



2022-23 Outcome Agreement

University of Strathclyde

1. Introduction

The University of Strathclyde continues to maintain 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 and for supporting the delivery of the Scottish Government's goals.

This Outcome Agreement is structured to address the requirements set out in the [Scottish Funding Council \(SFC\) Guidance for 2022-23](#) and should be considered alongside our Strategic Plan, [Vision 2025](#). The University of Strathclyde is committed to building on the 2021-22 levels of performance for the SFC National Measures (see Appendix 1). Further information on how we will use the Outcomes Grant element of SFC's University Innovation Fund (UIF) allocation in 2022-23 is detailed in Appendix 2.

Our Self-evaluation report which summarises progress achieved in academic year 2021-22 against the commitments made in our 2021-22 Outcome Agreement will be submitted as a separate document.

2. Strathclyde developments for AY 2022-23

Following the development of the e-FIRST framework (education – Future Innovation and Reflection on Strathclyde Teaching) in 2021-22, our e-FIRST Groups have provided oversight and coordination to lead the planning and delivery of the AY 2022-23.

Due to the unique nature of the start of the 2022-23 academic year, with both new and many continuing students experiencing campus life for the first time, our e-FIRST Continuity Group and e-FIRST Overview Group, along with our Planning and Enhancement Group (P&EG) and e-FIRST Student Experience Group (SEG) provided oversight and monitoring of planning and delivery of student induction at University, Faculty, School and Departmental level. The SEG will continue to provide a forum for Faculties and Professional Services to support the rebuilding of the on-campus University community, while maintaining strong engagement with Strath Union, our students' association. The e-FIRST Groups and structures will be maintained to ensure a rapid and agile response, should Scottish Government Public Health guidance change.

While e-FIRST ensures a strategic overview of learning and teaching activities and provides guidance at Faculty and University-wide levels, our wider institutional education committees support monitoring and action on student engagement and our Quality Assurance Committee continues to monitor attainment and retention, and drive enhancement activities.

We recognise that the Covid-19 virus continues to circulate and the health, safety and wellbeing of the Strathclyde community is of paramount importance to us. We will continue to ensure that we take appropriate measures to protect our staff and students. For example, we participate in the [Distance Aware Scheme](#).

The [Strathclyde Pledge](#) and our [People Strategy](#) detail our commitment to the welfare and wellbeing of our staff and to ensure that our people feel valued and included, as a people-oriented and values-led institution.

This Outcome Agreement for 2022-23 focuses on our recovery from the Covid-19 pandemic and how, in addition to a continued focus on our wider strategic goals, we have adapted to the transition to on campus learning and teaching for this academic year, expanded our research capabilities, and increased our working with industry.

3. Updates for 2022-2023

3.1. Outcomes for Students

3.1.1. Fair access & transitions

As a leading international technological university that is socially progressive, Strathclyde has a long-standing commitment to widening access to people from the widest possible range of backgrounds. Our values and principles mean that 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 what we do. We are the most successful research-intensive university for widening access to students from SIMD 0-40 backgrounds.

2022-23 will see the launch of 'Young Strathclyde', a programme of sustained contact and support for pupils throughout their educational journey from primary to the end of secondary school. Pupils will take part in a range of accredited activities delivered across the four Strathclyde faculties, beginning with a P6 and P7 programme delivered both in-school and on-campus and moving through to participation in the S5/S6 Accelerate programme. Pupils will gain credits as they move through the programme, allowing their participation and attainment to have a positive impact on any future application to the University. The programme will draw together the wide range of widening access outreach programmes across the institution and a digital platform will be developed to ensure that pupils have full access to these opportunities as well as a comprehensive record of their achievements. A pilot of the primary elements of Young Strathclyde will be launched in ten Glasgow primary schools in 2022-23.

The University of Strathclyde is the first Scottish university to sign a pledge that commits to support access to Higher Education for the Gypsy, Traveller, Roma, Showman and Boater (GTRSB) communities. As part of this pledge, the Access, Equality and Inclusion Team will work closely with Annette Street Primary School in Govanhill, offering their pupils a range of in-school and on-campus activities to raise the awareness and aspirations of children from the Roma community. As part of their Management Development Programme, ten 3rd year Strathclyde Business School students will be working as classroom assistants in the school during 2022-23, and they will assist in the design and delivery of these activities. We will also be recruiting two student interns with lived experience to help design a programme of support for Strathclyde students from GTRSB backgrounds.

