd – Anatomy & Physiology, History of Art and Psychology).

2023 QS Sustainability Rankings
The University has ranked second overall in the UK and 13th in the world in the inaugural QS Sustainability Rankings. The ranking of 700 universities is determined by the sum of scores in two categories, Social and Environmental impact. The University of Glasgow placed:
- 17th internationally for Social Impact
- 25th internationally for Environmental Impact

The University also ranks 9th in the world for Equality, which focuses research output aligned to the UN Sustainable Development Goals 5 and 10 (gender equality and reducing inequalities) as well as a range of diversity and inclusion measurable elements.

5. Key activities

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

Academic Development and Strategy
- Chaired regular meetings of the Senior Leaders Forum, comprising SMG, Heads of School, Deans, and senior Professional Services colleagues
- 30 September: Chaired interview panel for Professor of Public Policy, College of Social Sciences
- 3 October: Integrated Planning and Budgeting Round – kick-off meeting with SMG
- 6 October: Senate Meeting
- 6 October: I gave closing remarks at a major internal event for our researchers, Talent Lab Ideas Summit, at which participants were invited to share brief summaries of the 'big idea' behind their work. This event was the closing session of the inaugural programme of the Talent Lab – an important part of our work on enhancing research culture in the University.
- 31 October: MRC-UofG Centre for Virus Research Away Day – I gave a brief speech to colleagues to thank them for their work and update them on activity across the University.

Internationalisation Activities
- 4 October: Met with incoming Chair of the U21 Network, Prof Shearer West, V-C of University of Nottingham, to help shape future ambitions and priorities for the network
- 10-12 October: Times Higher Education World Academic Summit in New York – I spoke on various panels and took the opportunity to meet with Presidents of several international partner universities
- 20-21 October: Attended the Guild General Assembly at Jagiellonian University in Krakow
- 24 October: Hosted a visit from Universidade Federal de Minas Gerais in Brazil

- 3-4 November: Joined a meeting of the Guild of European Research Intensive Universities and the African Research Universities Alliance in Cape Town, discussing future opportunities for closer collaboration with our partners. We engaged with the European Commission and have produced a blueprint for European-African collaboration which will also allow non-EU member HEIs to participate, as well as non-ARUA members in Africa. I gave a speech to launch the ARUA research report, outlining the research strengths and priorities of the partner universities. Between now and mid-2023 there will be engagement with our partners to develop the organization of 'Clusters of Excellence' across the two alliances, including non-member HEIs where that is appropriate.
- 5-8 November: Visit to our partner Kamuzu University of Health Sciences, Blantyre, Malawi – as part of the visit I had discussions with KuHES Senior Management, opened the Blantyre-Blantyre research facility, gave a public lecture and toured the Queen Elizabeth Hospital where our colleagues are developing dental care and paediatric care.
- 21 November: Universitas 21 Peer-to-Peer Presidents' meeting.

Lobbying/Policy Influencing and Promoting the University
USS Meetings
- 15 November: USS Institutions Meeting

Russell Group Meetings
- 15 November: Russell Group Board meeting with Dr Ilan Gur, CEO of ARIA, to discuss future Russell Group engagement with ARIA as plans develop.

Media engagement
- 1 October: I appeared on an Italian TV current affairs programme to discuss economic matters in the wake of the Italian general election
- 1 November: Interview with a visiting journalist from Health and Care – Scotland's dedicated health and social care news channel – on our partnerships for the SDGs and particularly the healthcare angle.
- 2 November: Interview with Times Higher Education on leadership.

Other external engagement
- 29 September: Meeting with Scottish Government HE Minister Jamie Hepburn
- 3 October: I introduced a major new series of public events around the theme of Future Global Shocks. The theme of the first event was Pandemic Preparedness and we welcomed Prof Linda Bauld (University of Edinburgh) as a speaker, alongside Prof Iain McInnes, Jeane Freeman and Prof Michael Russell.
- 4 October: Update meeting with Cisco regarding current and potential collaborations
- 6 October: Update meeting with Matt Hutnell, Director of Santander Universities UK, regarding our strategic relationship and future priorities
- 13 October: National Centre of Universities and Business chair's reception at House of Commons
- 14 October: I spoke at a conference organised by the University of Bari, Italy, on the topic of devolution and separatism across Europe and implications for the economy, law and culture
- 19 October: Met with Susan Deighan, Chair of Glasgow Life

- 24 October: Met with local MSP Kaukab Stewart
- 24 October: Times Higher Education promotional filming for the Global Sustainable Development Congress
- 24 October: Wolfson Foundation consultation interview
- 25 October: Chaired the Glasgow City Region Commission on Economic Growth
- 31 October: Introductory meeting with Vivienne Stern, recently appointed CEO of UUK
- 31 October – 2 November: the University hosted the Times Higher Education Global Sustainable Development congress. I opened the conference and spoke as part of various sessions. We were pleased to welcome international delegates and speakers to the congress which focused on academia, governments, industry and NGOs working together to deliver the UN SDGs.
- 9-10 November: I chaired a meeting of Vice Chancellors organised by UUK, as part of a professional development programme for a small group of mid-term V-Cs
- 14 November: I hosted the Cabinet Secretary for Health and Social Care, Humza Yousaf MSP, at the QEUH
- 17 November: I attended the State of the City Economy dinner, an opportunity to meet with stakeholders from Glasgow City Council and the wider city region
- 18 November: Introductory meeting with Stephen Decent, the incoming Principal of Glasgow Caledonian University
- 21 November: I welcomed the Deputy First Minister to the University – he was delivering the keynote speech at an event on Shaping Scotland's Economy hosted by Deloitte in the ARC
- 21 November: Welcomed delegates to the Lower Saxony/Scotland joint forum, hosted at the University, focused on a clean energy partnership between Lower Saxony and Scotland
- 22 November: Hosted former Government minister Jo Johnson as part of SMG meeting
- 22 November: I welcomed delegates to the We-All conference (Wellbeing Governments Alliance) which was hosted at the University, including the First Minister and leaders from around Europe.

Internal activities and Communications and Alumni events
- 29 September: Recorded a video message for the social media team, for the launch of the anti-racism campaign Together Against Racism
- 3 October: chaired Honorary Degrees Committee
- 4 October: Internal Fundraising Advisory Board meeting
- 4 October: I recorded personalised video 'thank you' messages for our most prominent donors
- 8 October: Hosted a private dinner in New York for a small group of our supporters and donors in the area. I also took the opportunity to meet individually with some of our leading alumni in the area.
- 17 October: Met with SMG and the Shadow Board
- 18 October: World Changing Alumni Award dinner – hosted the winner of this year's award Dr Nadia Maarouf (MSc Pharmacology 2011)
- 19 October: Chaired the SMG Marketing and Communications Strategy Group
- 24 October: Gave a talk on University developments to the External Relations Directorate away day and participated in Q&A with colleagues.

- 11 November: Hosted a dinner for former Clerk of Senate and Vice Principal Prof Jill Morrison to mark her retirement and thank her for her contribution to SMG and the University
- 12 November: I addressed the Freshers' Event of the Glasgow Chinese Scholars and Students Association, reiterating the University's message of welcome to the Chinese student community
- 13 November: University Remembrance Service
- 14 November: Gave the introduction to this year's series of Dalrymple Lectures in Archaeology
- 17 November: Recorded a festive message of thanks for our donors
- 18 November: Regular meeting of the SMG Government Relations Group
- 18 November: I hosted a dinner for Prof Robby Ó Maolalaigh to thank him and mark his contribution as a member of SMG
- 21 November: Made a speech at the University of Sanctuary award ceremony, formally recognising the University's newly-granted status as a University of Sanctuary
- 22 November: I presented to the University's Campaign Leadership Board on our work as a University of Sanctuary to assist students and scholars at risk around the world.

6. Senior Management Group business

In addition to standing and regular items, which include Management Accounts, Strategic Risk Review, and updates on Industrial Relations and Student Accommodation, the following issues were discussed:

SMG Meeting of 3 October
- Integrated Planning and Budgeting Round – kick-off meeting

SMG Meeting of 17 October
- Registration and Enrolment Update
- Anti-Racism Campaign

SMG Meeting of 25 October
- Intake Target Setting 23-24
- Launch of Anti-Racism Campaign – Together Against Racism
- College of Social Sciences Strategic Update
- Geopolitical Risk – Impact Assessment
- Queen's Anniversary Prize – call for submissions

SMG Meeting of 31 October
- Automation Business Case – Transformation Project
- UUK guidance on 'Suicide Safer Universities'

SMG Meeting of 7 November
- SFC Outcome Agreement and Self Evaluation

- National Institute for Quantum Integration (NiQi) – Update

SMG Meeting of 14 November
- Innovation Strategy
- Colleague Engagement Survey Results
- Code of Professional Conduct
- Conflicts of Interest Policy
- Student Survey Results
- Examinations Winter 2022

SMG Meeting of 22 November
- Estates Update
- Research related metrics
- Geopolitical risks – workshop session
- Ross Report

Court Context Card 23 November 2022 - University Secretary's Report

Speaker	Dr David Duncan
Speaker role	COO and University Secretary
Paper Description	For information / items for approval; items for discussion if Court wishes
Topic last discussed at Court	Last report was to September 2022
Topic discussed at Committee	NA
Committee members present	NA
Cost of proposed plan	
Major benefit of proposed plan	
Revenue from proposed plan	
Urgency	High, Medium & Low
Timing	Immediate where relevant
Red-Amber-Green Rating	Green
Paper Type	Decision/Discussion/Information

Paper Summary	Report from Secretary on a number of items for Court's discussion/decision and/or information. A brief outline of the key points is outlined below.
	A1 Disability Services Review
	At the Court meeting in June 2022 Court received an update on an ongoing Disability complaint. This matter is currently with our insurers and their solicitors; they are trying to reach a resolution.
	A2 Industrial Tribunal
	The University was recently involved in an employment tribunal brought by a member of academic staff.
	A3 Conflicts of Interest Policy
	As part of the annual internal audit plan, the internal auditors recently reviewed the University's Conflict of Interest policy and identified a number of actions which included updating the policy itself. The Conflict of Interest Policy which has been updated to reflect the recommendations by the internal auditors and has been approved by SMG is attached as **Annex 1**. **Court's approval of the Policy is sought.**
	B1 SFC Outcome agreement
	The University produces an SFC Outcome Agreement each year which reflects on the progress towards meeting key SFC and Scottish Government priorities. This is attached as **Annex 2**
	B2 New and continuing Court members and Sub Committees
	The paper provides an update on Court appointments
	B3 Organisational Change
	The report includes details on a change proposal for the Centre for Open Studies which would include a full review of the portfolio of courses, alongside reviewing administrative and academic staff roles, level of FTE, and the contractual arrangements for tutors.
	B5 Student Accommodation Issues
	Court is asked to note the update. An open letter from the SRC **(Annex 4)** along with the University's response **(Annex 5)** is also attached for Court information.
	B7 Honorary Fellowship
	Annex 6 contains nomination form for the award of an Honorary Fellowship to Jim Ferrie FWCF. **Court's approval of this nomination is sought.**
	B8 Scottish Code of Good Higher Education Governance
	The University of Glasgow is taking the lead on the revision of the Scottish Code; we are currently consulting relevant stakeholders on the revised version which is attached as **Annex 7**. If members of Court wish to discuss this or to offer comments, they are invited to contact the Secretary outwith the meeting

Topics to be discussed	As above plus any B items Court members may wish to discuss
Action from Court	To note the report and the **approval of the Conflict of Interest Policy and the Honorary Fellowship**
Recommendation to Court	It is RECOMMENDED to Court that the Conflict of Interest Policy and Honorary Fellow be approved

Relevant Strategic Plan workstream	Empowering People, Agility, Focus
Most relevant Primary KPI it will help the university to	NA
Most relevant Secondary KPI it will help the university	NA
Risk register - university level	
Risk register - college level	
Demographics	
% of University	100% Cross University application on several items
Operating stats	
% of	
Campus	All locations
External bodies	UK and Scottish Governments; EU; Public health authorities;
Conflict areas	
Other universities that have done something similar	
Other universities that will do something similar	
Relevant Legislation	Scottish Government Roadmap; industrial relations legislation
Equality Impact Assessment	
Suggested next steps	
Any other observations	

University of Glasgow

Court – Wednesday 23 November 2022

Report from the University Secretary

SECTION A - ITEMS FOR DISCUSSION / DECISION

A.1 Disability Services Review

At the Court meeting in June 2022 Court received an update on an ongoing Disability complaint. This matter is currently with our insurers and their solicitors; they are trying to reach a resolution.

A.2 Industrial Tribunal

The University was recently involved in an employment tribunal brought by a member of academic staff. We expect to hear the outcome by the end of November.

A.3 Conflicts of Interest Policy

As part of the annual internal audit plan, the internal auditors recently reviewed the University's Conflict of Interest policy and identified a number of actions which included updating the policy itself.

The key points raised by the internal auditors in relation to the policy were :-

• *Strengthening the purpose of the policy to include reputational risks and protecting staff.*
• *Updating scope to state that it covers perceived conflicts and state that it applies to staff employed by subsidiaries, Honorary Staff or Emeritus Staff.*
• *Refreshing examples of interests which need to be declared to provide real life examples for staff.*
• *Defining 'close relatives'.*
• *Considering if it is appropriate that all staff are required to make a declaration and whether a threshold should be applied.*
• *Strengthening the consequences for failing to comply with the policy.*
• *Including details of officer to whom questions around the policy can be directed.*
• *Enhancing requirements for recording conflict management plans, including level of detail and reflections on success and whether review of management plan is required.*
• *Recording information pertaining to governance; date of next review, Executive owner, author and responsible committee for ratification.*

The Conflict of Interest Policy which has been updated to reflect the recommendations by the internal auditors and has been approved by SMG is attached as **Annex 1.**

Court's approval of the Policy is sought.

SECTION B – ITEMS FOR INFORMATION / ROUTINE ITEMS FOR APPROVAL

B.1   *SFC Outcome Agreement*

The University produces an SFC Outcome Agreement each year which reflects on the progress towards meeting key SFC and Scottish Government priorities. Outcome Agreements are the principal vehicle for 'justifying our use of public funds'.

Like the 'Interim' Outcome Agreement which was submitted to Court last academic year, the latest Outcome Agreement has a narrow scope - it focuses on the actions the University has taken so far in 2022/23 and those that are planned for the rest of the year. SFC have requested this cut-down document to "ensure a transitional year Outcome Agreement is in place between each university […] and SFC". The details are at **Annex 2a.**

In addition, we have been asked to return a separate Self-Evaluation, attached as **Annex 2b,** reflecting back on the commitments made in 2021/22 Outcome Agreement, with specific reference to the data included in the SFC's National Table of Measures.

This further 'transitional year' description reflects both the ongoing influence of the pandemic and SFC's own recently concluded review of 'Coherent Provision and Sustainability' within the further and higher education sectors. We expect to be consulted on the future of the Outcome Agreement process and the structure of these returns over the course of this academic year.

B.2   *New and continuing Court members*

Theo Frater began his term on Court on 1 November 2022 as Assessor for SRC, for one year.

B.3   *Organisational Change*

The Centre for Open Studies in University Services delivers the University's Open Programme of Studies. The Centre was intended to be self-supporting from income within three years of establishment. The Director of Open Studies retired in August 2021. The previous restructure undertaken in 2015 was intended to move the centre to a break-even position by 2019/20. As a result of a number of factors, including the impact of Covid, this has not been achieved.

The core business of Short Courses has a very clear alignment with the Widening Participation Team and, as a result, the decision was taken in September 2021 to merge both teams to form the new Widening Participation and Lifelong Learning Team (WP&LLL) under the leadership of Dr Neil Croll. This merger and new era for WP&LLL has provided the opportunity to review the operating model of what was Short Courses to increase income and achieve break-even by 2023/24.

The change proposal would include a full review of the portfolio of courses, alongside reviewing administrative and academic staff roles, level of FTE, and the contractual arrangements for tutors. This change programme would be carried out in three phases. OCGC approved Phase 1 of the proposal, which would see a review and a reduction in the number of tutors in Short Courses who deliver the Access Programme as well as the Open Learning Courses across Access, Languages and Counselling.   Zero hours contracts would close whilst a number of existing tutor employees would be given the opportunity to transition to new variable hours/fractional contracts.

B.4 *Summary of Convener's Business*

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

B.5 *Student Accommodation Issues*

At the last Court meeting it was reported that there had been a contraction in the Private Rental Sector which had affected the ability of students to find residential accommodation at the start of the academic year. Students were advised not to travel to Glasgow unless they had pre-arranged accommodation.

We have taken a number of steps to support students affected by the contraction in PRS. These include:

- Providing emergency hotel accommodation.

- Increasing where possible the number of nominations we have in Purpose-Built Student Accommodation (PBSA).

- Directly leasing serviced apartments.

- Augmenting hardship funds available to students.

- Providing meal vouchers for those staying in hotels.

- Constraining student recruitment in the final stages of the 2022 recruitment round.

- Liaising with local government and Scottish government on steps they can take to address the issue.

We are currently planning for the arrival of more students in January – especially those on Study Abroad and Erasmus programmes. We will do our best to try to accommodate them while advising those who cannot be accommodated in University residences or who have not secured accommodation for themselves not to travel to Glasgow.

For the September 2023 intake, we have secured significant additional nominations in PBSAs. We also intend to set lower recruitment targets and are actively looking to acquire additional properties that could be used to house students.

At the time of writing, we are helping 53 students with hotel or serviced apartment accommodation (33 PG students and 20 UGs, of whom 11 are from the UK and 42 international students). 15 students are currently in hotel rooms but the number is going down each day as we source serviced apartments. We are also in touch with 67 students who have self-sourced temporary accommodation of various kinds.

The University has received a letter from the SRC Executive, **Annex 4,** which details a number of SRC demands in relation to student numbers. The University response to the letter is attached as **Annex 5.**

B.6 *Pay and Pensions – industrial action*

The University has agreed to award an extra pay increase to colleagues across the University in addition to the average 3.18% uplift awarded nationally on 1 August. In light of the exceptional nature of this pay uplift, the University will not be proceeding with the annual Rewarding Contribution arrangements for this year.

The University has also committed to working in partnership with the trade unions on a revised pay structure to be introduced in Academic Year 2023-24. This will address pay anomalies and the erosion of pay differentials with a particular emphasis on those currently on grades 5 and 6.

B.7 *Honorary Fellowship*

Annex 6 contains nomination form for the award of an Honorary Fellowship to Jim Ferrie FWCF. **Court's approval of this nomination is sought.**

B.8   Scottish Code of Good Higher Education Governance.

The University of Glasgow is taking the lead on the revision of the Scottish Code; we are currently consulting relevant stakeholders on the revised version which is attached as **Annex 7**. If members of Court wish to discuss this or to offer comments, they are invited to contact the Secretary outwith the meeting.

B.9   General Council Annual Update

At the last Court meeting, it was agreed that an annual update on the main topics discussed by the General Council Business Committee and at the General Council Half yearly would be provided for Court. The annual update is attached as **Annex 8.**

Conflicts of Interest Policy

Policy name	Conflicts of Interest
Approved by	SMG (14 November 2022) Court (??)
Implementation date	TBC
Last reviewed	October 2022
Owner	Court Office
Date of next review	September 2025

1.   INTRODUCTION

1.1.   The University recognises that its staff will have many interests and contacts within the local, national and international communities, which benefit the University in the achievement of its ambitions.

1.2.   From time to time, members of University staff may be placed in situations where actual or potential conflicts of interest, of a financial, ethical, legal or other nature, arise between their personal and professional interests and their University duties.

1.3.   Conflicts that are properly managed generally enable activities to proceed as normal whilst protecting the integrity and reputation of the individuals, the University and its members. Actual, potential or perceived conflicts which are not managed effectively risk harming the integrity and reputation of the University and of the individuals concerned.

1.4.   Those persons to whom this Policy relates are required to recognise and disclose actual, perceived or potential conflicts of interest when there is a risk of them arising, and to ensure that such conflicts, if they arise, are properly managed or avoided.

1.5.   As an institution in receipt of public and other funds, the University has a duty to fulfil the highest standards of corporate governance. In addition, members of the University Court are legally required to act in the best interests of the University and to avoid situations where there may be a potential conflict of interest. Members of staff appointed to the boards of the University's related companies have similar obligations.

1.6.   Any questions in relation to this Policy should be directed to the COO and University Secretary.

2.   SCOPE AND PURPOSE

2.1.   This Policy applies to all employees of the University, to all Honorary and Emeritus status, to all members of the University Court, to external members of Committees and working groups set up by the University, to staff employed by subsidiaries of the University who are also members of University staff.

2.2.   Any reference in this Policy to a "member of staff" includes any person within the scope of this Policy.

2.3.   The purpose of this Policy is to protect the University and members of staff from any appearance of impropriety, protects the integrity and reputation of the individuals, the University and its members and enables them to comply with their legal and contractual obligations to third parties (such as research funders).

2.4.　This Policy applies in addition to, and does not in any way replace, the requirement for members of staff to seek permission to undertake certain activities as part of or in addition to their usual job role, as set out in their terms and conditions of employment, and the University's Consultancy Policy[1] and Policy for Externally Funded Activities[2].

3.　POLICY STATEMENT

3.1.　All members of staff are responsible for:

　3.1.1.　identifying situations in which they have a conflict of interest or where there is potential for a conflict of interest to arise;

　3.1.2.　disclosing such situations to the University; and

　3.1.3.　where required, taking appropriate measures to manage the conflict of interest in accordance with the general procedures below (see section 4).

3.2.　Some members of staff, due to their position within the University or the nature of the work in which they are involved, have extra responsibilities under this Policy, which are subject to special procedures involving a mandatory return on an annual basis, even if it is a Nil Return (see section 5).

3.3.　A breach of this Policy may lead to investigation under the University's disciplinary procedures.

4.　GENERAL PROCEDURES

Identifying a Conflict of Interest

4.1.　Each member of staff is responsible for identifying situations in which they have a conflict of interest or where there is potential for a conflict of interest to arise.

4.2.　A conflict can occur when the duties owed to the University by members of staff compete with their personal interest, personal relationships or duties to others. This can include situations where the commitments and obligations owed by the member of staff to the University or to other bodies, for example a funding body, are likely to be compromised or may appear compromised by:

　4.2.1.　personal gain, or gain to immediate family (or a person with whom the member of staff has a close personal relationship), whether financial or otherwise; or

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[1] https://www.gla.ac.uk/media/Media_543962_smxx.pdf
[2] https://www.gla.ac.uk/media/Media_502695_smxx.pdf

4.2.2. the commitments and obligations that the member of staff owes to another person or body.

4.3. A conflict can be actual, potential or perceived. A perceived conflict of interest is one which a reasonable person would consider likely to compromise objectivity. A potential conflict of interest is a situation which could develop into an actual or perceived conflict of interest.

4.4. A conflict of interest may be financial or non-financial, or both.

4.5. If a member of staff is unsure about whether a particular situation amounts to a conflict of interest (actual or potential), they should disclose that situation.

4.6. Some examples of potential conflicts of interest are listed in Appendix 1. This list is not exhaustive.

Disclosing a conflict of interest

4.7. Each member of staff must disclose to the University any situation in which they have identified a conflict of interest (actual or potential) as soon as possible after identifying the conflict of interest. If the conflict is potential, the member of staff must not wait until the conflict actually arises; they must disclose the potential conflict as soon as they identify it.

4.8. A member of staff shall make their disclosure to their Head of School, Head of College (or to the Chief Operating Officer in the case of members of staff in University Services) by completing a Conflicts of Interest Disclosure Form on the 'My Profile' section of CORE.

Management of a conflict of interest

4.9. The relevant Executive Director, Head of School, Head of College or Chief Operating Officer will evaluate any disclosure made by a member of staff and may decide either that:

4.9.1. Disclosure of the conflict is sufficient; or

4.9.2. Additional measures may be required to manage the conflict in order to protect the University and/or the member of staff.

4.10. If the relevant Executive Director, Head of School, Head of College or Chief Operating Officer is subject to the same conflict situation, they shall refer the situation to another Executive Director, Head of School or College for consideration.

4.11. In cases where the relevant Executive Director, Head of School, Head of College or Chief Operating Officer has decided that additional measures may be required to manage the conflict, they will decide on the appropriate measures to be taken following discussion with the member of staff. The

discussion with the member of staff shall take the form on a Conflict Management Plan.

    4.11.1.   The Conflict Management Plan will detail the conflict of interest, any additional actions to be taken and will include a suitable review date. This information will be kept on file for as long as the conflict of interest exists.

4.12.   The relevant Executive Director, Head of School, Head of College or Chief Operating Officer will discuss and inform the member of staff of e any additional measures that are required to manage the conflict, which may include:

    4.12.1. the member of staff not taking part in University discussions Procurement process or meetings about the matter causing the conflict;

    4.12.2. the member of staff not being responsible for University decisions regarding the matter;

    4.12.3. the member of staff not signing any contract on behalf of the University regarding the matter;

    4.12.4. including a notice of the conflict in any publications relating to the matter; and/or

    4.12.5. in limited cases, where the conflict is severe, restricting one or other of the member of staff's conflicting activities.

4.13.   In reaching a decision, the Executive Director, Head of School, Head of College or Chief Operating Officer may (but is not required to) consult with the Senior Management Group.

4.14.   Decisions of the Executive Director, Head of School, Head of College or Chief Operating Officer will be recorded in the conflicts of interest register (see section 6 below) with a review date set.

4.15.   Members of staff are required to comply with any additional measures put in place to manage the conflict of interest and failure to comply may result in disciplinary action.

4.16.   Any member of staff who is concerned that a another member of staff may have an undisclosed conflict should raise this with the individual's line manager.

5.   SPECIAL PROCEDURES

Annual declaration for certain members of staff

5.1. The following members of staff are required to submit a mandatory annual declaration listing all situations in which they have a conflict of interest (actual or potential), or confirming that there are no such situations:

5.1.1. members of the University Court;

5.1.2. members of the Senior Management Group;

5.1.3. Executive Directors of University Services, Deputy Directors and Directors of University Services;

5.1.4. Deans;

5.1.5. Heads of School;

5.1.6. all members of staff working in Procurement and at Grade 7 and above in Estates and Commercial Services;

5.1.7. members of staff who have declared an interest in accordance with the general procedures above (see section 4) during the previous academic year.

5.2. The annual declaration shall be submitted by completing a Conflicts of Interest Annual Declaration Form on the 'My Profile' section of the HR system

Members of the University Court, Court Committees and Senior Managers

5.3. Members of the University Court are reminded of the Code of Conduct for members of the University Court, which also applies to them.

