

Institution: Glyndŵr University																															
1. Context and mission																															
1.1 Wider institutional context																															
<p>The mission of Glyndŵr University (GU) set out in <i>Vision and Strategy to 2025</i>, is “to inspire and enable through higher education, research and engagement; working together with our students, staff and partners”.</p> <p>GU campuses are in Wrexham, Flintshire, and Denbighshire in North Wales. The university is known to its students, staff, and stakeholders as offering a genuine community feel. The education and research programmes are recognised by the professions and industry as being of a high standard, practical, and career-focused. In the most recent NSS, GU achieved a score of 87% for “teaching on my course”, ahead of the UK-wide average.</p> <p>GU is the leading university for social inclusion and mobility according to the Sunday Times, evidenced by benchmarked metrics (see table below), bringing innovative higher education opportunities to students with diverse backgrounds in the region, nationally, and internationally. GU graduates achieve good employability outcomes, which also benefit their families and the wider community. The latest Graduate Outcomes Survey (June 2020) indicated that GU was top in Wales for the number of graduates going straight into full-time employment (at 74%), with 15% engaged in further study.</p>																															
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1.1.1	<p>The University has historically focussed on teaching, with pockets of high-quality research. The nature of the interaction of research with teaching is changing, with the former being more uniformly distributed across the university than previously. There are a growing number of taught postgraduate students as well as PhD students, and progression from PGT is one of the routes to PGR studentship. Half of the latter are members of staff looking to develop themselves and the research capacity of the university in line with the Research Strategy.</p>																														
1.1.2	<p>65% of the university’s campus-based students come from NE Wales, 20% from England, and 15% are non-UK students, mostly from Europe. We recognise the importance of developing and sharing knowledge, skills, and understanding across the world. Hence, GU has transnational education partners across the world. As part of a diversification strategy, the university also has a significant online presence, mainly in Business and Computing. The table below shows GU student enrolments as of 1st February 2021.</p>																														
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Part-time, undergraduate, Home	318
Full-time, postgraduate taught, Home	181
Part-time, postgraduate taught, Home	392
Full-time, postgraduate research, Home	28
Part-time, postgraduate research, Home	36
International undergraduate	153
International postgraduate	145
Degree apprentices	48
GU online	1243
UK partners	285
International partners	1305
TOTAL	6568

1.1.3 The University comprises two faculties; Arts, Science and Technology (FAST) and Social and Life Sciences (FSLs). Each Faculty is led by a Dean and has an Associate Dean for Research. The role of the latter includes:

- Providing Faculty-level leadership for all research strategies, policies, and activities, aligned with university-level strategies and plans.
- Taking responsibility for the achievement of relevant key performance indicators within the Faculty.
- Working with the Pro Vice-Chancellor, University Research Services, and with external partners such as UKRI, QAA, Advance HE, and professional accreditation bodies.
- Stimulate and help build capacity for high quality research activity within the Faculty, aligned with HR policies, such as the annual Personal Development Review cycle.
- Strengthen the links between learning, teaching, and research.
- Develop, nurture, and lead on key strategic research relationships in the region, nationally and internationally.
- Evidence and disseminate good practice and innovation in relation to research and monitor the effectiveness of their operation.

1.1.4 The university is a member of Universities UK, Universities Wales, Advance HE, Learned Society of Wales, and the Transparency in Supply Chains platform. The University is a member of GuildHE Research, the research consortium for smaller and specialist higher education institutions. This organisation is a peer-to-peer network of 30 comparable institutions that supports its members to embed a positive research culture, providing researchers at all stages with opportunities to network and collaborate with peers from a broad range of disciplines, and facilitating activities face-to-face and virtually, including an annual doctoral summer school, training events, and opportunities to forge new projects and communicate their research.

