

2021-22 Outcome Agreement

University of Strathclyde

1. Introduction

The University of Strathclyde continues to enjoy a positive working relationship with the Scottish Funding Council (SFC) and remains committed to securing excellent outcomes for students, society and the economy. Our constructive and strategic engagement with the SFC is critical to achieving our goals.

We have continued to receive external recognition of our achievements and were recently awarded the Queen's Anniversary Prize for Higher and Further Education in the field of Advanced Manufacturing. It is the third Queen's Anniversary Prize awarded to the University and the second in the most recent consecutive rounds, following our 2019 recognition for research excellence in energy.

This Outcome Agreement is structured to address the requirements set out in the [Scottish Funding Council \(SFC\) Guidance for 2021-22](#) and should be considered alongside our Strategic Plan, [Vision 2025](#). The University of Strathclyde is committed to building on the 2019-20 levels of performance for the SFC National Measures (see Appendix 1). Further information on how we will use the Outcomes Grant element of SFC's University Innovation Fund (UIF) allocation is detailed in Appendix 2.

Annex A comprises our Self-evaluation report and summarises progress achieved in academic year 2020-21 against the commitments made in our 2020-21 Interim Outcome Agreement.

The 2021-2022 Outcome Agreement and 2020-21 Outcome Agreement Self-evaluation report were approved by the University's Executive Team and Court in November 2021.

2. Strathclyde response to Covid-19 Pandemic

With our new Strategic Plan, Vision 2025, having been launched in February 2020, this is the second year in which we continue to respond and adapt to the challenges posed by the Covid-19 pandemic. The health, safety and wellbeing of our students, staff and their families remains at the forefront of our decision-making. As we progress through the 2021-2022 academic year, we look forward to a more extensive return to campus-based learning and to providing more opportunities for staff to work in a blended way between campus and home. As ever, the safety, health and wellbeing of our University community is of paramount importance to us and informs every decision we take. Our e-FIRST Group (education – Future Innovation and Reflection on Strathclyde's Teaching), building on the success of the Start of the Academic Year (SOTAY) framework used in 2019-20, ensures a strategic overview of learning and teaching activities and provides guidance at Faculty and University-wide levels. Our wider institutional education committees support monitoring and action on student engagement and our Quality Assurance Committee continues to monitor attainment and retention.

As outlined in our interim Outcome Agreement for 2020-21, when lockdown restrictions were introduced in March 2020, we moved quickly to offer a dynamic online learning environment for our students and large-scale remote working for staff. This Outcome Agreement for 2021-22 focuses on our recovery from the pandemic and how we have adapted to the transition to mainstream blended learning for this academic year and [agile working](#) arrangements for staff, in addition to a renewed focus on our wider strategic goals.

Our Strathclyde Student Pledge details our ongoing commitment to the University community, highlighting the preparations undertaken to welcome both new and returning students. The Pledge focuses on providing: a first-class learning experience; a safe and secure environment; opportunities to have an active student life; access to advice and support; and a warm and inclusive welcome.

Our [University Values](#) and [People Strategy](#) places students and staff at the heart of our plans, recognising that their collective talents, efforts and commitment will deliver our vision for the future. Together they have provided a clear framework for decision-making during the pandemic which has had, and continues to have, students and staff at its core.

In May 2021 we were named joint-winner of the Best COVID-19 response award by work-life balance charity Working Families, as part of the 2021 Best Practice Awards. The awards celebrate employers whose stand-out cultures and working practices are leading the way in flexible and employee-friendly workplaces. These included: Friday Rest and Recuperation Days where staff did not need to be available for work; meeting-free Fridays; flexible working options; career breaks and extended annual leave; and implementation of an agile working toolkit to support new ways of working.

There has been a continuing focus on health, safety, the student experience and the wellbeing of colleagues. Students and staff have been informed of developments with weekly communications from the Principal. Our University webpages, including the [Coronavirus information hub](#), [Wellbeing & working from home hub](#) and [Return & Resume hub](#), are updated regularly to ensure staff and students have access to our latest institutional Scottish Government informed guidance.

3. Updates for 2021-2022

3.1. Outcomes for Students

3.1.1. Fair access & transitions

As a leading international technological university that is socially progressive, Strathclyde has a long-standing commitment to widening access to people from the widest possible range of backgrounds. We have continued to place our commitments to widen access, and to support young people in care and those with care experience, at the heart of our values and principles.

Over the coming academic year, we aim to enhance our digital delivery of widening access activities alongside a return to campus activity where possible. Although we are very pleased with the way in which participants responded to our online sessions, on-campus interaction is important. At the end of 2020-21 session, an evaluation of link teachers in our partner schools lent support to the Commissioner for Fair Access's conclusion that online engagement cannot provide a substitute for face-to-face learning. When asked 'To what extent do you value campus visits in helping pupils to positively identify with Higher Education?', 95% responded that they believed campus visits were highly valuable and when asked which of the S3-4 programmes they felt had greatest value, the responses

overwhelmingly cited experience of the campus, as well as access to student mentors, as of key importance.

We will also continue to partner with organisations such as [The Brilliant Club](#) and the Curiosity Collective (formerly Children's University Scotland) to provide impactful interventions for young people from a range of age groups.

In focusing on fair access and transitions across the learner journey, we have continued to work with partners to seek innovative ways to support our students through part-time employment. Over 80 widening access students worked part-time for [Together Energy](#) in 2020-21, in roles that were designed to fit around their studies. In the coming year, alongside a further 100 new recruits, all internship students will be given the opportunity to participate in a credit-bearing module aligned to their internship. This will focus on sustainable development and employability.

We will continue to seek opportunities for widening access students to experience the value-added of higher education. For example, we have awarded 115 [STAR Scholarships](#) to widening access students this academic year, have taken a group of STAR Scholars and care experienced students on an Outward Bound Challenge this September to build their team-working skills and confidence and have further trips planned in Spring 2022. We have partnered with the University of Southern California to provide articulating students with the opportunity to participate in a credit-bearing leadership module hosted by USC in which they learn alongside Los Angeles-based community college students.

3.1.2. High quality learning, teaching and support (incorporates public health emergency)

The University continues to respond to the challenges that have arisen as a result of the pandemic in a way that supports the health, safety and wellbeing of students on and off-campus, and to ensure their learning continues with as little disruption as possible while maintaining academic standards. Through its robust and agile governance structures, the University, together with our StrathUnion Student Executive, has developed and introduced policy, procedures and guidance that have enabled staff to quickly adapt to changing circumstances and to support student progression while maintaining quality. The University is well placed to continue to respond flexibly to the changing Scottish and UK Government guidelines as these continue to evolve.