5.4. University Court requires that the Convener and other Court/Court Committee members and members of the University Management should declare any personal or business interests which may conflict with their responsibilities to the University on the Register of Interests

Personal Use of University contractors by members of staff in Procurement and Estates and Buildings

5.5. Any member of staff in these departments wishing to engage University contractors for personal contracts should seek the written approval of the Director/Head of Service in advance using the Personal Use of Contractors declaration form on the 'My Profile' section of the HR system

Requirements of external parties relating to conflicts of interest

5.6. Members of staff need to be aware of and comply with any applicable requirements of external parties in relation to conflicts of interest, for example:

5.6.1. Some funders (e.g Cancer Research UK), require notification to them of certain conflicts of interests;

5.6.2. Members of staff sitting on committees or boards will need to comply with the conflicts of interest policy of that committee or board.

5.7. If a member of staff is unsure whether there are any external party requirements which affect them in relation to their activities, they should seek advice from their College Research Support Office or the Central Research Support Office.

PHS funded researchers

5.8. The US Department of Health has recently revised its regulations relating to the disclosure and reporting of Conflicts of Interest for researchers funded by its Public Health Service ((PHS) which includes the National Institute for Health (NIH)).

5.9. The regulations are more detailed than the regulations imposed by other funders outlined in paragraph 5.5 above and the University has developed a specific policy and procedures to be followed by members of staff funded by PHS, which are detailed in Appendix 2.

6. REGISTER OF INTERESTS

6.1. Information provided by members of staff regarding conflicts of interest under this Policy and any measures required in relation to conflicts of interest will be recorded on a register of interests.

6.2. Extracts of the register of interests relating to members of the University Court and Senior Management Group may be made available under the University's Publication Scheme[3].

6.3. Extracts of the register of interests relating to other members of staff may be subject to disclosure in response to requests for information under the Freedom of Information (Scotland) Act 2002. The University will consider whether there are any applicable exemptions under the Act to disclosure when responding to any such requests.

7. GRIEVANCES

7.1. If a member of staff is unhappy with any decision made under this Policy in respect of a conflict situation affecting them, they may follow the University's usual grievance procedures (non-employees may contact the Secretary of Court for a review, whose decision on review shall be final).

8. Additional Information

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[3] http://www.gla.ac.uk/legal/freedomofinformation/foipublicationscheme/

The University's Conflict of Interest Policy is written within the broader context of the University's procedural and policies, and must be considered alongside these, including but not limited to:

- [Personal Relationship Policy](#)
- [Research Integrity and Misconduct](#)
- [Bribery and Corruption Policy](#)
- [Dignity at work and study policy and procedure](#)
- [Procurement Policy](#)
- [Financial Regulations](#)
- [Consultancy Policy](#)
- [Intellectual Property and Commercialisation Policy](#)
- [Gift and Hospitality Policy](#)

Appendix 1 – Examples of potential conflicts of interest

This list is not exhaustive and members of staff should consider their own particular circumstances. Members of staff should ask themselves if others (e.g. managers, students, customers, colleagues, members of the public) would trust their judgement if they were in possession of the facts of the interest: could others reasonably conclude that it might influence the member of staff to act other than in the interests of the University? Advice may be sought from a line manager in the first instance.

A close relative or immediate family can be defined as: spouse, civil partner, or a financial dependent. However, the 'close personal relationship' giving rise to an interest could extend to the following (this is not intended to be an exhaustive list): unmarried partner, parent, all children, siblings, grandparent, grandchild, mother-in-law, father-in-law, sister-in-law, brother-in-law, son-in-law, daughter-in-law, the (unrelated) child of an unmarried partner, as well as half and step members of family.

Examples

The member of staff, or their spouse, partner, close relative or business partner has interests such as:

- Business position such as Directorships, including non-executive directorships of, or employment by, public or private companies likely or possible seeking to do business with the University.

- Significant shareholdings in public or private companies or ownership or part-ownership of or employment by businesses or consultancies likely or possibly seeking to do business with the University.

- Any other personal or financial interest (including shareholding) in a company or other organisation with which the University is negotiating or holds a contract or is engaged in any other business transaction.

- Remunerated or honorary positions and other connections with HE institutions which may give rise to a conflict of interest.

- Ownership or part ownership or other interest in property for rent or lease in the vicinity to the University.

- Representational or other non-financial interests in areas covering the University (e.g. election as a Councillor or MP for a ward including all or part of the University).

- A personal financial interest (e.g. licence income) in a University activity.

- Membership of an external committee or body whose work may relate to that of the University (for example, committees or bodies set up by research councils, other funding bodies, school boards, government departments, NHS trusts).

- Involvement in the provision of University services (for example, where a member of staff is the parent of an applicant to a course and would be responsible for admission decisions for that course).

A member of staff who

- has or develops a close personal relationship with a student or member of the family of a student for whom they have responsibility for grading work;

- is investigating a potential disciplinary matter or develops a close personal relationship with a student involved in the investigation or a member of that student's family;

- has a spouse or partner who is also a member of staff at the University, in cases where they may work together on matters affecting the University's business.

Highlighted below are some common instances where conflicts of interest might arise; members of staff may find these useful as illustrative examples. However, conflicts of interest can manifest themselves in a wide variety of different ways, and it is not possible to account for every situation:

• An academic is providing consultancy for an external organisation whilst at the same time supervising a PhD student. If the student becomes involved in the work relating to the consultancy contract, this creates a potential conflict of interest for the supervisor and potentially the student, which must be declared and managed effectively.

• A researcher is facilitating a clinical trial of a therapeutic agent which is being developed by a spin-out company – a company which the researcher helped to establish and now has a financial interest in as a shareholder. Although the researcher may be the only person with the necessary expertise to carry out the clinical trial effectively, it nevertheless represents a conflict of interest that must be declared and managed by the researcher who must remove themselves from the decision-making process.

• A manger may need to procure specialist equipment or services to deliver a project. If the manager's partner sits on the board of a company that is being considered in the tendering process that creates a conflict of interest which must be declared. It does not disqualify the company, but as part of the Conflict Management Plan, the manager in question must extricate themselves from the selection process. This is often perceived as being a complex area; but if there is any doubt in a situation then disclosure is the recommended initial course of action.

Appendix 2 – Policy and Procedure for PHS funded researchers

Background

1.   The US Department of Health and Human Services imposes specific and rigorous regulations relating to the disclosure and reporting of conflicts of interest for research funded by its Public Health Service ((PHS) which includes the National Institute for Health (NIH)). This Policy and Procedures has been developed by the University to ensure compliance these regulations.

Policy Statement

2.   All members of staff who apply for PHS funding or are already working on PHS funded research (either directly or through another institution which is the lead collaborator), are required to:

   2.1.   disclose any Significant Financial Interests (see paragraphs 3 to 8 below);

   2.2.   comply with any management plan put in place in respect of any Significant Financial Interest (see paragraphs 9 to 11 below); and

   2.3.   complete training in relation to this Policy (see paragraphs 12 and 13 below).

Disclosure of Significant Financial Interest

3.   A 'Significant Financial Interest' for the purpose of this Policy means one or more of the following interests of the member of staff or their spouse or dependents, in each case where the interest reasonably appears to be related to the member of staff's institutional responsibilities:

   3.1.   **Public company remuneration**: Remuneration (including salary, fees, honoraria, payment for services[4]) received from a publicly traded company in the 12 months preceding disclosure, together with any equity interest (e.g. shares) in that company as at the date of disclosure, exceeds US$5,000;

   3.2.   **Private company remuneration**: Remuneration (including salary, fees, honoraria, payment for services) received from a non-publicly traded company in the 12 months preceding disclosure exceeds US$5,000;

   3.3.   **Private company ownership**: Holding an equity interest (e.g. shares) in a non-publicly traded organisation;

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[4] If a member of staff undertakes an activity under the University's Consultancy Policy and waives their entitlement to receive the fee income, such waived fee income is not considered a 'Significant Financial Interest'

3.4. **Intellectual Property Rights**: Intellectual property rights held by the member of staff in their own name, and any income relating thereto;

3.5. **Travel**: The occurrence of any reimbursed or sponsored travel, except where that travel is reimbursed by a US federal, state or local government agency, a US institution of higher education, a US academic teaching hospital or medical centre or a US research institute that is affiliated with a US institution of higher education.

4. A 'Significant Financial Interest' for the purpose of this Policy does **not** include:

4.1. Ordinary salary, royalties and other remuneration[5] paid by the University to the member of staff (including in respect of intellectual property rights assigned to the University by the member of staff);

4.2. Income from seminars, lectures or teaching engagements sponsored by a US federal, state or local government agency, a US institution of higher education, a US academic teaching hospital or medical centre or a US research institute that is affiliated with a US institution of higher education;

4.3. Income from service on a review panel or advisory committee for a US federal, state or local government agency, a US institution of higher education, a US academic teaching hospital or medical centre or a US research institute that is affiliated with a US institution of higher education.

5. Members of staff are required to disclose any Significant Financial Interests (or confirm that they have none), by submitting a SFI Disclosure Form (a copy of which is attached to this Policy) to the Research Support Manager (Overseas) prior to the submission of any application for PHS funding.

6. Members of staff are required to submit a SFI Disclosure Form to the Research Support Manager (Overseas) annually during the period of any PHS funding on the anniversary of the commencement date of the PHS funding.

7. Members of staff are required to disclose any change to their Significant Financial Interests within thirty (30) days of such change, by submitting a SFI Disclosure Form to the Research Support Manager (Overseas).

8. If a member of staff is unsure whether or not they have a Significant Financial Interest, he or she should seek advice from the Research Support Manager (Overseas).

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[5] other than remuneration paid to a member of staff by the University under the University Consultancy Policy, which may be a 'Significant Financial Interest' if it meets any of the tests set out in paragraph 3.

Compliance with management plan

9. On receipt of a SFI Disclosure Form, the Research Support Manager (Overseas) shall determine whether any Significant Financial Interest is related to the PHS-funded research and, if so related, whether the Significant Financial Interest amounts to a financial conflict of interest that could directly and significantly affect the design, conduct or reporting of the PHS-funded research (hereinafter referred to as a FCOI). The Research Support Manager (Overseas) may involve the member of staff in their determination but the decision of the Research Support Manager (Overseas) is final.

10. If the Research Support Manager (Overseas) determines that a Significant Financial Interest amounts to a FCOI, the Research Support Manager (Overseas) shall:

    10.1. develop a management plan that shall specify the actions to be taken to manage the FCOI, which may include:

        10.1.1. public disclosure of the FCOI (for example when presenting or publishing the research);

        10.1.2. for research involving human subjects, disclosure of the FCOI to such subjects;

        10.1.3. appointment of an independent monitor capable of taking measures to protect the design, conduct and reporting of the research against bias or perceived bias resulting from the FCOI;

        10.1.4. modification of the research plan;

        10.1.5. change of personnel or personnel responsibilities (for example disqualification from participation in all or a portion of the research);

        10.1.6. reduction or elimination of the Significant Financial Interest (for example sale of shares); or

        10.1.7. severance of the relationship creating the Significant Financial Interest.

    10.2. report such FCOI in accordance with PHS requirements.

11. A member of staff whose Significant Financial Interest is determined to amount to a FCOI is required to comply with the management plan developed by the Research Support Manager (Overseas).

Training

12.	All members of staff who apply for PHS funding are required to complete the NIH's online tutorial available on the NIH website at http://grants.nih.gov/grants/policy/coi/tutorial2011/fcoi.htm :

    12.1.	prior to engaging in any PHS funded research;

    12.2.	at least every 4 years thereafter during the period of the PHS funding; and

    12.3.	at any other time if required by the University in order to comply with PHS requirements.

13.	A certificate of completion is generated on completion of the tutorial. Members of staff are required to pass a copy of the certificate of completion to the Research Support Manager (Overseas), to be filed with the relevant grant documentation.

General

14.	The University may make available in response to a request from a member of the public the details of any FCOI relating to any member of staff who are key personnel under any PHS funded research. Key personnel include the PI and anyone else identified as key personnel in the grant application. The information that the University may make available will include as a minimum, the name of the member of staff, their title and role in the PHS funded research, the name of the entity in which the Significant Financial Interest is held, the nature of the Significant Financial Interest, and the value of the Significant Financial Interest (within a range).

15.	A breach of this Policy may lead to investigation under the University's disciplinary procedures

16.	Without prejudice to paragraph 15 above, if the PHS determines that clinical research funded by it has been designed or conducted by a member of staff with a FCOI which the member of staff failed to disclose in accordance with this Policy, the member of staff will be required to adhere to such additional measures as required by PHS, including but not limited to public disclosure of the previously undisclosed FCOI in any public presentation of the research results.

University of Glasgow
Policy and Procedure for PHS funded researchers
SFI Disclosure Form

INSTRUCTIONS:

(i)   Complete details below and sign and date form.

(ii)   Send hard or scanned copy to the Research Support Manager (Overseas).

Name	
Staff Number	
School (if applicable)	
College/University Service	
Position	
Type of Interest (delete as applicable)	**Public company remuneration/ Private company remuneration/ Private company ownership/ Intellectual Property Rights/ Travel**
Short Description	
Value (Public company remuneration/Private company remuneration only)	
Additional Details (Travel only)	**Purpose:** **Sponsor:** **Destination:** **Duration:**

Signature:

Date:

Convener of Court
Summary of Business – 29 September to 23 November 2022

Date	Meeting	Location
10 October 2022	CUC Executive Committee	Virtual Meeting
19 October 2022	Catch up with the Principal	Phone call
24 October 2022	Finance Comm: Out of Cycle Approval Request Meeting	Virtual Meeting
1 November 2022	Pre-Court Officer's Meeting	Virtual Meeting
7 November 2022	Court Committee Chairs Meeting	Virtual Meeting
9 November 2022	Finance Training	Glasgow
	Finance Committee	Glasgow
	Drinks Reception for Finance Related Committees	Glasgow
14 November 2022	Catch up with the Principal	Phone call
	Remuneration Committee	Hybrid Meeting
15 November 2022	CUC Winter Plenary and Dinner	London
18 November 2022	Meeting with College of Science and Engineering	Virtual
22 November 2022	University of Glasgow Campaign Leadership Board	Virtual
28 September 2022	Pre-Court Agenda Meeting	Glasgow
	Court Briefing	Dumfries
	Court	Dumfries

Student Numbers at the University of Glasgow

Presented by SRC Executive 22-23 (Rinna Väre, Micaela Levesque, Hailie Pentleton, Katie Fish)

Context

In the 5-year period from 2017 to 2022, the number of students at the University of Glasgow has risen at an alarming rate. According to the University's own Planning, Insight, and Analytics data[1], student numbers have increased by nearly 40%, with an additional 10,686 students joining the University during this period, bringing the total student population in the 2021/22 academic year to 38,204. This is in comparison to a UK wide growth rate of approximately 16%[2]. In particular, the past two academic sessions have seen most of this growth with 8,604 additional students, of which 6,349 were students commencing Postgraduate Taught (PGT) programs[3]. The strain on the Gilmorehill campus and the wider Glasgow community has only become clearer this year, as students who were allowed to study away from the campus either at home in the UK or abroad during the pandemic[4], have returned to the campus for in person study.

We believe that the following information demonstrates that the rapidly increasing student numbers at the University of Glasgow have had a significant negative impact on both the quality of education and the student experience offered by the University. Such a decrease in the quality of our academic institution is unacceptable, both for current students and for prospective students who are being advertised a quality of education and student experience at the University of Glasgow that does not currently exist.

Evidence
Impact on Student Welfare

The Student Accommodation Crisis

The University's decision to retrospectively remove accommodation offers from first-year students for University owned accommodation in Glasgow is an issue that received national attention[5]. In previous years, all first-year students who applied before the deadline were guaranteed a place in accommodation provided by the University. As reported by *The*

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[1] https://web.archive.org/web/20220922093742/https://www.gla.ac.uk/myglasgow/planning/qv/basic/b1/

[2] According to HESA data, student numbers have grown from around 2.38 million to about 2.75 million between 2017 and 2021: https://www.hesa.ac.uk/news/25-01-2022/sb262-higher-education-student-statistics/numbers

[3] https://www.gla.ac.uk/myglasgow/planning/qv/basic/b5/

[4] Further information on the concessions made by UKVI can be found on the UKVI website: https://www.gov.uk/government/publications/coronavirus-covid-19-student-sponsors-migrants-and-short-term-students/coronavirus-covid-19-student-sponsors-migrants-and-short-term-students-accessible-version

[5] The BBC reported on this issue on August 11th, 2022: https://www.bbc.co.uk/news/uk-scotland-glasgow-west-62493966

Glasgow Guardian, this policy was changed in March of 2022. However, the first student wide email sent regarding this change was not circulated until just before the start of the academic year in August[6]. While cautionary emails about seeking accommodation early were sent to incoming students, these failed to explicitly outline the extent of the scale of the difficulties that incoming students ought to expect with sourcing privately rented accommodation. **Many students now face untenable living conditions including extremely long commutes to the campus, extortionate rental prices, and homelessness. Others, especially international students[7] who were unable to apply for private rental accommodation until their arrival, were told by the University not to travel to Glasgow at all if they had not secured accommodation.**

The University has stated that the number of applications for University accommodation it received this year far surpassed any previous estimations[8]. Vice Chancellor Anton Muscatelli noted at the University Senate Meeting on 6 October 2022, that the University was unable to fulfill its promise to first-year students for most postgraduate applicants. The University typically houses around 4% of its PGT students. This demographic has historically preferred to source accommodation through the private rental market or Purpose-Built Student Accommodation (PBSA). However, due to increased insecurity around housing and cost-of-living related pressures, trends amongst PGT students appear to have changed. The previous rate of PGT applications proportionate to the growth of PGT student numbers would have indicated an increase of approximately 240 applications[9]—a number of bed spaces that the university was not prepared to accommodate already in existing properties, but that it could feasibly obtain through contracts with PBSA providers. Instead, they received an increase of 900 applications. As a result, the University failed to uphold its commitment to first-year postgraduate students who applied by the accommodation deadline and left many of these students seeking accommodation in the PBSA or the private rental market.

After sending communications to students advising them not to enroll or register until they find accommodation, the University attempted to collect data on the number of students affected by the housing crisis. A survey for those who both applied to and were rejected from university halls was sent out on the 6th of September. That survey returned answers from 121

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[6] https://glasgowguardian.co.uk/2022/08/11/first-year-students-in-limbo-as-university-takes-away-accommodation-guarantee/

[7] https://glasgowguardian.co.uk/2021/10/11/go-home-students-ousted-after-international-accommodation-guarantee-breaks-down/

[8] From the Supplementary Information provided to the University Finance Committee, the University stated that 8,524 applications were received for the 22/23 academic year—a 9% growth from last year excluding the Dumfries residences. These 8,524 applications were competing for the University's 4,344 bed spaces. This demonstrated a significant increase in the number of applications as well as a lack of proper beds available compared to the first-year student population. Postgraduate applications for university-owned accommodation in particular had approximately 900 more applications in comparison to the 21/22 academic year. The University was aware that a greater number of postgraduate students would be returning to Glasgow this year as the University transitioned back to in person teaching. Despite this, the University failed to accurately predict the number of students who would apply for housing.

[9] From the 20/21 academic year to the 21/22 academic year, the PGT student population has risen by approximately 6000 students. Using this number and a 4% application rate, the University would expect there to be an increase of 240 bed spaces.

students who were currently homeless, either couch-surfing, or staying in emergency short term accommodation such as hostels. This survey included 57 first-year students and 64 continuing students. During that same time, the SRC Advice Centre assisted over 400 students since the initial email and noted an increase of 45% in enquiries from students regarding accommodation issues from the previous years[10]. This does not include the students who have found unsuitable, but temporarily manageable accommodation solutions such as the 100 students housed in Stirling by the University or the 100+ students living in Glasgow or within what the University's Accommodation defined as "a reasonable commuting distance" who had their offer of accommodation rescinded by the University.[11]

Comments made by the University thus far have primarily addressed the University's failure to uphold its promise to first-year students. However, the issue with student accommodation in Glasgow extends beyond first-year students and the University owned accommodation. Of the 121 students who responded to the initial survey sent by the university, over 50% were continuing students who were unable to find a place to stay. Continuing students may have selected University accommodation with cost-of-living concerns in mind, but are now faced with rental and heating costs far beyond their budgets[12]. As indicated previously, the University has bolstered its stock of housing for first-year students through acquiring spaces in Purpose-Built Student Accommodation (PBSA). These rooms would have typically been allocated to postgraduate or continuing students who now must turn to the Private Rental Market to find beds. The University's current strategy for expanding its housing provisions continues to rely on acquiring space in PBSA and is not sustainable. Indeed, it exacerbates the problem for continuing students.

The University has taken many actions to attempt to address the issues referenced above. Commitment of additional funds to the hardship and discretionary funds, short-term hotel accommodation for students who present to the University as homeless, and current efforts to secure serviced apartments to be subsidised by the University, are all initiatives that have come forth from this crisis. However, it is evident that **even with this massive dedication of**

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[10] The SRC Advice Centre has assisted over 500 students with accommodation issues between 1st June and 28th October 2022, of which over 400 were dealt with between August and the end of October. Comparing data from 2021 on accommodation-related calls from June to August, the number of calls in 2022 increased from 156 to 226. A 45% increase. This is only the data through August, not including more recent calls.

[11] It is crucial to note that while the above numbers already reveal a significant number of students affected by this crisis, it likely does not reflect the full extent of the issues. Homeless students are particular difficult to measured due to the social stigma and dismissal of the "homeless" label; students couch surfing and temporarily crashing with friends will often deny that they are unhoused despite meeting the governmental definition of statutory homelessness. Efforts to estimate the students being affected by this housing crisis at the University of Glasgow have been patchwork and retroactive. The initial survey was only sent out to students who applied for university owned accommodation, and other measures can only account for those students who are vocally coming forward.

Information on statutory homelessness can be found here: https://www.gov.uk/guidance/homelessness-data-notes-and-definitions

[12] While the University would not be expected to manage finances for a student or control rental prices in the city, it must be acknowledged that the University has an impact on the wider rental market.

resources, the University is unable to address and accurately account for the number of students coming forward without accommodation.

In a presentation to the University Senate on 6 October 2022, the University's senior management continued to argue that these issues are not the result of an increase in student numbers. Senior management cited undergraduate numbers from 21/22 to argue that the current number of students are reflective of the expected rate of growth[13]. However, as was raised by the SRC in response, an overreliance on these figures to mitigate concerns around student numbers fails to acknowledge the significant growth in postgraduate numbers that has arisen in recent years[14]. It is also important to recognise that while last year many classes were still online and students were able and allowed to complete their studies while staying outside of Glasgow or even abroad, this is no longer a viable option.

However, it would be unreasonable to claim that the student accommodation crisis in Glasgow is caused solely by a growth in student numbers at this University. As University management has highlighted many times throughout this crisis, a significant reduction of stock in the private sector has taken a toll on the student accommodation market. The SRC agrees that the solution to this problem is multifaceted; steps by Glasgow City Council and the Scottish Government must be taken to develop more low-cost housing options and work with the student population that it attracts. However, the University must acknowledge its contribution to this crisis, and subsequent actions must be taken. **It is unethical to continue to recruit students to a city that does not have the capacity to house them**, and it betrays the University's duty of care to not take a firm stance against further growth. Our duty of care extends beyond the students who have enrolled; we need to care for our students from the moment they apply.

Access to Support Services

In a recent investigation conducted by NUS Scotland, 64% of current student have said that financial worry has impacted on their mental health. Indeed, more than two thirds of surveyed students in Scotland had suffered mental ill-health due to financial pressures, including homelessness, a worrying reliance on commercial debt and particular pressure over the summer months. As a result, universities in Scotland are reporting that the demand for mental health support from students in 21/22 has doubled, with students presenting with increasingly complex mental health issues.

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[13] As presented by Vice Chancellor Muscatelli at University Senate October 2022

[14] PGT students have had the largest growth in recent years, with an approximate increase of 6000 between 2019/20 and 2021/22. Additionally, looking at student number growth from the past year is inaccurate, as many students have been allowed to study virtually throughout the pandemic. The impact of student number growth from the past 3 years is only able to be seen to its full extent now.

When the SRC raised the issue of over-recruitment with University management in 2017[15], they noted that the increase in student numbers was not accompanied by an increase in funding or staff for student support services. We know that the Wellbeing and Inclusion services have recently undergone a restructuring and shifted to a more triaged approach to mitigate the significant waiting times that students continue to face. However, with a 40% growth in student numbers over 5 years, staff recruitment and funding for support services have not risen in line with the student increase. In addition, this revised approach to supporting and treating student mental health and wellbeing has not yet been stress tested. Given the increasing pressures on our students, we have concerns that by continuing to overrecruit students – especially those who are leaving their homes, international, vulnerable to mental ill health due to displacement – University services will become even more stringent in offering support.

Impact on Learning and Teaching

Strain on Learning and Teaching Space

The University has stated that a lack of available, appropriate space was the #1 greatest risk to learning and teaching on campus[16]. Increased student numbers create significant challenges for estates and timetabling in the University. As with the accommodation issues, the University has committed additional resources to attempt to solve this problem including the hiring of external space for classes and continual investment in expanding the University-owned Estate. However, the current rate of growth in the University continues to outpace these efforts and results in hasty acquisition of unsuitable alternative spaces.

Student numbers have a direct impact on the available space on campus. Larger maximum class sizes means that there is higher demand for large lecture theatres; with more students there are more course combinations, and a greater strain on exam timetabling; and the combined impact of student numbers and the accommodation crisis means that more students will need to utilise facilities on campus as opposed to studying and spending time at home, putting additional strain on the space available for downtime between classes.

A prime example of the pressures on our estate impacting students is the use of the Wellington Church. The church, located on University Avenue across from the main building, is currently being rented out as an additional learning and teaching space. This choice was made to accommodate exceedingly large class sizes on certain courses as lecture theatre space on campus is limited. Although the University ran checks to ensure the space would be suitable, the use during the semester has revealed a wide range of issues for the students taught in the space. A lack of desk space for note taking, poor seating, and no Wi-Fi makes it far from the ideal space for effective learning. Crucially, issues raised by disabled students do not have acceptable solutions in the space. Adjustments that can be made in the church

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[15] https://www.glasgowstudent.net/blog/letter-universitys-senior-management-recruitment-students/

[16] This was listed in the University Estates Risk Register shared with the Estates Committee in the September 8th meeting under item 8.

leave disabled students singled out and distanced from their peers because of a lack of proper accommodation for their disability. Should the University have been committed to gradual growth, external venues would be able to be contracted and tested gradually. Instead, courses placed in this venue will have no other options for at least the first semester of teaching.

While the University has moved quickly to seek alternate venues for learning and teaching, the issues that have arisen with the Wellington Church demonstrate how these **last-minute fixes are not long-term solutions**. In particular, **the impact that disjointed and unpredictable timetabling and teaching space has on our disabled students is unacceptable**. The space restraints on campus cannot be resolved without the time necessary for the estate to expand.

