

University of Strathclyde - Outcome Agreement Annex AY 2019/20

1. Introduction

The University of Strathclyde recently published a 2018-19 [annex](#) to its three year [Outcome Agreement](#) (OA) covering the period 2017-2020 and which presents commitments up until 2019-20.

This supplementary 2019-20 annex addresses additional requirements set out in the Scottish Funding Council (SFC) guidance for 2019-20 to 2021-22 and should be considered alongside our main 3-year OA and our 2018-19 annex.

2. Executive Summary

To address the additional requirements set out in the SFC guidance for 2019-20, this annex includes:

- A statement outlining our commitment to delivering recommendations from the Commission on Widening Access (CoWA) report.
- A link to further information on how the University is meeting its [Public Sector Equality Duty](#) and [Equality Outcomes](#).
- A link to our [Gender Action Plan](#) and progress update.
- A link to our [British Sign Language Plan](#).
- A link to our [Corporate Parenting Plan](#).
- A link to further information outlining how we are making Strathclyde a more [sustainable University](#).
- A link to our accreditation as a [Living Wage Employer](#).
- A statement on our activities to promote greater gender balance, and to implement the Equally Safe in Higher Education Toolkit.
- A statement on our actions to provide services to staff and students as part of our Mental Health Strategy.
- A statement on our actions and strategies to address the challenges associated with the UK's departure from the European Union.
- A statement evidencing our compliance with the UUK Concordat for Research Integrity.
- A case study showing our success in applying Research Excellence Grant (REG) funding to leverage additional research funding.
- A statement detailing the enhancement of researcher training through the creation of the Strathclyde Doctoral School.
- A statement evidencing our contribution to the Scottish Government's [Diet and Healthy Weight delivery plan](#).
- An updated National Measures data table including, as requested in the SFC guidance for 2019-20, further information on:
 - recruitment targets for full-time first degree Scots domiciled SIMD20 UG entrants;
 - the number and proportion of Scotland-domiciled undergraduate entrants from different protected characteristic groups.
- Our University Innovation Fund (UIF) Plan covering the period 2019-20.

3. Updates for 2019/20

3.1. Commitment to CoWA Recommendations

As a socially progressive institution, Strathclyde has a long-standing commitment to widening access to

people from the widest possible range of backgrounds. Our approach to meeting the recommendations set out in the Commission on Widening Access (CoWA) final report *A Blueprint for Fairness* are clearly aligned with this commitment.

As discussed in detail within our three-year Outcome Agreement, our [contextualised admissions policy](#), launched in September 2013, implemented access thresholds based on a [number of data points](#). Since its launch, the number of entrants from SIMD0-20 and 0-40 postcodes has increased year on year, the additional places provided through the Outcome Agreement process since 2012-13 were filled in every year and have now been fully embedded, and analysis of our internal data at institution-level shows that our offer rate for applicants with a contextual flag is generally higher than our offer rate for entrants without a flag.

We pay specific attention to applicants with a Contextual Data flag at confirmation time and, wherever possible – within the context of SFC-fundable student population limits – endeavour to admit widening access students. For example, Strathclyde is implementing an additional procedure focused on providing a guaranteed offer for care experienced applicants who meet or are predicted to meet contextual entry requirements, which goes beyond access thresholds. Care experienced applicants who do not meet access thresholds will, where appropriate, be given an offer conditional on an alternative route, and where this is not appropriate, be given additional advice on how to meet the access thresholds, such as studying a required subject and reapplying.

Promotion of access thresholds is undertaken through all schools engagement activities (Open Days, outreach work, careers events). We also target information through FOCUS West and other SHEP regional programmes to ensure information is highlighted to target schools. Our website provides eligibility criteria look-up tools and details of our minimum entry requirements (linked to contextual offers). Our next prospectuses will contain details of access thresholds (minimum entry requirements) alongside the standard entry requirements, increasing visibility and transparency for prospective applicants and schools. Our minimum entry requirements are subject to annual review.

Strathclyde's learner journey approach to access recognises the distinct but often overlapping stages through which a learner travels into and through higher education, providing support to help students into university, to succeed while they are here and to move onwards into positive graduate destinations.

We have a multiplicity of routes into higher education: through schools and colleges, programmes targeted at children from less well-off backgrounds and with care experience, and for mature students who may have missed the opportunity of university earlier in life. Strathclyde's proud tradition of widening access is evident through several flagship articulation routes, including the Engineering Academy, which form an integral part of our work in this area. We are working closely with colleagues in SFC to support the development of improved data collection relating to all forms of articulation. With a stronger foundation in data, we will be better able to demonstrate Strathclyde's contribution to smooth learner journeys into and through higher education.

We continue to offer innovative routes to ensure that disadvantaged learners are able to progress to degree-level study, beyond traditional articulation routes. For example, in 2017/18 we introduced a Natural Sciences course with a focus on Widening Access applicants holding a Science offer who, at confirmation time, did not meet the conditions of their offer. Students registered on this course shadow the course that they originally applied for and transfer onto their original course choice in year 2 if they meet progression requirements. These students consequently have entry level qualifications which are lower than our current contextual offer rates – monitoring the progress of these students, and analysing the relationship between their entry level qualifications and university results in year 1, will provide us with evidence in relation to entry requirements for success in particular courses in the future.

An important aspect in monitoring the learner journey is paying close consideration to retention. Strathclyde monitors and reports on retention of the student population as a whole, and of various sub-groups, as part of our strategic planning process and annual reports to Education Strategy Committee. In addition, a recent data-led retention project is enhancing our understanding of retention challenges for

different groups of learners. We are using the findings of this exercise, supplemented by sector benchmarks, to inform activities and actions to provide further dedicated support to students who may be (statistically) more likely to withdraw, in order to consider what actions may help reduce withdrawals and close any retention gaps.

We have additionally undertaken detailed analysis of retention data for our care experienced students, which found that: retaining or not retaining just one student can lead to large variations in year 1 to year 2 percentage retention rate; whilst non-continuing student numbers are low, students with care experience typically take longer to complete their studies, with a greater propensity to repeat a year of study or pause their studies for a period. For these reasons we consider individualised consideration of progression for our care experienced students is more valuable than an aggregate year 1 to year 2 'retention rate' for the cohort.

The University is investing in initiatives that further support widening access students while they prepare for the world of work. Initiatives identified at committees led by the Student Union, such as international study/work experience and internship and career opportunities, both during and outwith term-time, will be taken forward through collaboration between the Student Union and University staff.

Our three-year 2017-20 Outcome Agreement highlights many initiatives in support of the CoWA recommendations. In particular, there are a number of case studies spotlighting some of our bridging programmes. Participation in these programmes, such as our [STEM Summer School](#), which are available to all applicants, are, where appropriate, required as a condition of contextual offers.

3.2. Gender Action Plan Update

See Appendix A.

3.3. Gender Equality in relation to staff

We renewed our institutional Athena SWAN Bronze award in 2018. In our application to renew our award, we reported improvements in our percentages of female professors, women at senior lecturer level and female appointments to academic-related posts overall.

Currently 63% of our Court are female; 69% among our co-opted Lay members are female. The University welcomes applications from all sectors of the community, particularly from traditionally under-represented groups, with a view to increasing the diversity of its Court in order to have a broad spectrum of members with different points of view and experiences.

We are implementing our 2017-21 Athena SWAN Action Plan, which includes key actions under the following themes: Embedding and Evidencing Action; Recruitment; Induction; Early to Mid Career Support; Career Development and Progression; Career Breaks and Work Life Balance and Organisational Culture and Leadership.

Our most recent [Gender Pay and Equal Pay Report](#), outlines a range of ongoing activity to address the gender pay gap and occupational segregation. One particular example of an innovative approach taken to address occupational segregation is the development of gender neutral merged roles. In 2017 Grade 2 Library Attendant (LA) roles and Stack Attendant (SA) roles were merged with added responsibility to create a Grade 3 Library Operations Assistant (LOA) role. The LA role had been a security focused role which was 80% male occupied. The SA role had focused on book stacking and in the years prior to the change had been 70% female occupied. The redefined LOA role is now occupied by 50% males and 50% females, which demonstrates our commitment to take positive action to reduce occupational segregation. We will continue to look at how we can introduce more gender neutral roles in other relevant areas to address identified imbalances and specifically to encourage male applicants for more junior roles which have historically been more likely to be held by women.

Our Gender Pay Gap report will be published in April 2019 in accordance with the reporting requirements under the Scottish specific duties of the Public Sector Equality Duty.

3.4. Equally Safe

Strathclyde's researchers developed the Equally Safe in Higher Education (ESHE) Toolkit. Alongside all HEIs in the sector, the University is currently implementing the Toolkit – a draft progress report is provided below.

