

2020-21 Interim Outcome Agreement

University of Strathclyde

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.

Our five-year Strategic Plan, [Vision 2025](#), launched in February 2020, builds on the University's collective achievements over recent years in realising the vision of Strathclyde as a leading international technological university. Our ambitious vision has received recognition from our partners, as well as significant external endorsement. In 2019 we were named [Times Higher Education UK University of the Year](#) – the only university to have won this award twice; announced as the [Times / Sunday Times Scottish University of the Year](#); and received a [Queen's Anniversary Prize](#) for Higher and Further Education for our contribution in the field of energy innovation. Within Vision 2025, covering the period 2020 – 2025, our 16 key performance indicators (KPIs) build on the positive progress made over the period of the previous strategy.

Our [People Strategy](#), places staff at the heart of our plans, recognising that their collective talents, efforts and commitment will deliver our vision for the future. This 'people-first' outlook, and the health, safety and wellbeing of all our students and staff, have continued to be at the forefront of our priorities, decisions and actions throughout the pandemic.

This Interim Outcome Agreement (OA) is structured to address the requirements set out in the Scottish Funding Council (SFC) guidance for 2020-21 and should be considered alongside our Strategic Plan. The University of Strathclyde is committed to building on 2018-19 and 2019-20 levels of performance for the SFC National Measures.

1. Strathclyde response to Covid-19 Pandemic

When lockdown restrictions were introduced in March 2020, we moved quickly to offer a dynamic online learning environment for our students and to embed agile working for our staff. The University's position as a Socially Progressive Leading International Technological University - on an upward performance trajectory, underpinned by a balanced portfolio of activity and robust financial status – has enabled Strathclyde to pro-actively respond to the challenges posed by the pandemic. The University [Values](#) have provided a clear framework for decision-making which has had, and continues to have, students and staff at its core. We will remain flexible and agile as we continue to adapt and respond to the challenges posed by the pandemic and to carefully consider the external context and emerging opportunities which are critical in ensuring the University delivers its Strategy.

Our Student Services provided remote support from week one of lockdown onwards and specific support for certain groups has been expanded. For example, mentoring support provided to care experienced students and asylum seekers was extended to those in halls of residence, and a buddying system was established at the start of the new academic year to partner staff volunteers with self-isolating students to provide regular, friendly contact and a source of support should they need it. We also instituted a 'no detriment' policy in relation to

student assessment and progression and developed the [Strathclyde Student Pledge](#) regarding the new academic year.

Strathclyde works closely with employers and industry partners and during the pandemic we have continued to engage to ensure we remain responsive to their changing needs, for example:

- We engage particularly closely with employers both at programme, Faculty and institutional level through our dedicated Graduate & Degree Apprenticeship team, ensuring employer input and feedback shapes the future years of our apprenticeship degrees as well as contributing to the continuous improvement of the programme year on year.
- In addition, we work closely with those learners, who, first and foremost are employees and we work to support changes in their work and/or personal circumstances to ensure that they can continue their studies in challenging times. Learner feedback is sought through a variety of channels such as module evaluation surveys, Student Reps and during one-to-one meetings with Work Based Learning Advisors.
- We also engage with sector organisations such as Scottish Engineering, CBI and the Chambers of Commerce to help address and support the general challenges that organisations face and to understand how our work-based learning programmes and wider upskilling opportunities can support them at this time.
- Our collaboration with industry partners to provide employment opportunities for students is detailed in the Equalities and Inclusion section.
- Our commitments to the specific groups and issues we are particularly seeking to address in response to the pandemic is outlined in the Upskilling section.

Since the pandemic began, the University has taken time to carefully adapt and evolve our quality assurance processes to ensure that students are not academically disadvantaged by circumstances that are beyond their control, while ensuring our academic quality and standards are maintained. Our staff are making significant efforts to ensure that teaching, learning and assessment arrangements enable all our students to achieve their required learning outcomes and qualifications in line with original timescales.