<u>Over Recruitment According to Academic Staff</u>

As demonstrated by item 3.1 in the Academic Standards Committee (ASC) Summary Report from November 2021[17], there is a hugely detrimental impact on academic quality caused by increased student numbers according to academic staff. The report states, "**All four Colleges referred to issues regarding admissions policy and over recruitment with the subsequent impact on staff and students which was significant and will continue for at least 4 years as cohort passes through the levels of study.**" Despite acknowledging this risk, the university has continued to grow.

In the current Academic Standards Committee meetings, the University has stated that a variety of working groups are attempting to solve these issues, however, this is not the first time this issue has been raised through the university quality processes. The 2019 report similarly referenced student numbers growth under its reports about staff workload (item 3.2)[18].

Crucially, these reports and the response from ASC in 2019 and 2021 focused on the systems becoming overwhelmed across the university. Provisions made to currently address these issues are not suitable. Attempts to develop software to use space more efficiently or the rental of external spaces for learning and teaching may mitigate the impact that over recruitment has on timetabling, however, it does not solve the multitude of other issues that arise from these increased numbers including changes to pedagogy in attempts to accommodate increased class sizes or the strain this additional stress puts on their lecturing quality.

<u>Conduct Processes and the Academic Integrity of Our Degrees</u>

For the 21/22 academic year, there was a substantial increase in academic misconduct related cases. For students, this became evident via the extremely long waiting time from

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[17] https://www.gla.ac.uk/media/Media_836193_smxx.pdf

[18] https://www.gla.ac.uk/media/Media_791320_smxx.pdf

when academic misconduct cases are first raised at the school-level through to their completion of the conduct process administered by the Academic Policy and Governance office. This is a particular problem as the academic misconduct process is intended to be a learning experience for the student rather than a purely punitive process. This opportunity for the student to learn is diminished when cases are processed, and the student is interviewed by the Senate Assessors for Student Conduct, several months after the original incident.

Students coming to the SRC Advice Centre have shared with us shockingly poor experiences of engaging with the conduct system. In June, the SRC sent a letter to the Adam Smith Business School regarding the specific issue of waiting times in their school. This included details of a handful of **cases from students whose misconduct cases from the December 2021 diet were not sent through to the conduct team until May 2022, a delay of 6 months before they were even processed by the school, let alone the student conduct team**. The Business School has since taken significant steps to address this issue on the local level and is working with the SRC to improve communication about academic conduct to incoming students, however, the SRC and the School both acknowledge that these measures are not able to address the delays happening at the Academic Policy and Governance Office's level.

At the September 30th meeting of the Academic Standards Committee, it was agreed that recommendations would be sent to the Senior Management of the University to increase support for the student conduct team. This is in response once again to the 2021 Annual Monitoring Reports[19] and the resulting concern around conduct processes.

While much of the increase in cases has been caused by the sudden and unpredicted shift to online learning, this crisis demonstrates that the university does not currently have the capacity to properly address the administrative backlog. **Within the next year, it is unlikely that the University will have time to properly recruit and train the number of staff required to manage the number of cases it is receiving** and nearly impossible that any new system would have the time to be created and stress tested before a new, larger cohort would join the University.

It is also important to note that the student group that has generated the greatest number of these new conduct cases is simultaneously one of the largest and most rapidly growing on campus: PGT students[20]. According to the SRC Advice Centre data, 67% of the enquiries raised between August 2021 and August 2022 by PGT students were regarding academic matters. A significant majority of these were related to academic conduct processes. This group of students needs additional support and training in their academic journey. To continue growing this cohort with the knowledge that our current system does not properly

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[19] https://www.gla.ac.uk/media/Media_836193_smxx.pdf

[20] In the past 2 years alone, the number of PGT students has grown by 2,424: https://www.gla.ac.uk/myglasgow/planning/qv/basic/b10/

support them academically, has a negative impact on both current PGT students as well as our reputation for these degrees.

Impact on Student Experience

Strain on Clubs and Societies

Within the first two weeks of the academic year, there were multiple instances of clubs and societies having to cancel their events due to a lack of space or difficulties securing a room in time[21]. University management has extended offers to the SRC to cover cleaning fees for weekend and afterhours bookings in the University Estate, however, this does not provide a solution for all events. Difficulties hiring more maintenance staff has meant that even with funding available, the rooms are not able to be cleaned in time to support club use. Additionally, societies with specific needs (such as large space for performing arts societies) are unable to fit the number of events they host into the spaces available with the extended teaching day. In a recent survey of SRC affiliated clubs and societies, out of 26 societies who participated, 71% claim they have had to investigate off-campus venues due to a lack of appropriate space on campus for their events and 53% reported having to cancel an event altogether due to difficulties with securing space.

Many clubs and societies have now had to introduce ticketing to their events to manage their capacity. Anecdotally, these spaces have filled up within hours of being advertised. Societies do not have the space or resources to upscale their events to meet the increased demand. Outside of the SRC, space issues continue to affect student life. The Glasgow University Sports Associate (GUSA) reports having clubs turn down attendance at their January sports fayre due to an inability to accommodate any new members. While higher student engagement with clubs and societies is a good thing, the support for societies has not kept up with this dramatic increase in demand. **Increased student numbers without proper increase in bookable space or resources for clubs and societies is forcing student societies to turn members away from their events.**

Evident Dissatisfaction and Impact on Reputation

The impact of the University's over-recruitment has been widely documented in the press. On Twitter, the public have called the situation 'scandalous' and 'shameful'. Students have been vocal about their resentment towards the University for their approach to the housing crisis. According to interviews shared in the press, students report that they feel the University "doesn't care about [them]" and that they have been left feeling "abandoned" and "heartbroken" [22]. One student was reportedly "camping outside an estate agent for three

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[21] According to reports sent to the SRC by University Timetabling, in 2021/22 only 66% of requests from clubs and societies in semester 1 were confirmed by timetabling. The issue of space on campus for clubs and societies was prevalent last year. We expect this issue to have only been exacerbated this year.

[22] https://news.stv.tv/west-central/glasgow-one-bed-flat-at-900-per-month-draws-500-applications-overnight-amid-student-housing-crisis?utm_medium=Social&utm_source=Twitter#Echobox=1664787639

days"[23] and another three students planned to sleep on a family member's floor in Edinburgh until they found accommodation. [24]

Students have utilised TikTok to share their frustrations, further spreading the negative image of the University. A viral TikTok with over 162,000 views and 12,200 likes describes frustrations with moving to a university that they can see is unable to support the number of students.[25] Another clip shows a student unable to attend the University because of housing, despite making the required grades to attend. Many students now say that they wish they had applied to a different university altogether. **These are not isolated critiques. Individual comments online directly correlate to the views expressed in person by students to the SRC Advice Centre and to SRC Council Members.**

The impact of the housing crisis, the lack of teaching space, and the overarching issue of over recruitment is detrimental the University´s reputation. Prospective students researching universities should not be inundated with social media posts of students warning them against studying at the University of Glasgow, and current students should feel secure about the value of their degree after leaving this University upon entry into the job market.

Conclusion

As the legal representative of the student body, the SRC has a responsibility to hold the University accountable for the unsustainable growth of student numbers. Similarly, the University must fulfill its role to students to provide a safe and high-quality education.

This document has demonstrated the ways in which a rapid increase in student numbers has put students in unsuitable housing conditions, made it difficult for them to access the wellbeing resources they need to complete their degrees, and negatively impacted the quality of learning and teaching. All these issues have an impact on the student experience at the University of Glasgow.

SRC Demands

Considering the information and evidence provided above, the SRC asks that the University respond to the following demands:

- **That the University makes a public commitment to a moratorium on student number growth until 2027.**

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[23] https://www.thenational.scot/news/22632231.protesters-take-streets-rental-accommodation-crisis-bites-students/

[24] https://www.theguardian.com/education/2022/sep/10/devastated-uk-students-forced-to-live-in-neighbouring-cities-in-university-accommodation-crisis

[25] https://www.tiktok.com/@graceisthriving/video/7139165297554214149?is_copy_url=1&is_from_webapp=v1&item_id=7139165297554214149&lang=en

During the next 5 years, the University will continue to expand its estate and its provisions for student housing. Given current University planning around departmental growth and in recognition of the additional space provisions that will be allowed with the opening of the ASBS + PGT Hub and the Clarice Pears Building, the SRC will accept a gradual increase of a maximum of 1200 students over the 5-year period. No more than 200 of these students should be added for the 23/24 academic year. If the University agrees to work with students on this matter, the SRC will work with the University to lobby Glasgow City Council and the Scottish Government to find long term solutions to these issues.

- **That the University review its Accommodation admissions policies for 2023/24 for both Undergraduate & Postgraduate students in conjunction with the SRC by the end of 2022.**
  This will enable incoming students who are currently considering applying to the University to have all the required information on their eligibility for University accommodation before applying.
- **That the University commits to providing adequate space for learning, teaching, and clubs and societies.**
  We ask that the University make a firm commitment to investing additional funds for learning and teaching space, student services, and student clubs and societies. This includes suitable provisions for clubs and societies to host their activities on campus and be able to use storage spaces for their club materials where necessary.
- **That the University includes the SRC in conversations about incoming students to the University and planning for the 23/24 academic year**
  We ask for the University to establish a working group addressing the experience of incoming students and planning for the 23/24 year. Suggested membership includes the SRC sabbatical officers, Head of External Relations, Head of Planning Insight and Analytics, Head of Student and Academic Services, Head of Accommodation, Head of Commercial Services, and Head of Admissions.

We ask that you respond to this letter **by Friday 25 November, 2022**. If you would like to speak further about how we can take these issues forward, please contact our president via president@src.gla.ac.uk.

Response to the SRC Open Letter to the Principal of 14th November 2022

In your letter, you highlight the growth in the student population since 2017 using headcount figures to illustrate the scale of growth. While we accept that there has been significant growth in the student population during that period, it is important to contextualise this fully to understand its implications. We have just emerged from an extraordinary period in the history of the University where, as a result of the Covid pandemic, a number of factors impacted on student growth.

Specifically, we were required by Government to respond to changes in Secondary School examinations that resulted in higher than planned intakes in 2020 and 2021. The historic conversion rates of international applicants also changed during this period and particularly this year as we have been emerging from the crisis. This resulted in higher than normal conversion from applicants to entrants and resulted in our intake targets being exceeded. Nevertheless, as we will show, the University has positioned itself well to respond to the demands of this growth. Before explaining this further it is important to understand the nature of the growth in more detail.

Student *headcount* growth is not an ideal indicator of the likely demand on accommodation, facilities and student services, as many of the students recorded in this category are studying on a part-time basis and predominantly off-campus. A more appropriate measure is the student *FTE* growth, albeit this still includes some categories of student who do not place any significant demands on accommodation, facilities and services (e.g. students attending short courses, summer courses, part-time courses etc). Since 2017, total student FTE growth in on-campus students has been 31.5%, driven predominately by the percentage point growth in postgraduate student numbers.

A comparison to the sector average is not a particularly useful indicator of the significance of this growth because there have always been significant variations across the sector, some parts of which have even experienced contraction during the period, leading to less resources being available for the student experience. A better comparison is against our peers in the Russell group, which is a grouping of broadly similar research-intensive universities. Between 2017/18 and 2020/21 our growth in first-degree undergraduate students has been relatively modest at around 8% and exactly in line with the Russell group. As illustrated below, it is largely first-degree students who impact on demand for our own University accommodation. Our overall growth has been roughly twice the Russell Group average and has been predominantly in international postgraduate taught students. This places us at the higher end of growth in the Russell Group, but not at the top and follows a number of years where our growth lagged many of our Russell Group peers. For example, between 2014 and 2018 our student number growth was 15% which was around half that of the University of Liverpool and Queen Mary University of London. It is important to understand that high percentage growth in the postgraduate figures reflects the fact that we have been growing from a relatively low base of international students and, even after the growth we have experienced, we remain near the middle of the Russell Group in terms of the size of our international student population. We strongly believe

that an international and more diverse student body adds positively to the student experience for all our students, including our home students.

Going forward, and in recognition of the current pressures on accommodation, Admissions have been directed by SMG to manage a zero growth UG and PGT student intake for 2023/24. To achieve this, high demand PGT programmes will operate 5-6 Admissions Rounds from 1 October 2022 – 25 July 2023. These dates are available for applicants to review on programme web pages. The Rounds process will ensure that applicants applying globally can be fairly considered by the University, but that overall targets are not breached. The process will be managed by School Admissions Committees with oversight from the Recruitment & Conversion Committee. High demand undergraduate programmes will close to applicants in line with UCAS deadlines. Decision-making for these programmes will commence following these deadlines with offers made to those with the strongest academic ability and aptitude for study in line with zero growth targets.

Admissions have been supported with additional resource to manage these selection processes. Additionally, we have invested in our Admissions Enquiry Team to ensure that applicants facing any challenge in navigating the applicant journey are well supported via a range of communication channels.

It is important to note that as the student population has increased, we have invested proportionally in facilities, student services and in staffing across the University to support the growth. In terms of support services, we have invested in additional support for students, especially in Counselling and Psychological Services (CaPS) and Disability Services. It is worth noting here that over the period you have cited, the demand on CaPS has grown by 32% while the average wait time has been reduced from 25 days to 14 days. Our investment in the new Student Support Officers in the Colleges allow us to deal with many issues at a local level before they become a crisis. We will be investing further in the Student Conduct team and the Complaints Resolution Office to speed up these processes and provide a better service to students. In terms of academic staffing, we have increased staff numbers *ahead* of the growth in the student population. This is evidenced by our student staff ratios (SSRs) which are amongst the best in the UK. For example, the Guardian University league table currently ranks the SSR at Glasgow as the 11th best in the UK and 9th in the Russell Group. Our current investment plans will improve further on this position in the years ahead. We have also invested in the student estate through projects like the James McCune Smith building and the forthcoming Adam Smith Business School PGT Hub and, as you are aware, a bid is also being prepared for additional investment to support implementation of the Student Experience Strategy. This investment should see additional funds flow to the SRC, the other student associations and to student services over the coming months. Against this background, and acknowledging that growth does bring challenges, we cannot accept that there has been a significant negative impact on both the quality of education and the student experience offered by the University. We are committed to supporting an excellent student experience and all of these measures described above are aimed at ensuring this.

Turning now to the accommodation situation in the city, it is appropriate to comment on the concerns you have raised over the information we provided to students. Our communications to students were timed according to our understanding of the accommodation situation as it developed. The full extent of the situation only became apparent as the start of the academic year grew closer, and as the situation became clearer we took the difficult decision to send a strong signal to international students not to travel unless they had accommodation. We believed it was fair to be transparent about the challenges and we acted in good faith on the information available to us at each stage.

As you are aware, the University has historically accommodated around 14% of its student population. This figure has not changed significantly over recent years, and ranged from 14.1% in 2017-18 to 13.7% in 2021-22. This figure was similar to other Russell Group institutions who are city-based. The University had an accommodation guarantee for first year undergraduate and postgraduate taught students. This guarantee had been met for all first-year students who had applied for accommodation for the 2022-23 academic session on time. Previously, only around 4% of the postgraduate taught student cohort applied for University accommodation and, as your letter acknowledges, this proportion changed significantly in the current year leading to a situation where we could not meet the guarantee. That was despite increasing the number of Purpose Built Student Accommodation (PBSA) nominations we were holding by 860 additional spaces. Had the proportions not changed, the University would have met the guarantee.

We agree with your observation that the current accommodation situation is multi-faceted and we believe that the most significant factor has been the contraction in the private rental sector. This, of course, is not unique to Glasgow and has impacted on the availability of accommodation in other towns and cities such as Manchester, Bristol, Edinburgh and York. It has also impacted on other sections of society. As such, we are committed to working with the City Council, Government and other relevant parties to find solutions to the wider accommodation challenges faced by students. We would encourage the SRC to do the same and argue and campaign in favour of policy measures which increase the supply of student accommodation. It's important that the student voice is heard. It is important to stress that even if the University student population doesn't grow, or indeed shrinks, a small fluctuation in the private rental market could easily cause a major housing shortage as over 80% of the student population is not housed in University accommodation.

 You note that the University has taken action to address the accommodation situation. We have, as you say, committed additional resource to hardship and discretionary funds, provided short-term hotel accommodation for students who present to the University as homeless, and are currently looking to secure serviced apartments subsidised by the University to house any remaining students in temporary accommodation. To enable this, we reached out to the student community urging students with accommodation difficulties to come forward. As you note, we received 121 responses which, although concerning, is a relatively small proportion of the overall student population. Since then, we have worked through a range of measures to

support these students and currently the number of students we are supporting in temporary accommodation is below 60 and is reducing.

Looking forward, we have developed detailed plans to support students who will be joining the University in January. For the 2023-24 academic year, in addition to the additional 860 PBSA nominations we have already taken, we have secured a further 1,400 additional spaces planned at a total cost of £49m over the next five years. We are also exploring options to secure more of our own accommodation stock, and we will work collaboratively with Glasgow City Council and national Government to explore other options to improve the situation. Government are aware that the primary determinant of the student housing issues around the UK is the private housing market, which houses the vast majority of students in higher education.

In terms of teaching accommodation, we would highlight that the current academic year was the first year that the University had attempted to fully timetable teaching with rooms since 2019. The University had faced challenges with teaching accommodation prior to the COVID-19 Pandemic due to the constraints of our timetabling methodology but, since then, course and student numbers had increased. Of these, the biggest challenge has been caused by the increased number of courses which require timetable slots and physical rooms. The delays caused by UK Visas and Immigration also made it extremely difficult to accurately predict class sizes this year.

To address these issues, we have created a short-life task group to reshape the University timetable and ensure that space is utilised more effectively going forward.   As part of this exercise, we will ensure that we have the capacity in place to support teaching activity in the years ahead. This may include provisioning some capacity off-campus but, where this is the case, we will ensure that the quality of provision is equivalent to on-campus rooms. In addition, we are embarking on a major transformation project to change the way that we timetable and to improve our utilisation of teaching space. At the same time, we are evaluating the extent and quality of study space on campus to ensure that the learning environment for students is as good as it can be.

Your open letter finishes with a series of four specific demands. Our response to these is given below and we hope that you will see that we have engaged with these in a constructive manner. Our responses are as follows:

1. **"That the University makes a public commitment to a moratorium on student number growth until 2027. "**
   We are sensitive to and understand the rationale behind this demand. The University of Glasgow has grown as more students in the UK and internationally have wanted to study here. It is worth noting that our growth pattern is not untypical of similar Russell Group Universities and while recent growth has been towards the higher end of the Russell Group, this followed a period when our growth lagged behind many of our peers. As our student numbers have grown, we have improved our student staff ratios

(currently 11th best in the UK) and invested in major new student facilities and student facing services.

Nevertheless, given current circumstances, we have already committed to zero growth in the student population in the next academic year to allow a period of stabilisation and for work to progress in addressing issues regarding teaching accommodation and to monitor the behaviour of the private housing market. Achieving absolute surety in student admissions is extremely challenging but we have taken a number of steps to control student intake over the admissions cycle and ensure we can apply strict caps on numbers. We welcome the recognition by the SRC of the additional investment in facilities and capacity that may allow for some modest expansion in future years. Given, however, that the University is subject to many external factors that can influence our intake strategy, we cannot commit to tie the hands of our successors in the University community. We can of course commit to ensuring that the planning of any future growth is appropriately shaped to take into account the accommodation situation for students. Aligned to this, we will also keep our student accommodation strategy under continual review. Indeed, for 2023-24 we are already planning to hold our on-campus student numbers at or below their 2022-23 levels. Assuming growth after 2024 is possible, we anticipate that it would be broadly in line with the 1200 figure indicated in your letter.

2. **"That the University review its Accommodation admissions policies for 2023/24 for both Undergraduate & Postgraduate students in conjunction with the SRC by the end of 2022."**
   The University has been reviewing its policies on accommodation and is happy to share and discuss this with the SRC. The intention will be to ensure that all incoming students are fully informed of the commitment the University is making and on their eligibility for University accommodation before they apply. As indicated above, we have increased the number of bed spaces under direct University control from 3,443 in 2021/22 to 4,334 in 2022/23 and will increase it further to 5,692 in 2023/24.

3. **"That the University commits to providing adequate space for learning, teaching, and clubs and societies".**
   The University fully commits to providing adequate space for learning and teaching and there is considerable work underway at present to support this for the years ahead. We will also commit to providing adequate space for clubs and societies outside of normal teaching hours and will work with the SRC to maximise the opportunities for the use of space by clubs and societies at other times. Finally, we would note that there has been, and going forward there will be, significant future investment in student services to ensure that the student experience at Glasgow is of the highest standard. It is worth noting that funding for Student and Academic Services has increased from £9.1m in 2019/20 to £12.3m in 2022/23; we anticipate further growth in subsequent years to

support implementation of our student experience strategy. Funding for the four student associations has increased from £1.0m in 2019/20 to £1.8m in 2022/23.

4. **"That the University includes the SRC in conversations about incoming students to the University and planning for the 23/24 academic year".**
We welcome the opportunity for closer working with the SRC on our approach to student numbers. We propose that we address this in two ways. Firstly, we will invite the SRC to join the University Recruitment and Conversion Committee which oversees the admissions process. In addition, we would suggest that Student Admissions becomes a standing item on the Student Experience Committee agenda so that the SRC can discuss wider issues associated with admissions with the relevant heads of service. We believe that, taken together, these actions address the demand using the existing committee structures.

Report to General Council Half Yearly Meeting on 27th June 2022 by Convenor of the General Council Business Committee

Due to the global pandemic of Covid 19 and its variants the last two years have been very challenging in all areas of personal and public life. The pandemic impacted deeply on life at the University and the GCBC has seen its role to be one of support and when appropriate, counsel to the University. Some of the challenges of the pandemic have raised fundamental changes to how we operate, even as we emerge for the pandemic. All GCBC meetings in the period covered by this report have had to be held by zoom. At each meeting of GCBC University senior management provide reports on which members raise questions and consider a view. Some highlights from these reports show the University

- recognised as The Times Higher Education University of the Year.
- deeply engaged in COP 26 in November 2021
- became an Associate Member of CIVIS – an alliance of eight leading research higher education institutions across Europe. CIVIS aimed to create a European inter-university forum for innovative and responsible teaching, research, cultural exchange and citizen action across Europe and Africa.
- became a member of GUILD – a network of European research-led universities.

There are two Court Assessors elected by the body of alumni. Dr Morag Macdonald Simpson and Ms Lesley Sutherland having served their terms of office retired in June with thanks and appreciation of their work and advice to GCBC. Subject to ratification of the election by the Half Yearly meeting the Court Assessors elected are Stuart Hoggan and Christine Middlemiss. I am sure members of GCBC will join me in congratulating Mr Hoggan and Ms Middlemiss on their election and we look forward to their contribution to the work of GCBC. Gerry Law completed his second full term of office and retired in January. John Corrie, Patricia Cunningham, Allan Mackintosh were all elected and welcomed as members of GCBC and the most recent elections saw the election of Florence Glanfield.

GCBC also receives reports from Dr David Duncan Chief Operating Officer on matters under consideration by the University Court. Each meeting of GCBC is presented with a detailed update on Development and Alumni activities by Ms Emily Howie and Ms Fran Shepherd Director of Development and Alumni. At the November 2021 meeting Ms Shepherd spoke of the many different types of meaningful gifts - from major donors, to recurring annual donors, to occasional donors – and event-specific donors. These could take different forms including: pledges, the leaving of a gift in a will, the giving of stocks and shares; payroll giving, community fundraising; gift aid and many others. Donations to the University help support many different areas, for example:
For students: Scholarships; Research Scholarships; and the Chancellor's Fund
For Campus Development: the James McCune Smith Learning Hub; the Advanced Research Centre (ARC); and the Clarice Pears Building (Institute of Health and Wellbeing).
For Advancing Research: Medical Research: Precision Medicine; and Veterinary Research – the Vet Fund.

All donations to the University are directed via The University of Glasgow Trust which has a Trustee nominated by GCBC to the Trust. Donations received are subject to due diligence and the purpose for which support was offered must align with University of Glasgow values.

GCBC established a working group under the Convenorship of Dr Jonathan Cavanagh to consider aspects of the University Memorial Gates which were erected on the quincentenary of the University

of 1951. This relates also to work conducted by Dr David Duncan and Court on appropriate ways of memorialisation of people important in the life and heritage of the University and is an ongoing area of work for GCBC.

GCBC has also considered how elections to GCBC can be made more effective in terms of engagement with the alumni community. Recent elections have been conducted by electronic ballot which represents a huge step forward from elections conducted by physical vote of people present at a half yearly meeting. This is still in an early stage of development and further reports will be presented to GCBC.

It is proposed that GCBC meetings be held on Tuesday 25th October, Tuesday 28th February 2023, Tuesday 2nd May 2023, and Tuesday 4th July with the Two Half Yearly meetings of the General Council held on Tuesday 31st January 2023 and Tuesday 27th June 2023. These dates follow the cycle of meetings of the University Court and will enable GCBC to re-establish a regular meeting cycle.

In addition to the above GCBC invited people in key leadership roles in the University to present on aspects of University life. GCBC members determine the issues to be considered and people they wish to invite. Questions and discussion follow as an important part of the meeting and when appropriate GCBC may determine to make recommendations to senior management or other appropriate bodies in the University. This approach allied to the reports received aims to ensure GCBC is an active committee in communicating views of alumni to the University. GCBC can in some ways be said to be reinventing itself as part of a comprehensive University structure. Examples from the presentations and discussion included:-

February 2022 Ms Mhairi Taylor, Head of Equality, Diversity and Inclusion. Ms Taylor provided a very comprehensive overview of the issues affecting Equality, Diversity and Inclusion. A very full discussion took place. Ms Taylor's presentation set out the strategic outcomes for Equality, Diversity and Inclusion in the period 2021-25 to include:

- Improving the University's engaging and enabling culture for women through continued focus on increasing the percentage of senior women; growing the talent pipeline; and creating a positive campus culture – e.g. continued support for School/RI Athena Swan applications;
- Embracing diversity and respecting difference to take an anti-racist approach to race equality work and aim to address structural inequalities – e.g. implementation of the Understanding Racism, Transforming University Cultures (URTUC) action plan;
- Implementing a whole University approach to ensure disabled people could engage and thrive in campus opportunities – e.g. implementation of the Review of Provision for Students with Disabilities;
- Articulating and embedding a values-led culture which establishes the expected behaviours of students and staff;
- Work towards an inclusive and respectful culture, which was free from violence, harassment, and bullying – e.g. mainstream the Glasgow Professional Behavioural Framework, and rollout and embed the University values;
- Ensuring that learning and teaching was fully inclusive, accessible and steps were taken to promote a global curriculum which was reflective of our community – e.g. supporting decolonising of the curriculum ambitions in the URTUC action plan; and
- Engendering a campus environment where wellbeing was integral, valued and strategically significant – e.g. developing and promoting holistic student and staff wellbeing strategies

November 2021 Professor Moira Fischbacher-Smith, Vice-Principal (Learning and Teaching)

Professor Fischbacher-Smith set out the recently approved Learning and Teaching strategy as based on 3 pillars: 'an evolving approach to student-centred active learning; transforming curricula and assessment; and students' professional and skills development'. These underlying principles would be enabled by amongst other things: 'improved learning environments and infrastructure; enhanced support for enterprise; and consolidation of online and blended learning support'.