We will continue to provide support for widening access students to engage in higher education. For example, we have awarded 114 [STAR Scholarships](#) to widening access students. This academic year, a group of Widening Access students undertook an educational trip to London, during which they visited another university, the Channel 5 television studio and participated in a tour of the Houses of Parliament. Additionally, 27 Widening Access students participated in a 5-day Outward Bound course focused on team building and resilience via land and water-based activities. We aim to continue our successful partnership with Outward Bound throughout the coming academic year.

In anticipation of receiving applications from NextGen HN candidates, we have had a Widening Access Manager participate in the SQA's Articulation and Progression Working Group, whereupon we strongly advocated for the release of unit descriptors to the sector. These were received by institutions in late February 2023. We have also scheduled an internal workshop for Selectors focused around these qualifications for April 2023 and will continue to investigate how we can best support the progression of students presenting with these new HN qualifications. We are also in early discussion with Faculty colleagues to look at Year 2 entry from HNC for City of Glasgow DipHE Social Sciences, in anticipation of the changes to HN entry anticipated as a result of NextGen HN qualifications and in response to competitive agreements put in place by other institutions.

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

As we transition to living with Covid-19, the university has planned our return to campus-based activity with the health, safety and wellbeing of the entire Strathclyde community as a priority and also to ensure that learning continues with as little disruption as possible while maintaining academic standards.

Our Education Strategy Committee (ESC) has closely overseen the development of the new [Learning and Teaching Building](#), which was designed to bring together key student facilities in the heart of the campus to deliver flexible learning and teaching spaces, co-located with student support services and the Students' Association. This co-location makes it easier for students to access the range of support available to them. Development work on Flexible, Blended & Online Learning is being progressed through work under the Digital Education Enhancement Framework.

We were recently named as having the 'Best Student Broadband' at the Global Student Living Awards. The Awards are based on direct feedback from over 65,000 students surveyed about their experience.

The [Strathclyde Online Learning](#) (SOL) committee continues to be effective in providing a forum for digital education leaders to collaborate and work together. SOL ensures we harness the valuable assets, initiatives and lessons learned over the past 27 months to drive future planning, guidance and support for online learning at Strathclyde. SOL oversees engagement between Faculties and Professional Services through ongoing dialogue that will inform plans and make recommendations to enhance hybrid teaching approaches and facilities.

Our Education Strategy Committee (ESC) will continue to receive updates on the phases of activity in the implementation of Strathclyde Online and monitor the opportunities for expanding and developing new areas of degree level provision through work-based learning, Graduate Apprenticeships and Degree Apprenticeships. FlexEd, Upskilling and Micro-credentials will also be monitored through SOL updates. ESC will also manage an Innovation Pathfinder project call to facilitate greater awareness and understanding of the benefits of embedding innovative online learning and teaching approaches in on-campus delivery on a wider scale, to support our institutional strategic goals for the delivery of high-quality learning and teaching and an outstanding student experience.

The Quality Assurance Committee (QAC) will continue to review and monitor the core quality assurance and enhancement activities within its remit and continue to look at ways to improve how information is presented to members and the timeliness of that information. As we transition back to campus-based learning, QAC will continue to reflect on lessons learned from online and hybrid delivery over the course of the pandemic.

Our Assessment and Feedback Working Group will focus on facilitating the development of practical support instruments and training activities for staff across the University in the area of redesigning assessment and feedback practice. The role of the Group in coordinating information, discussion, and innovation around assessment and feedback remains important to the university as part of our normal enhancement activities, but also to support staff and students with the transition into a different phase of its response to the pandemic, with more teaching and assessment returning to the campus. The Group has identified that students returning to on-campus examinations and tests will face particular challenges on account of limited experience in these methods of assessment. Work is well underway to scope what support and resources exist and what could be developed to help these students prepare for on-campus examinations and tests. This work will involve MyPlace site development, new university webpages, university social media collaborations, and communications directly to staff and students, to help ensure students are as well prepared as possible for their assessments.

The Group will also be involved in the development of a new Learning Analytics Dashboard which will draw together a series of key assessment and feedback-related data points. Better understanding the student experience through this data will help the University support our most vulnerable students and add useful context to a range of other areas of work, such as appeals.