The success of the original SOTAY model, and the evolution beyond immediate pandemic response to longer term planning and delivery for AY 2021-22, prompted the development of the e-FIRST framework. e-FIRST provides an overview of the oversight and coordination in place to lead the planning and delivery of the AY 2021-22 and is underpinned by an overarching strategic objective of integrating existing strategic priorities, linking in with other working groups and actions, reporting to Education Strategy Committee (ESC). This includes the work of the Strategic Timetabling Group, Strathclyde Online Learning Committee (SOL) and the Careers and Employability Working Group, in addition to ongoing business of Quality Assurance Committee (QAC) and Learning Enhancement Committee (LEC). A joint meeting of QAC and LEC is held every year to discuss the Faculty Annual Reports, which provide a critical, reflective analysis of the previous academic year, of progress against any identified actions from the previous year's report, and future plans and developments. This meeting enables these committees to consider common themes across these reports and identify lessons learned that can be applied across the institution. e-FIRST planning will continue to evolve and be reviewed in accordance with University priorities and pending updates to Scottish Government guidance.

The University's Enhancement-led Institutional Review (ELIR) 4 follow-up action plan is regularly monitored and scrutinised through ESC. Key messages from the ELIR Outcome and Technical Reports are embedded within our frameworks, working groups and institutional priority projects. The University engaged with the Quality Assurance Agency (Scotland) in a constructive annual discussion in November 2020. This provided an opportunity to bring the QAA up to date on current strategic education priorities including an update on progress with the ELIR 2019 recommendations and the University's response to the pandemic incorporating an update on the SOTAY framework and plans for the Thematic Review of Student Mental Health. In line with our Strategic Educational priorities, Student Mental Health was selected as the first theme for review as a result of consultation through QAC, Student Experience Committee (SEC) and ESC. We will use the outcomes of this to inform further development of our holistic support and services across the institution throughout this academic year.

ESC has closely monitored developments around the new [Learning and Teaching Building](#), designed to bring together facilities in the heart of the campus to deliver flexible learning and teaching spaces, co-locating with student support services and the Students' Association. Development work on [Flexible, Blended & Online Learning](#) is being progressed through work under the Digital Education Enhancement Framework.

The Strathclyde Online Learning (SOL) Committee was established to coordinate and develop the University's digital education activity, focusing on operational functions associated with delivering online education at both undergraduate and postgraduate level as well as Continuing Professional Development (CPD). The Committee provides a forum for digital education leaders to collaborate and work together to enhance curriculum and learning flexibility. During the continued disruption caused by the pandemic, SOL has supported teaching staff through the development of [guidance](#) and resources to ensure staff have the skills to deliver high quality learning and teaching. As part of the work to evaluate online learning, SOL ran a University-wide survey and five focus groups on staff experiences of the emergency pivot to online teaching and learning in response to the pandemic, and planned online learning. The outcomes of this evaluation, including recommendations for future development, will be shared in a report to ESC in 2021-22.

The Surveys and Metrics Working Group (SMWG) continues to focus on ensuring the institution has a good understanding of its performance in applicant/student-related surveys and metrics, in the context of comparator institutions and the sector overall, promoting the effective use of this data to inform and enhance practice. The SMWG has also contributed to the progression of the institution-wide student module evaluation project. This has been an increasingly important source of student feedback and staff / student communications, and monitoring and review of the full implementation, alongside the new student module evaluation policy will continue in 2021-22. As part of the University's continuing Learning and Teaching Improvement Framework, personalised survey data sets for Departments and Schools inform ongoing planning and enhancement.

The Assessment and Feedback Working Group continues to be an essential forum for discussing a wide range of assessment and feedback matters, focusing on the discovery and development of practical instruments to help implement assessment and feedback policies so as to more effectively enhance practice across the University. The development of new 'Feedback to Large Classes Guidance' and guidance and resources to maintain Academic Integrity have been particularly well-received by students and staff.

3.1.3. *Partnership, participation and student experience*

Throughout the 2020-21 academic session, Faculties, Schools and Departments focused on student community building, in order to promote wellbeing and sense of community for students, while learning and studying remotely. Mechanisms were in place, supported by the SFC Digital Inclusion Fund, to ensure that all students had appropriate access to the technologies necessary to complete their studies. It was recognised that throughout the year, negative impacts were not felt equally by all students, with some inequalities coming to the fore, for example financial loss, and the impact of caring responsibilities. Mitigations such as extensions, revised academic policy (the 'no detriment policy'), scholarships and improving access to IT equipment were put in place to aid these impacts.

Additional mechanisms were introduced at institutional, Faculty, School and Department level, to ensure effective ongoing engagement with the student community. Three new institution-level student surveys were conducted to seek feedback throughout the academic year, focusing on preparedness for the Semester 1 Formal Assessment Period, reflection on Semester 1 experiences, and views on campus return in 2021-22.

Student representation is integral to our internal review processes and students are engaged and involved in academic quality in many ways; through class representation, participation in Student-Staff Liaison Committees, University-wide focus groups, and membership of Faculty Academic Committees and associated Faculty Learning and Teaching Committees.

Our Student Experience Committee (SEC), which reports to ESC and Senate, is chaired by the President of StrathUnion with membership from senior University and Faculty staff, StrathUnion sabbatical officers and Faculty student representation. The SEC has heightened the student voice and has an integral role in supporting joint priorities for enhancing the student experience. It enables the University and StrathUnion to focus on issues of importance to advance the outstanding student experience and provide a vehicle to move issues forward. The Student Partnership Agreement (SPA) and this committee provides an excellent platform to continue the work.

The University's [Values](#), *Bold, Ambitious, Innovative, People-oriented, and Collaborative*, are complemented by StrathUnion values, *Representative, Innovative, Inclusive, Engaging and Fun*. These values inform the SEC and the relationship of students and staff based on empowerment, engagement and respect. The committee recognises that students and staff both have equally vital roles and responsibilities in educational enhancement and in ensuring an outstanding student experience.

StrathUnion sabbatical officers have access to senior staff through regular meetings with the Principal, Vice-Principal, Deputy Associate Principals (Learning and Teaching) and the Director of Student Experience and their attendance on Boards of Trustees. There is an annual induction session with StrathUnion sabbatical officers regarding roles and responsibilities on University Committees as well as briefings in advance of any involvement on Senate Discipline Committee panels.

3.1.4. *Learning with impact*

The Learner Experience Framework (LEF) remains a priority activity of our Education Strategy Committee. LEF measures initially focused on the '3 Is' (Internships, International and Industry/Employer Engagement) and through consultation with the Careers and Employability Working Group and ESC, were expanded this year to include updated measures, covering emerging priorities such as Innovation, Entrepreneurship and Education for Sustainable Development. The LEF has been an embedded part of the Faculty Annual

Reporting process for the past four years; and encourages colleagues to reflect on their activities and progress through the LEF data. Data from the LEF has informed the development of the University's Employability Strategy and externally, has demonstrated the University's effective use of data to inform enhancement of learning, teaching and the student experience, through both our engagement in the QAA Enhancement Theme and Enhancement Led Institutional Review.