Outcomes from the Strategy were intended to achieve:
- *For students*: Enhanced disciplinary expertise and digital literacy which would support career development;
- *For staff*: Enhanced teaching environments; an improved digital teaching and assessment environment; and cross-organisational team working; and
- *For External Stakeholders*: Involvement with high-quality graduates who were increasingly engaged with the needs of society and the economy.

Professor Fischbacher-Smith advised members that some aspects of the Learning and Teaching Strategy did address specific issues that had become apparent during the pandemic. It was important to note the increased collaborative activity that had emerged during the course of the development of the Strategy and taken forward. To this end, an upskilling programme was being developed and an enhanced web presence was being put in place to enable staff and students to engage fully with the various aspects of the Strategy.

October 2021 Dr Robert Partridge Executive Director of Student and Academic Services

Dr Partridge outlined the extensive student support programme the University had delivered and developed during the course of the pandemic. Dr Partridge then updated the committee regarding several new developments with regard to Student Services:

- A new service leadership team was in place
- A revised student conduct policy and support for students in crisis had been developed
- A review of provision for disabled students was on-going
- SRC-led reviewed support for home/commuting students was on-going
- A network of Student Support Officers, to support academic advisers had been introduced
- An expanded student peer support scheme was being developed; and
- A new living support model in residences was being developed.

March 2021 Ms Rachel Sandison, Vice Principal

Vice-Principal Sandison reported on the new University Strategy: *World Changers Together: World Changing Glasgow 2025 would be launched in April. The Strategy was based around the three themes of community, connectivity and challenges and it highlighted the strength* of collaboration as a vehicle to bring people together through common purpose.

Reverend Stuart D MacQuarrie,
Convenor

Court Context Card 23rd November - SEC Report from meeting on 23rd September 2022	
Speaker	David Duncan and Rinna Vare
Speaker role	Joint Conveners of the Committee
Paper Description	Student Experience Strategy
	Report of the meeting of the Student Experience Committee 23 Sept 22
Topic last discussed at Court	Jun-22
Topic discussed at Committee	
Committee members present	Court members present at last Committee meeting:
	David Duncan, Rinna Vare, Nicola Dandridge, David Finlayson
Cost of proposed plan	
Major benefit of proposed plan	
Revenue from proposed plan	
Urgency	Low
Timing	
Red-Amber-Green Rating	Green
Paper Type	information
Paper Summary	Report of the meeting of the Student Experience Committee (SEC) held on 23rd September 2022. Court is invited to note the following updates: update on student numbers (item 1), update on accommodation (item 2), cost of living crisis (item 3), welcome week/freshers week (item 4), student experience strategy action plan (item 5) and student support policies (item 6).
Topics to be discussed	As Court wishes
Action from Court	to note and discuss as desired
Recommendation to Court	
Relevant Strategic Plan workstream	
Most relevant Primary KPI it will help the university to achieve	
Most relevant Secondary KPI it will help the university to achieve	
Risk register - university level	Risk 4 Student: Failure to offer an attractive, high quality and fulfilling student experience to UG and PG students.
Risk register - college level	
Demographics	
% of University	100% students
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	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 characteristices of the Equality Act.
Suggested next steps	
Any other observations	

University of Glasgow

Court: 23 November 2022

Report of the meeting of Student Experience Committee held on 23 September 2022

Dr David Duncan and Ms Rinna Vare, Co-Conveners

1.   Update on Student Numbers 2022-23

Jonathan Jones gave an update on student admissions for the current session. The pre-circulated paper showed the position as at the 15th September and, as the registration deadline was not until the end of the month, the figures were still in flux but even so gave a reliable indication of expected admission numbers. It was confirmed that the number of students was on target and in line with the previous year, though there had been an increase the preceding year. Controls on numbers which had been put in place to help to reduce the impact on accommodation appeared to have been successful. These had been introduced on some previously oversubscribed postgraduate programmes and the intention was that these would be extended to all programmes in the future. A different methodology for postgraduate taught course selection was being rolled out and analytics would be used to sense check targets against available accommodation and learning and teaching capacity. It was noted that the new ASBS & PGT hub would provide additional teaching and learning space and that a review of the space requirements of professional support staff would help alleviate the situation in years to come.

2.   Accommodation – update on current situation

Robert Partridge updated the committee on the current accommodation situation, acknowledging that there had been a shortfall of bed spaces and that this had been a very difficult time for students who had not found accommodation.

All UofG accommodation had been allocated with priority given to particular groups of students whose need was considered greatest. Support and advice were being offered to students who were looking for accommodation and thanks were extended to Accommodation Services, the SRC Advice Centre and the Student Services Enquiries Team. Temporary hotel accommodation had been booked as a precautionary measure with 45 rooms having been taken up. It was noted that the shortage of accommodation was a national problem but that it was particularly pressing in Glasgow, where there had been an increase in demand coupled with a contraction of the private rental sector. To avoid the situation repeating in future years the University would review the guaranteed place for first year students which had been introduced in 2018. It was agreed that students must be given clear and early communications regarding the availability of accommodation so that they could make their plans in good time.

3.   Cost of Living Crisis

Alan McConnell, Financial Aid Manager, introduced the update from the Cost of Living Action Group (COLAG) and advised that Mary Beth Kneafsey, PG Strategy and Policy

Manager had subsequently joined the group. A number of measures had already been introduced including the new webpages at:

https://www.gla.ac.uk/myglasgow/students/costoflivingsupport/

which had proved popular to date. An awareness raising campaign would be launched with a campaign video in October. Additional funds of £100k had been made available for distribution through the hardship fund and additional staffing resource provided for the team. A new post of student money adviser (job title to be confirmed) was planned and it was envisaged that this post would work closely with the Student Support Officers. The allocation of £154k discretionary funds by SAAS will be supplemented with £25k from UofG which would bring the total in line with inflation. Further opportunities were listed in the appendix to the update and included budget food options on campus, the Too Good to Go app and measures to address the hidden costs of study. It was agreed that advertising all grade 2 and 3 posts should be done through the student jobs portal and Jane Weir offered to take this forward with the Careers Service.

COLAG would be monitoring the impact of the campaign and had started tracking enquiries. It was agreed that it was important to make information available to new applicants and offer holders. It was reported that the support guide had been added to the new student webpages and was being sent to new students before arrival.

It was stressed that the University was committed to supporting students facing hardship and further hardship funds would be provided if needed.

4.   Welcome Week/Freshers Week

Rinna Vare reported on welcome week which had been very successful with the highest attendance at events to date. 10,000 students attended the Welcome Fair. The SRC would conduct a formal evaluation of the welcome week. Events had also been held for home students in the run up to welcome week. The importance of these events in helping students establish their networks was emphasised and it was recognised that students needed more opportunities to connect with each other.

Representatives from the other student bodies also reported successful welcome/freshers week activities. The reintroduction of night buses was warmly welcomed.

5.   Student Experience Strategy Action Plan

David Duncan explained that the UofG had a clear system for investment bids. These go through Investment Committee to Finance Committee and then on to Court. These bids should be in support of one of the University's main strategies and clearly aligned to the overall University strategy. The action plan which was being developed to deliver the student experience strategy would require significant investment and the circulated paper, which was intended for Court, gave an initial outline of the investment that we might bid for..

Craig Chapman-Smith, Director of Risk and Projects, gave a presentation which demonstrated how the action plan was being constructed and how it linked to the pillars of the student experience strategy - opportunity, wellbeing and inclusion and belonging. The plan had drawn together the objectives from the previous action plan, from related strategies and new actions which had emerged from discussions. All objectives will be mapped to a strategic objective and to outcomes and measures. Work was ongoing to complete this mapping.

A Student Experience Delivery Working Group has been established to co-ordinate activities. A high level timeline has been developed and this would be expanded to form a detailed roadmap as the projects progress. SEC would receive an update at each meeting going forward. It was noted that the investment bids would be put forward jointly by the University and the student bodies, although the lead on delivery of different projects could vary. It was agreed that the estates development would require a long-term plan and would focus on the arc of buildings from the GUU to the QMU and include spaces such as the round reading room and the library.

There was a discussion about the relationship of the student experience strategy with other strategies. It was noted that the student experience strategy was closely linked to the learning and teaching strategy and together with the research strategy could be viewed as covering our core activities. Other strategies were enabling or supporting strategies which feed into the core thematic strategies. It was noted that the University now had a Strategy Delivery Unit which would ensure a coordinated approach to strategic planning. It was noted that there were many different groups of students including those with protected characteristics, who may have very varied student experiences. The range of experiences would be considered carefully when developing the action plan with a view to ensuring that a baseline experience was provided for all.

6.   **Reviewing/updating student support policies**

SEC considered the proposal that two or more policies be reviewed each session and that a cycle for review be established. The Accessible and Inclusive Learning Policy and the Student Carers Policy were scheduled for review in session 2022/23. The SEC supported the proposal and asked that the Fitness to Study procedure be considered for early review.

Speaker	**Mr Ronnie Mercer**
Speaker role	Estates Committee Convener
Paper Description	Report from Estates Committee (28 October 2022)
Topic last discussed at Court	Last report to Court was 28 September 2022
Topic discussed at Committee	Various
Court members present	Mr R Mercer (Convenor), Dr B Wood, Miss R Vare, Mr C Kennedy, Prof K McCue
Cost of proposed plan	
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	Space remains the number one risk for Estates with accommodation of large classes particularly challenging, and forthcoming new builds will not alleviate the issue. Approval was given for the Hard Facilities Management Contract to proceed to the next governance stage at a cost of £72 million over 5 years, and a preferred bidder has been chosen. A sub group has been formed to consider future contractor appointments for the proposed Multi Use Facility which is the next major build planned for the Western Site. Negotiations are continuing with the remaining bidder for the Strategic Property Partnership which aims to build student accommodation, hotel and innovative laboratory facilities.
Topics to be discussed	
Action from Court	
Recommendation to Court	
Relevant Strategic Plan workstream	
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	
Demographics	
% of University	100% staff and students
Campus	Entire University Estate (all campuses)
External bodies	Glasgow City Council; external contractors
Conflict areas	Not Applicable
Other universities that have done something similar	
Other universities that will do something similar	
Relevant Legislation	Building and Planning legislation
Equality Impact Assessment	On a building by building basis/by CapEx, where applicable
Suggested next steps	
Any other observations	

UNIVERSITY of GLASGOW
Estates Committee
Minute of meeting held in Melville Room on Friday 28 October 2022

Present: Mr R Mercer (Convenor), Mr I Campbell, Mr G Caldow, Mr D Duncan, Mrs L Hanna, Mr C Kennedy, Prof K McCue, Mr A Seabourne Mr D Smith, Miss R Vare, Dr B Wood

In Attendance: Ms N Cameron, Mr D Hall**,** Mr P Haggarty, Mr B Morton, Ms S Matimba, Mr R Garnish, Mrs L Reid, Mrs K Y Biggins (Clerk)

EC/2022/62 Apologies
Mr Mercer noted apologies were received from The Principal and welcomed all.

EC/2022/63 Declaration of Interests
Mr Mercer noted declaration of interests by Mr Smith who informed committee that CBRE are advising a party bidding to be selected as JV partner for the Church Street Development Project and CBRE is bidding in response to the Hard FM services tender.

EC/2022/64 Minute of the meeting held on 8 September 2022
The Committee approved the minute.

EC/2022/64(a) Action Tracker
Action 8 Implementation of recommendations identified in Major Projects Contracts Review. The remaining actions will be considered by the sub-group considering the future contractor appointments for the Multi-Use facility. This forms part of today's agenda.
Item 10 Skills matrix to be updated for future lay members. This will be shared with appropriate parties when available. Ongoing.
Item 20 Committee were invited to feedback input for Draft Carbon Management plan to Executive Director of Estates. Closed.
Item 21 Review Main Gate and JMSLH road crossings ahead of Freshers' week. Meeting has taken place with GCC and the contact is dealing with this moving forward. The crossing priority has been updated, is being monitored and a future meeting annually at the end of summer to review and set has been established. Closed.
Item 22 Executive Director of Commercial Services to be invited to October meeting in relation to Student Accommodation. Mr Garnish is presenting to today's Committee. Closed.
Item 23 Clarification of terms of Health Innovation Hub leases to be provided. One page report will be circulated following meeting of group and will be treated as an addendum. Ongoing.

EC/2022/65 Executive Director of Estates Report
Mr Campbell presented the report.
Since the last Estates Committee in September 2022, the focus within the Directorate has been on:

1. Completing a reforecast of this year's Investment Plan
2. Progressing negotiations with the bidder for the Strategic Property partnership
3. Progressing Stage 1 of the design for the Multi Use Facility
4. Continuing good progress on Clarice Pears, ASBS and Western Site Infrastructure
5. Advancing the Construction Inflation report.
6. Completing the final stages of this year's timetable and 'bedding in' new teaching spaces.
7. Beginning the approval stages for the new Reactive and Planned Maintenance contract.

Mr Campbell noted that the construction and finance teams have undertaken a joint reforecast of the investment plan. There has been an increased forecast spend on asset management and sustainability but a reduction in enhancement projects

The team are continuing to work on strategic partnership negotiations which is progressing constructively and openly.

The Multi use facility stage 1 design is progressing. Overall assumptions appear to be panning out but the site is tight: consideration is being given to adding an additional floor which planning may resist.

The Western development is progressing moving well; ASBS is slightly ahead of schedule and Clarice Pears construction works will complete this month, with fit out Dec./January& move in February 2023.

The teaching timetable completion has been challenging. Wellington Church is proving less than ideal and we are considering whether this site is used next year. Accommodation of large classes is a particular challenge with options being taken to SMG. Some larger classes may require to be housed off site or lengthen the teaching day. Medium size classes are also continuing to prove difficult to house which is impacting staff and student experience. Mr Campbell noted that forthcoming new builds will not alleviate this issue .Mr Campbell noted that the vast majority of academic staff may be resistant to lengthen the working day but off-campus options would require block timetabling which would be logistically difficult . There are three main options - lengthen the teaching day, off campus utilisation or online.

It was noted by Committee the issue is broader than a buildings issue, with engagement of staff required. The Committee noted that Facilities Services staff would also be impacted. Commitee also noted that larger classes have less benefit being face to face; such classes maybe better suited online which would free up more space. Mr Duncan noted this is a moving debate. Miss Vare noted some students are already concerned all classes would be online. Following a question from the Committee in relation to Kelvin Hall, Mrs Cameron noted we are in constant dialogue with this and other West End locations.

EC/2022/66 Appendix A Capital Plan Inflation Impact
Mr Haggarty presented the report

First draft of the inflation report has been received and we are continuing to work through the detail. Mr Caldow expressed concerns at the last report and considers this report to be more prudent. He further noted that Finance continue to model downside and we are considering our response; there will be a further review in January and this will be fed back.

Following a question from Committee relating to impact on our commercial joint venture, Ms Cameron noted that whilst there is volatility in construction pricing but we are not seeing the same impact in rents. Glasgow market is strong and there continues to be high demand. Mr Caldow noted there will be a trade-off to be made and we require to take a long-term view. Mr Campbell noted figures from the external consultant are based on RICS analysis which are , in turn, based on Treasury figures; the key question is on whether Committee accepts the Treasury view. The report will be updated and re-presented at next meeting.

EC/2022/66 Safety & Compliance Report
Mr Morton presented the report.

Vacancies in the Compliance team are being addressed via consultancy short term.
Whilst Covid is currently largely settled, Ventilation matters are still being addressed.

Meetings with the Council in relation to the University Avenue crossings have resulted in further and adjustments carried out. Discussions have also been held with Police Scotland relating to vehicles/delivery drop off.

Gas safety focus remains ongoing with the team also working on a communications plan regard asbestos awareness and surveys. The Bute Hall project has won an award as 'Project of the year for asbestos removal'.

EC/2022/67 Investment Projects Update
Mr Haggarty presented the period 1 report.

- There are 126 live projects.
- The period forecast movement is minimal Portfolio RAG summary indicates Church Street amber due to time but is now approved and Clarice Pearce red due to cladding replacement works.
- No significant H&S items.

EC/2022/68 Estates Risk Register
Mr Campbell referenced the paper for information and noted focus on both Energy prices and security. Ms Matimba is presenting in relation to Energy Security to the Committee today.

EC/2022/69 Facilities Services Update
Mr Morton presented the paper

The timeline relating to the Facilities Services review was presented reminding all of the Go live in November 2021. Current work is focused on the new Hard Facilities Management which has been designed to align with new ways of working and dovetails to the Facilities Services structure.

There has been recruitment of a new building surveying team and qualified technical apprentices;3 technical and 3 grounds apprentices have been recruited this year and we are considering expansion of our programme next year which may incorporate office-based apprentices. The Compliance team achieved RoSPA Gold for fourth year. Safezone app has been rolled out across the University community and we have partnership with other organisations. An interim control room will be in place by Summer 2023.

The new Head of Framework Contracts has addressed issues raised by external auditors.

A "Drive the 5" (five key operational issues) campaign is being established within Zones, which in turn feeds into summary scorecards.

It was noted by the Committee that sustainability is not as prominent in the presentation and would like it to be called out. It was acknowledged that there is more we can do and whilst initiatives are in place, we need to raise team awareness. Mr Duncan noted that the University is now 2nd in the UK for sustainability rankings and 13th worldwide. It was however, further acknowledged by Mr Campbell we require more impactive driven delivery and we are setting up a separate unit for this

Whilst it was complimented that the service has changed for the better; there are some areas where staff are still "bruised" and recruitment sustainability is required. Mr Morton acknowledged this and

advised we are working to modernise the pay structure by reducing some points in the pay scale. It was noted by Committee that previous janitorial staff were very visible and accessible to building users which has been lost slightly in implementation of day to day running particularly in the older buildings.

EC/2022/70 Major Projects Contract Review
Mr Haggarty presented the paper
This paper was presented for information as it related relating to the Stage 1 report for the Multi-Use Building – and is being raised to Capital Programme Board on 7 November. The purpose of the paper is to highlight matters relating to the procurement of the building which will need to be considered by the relevant subcommittee. The paper incorporates advice from both legal and procurement colleagues.

EC/2022/71 Leased office strategy
Mrs Reid joined to present the paper

The paper highlighted that the University is considering leasing Berkeley Square – pavilions 3 and 4 ; taking two additional pavilions would free up space on Campus for other uses. The space could be used to consolidate other outlying offices and GIC require to be moved from the Anderson building. The CENSIS lease also ends in 2024 and the opportunity would then be taken to relocate. The current occupier of Berkeley Square is Vodafone who wish to retain one of pavilions in meantime, we would therefore propose to sublet one pavilion to Vodafone to allow us to consider our moves and strategy

Mr Campbell noted Committee is being asked to approve opening of discussions only .The Committee noted that it is long considered Tay House was not an ideal location. The Committee asked whether the Landlord would sell the freehold interest; Ms Cameron noted Heron are not keen to lose the heritable interest. Whilst it was remarked that pattern is not to take parking spaces; Mrs Reid noted that this space allows for Mr Caldow noted there are other areas we should be looking to move from Campus .Mr Campbell noted there are a couple of items we require to work through – refurb programme and current occupation of Estate for office use -before we could seek a final consent which would come back to the January committee at the earliest. The Committee approved discussions could begin with interim paper to be prepared for the other elements being brought to January Committee.

EC/2022/72 Energy Security
Ms Matimba joined to present the paper.

Mr Duncan noted that the risk of complete energy outages appears to be reducing. The Committee noted that there is still discussion around cuts to electrical supply and this may impact experiments and other work. Mr Morton advised that discussions are required with colleges to understand their critical need requirements and any experiments that would be impacted. New builds have back-up generators but most older buildings do not. Mr Haggarty noted that the recent fire at Garscube had involved the generators being utilised and we have further experience of utilisation however, the ready accessibility of diesel needs to be considered. Mr Campbell noted that should we obtain Priority Supply status for animal houses that this could mean the whole Campus would be supplied as there is no local supply for the relevant buildings. Mr Caldow noted we will develop energy supply costs in more detail and advise further.

EC/2022/73 Student Accommodation Presentation
Mr Garnish joined to present the slides and updated committee on both the student residential marketplace and the work of the University team.

 Following a question from the Committee around recent media publications Mr Garnish advised that it is disappointing that the amount of effort we have put into communication which hasn't clarified the combination of factors that are in fact in play including the reduction in private let accommodation. He highlighted that Unite and the University recently hosted Scottish Government officials to highlight our accommodation standards. Mr Mercer noted that Commercial Services will be involved in the new accommodation at Church Street, Mr Garnish advised the demand is in fact higher for more base level standard of accommodation than much that is provided by private providers.

EC/2022/74 Committee Reports for Approval

13a Summary of Investment approved under delegation
The paper was provided for information.

13b Hard Facilities Management Contract: Maintenance as a Service
Mr Campbell advised that our current contract is outdated and does not drive Contractor performance. He quoted reactive maintenance figures as of this morning -of the 1700 jobs outstanding, 380 of these are over 1 month old: the current contracts do not have the power to improve this situation Our current contracts do not incentivise Contractors and many jobs "bounce" back and forward between different contractors. The new contract will require completion of all jobs within 5 days with all jobs up to the value of £1,000 completed at the Contractor's risk.

Mr Morton noted that we have been on the improvement journey for some time and iterations have developed – 5 years ago we would have had to TUPE most trades staff over but we have removed this risk with the Facilities Services operating model now in place. A period of mobilisation will be required. Assets will be coded and verified, and this is programmed to take approximately 4 months, completing in January/February 2023. A letter of intent with Executive Director of Finance approval has been issued to undertake preliminary work. Proposal is to move from annual framework to 5-year contract (plus 1 plus 1), £70million quoted is 5 year figure. Inflation is built in for 5 years and if we go beyond this agreement discussions will take place. Performance KPI measurement will be undertaken which the University contract manager will oversee.
Mr Morton noted that financial penalties exist if KPIs are not met and there is a no-fault exit clause.
A question was raised by the Committee as to what is in mind around the relationship and access to data. Mr Morton responded that we will not require to focus on day to day running and can focus more on client requirements and initiatives.

Following a question from the Committee in relation to £1000 ceiling how this will work with inflation; it was confirmed that inflation had been built into the agreement . The contractor may try to ensure each job is over this value, but we will move from checking everything to having robust discussions around whether jobs are over £1000. Mr Campbell noted the outstanding cost impact to teaching etc of jobs not being completed in time is not recorded anywhere in our accounts . Mr Caldow noted that Estates will work within the envelope of the investment plan. The Committee agreed this will be taken forward.

EC/2022/75 Any other Business
There were no matters raised.

EC2022/76 Schedule of Meetings for 2022/23

Tuesday 10 January 2023 – Melville Room
Tuesday 14 March 2023 – Melville Room
Wednesday 17 May 2023 – Melville Room

Court Context Card 23 November 2022 - P&OD Committee - Nov 2022

Speaker	Ms June Milligan
Speaker role	P&OD Committee Chair
Paper Description	Draft minute of P&OD Committee meeting held on 05.1022
	(incl. JCCN Minute of the 13.06.22 & EDSC Minute's from the 14.09.22
Topic last discussed at Court	Sep-22
Topic discussed at Committee	See paper summary section.
Committee members present	See Attached.
Cost of proposed plan	N/A
Major benefit of proposed plan	N/A
Revenue from proposed plan	N/A
Urgency	
Timing	
Red-Amber-Green Rating	
Paper Type	Information
Paper Summary	The Committee heard a progress update from the People First NWoW theme leads - Prof Michael Brady, Pete Mitchel and Billy Howie. The Executive Director of P&OD gave an update on strategic activity including the latest employee relations landscape, recruitment activiy, diversity & inclusion, pay & reward, and colleague wellbeing. James Hamilton and Gillian Johnston also delivered an OD update on the feedback from the strategic leadership programmes and colleague engagement. The papers also include the draft minutes of the JCCN 13.06.22 & EDSC Minute's from the 14.09.22
Topics to be discussed	None
Action from Court	Primarily to note
Recommendation to Court	

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

University of Glasgow
People & Organisational Development Committee
Minute of meeting held on Wednesday 05 October 2022

Present: Dr June Milligan (JM), Christine Barr (CB), Dr David Duncan (DD), Prof. Sara Carter (SC), Prof. Kirsteen McCue (KM), Prof. Frank Coton (FC), Susan Ashworth (SA), Elise Gallagher (EG), Martin Glover (MG), Paula McKerrow (PMcK), Shan Saba (SS), Chris Branney (CBr) & Laura McCrimmon (LM) (Minute & Technical Support)

By Invitation: Prof. Michael Brady (MB) - Head of School of Humanities, Pete Mitchell (PM) - Assistant Director of End User Computing, Billy Howie (BH) - Head of Operations (COSS) - Item 3

James Hamilton (JH) - Director of Organisational Development, Gillian Johnstone (GJ) - (Organisational Development Partner) – Item 5

Apologies: Professor Sir Anton Muscatelli (AM), Rob Goward (RG)

Executive Summary:

- The Committee heard an update from representatives of the People First: New Ways of Working Group on key action points across the themes of people, space, and technology, discussing the benefits, the opportunities, and challenges of adopting and role modelling new ways of working across the University.

- The Executive Director of People & OD expanded upon the shared 'Strategic Update' paper by providing a detailed update on the current employee relations climate whilst also noting key developments with regards to the latest Colleague Engagement Survey and positive progress in relation to tackling gender-based violence and racial harassment.

- Colleagues from the Organisational Development Team presented a strategic overview and latest developments relative to our strategic leadership programme suite, our culture and values including an evidence-based summary of the impact of the Strategic and Future Leaders Programmes.

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

JM welcomed the Committee with apologies noted from AM and RG.

POD/22/22 – Update from Court & Review of Committee Remit

The recent Court Away Day, largely focused on the current geopolitical landscape on a global scale and the wider operating environment for the University, and the longer-term strategic planning implications for the future c.20-30 years ahead.

Detailed discussion had taken place at Court on the Risk Register and the ongoing prospect of industrial action at a local level with a particular emphasis on the recent UNISON strike.

The Committee undertook the annual review and subsequent approval of its remit. It was agreed that the requisite constitution and membership of the Committee be added to the purpose and remit in alignment with the other committees of Court. It was also agreed to specify a review timeframe for committee membership.

POD/22/23 – People First: New Ways of Working – People, Space & Technology

MB, BH and PM updated the Committee on the work of the People First: New Ways of Working Group, which included an overview of the benefits and strategic objectives in re-establishing our campus community post pandemic and our new ways of working, as well as the background and remit of the group.