Engagement monitoring is ongoing within Departments, Schools and Faculties and reporting on student engagement is in place through the Education Strategy Committee's Start of the Academic Year (SOTAY) framework and groups. Our wider institutional committees for education support monitoring and action on student engagement, for example, examining the quality of the online student experience through the Strathclyde Online Learning Committee, and reporting on learning analytics and learning and teaching system enhancements through the Learning Enhancement Committee. The Quality Assurance Committee continues to monitor attainment and retention.

There has been a continuing focus on safety and health, the student experience and the wellbeing of colleagues. We have kept our students and staff updated with regular targeted communications through the [Campus Life 2020 website](#) and [Return & Resume hub](#).

Beyond teaching, we have responded to the pandemic in many ways. Our academics have responded to calls to undertake research and deliver consultancy services to meet the many challenges being faced due to Covid-19. This has included colleagues working with NHS Scotland and manufacturers to provide technical advice on key equipment manufacture and supply, including ventilators, oxygen systems and critical PPE; and, the development of a simulation tool to model Intensive Care bed utilisation in three main NHS hospitals in Lanarkshire for use of Covid-19 patients. Appendix 1 provides an update to our original UIF

Plan submitted in April 2020, outlining adaptations in response to the pandemic and areas identified as priorities in our knowledge exchange and innovation activities as part of our contribution towards Scotland's recovery.

We are considering the potential longer-term impact on higher education of the pandemic and planning mitigating actions to ensure that we remain in a position of strength, while we focus on responding to the immediate and short to medium term impacts including by looking for new opportunities. In relation to student recruitment, for example, we established a portfolio of 32 PGT programmes across our four faculties to offer our first January intake. It is difficult to foresee the scale and longevity of the impacts to both home and international student recruitment over the longer term, and this also applies to longer term impacts of the pandemic on research, the move to large scale remote working by staff and the impacts on commercial income from conferencing, catering and other commercial activities. We remain focused on delivering our Strategy, pursuing all positive opportunities and implementing adaptations to how we work. The University additionally remains committed to supporting students, staff and partners directly and indirectly affected by the UK leaving the EU and we are working to ensure that all our international students continue to be welcomed at Strathclyde, and to support and attract staff to Strathclyde from all parts of the world.

2. 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. In 2019-20 we further exceeded our 1,000 SIMD0-40 entrants target, which we achieved 3 years ahead of the 2020 target date set in our previous Strategy. We also further increased our SIMD0-20 entrants' proportion such that it was well ahead of the 2021 and 2026 CoWA milestones; in autumn 2020, following significant efforts during the admissions period towards the end of 2019-20, the 2030 CoWA target of admitting 20% from SIMD0-20 was achieved.

We continue to encourage higher levels of progression from school to FE to HE, with a focus on entry with advanced standing, primarily through our Engineering Academy and well-established articulation routes into Humanities and Business. We welcome the expansion of the wider articulation measure by SFC in the National Articulation Database. Looking forward, Strathclyde is working with SFC staff developing the National Articulation Database to ensure a full capture of college entrants, irrespective of prior qualification, and with an increased focus on articulation with advanced standing.

Our long-standing outreach work with local schools has necessarily adapted to the challenges of the pandemic. We have been conscious of the impact of digital exclusion and the potential of the pandemic to exacerbate existing educational inequalities. Our two overarching aims in our outreach activities since the pandemic have been to provide meaningful interactive activities in a blended format taking advantage of opportunities to scale provision and increase reach; and to develop complementary analogue approaches that provide continued engagement without the need for equipment or internet connection.

We have transitioned our outreach programmes, such as FOCUS West S2-S4 provision, to remote delivery through creativity and flexibility. Pupil engagement has been excellent and initial feedback from schools and pupils has been very positive. We are confident our programmes will continue to meet their objectives. Hosting pupils on campuses, allowing them to experience a sense of ownership and to develop a better understanding of student life, undoubtedly has greater impact and we look forward to the resumption of these visits.