Equally Safe implementation at Strathclyde is being overseen by the University's Gender-Based Violence (GBV) Prevention Steering Group which meets four times annually. The Group's Terms of Reference outline:

- That it has fully adopted a gendered analysis in its work, reflecting Equally Safe and the principles of the ESHE Toolkit;
- Reporting structures: the Group will report on its progress to the University's Equality and Diversity Strategy Committee and Student Experience Committee.

The Group has used the ESHE Toolkit Checklist to assess existing policies and practices and has identified priorities and objectives within four key workstreams which are outlined in its GBV Prevention Implementation Plan:

- Primary Prevention
- Intervention
- Campus GBV policy
- Research and data collection.

The GBV Prevention Steering Group membership illustrates the partnership approach to the Group's work, and includes representatives from across all University faculties and services, Strathclyde Student Union and the Joint Trade Union Forum. It also includes members representing Glasgow & Clyde Rape Crisis, Police Scotland and City of Glasgow Violence Against Women Services. Partners or their substitutes will contribute to the work of each workstream.

Establishing reporting systems and data capture arrangements is one of the priorities of the Implementation Plan, which will be taken forward by a Research and Data Collection Working group. Strathclyde, in leading and also participating in the national Equally Safe GBV Research Network, will undertake a campus wide GBV research study. This will create baseline data to inform future strategies.

Supporting and meeting the needs and diversity of GBV survivors is another priority area being taken forward by the GBV Intervention Working Group. In 2017 the University established a GBV campus drop-in service with Glasgow and Clyde Rape Crisis as part of a partnership agreement. This was evaluated as highly effective after one year and the service is now part of the University's provision to support GBV survivors. Supporting GBV survivors' continued engagement at university or college is also being taken forward by the GBV Intervention Working Group.

3.5. Mental Health & Wellbeing

The University is actively implementing its Student Mental Health Action Plan (SMHAP) which was approved by the Executive Team in April 2017.

Some of the initiatives being taken forward as part of the SMHAP include:

- A new, integrated triage and assessment process for all students presenting with mental health and wellbeing issues. This involves a multidisciplinary assessment with direct referral to the identified support resources. This can include, but is not limited to, referrals to group or 1:1 counselling therapies, mentoring support, peer support, disability support, wellbeing workshops or direct referrals to specialist support providers.
- Significant investment in staffing and resources to support positive mental wellbeing and student mental health brought together under a new Disability and Wellbeing Service. The staffing

complement has not only increased in number but also in the range of the therapies and forms of support available to ensure appropriate provision for our diverse student population. This includes the appointment of a Wellbeing Manager, two Mental Health Advisers, additional Student Counsellors, Therapists and Study Support Assistants.

- Support for students with a range of disabilities, including specific learning difficulties, sensory and physical impairments, Asperger's Syndrome, unseen disabilities and other medical conditions, under the new Disability and Wellbeing Service.
- An extensive programme of positive mental health and wellbeing themed workshops/courses for students, which are delivered through the academic year. These include Cognitive Behavioural Therapy (CBT), Mindfulness, Write to Recovery, Living Life to the Full, Being Well, Hypnotherapy and Meditation and a series of four week Stress Buster courses.
- The launch of a twilight counselling service four evenings per week, which offers greater flexibility to students. In addition, SilverCloud, an online e-learning platform to support mental health and wellbeing is now available to staff and students, providing 'out of hours' mental health support for the first time and bringing a range of benefits including improved access to services for hard to reach students either due to time, geography, physical or psychological challenges.

A new student mental health and wellbeing policy, reflecting the holistic approach being taken to mental health support, will be published in Summer 2019.

3.6. UK departure from the European Union

The University is committed to delivering on its objectives through international partnership working. In our Strategic Plan 2015-2020 we set out our intention to *'strengthen our reputation as a leading international technological university with our international outlook permeating everything we do'* and we outlined our intention to *'deepen and enhance our high-value strategic alliances and collaborations with leading academic institutions and organisations across the world, based on the realization of mutual and sustainable benefits'*.

The UK's planned departure from the European Union has not changed our intention in this regard, and in many ways has provided an impetus to step up our approach to ensure our strong partnerships are deepened and delivering significant mutual benefit. In our OA Annex covering the period 2018-19, we reported that in January 2018, our Principal, had been elected as President of CESAER (the Conference of European Schools for Advanced Engineering Education and Research): the recognised European association for universities of science and technology, with a membership of 51 leading doctorate-granting universities across Europe. In October 2018, the Principal hosted the 2018 CESAER General Assembly in Bucharest and prior to that, welcomed around 50 Rectors and Presidents of European Universities of Science and Technology to Glasgow for their annual Conference in late September, which was opened by Derek Mackay MSP, Cabinet Secretary for Finance, Economy and Fair Work. Through CESAER and both our well-established and newly developing individual partnerships with institutions within and beyond Europe, we continue to actively pursue all available opportunities to further extend our international sphere of opportunity and influence.

Through our Corporate Risk Register we are formally monitoring the high-level risks associated with Brexit, taking forward relevant mitigating actions to counteract negative consequences that may limit opportunities for collaboration, investment, and attracting and retaining staff and students. The Corporate Risk Register is reviewed quarterly by the Executive Team and is also submitted to our Audit Committee and Court bi-annually.

In addition, through our Strathclyde EU Exit Working and Advisory Group (SEEWAG), established immediately following the Referendum, we have identified and assessed the various risks and opportunities which may arise as a result of Brexit. Our Executive Team and Court are kept briefed on Brexit-related risks discussed at SEEWAG, and associated preparatory activities and mitigating actions, and we are actively engaging with our representative bodies and Government. A specific 'no deal' Business Continuity Planning Group was formed in early 2019 to co-ordinate the University's preparations for the potential issues that could arise as a result of a 'no deal' situation.

In June 2017, the University established a presence for its European Policies Research Centre (EPRC) in Delft, Netherlands, in the form of a legal entity and a cooperation agreement between Strathclyde and TU Delft. It is anticipated that the relationship with Delft could provide further opportunities for collaboration, including potentially leading to joint-PhDs and Masters programmes.

3.7. UUK Concordats for Research Integrity and Open Research Data

The University of Strathclyde is committed to excellence in research and fully supports the UUK Concordat to Support Research Integrity. Research integrity is an essential element of research excellence and Strathclyde expects its researchers, students and staff to act with integrity at all times. The University's most recent statement on research integrity is available on the University's [research integrity webpage](#).

The University supports the Concordat on Open Research Data, and has invested considerably in new computer and data storage systems to enable our compliance, which is monitored by our Data Management Support Team. We remain actively engaged in best practice at European level through our membership of and active participation in the CESAER Taskforce on Open Science.

3.8. REG Case Study – Continuous Manufacturing of Future Medicines (CMAC Hub)

CMAC Briefing available at Appendix B.

A £10M bid to EPSRC to establish the Future Continuous Manufacturing and Advanced Crystallisation Research Hub ("CMAC Hub") was won in 2016 by a consortium of universities led by Strathclyde's CMAC (Continuous Manufacturing and Crystallisation Centre) that also involves the Universities of Bath, Cambridge, Imperial, Leeds, Loughborough and Sheffield. The CMAC Hub's vision is to quickly and reliably design a process to manufacture a given chemical compound (typically a drug) into the ideal particle using an efficient continuous process, and ensure its effective delivery to the consumer (patient). The adoption of continuous manufacturing for complex molecules has potential application in a range of sectors, including pharmaceuticals, fine chemicals, dyes & pigments, energy and food & drink. Strathclyde's REG allocation is essential to underpin the academic leadership of the CMAC Hub via staff from our Strathclyde Institute of Pharmaceutical and Biomedical Sciences, Chemical Engineering and Pure & Applied Chemistry Departments.

The CMAC Hub EPSRC win, together with the £11M (2015) award from the UK Research Partnership Investment Fund (RPIF) allowed CMAC to cement its position as the UK National Facility for continuous manufacturing of medicines. The critical mass created has already led to two major follow-on announcements this year, which represent significant broadening and up-scaling of high impact activity building on the strong foundations established to date:

In the context of high quality multidisciplinary research, the CMAC team in collaboration with a team from the Glasgow School of Art won the £2M EPSRC "ARTICULAR" project (<https://www.lifesciencesscotland.com/news/accelerating-delivery-new-drugs-patients>). "ARTificial inTelligence for Integrated ICT-enabled pharmaCeUticaL mAnufactuRing" will use advances in digital technology to help reduce the time it takes to get new drugs to market by harnessing the potential of large data sets and Machine Learning. The Glasgow School of Art's School of Simulation and Visualisation (SimVis) is leading the Augmented Reality and Virtual Reality elements of the project, while local (Booth Welsh Integrated Engineering Services Ltd), national (Perceptive Engineering Ltd) and international (Siemens, DAQRI) companies are also involved. REG underpins the PI and Co-I contributions of both Strathclyde and GSA to ARTICULAR.