1.2 Institutional research focus

1.2.1 GU traces its roots back to the Wrexham School of Science and Art in 1887. By 1892, it was delivering University level education and in 1924, started offering London University degrees in science. In 1927, the Denbighshire Technical College moved to Regent Street, close to the centre of Wrexham; this remains one of the University sites, concentrating on Art and Design. In 1945, Cartrefle Teacher Training College was formed and this moved to Plas Coch in 1953, now the main campus of the University. From these, the North East Wales Institute of Higher Education (NEWI) was formed in 1973. Having divested itself of the further education components in 2004, NEWI became part of the University of Wales and then in 2008, became Glyndŵr University with its own taught degree awarding powers. For marketing purposes, the name Wrexham Glyndŵr University is used.

- 1.2.2 The University has established research in Engineering, Materials, and Computing, which were submitted to REF in 2014. Social Work and Social Policy has organically grown to the point it can be submitted in this REF. Following departures of Psychology staff, there is no submission on this occasion, but the University is investing in early career researchers to fill this gap and expects to submit this field in the next REF. Likewise, there is investment and growth in Business, with new staff likely to attain significant responsibility for research over the next REF period.
- 1.2.3 Academic programmes are delivered through the two Faculties with broad and synergistic portfolios. They serve a comprehensive range of sectors: engineering and technology; the sciences; business and finance; arts and humanities; healthcare and social work; education; and animal care. All programmes share a focus on employability, practitioner insight, and relevant research; many carry recognitions by professional, statutory, or regulatory bodies.
- 1.2.4 Our Civic Mission has people and place at its heart. At the primary level, this comprises our core business to provide education, training, and research opportunities, which are aligned with current demand and deliver excellent value to students and employers. As a university, we are committed to working with partners and communities in new ways by co-creating our approach and understanding the key challenges in our region. The University has a Civic Mission Partnership Strategy, which outlines how the University can contribute and support the work to explore, innovate, test, and enable collective action to end social inequality across North Wales by 2030, focusing on 3 key priority areas:
- Leadership, governance, and whole system working
 - Community resilience
 - Keeping well
- Key stakeholders in our civic mission work include local authorities, the healthcare system, schools, and voluntary sector organisations.

2. Strategy

2.1 Achievement of strategic goals for research and impact

- 2.1.1 The Research Strategy aims to develop research capacity and performance to attain the benchmarks and criteria for Research Degree Awarding Powers (RDAP) by 2025. The university previously awarded research degrees through the University of Wales and entered a new validating arrangement with Chester University in 2015. The number of research students who have graduated through us is over 300. GU, through its predecessor institution NEWI, has been awarding research degrees since 1976.
- 2.1.2 Since the 2014 REF exercise, our new research strategy led to an action plan intended to increase the volume and quality of research outputs, supervisory capacity, collaborative and contract research income, and the external impact arising from research. Knowledge Transfer Partnerships with regional Small and Medium-sized Enterprises have increased and have the potential to contribute to future REF fields for the university, particularly in STEM. Our Social Sciences research groups make major contributions to government policy.

2.2 How the institution is enabling and facilitating impact

- 2.2.1 The University enables impact in two ways. The first is through the subsidiary company, Glyndŵr Innovations Ltd, which takes the research into manufacture of ultra-precision surfaces with nanometre level surface roughness, and commercially manufactures

bespoke mirror segments at a scale of metre diameter for high profile customers across the world. More recently, the University has appointed a Research Impact Manager as a focal point for impact across the university. Her role is to engage with academic colleagues to ensure that impact plans are built into projects at the outset, and publicised through appropriate media.

2.3 Institutional approaches to: creating an open research environment

2.3.1 The University has a well-established research Repository (Glyndwr University Research Online). The University's Digital Enhancement Strategy includes an objective "to develop a digital research environment that will allow University staff to enhance their research capacity and capability to drive innovation and increase the visibility and impact of their research." Priority actions include: "to ensure that information and research data management practices are appropriate and support knowledge creation and sharing." The University has a policy on Open Access to Research Data, and a strategy and action plan for enhancing implementation are being developed.

2.4 How the institution supports: interdisciplinary research

2.4.1 Research integrity is key and is the ultimate responsibility of the Pro Vice Chancellor for Research. The University upholds the Concordat to Support Research Integrity published by Universities UK and has its own policy on research integrity. An annual report is prepared for the Governors and is available on the university website. The University's Research Ethics Sub Committee oversees policy and process for ethical approval of research.