People-related actions include collecting case studies to share successful experiences of hybrid working and supporting managers with New Ways of Working plans to encourage 'blank slate' conversations.

The creation of a device and peripheral catalogue (with recommended device plans) have been put in place to support common procurement processes to standardise available technology and lessons learned will be shared where technology solutions have already been adopted in agile spaces. It was acknowledged that hybrid-working brings additional cyber concerns, whilst one of the biggest challenges

relates to our use of space across our historic campus. On this front, actions will include the development of a brochure of existing pilot and hybrid spaces along with a 'space compendium' and up-to date data and intelligence on space availability across our campuses.

The Committee supported the decision taken by the SMG not to mandate a set level of attendance on campus with preference for a localised business needs driven and 'output-based' approach. The Committee recognised that one-size does not fit all and endorsed the benefits of team-based discussions, noting that the autonomy offered so far around local decision making having been well received. There was full acknowledgement that the delivery requirements of various roles, particularly those in operational roles across the University, are not conducive with and will not benefit from new ways of working arrangements. Cognisance was given to ensuring that future communications reflect that this is the case.

The benefits of informal interactions around the workplace and the challenge of balancing *'in person interaction'* with individual preferences around working patterns was acknowledged. The Committee offered suggestions on how managers can get to know and understand their team members and accommodate those preferences while creating and incentivising opportunities for informal interactions in the workplace. This was aligned with recognition that the sense of 'campus community' remains highly important and positively impact the student experience.

The committee underlined the importance of leadership capability and active role modelling, particularly amongst senior leaders to demonstrate positive behaviours and to effectively lead change. Members noted optimism that the calibre of appointed leaders is increasingly Improving.

Observations were made on the space implications of hybrid-working, particularly in terms of the practical impacts on space sharing and/or under-utilised space and in recognition of challenges (and opportunities) while working to reduce our carbon footprint. The Committee acknowledged the challenges in managing colleague expectations around some of the more traditional approaches, such as large/single occupancy offices, and the application of more nuanced arguments and experiences emerging across different areas and roles.

Overall, the planned actions were welcomed, and it was recognised that this was a long-term iterative process through which the University must continue to learn and adapt over time.

POD/22/24 – P&OD Director - Strategic Update

CB provided an update on a number of key themes, with wider updates having been shared in the circulated Strategic Update paper.

Employee Relations
The Committee was reminded that national pay negotiations for AY 2022-23 had concluded without agreement and that the University had proceeded (on UCEA advice) to implement the final offer averaging 3.1% (i.e. a base uplift of 3% with higher increases for pay points below Spine Point 20), effective from 1 August. Further, the recent Living Wage uplift of 10.1% had been applied to the relevant salary points.

The limited scale of the national uplift has resulted in further ballots for action by campus unions in addition to the ongoing discontent of UCU. The University of Glasgow is currently the only institution in Scotland where all campus unions are in active dispute.

UNISON secured a mandate for strike action, which took place over 4 days (20/21 Sept. & 3/4 Oct.) with c.100 colleagues known to have participated at the time of writing. UCU are currently balloting (on an aggregated basis) for further action across the UK (in relation to both pay and the ongoing USS pension dispute). Results are expected on 21 October, with the potential for strike action from 7 November. Both Unite and GMB have recently provided notification of disaggregated ballots for strike action, again in respect of the pay offer for AY 2022-23.

It is understood that many UK universities have made one-off payments to staff in recognition of the cost of living crisis. The University has considered and ruled out this option as such an approach has historically not been well received. The University has however consistently budgeted a higher amount for the annual pay award, having publicly committed to supporting a higher cost-of-living increase this year (up to 3%) in recognition of the wider challenges faced by colleagues.

The Committee acknowledged the ongoing constructive dialogue which continues with Trade Union colleagues at a local level, bearing in mind c.75% of the University's population are not trade union members. The Committee heard that the University remains determined to find a constructive way forward given the challenging economic climate and supported the range of pay and non-pay initiatives

under consideration both within, and outside the University with a view to ameliorating current cost of living pressures.

Engagement Survey

The Committee noted that the next Colleague Engagement Survey will take place in October, with the roll-out, responses and subsequent actions being supported by the Engagement Leads Network. This year's survey will focus on wellbeing and hybrid working, with a renewed focus on wider and more timely dissemination of results, supported by early local access to summary reports and a survey results dashboard from 7 November.

Gender-Based Violence

The outcome of the KC-led review is expected in the coming weeks. There is a general expectation that the relevant people processes, and procedures will be broadly deemed fit for purpose although there are likely to be areas identified for improvement, such as consistency of approach and timescale for completion. Further, we anticipate recommendations will include additional support for complainants and subjects of complaints both during and beyond procedural exercises. The University's new Code of Professional Conduct for colleagues has been finalised and will be launched shortly with a range of support materials that the Committee acknowledged will be essential to socialisation and future embedding the policy.

Race – URTUC Action Plan

The Committee welcomed the progress made in relation to the planned Anti-Racism Campaign and will continue to support as appropriate.

POD/22/25 – Organisational Development – Strategic Update Leadership, Culture & Values

The Committee heard an update from JH/GJ on key developments relating to both the Strategic and Future Leaders Programmes, noting the Research Leaders Programme has recently been added to the portfolio (in collaboration with the University of Edinburgh). This development has attracted highly positive feedback from participants and the wider leadership cohort. Recruitment has commenced for the Learning & Teaching Leaders Programme, and a business case is being developed to create a new Graduate Training Programme for the University. The Committee welcomed these developments and commented on the importance of apprenticeship and internship schemes, calling out in particular the positive impact such programmes have in diversifying and expanding the workforce.

Members welcomed the focus on management development, building on the University's existing Management Fundamentals Programme. This has typically seen c.60 participants per year with further modification through the adoption of blended learning, participant levels have climbed to c.90. This has been complemented by the 'Introduction to Management' Programme.

Data was presented demonstrating the benefits of these programmes resulting in the promotion and career development of participants in the post-programme phase for both the Strategic Leaders and Future Leader Programmes. Survey feedback for both programmes has been very favourable with colleagues valuing coaching, 360 feedback, networking and action-learning.

Similarly, individual reflections one year on highlighted positive impacts with participants assuming leadership responsibilities on particular initiatives and the benefits of the confidence building in their leadership approach beyond their participation in the programme. Participant and manager feedback has included demand for more places, alternative nomination process, etc. Case studies will be utilised to share and promote success.

The Committee encouraged exploration in externally benchmarking our provision against individual perceptions of our programmes and/or perceptions of limited availability. Observations include enhancing our nomination processes e.g. 'talent review' to identify broader development needs/skills gaps to inform career conversations as part of our annual performance conversations, and the prospect of aligning our development programmes with relevant diversity and inclusion initiatives.

The Committee recognised the excellent quality of the programmes delivered and commented on the importance of growing participant volume going forward, particularly in light of wider conversations on the importance of leadership capability and development and building strategic leadership capacity.

POD/22/26 – People Analytics

Members noted that our overall headcount is slowly stabilising following a period of growth. Academic headcount continues to increase with recruitment activity remaining at elevated levels. It was noted that significant numbers of colleagues are engaged on 'irregular hours' arrangements. A working group, the Extended Workforce Policy Oversight Group, has been established to undertake further data analysis in

this regard to support a wider review and overhaul of working arrangements with a view to establishing a more sustainable operating model.

The Committee acknowledged a slight increase in voluntary turnover which at present is not drawing any further concerns and is expected to be a reflection of colleagues who had held back on movement during the uncertainty of the pandemic. This will continue to be observed over the coming months. Non-voluntary turnover has stabilised following the pandemic.

The University continues to attract an international workforce beyond Brexit. There has been steady growth in further diversification of our population with broader representation of under-represented groups albeit at a relatively slow but steady rate. This includes colleagues declaring disabilities, a reflection of colleagues perhaps feeling more comfortable and supported in declaring and/or seeking support following policy enhancements.

The Committee sought future information on exit interview data from leavers to inform voluntary turnover trends.

POD/22/27 - Draft Minutes of the EDSC (13.06.22) & JCCN (14.09.22)

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

POD/22/28 - Minute of Meeting & Matters Arising – 22.06.22

The minutes of the previous meeting in June were approved.

Equality and Diversity Strategy Committee
Minutes of Meeting held on 13 June 2022 at 14:00
Zoom Meeting

Present: Prof Sir Anton Muscatelli (Convener), Mrs Christine Barr, Dr David Duncan,
Prof Moira Fischbacher-Smith, Mrs Emma Gilmartin, Ms Uzma Khan, Miss Ella McCabe,
Dr June Milligan, Prof Jill Morrison, Prof Roibeard O Maolalaigh, Dr Robert Partridge,
Ms Eva Simmons, Ms Mhairi Taylor, Dr Dania Thomas
Apologies: Prof Muffy Calder, Prof Iain McInnes, Miss Rachel Sandison, Ms Lesley Sutherland
Attending: Dr Katie Farrell, Mrs Janell Kelly (clerk)

Welcome and apologies
The Convener welcomed members and acknowledged the apologies received. The Convener noted
Dr Farrell, from the Equality and Diversity Unit, was observing the meeting.

1.   Minutes of the previous meeting – EDSC/20220321/Minutes1.1
The minutes were approved.

2.   Matters arising – Paper 1
Members acknowledged a number of actions had not yet progressed. The following updates were
provided.

Action 1 - Dignity at Work and Study Policy
M Taylor confirmed the Policy review will be undertaken later in this year.

ACTION: EDU

Action 2 – Estates Related Items
D Duncan confirmed work is progressing to provide the Accessible/Changing Places Toilet facilities in the
Gilbert Scott Building however the restricted lift access to the Committee Rooms area may mean that area
is now not suitable. The other work remains ongoing and he will provide a further update at the next
meeting.   **ACTION: D Duncan**

Action 3 - UofG Awarding Gap Data Analysis
M Taylor advised this would be discussed at a future meeting once the further analysis has been
completed.   **ACTION: S Naeem/T Scotto**

Action 4 - QC-Led Investigation
Members noted the investigation by Morag Ross QC was still under way, and no update was available yet.
ACTION: D Duncan/Convener

Action 5 - College Engagement Survey – Diversity Results
M Taylor confirmed a review of the engagement survey results by Grade and Job Function highlighted
Grades 2, 3 and 9 and in Facilities, Security and Technicians job families appeared to report higher levels of

bullying and harassment. She confirmed she would discuss with colleagues in People and Organisational Development on how to address these areas of concern. **ACTION: EDU**

Action 6 - Wellbeing Framework for Students
Members noted a progress report, to include evaluations following the introduction of the Student Experience Strategy and the introduction of the Student Support Network. This is expected to be available for the next EDSC. **ACTION: R Partridge**

Action 7 - UUK Tackling Islamophobia and anti-Muslim hatred report
M Taylor confirmed the updated action plan had been circulated to members recently and noted further detailed conversations had been held with Estates. U Khan confirmed she would take forward the action plan with Estates and will provide EDSC with an update at the next meeting. **ACTION: U Khan**

Action 9 – Refugee and Asylum Seekers
Members agreed the proposed new title for the expanded Champion's role will be 'Sanctuary Champion'. A further update on the University of Sanctuary application will be provided under the Equality Champions item on the agenda.

Members noted the outstanding items for Actions 10 and 11 remain ongoing.

Action 12 – URTUC – data analysis to include entry qualifications
M Taylor confirmed PI&A colleagues will be able to include entry qualifications into the QlikSense data sets for further analysis however this will some take time to complete. She confirmed this would be looked at as part of future URTUC related reports.

Action 16 – UCAS and Stonewall report
M Taylor confirmed EDU's N Riaz and the LGBT+ Equality Group member, Dr Emily Nordmann, met with colleagues in the Transitions Working Group to discuss how to address the report's findings. Progress would be reported through the LGBT+ Equality Group and Transitions Working Group.

3.   Anti-Racism Campaign – Presentation
M Taylor and E Gilmartin updated members on the University's planned anti-racism campaign; a key action from the URTUC Action Plan. E Gilmartin stressed the current campaign 'assets' had been developed through focus groups and discussions with staff and students from the beginning. Members noted a further focus group including members of Jewish students' society and staff Global Majority Network is due to be held.

M Taylor confirmed feedback from the Race Equality Group (REG) had highlighted some concerns that the current 'assets' could reinforce both a victim mentality and damaging stereotypes and discussions are underway with the designer. She confirmed the 'assets' shown in the presentation had not yet been revised as a result of that feedback.

Members provided feedback on the suggested campaign straplines and discussed the potential of addressing the structural dimension of racism within the campaign materials. Members welcomed the use of #OneTeamUofG to promote allyship for this and future inclusion-based campaigns.

Members endorsed the aim of the campaign and noted the progress detailed on other supporting initiatives designed to deliver structural changes and address racial inequality across the University. M Taylor and E Gilmartin confirmed the planned internal communications and accompanying webpages will highlight all the actions already undertaken, those currently in progress and also those planned.

M Taylor and E Gilmartin to work with relevant partners to develop complimentary teaching/educational materials and line manager guides. **ACTION: E Gilmartin/M Taylor**

4. Gender Based Violence

4.1 Action Plan Update – Paper 2

M Taylor referred members to Paper 2 set out the significant progress over the last six months. Members welcomed the contents and noted the Action Plan would only be further revised once recommendations from the investigation by Morag Ross QC were known.

M Taylor confirmed First Responders (FR) have access to peer support. As a result of the recent successful recruitment drive, the large pool of Respect Advisers (RA) meant individual staff were not overburdened. She requested D Thomas provide more details in relation to her request for guidance around evidentiary 'grey areas' in relation to disciplinary cases to allow P&OD colleagues to consider this. **ACTION: D Thomas**

E McCabe highlighted the recent changes to the Student Code of Conduct had included a commitment to Student Liaison Officers and asked if those positions had been filed. R Partridge clarified the Student Liaison Officer role had not intended to be a new role; existing staff, depending on the type of case, would provide that point of contact. He agreed to investigate and confirming to both the Convener and SRC whether all students with current 'cases' had been assigned a Student Liaison Officer. **ACTION: R Partridge**

4.2 Code of Professional Conduct – Paper 3

K Farrell highlighted all College Management Groups (CMGs) and the Professional Services Group (PSG) had already engaged positively, providing very considered and useful feedback, resulting in the current version of the proposed new Code shown in Paper 3. She noted discussions earlier in this meeting were echoed in the feedback and highlighted an implementation, communications plan and toolkits will be developed to ensure the context is fully understood and to ensure all staff understand what is unacceptable behaviour.

E Simmons emphasised the need for toolkits to include specific examples to help understanding of the definitions/language within the Code and called for students to be included in the awareness raising campaign so they know how it relates to them and their experiences while at the University.

D Thomas called for the proposed related training to be delivered face to face, rather than online, as this has been known to have a greater impact on participants. She also suggested the Code could try to encapsulate the new remote/hybrid working environment where University business meetings may be held outside the normal University environment.

J Milligan strongly supported the Code but suggested alternative wording be developed to replace the current '*minimal* standards and expectations' shown in paragraph 5 on the Code's Introduction section.

ACTION: K Farrell

The Convener and members strongly endorsed the new Code and noted, following further consultation and feedback, it will be reviewed by SMG during the summer period with the intention of a launch early in the new academic year.

5.   Menopause and Hormonal Change Policy – Paper 4

K Farrell highlighted the University's development of this proposed new policy preceded the recent national publicity around the issues of menopause, through colleagues engagement in menopause cafes, and a number of webinars with experts in the area. She noted the Policy will compliment those ongoing initiatives to help reduce the stigma around discussing menopause and hormonal changes in general.

K Farrell stated the policy will provide a supportive framework for people seeking adjustments to help manage the impact of symptoms on their work life. K Farrell emphasised the need for the University to retain its female talent and to ensure they thrive. In doing so this will help meet the University's stated KPI of 50% in our professoriate and senior professional roles and contribute to achieving the University's strategic ambitions and tackle the gender pay gap.

K Farrell confirmed the intention is to launch the policy, working with colleagues in P&OD and Communications and invited members' comments.   While C Barr suggested more emphasis could be placed on andropause and highlight the trans inclusive nature of the policy, the Convener and members expressed their strong support for the policy's introduction.

6.   ED&I Training Paper – Paper 5

M Taylor reminded members of initial discussions at the last EDSC meeting and noted Paper 5 included an overview of all mandatory training across the University, how this is tracked and current completion rates. M Taylor highlighted the E&D related courses were amongst the highest completion rates of the non-role dependent courses but acknowledged this had only been achieved through proactive work by EDU, Schools and University Services.

Members agreed while the number of courses currently deemed 'mandatory' for all staff had increased over the years, these have been categorised as mandatory for a reason and must be completed.   Members acknowledged tracking of course completions against an area's workforce is currently predominantly a manual process but noted a more automated process may become available soon.

Members agreed a number of the current mandatory courses, with the potential inclusion of the 'Let's Talk about Race in the Workplace' course, speak to the heart of the University's values and its expectations of our staff. E McCabe stated the 'behaviours' based mandatory courses would complement the soon to be introduced mandatory pre-entry student courses.

The Convener asked that proposals on which courses should form the 'mandatory' suite, potential consequences for non-completion, how those could be enforced, along with information on automating chasing of non-completions to be developed to allow for discussion and decision by SMG over the next few months.

ACTION: P&OD/EDU

7.   Student Related Items

E Simmons and E McCabe confirmed all students issues had already been raised at the individual Equality

Groups or with those Champions who do not chair a group.

8.   Equality Champions Updates

8.1   Age Equality Update

M Taylor advised there were no relevant updates in this area.

8.2   Disability Equality Champion

C Barr advised at the last group meeting E Simmons presented the case to support students who had not yet received a formal diagnosis of a disability. C Barr noted Disability Service had already begun in discussions about this may been done.

She also highlighted the recent introduction of the new Support for Disabled & Neurodivergent Colleagues which allows colleagues to easily request disability related discussions with their line manage and newly designed automated workflow process ensures these are correctly recorded and followed up timeously. Accompanying the workflow process is a full toolkit and guidance for both colleague and their line manager.

8.3   Gender (Sex) Equality Champion

J Morrison the last group meeting had reviewed both the GBV Action Plan update and the Hormonal Changes policy already discussed in this meeting. She highlighted the latest Staff Equality Monitoring has shown the percentage of women in senior posts (Grade 10) was now at 33.2%.

8.4   Mental Health Champion

D Duncan reported Senate had recently received a report on Student Wellbeing and advised this showed the University is now better resourced, better organised and have a wider option of support and therapies to assist those in need. He noted waiting times have come down for face to face student support.

He highlighted the new Colleague Wellbeing Strategy is in the final stages of development by P&OD and noted the Occupational Health team would be going through some organisational changes following the retirement of colleagues in key roles.   He confirmed a retendering process is underway for the Employee Assistance Programme.

8.5   LGBT+ Equality Champion

R O Maolalaigh confirmed discussions were held with Widening Participation to support trans students through a Named Contact, similar to Care-Experienced students, but due the potential numbers involved, this was not deemed a viable option. Instead, relevant staff, such as Student Support Officers, should receive the necessary training. He confirmed the Group had received updates from both Staff and Student networks and also reviewed the Staff Equality Monitoring Report.

R O Maolalaigh noted this would be his last EDSC meeting and expressed his thanks to EDU colleagues for their support during his time as Champion.

8.6   Race Equality Champion

M Taylor reported the group had discussed the launch of the James McCune Smith PhD Scholarships, which saw an additional 7 scholars appointed, over and above the 10 originally intended.   Members noted the

scholarships had attracted over 700 expressions of interest, with over 230 applications received.

M Taylor advised the group had reviewed data analysis by External Relations on the recipients of their Undergraduate and PGT scholarships.

M Taylor also advised a new network for Black, Asian, and Minority Ethnic staff, the **Global Majority Network,** had been formed. The network, with initial membership of around 50, have already met discussing shared interests and ways to grow and take the network forward.

8.7   Sanctuary Update

M Taylor reported the University will support 121 Ukrainian students over the next academic year, via twinning arrangements, with 100 students from National University of Kyiv-Mohyla Academy joining in the new academic year. All fees will be waived, and accommodation and subsistence costs will be underwritten by the University. The Scottish Government has now confirmed 'home' fee status for Ukrainian nationals who join any Scottish university next academic year.

Members noted the judging panel for the University of Sanctuary application will visit the University in July.

8.8   Religion and Belief Update

M Taylor noted, in addition to earlier noted discussions about accommodations for Muslim prayer space, the Union of Jewish Students delivered antisemitism training to staff which was well attended and well received.

9.   **Any Other Business**

The Convener noted a number of changes to the membership of EDSC would take place in the new academic year as R O Maolalaigh had come to the end of his term as Head of College, J Morrison will be retiring from the University in July and L Sutherland had come to the end of her term on Court.

The Convener also noted this would be last EDSC meeting for E McCabe and E Simmons in their role as SRC Sabbatical Officers.

On behalf of the other members, the Convener thanked them all for their valuable and considered contributions to the work of the committee.

The Convener advised Prof Moira Fischbacher-Smith had already agreed to take on the LGBT+ Champion role and Prof Sara Carter, Vice Principal & Head of College of Social Sciences, will take over the role as new Gender Champion.

CLERK'S NOTE: The Principle has since agreed EDSC membership, from the 2022-23 session, will be amended to show only one Court representative as Court's interests on EDSC will continue to be represented by June Milligan.

Date of Scheduled Next Meeting: TBC

Joint Committee of Consultation & Negotiation (JCCN)

University of Glasgow

Date: 14 September 2022
Time: 10.00 – 11.30
Location: Teams

Attendees:

David Duncan (DD)	Chief Operating Officer	David Morgan (DM)	GMB
Christine Barr (CB)	Executive Director of P&OD	Thomas Queen (TQ)	Unite
Elise Gallagher (EG)	Deputy Director of P&OD	Richard Reeve (RR) /	UCUG
Claire Williamson (CW)	Head of P&OD - US	Rosie Seaman (RS)	

Apologies:

Frank Coton (FC)	Snr VP / Deputy VC Academic
Sally Baxter (SB)	UNISON

In Attendance for Item 2

Ian Campbell (IC)	Director of Estates
Michael Brady (MB)	Head of School Humanities, People First: NWoW – People Theme Lead

MINUTE

JC332 **Welcome & Apologies**

DD welcomed everyone to the meeting, apologies were noted as above.

JC333 **People First: New Ways of Working (PF: NWoW)**

MB/IC joined the meeting to discuss the progress being made by the PF: NWoW Group and the three associated themes – People, Space & Technology, outlining the benefits and limitations of hybrid working, as well as the requirement to rethink space allocation to consider 'need over seniority'. Existing projects are being piloted across campus trialling differing hybrid solutions (including kit and furniture options). Estates are also engaged with the consultancy firm Steel Case to assist with space modelling solutions.

RR questioned the extent to which the Carbon Management Plan and output from the KPMG sustainability audit factored into hybrid working modelling and noted that the University's carbon footprint should not be reduced at the expense of staff being made to work at home, thus increasing their own carbon footprint.

Actions:
IC/DD to share copies of both the plan and the audit with the JCCN.
RR to share information with IC/MB/CB if there are areas of concern.

Clarification was provided that the aim of hybrid working is to offer colleagues more choice, moving away from a culture of presenteeism and offering the wider workforce the same flexibility (as far as practical to individual roles) that most Academic colleagues have long benefited from. CB noted that she has been meeting with all HoS and has been provided with assurances that conversations are taking place at a local level to determine individual needs and preferences in conjunction with the needs of the teams/business area. RR expressed concern that in some areas (such as the ASBS) it would appear consultation has only been with a small minority of colleagues and does not, therefore, represent the views of

the wider population.

DD stated that enforced hot-desking was not policy for academic staff and that he was not aware that it was being rolled out anywhere in the University. RR challenged this view, indicating that it was already in place and compulsory with the School of Biodiversity, One Health & Veterinary Medicine. RR suggested that the 'choice/optional' position outlined needs to be better communicated across schools and to staff.

TQ requested that Health & Safety considerations and risk assessments for those working from home meet the same standards as office-based working. It was noted that there is already clear guidance on the Hybrid working webpages.

JC334   **Pay – Non-Pay Considerations Update**
The national pay uplift averaging 3.18% was implemented in August 2022. Since then, the Principal communicated with all staff outlining the University's position, whilst noting that national discussions continue at this time. The University has budgeted for an additional 3% and remains committed to finding a way forward that does not break away from the national bargaining framework, and that protects the interests of our staff and students, who have faced ongoing disruption over recent years.

UNISON's four days of strike action will commence next week on the 20th & 21st of September, followed by the 3rd & 4th of October. Strike action at UoG and the other three HEIs where UNISON secured a mandate for industrial action in Scotland was due to begin on Monday the 19th, however, was postponed due to the funeral of the late Queen. UCU's disaggregated ballot opened on the 6th of September. Unite has reached the ballot threshold in an indicative ballot for industrial action but has not yet commenced an official ballot, and GMB is also likely to ballot their members if a meaningful offer is not agreed.

Both the University and the collective trade unions remain committed to finding a way forward and to continued partnership working to resolve local issues. RR expressed the view that national disputes and local issues should be looked at separately, and that UoG should lead the way in demonstrating best practice across the sector. It was acknowledged, however, that whilst UoG makes a good surplus, most HEIs in Scotland are not in the same position, therefore what will work at UoG will not necessarily work for other institutions. RR expressed that UoG could still lead the way on the non-pay elements of the disputes such as workload, equality and casualisation which do not necessarily have financial implications.

It was further noted that student numbers have doubled over recent years, whilst staff numbers have not, thus placing additional workload and pressure on existing staff.

A meeting will be held with P&OD and the collective trade unions on the 15th of September 2022 to begin discussions on the future pay and grading structure, career pathways, precarity and diversity and inclusion. The Extended Workforce Policy Oversight Group will meet on the 27th of September to consult on anti-casualisation and other non-pay-related issues.

JC335   **Updates**

EG spoke to the papers on; current Organisational Change projects, progress being made by the Policy Review Group (PRG), and the stats from the Collective Consultation Forum (CCF). Key highlights include;

- Lessons learned from previous change projects have helped to successfully implement the significant changes across MVLS and Social & Political Sciences, with both change projects going well.
- 1:1 staff consultation meetings within Toxicology will commence in October 2022.
- A review of the processes/practices within the US - Reach Out team are underway.
- Early feedback on the new Disability & Neurodivergent support hub has been very positive.
- The Secondment Policy is now at final draft and ready for wider consultation.

- Whilst the new travel hub has been well received, there are some concerns in relation to a blanket ban on Airbnb usage, which is causing issues in remote countries where it is difficult to obtain long-term lets through the proposed providers.

Action DD: To discuss Airbnb concerns with SMG.