- The CMAC Hub also acted as the key Scottish promoter in partnership with Scottish Enterprise & the UK High Value Manufacturing Catapult (Centre for Process Innovation) in the £56M UK Medicines Manufacturing Innovation Centre, which was announced in June 2018. Located in the Advanced Manufacturing Innovation District near Glasgow Airport, building work will start in 2019. Over £20M in

launch commitment from pharmaceutical and specialty chemical companies is expected, with £14M already secured from companies like GSK and AstraZeneca (<https://www.strath.ac.uk/whystrathclyde/news/archives/2018/strathclydeinmedicinesmanufacturinginnovationcentre/>). Although MMIC will primarily work at higher Technology Readiness Levels (TRL) – much closer to industry adoption and impact – than typical university research, MMIC could not have been won for Scotland without the combination of EPSRC Future Manufacturing Hub Funding, UK RPIF Funding and REG, which are used in combination to run the (lower TRL level) CMAC Hub at Strathclyde and position the University to pursue more ambitious and larger scale investments with even greater potential to directly impact on priorities identified by industry and government partners.

- Currently working with pharmaceutical industry partners from Medicines Manufacturing Industry Partnership (MMIP) to develop proposals aligned with Industry Strategy challenge fund Wave 3 Made Smarter program.
- Building on the CMAC UK RPIF investment in infrastructure, in 2015 the University of Strathclyde invested in a National Facility Team, currently 12 FTE, to support the operation of this unique facility for advanced pharmaceutical manufacturing for the wider community. The facility remains the only academic institution to have received the prestigious international Facility of the Year (FOYA) award in 2016 from the International Society for Pharmaceutical Engineering (ISPE). However FOYA judges stated the exemplary collaboration between industry, academia and government “represents the future of pharmaceutical manufacturing and supply chain R&D framework”. In addition, the “students working with such technology and in such a collaborative environment will be the pipeline for the Pharmaceutical professionals of the future”. Since starting the team have supported users accessing this unique resource from over 27 external academic research projects; 3 international (CUNY, Toulouse, TU Graz) and 35 new industry sponsored projects including SME partners.

3.9. Research: engagement with Government

The University engages strongly with the Scottish Government’s approach to the UK Industrial Strategy, and we are working hard through our industrial partnerships, industrial research centres (Advanced Forming Research Centre, Power Networks Demonstration Centre and Continuous Manufacturing and Crystallization Centre) and our links with Catapults, NPL etc, to ensure that Scotland is able to attract funding connected with the UK Industrial Strategy. The Medicines Manufacturing Innovation Centre has so far attracted £13M from UKRI and £14M from industry. Similarly the University is attracting Industrial Strategy funding to the Advanced Forming Research Centre, such as the £16.5M Future Forge which will add the attractiveness of the Advanced Manufacturing Innovation District and the National Manufacturing Institute for Scotland. We have been involved in a number of proposals for Wave 3 Industrial Strategy funding, and anticipate further funding through this route in the course of 2019-20.

The University is fully committed to ensuring that we meet the requirements for state-aid. On major projects we routinely engage with Scottish Government agencies for advice.

3.10. Research environment: the Strathclyde Doctoral School

Researcher development training at the University of Strathclyde will be enhanced through the establishment of the Strathclyde Doctoral School. The Strathclyde postgraduate research community has seen strong growth over recent years, which can be attributed to the collaborative approach adopted amongst individual academics, faculties, departments, schools and professional services support, and the development of a distinctive, innovative, and robust research environment.

The Strathclyde Doctoral School was formally established in October 2018, as an overarching University-level structure for our existing postgraduate researcher (PGR) provision, bringing together stakeholders from across the institution. It provides a virtual hub to help drive both strategic and operational developments that enhance the postgraduate researcher experience, to build on existing collaborative and partnership working amongst faculties and professional services to deliver enhanced provision, profile, and student experience without duplicating current local activities.

The School provides a vibrant and comprehensive student-centred research and training environment in order to grow and support current and future research talent. Underpinned by the University's innovative, collaborative, and inclusive educational ethos, the Strathclyde Doctoral School is committed to enriching the student experience, intensifying research outputs and opportunities, and ensuring training is at the highest level. It facilitates an interconnected research community, through which interdisciplinary research dialogue, knowledge exchange, and impact and innovation opportunities are encouraged and promoted.

The establishment of the Doctoral School is expected to:

- Create an inclusive overarching research environment where interdisciplinary, societal engagement, and impact opportunities are encouraged and promoted, facilitating enhanced collaboration and research community connectivity;
- Enhance our research culture and PGR community by showcasing the research activities and outputs of PGRs, and their value to business and society; and
- Facilitate communication and coordination between existing institutional Centres for Doctoral Training and related centres, and establish and coordinate agile responses to sectoral priorities, research environment changes, and funder requests; this capability and approach will also be employed as part of both internal and external horizon scanning.

The University has held the HR Excellence in Research Award since 2011

(<https://www.strath.ac.uk/euhrexcellence/>) which recognises our commitment to implementing the Concordat to Support the Career Development of Researchers. There are two research-focused development programmes at Strathclyde provided by the Organisational and Staff Development Unit (OSDU): SPARK, which allows participants to gain a PGCert, PGDip or MSc in Researcher Development, Academic Practice, Knowledge Exchange or Teaching & Learning and, SPIRAL, a workshop-based CPD programme. However, research staff can also attend any staff-facing training activity.

Research staff are able to access training in teaching, learning and assessment through a number of avenues including a research-staff focused class within the SPARK teaching and learning pathway (the core class for the PGCert in Teaching and Learning). The class provides a grounding in teaching pedagogy and practice for research staff with small or no teaching loads to support them early in their teaching careers. Research staff with larger teaching loads are able to take the class with academic staff.

3.11. Enterprise and Skills Review

Strathclyde's support for delivery of the Enterprise and Skills review, in particular in relation to internationalisation and Official Development Assistance is detailed below.

The University works alongside partners including Scottish Development International (SDI) and Scottish Enterprise (SE) to improve Scottish exports through international research contracts (e.g. Bruce Power in Canada), inward investments (e.g. working with Spirit Aerospace). The University is now collaborating closely with SE and SDI to promote the National Manufacturing Institute for Scotland as a beacon for Foreign Direct Investment (FDI). We also support small company growth: Strathclyde's Hunter Centre for Entrepreneurship runs Scotland's only Small Business Growth Acceleration Programme (GAP) which has a strong focus on growth through export.

Investment of funding from SFC in Global Challenges alongside other Strathclyde investment has supported a range of schemes, including project work as well as capacity building initiatives such as our visiting fellowships and PhD studentships. Our work encompasses a wide range of academic fields, ranging from projects addressing renewable energy, air and water pollution to public health, entrepreneurship and improving access to education. SFC funding has enabled Strathclyde to scale up activity in environmental law to a successful UKRI GCRF project, the £18M One Ocean project led from the University.

3.12. Work-based learning

The University currently offers five Graduate Apprenticeships and these degrees are designed to consider the needs of both learners and employers, in facilitating the application and knowledge of expertise in the workplace. Through a combination of online and work-based learning, students can undertake a flexible study route while in full-time employment. Engagement with employers encourages wider partnerships working to identify and address potential skills gaps in their relevant sector while students are already 'industry-ready' on graduation.

3.13. National Branding Strategies

The University of Strathclyde is committed to working with its partners to support the national branding strategy for Scotland, and has helped to promote the launch of the 'Scotland is Now' campaign both internally to marketing colleagues across the University, and externally, through our social media channels. We share relevant content (including news, imagery and video) and are pleased to promote Scotland is Now output.

We were also pleased to host Brand Scotland colleagues at a meeting of the Scottish Marketing and Communications in Higher Education group on campus in 2018, to help build the relationship between the team developing Scotland is Now and the wider Scottish higher education sector.

3.14. Diet and Healthy Weight

Our £31 million Strathclyde Sport building opened in September 2018, signaling the institution's commitment to the student and staff experience, and placing health and wellbeing at the centre of Strathclyde's future direction. In relation to diet and health weight specifically, through Strathclyde Sport, we run a weightwise course and offer lifestyle advice sessions along with offering first class facilities.

The University of Strathclyde is also a member of the UK Healthy Universities Network. A Strathclyde representative attends the Scottish Network meetings and where possible, participates at a UK level.

3.15. Securing value for money

The University's commitment to achieving value for money from all of its activities is clearly articulated in the Strategic Plan and is also demonstrated in our wider governance structures and in a wide range of policies, procedures and business processes. The University's Internal Audit Service (IAS) has a role in ensuring that the University obtains best value from the use of its resources and includes in every review a consideration of value for money.