The framework has enabled us to capture data to track our distinctive learner journey leading to positive graduate destinations including:

- Opportunities to undertake degree-based work placements integrated into courses;
- University internship and work-based learning opportunities for academic study, research or work experience;
- Opportunities to undertake degree and work-based learning opportunities with entrepreneurial organisations;
- Opportunities to undertake an international placement for academic study, research or work experience;
- Opportunities for students to engage with the UN Sustainable Development Goals to address our global challenges and have real world impact;
- External / Employer / Professional body engagement in courses including entrepreneurs, innovators and entrepreneurial leaders of organisations spanning all sectors: public, private, social, third sector, policy and government, charities and volunteer groups;
- Opportunities for students to work in partnership with the University to enhance modules and programmes, and to create, design solutions and innovate as part of their studies;
- Extra-curricular and volunteering opportunities, including with entrepreneurial organisations, charities and the social sector.

3.1.5. *Equalities and inclusion*

Strathclyde welcomes anyone with the willingness and ability to benefit from a university education. The needs of the diverse student body are considered in every aspect of the student experience, so that all students are [supported](#) to fulfil their full potential.

We have continued to engage with research, policy and practice to tackle gender-based violence with the launch of Strathclyde's Safe360 framework and [website](#), through the activities of the Equally Safe at Strathclyde Working Group and participation in Fearless Glasgow. Strathclyde is also one of two universities participating in the pilot of the [Emily Test Charter](#).

The University is embarking upon work to establish Faculty-level Equality, Diversity and Inclusion Committees (EDI) across the four main Faculties, as part of a more 'joined up' and strategic approach to EDI work and mainstreaming across all Faculties, Schools and Departments. Our [Student Equality Monitoring](#) supports Faculties, Schools and Departments in taking action where under-representation of any protected characteristic group is identified.

Preparations for the institutional Athena Swan submission (due November 2022), are well underway, alongside seven School/Departmental applications (six renewals and one new). We are progressing strategic work on embedding gender equality and EDI in research

practice, instigated by extensive institutional work around the Researcher Concordat and emerging funder EDI requirements (e.g. Horizon Europe, UKRI).

Our Race Equality Working Group's (REWG) recommendations span four key thematic areas: Representation; Voice, Belonging and Visibility; Race Equality in the Curriculum; and, Eliminating Race Discrimination and Harassment. This year, the University, led by the REWG, will use the framework of AdvanceHE's Race Equality Charter to undertake an evaluation of race equality across the institution and develop appropriate actions in response, incorporating the specific REWG recommendations.

We have also partnered with [Formula 1](#) to provide scholarships to two undergraduate Engineering students from underrepresented groups including women and/or students from Black, Asian and Minority Ethnic backgrounds.

One Directorate and one School currently hold an LGBT Charter Award from LGBT Youth Scotland, and work is ongoing to further embed LGBT+ equality within Student Experience (who currently hold a Silver award) via the LGBT+ Champions Group and to encourage more Departments and Schools to pursue the Charter. In 2021-22, Strathclyde's STEM Equals project will host the international LGBTQ+ STEMinar, and will see the roll-out of a Reciprocal Mentoring Programme for staff. We continue to support trans, non-binary and gender diverse students via our ['Ask Alex' named contact service](#), and we will continue to develop the service and the guidance available during 2021-22.

3.2. Outcomes for Research

3.2.1. Research excellence

Strathclyde's commitment to quality and excellence in research and innovation remains core to successful achievement of our [strategic](#) mission and aims. We will continue to increase our levels of competitive public funding for research to the benefit of the wider Strathclyde ecosystem with its associated benefits for business, industry and society. Having maintained and developed our research base throughout the pandemic, Strathclyde emerges ready to accelerate our progress on major strategic initiatives including our innovation districts.

Talent development is central to Strathclyde's research strategy and the University is committed to further recruitment of talented researchers through its Chancellor's Fellows and Global Talent Attraction Programme. Strathclyde shows its commitment to its people through a dedicated strategy and Thrive@Strathclyde wellbeing programme. We are dedicated to tackling issues of equality, diversity and inclusion through not only specific programmes, but a focus on inclusive culture and proactively addressing arising issues. We know that the Strathclyde ethos and culture helps us to attract and retain an international population despite the challenging environment.

This year we will further develop our international research partnerships through our existing international strategic partners and through the creation of new regional hubs; the first of which will be established in Singapore, to support our work in the region. This extends the collaborative work that we continue to be involved in at Scottish level via the Scottish pools, two of which are chaired by our Principal. We are supportive of the process of developing a new generation of pools and are participating in ongoing work in this area.

Development will continue on the Glasgow City Innovation District with plans for new buildings in our Technology and Innovation Centre advancing through the design and financing stages. New buildings will house major initiatives aimed at local benefit including SME engagement, health tech living lab and our Inspire entrepreneurship hub, as well as

increasing the space available for industry to co-locate alongside cutting-edge Science and Engineering people and labs. Meanwhile our six Industry Clusters (5G, FinTech, HealthTech, Industrial Informatics, Quantum and Space) continue to bring together cross-disciplinary and multidisciplinary teams to answer the major questions facing industry and society and to combine public and private funds to power research and innovation in key areas. This is beneficial to the four innovation Centres based at Strathclyde (two of which we host).

Strathclyde will continue to take a leading role in the National Manufacturing Institute Scotland (NMIS). The flagship facility is on course to open in Autumn 2022 but the work of the Institute to bring together industry, academic and the public sector to positively impact productivity, industrial strength and a skilled workforce through ground breaking research is well underway. In addition to its operation of NMIS, Strathclyde is strengthening the Advanced Manufacturing Innovation District Scotland (AMIDS) via its collaboration with CPI, UKRI, Scottish Enterprise, AstraZeneca and GSK on the Medicines Manufacturing Innovation Centre. The building will be completed in early 2022 and provide a commercial-scale facility for users to develop processes using industry 4.0 manufacturing technologies, including continuous, digital, and autonomous manufacturing. From early 2022, companies of all sizes will be able to visit the facility and engage in discussions around accessing the transformative technology and participating in ambitious collaborative projects to develop new pharma innovations. In the first five years of its operation, the Centre is expected to support over 100 jobs, both technical and non-technical, and generate £200M investment in advanced technologies. The facility aims to become an international beacon in medicines manufacturing, driving international engagement and attracting firms that do not currently have a presence in the UK.