- CCF is beginning to see a return to pre-pandemic stats following a long period of Covid-related reporting figures.

JC336 AOCB

Covid
Both the UoG and the sector continue to monitor the Covid situation. Whilst government guidance has not changed since the spring, the Covid group set up during the pandemic does continue to meet on a monthly basis to ensure our own guidance is updated as necessary. Ventilation continues to be topical, with 11000 spaces having been risk assessed. Specialist engineers from WSP have been brought in to review more problematic areas such as the GUU Nightclub and the basement at South Park House (restricted usage is in place). There is a design fault within one room in the Boyd Orr which has taken the room out of service while this is investigated and repaired.

Action: TQ/IC to discuss a H&S rep being present at future Covid meetings.

UoG Commercial
It was acknowledged that the meeting to discuss TU recognition within UoG Commercial has yet to be diarised.

Action: DD will follow up with Scott Masterton to progress this.

Bank Holiday
CB will provide a formal response to the UCU's request to ensure contracted GTA / other hourly paid colleagues who were scheduled to work on the 19th of September are compensated if the work is not being rescheduled.

Security
Clarification was provided that there is no entitlement to a 25% shift allowance on overtime as per the existing policy.

JC337 Approval of Previous Minute/Matters Arising – 24.05.22
The note of the meeting was approved as a true record, with all matters arising covered throughout the agenda or at the appropriate forums i.e. CCF, PRG etc.

Future Meetings & Chair (on rotation):
7 February 2023
Chair – TU Rep TBD

Court Context Card 23 November 2022 - REPORT FROM Health Safety & Wellbeing Committee 22nd of September 2022

Speaker	**Dr David Duncan**
Speaker role	Chief Operating Officer and University Secretary
Paper Description	For information only
Topic last discussed at Court	Last report to Court was **21st of June 2022**
Topic discussed at Committee	N/A
Court members present	Dr David Duncan
Cost of proposed plan	N/A
Major benefit of proposed plan	N/A
Revenue from proposed plan	N/A
Urgency	N/A
Timing	N/A
Red-Amber-Green Rating	N/A
Paper Type	**For information only**
Paper Summary	Agenda
	Draft Minute from the meeting on 22 September 2022.
Topics to be discussed	N/A
Action from Court	N/A
Recommendation to Court	N/A
Relevant Strategic Plan workstream	N/A
Most relevant Primary KPI it will help the university to achieve	N/A
Most relevant Secondary KPI it will help the university to achieve	N/A
Risk register - university level	10
Demographics	All staff, students and visitors
% of University	
Operating stats	
% of	
Campus	All locations
External bodies	
Conflict areas	
Other universities that have done something similar	
Other universities that will do something similar	
Relevant Legislation	
Equality Impact Assessment	
Suggested next steps	
Any other observations	

University of Glasgow

Health Safety and Wellbeing Committee

Minute of Meeting held on Thursday 22 September 2022 at 2:00 PM in the Melville Room

Present: Sharon Burns, David Duncan, Paul Fairie, James Gray, Peter Haggarty, William Howie, Paula McKerrow, David McLean, Cyril Pacot, Gary Stephen, Selina Woolcott, Hailie Pentleton, Hazel Bookham

In Attendance: Debbie Beales, Stella Matimba, David Harty

Apologies: Ian Campbell, Elise Gallagher, Louise Stergar, Gillian Shaw, Graham Tobasnick

HSWC/2022/1 Minutes of the Meeting held on Wednesday 1 June 2022

The Minute of the previous meeting was approved.

HSWC/2022/2 Matters arising

HSWC/2022/2.1 Estates Safety Report (Paper 1)

The Committee noted the Paper that was circulated. Highlights of the report are:

- Estates safety team were awarded the ROSPA Gold award for the 4th year in a row.
- The 'Don't Walk By' app for reporting near misses is now well established.
- Safety audits have been taking place, including 6 asbestos audits which are complete and closed off with any issues passed on to the appropriate persons.
- The pilot for PAT has been completed with no significant gaps in areas being tested. Estates are in the process of appointing a new 'one stop shop' contractor who could have portable appliance testing as part of their remit. The Committee discussed how best to administer PAT in future and agreed that using a single contractor will provide continuity when producing reports. David Duncan agreed to discuss the funding of PAT with relevant areas.

HSWC/2022/2.2 Wellbeing strategy (verbal update EG)

Hazel Bookham informed the Committee that, following extensive testing and positive feedback from users, the Wellbeing Portal will be launched next week.

HSWC/2022/2.3 Training records (verbal update DD)

David McLean informed the Committee that, as there continues to be data quality issues between Moodle and COREHR, HoPS and US equivalents will be given access to run training record reports for their areas.

HSWC/2022/3 Introduction to Business Continuity Officer

The Committee welcomed Stella Matimba, the new Business Continuity Officer for the University. Stella Matimba informed the Committee that her current key objective is to develop a robust business continuity and resilience management framework. A short life working group

is being created to assist with this, and workshops will take place to help people identify items relevant to their specific area and what the maximum tolerable period of disruption will be for each critical activity. Stella agreed to provide feedback to the committee at a future meeting.

HSWC/2022/4 OH Report (Paper 2)

The Committee noted the Paper that was circulated. The Committee welcomed Hazel Bookham to the Committee as the new Head of Occupational Health and Wellbeing. Highlights of the report are:

- OH received SEQOHS accreditation for the 4th year running and are now preparing for the SEQOHS onsite inspection that is required every 5 years.
- Recruitment for the department continues to be a challenge, due to a shortage of qualified OH professionals throughout the sector, and Hazel is reviewing the current service delivery to try to assist with this.
- The number of staff not attending review appointments continues to increase. A possible reason for this may be staff not receiving appointment letters by mail in time. Electronic appointment letters might help this issue.
- Management referrals have increased significantly from the previous quarter, with the main reasons for referral being mental health (both perceived work related and non-work related) followed by musculo-skeletal.

HSWC/2022/5 SEPS Report (Paper 3)

The Committee noted the Paper that was circulated for information only. David McLean thanked Neeraj Bhardwaj, Digital Education Unit Manager, and Gareth Peevers, Learning Technology Specialist, for helping to create the new DSE course on Moodle. David also thanked Kenny Whyte from IS for his assistance in setting up incident reporting within Ivanti, which is already used as a work request system within the main Estates helpdesk.

HSWC/2022/6 Audit update (Paper 4)

The Committee noted the Paper that was circulated for information only. David McLean informed the Committee that HSE will be visiting the University on 3 occasions:

- A biosafety specialist will visit in December to look at biosafety oversight, all containment labs at Gilmorehill and various other GMO activities.
- HSE will audit the University in the next 6 months on health surveillance and the Stress Policy.
- A HSE visit in March 2023 will focus on the maintenance of high containment labs.

Mr McLean agreed to update the Committee on the outcome of each visit at future meetings.

HSWC/2022/7 EAP Report (Paper 5)

The Committee noted the Paper that was circulated. Hazel Bookham informed the Committee that Health Assured will replace PAM Assist, as the EAP provider to the University, on the 1st of October. Communications on this have been circulated via the internal comms news briefing, with further comms being circulated with posters etc next week. The Committee noted that the Togetherall service for students will be replaced in the next 12 months and further information will be shared with the Committee as it becomes available. The increase in red flag issues is still to be addressed by PAM Assist and Elise Gallagher will update the Committee if she receives further details from PAM Assist before they cease to be the EAP for the University.

HSWC/2022/8 Sickness absence stats (Paper 6)

The Committee noted the Paper that was circulated for information only.

HSWC/2022/9 Any Other Business

David Duncan informed the Committee of the following matters:

- Fire at Garscube Estate. On the 9th of August a high voltage substation caught fire at the Garscube Estate. Thanks to a swift response from Scottish Fire and Rescue and Scottish Power, as well as significant input from both the Estates and Security Teams, full power was restored to the campus the following week. This was after temporary power had been put in place following the incident. Fortunately, there were no injuries caused and the Committee thanked both Teams for their hard work.
- Accident involving PG student wheelchair user. A student, using a ramp meant for deliveries at the south entrance to the Gilbert Scott Building, fell backwards on her wheelchair and fractured her skull. As a result, all delivery ramps are being inspected and will be removed from Campus if deemed unsuitable for wheelchair users.
- Graffiti featuring racist and antimonarchy slogans was found at the Southfront flagpole, the QMU and within Kelvingrove Park. The graffiti, which is being treated as a hate crime by Police, was created by the same individual and CCTV is being reviewed. The University quickly met with the Chinese Community and Consulate to discuss the impact of this on Chinese students and counselling has been offered to anyone who was affected by the graffiti.

HSWC/2022/10 Date of Next Meeting

The next meeting of the HSWC will take place on Wednesday the 7th of December 2022 at 10am in the Melville Room.

Created by: Debbie Beales

Court Context Card - Remuneration Committee Report to Court 23 November 2022

Speaker	June Milligan
Speaker role	Remuneration Committee Convener
Paper Description	Remuneration Committee Report to Court
Topic last discussed at Court	May-22
Topic discussed at Committee	
Committee members present	Court members present at last meeting Dr June Milligan (Convener), Kerry Christie, Professor Craig Daly, Rob Goward, Rinna Väre, Ronnie Mercer, Elizabeth Passey
	Other members present Kerry Christie, Rob Goward
Cost of proposed plan	
Major benefit of proposed plan	
Revenue from proposed plan	
Urgency	Low
Timing	Immediate
Red-Amber-Green Rating	Green
Paper Type	For information and approval
Paper Summary	The Committee on 16 November and discussed the Principal's report relating to SMG performance and reward; the Convener of Court's report on Principal's performance and reward; Grade 10 professorial and professional staff performance and reward; Voluntary Severance and Salary Augmentation Approvals since the last meeting; Contractual/appointment changes (SMG); expenses report.
	Senior Performance and Reward
	The Committee noted that Grade 10 (professorial and professional services) colleagues were not contractually entitled to receive national uplifts, but they had historically received an equivalent salary uplift subject to satisfactory performance. It was noted that there would not be an additional performance-related Rewarding Contribution element for AY 2021-22.
	The Committee agreed that Grade 10 Professorial and Professional Staff would receive the 3% national pay uplift and the 3% agreed locally backdated to 1 August 2022.
	The Committee agreed with the proposal outlined by the Principal at the meeting, that SMG would receive the 3% national pay uplift and the 3% agreed locally backdated to 1 August 2022. The Committee noted that the recommendation in the circulated paper pre-dated the agreement with the campus trade unions of the local pay uplift
	The Committee agreed with the proposal outlined by the Convener of Court at the meeting, that the Principal would receive the 3% national pay uplift and the 3% agreed locally backdated to 1 August 2022.
	Convener of Court remuneration
	The Committee noted that in 2017 Court had agreed remuneration for the role of Convener of Court set at a rate of £500 per day up to a maximum of 50 days a year. The day rate had remained unchanged since that date. The Committee noted that a proposal had been put forward to uplift the rate to £550 per day representing an uplift of 10%. The remuneration claimed in AY 2021-22 totalled £6.4k.
	Court is asked to approve the recommendation that the daily rate be increased to £550 per day for remuneration incurred during the remainder of the Convenor's term.
	During the discussion the ad hoc nature of the proposal to vary the level of remuneration during a term of office was noted. The Committee agreed to discuss at its next meeting an approach to remuneration for the Convenor appointed following election in 2024, with a view to recommending options for the form and arrangements for review of Convenor remuneration to Court ahead of an election being called.
Topics to be discussed	Convener of Court remuneration
Action from Court	to **approve the recommendation that the daily rate be increased to £550 per day**
Recommendation to Court	other items for noting
	Remuneration Committee RECOMMENDS that the daily rate be increased

Relevant Strategic Plan workstream	
Most relevant Primary KPI it will help the university to achieve	
Most relevant Secondary KPI it will help the university to achieve	
Risk register - university level	
Demographics	
% of University	
Operating stats	
% of	
Campus	
External bodies	CUC
Conflict areas	
Other universities that have done something similar	HE sector as a whole
Other universities that will do something similar	
Relevant Legislation	Scottish Code of Good HE Governance
Equality Impact Assessment	
Suggested next steps	
Any other observations	

University of Glasgow

Remuneration Committee

Minutes of the Remuneration Committee held on 14 November 2022 at 1000 via Zoom

Present: Dr June Milligan (Convener), Kerry Christie, Professor Craig Daly, Rob Goward, Rinna Väre, Ronnie Mercer, Elizabeth Passey

Apologies: None

Attending: Christine Barr, Dr David Duncan, Professor Sir Anton Muscatelli, Amber Higgins (Clerk)

1.   Welcome and Introductions

The Convenor welcomed everyone to the meeting. Introductions were made to Rinna Väre, SRC President who joined the Remuneration Committee for the first time. It was noted that Christine Barr had met with Rinna Väre ahead of the meeting by way of preparatory briefing.

2.   Notes from the meeting held on 26 May 2022

The notes from the meeting held on 26 May 2022 were approved as an accurate record.

3.   Matters Arising

No substantive matters were raised.

4.   Remuneration Committee - Interim Report

The Director of People & OD introduced the report, advising that its format had been determined by CUC guidance and the Scottish Code of Good HE Governance.

Current Operating Principles

Christine Barr confirmed the Committee's terms of reference, remit and membership.

Current Strategic Context and Institutional Performance

Christine Barr summarised details of: current strategic challenges in the HE context including the risks associated with student and staff recruitment; institutional performance in the University's financial sustainability and budgetary position; KPIs and league table performance; and data relating to employment expenditure and pay progression at the University.

During the discussion the Committee noted that the impact of the global pandemic on campus activities had reduced during AY 2021-22 as government regulations were relaxed. Campus activity resumed fully in AY 2022-23. The University had sought to increasingly embed hybrid working patterns to maintain innovative practice around remote working and delivery in a manner consistent with re-establishing the vibrant sense of community synonymous with the University.

The Committee noted the worldwide economic situation which was partly attributable to the Russian invasion of Ukraine and its resultant impact on energy, food and raw material prices. The macroeconomic shock will have an impact over a period of time and had also caused a tightening of monetary and fiscal policy.

The Committee also noted that the University remained in a strong position having delivered an operating surplus of £147m against a base budget of £56m, a favourable variance of £91m. This had been driven by various factors: tuition fee income exceeding budgetary expectations; a significant increase in commercial income and contribution, and lower than budgeted expenditure across the year.

The Committed noted the outcome of the Research Excellence Framework exercise in 2021 in which the University had been ranked 1st in Scotland and 10th in the Russell Group thereby demonstrating the very high quality of research that was undertaken across the institution. The Committee recorded its congratulations and thanks to everyone involved.

It was reported that it had been a successful year for the University having improved its position among the world's top 100 universities in the 2023 Times Higher Education World Rankings having risen 4 places to 82nd and named Scottish University of the Year for 2022 in the Times and Sunday Times Good University Guide.

The Committee also noted the KPI report which showed broadly favourable trends over the past 3 years. Particular attention was paid to the Colleague Diversity KPI which showed YoY increases in both BAME and declared disabled indicators while Senior Women dipped slightly in AY 2021-22 and remains some way off the 2030 target of 50%.

CB reported that the HE national pay negotiations concluded earlier this year without agreement on the pay uplift for AY 2022-23. The University implemented the final offer averaging 3.1% (a base pay uplift of 3% with higher increases for pay points below Spine Point 20) effective from 1 August. During October, the University formally proposed a consolidated uplift to the value of 3% across each scale point to be paid in the November salary payment backdated to 1 August 2022, payable to all those in employment on 31 October 2022. This proposal had been duly accepted by the Campus trade unions and staff would duly receive a minimum pay uplift of 6%.

The Committee noted that there had been notification of further strike action although efforts continue at a local level to mitigate the impact of the proposed action on students in light of the recent pay uplift.

Senior Performance and Reward – Grade 10 Professorial and Professional Staff

The Committee noted that Grade 10 (professorial and professional services) colleagues were not contractually entitled to receive national uplifts, but they had historically received an equivalent salary uplift subject to satisfactory performance. It was noted that there would not be an additional performance-related Rewarding Contribution element for AY 2021-22.

The Committee agreed that Grade 10 Professorial and Professional Staff would receive the 3% national pay uplift and the 3% agreed locally backdated to 1 August 2022.

David Duncan and Christine Barr left the meeting.

Remuneration Principles

The Committee noted that the University's annual PDR process with the Principal and other senior managers had been completed. Discussions largely focussed on development and feedback in addition to evaluation of individual and collective performance objectives against KPIs for AY2021-22.

Senior Performance and Reward – SMG (Principal's Report)

The Principal outlined SMG's performance against the strategic objectives set last year, acknowledging that the NSS results had been disappointing at an institutional level but that the objective had been met in one College. The Principal reported that the University had continued to perform strongly despite the impact of geopolitics and inflation, this was a result of the combined contribution of SMG and colleagues across the University as a whole. The Principal reported that following recent appointments, SMG was moving forward as a strong team which embodied the culture and values of the University.

During the discussion the Committee noted the current and historic salary levels of SMG. It was agreed that further benchmarking would be undertaken in advance of the Committee's next meeting in May 2023when further sector wide data would be available. Individual salary levels would be reviewed at that next meeting.

The Committee agreed with the proposal outlined by the Principal at the meeting, that SMG would receive the 3% national pay uplift and the 3% agreed locally backdated to 1 August 2022. The Committee noted that the recommendation in the circulated paper pre-dated the agreement with the campus trade unions of the local pay uplift.

The Principal left the meeting.

Senior Performance and Reward – Principal

The Convener of Court, Elizabeth Passey, informed the Committee that she and the Convener of the Remuneration Committee had conducted a review of the Principal's Performance in the form of a 360º review, a PDR and key stakeholder feedback. The review was informed by an assessment of the Principal's performance against agreed objectives and by feedback invited from all members of Court. The Principal continued to lead SMG and the University in an admirable way. JM noted that the feedback received consistently confirmed the effectiveness of the Principal's leadership. He was always willing to listen to feedback and to seek guidance on how he could be more effective and the feedback acknowledged his initiative in tackling some challenging people related and cultural issues, including the initiation of the KC Gender Based Violence review.

During the discussion the Committee noted the current and historic data provided for the Principal's salary. As for SMG, it was agreed that further benchmarking would be undertaken for the next meeting of the Committee in May 2023..

The Committee agreed with the proposal outlined by the Convener of Court at the meeting, that the Principal would receive the 3% national pay uplift and the 3% agreed locally backdated to 1 August 2022.

David Duncan returned to the meeting.

5. **Contractual Changes**

The Committee noted one SMG contractual appointment change and one upcoming review.

6. **Expenses Report**

A summary of expenses incurred by SMG members over the period from 1 February 2022 to 31 July 2022 was noted. This information included travel expenses booked on behalf of SMG members for University business, in addition to expenses claimed by members.

7. **Recent Voluntary Severance Approvals**

Since the last meeting of the Committee on 26 May 2022, 13 severance packages had been approved within the standard terms of the University's Voluntary Severance Scheme. The split was as follows: Arts 0; MVLS 1; Science & Engineering 0; Social Sciences 1; and University Services 11. The total cost of these was £72,543, with an average payback period of 2.7 months.

Whenever voluntary severance proposals departed from the standard terms approved by Court; or exceeded £100,000; or involved a member of SMG, the matter was referred to Remuneration Committee for decision. There had been no such cases since the last meeting of the Committee.

8. **Salary Augmentation Approvals**

The Committee noted that no applications for salary augmentation had been approved in the period since the last meeting of Remuneration Committee on 26 May 2022. There had been one withdrawal from the salary augmentation scheme.

A total of 25 members of staff currently benefit from the policy.

9. **Any Other Business**

The Committee noted that in 2017 Court had agreed remuneration for the role of Convener of Court set at a rate of £500 per day up to a maximum of 50 days a year. The day rate had remained unchanged since that date. The Committee noted that a proposal had been put forward to uplift the rate to £550 per day representing an uplift of 10%. The Committee agreed to recommend to Court that the daily rate be increased to £550 per day for remuneration incurred during the remainder of the Convenor's term

The remuneration claimed in AY 2021-22 totalled £6.4k.

During the discussion the ad hoc nature of the proposal to vary the level of remuneration during a term of office was noted. The Committee agreed to discuss at its next meeting an approach to remuneration for the Convenor appointed following election in 2024, with a view to recommending options for the form and arrangements for review of Convenor remuneration to Court ahead of an election being called.

10. **Date and time of next meeting**

The date and time next meeting would be confirmed in due course.

Court - 23 November 2022

Annual Report for the Scottish Funding Council

Institutional Report on Quality Assurance and Enhancement - Academic Year 2021-22

Professor Moira Fischbacher-Smith (Vice Principal Learning & Teaching) and Helen Butcher (Director of Academic Policy & Governance)

Cover Sheet

Brief Description of the Paper

A copy of the University's draft annual report to the Scottish Funding Council (SFC) on institution review of quality for AY 2021-22 is attached. The contents are specified by the SFC and include:

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

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

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

> "On behalf of the governing body of the University of Glasgow, I confirm that we have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2021-22, including the scope and impact of these. I further confirm that we are satisfied that the institution has effective arrangements to maintain standards and to assure and enhance the quality of its provision. We can therefore provide assurance to the Council that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by the Council."

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

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

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

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

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

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

The QEF is currently under review following the SFC's Review of Coherence and Sustainability and will, for 2024-25, be revised to cover an integrated Tertiary Quality Framework for both HE and FE. However, the enhancement-led approach will be retained. This includes periodic institutional review of learning and teaching. Court will be aware that the last Enhancement-led Institutional Review (ELIR) was undertaken in February and March 2019, which confirmed that the University has effective arrangements for managing academic standards and the student learning experience. This is the best result possible. The report can be found at:
http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007794

During the development phase for the new TQF, all Scottish HEIs will undergo one Quality Enhancement and Standards Review (QESR), which is a revised form of institutional review, and one Institutional Liaison Meeting (ILM). This will enable QAA to support the SFC in fulfilling its statutory obligations with regard to quality assurance and enhancement.
Over the summer, arrangements have been confirmed for Glasgow as follows:

AY	Phase 1 Activity	Key Dates
2022-23	Quality Enhancement and Standards Review (QESR)	Panel visit **20 April 2023** (evidence base submission **w/b 20 February 2023**)
2023-24	Institutional Liaison Meeting (ILM)	Date tbc

University of Glasgow

Annual Report for the Scottish Funding Council

Institutional Report on Quality Assurance and Enhancement

Academic Session 2021-22

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.

Our commitment to focus on People, Place and Purpose was strengthened in our new values-led University Strategy – World Changing Glasgow 2025, which was launched in March 2021 along with the associated Learning and Teaching Strategy.

The values underpinning the University strategy are:

- Ambition and Excellence
- Curiosity and Discovery
- Integrity and Truth
- An inclusive Community

Both strategies were developed during the Covid pandemic and reflect our response to the impacts and our learning from the unique experiences. Our focus is now on establishing a new, improved and responsive "normal" environment for our community to move forward.

1. Introduction

The University of Glasgow submits this annual *report* in accordance with the Scottish Funding Council guidance to higher education institutions on quality SFC/GD/11/2017.

Our previous report addressed the supplementary request to provide information on the impact of Covid-19 on our ILR activity. We are now firmly in the recovery phase of the pandemic and will comment here only where necessary.

It is now sometime since our last ELIR in February/March 2019. The outcome was very positive and we remain confident the University has effective mechanisms in place to demonstrate compliance with and consideration of the Quality Enhancement Framework (QEF) which is outlined in section 1 of the above SFC guidance.

The University continues to build on the recommendations from ELIR 2019 and progress on these activities is summarised briefly in section 9.2 of this report. We are now preparing for our first Quality Enhancement and Standards Review which will take place in April 2023.

2. Context

The Covid19 pandemic continued to have an impact on life and study during 2021-22, however there was an easing of restrictions throughout the year, allowing a return to some on campus teaching and an increase in on campus/in person examinations.

The No Detriment Policy (2019-20) and the Assessment Support Measures (2020-21) have ended and we have returned to our standard approach to assessment and maintaining academic standards.

ILR activity continued to see impacts from Covid-19 with five reviews deferred from the previous year (and a subsequent knock-on impact to reviews for the rest of the cycle) and a

continuation of reviews in the online format. The adjusted schedule of reviews was agreed with SFC. ILR activity was also impacted by strike action by the UCU with one review postponed to November 2022. This was unavoidable and SFC was duly informed. Course and programme approval largely returned to standard pre-pandemic procedures, while adjustments to the annual monitoring of provision in 2020-21 continued.

3. Summary of Institutional-Led Review Outcomes 2021-22

The table below outlines the approved and largely completed schedule of our Periodic Subject Reviews (PSRs) for 2021-22. Please note that not all reports have concluded the formal approval process at institutional level. All PSR reports will be published online and publicly available following formal approval within the University.

Subject	Review Date 2022	Information
Academic & Digital Development*	24-25 February 2022	
School of Chemistry*	24-25 February 2022	
Theatre, Film & Television Studies and Centre for Cultural Policy Research*	3-4 March 2022	
Dental School	15-16 March 2022	
History	16-17 March 2022	
Economics	25-26 May 2022	
Classics	24-25 November 2022	Postponed from 23-24 March 2022 due to industrial action

Details of the programmes covered by the reviews are listed in Appendix 1. The outcomes of the review of Classics will be reported in the 2022-23 cycle.

* Reports published online at 30 September 2022.

3.1 Methodology

As in 2020-21, the PSR process was fully managed online during academic session 2021-22. There was no change to the format, agenda, or panel membership from previous years. Operational guidance and online protocols prepared to support the process in 2020-21 continued in use for 2021-22. Training for student panel members took place in the form of an online workshop to ensure they were fully briefed regarding the process and their role. The review events ran smoothly with no issues reported. In line with good practice and our commitment to enhancement, the University will refine the operational guidance notes to reflect lessons learned from these online reviews. Our intention is to return to face-to-face review events during 2022-23 as space permits.

3.2 Commendations and Good Practice

Approximately[1] 40 commendations and 19 areas of good practice were noted as part of the review process. The University is satisfied this confirms a commitment to enhancement and development which is evidenced across the subjects. The high number reflects the Review Panels' acknowledgement of the additional commitment of staff to enhance provision and student experience throughout the pandemic. Full details are outlined in the final reports which will be published online following confirmation by Academic Standards Committee. Selected themes and some individual commendations are listed below.

- Evolving approaches to student-centered, active learning in response to the new University Learning & Teaching Strategy and to the lessons learned from pandemic responses

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[1] Two reports still to be confirmed at the time of writing.