Following revisions to SFC guidelines, the outcome of our Enhancement-led Institutional Review (ELIR) in 2019 and in line with our Strategic Educational priorities, the University initiated a Thematic Review process for student-facing Professional Services. Student Mental Health was selected as the first theme for review as a result of consultation across a number of committees. This review is the first of its kind at Strathclyde, and was initially envisaged to be undertaken as a small-scale pilot, however due to the significance of the topic selected, it soon became apparent that it would be of most value if it was run as a full institution-wide review. The review is intended to facilitate holistic reflection on mental health support and services for students, not just through the provision from the Disability and Wellbeing Service, but the overall interactions and mechanisms for student support throughout the University. The aim for the review is to highlight best practice and potential areas of opportunity and further development to drive improvements in our support for students.

The Surveys and Metrics Working Group (SMWG) focuses on ensuring Strathclyde has a good understanding of its performance in applicant/student-related surveys and metrics, in the context of comparator institutions and the sector overall, and ensures the effective use of this data to inform and enhance practice. A key area of focus of SMWG in 2022-23 will be progression of the Implementation of Learning Analytics project to deliver staff-facing dashboards to analyse and understand student learning engagement, feedback and learning behaviour and the associated implications for staff and their teaching practice.

3.1.3. Partnership, participation and student experience

Both the University and Strath Union are values-driven organisations, our values are intrinsic to the work that we do and they epitomise what it is to be a 'Strathclyder'. Whilst the values of the two organisations differ slightly, there is a shared intent to deliver excellence for our students, staff and wider community. We work collaboratively to hold each other accountable for living our respective values and to leveraging these values for the benefit of the entire Strathclyde Community.

Building on the Student Partnership Agreement, and to reflect the ambition and intention to work more closely together on the strategic elements that are common to both the university

and Strath Union, a new Strathclyde Strategic Alliance (SSA) is in development for 2022-23. The Alliance will report directly to the two Executives (Strath Union Student Executive and the University Executive Team) with regular updates between the Student President and the Principal.

Through our collaboration we seek to deliver a world-class student experience, working together to deliver relevant University strategic objectives and aspiring to be recognised as offering a student experience only obtainable at Strathclyde. Such an experience should be fully accessible and reflect the changing needs, wants and desires of an ever-changing and evolving student body. Furthermore, we seek to empower the thriving and diverse community of Strathclyde students and to prepare and equip them for life at our University and beyond.

As full members of the Education Strategy Committee (ESC), the President and Vice-President Education (Strath Union) actively contribute to committee business and engagement continues to be strong. Student Voice and Partnerships is a standard agenda item at ESC and is also threaded through all of the committee's business. Student representation is embedded at all levels, for example, on Student-Staff Liaison Committees at departmental level, and students are also represented on Faculty/School level committees such as Faculty Academic Committees (or equivalent), Faculty Learning Enhancement Committees (or equivalent) and Faculty Boards of Study. Student representatives also sit on the Court and Senate of the University.

The Student Experience Committee (SEC), (which is chaired by the Strath Union President), will oversee revision to the current (and first) Student Partnership Agreement (SPA) during 2022-23. The revision presents a significant opportunity to reflect the scale of ambition for both Strath Union and the University through a uniquely Strathclyde approach to challenges, to find areas of common ground that we can work on, and to demonstrate what exemplary partnership can bring. The development of the second SPA will be supported by the Strath Reps project and supported by training and capacity building to help student reps inform decision making. Attention will be given to how societies, sports and volunteering can contribute to an outstanding student experience partnership and LGBTQI+ inclusion.

SEC is pragmatic, responsive and continues to provide an excellent platform to innovate and continue the work to heighten the student voice with a revitalised focus on strong partnership and effectiveness. As the University and Strath Union responded to the pandemic, the Committee provided an essential platform for sharing information and collaboration. In 2022-23, SEC will identify and address thematic issues of importance within the academic year while it also supports ongoing longer-term strategic objectives.

The development of a Student Mental Health Agreement has been identified as a key priority of the University's Student Mental Health Action Plan. This Agreement embodies the commitments made by both Strathclyde and Strath Union to work in partnership to ensure that the mental health and wellbeing of students is kept at the forefront of all activity and operations, by providing a framework for both organisations to work together to achieve common objectives on student mental health.