We recognise that prolonged school closures and digital poverty will have widened attainment and learning gaps between school pupils from different backgrounds. Our work in schools' engagement and outreach will therefore be of even greater importance over the next few years if our successes in improving access to higher education are to be sustained.

Universities will continue to take forward their own effective practice in access; complementary SFC-funded regional and national initiatives are also vital to ensure coherence and broad reach. Longer term funding horizons around these programmes would help support this.

3. Quality learning and teaching and student participation

The University recognises that the pandemic has affected students in different ways and will present personal and health challenges to many. Our [Disability & Wellbeing Service](#) has collated a range of resources to help support and maintain student wellbeing during these times. Staff within the Service are also available to speak to students and offer support, having successfully transferred all services to video, telephone or email, allowing for greater flexibility and responsiveness.

A group wellbeing and therapy online programme has been introduced, including a range of options such as Mindfulness, 10 Keys to Happiness, Managing Stress and Anxiety. The Disability & Wellbeing Service has also been hosting a Wellness Wednesday Instagram takeover in which students can access hints, tips and advice on wellbeing as well as hosting twice daily Zoom drop-ins for students residing on campus to allow direct access to advice, information and support on mental health and wellbeing issues. Our Students' Union and academic departments have also been running a range of programmes to help create a sense of community, build peer support and promote health and wellbeing. The recent additional SFC funding for mental health support is welcomed.

There are many examples across the University's academic areas of adaptations to ensure good quality learning and teaching and student engagement. For example, in the Faculty of Science, all exams were converted into online assessment, including clinical examinations for MPharm students which take the form of Objective Structured Clinical Examinations (OSCE). This innovative development is now mirrored in pharmacy practice where video consultations with patients are now required due to Covid. This experience in the Strathclyde Institute of Pharmacy and Biomedical Sciences has been used by other Schools of Pharmacy and NHS Education for Scotland to design and deliver their OSCEs. Departments who were required to proceed with exams changed the format to open book and the vast majority were open for 24 hours. All departments have been in regular contact with their accrediting bodies to ensure that changes made to delivery and assessment are permitted and would still allow students to meet the required learning outcomes for accredited programmes. Some accreditors, such as the Institute of Physics, have provided their own guidance.

Departments who previously offered laboratory based experimental projects at UG and PGT level adapted these to be focused on data analysis, data mining, critical analysis, computational or extended literature reviews. All departments have focused on ensuring students are engaged in discussions about changes to delivery, both in advance of changes being implemented and receiving feedback on how new methods of delivery are working once in place. Responses to module evaluations have also been a key element of student feedback.

Strathclyde Business School has developed alternatives to mandatory international exchange programmes. Instead of a one-year study-abroad experience, these students took bespoke language courses within our Faculty of Humanities and Social Sciences, and

undertook substantial virtual industry projects with companies, to provide support to these businesses in the languages they were studying. Due to the significant number of credits awarded through the compulsory exchange, these students were 'class matched' for suitability of subject coverage. For students who would normally study for a semester abroad, SBS developed 'Global Classrooms' with partner Drexel University in Philadelphia, where students undertook virtual international research projects on social innovation and the UN SDGs. Students will also undertake an industry engagement project with an international focus. Whilst some employers who previously offered placements to students lacked capacity to do so this year, others offered remote placements or found new placement opportunities. An example of a new placement opportunity was the conversion of placements in NHS GGC that were previously patient-focused and based in hospital wards to placements that aimed to support NHS staff in wellbeing hubs or family members dropping off patients' belongings through the 'Give and Go' service.

Across the University, particular efforts were made to foster a sense of community amongst students. Teaching for some programmes has been entirely online, and in these cases there has been particular efforts in community building, for example, the pairing of first year undergraduate students with mentors for online group pastoral support and the opportunity to interact with peers.