- Use of interactive learning platforms to deepen understanding of online lecture materials
- Curriculum development in partnership with students, with the establishment of several subject-based working groups focusing on inclusivity and decolonising the curriculum
- Communication of graduate attributes to students drawing on Industry and alumni networks and using these networks to provide meaningful opportunities for internships, career information for students and input into curriculum development (matching graduate attributes to the needs of employers)
- Clear and transparent mapping of Intended Learning Outcomes to learning activities and assessments, effectively demonstrated by the understanding demonstrated by the students who met with the Review Panels
- The appointment of a [School] Student Experience Champion to review and advise on course structure, content, delivery, and other aspects of the student experience
- Interactions between students and staff showed mutual respect and had a positive impact on students' confidence and preparedness for work
- Exceptional NSS and League table results achieved or maintained against the background of pandemic disruption
- Review Panels acknowledged the dedication and commitment of both Academic and Professional Services staff in retaining positive outlooks after the sustained period of stress caused by the pandemic. The review of Academic & Digital Development particularly noted the support they had provided to the University Community throughout the pandemic and the rapid switch to online delivery.

3.3 Enhancement Recommendations

57 recommendations of enhancement were identified during 2021-22 reviews[2] with a significant number of these being highlighted by the School/Subject as part of enhancement plans detailed in Reflective Analysis documents. Examples of the themes raised are as follows with full details outlined in the full reports.

- Support and practice opportunities for students in the return to in-person examinations after a significant period of online examinations noting that different skill sets are used in different formats
- Review of assessment practice to address the use of heavily weighted final assessments; ensure that questions are appropriate for the intended format of assessment; and ensure that levels of performance can be appropriately differentiated
- Assessment mapping to ensure that deadlines are adequately spaced, and that feedback can be returned in time to be useful for subsequent assessments
- Clear signposting of sources of support for students, both from University Services and from staff who have a role locally.
- Consideration of elements of online learning that might continue to enhance or complement the student learning experience as on campus teaching returns
- Support for early career staff and those on Learning, Teaching and Scholarship contracts including establishing networks or communities of colleagues in similar positions and ensuring awareness of ongoing development opportunities and promotions
- Integrating GTAs and other hourly paid staff with School Learning & Teaching structures giving them access to student feedback and involvement in staff meetings where appropriate.

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[2] Recommendations from the Review of Classics are not included. The review was postponed to November 2022 due to strike action.

- Using templates for Moodle and course handbooks to improve consistency and create familiar navigation for users
- Improvements to induction events for PGT students by adopting good practices from UG events and ensuring that students are prepared for the demands of their programme.
- Recommendations related to student recruitment raised issues regarding managing student numbers on practical programmes, English language requirements for international students, matching admissions criteria to expectations of prior knowledge and improving diversity of applicants.

4. Other review activity

SFC had agreed to the University's request to defer the review of Glasgow International College (GIC) by one year to academic year 2021-22. The request was made to allow management of the additional burdens on both GIC and University of Glasgow colleagues caused by the pandemic. The Review took place on 17 August 2022 and was based on the University's Periodic Subject Review process. It focussed on the link between GIC and the University and confirmed the content, quality and ongoing alignment of the GIC programmes with the University's degrees to which they provide a pathway.

The Review was undertaken in a positive and constructive manner and the Convener commended GIC staff and students on their approach to the Review. The Panel recognised seven areas of good practice and made eleven recommendations where it saw opportunities for enhancement. Overall, the University was assured of the quality of the programmes offered by GIC and, subject to Academic Standards Committee approval of the Review report, it was agreed that our advanced entry partnership agreement would continue for a period of six years, with effect from October 2021.

5. Institutional Led Review schedule for 2022-23

As noted above, it is our intention to hold all PSR reviews for 2022-23 in person. Space on campus remains under pressure with the ongoing need to prioritise accommodation on campus for student study spaces (including new types of space to accommodate blended learning modes), therefore, there may be a need to retain some online elements for PSR on a contingency basis. However, the benefits of meeting staff and students in person and the more open conversations that ensue warrant the effort to find physical meeting space for the reviews.

The following seven reviews are scheduled to take place in Semester 2 of academic session 2022-23. As noted below five of these reviews were deferred from the original schedule for 2020-21. The revised six-year schedule for PSR (2021-26) as agreed with SFC is shown in Appendix 2. Dates for reviews in 2022-23 are expected to be finalised early in Semester one.

Subject	Comments
Archaeology*	College of Arts
Classics**	
English Language & Linguistics, English Literature and Scottish Literature*	
Information Studies	
School of Life Sciences	College of Medical, Veterinary & Life Sciences
School of Mathematics & Statistics*	College of Science & Engineering
School of Interdisciplinary Studies*	College of Social Sciences
Central & East European Studies	

*PSR re-scheduled from 2021-22 to 2022-23 due to Covid disruption.
** PSR postponed from 2021-22 due to industrial action

6. Reflection on other quality assurance activities

The University is confident that, despite the ongoing context of the Covid-19 pandemic over the course of 2021-22, its quality assurance framework is robust and supports and maintains the development of academic standards and the enhancement of the student learning experience. The outcome from ELIR 2019 and the ongoing discussions with QAA Scotland reinforces this confidence. The section below outlines some information collated from key Quality Assurance activities undertaken during academic year 2021-22 noting that these were running with the backdrop of the pandemic recovery with some continuing adjustments to standard procedures, such as annual monitoring and online PSR reviews.

6.1 Course and Programme Approval

Following special arrangements in the previous two years due to the Covid pandemic, the operation of Course and Programme Approval process during 2021-22 largely returned to the standard procedure that was in place before the pandemic. This means that proposals for new courses or programmes, withdrawal of provision or developments to existing provision that were planned for introduction in 2022-23 had to be submitted into our course approval system with College Boards of Studies having devolved authority to approve new programmes and programme changes, and Schools/RIs having devolved authority to approve new courses or course changes.

In recognition of the positive feedback on many aspects of digital delivery, special arrangements were made to facilitate the process of making temporary changes applied during the pandemic permanent. For any such changes to continue into AY 2022-23, Schools were required to fully input the changes into the system during 2021-22 to ensure accurate and up-to-date information was held, while some special arrangements were permitted to minimise the workload involved where large volumes of similar changes were involved.

6.2 External Examiners

The University continues to have a robust process for managing and monitoring external examiner reports. Thematic reports derived from externals' reports on both UG and PGT programmes are submitted to the Academic Standards Committee (ASC). ASC has delegated authority from Senate for these matters. Separate reporting of UG and PGT reports was introduced in session 2019-20, although following the submission of the most recent reports, it has been agreed to revert to a combined report from 2022-23 onwards to convey the statistical information more accurately.

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

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

Due to the timescales in reporting on external examining, comments on assessment arrangements continue to feature the impacts of Covid. During session 2020-21, the full No Detriment Policy used as a response to the emergency of the pandemic was not applied but

[Special Assessment Measures](#) were in place to ensure that students were not disadvantaged by the continuing disruption.

Undergraduate External Examiner Reports

A total of 90% of undergraduate reports were received for session 2020-21 and reviewed over the course of 2021-22. This is a reduction of 4% on those received in 2019-20 and 8% from the 98% received in 2018-19. While the percentage received remains high, the University notes the reduction in responses and acknowledges the impact of the pandemic on the management and monitoring of these activities. In line with the University quality assurance framework, responses to comments raised in the reports are being addressed by Schools and monitored by Academic Policy & Governance (formerly the Senate Office).

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

- Assessment – consistency and quality of feedback, review of current assessment methods, need to make assessments more challenging
- Online examinations – concerns regarding the policy of double time for online examinations, associated grade inflation, and recommendations for online invigilation.
- Marking and Marking Schemes – more guidance on the criteria for examiners, moderation, spread of grades (high proportion of first class awards/full scale not used)
- Moodle – consistency and co-ordination of Moodle

Examples of good practice identified include:

- Quality of moderation and feedback
- Diversity of assessment
- Staff response and engagement with online teaching
- Commitment of both academic and administrative staff
- Use of Moodle

Postgraduate External Examiner Reports

A total of 82% of postgraduate reports were received for session 2020-21 which is a reduction of 2% from 84% received in 2019-20. As above, the University notes the reduction in responses and acknowledges the impact of the pandemic on the management and monitoring of these activities. In line with the University quality assurance framework responses to comments raised in the reports are being addressed by Schools and monitored by Academic Policy & Governance (formerly the Senate Office).

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

- Assessment and Feedback – a need for more consistency regarding feedback on assessment, diversification of assessment
- Marking and Marking Scheme – some inconsistency identified regarding marking criteria and moderation, moderation issues, over generous marking
- Admissions Policy
- Student Conduct (academic)

Examples of good practice identified included:

- Assessment and feedback
- Quality of dissertation and theses work
- Standard of courses/teaching

6.3 Annual Monitoring

Annual Monitoring at the University of Glasgow continues to be carried out at three levels: School, College and University. School Quality & Enhancement Officers are responsible for collating and analysing information for consideration at School level, and College Quality & Enhancement Officers undertake this activity at College level. Issues requiring University-level action are reported for consideration by Academic Standards Committee (ASC) which is supported by Academic Policy & Governance (formerly the Senate Office). Relevant professional support services, or groups, provide updates and responses to issues identified as University-wide matters, and there has been a refinement of this process. Meetings between College Quality & Enhancement Officers, Academic Policy & Governance and representatives of relevant areas of the University have been introduced to facilitate discussion and enable greater co-ordination and understanding of the issues and solutions. Good practice ("What worked well?") from the Undergraduate and Postgraduate Taught Annual Monitoring Summaries for Session 2020-21 was identified in the following areas:

- Flexibility and adaptability of staff
- Online engagement and assessment
- Student performance
- Student and External Examiner feedback

Key themes from the Undergraduate and Postgraduate Taught Annual Monitoring Summaries for Session 2020-21 were:

- *Staff Workload and Welfare
- *Suitability and quality of teaching spaces/timetabling
- *University systems
- *University Communication
- Online exams
- *IT Equipment
- Admissions – increased student numbers
- Student Conduct
- Student Welfare
- Quality Procedures

* Issues raised in previous summaries

There are a number of issues that feature in both sections. This is because positives often relate to the achievement and endeavour of staff and students in the context of extremely challenging circumstances.

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

In response to the impact of the Covid-19 pandemic, the Annual Monitoring process was streamlined in terms of its reporting requirements. These arrangements remained in place over the course of 2021-22 (i.e. for the review of provision during AY 2020-21) and therefore included reporting on temporary course changes arising from the pandemic. As detailed in the report to ASC in November 2020, the implementation of the revised Annual Monitoring process that was approved by both ASC and EdPSC in 2019-20 was postponed until the disruption of the pandemic had settled. The abridged AM forms have been retained for the review of learning and teaching during AY 2021-22 which commenced in late May 2022 and will continue through the autumn of 2022. Work will now pick up on implementation of the revised process, taking account of the modifications during the Covid period, and with a view to implementing changes for the Annual Monitoring of 2022-23 activity which will commence in May 2023.

6.4 Course Evaluation

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

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

During the 2021-22 academic session, staff continued to engage well with course evaluation and continued to use course evaluation surveys as the primary means for eliciting student feedback. As always, there is room to improve student response rates. Following a slight decline when students had not been in class to complete evaluations, an updated "good practice" guidance documents was circulated to staff to remind them of the most successful ways to achieve a good response.

As reported previously, work is ongoing within the University to develop an aggregated report on the average percentage agreement to each of the three closed core questions included in every course evaluation questionnaire for each level of study within every Subject, School and College. This will be used alongside the NSS results and other student feedback data to identify areas of good practice and areas requiring enhancement or support. It was intended that the aggregated report would be made available to Deans of Learning and Teaching and other key stakeholders at the end of Semester 1 of the 2020-21 academic session. However, work to resolve some technical issues with mapping of non-standard course codes was delayed due to the disruption caused by the COVID-19 Pandemic. This has now been resolved and it is intended that the aggregated report will be produced and made available to key stakeholders at the end of Semester 1 of the 2022-23 academic session. In addition to this, the University will be exploring the possibility of using sentiment analysis on the free text comments from student surveys in order to assist in the production of SARDs at the end of each course.

6.5 Graduate School Reviews and other activities

Following a pause arising from the pandemic, the Graduate School Review (GSR) schedule resumed in academic session 2021-22 with a review of the College of Medical, Veterinary & Life Sciences in early summer 2022. The review was very positive, and the report is in preparation. GSRs continue to operate on a 4-year cycle visiting each of the University's graduate schools in turn. The College of Science & Engineering Graduate School will be reviewed in session 2022-23.

To facilitate the production of more accurate and timelier student feedback, the University discontinued using the Postgraduate Research Experience Survey and developed its own annual survey with the timing set to align with the GSR schedule. The 2021 PGR Survey results were published in October 2021. The overall satisfaction rate was 78.56% with a

22.85% response rate. Both these measures showed a decrease in comparison with the previous year's PRES but were set against a background of exceptional challenge. The headline analyses showed that the impact of the pandemic had been highly variable, supervisors were seen as the key support mechanism for PGR and had been instrumental in maintaining positive experiences for students through the pandemic. The responses indicated that PGR students place value on the personal, less formal support that they get from their academic and social communities and that this has been missed during the pandemic lockdowns.

The PGR Annual report for 2020-21 was submitted to the Student Experience Committee in November 2021 to provide an institutional overview on the PGR student experience. As in previous years, this focussed on committee activity, researcher development activity and student survey results, while noting the ongoing impacts of the pandemic on the PGR student experience. Topics discussed included how the mitigation of disruptions should appear in theses and management of the programme of funded extensions offered by the University.

6.6 Professional, Statutory or Regulatory Bodies (PSRB)

The table below shows the PSRB outcomes for reviews held during session 2021-22.

School	PSRB	Outcome
Adam Smith Business School	Association to Advance Collegiate Schools of Business	Programmes have been reaccredited.
School of Education	General Teaching Council for Scotland	Programmes have been reaccredited.
School of Medical, Dentistry & Nursing	Association for Nutrition	Programme has been reaccredited.
	UK Board of Health Care Chaplaincy	Review complete - outcome expected September 2022.
School of Veterinary Medicine	European Association of Establishments for Veterinary Education	Review affected by Covid-19 (rescheduled to Feb 2021 then October 2021). Programme has been reaccredited.

7. Student support services / student wellbeing

A team of Student Support Officers has been introduced as a new layer of student support and forms part of the University's wellbeing framework. 17 Student Support Officers were appointed in September 2021. Forming an integral part of the existing support functions within our colleges and schools, as well as our central support functions, and working together, this team offers joined-up support, enabling issues to be identified and addressed in a timely manner. An implementation group, including student and College/School representatives, was set up to monitor progress and a review of this model of support is planned for the Spring of 2023 (see section 9.2 below).

Implementation of the Disability Review recommendations has been protracted, due to a shortage of skilled and experienced applicants to new posts. However, the remaining vacancies have now been filled and the successful candidates will be in post by the end of September 2022. A number of options are under investigation for the new disability CRM system, which we intend to install in Spring 2023, allowing for training and familiarisation

work over the summer, and a full launch at the start of academic year 2023-24. Plans are progressing for the establishment of an in-house digitisation/transcription service, enabling us to supply accessible materials more quickly, build a bank of materials for future use and reduce our dependency on individual support workers. We hope to implement the new service towards the end of the current academic year. Following review of the 'Disability Coordinator' role, plans are progressing to separate the two main elements, with the pastoral support of students undertaken by Student Support Officers, and the administrative functions discharged by professional services staff within Colleges and Schools. The Accessible & Inclusive Learning Policy will be reviewed by a working group of the University's Learning & Teaching Committee during 2022-23. The Disability Review Implementation Group retains oversight of the work, monitors and drives progress against priorities.

A Student Experience Strategy and associated action plan is nearing completion following an extensive consultation exercise. The Student Experience Strategy will sit alongside, and align closely with the Learning and Teaching Strategy. Both strategies are structured around three pillars, with the Student Experience pillars being: Opportunity; Safety and Wellbeing; Inclusion and Belonging. Significant investment has been identified to support its implementation during the next academic year.

During the course of the last year, demand for our Counselling Service has continued to increase steadily. Using SFC investment and with the introduction of a new service model, however, new roles have been created and new approaches to service delivery implemented, offering a wider range of support pathways to suit the different needs of students and resulting in a reduction in waiting times. Examples of service development and improvement include the introduction of a holistic model of assessment and increased use of single session support, the creation of new pathways in relation to counselling, Gender-based Violence (GBV) and wellbeing, and greater promotion of wellbeing to the student body via regular student newsletters and online courses. The service has recently secured funding to deliver a new 24-hour counselling and advice line supported by digital materials and a smartphone app, which will be introduced during this academic year. The service continues to maintain close links with NHS partners to co-ordinate support for students with GPs and specialist services such as ESTEEM and CMHT; in addition the service is currently in discussion with the Chair and Chief Executive of Greater Glasgow & Clyde NHS to enhance partnership working, particularly in relation to student mental health.

8. Student participation in ILR processes

The University continues to have a strong and collaborative partnership with the Student Representative Council (SRC) Sabbatical officers. Student representatives are fully engaged in our quality management processes and participate in all our academic and student support committees. Members of the SRC Council act as full members of PSR panels. They take the lead in PSR student meetings and arrange focus groups with class representatives in the subject area ahead of the review in order to bring forward student views at an early stage. The wider student body is consulted on drafts of their subject area's Reflective Analysis document and contribute directly to the PSR through the student meetings which are open to all students.

The planned new framework for student-facing service review (see 9.2, Recommendation 4) will also fully integrate student participation. In line with our principles and commitment to working in partnership with our students, both student representatives and the wider student body will have a central role in this process as they do in PSR and other quality processes.

Weekly meetings between the SRC and the Clerk of Senate & Vice Principal, who has responsibility for academic standards and regulations, which were established to maintain communication channels during the particular circumstances of the pandemic, have

continued throughout the academic year 2021-22. These meetings facilitate valuable exchanges of information and actively involve the SRC in our academic planning and preparation of student communications

9. Progress

9.1 Reputation and Ranking

Although the University has received some lower ratings in recent surveys compared to previous years, our overall performance remains strong, and we have a secure place in the world rankings. We are confident that the significant work that is underway to implement the ambitions of the Learning & Teaching Strategy will help to secure a strong performance in these metrics in future years.

National Student Survey (NSS)

Challenges relating to the impact of the Covid19 pandemic continued throughout academic session 2021-22 and may have contributed to the National Student Survey results for 2022, where the University's overall score fell by 3.5%, from 83.68% in 2021 to 80.15%. While this means we continue to offer an excellent student experience, it does represent a drop relative to the sector in general. For overall satisfaction, the University has dropped back from 2nd to 6th place in the Russell Group and from 4th to 6th place in Scotland and from 7th to 23rd in the UK.

League Table Rankings

The University has maintained a strong position in recent league table publications, with our overall score rising in The Times and The Sunday Times Good University Guide 2023, although our overall rank fell by two places to 14 (10th in Russell Group and third in Scotland). In this Guide we also have six subjects ranked first in the UK, and 19 in the top 5 of the UK. We held our place of 11th in the UK and second in Scotland in the Guardian University Guide 2023. For the Complete University Guide 2023 we were ranked 23rd out of 130 HEIs (7 places lower than last year). The University featured in the top 10% for Entry Tariff, Research Quality and Student Staff Ratio in both this and the Good University Guide.

In recent World rankings we are 81st out of 1422 in the QS World Rankings, compared to 73rd last year.

9.2 ELIR (March 2019)

Recommendation 1 – Feedback on Assessment

The recommendation specifically sought consistent communication to students where standard marking turnaround times would not be met. As reported previously, development work in the Assessment & Feedback Transformation Project has been taken forward to improve and standardise assessment information provided to students. Phase 1 was implemented in 2021-22 with the piloting of an assessment Dashboard for students providing assessment information (including submission date, turnaround time, grade and feedback). Phase 2 later in session 2022-23 will involve further development around student awareness of marking dates and live changes to these. Work is being taken forward by the Assessment and Feedback Policy & Practice workstream which has been established as one of several workstreams to progress the L&T Strategy.

Recommendation 2 – PGT Advising

The key requirement of the recommendation, to ensure clear communication of advising arrangements for PGT students has been achieved, particularly with the work of the Student Support Officers (SSOs) which have helped to standardise practice and disseminate information to students. Further to this, the Learning & Teaching Committee PGT Advisory

subgroup has taken forward development in reviewing PGT advising activity resulting in a better understanding of the approaches taken across the University, and PGT Advisers have joined the University's Chief Advisers' Sub Committee (CASC) in order to widen the remit of CASC to take university-wide oversight of academic advising at both undergraduate and PGT levels.

Recommendation 3 - Annual Monitoring of PGR

Annual reporting on the PGR student experience has been introduced at University level with the submission of an annual report to the Student Experience Committee (which reports to both Senate and Court). As detailed in 6.5 above the second report covering academic session 2020-21 was submitted to SEC in November 2021. There is ongoing work through a wide-ranging PGR project to improve data and enhance reporting around interpretation of data. This also includes scoping for the potential to implement a new learning management system that would support researchers more generally with functionality that is not provided in MyCampus. A new post (PGR Policy & Enhancement Adviser) is currently being recruited to support the project work.

Recommendation 4 - Review of Student facing Support Services

The University has developed a set of design principles to underpin our review framework for student facing services. This was informed in part by the QAA Focus On report on Professional Services Review and will allow greater consistency and coherence within an overall framework that facilitates a mixed method approach to ensure review methods best suit the area/topic under consideration. The framework takes a holistic perspective rather than a service-by-service approach, allowing targeted and themed reviews that are evidence based using both quantitative and qualitative insights from an institution-wide perspective. Using this approach, reviews can be Service/College/School based or be thematic or functional. While the style and format of reviews can be flexible, guidance will be provided to ensure that the review methodology adheres to the principles set out in the QAA Focus On material, and:

- is well aligned to institutional strategies
- has appropriate institutional oversight
- is clearly defined and articulated
- makes use and takes account of externality
- makes effective use of information and data
- has student engagement at the heart of their processes
- has effective consideration of review outcomes leading to enhancement of the student experience.

In some cases, the work will be supported by the University's Transformation Team, for example where reviews adopt a whole-systems approach. All reviews will be recorded in a single central depository where outputs can be reviewed, actions monitored, and synergies identified. An annual report on review activity will be produced.

Work is in progress to create a data resource to inform review activity including outputs from student survey data, staff resource and satisfaction data, PSR outcome summaries, audit reports, and student complaints. Once available, this information will inform the proposed outline programme of review activity for coming years. In the meantime, all forthcoming reviews of student facing services will be held following the design principles of the new framework. Current review activity planned for 2022-23 includes student wellbeing (Student Support Officer model), and projects under the Transformation Team: timetabling, and student onboarding (feasibility).

Recommendation 5 - External Examiner reports accessible to students

This recommendation is complete. As reported previously, external examiner reports are published online and available to students, and links to this resource were added to the Student Representation Toolkit to raise awareness.

As part of a wider initiative in developing a university L&T web site, with the intention of bring together related resources, there will be further opportunity to link to External Examiner Reports as part of the Quality Framework section that will provide links to all quality processes.

Recommendation 6 - Analysis of exam board decisions on discretion

This recommendation is complete. As previously reported the review of the use of discretion for final degree awards was completed during 2020-21 and it was agreed that discretion would be discontinued and replaced with a borderline and a standard grade profile algorithm to be applied in borderline zones.

9.3 QAA (Scotland) Annual Engagement Meeting

The University met with QAAS for two liaison meetings during 2021-22 (part 1 on 10 February 2022, and part 2 on 10 June 2022).

The part 1 meeting covered updates on quality assurance activity, appeals trends, academic integrity and the University's review of provision for disabled students, with ongoing updates being provided for the latter. The Vice Principal (Learning & Teaching), the Director of Academic Services and the Head of Senate Office (now Director of Academic Policy & Governance) met with colleagues at QAAS for the part 2 Institutional Engagement meeting. This provided detailed update on strategic developments linked to the Learning & Teaching Strategy including opportunities for teaching staff to rethink learning and teaching design to combine the best of on campus and online resources. It was unfortunate that the SRC sabbatical officers were not in attendance at the meeting, however, the University continues to value it relationship with students and to work in partnership with them wherever possible.

There were no issues of concern raised during these discussions.

10. Key priorities for 2022-23

The University is satisfied it made effective progress in terms of beginning implementing the learning and teaching strategy, which was the main priority in last year's annual report. All the staffing appointments proposed during the budget round have been made with the exception of a reshaping of the approach to developing quantitative assessments (see below). Six new members of staff have been appointed within the Academic Policy & Governance, and Academic & Digital Development teams, and are working with the workstream leads on the early priorities associated with each of the strategy workstreams. We have established a Peer Assisted Student Support programme which is being implemented from September 2022, and there have been five new learning innovation support team members appointed to our Learning Innovation Support Unit.

Support for the four strategy workstreams is being put in place to provide appropriate project management resource (via the Transformation Team). These workstreams are: Assessment and Feedback; Curriculum Change; Student Skills and Professional Development; and Evolving our Approach to Teaching. Leadership of each workstream is shared between a Dean of Learning and Teaching (or equivalent) and a member of professional services. Terms of reference, reporting structures and ways of working for each have been agreed, and as of September 2022, strategy-focused Learning & Teaching Committee meetings will be added to the normal meeting cycle to ensure both governance of and focus on strategy implementation with full ownership of the strategy by members of LTC. Funding for learning and teaching projects has been increased with student-staff partnerships having been

created over summer 2022 that will support changes in assessment and feedback, curriculum design and decolonising the curriculum.

Work has continued during the year to support planning and monitoring of the timetabling and teaching for 2022-23 including contingency planning should restrictions be reintroduced. This involved continuation of groups established the previous year, with reporting via the Vice Principal Learning & Teaching into the University's Senior Management Group. The focus of this work has been on reshaping the approach to teaching (in line with the active learning principles in the Learning and Teaching strategy) and reshaping campus spaces in line with active learning capacities.

Learning from experience during the previous two years, we have retained and are incorporating into our governance structure, oversight of key academic activity through a small management group initiated during the pandemic to facilitate rapid consideration and decisions on urgent academic matters when normal governance mechanisms were suspended pro-tem. The group comprises senior leaders from SMG, Information Services, Estates and Academic Services, along with student representation, and has since the early stages of the pandemic continued to plan and co-ordinate academic activities facilitating rapid and informed progress where needed. For the coming year the group will be incorporated into the academic policy and strategy governance structure as the EdPSC Advisory Group on Academic Matters – reporting to the Education Policy & Strategy Committee (EdPSC) with the aim of continuing to provide flexibility and agility in the development of policy, processes and systems supporting academic activity.