2.4.2 The University is organised into two research centres that reflect the Faculties and their diverse nature. The Faculty of Arts, Science, and Technology comprises Engineering, Chemistry, Computing, Built Environment, English, and Art (including fine art). The Faculty of Social and Life Sciences includes Nursing, Criminal Justice and Criminology, Policing, Youth and Community, Sport, Health and Performance Science, Business, Psychology, and Education. There is a joint Faculty Seminar series organised by the Associate Deans for Research, which covers a broad range of disciplines and encourages interdisciplinary research. Examples of interdisciplinary research are outlined in the UoA Environment statements.

2.4.3 The Pro Vice Chancellor is on the board of Welsh Higher Education Brussels network and a member of the UnisWales Research and Innovation Network. The University is a board member of the Environment Platform Wales and a subscribing partner of the Learned Society of Wales (LSW), hosting some of their seminars in North Wales. Two LSW Fellows have a GU affiliation and further fellowship applications are under consideration. The University has also recently become a signatory of Wales' Peace Academy Network (Academi Heddwch), which encourages collaborations on the theme of 'peace'.

3. People

3.1 Staffing strategy and staff development

3.1.1 The University intends to grow its research capacity and capability by developing its staff. Many colleagues have come into the University as practitioners from the private or public sectors rather than having been based in a university for their entire career. Hence, a considerable number of our research and professional doctorate students have been members of staff and several have been sponsored by the University to study elsewhere to develop areas where there was no research capacity. In 2018, the university approved a policy that all new academic staff would be required to either have a PhD or be in the final stages of completing one. As a result of these two factors, the proportion of staff

with a PhD has grown from 30 to 40% over the past two years. While the University is cognisant of 'The Metric Tide' and Snowball indicators, it does not use research performance measures for staff at present. Likewise, consistent with the San Francisco Declaration on Research Assessment, the University does not use journal impact factors as a method of selecting or promoting staff.

3.1.2 The University has clear policies under the People Strategy, setting out how staff will be supported for instance through study leave, adoption leave, or remote working. There are two staff conferences a year, Springboard and Engage, which bring together the academic and professional services staff in an enriching environment to enhance their knowledge. There are always research-related sessions, and often wellness-related sessions in the programme, for instance Engage 2020 included a session on "Live, Learn and Work Well".

3.2 **Researcher Development**

3.3 Research development plays a key role in assuring our adherence to The Concordat to Support the Career Development of Researchers, which provides the University with the necessary support to engage with the HR Excellence Framework (<https://www.vitae.ac.uk/policy/hr-excellence-in-research>). Researcher Development is fundamental to PGR student success, and to the University's capacity to admit students into an enriching research environment. There is explicit support through our Graduate Research Development Tutor (RDT), who works with a Graduate Development Officer. 'Researcher Development' encompasses a range of activities supporting PGR students and staff. There are mandatory research degree training events, such as induction, ethics, intellectual property, statistics workshops, methodological frameworks, and project management. For staff, there is supervisor training, chair training, and internal examiner training. Additional skills training is also regularly offered:

- Disseminating research into the wider public domain
- Telling the story of research in different ways
- Building confidence
- Appreciating an environment beyond academia
- Working in cross-disciplinary environments
- Bid writing

The RDT and academic colleagues have piloted several innovative events to promote these skills:

- Visualising Research Competition. Researchers must create a photograph that will 'inform, engage, and intrigue a non-specialist academic audience and offer a visual perspective on current doctoral research'. We received ten high-quality entries in 2019, which have been mounted and displayed in the Gallery at GU.
- The Art of Research. PGR students are paired with creative artists and asked to articulate their research aims and objectives in an accessible way. The artists then graphically illustrate their research journeys to produce large colourful posters. Students are immersed in an exercise that encourages them to think and work in a different way.
- Researchers do Radio. Until recently, the University hosted a community radio station (Calon FM) based in its Creative Industries Building. In February 2018, station editors ran a half-day 'Researchers Do Radio' workshop, including a communication seminar, script editing workshop and time recording in the studio. Calon FM staff edited these recordings and distributed them back to the students, who provided positive feedback about the event.
- Open House for Research. Events are held three times a year and provide an informal opportunity for staff and students to listen to and/or participate in short 10-minute talks from research students and staff, and to network with their peers across the University.