We have achieved increased success in retaining our students. For first year undergraduates alone, overall retention increased by almost 4% points from the 2018/19 intake to the 2019/20 intake. Additional increases are being observed within other year groups. The largest retention increases are for SIMD0-20 followed by SIMD21-40 and SIMD41-60, the retention rates for SIMD80 and SIMD100 having been high already.

4. Learning with impact

Strathclyde students are equipped to flourish in employment, further study, and to lead fulfilling lives. The University has always worked closely with employers and industry partners, and has continued this valued engagement throughout the pandemic.

Throughout this Outcome Agreement we highlight examples of our extensive collaboration with industry, third sector and other stakeholders:

- Through our Graduate Apprenticeship programmes, we are providing a pipeline of appropriately skilled people for the labour market, built on our understanding of the needs of business and industry.
- Our Upskilling section provides examples of how we are ensuring that we provide appropriate provision to help people upskill and reskill.

5. Equalities & 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. The COVID-19 pandemic has exacerbated pre-existing disadvantages for many groups, which we have worked to mitigate since March 2020. Issues impacting access to learning, or wellbeing more generally, may be experienced to a disproportionate effect by our students from more deprived communities or from under-represented groups, and our initiatives have been taken forward with this in mind. Examples include:

- Our recently established [Race Equality Working Group \(REWG\)](#), drawing membership from students and staff across the university, is specifically focusing

upon the disproportionate impact of COVID-19 on Black, Asian and Minority Ethnic (BAME) communities. The REWG's role is to ensure the University supports an inclusive environment for BAME students and staff, promotes racial diversity across the University and, where required, improves educational and employment outcomes for BAME students and staff. The REWG will draw together an institutional race action plan. We are also undertaking an Equality Impact Assessment on our response to COVID-19. As part of its work, REWG is holding a series of themed focus groups in early 2021 to provide opportunities for staff and students to discuss action that the University can take to advance race equality.

- We recognise that there may be particular challenges for our LGBT+ students who may be learning in hostile home environments, may lack their trusted sources of support and who can find remote engagement difficult in relation to gender presentation. Additional staff training resources have been developed to support trans inclusion and we have led on sector guidance in supporting trans and gender-diverse learners in online spaces.
- We have refreshed support for care experienced and estranged students, working with Strath Union, to develop a sense of belonging and community, particularly over key periods. We are also working to increase our activity to support student carers and student parents. We were awarded the Going Higher for Carers award recently but feel COVID-19 has presented additional challenges for this group.
- Some of our learners experienced acute digital poverty, impacting on their learning. We purchased laptops for students where necessary, and for students with connectivity issues, provided bursaries and technical support to allow internet connectivity. This initiative received overwhelmingly positive feedback from recipients, and thanks to funding from SFC, we have been able to expand this support. The digital inclusion scheme provides the loan of a high specification laptop to eligible SAAS funded students for the duration of their studies, prioritising those on low income or with care experience, alongside a Wi-Fi grant where required. The University has provided supplementary equipment grants for those ineligible for the SFC-funded scheme.
- We are working with partners to seek innovative ways to support our students through part-time employment and are currently piloting the [Strathclyde Hardship Internship Programme \(SHIP\) with Together Energy](#). Over 80 widening access students have begun part-time work with the company in roles that fit around their studies, alongside a programme of career development activities giving them both experience and skills during their studies which will put them in a stronger position to seek employment after graduation.
- Recognising the wider challenges that the pandemic has brought to bear, the University has continued to invest to ensure that students experiencing financial hardship have the support to assist them during these challenging times. Our [Covid-19 Hardship Fund](#) - with significant investment from the University, its staff and alumni - along with the University of Strathclyde Digital Inclusion Programme are cornerstones of our financial support strategy. The University looks positively on this approach and will continue to monitor and provide for the ongoing need for such funds.
- We are the first Scottish university to sign the [GTRSB into HE pledge](#) that commits to support access to Higher Education for the Gypsy, Traveller, Roma, Showman and Boater (GTRSB) communities