3.16. HE Governance Act

The University continues to make preparations for implementation of the Higher Education Governance (Scotland) Act 2016, to ensure that compliance is achieved by the end of December 2020.

3.17. University Innovation Fund plan 2019-2020

Available at Appendix C.

3.18. National Measures data table

Available at Appendix D.

Appendix A: Gender Action Plan Update

Our institutional [Gender Action Plan \(iGAP\)](#) was published in August 2017 and progress against the actions within is overseen by our Gender Equality Steering Group (GESG), reporting to our Executive Team and University Equality and Diversity Strategy Committee.

The initial iteration of our iGAP outlined actions to ensure an integrated institutional approach to tackling student gender imbalances for subjects we identified as 'high priority'. Our published iGAP outlines the process and rationale used to identify high priority subjects.

In summary, the most imbalanced subjects were identified as being those with a gender imbalance of >75% of one gender and where Strathclyde was at least 5% more imbalanced than the Scottish sector average in 2015-16. We continue to use this rationale, using the most recently available sector data, to review progress against our iGAP and the Gender Equality Outcomes outlined in our 2017-20 Outcome Agreement each academic year.

The list below identifies our current high priority subjects and, for subjects listed as high priority in our 2017 iGAP, and any changes in the gender balance.

- **Others in education**¹: gender balance improved by 1 percentage point since 2017 iGAP
- **Social Work**: gender balance improved by 3 percentage points since 2017 iGAP
- **Computer Science**: gender balance improved by 2 percentage points since 2017 iGAP
- **Physics**: gender balance static since 2017 iGAP
- **Aural and Oral Sciences**: newly identified for 2018/19.

One subject identified in our 2017 iGAP, Human Resource Management, does not currently qualify as high priority using the above rationale, but as outlined in our iGAP, we will continue to target activities across the range of subjects which show significant gender imbalance.

Key Gender Equality outcomes identified in our 2017-20 Outcome Agreement and associated actions from our iGAP are highlighted below, with an update on activity.

- Increase course outreach/student recruitment/widening access activity to encourage applications in identified subject areas.
 - Our widening participation strategy takes explicit cognisance of the intersection of deprivation quintile with other characteristics, such as gender, and since 2018 we have more closely aligned our Equality and Diversity and

¹ Others in education includes the following UG courses at Strathclyde: BA Education and Social Sciences; BA Hons Childhood Practice; BA Hons Education and Social Services; BA Joint Hons Education and English; BA Joint Hons Education and Politics and International Relations; BA Joint Hons Education and Psychology; BSc Hons Sport and Physical Activity.

- Widening Access work to help identify where Widening Access initiatives can impact gender imbalance.
 - We plan to carry out further scoping on wider recruitment and outreach activity conducted across the University to identify additional opportunities to address gendered barriers.
- Ensure all STEM academic departments have submitted for Athena SWAN awards by November 2018.
 - All STEM departments have now submitted applications and all other departments have engaged with the Athena SWAN submission process.
- Publish the Equally Safe in Higher Education (ESHE) project outcomes.
 - The [ESHE Toolkit](#) has been published and rolled out across the HE and FE sector in Scotland.
- Publish the TransEDU project outcomes.
 - The [TransEDU](#) research report has been published alongside open access resources, guidance and training materials for the sector.
- Identify the most successful gender-based outreach programmes, for wider rollout as applicable, for example Civil & Environmental Engineering's BP/BAM Nuttall 'Engineering the Future for Girls' Summer School.
 - '[Engineering the Future for Girls](#)' is now in its fourth year and The Faculty of Engineering, in partnership with the Weir Group, have now launched [Young WEIR-WISE: Discovering Engineering with S2 Girls](#).

As noted in our 2019-20 Outcome Agreement annex, an important aspect in monitoring the learner journey is paying close consideration to retention. Strathclyde monitors and reports on retention of the student population as a whole, and of various sub-groups, as part of our strategic planning process and annual reports to Education Strategy Committee. In addition, a recent data-led retention project is enhancing our understanding of retention challenges for different groups of learners. We are using the findings of this exercise, supplemented by sector benchmarks, to inform activities and actions to provide further dedicated support to students who may be (statistically) more likely to withdraw, in order to consider what actions may help reduce withdrawals and close any retention gaps.

Within our most recent analysis of retention by gender and by subject (suppressing data for populations of less than 22.5FTE, in line with HESA's approach), we have identified that:

- Whilst there are differences in retention rate by gender by subject, these are not necessarily consistent/recurring year to year;

- In cases where one gender is under-represented, data is often calculated on small populations, such that retaining or not retaining just one student can lead to large variations in year 1 to year 2 percentage retention rate;
- Where retention rates by subject are higher or lower than institutional average, this tends to be seen for both genders; and
- Although, at an aggregate level females are statistically significantly more likely to be retained than males, the effect size for this is small and the difference is marginal. When controlling for subject, no statistically significant difference or effect is detected between female and male retention rates. This aggregate position is therefore considered to be in part due to differing levels of retention between subjects, individual subject choice and other factors affecting all students, rather than due to retention differences between males and females.

Further work is being undertaken to better understand the reasons for varying retention rates by subject, by gender, and for other protected or shared characteristics.

Appendix B: CMAC Briefing

Transforming Medicines Manufacture

Established in 2011, the Centre for Continuous Manufacturing and Crystallisation (CMAC) is a world-class international centre for manufacturing research and training. Its vision is to lead the world in crystallisation and accelerate the adoption of continuous manufacturing. Working in partnership with industry, its purpose is to transform current manufacturing processes into the medicine supply chain of the future.



CMAC's vision has been developed through close collaboration with industry and the support of its Tier 1 partners, GlaxoSmithKline, AstraZeneca, Pfizer, Novartis, Bayer, Takeda, Lilly and Roche and a wide range of technology companies. CMAC has already leveraged a £150m funding portfolio and currently comprises more than 140 staff and researchers, including academics, post docs, 50 PhD students and an experienced support team. In 2017, the EPSRC Future Manufacturing Research Hub was launched. This 7 year program, led from the University of Strathclyde, comprises academic investigators and research staff across 7 leading universities. It will deliver predictive design tools and novel integrated continuous processing platforms for the supply of next generation high performance personalised products.

CMAC:

- Develops new solutions to company specific problems
- Delivers measurable successes that are of real benefit to society
- Creates commercial opportunities for start-ups and major global companies;
- Produces a talent pipeline of highly skilled multi-disciplinary staff
- Influences policy, government, and regulators
- Understands and integrates with the broader supply chain context
- Collaborates with world class business and academia on an international basis.

Research Quality and Intensity

CMAC's leading manufacturing research programme is funded by the EPSRC Manufacturing Research Hub programme. Strathclyde is the hub with delivery achieved by a multidisciplinary and collaborative academic team at the UK universities of Cambridge, Bath, Loughborough, Imperial, Leeds and Sheffield. Research with impact, has grown through new projects supported by EPSRC, InnovateUK, EU, and industry, and CMAC is a founder member of International Institute of Pharmaceutical Manufacturing (I2APM, www.i2apm.org) with partners C-SOPS (US) and RCPE (Austria). As part of critical regulatory agenda CMAC and MIT organise a biennial conference with the FDA.

World-class Facilities

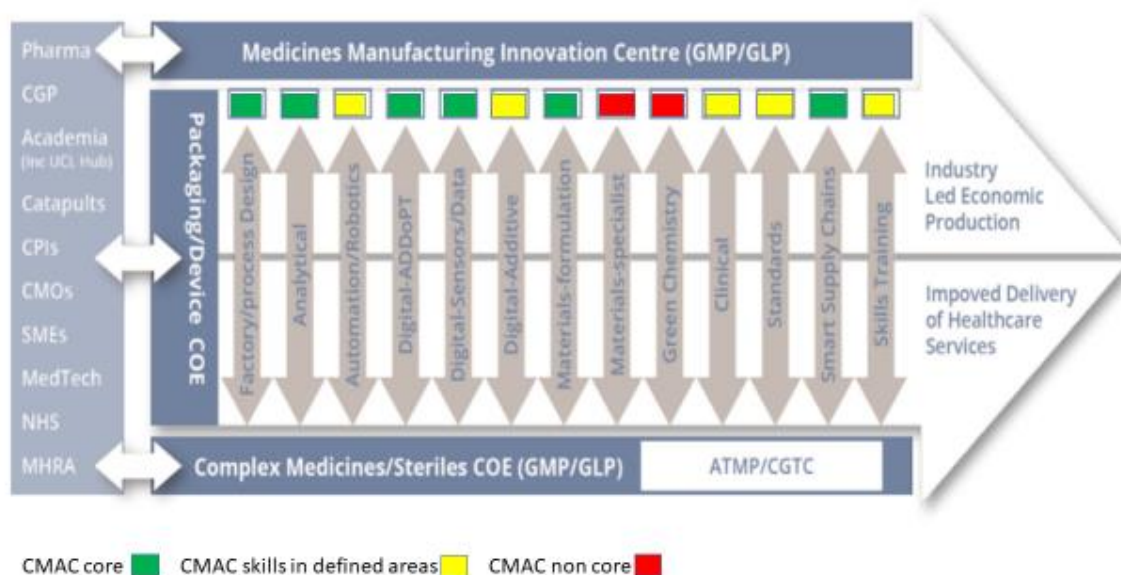
The £34M UK-RPIF scheme partnership established a world-class facility equipped with a comprehensive suite of continuous processing, process analysis, and characterisation equipment. The physical hub is within the new £89m Technology and Innovation Centre at Strathclyde opened by HM Queen in July 2015. This provides open access approach across the established and evolving broad industry and academic community. In 2016 CMAC was the first ever academic winner of Global International Society for Pharmaceutical Engineering (ISPE) Facility of the Year.