- Preparing for conferences and creating posters in a cross-disciplinary group. We are a small institution and work to bring people together in diverse ways.
- Pro-Vice Chancellor awards. One of the RDAP measures is enabling staff to attend external events accredited by professional bodies, such as conferences. The PVC (Research) Awards provide up to £400 for a staff member per year (for which they must apply) to go towards such activities. Research students may apply for up to £200 contribution to attend a conference.

As well as enabling research students' development, such training also promotes the visibility of GU's research to the wider public.

- 3.4 To monitor the progress of research students, regular meetings with their supervisory teams are needed. These are recorded on Formal Supervisory Meeting Report forms for all current students, and Strategic Planning and Student Administration Team follow up with the student and supervisor if forms are not submitted on a regular basis. The Team also highlight issues identified in reports, which need addressing centrally or within the Academic School. The Annual Monitoring Form also includes information regarding supervisory meetings. Student business such as admission and progression are undertaken by the University Research Degrees subcommittee, URDSUBC. The committee feeds back to the student and supervisor if there is a concern. An Annual Monitoring Action Plan is required for any student who had been identified as a cause for concern. URDSUBC also check that regular meetings are planned and that the action plan is satisfactorily completed.

3.5 ***Equality and diversity***

We recognise the benefits of having a diverse community of staff and students who value one another and that the institution is enhanced by a range of backgrounds, beliefs, and cultures represented by its staff and student population, working to achieve the University's mission. The Strategic Equality Plan articulates our commitment to:

- Accessibility – in the learning we provide for our students, staff, and community
- Supporting our stakeholders – helping all to gain confidence and achieve their potential
- Inclusivity – creating a community that welcomes students, staff, and visitors from all backgrounds
- Ambition – recognising that there are no limits to learning; supporting our stakeholders with a flexible approach
- Sustainability – building mutually beneficial relationships with partner universities and further education colleges to meet regional needs
- Continuous Improvement – developing an inclusive and diverse culture within the University, sharing best practice to improve our processes.

- 3.4.2. The University holds L2 Disability Confident Employer status, is a Stonewall Diversity Champion, A Time to Change Pledged Employer, and has signed the Rare Aware Charter, Dying to Work Charter, and Victim Support's Hate Crime Charter. Further work continues and the EDI Action Group is applying for the Race Equality Charter and White Ribbon Accreditation. The Academic Development Team are committed to embedding EDI into our curriculum. To support our strategic objectives, we have several EDI staff networks:

- Equality & Diversity Action Group
- Disability Forum
- LGBT+ Staff Network
- Faith & Religion Forum

3.4.4 The table below shows the numbers and success rates of applications for promotion to Reader and to Professor over the REF period. The numbers involved are small, reflecting the size of institution.

	Readers	Professors
Female applicants	6	5
Male applicants	8	6
BAME applicants	0	0
Overall success rate	79%	82%
Success rate for female staff	67%	100%
Success rate for male staff	88%	67%

3.4.5 The data for the characteristics of the REF-entered academic staff are shown below. They are not shown in the UoA Environment statements as the numbers are sufficiently small that individuals could be identified. EIAs were conducted at stages during the preparation of the submission. 30 academic staff were eligible to be included in the REF submission, out of a total of 176. Data were available for age, gender, contract type, religion, sexual orientation, and disability as shown below. Data were not disclosed in the EIA where the number of individuals was fewer than 5, shown in the table as **; this has made meaningful comparisons impossible for some of the attributes under consideration. Eligibility for PGR Principal Supervisor status is the criterion for identifying staff who are independent researchers with significant responsibility for research. There were differences in age and gender amongst this group, i.e., slightly more males than females had this status, and most Principal Supervisors were between 51 and 60 years old.