6. High Quality Research & innovation

Research and innovation is of central importance in everything we do at Strathclyde, as we progress on a strong trajectory of increasing research intensity and impact. Research informs our teaching and helps us to make a difference to business, industry and society as

a whole and this has taken on an even greater significance over the period since the COVID-19 pandemic was declared. As well as supporting individual researchers and postgraduate students who have been directly impacted by COVID-19 – paying particular attention to equality of opportunity – our current and future research is a key strand of our contribution to Scotland's economic and social recovery. Despite the challenging external circumstances, we continue to drive forward our vision as a leading international technological university to make a positive difference to the world around us.

The research and innovation strategy of the University of Strathclyde focusses strongly on using our excellent research capabilities in partnership with other organisations to generate and maximise our economic and societal impact. The University's major initiatives around expanding its Technology and Innovation Zone and attracting business to the Glasgow City Innovation District, and the development of the National Manufacturing Institute Scotland and Medicines Manufacturing Innovation Centre, have continued to develop throughout the period of the COVID-19 pandemic. The two manufacturing centres will be operational in 2022, and together, form the core of the new Advanced Manufacturing Innovation District. A strong manufacturing sector is more vital than ever and along with our partners, we have the expertise and skills to play a crucial role in helping to strengthen the sector post-COVID-19.

In summer 2020, we welcomed the allocation of additional SFC research funding, to contribute to the mitigation of effects of the COVID-19 pandemic on the Scottish university research base. Through our separate reports to SFC on use of this funding we have highlighted case studies on Strathclyde's contribution to efforts to combat and mitigate the impacts of the pandemic, and our role in economic regeneration and growth and social, cultural and health policy.

The University's support for its PhD community is following a number of key strands to deliver overall policies, which are consistent with the key principles for supporting PhD students adopted by Universities Scotland. Examples of how we support our PhD students include:

- *Personal engagement:* Ensuring that individual supervisors maintain and prioritise close and regular contact with their PhD students during the periods that those students are working from home, and that students and supervisors modify research plans where appropriate to continue research activity.
- *Strathclyde Doctoral School (SDS):* The School was expanded to become the key organisational point of contact with PhD students. The SDS has introduced a series of online engagements with its PGR community including a weekly virtual Meet Up (which has consistently attracted large numbers of students on a weekly basis), a dedicated MyPlace site and a series of online induction events. These online activities provide access to various opportunities for new and continuing PGR students, SDS, supervisors and colleagues from across the University to come together, allowing for communication and engagement across the entire university, a mechanism for immediately responding to any questions or concerns PGRs may have and also community building within the PhD community during work from home. A peer-mentoring initiative which is a collaboration between SDS and our Doctoral Researcher Group (DRG) has also been introduced.
- *Extra financial support for stipends and fee-waivers:* The University has provided extra financial support to final year PhD students, both through the UKRI funded initiative and through the University's own scheme. The University is continuing to monitor the situation for PhD students both in final and in earlier years to assess what further support is required on a case by case basis.

PhD students are also able to apply to the University Hardship Fund and have access to the welfare and mental health support services of the University.

The University has held the [HR Excellence in Research Award](#) since 2011 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. Research staff can also attend any staff-facing training activity.

7. Meeting future skills needs, including upskilling & reskilling

Strathclyde graduates are distinctive and highly sought after – in the jobs market and in terms of their contribution to society.

Key priorities at Strathclyde include Strathclyde Online and FlexED, where our focus is on enabling organisations to upskill and cross-skill their 21st century workforce through work-based learning and co-development of provision. We very much welcomed the SFC's funding for provision of 'Upskilling' since 2019-20, with the emphasis on encouraging institutions to innovate new models of delivery. In the initial year of funding, we delivered upskilling provision in education and technology.