[Case Studies: Use of REG funding towards greater research excellence](#)

Further investment in our Power Networks Demonstration Centre (PNDC) as part of the UKRI funded Driving the Electric Revolution (DER) Centre Scotland would not have been possible without Strathclyde's REG allocation enabling the flexibility to accept funding at 80% full economic cost (FEC). Through investment and cross-sector collaboration, the Centres will coordinate with businesses across various industries and transport systems to augment their use of electric-powered vehicles and machines. As well as its enhanced cross-sector partnerships between industry and academia, the PNDC's unique facility is the most comprehensive destination to research, test and accelerate multi-vector energy systems. The UKRI investment will facilitate the opportunity to build on existing capabilities with a focus on: aerospace, marine, rail, energy (grid/generation) and off-highway transportation. PNDC also has an up to one megawatt (1MW) test capability, allowing additional opportunities to test propulsion and powertrain systems at the MW scale, further positioning PNDC as a whole integrated energy system lead. Building on the existing capabilities in the Centre, this investment supports the UK in becoming a world leader in Power Electronics, Machines and Drives (PEMD), aims to give all UK businesses and researchers the ability to develop and scale new PEMD technologies and manufacturing processes and play a part in helping the nation achieve its net zero ambitions.

In October 2021, NMIS opened a new R&D facility which incorporates the Metallics Research Centre with Boeing, which will see the delivery of Boeing's £11.8 million R&D programme in collaboration with the University of Strathclyde's [Advanced Forming Research Centre](#) (AFRC), part of the NMIS Group. Aiming to reduce materials waste and identify opportunities to improve safety, productivity, and the environmental impact of its aircraft,

technical teams from Boeing and NMIS are exploring novel manufacturing technologies for metallic components. Part funded by Scottish Enterprise, the programme is the first initiative within the Boeing Scotland Alliance, which is exploring opportunities to work together in Scotland, with the aim of doubling Boeing's supply chain and creating 200 new quality jobs in the next five years. The new R&D facility will also house cutting edge manufacturing equipment for use across NMIS projects with other innovative manufacturing businesses across the country, bolstering the support already provided through its specialist technology centres the AFRC and its [Lightweight Manufacturing Centre](#) (LMC). The stable background of REG funding enables Strathclyde to commit to long-term research endeavours such as this and to bring benefits to the region as a result.

Complementing these key strategic research Centres at the University, Strathclyde is also a partner in two of five new digital manufacturing research centres receiving nearly £25 million of UK Government funding. The Centres are being established to help supply chains become more productive and to drive the development of the latest digital manufacturing technologies. The funding has been awarded through the national Made Smarter programme, a collaboration between UK Government and industry designed to support the development and increase use of these emerging technologies. Adoption of the latest data-driven innovations, such as use of AI and blockchain in supply chains, or advanced robotics and smart machines in manufacturing, will help manufacturers to increase productivity, become more sustainable and build back better from the pandemic.

The Centres will help to make supply chains faster, more efficient, and more resilient and each will focus on a different area of manufacturing. They include:

- Research Centre for Smart, Collaborative Industrial Robotics, based at Strathclyde, Loughborough, the Universities of Bristol and Warwick and Cranfield University: will look to eliminate barriers to adopting robotics and accelerate their widespread use in manufacturing.
- Digital Medicines Manufacturing Research Centre, led by Strathclyde with the Universities of Cambridge and Loughborough: aims to create digital supply chains that enable medicines to be developed, manufactured and supplied on demand and enable clinical trials to operate more flexibly and efficiently.

Professor Jillian MacBryde has been appointed Co-Director to lead the ESRC-funded research and network strand of the £147 million Made Smarter Innovation programme. REG funding enabled Strathclyde to engage a senior academic staff member in this process. The Directors will look to create a wider community of stakeholders and research into a Made Smarter Network Plus which aims to bring together economic and social science insights across the challenge and the wider UK manufacturing sector. The programme aims to address the many barriers to change that relates to issues such as culture, skills, attitudes to risk, etc. and by bringing in researchers from the economic and social sciences to help drive the digital revolution, and at the same time open up new avenues for research.

3.2.2. Research sustainability (incorporates collaboration)

During 2021-22, Strathclyde will continue to focus on further enhancing the research environment and culture through our work in support of the Concordat to Support Research Integrity, Researcher Development Concordat, Concordat on Open Research Data, the Technician Commitment; Concordat on Openness on Animal Research; Concordat for the Advancement of Knowledge Exchange in Higher Education; San Francisco Declaration on Research Assessment (DORA) and the Concordat for Engaging the Public with Research.

Specific resource commitments are planned to enable the promotion and enhancement of skills development for researchers and researcher managers available to all academic, research and KE staff through our concordat action plan. This will be closely associated with work in support of the socialisation of a refreshed Research Code of Practice which will provide an opportunity to engage with our staff across the range of areas of importance including emerging areas such as Trusted Research. Strathclyde has taken a proactive approach to the potential challenges and risks presented by globally collaborative research including areas such as cyber security and export control. We are working with Government agencies and other HEIs to find pragmatic approaches that protect our ability to advance research and innovation to the benefit of society and the economy.

Another key area of development in the coming year is our work on the KE Concordat. Our focus on Knowledge Exchange (KE) is demonstrated by the equal footing given alongside Research and Education within every strategic plan over the last decade; and by the prominence given to innovation, impact and KE in the current strategic plan, Vision 2025, which aims to accelerate the intensity, scale and depth of transformative innovation and impact at Strathclyde.

Strathclyde has participated enthusiastically in the work around the KE Concordat as a signatory to the Concordat and the development year, and have used it to identify areas for improvement. In the coming 12-18 months the following have been identified as priorities: an action plan to ensure consistency in the roles and emphasis on Public Engagement across the university including for evaluation of events, key developments for industrial engagement including specific attention paid to our underlying processes for working with SMEs, tackling consistency of approach and process to CPD and Executive Education, providing institution-wide frameworks for KE evaluation that foster reflection and review, the introduction of responsible innovation training, a special programme for female founders of start-ups in an extension of our Inspire programme and a review of development programmes for our KE staff.

The financial support provided by the SFC has allowed successful delivery of the broad outcomes of maintaining research activity, protecting jobs, helping students and supporting the University's financial sustainability under challenging global circumstances. We took a range of immediate, short and medium-term actions to mitigate the impacts of the pandemic on our research activity, whilst also pursuing funding opportunities – directly or in collaboration with others – which enabled us to apply our research capabilities to new research challenges arising as a result of the pandemic.

As a 'People-oriented' institution, we put the needs and wellbeing of our staff and students at the forefront of decision making, and this has been critical over the period since March 2020. The additional SFC funding allocation enabled us to provide enhanced staff support, and to invest in continued research and innovation excellence in a number of ways, including provision of additional stipends, fee waivers, and wider support for existing and new PhD students, and provision of enhanced support towards the national effort.

Our October 2020, January and April 2021 reports to SFC provided an update on progress and delivery against the conditions outlined in the SFC Guidance ([SFC/AN/08/2020](#)).

[Strathclyde Doctoral School](#) (SDS) is a collaborative partnership amongst Faculties and Professional Services focusing on ensuring a high-quality, inclusive research culture and environment. SDS is responsible for areas such as Postgraduate research (PGR) community building, including collaborative and inter/multidisciplinary engagement; enhancing PGR representation and student voice, through strong engagement with the

Doctoral Researchers Group (DRG); enhanced lifecycle experience – administrative processes, systems, governance, and professional and personal development and employability.