Particular priorities for the coming year will be establishing the workstreams so that their work effectively progresses our L&T Strategy ambitions; concluding work on determining how best to evaluate the outcomes of the strategy and in so doing, reflecting the national approach to the Tertiary Quality Framework and the outcomes focus it is adopting. There will be continuing significant investment in the physical and digital learning infrastructures and the systems and processes that support the student experience. The transformation projects are aligned to priorities around student onboarding, assessment and feedback, timetabling and enhancements to the UofG Life App, all of which are designed to meaningfully and significantly enhance the student and staff experience. Finally with respect to the strategy priorities, work is commencing on redesigning quantitative assessments. Funding has just been approved for the recruitment of a Senior Lecturer to lead work in the College of Science & Engineering and in partnership with the College of Social Sciences, to adopt a scholarly approach to rethinking assessment in 'quantitative disciplines' that traditionally rely heavily on end of course examinations. Developing new approaches that are inclusive, are the core focus of this work.

Quality Assurance and Enhancement

Developments are planned for areas of the Academic Quality Framework, particularly in relation to enhancing our approaches to student feedback and reviewing procedures for course and programme approval. A new working group has been formed to undertake a coherent review of the effectiveness of the student voice within our existing quality assurance and enhancement processes in order to evolve our approach. This will evaluate current activity to bring about enhancement, including: the Course Evaluation policy; Staff-Student Liaison committees; effectiveness in responding to student feedback and closing loops; effectiveness in capturing a wide range of the student voice (different student backgrounds and ensuring PGT students are adequately covered). In addition, the work will seek to identify good practice to embed within processes and to ensure a holistic and integrated approach to seeking feedback from students that covers University level through to course level (for example, linking course evaluation with university-wide surveys) while avoiding survey fatigue.

Through the Curriculum Change activity in the Learning & Teaching Strategy workstream, there will be a full-scale review of course and programme approval, in order to ensure optimal alignment between the approval procedures in the AQF and sound curriculum review, development and design.

Approved by Director of Strategic Planning

Ms Uzma Khan, Director of Strategic Planning, Deputy Chief Operating Officer and Vice Principal - Economic Development & Innovation

Approved by Academic Standards Committee

Professor Neil Evans, Convener of Academic Standards Committee

Approved by Vice Principal (Learning & Teaching)

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

University of Glasgow

Annual Report for the Scottish Funding Council

Institutional Report on Quality Assurance and Enhancement Academic Session 2021-2022

Periodic Subject Reviews

Subject Areas and Programmes Reviewed in Session 2021-2022

Academic & Digital Development

Postgraduate Certificate in Academic Practice (PGCAP)
Master of Education in Academic Practice (MEd AP)

School of Chemistry

Chemistry (BSc/MSci)
Chemical Physics (BSc/MSci)
Chemistry with Medicinal Chemistry (BSc/MSci)
Materials Chemistry (BSc/MSci)
Chemistry with Work Placement (MSci)
Chemical Physics with Work Placement (MSci)
Chemistry with European Placement (MSci)
Chemistry with Medicinal Chemistry with European Placement (MSci)
Chemistry and Mathematics (BSc/MSci)
Chemistry (MSc)
Chemistry with Medicinal Chemistry (MSc)
Chemical Biology (MSc)

Dental School

Bachelor of Dental Surgery

Economics

Undergraduate

MA (Soc)/MA/BSc/BAcc/LLB Economics/Business Economics

Postgraduate

CDS MSc International Banking & Finance
CDS MSc Economics Banking & Finance
CDS MSc Economic Development
CDS MSc Environment and Sustainable Development
CDS MSc Development Studies
CDS MSc Economics Banking & Finance
CEFS MSc Financial Forecasting & Investment
CEFS MSc Financial Economics
CEFS MSc Investment Banking & Finance
CEFS MSc Quantitative Finance
CEFS MSc Investment Fund Management
CEFS MSc Asset Pricing and Investment
MSc Data Analytics for Economics & Finance

History

Undergraduate

Ancient History (MA)
History (MA/MA(SocSci))
Scottish History (MA/MA(SocSci))

Postgraduate Taught

Conflict Archaeology & Heritage (MSc/PgDip)
Early Modern History (MSC/PGDip)
Gender History (MSc/PgDip)
Global History (MSc)
Global Security (MSc)
History Security (MSc)
History (MSc/PgDip)
Managing Art & Cultural Heritage in Global Markets (IntM)
Medieval History (MSc/PgDip)
Modern History (MSc/PgDip)
Scottish History (MSc/PgDip)
Security, Intelligence & Strategic Studies (Erasmus Mundus International Master) (IntM)
Slavery, Forced Migration & Reparative Justice (IntM)
War Studies (MSc)

Theatre, Film & Television Studies and Centre for Cultural Policy Research

Undergraduate

MA Creative Arts & Industries (School-wide programme starting in 2022-23)
MA Film & Television Studies
MA Theatre Studies

Postgraduate Taught

MLitt Film & Television Studies
MLitt Playwriting & Dramaturgy
MLitt Theatre & Performance Practice
MLitt Theatre Studies
MSc Creative Industries & Cultural Policy (School-wide programme from 2021-2022)
MSc Film Curation
MSc Filmmaking & Media Arts
MSc Media Management

University of Glasgow

Annual Report for the Scottish Funding Council

Institutional Report on Quality Assurance and Enhancement Academic Session 2021-22

Periodic Subject Review (PSR) – Revised Schedule 2021 to 2026 (showing pandemic adjustments)

College	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Arts	Philosophy ~~Theatre, Film & TV Studies~~ ~~Classics~~ ~~History~~	Theatre, Film & TV Studies History Classics ~~Archaeology~~ ~~English Language & Literature and Scottish Literature~~	Archaeology English Language & Literature and Scottish Literature Information Studies ~~History of Art~~ Classics*	History of Art ~~School of Modern Languages & Cultures~~ ~~Music~~	School of Modern Languages & Cultures Music ~~Celtic & Gaelic~~	~~Philosophy**~~ Theology & Religious Studies Celtic & Gaelic
	1	**3**	**4**	**1**	**2**	**2**
Medical, Veterinary & Life Sciences	Nursing & Health Care MVLS Graduate School: **PGT Cluster 2**: Medical Professions, Health & Wellbeing and Medical & Clinical Science	Dental School	School of Life Sciences	Medical Undergraduate School	School of Veterinary Medicine ~~MVLS Graduate School: **PGT Cluster 1:** Biomedical Science, Animal & Plant Sciences~~	~~MVLS Graduate School: **PGT Cluster 2:**~~ ~~Medical Professions, Health & Wellbeing and Medical & Clinical Science**~~ MVLS Graduate School: **PGT Cluster 1:** Biomedical Science, Animal & Plant Sciences
	2	**1**	**1**	**1**	**1**	**1**
Science & Engineering	School of Geographical & Earth Sciences ~~School of Chemistry~~	~~School of Mathematics & Statistics~~ School of Chemistry	School of Mathematics & Statistics ~~School of Psychology~~	School of Psychology School of Physics & Astronomy	School of Engineering TNE	School of Computing Science
	1	**1**	**1**	**2**	**2**	**1**
Social Sciences	Urban Studies ~~Economics~~	~~School of Interdisciplinary Studies~~ Economics	School of Interdisciplinary Studies ~~Accounting & Finance~~ Central & East European Studies	Accounting & Finance School of Education ~~School of Law Management~~	School of Law Management Politics	Economic & Social History Sociology
	1	**1**	**2**	**2**	**3**	**2**

Other PSR activity		LEADS (PG CAP and MEd)		Short Courses		
	0	1	0	1	0	0
Total PSR	5	6	8	7	8	6
Year of Cycle	1 of 4th	2 of 4th	3 of 4th	4 of 4th	5 of 4th	6 of 4th
Other ILR activity	Review of **Glasgow International College** (GIC) – provision covered by MoA **Professional Services Review**: Support for Disabled Students					

* Review postponed to November 2022 due to industrial action.
**To be deferred to PSR Cycle 2027-2032 as already featured in 2021-26 cycle.

(yellow)	PSR deferred from 2020/21	(magenta)	PSR deferred from 2021/22	(cyan)	PSR deferred from 2022/23	(grey)	PSR deferred from 2023/24	(green)	PSR deferred from 2024/25

University of Glasgow

University Court – Wednesday 23 November 2022

Communications to Court from the meeting of Senate held on 6 October 2022

Ms Helen Butcher, Director of Academic Policy and Governance

(All matters are for noting)

1. Induction of the Clerk of Senate

The Principal invited Professor Martin Hendry, Professor of Gravitational Astrophysics and Cosmology at the University, to take the oath of faithful administration in the Office of Clerk of Senate.

Professor Hendry read out and then signed the oath.

Senate joined with the Principal and the Heads of College in offering warm congratulations to Professor Hendry on his appointment.

2. Obituary - Professor Sir Graeme Davies, former Principal and Vice-Chancellor

The Principal informed Senate that Professor Sir Graeme Davies, former Principal and Vice-Chancellor of the University, had died on 30 August 2022 at the age of 85.

Sir Graeme was an internationally distinguished metallurgist who was Principal at Glasgow University between 1995 and 2003, having previously served as Vice-Chancellor at the University of Liverpool between 1986 and 1991, and Chief Executive of the Higher Education Funding Council between 1991 and 1995. After leaving Glasgow, Sir Graeme became Vice-Chancellor of the University of London - a position that he held between 2003 and 2011. Throughout his career, Sir Graeme had served a variety of public institutions and charities across the UK and overseas, for which he had received numerous honours for his contributions. These included a knighthood, which was awarded in 1996 for his services to higher education, and 13 honorary degrees, including one from the University of Glasgow in 2004 in recognition of his major contributions as Principal. The University had also named the Sir Graeme Davies building in his honour in 2003.

Senate observed a minute's silence as a mark of respect for Sir Graeme Davies.

3. Principal's Q and A

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

The questioner noted that there was a severe shortage of student accommodation within Greater Glasgow, and a lack of teaching space on campus. The shortage of student accommodation had forced some students to defer or start their studies at Glasgow without any accommodation. The shortage of teaching space had forced Schools to organise additional off-campus teaching venues at short notice. With this in mind, the questioner asked the Principal what steps were being taken by the University to ensure that admissions and estates strategies were fully aligned, and that admissions would not exceed the University's capacity in future academic years.

The Principal thanked the questioner for their question and provided Senate with a presentation on the current accommodation situation.

Regarding the present housing situation, the Principal informed Senate that the University accommodated around 14% of its student population. This figure had not changed significantly over recent years, and ranged from 14.1% in 2017-18 to 13.7% in 2021-22. This figure was similar to other Russell Group institutions such as Birmingham University, which housed 18% of its student population, and Edinburgh University, which housed 21% of its students, although Glasgow was at the lower end of the range. The University had increased its overall accommodation offering by taking on additional Purpose Built Student Accommodation (PBSA) nominations, which amounted to 860 additional spaces in 2022-23 and 1,400 additional spaces in 2023-24, at a total cost of £49m over the next five years. The University also had an accommodation guarantee for first year undergraduate and postgraduate taught students. This guarantee had been met for all first year students who had applied for accommodation for the 2022-23 academic session on time and were from outwith the Glasgow commuting area. In relation to postgraduate taught students, the Principal noted that only about 4% of this student cohort typically applied for University accommodation, and that the University had not been able to offer accommodation to all of those students who had requested it. The Principal also noted that this might impact on the decision of some postgraduate taught students to come to Glasgow in 2022-23.

Regarding the causes of the current student accommodation shortages, the Principal informed Senate that the primary factor was a shock to the private rental sector, which largely affected undergraduate students beyond first year who were not covered by the University's accommodation guarantee. The shock to the private rental sector was not unique to Glasgow, but was a UK-wide issue. It had impacted on the availability of accommodation in other towns and cities such as Manchester, Bristol, Edinburgh and York. It had also impacted on other sections of society. The Principal stressed that the reduction in the availability of student accommodation had not been triggered by increased admissions, and that the University's undergraduate admission numbers in 2022 were 6,279, compared with 6,357 in 2021, and 6,128 in 2020.

In relation to the actions that the University was taking to address the student accommodation shortage, the Principal informed Senate that the University was handling this as a student welfare issue. Measures currently being taken by the University included: the setting up of a helpline; securing as much alternative short-term accommodation as possible (including serviced apartments) to help those in need; increasing resources for the Student Hardship Fund to support students with longer commuting journeys to campus or inflationary increases in private sector rents; and creating sets of frequently asked questions and communications to advise students. The Principal also informed Senate that, over the next year, the University would: secure more accommodation; work with Glasgow City Council and the Scottish Government to avoid policy measures that were likely to exacerbate the accommodation shortage; and attempt to predict shocks to the private rental sector. In the longer-term, the University would seek to own more accommodation stock, and work with Glasgow City Council to explore development of more appropriate housing policy. However, the Principal emphasised that there were no simple solutions, and that the accommodation shortage was a complex problem that could not be explained with simplistic analysis. He emphasised that no University is in a position to solve national housing shortages, and that even if student numbers were to fall there could still be major shortages if the private rental markets shrinks in response to national policy measures.

In terms of teaching accommodation, Professor Frank Coton, Senior Vice-Principal and Deputy Vice-Chancellor, informed Senate that the current academic year was the first year that the University had attempted to fully timetable teaching with rooms since 2019. The University had faced challenges with teaching accommodation prior to the COVID-19 Pandemic but, since then, course and student numbers had increased. Whilst the number of

postgraduate taught students had not impacted directly on student accommodation, it had created some challenges for timetabling. However, the biggest challenge was caused by the increased number of courses. Professor Coton also informed Senate that delays caused by UK Visas and Immigration had made it extremely difficult to accurately predict class sizes.

Regarding timetabling, Professor Coton informed Senate that, although the University estate had the capacity to accommodate every class, there was a mismatch between class sizes and room sizes, particularly for larger classes. This meant that only 8% of classes matched their allocated room size at the end of September 2022, despite the efforts of Space Management and Timetabling and individual Schools to improve the specificity of information about desired teaching spaces. Professor Coton also informed Senate that much of the existing structure of the University's timetable was historic rather than optimal, and that the University's timetabling and rooming methodology no longer aligned with the scale that the University was operating at. However, work was ongoing to room events for Semester one and Semester two.

In relation to actions that would be taken to address timetabling issues, Professor Coton informed Senate that the University had created a short-life task group to reshape the University timetable and ensure that space was utilised more effectively. The University would also utilise other University spaces for teaching, and attempt to secure external venues. In addition to this, the University would work with an external partner to improve the class-size predictions that were used by Space Management and Timetabling by the start of the 2024-25 academic session.

Members of Senate suggested that consultations about timetabling should go below School-level to ensure that the views of individual members of staff responsible for course administration were gathered. Professor Coton agreed to take this into account in future timetabling consultations. Members of Senate raised concerns about teaching facilities in the Wellington Church and the lack of technical staff available to support them. Concerns were also raised about the distances that staff and students had to travel between classes. Professor Coton informed Senate that the University was working with Wellington Church to identify solutions to issues such as poor Wi-Fi in the building. Regarding the issue of staff and students being required to travel to multiple venues, Professor Coton informed Senate that this was primarily a timetabling issue, caused by some Subjects teaching in blocks and other Subjects teaching in more spaced-out fashion throughout the year. To address this issue, the University was exploring options to improve the consistency of teaching venues for individual Subjects through a Transformation Project. However, decisions had to be made about whether to optimise teaching venues to reduce travel times for students or staff.

Members of Senate asked if the University would be investing in technology for hybrid teaching. Professor Coton informed Senate that the University was currently exploring options for improving support for hybrid teaching. However, one of the barriers to this was the reporting burden placed on institutions by UK Visas and Immigration, which required universities to monitor international students undertaking programmes with hybrid teaching. Regarding online teaching, members of Senate noted that this mode of teaching had been received positively by many staff and students, and that staff were keen to maintain an element on online teaching. The Principal agreed that online teaching had been successful and noted that some students might opt to undertake programmes in the future which allowed them to study for part of the year in person in Glasgow and part of the year online.

Regarding the James McCune Smith Learning and Teaching Hub, members of Senate raised concerns about the safety of the revolving door at the entry/exit point to University Avenue at peak times, which could rotate quickly when lots of people were trying to use the door at the same time. Professor Coton informed Senate that he was not aware of any safety concerns being raised previously, and that the building had been designed with multiple entry/exit points to ease congestion. However, he agreed that this should be raised with Mr

Ian Campbell, Executive Director of Estates. Given the high costs associated with constructing new teaching buildings relative to hiring new staff, members of Senate asked if Heads of School should be requesting more staff from their Heads of College. Professor Coton informed Senate that the cost of constructing, for example, a new 600 seat lecture theatre would be very significant, and that decisions about constructing new teaching spaces had to take into account the relative benefit of investing in such buildings versus using the same money to employ new staff. With this in mind, Professor Coton informed Senate that meetings would take place with budget holders to discuss the best use of investment.

In relation to the student numbers highlighted in the student accommodation part of the presentation, the President of the Students' Representative Council (SRC) noted that comparing student numbers with the previous academic year, when many classes were taught online and students were able to study from home, did not reflect the changes that had taken place since prior to the COVID-19 Pandemic, and that the student population had increased significantly since before the Pandemic, with the sharpest increase coming from postgraduate taught students. In addition to this, it was noted that most of the University's postgraduate taught students were international, and that this cohort relied heavily on PBSA because the University did not offer them a guaranteed place in halls of residence. The Principal informed Senate that the total number of undergraduate students at Glasgow had only increased by around 1,700 students since 2019, mainly because of the impact of teacher-assessed grades, and that the number of new postgraduate taught students recruited in 2021-22 was around 2,400 more than were recruited in 2019-20. The Principal also noted that the University had secured additional PBSA places that would be made available for postgraduate students. In addition, the accommodation guarantee in future would be limited to UG students which would in itself reduce PGT student intakes.

Regarding the current situation, Dr David Duncan, University Secretary and Chief Operating Officer, provided an update to Senate, and emphasised that the University was offering emergency support to all students who had come forward and had not yet secured accommodation.

4. Education Policy and Strategy Committee

4.1 Report of meeting held on 20 June 2022

Update on Hainan Readiness Review and circulation of report

Dr Jack Aitken, Director of Academic Services, informed Senate that the Ministry of Education in China had approved a proposal for the opening of a new campus in Hainan, which would accommodate Glasgow College Hainan for the University of Electronic Science and Technology in China (UESTC), to enable a second location for the delivery of degrees in Electrical and Electronic Engineering currently running on the Chengdu campus. The new campus would accommodate approximately 200 students. However, Dr Aitken informed Senate that the opening of the campus had been delayed due to the current COVID-19 lockdown in Hainan Province, and that students who were due to commence their studies in Hainan, had started their programmes on the Chengdu campus instead.

Dr Aitken informed Senate that a Readiness Review Group had been established to bring together the appropriate range of University of Glasgow stakeholders to consider the current situation in Hainan, drawing on evidence from existing and completed processes to this point. The Readiness Review Group (RRG) had considered a number of reports, including that of an independent adviser, Dr Davide Lombardi, from Liverpool University. Representatives from Edinburgh and Brunel universities were included on the RRG's membership. The review had also considered feedback from students, UESTC and the Glasgow Dean, in addition to the relevant programme and course documentation.

Update on external quality arrangements

Dr Aitken informed Senate that the introduction of the replacement to the Enhancement-led Institutional Review (ELIR) had been delayed until 2024-25 while the Scottish Funding Council (SFC) undertook development work for the new national Tertiary Quality Framework (TQF) in Scotland. Consequently, in the two years prior to this, all academic institutions would be subject to a smaller, lighter touch review – Quality Enhancement & Standards Review (QESR). Arrangements had been confirmed for Glasgow's QESR to take place on 20 April 2023, with documentation submitted in February 2023 that would involve a reduced internal reflection element.

Glasgow School of Art follow-up review

Dr Aitken informed Senate that, following the Quality Assurance Agency's (QAA) review of the Glasgow School of Art (GSA) in September 2020, in which GSA's arrangements for managing academic standards and the student learning experience were deemed to be of 'limited effectiveness', GSA had been subject to a follow-up review in June 2022. That review had concluded that GSA's arrangements for managing quality processes were now considered to be 'effective'. Dr Aitken noted that, following the review of 2020, the University had taken steps to strengthen the relationship with GSA, notably through a new ELIR liaison Group. This had functioned well as means for providing advice and support. The re-review exercise had also involved senior University staff. Dr Aitken also noted that the success of the re-review was predicated on an ambitious change programme at GSA as well as the considerable progress that had been made to date. In exercising its responsibilities as validating institution, the University would maintain the Joint Liaison Group and other arrangements to monitor GSA's continuing progress.

4.2 Update on examining

The Clerk of Senate informed Senate that work was currently taking place to ensure that the University's approach to examining remained sustainable. Regarding the current situation, the Clerk of Senate noted that, even if desired, reverting to wholly on-campus exams for future examination diets would not be possible. There were several reasons for this:

- Student numbers had increased since prior to the COVID-19 Pandemic

- The numbers of end-of-course examinations had increased

- The proportion of students declaring a disability had increased

- The consequences of accommodating a combination of online and on-campus examinations

- The wider range of course combinations chosen by students, with the resulting challenge of avoiding examination clashes

Regarding the December 2022 examination diet, the Clerk of Senate informed Senate that the timeline for the various stages of the examination diet had been posted on the Exam Sustainability Project webpage. These dates would assist colleagues in notifying students about when information about their own exams would be made available. It remained the case that Schools were encouraged to hold examinations online where possible, and to move towards more online assessments. Nonetheless, the desire to hold examinations on-campus would continue to be appreciated, and local preferences for on-campus examinations would be facilitated as far as possible. There would be a process to prioritise and accommodate as many on-campus examination requests as possible. As was the case in spring and summer 2022, criteria for determining which examinations could take place on-campus had been developed, and the planning principles that underpinned these criteria would be published shortly on the Exam Sustainability Project webpage.

In relation to potential future examination venues, the Clerk of Senate informed Senate that the University's Senior Management Group had approved a recommendation for a pilot exercise using the Scottish Event Campus (SEC) Hall three as a venue for in-person (on-campus) examinations in December 2022, in addition to other external venues. The SEC could seat up to 500 students theatre-style and was within walking distance of the main campus, with good public transport links and disabled access. Use of the SEC would provide additional capacity to host in-person examinations, and would replace the seats that would be unavailable due to the Bute Hall/Hunter Halls and other venues in the Main Building being used for winter graduation ceremonies. If this pilot was successful, the Clerk of Senate noted that the University may wish to consider using more space in the same venue for future examination diets. A small working group would be established to co-ordinate the delivery of the project.

Regarding on campus digital examinations, the Clerk of Senate noted that, aside from a small number of specific exceptions, the University was not able to accommodate digitally enabled on-campus examinations, which meant that on-campus examinations had to be paper-based and hand-written. There was a desire to be better able to support digital, in-person examinations in an invigilated setting. However, access to power and to reliable Wi-Fi was available in relatively few settings across the University campus, so consideration needed to be given to the feasibility of extending this practice. Consequently expectations for digital on-campus examinations would need to be modest at this stage, with additional resources being required from any local area that wished to adopt this approach.

Regarding the spring 2023 examination diet and beyond, the Clerk of Senate informed Senate that, to inform longer-term planning, the Exam Sustainability Project was seeking information on Schools' plans for the coming two years in order to understand how colleagues expected to assess their students, and what combination of on-campus and online examinations they would prefer. A questionnaire on this had been developed for completion by Schools. This would provide valuable information on how the potential demand for on-campus and online examinations might evolve, and what support would be required to facilitate changes to other forms of examinations and assessments. A project was also being implemented which would help to establish what the boundary conditions would be for examinations on campus and the overall consequences of different values being used for the range of variables involved.

Regarding examinations for students with disabilities, work was also being undertaken to review the University's compliance with the Equalities Act 2010, with respect to provisions for students with disabilities. The results of this work would contribute to the review of the Accessible and Inclusive Learning Policy scheduled for later this academic year.

Members of Senate asked why a wider range of course combinations chosen by students might result in more examinations clashes if examinations were being held online. It was confirmed that the issue related to managing the combination of online and in person exams for students and avoiding holding these on the same day where possible.

5. Convener's Business

5.1 Summer catch-up graduation ceremonies

The Principal informed Senate that the summer catch-up graduation ceremonies for students who had been unable to attend an in-person graduation ceremony during the COVID-19 Pandemic had been a success and thanked all University colleagues who were involved with the ceremonies.

5.2 Twinning between Glasgow University and three Ukrainian universities

The Principal informed Senate that the UK-Ukraine Twinning Initiative, led by Cormack Consultancy with support from Universities UK International (UUKi), had been established to support Ukrainian universities that had been affected by the war. The initiative had enabled more than 70 UK universities, including Glasgow, to be 'twinned' with a Ukrainian partner or partners to provide immediate support as well as longer-term capacity strengthening and strategic engagement. Glasgow had been partnered with the National University of Kyiv-Mohyla Academy (NaUKMA) and two medical schools in Ukraine: Danylo Halytsky Lviv National Medical University, and Poltava State Medical University. As part of this initiative, Glasgow had facilitated a semester-long mobility programme for MaUKMA students, which involved the University hosting 100 students over the course of the next academic year, with fees waived, and all associated costs such as accommodation and visas being covered. Dedicated staffing had been put in place to manage this process and to work with NaUKMA colleagues to support students. The University also hoped to welcome 21 Ukrainian students to undertake clinical observerships with the NHS. As a result of this increased mobility, Glasgow had committed further investment into specialised student support to ensure that appropriate pastoral help was readily available for existing students impacted by the war in Ukraine, and students joining Glasgow from Ukraine.

5.3 Scottish Government Budget

The Principal informed Senate that the 2023-24 Scottish Budget would not be published until December 2022. However, there were real concerns about potential reductions to the Scottish Funding Council's (SFC) budget and reductions in spending on both the teaching unit of resource and research funding given the current inflationary pressures on the Scottish Government's budget.

6. Clerk of Senate's Business

6.1 Winter graduations

The Clerk of Senate informed Senate that the University's winter 2022 graduation ceremonies would take place between Monday 28 November and Friday 9 December 2022. Further details would be published shortly on the Graduations webpage: https://www.gla.ac.uk/events/graduations/dates/ceremonytimetablewinter2022/.

7. University Court

7.1 Communications from meeting held on 21 June 2022

Senate received and noted a report from the University Court meeting held on 21 June 2022. Items included:

- Budget 22/23 and financial forecasts
- Research Excellence Framework (REF) 2021
- Report from the Principal
- Report from the University Secretary
- Student matters, including: SEC Report; SRC President update
- Senate matters
- Members of Court

7.2 Communications from meeting held on 28 September 2022

Senate received and noted a report from the University Court meeting held on 28 September 2022. Items included:

- Her Majesty the Queen
- Court Strategy Day
- Risk Register
- Report from the Principal
- Report from the University Secretary
- Student matters, including: SEC Report; SRC President update
- Committee reports

Regarding the 'Report from the University Secretary' item, the Principal informed Senate that he had written to all members of staff indicating that the University had budgeted for an additional 3% pay uplift for all staff this year on top of the 3% pay rise that had already been agreed by the Universities and Colleges Employers Association (UCEA). Discussions were ongoing about how this pay uplift would be implemented.