Outstanding Skills Development

CMAC has a unique Doctoral Training Centre, which operates across the partner universities. Training the next generation of scientists and engineers is vital to accelerating the adoption of continuous manufacturing. Additionally, a Master's programme in Advanced Pharmaceutical Manufacturing is delivered. A key deliverable is the CMAC talent pipeline (60% of alumni to industry, 40% to academic careers).

Exemplary Translation to Industry

The shared vision, scope, and programme for CMAC has been developed through close collaboration with industry. The continued support from industry partners has been at the core of CMAC's success. Tier 1 large pharma have seats on the board along with a Tier 2 member representing 17 technology companies. The Industry Technical Committee provides co-ordinated and sustained mentoring, direction and support for the Hub's research, training, and outreach programmes. Each Tier 1 partner has a number of proprietary projects applicable to their own portfolio. CMAC has facilitated creation of related activities e.g. Project Remedies £23m Advanced Manufacturing Supply Chain Initiative led by GSK and comprising 22 partners (including 11 SME's) aimed at reconfiguring the manufacturing supply chain for medicines on a global scale. CMAC is also a partner in ADDoPT program and works closely with Medicines Manufacturing Industry Partnership and Chemical Growth Partnership.



Develop a Strategic Approach To >£100m Funding

"The premier establishment for crystallisation and beyond"

- UoS leads the *de facto* research centre for industry in continuous for End-2-End process design and support
- Grow a world leading pre-competitive £150M programme
- Leading Tier 1 + Supply Chain partners
- World Class UK academics plus international partners
- Peerless talent pool of PhD and ERCs
- Cutting edge facilities and digital infrastructure

Research
Quality and
Intensity

- Grow basic and applied (Predictive process and product design tools; materials science, Nucleation, Flow chemistry)
- Pipeline of proposals in place

Outstanding
Skills
Development

- **Secure CMAC CDT-2 2018**
- MSc refresh
- Develop new materials e.g. digital

Exemplary
Translation to
Industry

- Ongoing Industry support
- Public sector support
- KTPs

World Class
Facilities

- Maximise current and develop
- Digital hub, microfactories, measurement
- Containment, GMP, simulator, demonstrate
- **Need Space & Capital**

Draft Input to Consultation on Green Paper "Building our Industrial Strategy"

In addition to our co-creation with industry, we work actively with key organisations to inform our approach including MMIP, CGP, KTN, Catapult UK, NPL and MHRA. With significant support from EPSRC, SFC/HEFCE, charities, global pharmaceutical industry, and a network

of leading UK universities, CMAC has developed a portfolio of activities geared towards providing solutions for industry. To achieve this and maximise opportunities for continued impact aligned with the goals of the Green Paper to grow UK GVA, we would propose a sustained, strategic commitment of £170M (including the Medicines Manufacturing Innovation Centre (MMIC)) to support coordinated activities across the TRLs over the next 5 years through:

(a) Growth of investment in pharmaceutical manufacturing research (£30M). Building on the recent £10m EPSRC Future Hub investments at Strathclyde, the UK needs to maintain our leading international position and accelerate the development of the multidisciplinary science and engineering base required to enable future medicines supply chains. Specifically, we highlight the need for support for advanced processing technologies and control, new sensor development, digital pharmaceutical manufacturing, machine learning, pharmaceutical materials science and predictive modelling. Commitment to further investment in the proven CMAC mechanisms will ensure widened participation from across the research base to support industry, MMIC and other elements of the innovation system.

(b) Development of the talent pool accessible to industry in this area (£20M). This will need strategic support to build on successful CDTs (PhD and EngD) in this area as well as across all levels (apprenticeships, masters, ECR fellows, CPD) to ensure that the UK can lead the world in the development, adoption and operation of these new approaches. Levels of support will tail off in the next 1-2 years and this urgently needs addressed as well as allowing for aligned development in new areas e.g. digital design, advanced process control.

(c) Infrastructure for Advanced Manufacturing Research in the UK (£70M). In addition to the proposed investments around MMIC, and previous investment in CMAC via the UK-RPIF programme that benefited 7 UK universities and created a new open access national facility at Strathclyde, there is a pressing need to maintain the UK at the cutting edge. Investments in data science, process analytical technologies including development of new sensors, is key. Also, new modular integrated processing technologies tailored to the needs of advanced medicines supply, supporting research, training, demonstration, feasibility and translation are required. A new investment in a Molecular Process Measurement Centre developed jointly with NPL and Diamond for small and large molecule pharmaceuticals will deliver high impact, world leading science and new technologies to support future medicines manufacturing. This would be complementary with the aims of MMIC which is a key part of eco system positioning UK at heart of future Pharmaceuticals Manufacturing.

(d) Lead the world in Knowledge Exchange, Translation and Industry Engagement (£50M). Extend the successful AMSCI programmes (£23m Remedies and £20m ADDoPT) to support UK-wide activity, managed by Innovate UK. Ensure funding to support MMIC links with the research base in CMAC to assure effective support and translation. Identify other areas across the landscape that need supported to ensure that the links between existing activities and organisations work effectively and proactively to accelerate progress and ensure that the strong research, skills and facilities base translates to provide best in world environment for industry R&D and manufacturing. Continue and grow support for EPSRC IAA and IUK KTP mechanisms.

Appendix C: University of Strathclyde's proposed use of UIF allocation in 2019-20

UIF Outcomes Grant

Strathclyde will use the Outcomes Grant 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 RCDG Collaboration), the public sector, and industry in line with our institutional mission.

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 Glasgow City Innovation District (GCID) is a collaborative partnership being driven by the University of Strathclyde, Glasgow City Council (GCC), Scottish Enterprise (SE), Glasgow Chamber of Commerce, and Entrepreneurial Scotland, and was launched formally by Minister Derek Mackay in January 2019. It seeks to attract and grow innovative companies in the Innovation District and to thereby accelerate economic impact both for the region and across Scotland. There is strong support for the creation of the GCID because it builds on existing innovation assets with a track record of delivery in Strathclyde's city centre campus, including TIC and Inovo, which contain a high concentration of UK Catapults and Scottish Government funded Innovation Centres, Glasgow City Council's Tontine start-up accelerator and the new Garment Factory building. It is also one of Scotland's most accessible locations with close proximity to Queen St and Central train stations, and direct access to the M8 motorway and Glasgow and Edinburgh airports. In addition, it is linked to a wider geography of innovation including two of Strathclyde's non-city centre Industry Centres (AFRC and PNDC), Glasgow's Royal Infirmary, College Lands / Clyde Gateway, GAIA (airport) and the National Manufacturing Institute for Scotland.

Building on the £100M investment in the TIC and recent purchase of the industry-facing Inovo Building, the University is seeking £150M co-investment to double the existing footprint of TIC and Inovo. This expansion of the TIC Zone will establish vibrant, innovative and cross-sectoral clusters of applied translational research and innovation activities, drawing on partners from academia, public and private sector, to generate wealth for Glasgow and Scotland. The established Advanced Pharmaceutical Manufacturing, Energy and Enabling Technologies clusters will be augmented by six new clusters initially focusing on 5G / Communications, FinTech, HealthTech, Industrial Informatics, Quantum and Space. The plans in relation to Quantum and Industrial Informatics build directly on the BEIS Wave 2 Science & Innovation Audit in Enabling Technologies for Advanced Manufacturing and Resilient Infrastructure which was a consortium led by Glasgow Economic Leadership (GEL) that also included Glasgow & Heriot-Watt Universities, Glasgow City Council, Scottish Enterprise, Fraunhofer Centre for Applied Photonics, NPL Scotland and the CENSIS Innovation Centre. We have been successful in attracting a number of industry R&D teams to work alongside the University, most notably the recent move by M2 lasers to establish their Quantum Technologies Innovation Centre.