The Researcher Development team supports the delivery of SDS objectives alongside the delivery of the Researcher Development Programme, the Postgraduate Researcher Experience Survey, and an internal and external version of the PG Cert in Researcher Professional Development – a requirement for the majority of PhD awards at Strathclyde. A strategic priority for SDS in 2021-22 is to establish physical on-campus space within the University's new flagship Learning & Teaching building.

Collaboration runs through everything that Strathclyde does. This is one of our five university Values. Strathclyders work together, internally and externally, with integrity and in an open, respectful way. Strathclyde continues to collaborate with other SFC-funded institutions and across the education and skills system. From the innovative Engineering Academy, to Graduate Apprenticeships and the Curiosity Collective (formerly Children's University Scotland), Strathclyde has a track record in delivering innovative programmes through partnership with others in the education sector.

The growth of our distinctive Strathclyde innovation ecosystem, built around partnership and collaboration, is key to our overall strategy. Our relationships with Government and the public and private sectors, developed over an extended period, accelerate the development of technologies, help companies compete, and inform the development of public policy. Our research collaborations with leading academic partners, business, Government and the third sector, enable both local and global reach and impact. Supporting this collaborative working, our seven [Strategic Research Themes](#) enable the right teams to collaborate to make the greatest impact for key areas of research activity, and underpins our commitment to useful learning.

We have a dedicated approach for developing strategic partnerships with selected institutions internationally, enabling us to capitalise strategically on collaborations as they develop. By driving collaborative research on a global stage, we are able to be truly world-leading in our areas of strategic focus. At the same time, we make vital impacts locally and regionally, addressing industry needs and building new physical innovation assets.

Examples of our cross-institutional and cross-sectoral collaborations can be found throughout this document, illustrating how fundamental this is to our institutional ethos. In addition to these many examples, we would also note the following instances of collaboration well beyond core University education and research/KE activity:

- Ahead of COP26 we hosted the UN Climate Change Conference of Youth (COY16) in partnership with StrathUnion. The actions and outcomes of COY16 are crucial to the negotiations at COP26 and the University was proud to play its part in this significant contribution to COP26 delivery.
- Our reach goes far beyond education partners in support of the Strathclyde community – our partnership with Glasgow Rape Crisis Centre is another important example of innovative partnership working that we are proud to continue.

3.3. Outcomes for Economic Recovery and Social Renewal

3.3.1. Responsive institutions (incorporates confident and highly capable work-ready graduates)

The University has always worked closely with employers and industry partners and has continued this valued engagement throughout the pandemic. Our early engagement in Graduate Apprenticeships meant we have been well placed to engage in SFC upskilling opportunities, which we had already initiated through our Strathclyde Online Learning and [FlexED](#) activity.

Strathclyde continues to engage closely with employers and industry partners to ensure that we remain responsive to their changing needs. We have 150 employer partners engaged across our Graduate Apprenticeship Programmes. Through employers, we have shaped our degrees so that their employees and organisations get the best possible value from time spent studying with us.

We have continued to build upon our initial Upskilling and National Transition Training Fund (NTTF) provision to encompass our expertise in technology and digital skills as well business and engineering. Some examples include:

- **Mathematics for Data Analytics:** Offered by the Department of Mathematics and Statistics in the Faculty of Science, this module is appropriate for learners who are interested in a change of career to one which focuses on the analysis, interpretation and presentation of data/statistics. Such careers require the understanding of some key mathematical concepts with the module providing training in these key areas. The module is 10 credits at SCQF level 7 and is delivered flexibly online over 7 weeks.
- **Foundations of Management:** Offered by Strathclyde Business School, Learners have the opportunity to develop skills in a broad range of business activities to enhance knowledge and skills in a variety of essential business elements. With a focus on an introduction to management and leadership, this module is based on three key areas of: Leadership; Recruitment and Selection; and Personal and Professional Development. The module is 20 credits at SCQF level 7 and is delivered flexibly online over a period of 8 weeks.
- **Engineering Fundamentals:** Offered by our Faculty of Engineering, learners have the opportunity to develop skills which are relevant across different engineering disciplines, find out what it means to be an engineer and explore the impact engineers have on the industry and environment around them. The module is targeted at those considering studying Engineering or those who are seeking a return to working in the sector. The module is 10 credits at SCQF level 7 and is delivered flexibly online over a period of 6 weeks.
- **Introduction to Object-oriented Programming with Java:** Offered by the Department of Computing and Information Science in the Faculty of Science and in line with the Digital Skills and Jobs Coalition Policy, this module develops digital skills for the workforce through upskilling and cross-skilling existing workers as well as educating to transform the teaching and learning of digital skills in a lifelong learning perspective. The module is 10 credits at SCQF level 8 and is delivered flexibly online over 6 weeks.

In 2021-22, we will further expand our varied portfolio of modules in line with SFC guidance to target those seeking employment whilst engaging further with employers to design and develop modules that specifically support industry's need for higher level skills in the existing workforce as well as supporting sectors disproportionately impacted by the pandemic and Brexit.

To ensure our graduates are able to utilise the skills and qualifications they have gained to access opportunities within the labour market, we have a Careers and Employability Working Group (CEWG) which has set out a new strategy for careers and employability and we have recently undertaken an audit of activity ongoing across the institution.

CEWG is responsible for informing the development of the University's employability strategy for all students across UG, PGT and PGR study and identify opportunities for enhancing careers and employability support across the institution, including prioritisation of employability within the curriculum. This supports our partnership model with the student community for the embedding of employability across the learner journey. The Group is working on creating a framework for a holistic approach to reflecting and acting upon data to inform our strategic approach to graduate employability, incorporating external indicators such as the Graduate Outcomes data set and internal indicators, through the Learner Experience Framework. The Group also aims to identify synergies and align support with institution-led activities focused on entrepreneurial education.

3.3.2. Knowledge Exchange and Innovation

Details of how Strathclyde will use the Outcomes Grant element of SFC's University Innovation Fund (UIF) allocation are listed in Appendix 2.

3.3.3. Responding to the Climate emergency

Our [Centre for Sustainable Development](#) aims to bring a coherence to our global socially progressive vision and is responsible for ensuring the SDGs are embedded in our curriculum. We strive for education for sustainable development (ESD) to form a core component of all our teaching activity. For example, a key initiative for our undergraduate students is the Strathclyde Development Goal online elective module, which for the first time makes ESD available online to all students, studying on all degree courses, at all levels across Strathclyde.