As detailed in our separate report to SFC on our intended use of Upskilling funding, we have developed further innovative programmes, aligned to the SFC stipulation that priority be given to learners who are unemployed or at threat of redundancy and where the learning of new skills will help them get back into employment in 2020-21. Our provision is being extended to encompass our expertise in digital and data science as well as wind energy. We are continuing discussions and engagement with employers to focus on developing modules which specifically support industry's return to business in the coming year and will be strongly led by their requirements. Some examples include:

- **Cyber Security (Digital and Data Science Academy)**
The purpose of this module is to develop an awareness of cyber security from a business perspective by focussing on aspects such as access control, network security and malware. Repurposed from our Graduate Apprenticeship (GA) degree MSc Cyber Security, this module will run part time in February 2021, and is aimed at employees who would benefit from understanding fundamental cyber security concepts and mechanisms.
- **Entrepreneurship for All (Technology and Business Academy)**
Entrepreneurship is more than starting a business, it's a state of mind and can be for everyone. Our sector-leading 'Entrepreneurship for All' approach will help learners develop entrepreneurial and innovative thinking, explore how entrepreneurship can help learners challenge the norm, take action and realise their potential. This module will provide learners with an introduction to entrepreneurship in today's dynamic context. Building on the most current thought leadership from the Hunter Centre for Entrepreneurship, Europe's leading academic hub for entrepreneurship research, this module is designed to take learners on a personal learning journey. We will help learners consider who they are as (potential) entrepreneurs, how they can create value and how they can take this value and their goals and activities to the next level. This module will run in March/April 2021 and will be offered as an opportunity to organisations who wish to engage their employees' entrepreneurial and innovative thinking to help enhance business performance and enable their employees to thrive whatever their situation or ambition.

- **Strathclyde Masterclass in Offshore Wind Energy (Technology and Business Academy)**

With almost 20 gigawatts of offshore wind capacity worldwide, and projected to increase fifteen-fold by 2040, the offshore wind energy market is booming, and urgently needs qualified people to further succeed in being the leading sustainable energy source. Scotland's energy minister Paul Wheelhouse emphasised the need to "harness Scotland's enviable wind resource for our energy system and unlock significant investment in the supply chain to create more green jobs across the sector".

This 10 credit masterclass offers insight into the offshore wind energy industry for anyone looking to move into this booming sector. This uniquely well-rounded taster course includes cutting edge information on wind turbines, offshore engineering and electrical and electronic engineering, delivered by staff with leading expertise and international track records in these areas, who are unparalleled in the world. It is designed for those with a background in engineering, mathematics or physics who want to gain in-depth and industrially relevant knowledge in offshore wind energy.

8. Responding to the Climate emergency

Sustainability is at the heart of Vision 2025, within which we have made a clear commitment to deliver against the UN Sustainable Development Goals (SDGs) across all areas of activity, including research, teaching, knowledge sharing and operational activities. The Strategy sets out our commitments in delivering net zero emissions by 2040 or sooner with an ambitious and bold set of intermediate milestones – a 70% reduction by 2025, and an 80% drop in emissions by 2030. The commitments also focus on shaping climate change policy, adapting to the changing climate, undertaking research and innovation activity, and upskilling our students. Operationally this means a significant upshift in our emissions reductions plans and to meet this challenge we are actively planning and collaborating with city and region stakeholders.

The University is engaged with the 2021 United Nations Climate Change Conference which will take place in Glasgow. One of our researchers has been awarded one of four unique Fellowships to engage with the international climate negotiations in the run up to COP26. Dr Rebecca Ford will be focussing on energy justice and how it can be embedded and aligned with other decision making areas to ensure a just transition.