Principal Supervisors	
Age	** aged between 31 – 40 ** aged between 41-50 20 aged between 51 – 60 ** aged between 61 – 70 **aged between 71 - 80
Gender	12 x Female 18 x Male
Contract Type	19 x full time 11 x part time 30 Permanent
Ethnicity	22 White ** Other Asian Background ** Mixed – White & Asian ** Information Refused ** Chinese ** Black or Black British Caribbean ** Asian or Asian British Pakistani
Religion	7 No religion **Muslim 11 information refused 7 Christian ** Buddhist **Left blank **Any other religion

Sexual Orientation	**Other 10 Information Refused 16 Heterosexual **Gay man **blank
Disability	29 No Disability **Information Refused

3.4.6 EDI is embedded in the University’s REF and research processes. EDI training, including unconscious bias training, was offered by our Organisational Development and Diversity Manager. Our Code of Practice for identifying individuals with significant responsibility for research is clear on the importance of treating individuals fairly. All research degree supervisors must have been trained in EDI prior to taking on a research student and the team interviewing potential students must contain at least one trained person.

4. Income, infrastructure and facilities

4.1 The institutional-level resources and facilities available to support research

4.1.1 Research is distributed across the campuses with two specialist campuses along the A55 corridor: The Advanced Composites Training and Development Centre, a purpose-built composites research centre jointly run with Airbus; and the OpTIC Technology Centre at St Asaph, specialising in ultra-precision optical surfaces and incubation of related companies.

The University is implementing its capital development masterplan, Campus 2025 (<https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Campus2025/>). The programme started with the refurbishment of teaching spaces and conversion of underutilised offices into collaborative study spaces. Further plans include remodelling of the entrance with a gateway building and pedestrianisation of the external realm.

A new engineering building is also planned, in part funded by the North Wales Growth Deal; the investment is predicated on the existing expertise in Composites and ultra-precision surfaces. The OpTIC site has seen significant growth in already extensive facilities for its industry-focussed work through the Welsh European Funding Office funded project, “Centre for Photonics Expertise”. This includes a £1.2m optical coating system for research and commercial work. Under the North Wales Growth Deal, there will be further enhancements, which include £500k worth of equipment for composites research.

4.2 Institutional strategies and supporting activities for generating research income across research units.

4.2.1 The University subscribes to Research Professional, and all staff have an account. Email alerts can be set up for relevant funding bids and grants. Training has been made available through well-attended interactive online sessions. The university has two project managers to look for opportunities and to support academic colleagues in preparing bids.

4.3 Infrastructure and facilities supporting research and enabling impact

4.3.1 The research infrastructure is distributed across the campuses. There are specialist facilities in Engineering, The Advanced Composites Training and Development Centre, and OpTIC. These are described in detail in the relevant subject UoA Environment Statement.

4.3.2 In addition, at Plas Coch Campus there is the purpose-built Centre for Creative Industries. This contains a professional studio, linked to the BBC network as well as previously the community radio station, Calon FM. The BBC local radio is broadcast from the building and is home to the local BBC TV reporters, hence, there is cross fertilisation. Several staff have been guests on BBC Radio Wales programme Science Café, which has helped the impact of our research.

4.3.3 On the same campus there is the purpose-built Centre for Child, Family, and Society at Glyndŵr University, which was commissioned by the Welsh Government to transform the childcare agenda in Wales. The Centre is based on a Scandinavian concept, allowing those working in the field of child development to hone their skills in an academic and practical manner, and it provides an excellent facility for educational research activities.

4.4 *Equality and diversity issues*

4.4.1. We undertake equality impact assessments on staff involved in research outputs to identify areas of disadvantage that may impact on their ability to provide outputs. Section 3 includes some of the data and conclusions from these.

4.4.1. We review data around gender representation in different roles and identify where females are underrepresented, which informed the investment in developing female staff in the Aurora programme (with 26 members of female staff having undertaken the programme within the last 2 years). We also review retention, progression, and engagement with staff development to determine trends and remove barriers to support all staff, especially those in minoritized groups.