Our [Climate Change and Social Responsibility \(CCSR\) Plan](#) was endorsed by University Court in June 2020 and sets out our pathway to net zero. The plan is mapped to the UN Sustainable Development Goals (SDGs) and includes a series of milestones and short and medium-term objectives. The University has developed an innovative and socially inclusive vision to deliver its CCSR Plan, including the [Climate Neutral Districts Vision](#), which consists of ten projects and form a coherent set of work packages that will enable deep decarbonisation and climate resilience in line with our net zero target and CCSR Plan. This innovative and collaborative work to develop all ten projects is well underway and is funded by the University's partnership with Salix Finance. Project 1, the [Climate Neutral Innovation District](#) is included within the [city and region's investment prospectus](#) for the 2021 United Nations Climate Change Conference (COP 26) and beyond. The work to develop all ten projects beyond feasibility stage will continue in 2021-22. We are also developing a new community engagement plan that will clearly demonstrate our commitment to the wide range of socially inclusive policies and commitments that we deploy.

The University is a partner and member of [Sustainable Glasgow](#), a partnership which aims to position Glasgow as a leading city in the development of the green and wider circular economy, making Glasgow a world-leading centre for sustainable policy, innovation and action. The Board is informed by four thematic 'Hubs'. Strathclyde hosts the Green Infrastructure and Transport Hub and a group of academic and professional colleagues are contributing to the other three hubs (Greening the City; Heat and Housing; Green Economy).

Strathclyde was ranked joint 32nd out of 1,115 universities globally in the [Times Higher Education University Impact Ranking 2021](#). Strathclyde features in the top 20 globally in key areas: 7th for Responsible Consumption and Production (also 4th in the UK and 1st in Scotland) and 13th for Peace, Justice and Strong Institutions (also 3rd in the UK and 1st in Scotland). We place in the top 100 globally for 11 out of 17 SDGs.

Work is underway to collect and map upcoming active travel projects across the city, to identify gaps and engage with the Council's Active Travel Network Strategy. We are partnering with other FE/HE institutions (University of Glasgow, Glasgow Caledonian University, City of Glasgow College, The Conservatoire, Glasgow School of Art) as well as the NHS at Glasgow Royal Infirmary. The aim being to promote a shared vision of Active Travel infrastructure for students, staff and communities in the Learning Quarter and the West End routes to the University of Glasgow and nearby areas. The work will be shared through the Glasgow Active Travel Forum which is hosted by Glasgow City Council.

Through the [Strathclyde Innovation Forum](#), the Principal's most recent 'Grand Challenge' called for suggestions from staff on how we could do more to address the challenges brought by climate change. The challenge attracted a good response and a range of ideas have been identified for implementation.

Appendix 1 – National Measures table

This table reflects the 2020-21 data provided to institutions by the SFC in May 2022. SFC also updated the 2019-20 articulation data and 2017-18 and 2018-19 graduate outcomes data.

University Outcome Agreement Impact Framework: Supporting Data

Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
A Number of Scottish-domiciled Undergraduate Entrants	3,134	3,255	3,151	3,129	3,296	3,236	3,319	3,457
B Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		393	372	422	481	481	502	521
Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		105	112	117	114	135	159	139
Proportion of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		26.7%	30.1%	27.7%	23.7%	28.1%	31.7%	26.6%
C CDWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived postcodes	369	424	436	488	512	609	688	580
CDWA measure: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived postcodes	12.3%	13.7%	14.5%	16.6%	17.4%	19.6%	21.5%	17.3%
D Number of Scottish-domiciled undergraduate entrants with care experience	11	15	15	23	21	28	57	41
Proportion of Scottish-domiciled undergraduate entrants with care experience	0.4%	0.5%	0.5%	0.7%	0.6%	0.9%	1.7%	1.2%
E Total number of full-time first year SDUE	2,793	3,008	3,085	2,985	2,948	2,974	3,099	-
Number of full-time first year SDUE retained	2,608	2,781	2,848	2,785	2,710	2,753	2,943	-
Proportion of full-time first year SDUE retained	93.4%	92.5%	92.3%	93.3%	91.9%	92.6%	95.0%	92.6%
F The difference (+/-) from the individual institution benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey	1	1	2	0	2	3	8	-
G1 The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey				1492	1717			2,438
The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				1456	1622			1,505
The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				97.6%	94.5%			93.0%
G2 The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment				1156	1325			1,398
The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey employed at 'Professional' level or above				899	1011			1,012
The proportion of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey employed at 'Professional' level or above				77.8%	76.3%			72.4%
H Number of Scottish-domiciled Undergraduate Qualifiers	2479	2555	2609	2728	2759	2787	2845	-

Please note that 2018-19 and 2019-20 figures for measures G1 and G2, 2019-20 figures for measures F and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years.

Appendix 2: University of Strathclyde's proposed use of UIF allocation in 2021-22 UIF Outcomes Grant

Strathclyde remains committed to utilising and match funding the UIF Platform Grant. We will use the Outcomes Grant element of SFC's University Innovation Fund (UIF) allocation to develop and/or implement the following activities that address the agreed Outcomes. Most of our activities are collaborative with other parts of the HEI Sector (via the Universities Scotland Research & Commercialisation Directors Group Collaboration), the public sector, and industry in line with our institutional mission.

The University recognises the need to be recovery-focussed in our Knowledge Exchange (KE) facilitated by the UIF. Our commitment to net zero is evident in our teaching, research and KE and we are key partners with governments, industry, supply chains, businesses and communities to deliver a fairer and more sustainable future. A key part of this commitment to enable industries to transition, and accelerate research and technologies, is the formation of a net zero accelerator. This will make it easier for external organisations to engage with the University on net zero and sustainability through matching external interest to relevant expertise and convening collaborative discussions with a range of partners in Scotland, the UK and internationally.

1. Outcome 1 (demand stimulation)

"Working with enterprise agencies, SG, Business networks, Interface and others...help increase the demand and quality of engagement from businesses and the public sector for university services."

The University is working closely with external partners to deliver the proposal to create a [Technology & Innovation \(TIC\) Zone](#) by doubling innovation space through an additional 30,000 m² carbon neutral innovation development over two brownfield sites totalling 0.8 ha. / 2 acres. The TIC Zone is the key catalytic investment for the wider [Glasgow City Innovation District \(GCID\)](#) and sits at its heart. TIC Zone is strongly supported by the GCID partners - Glasgow City Council (GCC), Scottish Enterprise (SE) and the University of Strathclyde (the key funding partners) and Glasgow Chamber of Commerce and Entrepreneurial Scotland. The partnership-based GCID Senior Leadership Group chaired by the University Principal, Professor Sir Jim McDonald is actively engaged in the development and progress of the project. The TIC Zone has recently received significant impetus through the gift of £50 million from the Charles Huang Foundation. This transformational donation will undoubtedly have an incredible impact on our students, our city, and the global communities we serve.