We recently launched [The Strathclyde Centre for Sustainable Development](#), with the mission 'to embrace an integrated and equitable approach to teaching, research, and innovation, to co-create solutions with our global partners across academia, civil society, and the public and private sectors, to secure real world impact and to tackle the SDGs'. The Centre is focusing on a number of key activities: education and awareness raising, capacity building, international partnerships, research, and knowledge sharing and thought leadership. Our response to climate change and our drive to sustainability is set out in our Climate Change and Social Responsibility Plan, which is structured around four aims:

- Tackle climate change and reduce resource use;
- Be socially responsible;
- Collaborate with others to embed sustainability across the institution;
- Share learning and knowledge to help ensure continuous improvement.

The Plan presents [key deliverables](#), aligned to the UN SDGs, which are designed to enable achievement of our Net Zero KPI.

The University has joined the International Sustainable Campus Network (ISCN), an international network of leading universities in sustainability and climate change. Members of

the network use their shared experiences, capacity, passion and intellectual capital to take meaningful action to contribute to sustainable development. A working group has been established to determine key areas where Strathclyde will engage with ISCN and through that with other partners.

In the [Times Higher Education \(THE\) Impact Rankings 2020](#), which assesses universities against the UN SDGs, Strathclyde is ranked the top UK university for its research, outreach and stewardship impact on Clean Water & Sanitation, 12th globally for Reduced Inequalities and 19th globally for Life on Land.

University Outcome Agreement Impact Framework: Supporting Data

Measure		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
A	Number of Scottish-domiciled Undergraduate Entrants	3,131	3,255	3,151	3,129	3,296	3,236	3,236
B	Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes		393	372	422	481		
	Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		105	112	117	114		
	Proportion of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		26.7%	30.1%	27.7%	23.7%		23.7%
C	COWA measure: Total number of Scottish-domiciled full-time first degree entrants	2,989	3,095	2,999	2,937	2,938	3,108	
	COWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	369	424	436	488	512	609	
	COWA measure: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	12.3%	13.7%	14.5%	16.6%	17.4%	19.6%	17.4%
D	Number of Scottish-domiciled undergraduate entrants with care experience	11	15	15	23	21	28	
	Proportion of Scottish-domiciled undergraduate entrants with care experience	0.4%	0.5%	0.5%	0.7%	0.6%	0.9%	0.6%
E	Number of Scottish-domiciled full-time first year entrants	2,793	3,008	3,085	2,985	2,948	2,974	
	Number of Scottish-domiciled full-time first year entrants returning to study in year 2	2,608	2,781	2,848	2,785	2,710	2,753	
	Proportion of Scottish-domiciled full-time first year entrants returning to study in year 2	93.4%	92.5%	92.3%	93.3%	91.9%	92.6%	91.9%
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	3.0	
G1	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey				1,492			
	The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				1,456			
	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				97.6%			97.6%
G2	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment				1,231			
	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment				899			
	The proportion of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment				73.0%			73.0%
H	Number of Scottish-domiciled Undergraduate Qualifiers	2,479	2,555	2,609	2,728	2,759	2,787	2,759

Appendix 1: University of Strathclyde's 2020-21 UIF Outcomes Grant - COVID-19 Impact Statement (March 2021)

In April 2020, the University submitted its UIF Plan, alongside the original Outcome Agreement for 2020-21. This statement provides some commentary on that UIF plan, in line with the Interim Outcome Agreement guidance published by SFC in December 2020.

The University of Strathclyde remains committed to the delivery of the Vision 2025 strategy, and has established Strathclyde Acceleration Teams to take forward outputs and recommendations of a series of Visioning Groups, set up in 2020 to identify new opportunities following the COVID-19 outbreak.

Strathclyde has continued to make significant contributions to the fight against COVID-19, including through our research and innovation. Researchers from across the University have contributed in a number of ways, including to the development of vaccines, modelling of disease spread and examining the wider societal impacts of the pandemic, as detailed in our Additional Research Funding returns to SFC submitted in October 2020 and January 2021. Total COVID-19 related research income is ~£3.5M, which is supporting projects across all four faculties of the University. Within our portfolio, we have been awarded over £1M from the Chief Scientists office, and over £1M from UKRI. Other funders include the NHS, Medical Research Scotland, H2020 and Scottish Government. Additionally, the National Manufacturing Institute Scotland (NMIS) has contributed to the provision of PPE and supply chain management during the pandemic and play an ever-increasing role in the manufacturing landscape of Scotland and beyond.