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

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 part, is developing and testing simplified standard contracts (with Interface) to be made available on a central website. This was an action from the Universities Scotland Innovation Action Plan. At present, the Group is ensuring that the suite of template agreements it developed are endorsed by representative business groups. This will deliver a much better perception of the sector in the eyes of SMEs and more importantly will help minimise the barrier for SMEs in first dealings with the HEI base.

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 2019-20 we will continue to take a leading role in the sector in areas such as:

- **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 for Scotland. 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.
- **Pharmaceutical Manufacturing:** As a result of collaboration with the UK High Value Manufacturing Catapult (Centre for Process Innovation), SE, GSK and AZ, we successfully made the case for the UK Medicines Manufacturing Innovation Centre to be located in Scotland. The new MMIC will be based at the Advanced Manufacturing Innovation District near to the NMIS. Dave Tudor has been appointed as the CEO of MMIC, and the University is working closely with the new entity to start up its research programme with the support of the University CMAC facilities while planning for the MMIC facility is underway.

Our commitment to the Innovation Centres Programme will continue in 2019-20. We host DHIC and IBioIC (which launched its second phase of activity in 2018); and are serial collaborators in the work of CENSIS which is based in the Glasgow City Innovation District, and we also work with OGIC and DataLab.

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.

Via the RCDG Outcome 4 Working Group we have committed to working with the sector and with SFC to lead the dialogue about how the best elements of Enterprise Campus (EntC) and Converge Challenge can be capitalised upon going forward. As the West Hub for EntC, Strathclyde has worked well during the 3 year pilot with Edinburgh and Aberdeen on steering the EntC pilot towards its outcomes for PGR enterprise. In the West, we achieved excellent engagement with Glasgow Caledonian, Glasgow, GSA, Stirling and UWS and delivered 31

new company formations – this exceeded the West target. SFC and the Enterprise Agencies are key partners in this success. Our view ahead of the overall outcome is that the regional Hubs have been one of the key strengths of EntC, and that these should continue in the new company creation and early stage support system envisaged in this Outcome.

Strathclyde has a successful Enterprise Hub which provides support to students, staff and alumni. The hub provides entrepreneurial training through its Enterprise Pathway programme, and provides start up advice and mentorship. In 2019 we shall deliver the first FinTech Accelerator programme in conjunction with Strathclyde Business School, open to small companies from anywhere in Scotland.

In order to scale up the activity of the Enterprise Hub and our broader commercialization programme we have created a new specialized directorate led by Dr Olga Kozlova. Dr Kozlova will lead the development of a greatly expanded hub within the recently launched Glasgow City Innovation District. Entrepreneurial Scotland has moved its HQ into Strathclyde's TIC and this has already promoted deeper engagement between Strathclyde and Scotland's entrepreneurial community - to the benefit of our staff and students. Concentrating a cluster of innovation and entrepreneurship actors from within our own University (such as Strathclyde Business School's Hunter Centre for Entrepreneurship (HCE), and Strathclyde Entrepreneurial Network) with organisations supporting entrepreneurship more widely (such as Entrepreneurial Scotland and Scottish Edge) we will extend the entrepreneurial culture of Strathclyde and foster new company creation and growth – both in the Glasgow City area and into Scotland more broadly.

Outcome 5 (international): *“In partnership with 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.

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 has been elected President of CESAER for the period 2018-19. This leading role in CESAER will enable 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 through the CESAER community as demonstrated by the support given by both CESAER and Strathclyde for a recent ministerial visit by Mr Lochhead to Scotland House in Brussels.

Outcome 6 (inclusive growth and social impact)

Strathclyde will continue to support two main strands of collaborative activity using UIF in 2019-20:

- Linking policy research with impact via our various Centres such as the Centre for Energy Policy, Centre for Health Policy, and the Fraser of Allander Institute.
- Reaching out to external communities (companies, public sector organisations and the public) locally and nationally via our “Engage with Strathclyde” and ‘Explorathon’ industry and public engagement platforms.

Our [Engage with Strathclyde](#) external engagement programme won Times Higher

Education KE Initiative of the Year in 2014. It is our primary method of engagement with a wide range of external organisations that may benefit from connecting with Strathclyde across all of our activities, beyond public engagement with STEM subjects. It is a centrally-facilitated programme and provides Strathclyde's academic staff with an easy platform to engage with potential collaborators to realise KE objectives. Our 2018 events were attended by more than 2,600 delegates, representing in excess of 650 external organisations. Outputs are monitored with impact to social and cultural beneficiaries in mind.

The diverse events included:

- Flexible and Intelligent Industrial Robots for Applications in Autonomous Manufacturing
- What Works in Raising Literacy Attainment and Wellbeing: Presented by Professor Sir Harry Burns
- FinTech: Auditing a Digital Future
- Data Science for Social Media;
- Scotland's Economy (from the Fraser of Allander Institute)

We will continue to expand the scope of the Engage Programme into and beyond 2019-20.

Another significant public engagement initiative is the EC-funded "Explorathon" project, encompassing collaboration with the Universities of Glasgow, Aberdeen, St Andrews, Edinburgh, Edinburgh Napier and Heriot-Watt to deliver events under this project. Business, industry partners and Innovation Centres also collaborate to hold events across each city on a single night to demonstrate that not all research takes place in academia.

Explorathon 2018 events took place on 28 September to coincide with European Researchers' Night; successes from the campaign include:

- Over 200,000 people were made aware of the events through targeted advertising, media and social media campaigns
- 554 researchers were involved in activities across Scotland (Glasgow 232).
- 'Live' engagement took place with over 16,000 people (Glasgow 9,959).

In recognition of our approach to public engagement, Strathclyde was awarded a Silver status for the Public Engagement Watermark, from the National Co-ordinating Centre for Public Engagement (NCCPE) in December 2018.

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'"*

We will ensure that all our activities and actions (collaborative where relevant) in support of UIF outcomes reflect a commitment to advancing equality and diversity, where this is appropriate. A number of our female leaders and future leaders in UIF-backed roles are participants on the [LFHE Aurora Programme](#) which Strathclyde supports. The Equality and Diversity impact of UIF will be considered in our wider 2019-20 Outcome Agreement Annex Equality Impact Assessment.

Following an outline bid submitted in 2017, the Engineering & Physical Sciences Research Council (EPSRC) was successful in a full bid under the new [Inclusion Matters](#) programme. The award adds considerably to Strathclyde's efforts to promote equality and diversity across its engineering and physical sciences research & KE.

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. As an institution we have signed up to all the outcomes – leading in outcome 4. The full list is outlined in the attached table.

Tim Bedford, Associate Principal

Yvonne Kinnaird, Research & Knowledge Exchange Services (RKES)

UIF outcomes: leads and contributors table

Outcome	Analysis of practice & identification of best practice	Devise & execute programme	Develop/initiate sector-wide programme
Outcome one (demand stimulation): working with Scotland's enterprise agencies, Scottish Government, business networks, Interface, and others, Scottish HEIs will have helped to increase the demand and quality of engagement from businesses and the public sector for university services. LEAD: Glasgow	QMU Abertay Stirling UHI Napier Aberdeen HWU Glasgow RCS Dundee Edinburgh Strathclyde GSA RGU GCU	QMU Abertay Stirling UHI Napier Aberdeen HWU Glasgow Dundee Edinburgh Strathclyde GSA RGU GCU	QMU Abertay Stirling UHI Napier Aberdeen HWU Glasgow Dundee Strathclyde GSA RGU GCU
Outcome two (simplification/commercialisation): in partnership with the Enterprise Agencies (EAs) and Interface, Scottish HEIs as a sector will have demonstrably simplified business access to the knowledge and expertise in Scottish universities. LEAD: Aberdeen	St Andrews UHI Napier Aberdeen HWU Glasgow Dundee Edinburgh Strathclyde GSA RGU GCU	St Andrews UHI Napier Aberdeen HWU Glasgow Dundee Edinburgh Strathclyde RGU GCU	St Andrews UHI Napier Aberdeen HWU Glasgow Dundee Strathclyde RGU GCU
Outcome three (simplification/greater innovation): in partnership with the EAs and Interface, Scottish HEIs will, at a national level, have made strategic use of their sectoral knowledge to promote greater innovation in the economy (including beyond non-STEM).	QMU St Andrews UHI Napier Aberdeen HWU RCS Dundee	QMU St Andrews UHI Napier Aberdeen HWU RCS Dundee	QMU St Andrews UHI Napier Aberdeen HWU RCS Dundee