Our wide range of industry centres, including the [Advanced Forming Research Centre \(AFRC\)](#), the [Power Networks Demonstration Centre \(PNDC\)](#), the [Centre for Continuous Manufacturing and Advanced Crystallisation \(CMAC\)](#), the Medicines Manufacturing Innovation Centre (MMIC), and lead status in the [National Manufacturing Institute Scotland \(NMIS\)](#) ensure we are at the forefront of business engagement in these areas and beyond. In addition, we work closely with the SFC and UK Government Innovation Centres and Catapults.

The Advanced Manufacturing Innovation District Scotland (AMIDS) hosts the University's Advanced Forming Research Centre (AFRC) and the National Manufacturing Institute Scotland (NMIS) operated by Strathclyde. AMIDS will be an internationally recognised Centre for innovation, research and manufacturing and the University is playing a central part in bringing world-class expertise and research to support skills development and economic growth, working with industry partners, and Scottish Government, Scottish Enterprise, the Scottish Funding Council, and Renfrewshire Council.

In the current year our experienced team of professional services staff, both in our [Innovation and Industry Engagement \(IIE\)](#) Directorate and distributed groups of business development staff across the Faculties are dedicated to supporting industry partnerships and collaborative research relationships utilising a broad range of mechanisms. These include support for early stage engagement and impact development with local companies from our EPSRC Impact Accelerator Account (IAA), often supplemented by our internal KE Development Fund, as well as utilising the innovation voucher scheme for SMEs led by Interface, and Knowledge Transfer Partnerships (KTPs), of which we have the second largest portfolio in Scotland and within the top ten in the UK.

We will also continue to work closely with Universities Scotland Research & Commercialisation Directors Group (RCDG) and Interface as an active partner in all the pan-Scottish initiatives addressing Outcome 1.

2. Outcome 2 (simplification/commercialisation)

“With enterprise agencies and Interface... demonstrably simplified business access to knowledge and expertise in Scottish universities.”

Strathclyde is committed to promoting best practice in Scotland in relation to relevant areas of simplification and harmonisation of process in order to ease business access to the knowledge and expertise in Scottish universities. The Universities Scotland RCDG Contracts Sub-Group, of which Strathclyde is a member, have now produced standard legal templates made available on a central website via Interface. It is hoped this will deliver a much better perception of the sector in the eyes of SMEs and will help minimise the barrier for SMEs in first dealings with the HEI base.

Strathclyde continues to work closely with Interface in managing enquiries from companies, and in administering Innovation Vouchers, and Follow On Vouchers to provide facilitated interactions between companies and our University's expertise and research base.

The University has created an industry steering group to simplify business access to knowledge and expertise across the University, building on best practice examples.

3. Outcome 3 (simplification/greater innovation)

“In partnership with Enterprise Agencies and Interface...at a national level made use of their sectoral knowledge to promote greater innovation in the economy (including beyond non-STEM).”

Strathclyde is committed to engaging, in partnership with other universities, enterprise agencies and others using sectoral knowledge to promote greater innovation in the economy.

Throughout 2021-22 we will continue to take a leading role in the sector in the following areas:

- **Manufacturing:** Working with Scottish Government, its agencies, industry and involving the One Scotland Partnership/MAP, we have developed the business case for the National Manufacturing Institute Scotland (NMIS). This major, transformative project is now being delivered. It will equip manufacturers of all sizes to compete in future international markets and support the transformation of Scotland's manufacturing industry in terms of innovation and digital opportunities, creating sustainable, high-value and highly skilled jobs.

- **TIC Zone:** The proposed expansion of this zone will create a world-leading innovation and research hub at the centre of Scotland's first Innovation District, attracting new R&D co-location investments from the public and private sectors, and strengthen the Innovation District's position as a global hub for nurturing new start-ups and established businesses that generate wealth for Glasgow and Scotland. The TIC Zone will attract and bring together researchers, innovators and entrepreneurs creating a vibrant environment for collaboration and innovation. By growing the critical mass of companies, innovation support organisations, cutting-edge research and community engagement, we will accelerate the growth of an ecosystem delivering high value economic and social impact. This will be achieved through the growth of six new industry clusters, that capitalise on existing expertise, strong academic leadership and long-standing collaborative partnerships, as highlighted at the external launch in September 2021.
- **5G:** In collaboration with the Scottish 5G Centre, the cluster will be delivering a number of partnership programmes including a 6G Spectrum Research Initiative with the Department for Digital Culture Media & Sport, follow-on rural and transport projects including 5G RailNext2.0 and 5G Remote Production, contributing to the Green Economy, and working with NMIS on an Internet of Things Project.
- **FinTech:** Driving cluster activity through strategic partnership with FinTech Scotland and working with the Global Open Finance Centre of Excellence on a new MSc programme in Open Finance. Also pursuing opportunities through the Strathclyde RegTech Alliance (a University-led virtual international network of over 120 participants) on financial crime, data flow and central bank digital currencies).
- **HealthTech:** the HealthTech cluster and the Health and Care Futures are working closely with start-ups and are in strategic partnerships with NHS Lanarkshire and Golden Jubilee. The HealthTech Living Lab will have a physical presence from early 2022, with joint projects with GCC in advance discussions.
- **Industrial Informatics:** Focusing on areas of Auto-optimisation of maintenance and integrity programmes; Applications of Predictive Analytics to Safety; and Use of interpretation of "Free Text" and hidden pattern narrative. Developing trailblazer projects focusing on Energy and Manufacturing sectors, with key partners including Weir Group, Babcock International and Spirit Aerospace.
- **Quantum:** Good progress is being made on the Prosperity Partnership project with MSquared as well as the portfolio of ISCF and Quantum Hub programmes. Actively expanding Quantum ecosystem with recent co-location of Alter Technologies Photonics and Quantum Research Centre on campus.
- **Space:** Successful end event of Indu-Zero for net zero social living and a blue print solution developed to renovate 26 million social housing in North Sea Region in Europe, with Innovation Showcase at COP26. Working with extensive local partner group to help deliver the new UK National Space Strategy.

Our commitment to the Innovation Centres Programme will continue in 2021-22. We host the Digital Health & Care Innovation (DHIC) and Industrial Biotechnology Innovation (IBioIC) Centres; and are serial collaborators in the work of CENSIS and DataLab, both of which have a base in the Glasgow City Innovation District. We continue to collaborate closely with most of the Innovation Centres.

4. Outcome 4 (entrepreneurialism)

"...sector will have made significant positive change in the way entrepreneurial opportunities are promoted and delivered to students, HEI staff and businesses."

Strathclyde is leading the coordinated response to Outcome 4 as part of the Universities Scotland RCDG collaborative response. A formal subgroup of RCDG has been created and named the Enterprise Support Group with the remit to establish a joint programme of support and share best practice between universities in Scotland for the creation of new enterprises which includes both spin-out and start-up companies. The key outcome is to intensify collaboration in terms of processes and procedures and share knowledge on the ecosystem in which we operate to improve interaction with funders, investors and accelerator programmes.