Strathclyde has been increasing engagement with businesses via Interface throughout this period. Processes have been revised and simplified, with an engagement event planned for March 2021. This has stimulated an increase in the number of Innovation Vouchers for the year 2020-21, and we are confident of exceeding our baseline target of 15-17. We have continued to actively engage with SMEs and have restructured and expanded the team supporting Innovation Vouchers, and have additionally introduced simplification of our own procedures in order to speed up processes and to make the scheme more attractive.

[Strathclyde Inspire](#), our new sector-leading entrepreneurship strategy, was launched in November 2020 with the aim of driving transformational change in our support for innovation, entrepreneurship and commercialisation. The strategy's mission is for the University to be a partner of choice at any stage of entrepreneurial journey. The strategy has 4 key goals: developing entrepreneurial mindsets; identifying & supporting entrepreneurial talent; empowering entrepreneurs; and scaling innovation-driven enterprises. In support of the strategy, eight Senior Enterprise Fellows were appointed drawn from industry and the third sector.

In support of the vibrant business community within the Glasgow City Innovation District, regular communications (blogs, webinars, etc.) have been established with the companies in the area, to share experiences of dealing with the effects of the pandemic.

Glasgow Economic Recovery Group has been formed by Glasgow City Council and key City organisations including Strathclyde. Within this group we have formed a Universities subgroup with the University of Glasgow, chaired by Professor Scott MacGregor, which focusses on initiatives that can be taken by the universities in support of recovery. As a result the two universities have initiated collaboration around preparations for COP26.

We will update our UIF Plan in full, looking ahead to 2021-22, at the next Outcome Agreement submission point, ensuring significant focus on Scotland's recovery and economic impact. Ahead of that point we have specifically updated our commitments in

relation to Outcome 4, as follows:

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 identified several topics that Scottish universities would like to collaborate on by sharing best practices and resources. These topics include Social Enterprise, Creative Industries, City Deals, Scale-ups, Accelerators and Investments. We have established quarterly practitioners' forums hosted at Strathclyde to share best practices and resources.

In 2020 Strathclyde has launched a sector leading entrepreneurship strategy - Strathclyde Inspire - to drive transformational change in our support for innovation, entrepreneurship and commercialisation. The strategy's mission is for the University to be a partner of choice at any stage of entrepreneurial journey. The strategy has 4 key goals.

- Developing entrepreneurial mindset - we will launch a sector-leading approach to Entrepreneurship for All, giving any student, alumni or member of staff a opportunity to explore commercial potential.
- Identifying & supporting entrepreneurial talent – we will ensure that emerging entrepreneurs and innovators have a high awareness of the practical entrepreneurship support available and a clear understanding of the easily accessible entry points into Strathclyde Inspire.
- Empowering entrepreneurs - all of our innovation-led opportunities will have access to an unrivalled package of support at the heart of Scotland's first innovation district, accelerating them towards investment and growth.
- Scaling innovation-driven enterprises, by addressing the early-stage funding gap through significant expansion of our investment capabilities and ensuring access to University innovation services, we will create the environment needed for fast-growing businesses to thrive

The Strategy's KPIs are associated with growing the number of innovative driven enterprises created, increased licensing activity, growing our investment portfolio and helping companies to access University's expertise. Strathclyde has also appointed eight Senior Enterprise Fellows to support the delivery of Strathclyde Inspire.

Within the Glasgow City Innovation District, we continue to build a vibrant business community, including regular blogs and webinars, bringing the companies together to share their experience, particularly in dealing with the effects of the pandemic. Following the appointment of GCID Head of Business Engagement, we brought in additional resource to support these activities.