LEAD: St. Andrews	Edinburgh Strathclyde GSA RGU GCU	Edinburgh Strathclyde GSA RGU GCU	Edinburgh Strathclyde GSA RGU GCU
Outcome four (entrepreneurialism): Scottish HEIs as a sector will have made a significant and positive change in the way entrepreneurial opportunities are promoted and delivered to students, HEI staff, and businesses. LEAD: Strathclyde	QMU St Andrews (3) OUS Abertay Stirling UHI Napier Aberdeen HWU Glasgow RCS (creative industries) UWS Dundee Edinburgh Strathclyde GSA (creative industries) RGU GCU	QMU St Andrews (3) OUS Abertay Stirling UHI Napier Aberdeen HWU Glasgow RCS (creative industries) UWS Dundee Edinburgh Strathclyde GSA (creative industries) RGU GCU	QMU St Andrews (3) OUS Abertay Stirling UHI Napier Aberdeen HWU Glasgow RCS (creative industries) UWS Dundee Strathclyde GSA (creative industries) RGU GCU
Outcome five (international): in partnership with Scottish Development International, Connected Scotland and others, Scottish HEIs will have pooled their knowledge and networks, and shared good practice to promote and engage Scotland internationally (operating under Scotland's International Framework). LEAD: HWU	Stirling Aberdeen HWU Glasgow RCS UWS Dundee Edinburgh Strathclyde GSA RGU GCU	Stirling Aberdeen HWU Glasgow UWS Dundee Edinburgh Strathclyde RGU GCU	Stirling UHI HWU Glasgow UWS Dundee Strathclyde GCU
Outcome six (inclusive growth and social impact): Building on current and good practice Scottish HEIs will have scaled up their support of the	QMU OUS (2)	QMU OUS (2)	QMU OUS (2)

<p>Scottish Government's ambitions for inclusive growth.</p> <p>LEAD: Stirling</p>	<p>Stirling Napier Aberdeen Glasgow RCS UWS Strathclyde GSA GCU</p>	<p>Stirling Napier Aberdeen HWU Glasgow RCS UWS Edinburgh Strathclyde GSA (creative industries) GCU</p>	<p>Stirling UHI Napier HWU Glasgow RCS UWS Edinburgh Strathclyde GSA (creative industries) GCU</p>
<p>Outcome seven (equality and diversity): Building on current and good practice HEIs will have ensured positive promotion of equality and diversity in staff and all who are affected by the use of the UIF.</p> <p>LEAD: OUS</p>	<p>QMU OUS Stirling Aberdeen</p>	<p>QMU OUS Stirling Aberdeen HWU</p>	<p>QMU OUS Stirling UHI HWU</p>



Equality Impact Assessment Form

Please ensure you have read the [EIA Policy and Guidance document](#) before completing this form. If you require assistance, please contact the Equality Diversity Office (EDO).

The EIA should be conducted by the ED Contact on Policy/ Procedure/ Practice/ function.

Please return the completed form to the EDO - contact details provided at the end of the form.

Please note the form will expand as you complete each section.

STEP 1 - Policy/ procedure/ practice / function
i. Name of policy/ procedure/ practice/ function
University of Strathclyde 2019-20 Outcome Agreement Annex
ii. Is this policy/ procedure/ practice/ function (tick as app): Existing <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/>
iii. Owner of policy/ procedure / practice/ function (Faculty, Department, School or Professional Service Directorate, Committee)
Strategy and Policy
iv. Date of policy/ procedure/ practice/ function approved or revised
7 March 2019
v. Approved by? (Faculty, Department, School or Professional Service Directorate, Committee)
Court
STEP 2 - Description of policy/ procedure/ practice/ function and any significant change
i. What are the aims?
To support: <input checked="" type="checkbox"/> Staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Student applicants <input checked="" type="checkbox"/> Alumni students <input type="checkbox"/> Visitors <input type="checkbox"/> Contractors/ Suppliers <input type="checkbox"/> Others – specify:
ii. Who does it cover?
<input checked="" type="checkbox"/> Staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Student applicants <input checked="" type="checkbox"/> Alumni students <input type="checkbox"/> Visitors <input type="checkbox"/> Contractors/ Suppliers <input type="checkbox"/> Others – specify:
iii. How often is this policy/ procedure/ practice/ function reviewed?
<input checked="" type="checkbox"/> Annual <input type="checkbox"/> Biennial <input type="checkbox"/> Triennial <input type="checkbox"/> No defined time period

<input type="checkbox"/> Other time period – specify:		
iv. If the policy, procedure, practice or function is new provide brief info. For revised policy, procedure, practice or function describe the 'significant' change(s) made.		
<p>Each year, the University is asked to provide supporting evidence of its existing and new commitments to the Scottish Government priorities through its Outcome Agreement (OA) with the Scottish Funding Council (SFC). In 2017, the University published a three-year OA for the period 2017-20. This new document relates to 2019-20 and is an annex to the three-year agreement.</p> <p>Also included in this assessment is Strathclyde's submission relating to the SFC's University Innovation Fund (UIF) allocation for 2019-20.</p>		
STEP 3 - Could there be any implications for a protected characteristic group (as defined by the Equality Act 2010) in revising an existing (or the development of new) policy/ procedure/ practice/ function? If Yes go to Step 3a. If No (neutral implications or shows no impact) go to Step 9.		
STEP 3a - Yes, there is a potential implication or barrier for a protected characteristic group.		Go to step 4
Please tick all that are relevant	Notes	
Age	✓ Positive impact	
Disability	✓ Positive impact	
Gender Reassignment	✓ Positive impact	
Marriage and Civil partnership		
Pregnancy and maternity		
Race	✓ Positive impact	
Religion or Belief		
Sex	✓ Positive impact	
Sexual Orientation	✓ Positive impact	

STEP 4 - What evidence (quantitative or qualitative) do you have for this conclusion (potential implication for a protected characteristic group)? Go to 4a or 4b.	
STEP 4a - Does the evidence show a positive impact? (No further action to be carried out) Please provide an example and attach evidence:	
The University of Strathclyde is committed to providing access to people from the widest possible range of backgrounds. The Outcome Agreement annex outlines our ongoing commitment to promoting diversity and supporting students from a range of backgrounds during their studies. Age We have a multiplicity of routes into higher education: through schools and colleges, programmes targeted at primary and secondary school children, prospective care	Go to Step 5 Yes

experienced students, and also to provide opportunities for learning for mature students. Across all four Faculties, a number of school-based outreach programmes have been developed, for example, '[Strath Science Scouts](#)'. A number of departments also offer subject-specific initiatives to encourage young people to study in their field such as the '[Young Chemical Ambassador Programme](#)'.

Disability

The University is fully committed to implementing the principles of the BSL (Scotland) Act 2015 and has produced a [British Sign Language Action Plan](#), outlining our long-term proposals for meeting this commitment.

The University is actively implementing its Student Mental Health Action Plan (SMHAP) and includes initiatives such as:

- Significant investment in staffing and resources to support positive mental wellbeing and student mental health, brought together under a new Disability and Wellbeing Service.
- Support for students with a range of disabilities, including specific learning difficulties, sensory and physical impairments, Asperger's Syndrome, unseen disabilities and other medical conditions under this Service.
- A new, integrated triage and assessment process for all students presenting with mental health and wellbeing issues.
- An extensive programme of positive mental health and wellbeing themed workshops/courses for students, which are delivered through the academic year.
- The launch of a twilight counselling service four evenings per week, which offers greater flexibility to students. In addition, SilverCloud, an online e-learning platform to support mental health and wellbeing is now available to staff and students, providing 'out of hours' mental health support for the first time and bringing a range of benefits including improved access to services for hard to reach students either due to time, geography, physical or psychological challenges.

Gender Reassignment

Incorporated into the institutional [Gender Action Plan](#), the University is working towards developing and implementing a toolkit in light of our commitment to achieving the recommendations produced from the SFC-funded and Strathclyde-hosted Trans.Edu Scotland research project.

Race, sex and sexual orientation

Strathclyde was successful in its 2018 bid to the Engineering & Physical Sciences Research Council (EPSRC) for funding through the [Inclusion Matters](#) programme. 'STEM Equals' will promote equality and diversity for female and LGBT staff across Science and Engineering and promote diversity amongst senior management.