The collaborative activities continue in several workstreams including Social Enterprise, Creative Industries, City Deals, Scale-ups, Accelerators and Investments with ongoing quarterly practitioners' forums.

Throughout 2021-22, we will continue to work towards delivering the strategic goals of our institution-wide entrepreneurship strategy, [Strathclyde Inspire](#). Launched last year, Strathclyde Inspire will drive transformational change through a sector-leading proposition that will unlock the entrepreneurial aspirations of all Strathclyde innovators and entrepreneurs and will create an environment in which venture creation and growth multiplies and thrives.

The strategy has four strategic goals, against which the priorities for 2021-22 are noted and outlined on our [website](#). These include:

- Developing Entrepreneurial Mindsets;
- Identifying and Supporting Entrepreneurial Talent;
- Empowering New Venture Creators;
- Scaling Innovation-Driven Enterprises.

We will continue to nurture a “market place” for our entrepreneurs and innovators to connect, underpinning all of the above goals. 2021-22 will see the opening of our interim Entrepreneurship Hub which will be the focal point for our entrepreneurship activity on campus. In addition to providing a space for entrepreneurs to connect and collaborate, plans are afoot for the creation of a partner zone, housing strategic partners (Scottish EDGE and Elevator UK) and will provide in-kind support to help deliver the entrepreneurship strategy. Both organisations are key players within Scotland's entrepreneurial ecosystem. In the next few months, we will be contributing to the phase 3 design of a new Entrepreneurship Hub, which will be located in one of the new TIC Zone buildings within the Glasgow City Innovation District.

Also planned for 2021-22 is the launch of Strathclyde Inspire Global, our online community platform, allowing entrepreneurs and supporters to engage in an online environment and a hybrid events programme comprising strategic partner events (such as the upcoming FinTech event in partnership with FinTech Scotland), speaker events and our biannual Inspire 100 pitching competition which now has a prize fund of £30k per event.

We will continue to work with our eight Senior Enterprise Fellows (SEFs), entrepreneurial leaders who have been appointed to help shape and deliver the entrepreneurship strategy. Work is already underway, with significant input from SEF Susan Aktemel, to identify and maximise the social impact of our entrepreneurship activities. One of the priority initiatives is to ensure entrepreneurship is accessible for all and our focus will be on increasing the number of women/non-binary participants in Strathclyde Inspire.

2021-22 will also see a significant increase in our marketing activities both internally and externally, including the launch of our School/Departmental entrepreneurship ambassadors programme.

5. Outcome 5 (international)

“In partnership with Scottish Development International (SDI), Connected Scotland, others...pooled knowledge and networks and shared good practice to promote and engage Scotland internationally.”

We will continue to partner closely with SDI and others in connecting Scottish HEI Sector research capability with international funders, users and beneficiaries of our research.

The University is enhancing its approach to attracting international collaborative research projects, including:

- an innovative joint project development in the area of Quantum Computing with Edinburgh and Glasgow Universities, along with the Scottish Government and in particular, under the guidance of SFC;
- the commissioning of a business development research function in Korea; and,
- identifying and deploying dedicated business development support in SE Asia.

This latter role will aim to achieve synergy across the University’s wide range of activity in the market, from current business engagement through to utilising “intangible assets” such as the University’s reputation and alumni.

Strathclyde is a member of the Conference of European Schools for Advanced Engineering Education and Research ([CESAER](#)), a network which champions excellence in higher education, training, research and innovation, influences debate, and contributes to the realisation of open knowledge societies and deliver significant scientific, economic, social and societal impact. Our Principal, Professor Sir Jim McDonald was elected President of CESAER for the period 2018-19, and Associate Principal Professor Tim Bedford has been elected to the CESAER Board for 2020-24. This leading role in CESAER enables Strathclyde to increase its influence in the development of academic collaboration across Europe (in the post-Brexit era). We work with other Scottish stakeholders to promote the distinct Scottish Research profile in Europe.

6. Outcome 6 (inclusive growth and social impact)

Strathclyde will continue to support main strands of collaborative activity using UIF in 2021-22.

The University’s plans for the TIC Zone align fully with Strathclyde’s mission as a leading, international technological university that is socially progressive. It is intended that the socially progressive ethos of the TIC Zone will be evidenced by the manner of engagement with the community as well as by employment practices and environmental commitments. The TIC Zone will operate on the basis of a commitment to the promotion of fair work and good employment practice. The University intends to ensure that the TIC Zone businesses function on the basis of the Scottish Government’s Fair Work Framework.

The University’s plans are also predicated on the basis of significant commitments in terms of environmental sustainability. The University and the TIC Zone will contribute to Glasgow and Scotland’s net zero targets through all aspects of design, construction and operation of the new buildings. Through research, innovation, teaching and training we will inform, upskill

and impact on the sustainability targets of individuals, communities and businesses within the Zone and beyond.

The TIC Zone seeks to deepen our engagement with the local community including socially disadvantaged groups such as those who are physically and neuro-challenged, BAME communities and those from a care background. Our aim is to improve the lives of those with whom we work through engagements which create equal access to opportunities. By creating an inclusive community, we will create a more diverse community.

UIF continues to support our platform public engagement activities such as Engage with Strathclyde and Explorathon.

7. Outcome 7 (equality and diversity)

“We will have ‘ensured positive promotion of equality and diversity in staff and all who are affected by the use of UIF.’”

As a people-oriented, collaborative and ambitious place of work and study, the University of Strathclyde offers a range of equality, diversity and inclusion courses for staff and students. We encourage members of the Strathclyde community to engage in the learning opportunities available. Details of our EDI initiatives are outlined in section 3.1.6.

Commitment to Collaboration across the Sector via Universities Scotland RCDG

In discussion with Scottish Funding Council, Universities Scotland has agreed that the best mechanism to work at a sector level to deliver the national outcomes is to undertake to work together to:

- Analyse current activity and identify best practice;
- On the basis of this, where appropriate, devise and execute (a) pilot programme(s);
- If successful, develop/initiate a sector-wide programme.

Through RCDG each institution has agreed to contribute to various outcomes. Each institution notes and acknowledges the importance of each of the outcomes but for the best use of resource each institution will be involved with a different combination of work.



Outcome Agreement between the University of Strathclyde and the Scottish Funding Council for AY 2021-22

On behalf of the University of Strathclyde:

Signed:

A handwritten signature in black ink, appearing to read 'Jim McDonald', written in a cursive style.

Print name: Professor Sir Jim McDonald

Position: Principal and Vice-Chancellor

Date: 25 May 2022

Signed:

A handwritten signature in purple ink, appearing to read 'Sue Bruce', written in a cursive style.

Print name: Sue Bruce

Position: Chair

Date: 30 May 2022

On behalf of the Scottish Funding Council:

Signed:

A handwritten signature in grey ink, appearing to read 'Karen Watt', written in a cursive style.

Print name: Karen Watt

Position: Chief Executive

Date: 28 July 2022