Sex

Our institutional Gender Action Plan is overseen by the University Gender Equality Steering Group and has identified a number of Gender Equality Outcomes for attention,

<p>to promote equality of opportunity for students of all genders. This includes progression towards additional Athena SWAN awards and assessing successful gender-based outreach programmes for potential wider rollout across the institution.</p> <p>The University renewed its institutional Athena SWAN Bronze award in 2018. In the application to renew our award, we reported improvements in our percentages of female professors, women at senior lecturer level and female appointments to academic-related posts overall. We are fully committed to the Athena SWAN principles with 11 out of 13 STEM departments holding bronze or silver awards, with the two outstanding departments submitting applications in 2019. Departments have their own individual Athena SWAN action plans to address gender inequalities in their specific field. We are implementing our 2017-21 Athena SWAN Action Plan, which includes key actions under the following themes: Embedding and Evidencing Action; Recruitment; Induction; Early to Mid Career Support; Career Development and Progression; Career Breaks and Work Life Balance and Organisational Culture and Leadership.</p> <p>A number of our STEM based outreach programmes have a specific focus on gender, for example, 'Young WEIR WISE' for S2 girls and the 'Engineering the Future for Girls' Summer School for S3 girls.</p> <p>Currently 63% of our Court are female; 69% among our co-opted Lay members are female. The University welcomes applications from all sectors of the community, particularly from traditionally under-represented groups, with a view to increasing the diversity of its Court in order to have a broad spectrum of members with different points of view and experiences.</p> <p><i>UIF submission</i></p> <p>We will ensure that all our activities and actions (collaborative where relevant) in support of UIF outcomes reflect a commitment to advancing equality and diversity, where this is appropriate. A number of our female leaders and future leaders in UIF-backed roles are participants on the LFHE Aurora Programme which Strathclyde supports. The successful EPSRC funding bid for the Inclusion Matters programme outlined above will also make a significant contribution to Strathclyde's commitment to promoting equality and diversity.</p>	
<p>STEP 4b - Does the evidence show a negative impact (potential discrimination)? Stop and rethink. Consider making amendments or changes. You need to consult with relevant stakeholders-the EDO will assist with this process. Please provide brief details and attach evidence:</p>	<p>Go to Step 6</p>
	<p>No</p>

STEP 5 - Does this policy/ procedure/ practice/ function meet the requirement to progress the Equality Duty (as required by the Equality Act 2010) (tick all that apply):		
i) Advance equality of opportunity between people	<input checked="" type="checkbox"/>	<p>Go to Step 8</p>
ii) Eliminate unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	

iii) Foster good relations between protected characteristic groups		
STEP 6 - Involve and consult stakeholders to address any negative impacts EDO will assist with this process. Please provide brief details of involvement and consultations (include dates):		Go to Step 7
STEP 7 - Outline any changes made to the policy/ procedure/ practice/ function as a result of the consultation		Go to Step 8
STEP 8 - Publish results (as required by law) in the University Annual Report		Go to Step 9

STEP 9 - Regular review - include any actions, time-scale and lead responsibility
Regular reviews ensure that policy, procedure and practice is kept up to date and meets the requirements of current equality legislation. Where a negative impact has been identified and remedial actions are being implemented, the policy owner should define a timescale for review. Please give details of review process:
Each year the University is required to make further commitments and/or comments on the three year Outcome Agreement, as detailed in SFC Guidance. It is anticipated that updates as a result of any changing requirements of equality legislation will be required by SFC.

APPROVAL PROCESS	
Name of person conducting the EIA	Jan McGhie
Faculty, Department, School or Professional Service Directorate, Committee	Strategy and Policy Directorate
Date of Completion	4 April 2019
Final signatory – Head of Dept/ School / Dean/ Director/ Principal Officer	Rona Smith
Date received by Equality and Diversity Office	
Ready for placement on website	

In case of any queries please telephone or email the Equality and Diversity Office

Please return the completed form to:

Equality and Diversity Office
University of Strathclyde
[Graham Hills Building](#)
Room GH208b, Level 2
50 George Street
Glasgow G1 1QE

Email: equalopportunities@strath.ac.uk

Tel: 0141 548 2811

Annex A: SFC Outcome Agreement Targets for 2019-20 to 2021-22

* denotes priority measure

** denotes retention figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

	2017-18 baseline	2019-20 Projection	2020-21 Projection	2021-22 Projection	
Scottish Government strategic priority: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of the CoWA and addressing gender balance					
Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing					
Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing	6.0%	33%***	33%***	33%***	*
Measure 2: Deprivation - The proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes					
2a: Proportion of SDUEs from 20% most deprived postcodes	16.8%	16.1%	17.7%	18.5%	*
2b: Proportion of SDUEs from 40% most deprived postcode	34.5%	32.3%	35.5%	37.1%	
2c: Additional CoWA target: proportion of full-time first degree SDUEs entrants from the 20% most deprived data zones	16.6%	14.8%	16.3%	17.0%	
Measure 3: SHEP Schools - The proportion of Scotland-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education)					
Proportion of SDUE from SHEP Schools	5.9%	6.3%	6.7%	7.0%	
Measure 4: Protected Characteristics - The proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers					
Male Proportion	48.8%	49.8%	49.8%	49.8%	
Female Proportion	51.0%	49.8%	49.8%	49.8%	
Under 21 Proportion	81.7%	82.0%	82.0%	82.0%	
21 and over Proportion	18.3%	18.0%	18.0%	18.0%	
Proportion – BME	9.2%	9.5%	9.8%	10.2%	
Proportion – Disability	8.1%	9.5%	10.2%	10.8%	
Proportion - Care Experience	0.7%	0.8%	1.0%	1.1%	*
Measure 5: Retention by Protected Characteristics - The proportion of full-time first year Scotland-domiciled entrants from different characteristic groups returning to study in year two					
Proportion MD20 retained	91.6%	92.0%	92.0%	92.0%	*
Proportion MD20/40 retained	91.2%	92.0%	92.0%	92.0%	
Proportion of Males retained	93.0%	92.0%	92.0%	92.0%	
Proportion of Females retained	93.6%	92.0%	92.0%	92.0%	
Proportion of Under 21s retained	94.0%	92.0%	92.0%	92.0%	
Proportion of 21 and over retained	88.8%	92.0%	92.0%	92.0%	
Proportion retained – BME	96.1%	92.0%	92.0%	92.0%	
Proportion retained – Disability	92.1%	92.0%	92.0%	92.0%	
Proportion retained - Care Experience	86.7%	92.0%	92.0%	92.0%	*

Scottish Government strategic priority: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy				
Measure 6: Retention - The proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two				
Proportion retained	93.3%	92.0%	92.0%	92.0%
Measure 7: Satisfaction - The difference (+/-) from the individual institution's benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey				
% Satisfaction	84%			
Measure 8: STEM - The proportion of Scotland-domiciled undergraduate entrants to STEM courses				
Proportion of SDUE to STEM courses	47.5%	45.0%	45.0%	45.0%
Measure 9a: Graduate Destinations - The proportion of Scotland-domiciled graduates entering positive destinations				
Proportion of graduates in positive destinations	N/A	N/A	N/A	N/A
Measure 9b: Graduate Destinations - The proportion of Scotland-domiciled full-time first degree respondents entering professional occupations				
Proportion of FT first degree respondents in professional occupations	N/A	N/A	N/A	N/A
Scottish government priority: internationally competitive and impactful research				
Measure 10: The number of research postgraduate students				
RPG students	1,466	1,628	1,750	1,750
Measure 11: Total income from the UK Research Councils				
RCUK income	£18,185,000			
Measure 12: Total research income from all sources				
Research income	£68,898,000	£96,000,000	£101,000,000	£108,000,000
Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry				
Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs				
Innovation Vouchers (IVs)	15	15	15	15
Follow-on IVs	0			
Scottish Government priority: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance				
Measure 14: Carbon - Gross carbon footprint				
Tonnes CO2e	22,026			

*** Including SFC-funded Engineering Academy entrants who enter directly to Strathclyde but effectively articulate with advanced standing from a partner college at the end of Year 1, however, are not included within the current National Articulation Database.



Scottish Funding Council

Promoting further and higher education



Comhairle Maoinachaidh na h-Alba

A' brosnachadh foghlam adhartach agus àrd ìre

Our Ref: 253666229

6 August 2019

Professor Sir Jim McDonald
Principal and Vice-Chancellor
University of Strathclyde
By email

Dear Sir Jim

I am writing to inform you that I have now signed the Academic Year 2019-20 Outcome Agreement for your university and can confirm that the total funding allocation for your university will be as in *Outcome Agreement Funding for Universities - Final Allocations for AY 2019-20 (SFC/AN/09/2019)*.

Your Outcome Agreement will be published on the Scottish Funding Council website at: <http://www.sfc.ac.uk/outcomeagreements>.

Please complete and return the enclosed signature sheet which will be added to your Outcome Agreement.

Yours sincerely

Karen Watt
Chief Executive

Enc: Signature sheet

Scottish Funding Council
Apex 2
97 Haymarket Terrace
Edinburgh
EH12 5HD
T 0131 313 6500
F 0131 313 6501
www.sfc.ac.uk



Outcome Agreement between the University of Strathclyde and the Scottish Funding Council for AY 2019-20

On behalf of the University of Strathclyde:

Signed:

Print name: Professor Sir Jim McDonald

Position: Principal and Vice-Chancellor

Date: 7 August 2019

Signed:

Print name: Sue Bruce

Position: Chair

Date: 7 August 2019

On behalf of the Scottish Funding Council:

Signed:

Print name: Karen Watt

Position: Chief Executive

Date: 6 August 2019

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