The aim of this Agreement is to have a positive impact on student mental health and wellbeing through the delivery of training, promotional campaigns and the creation of a socially inclusive campus community that removes barriers and positively embraces diversity. This Agreement reaffirms the continued support to all students at Strathclyde, through our shared partnership and undertaking to ensure that the University remains as a place of useful learning.

3.1.4. *Learning with impact*

Our Learner Experience Framework (LEF) aims to articulate what makes an outstanding student experience at Strathclyde. It was developed in partnership with students and colleagues from Professional Services and the Faculties through the Education Strategy Committee (ESC). In light of the evolving student experience and our response to the challenges of today, it has been updated to include additional indicators, including: Innovation, Entrepreneurship, Digital Literacy, Adaptability, and engagement with Education for Sustainable Development. A new Learner Experience Framework hub was developed in 2021-22, and will continue to be enhanced throughout 2022-23.

The University's Careers and Employability Working Group continues to oversee the implementation of the University's Employability Strategy, through the engagement of Faculty Employability Champions, dissemination of data, support and good practice through the Careers Service, and implementation of the recommendations from the 2021-2022 employability audit. The recommendations from the audit will be used as a marker to measure our progress and successes. A student careers employability module is available to students across all Faculties.

The Reflection, Enhancement and Development (RED) Project was created to encourage activity which will support the development of a broader, more flexible and accessible curriculum and to coordinate, prioritise and progress course reflection and enhancement opportunities for students. A mechanism to support cross-institution reflection and action on curriculum enhancement is a key aim for the RED Project. Additional support for academic leadership will be identified and will feature in appropriate sessions during 2022-23, including a series of workshops on Self Marketing and Self Promotion with an external expert as part of the Leadership in Learning and Teaching Network. Additional synergies have also been identified with work informing the development of the University's employability strategy (through the Careers and Employability Working Group) and embedding of sustainability in the curriculum (through the Education for Sustainability Working Group).

The remit of our Entrepreneurship for All Working Group is to design, deliver, drive forward and implement the package of learning opportunities for students and staff, known as E4A, and embedded within the wider, institution-wide, entrepreneurship strategy, [Strathclyde Inspire](#). During 2022-23, the group will continue with ongoing content development and planning for an entrepreneurship MOOC which is on track for launch before the end of 2022. A 10-credit entrepreneurship module is also being developed by the University's Hunter Centre for Entrepreneurship as part of the portfolio of entrepreneurial learning options. As we reach implementation stage, there will be an increased focus on awareness raising to ensure uptake and our partnership with Strath Union will play a significant role in this. Learning outcomes are aligned with the Entrepreneurial Strathclyde attributes. Work is ongoing to ascertain KPIs to monitor the increasing uptake of entrepreneurial learning opportunities across Strathclyde.

3.1.5. *Equalities and inclusion*

Strathclyde is a people-oriented and socially progressive community that welcomes everyone 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 University is currently undertaking a comprehensive self-assessment as part of the Athena Swan Charter process. We have held a bronze award since 2011 and preparations for the next institutional Athena Swan submission (due May 2023) are well underway.

We are establishing Faculty-level Equality, Diversity and Inclusion Committees (EDI) across the four Faculties, alongside related Associate Dean roles, as part of an enhanced and strategic approach to EDI work and mainstreaming across all Faculties, Schools and Departments. Our [Student Equality Monitoring](#) supports Faculties, Schools and Departments in taking action where underrepresentation of any protected characteristic group is identified.

We continue to progress strategic work on embedding gender equality and EDI in research practice, instigated by extensive institutional work around the Researcher Concordat and emerging funder EDI requirements (e.g. Horizon Europe – should association be approved, UKRI).

Our Race Equality Working Group will deliver its final recommendations report during 2022-23, with implementation to be led by the University's new permanent Race Equality Steering Group to be established in 2023-24. A Race Equality Network to connect and collaborate on anti-racist activity and enhance student and staff experience was established in 2021-22, alongside a Race and Migration Research Network to bring together expertise from academic staff and researchers. In partnership with Strath Union, the University is hosting two paid student internships to drive forward student engagement in anti-racist activity, with further student internships specifically examining curriculum content, all funded via the QAA Enhancement Themes initiative.

We have initiatives targeted at students from underrepresented groups. For example, we have partnered with [Formula 1](#) to provide scholarships to undergraduate Engineering students from underrepresented groups including women and/or students from ethnic minority backgrounds. In 2022-23, the University is introducing the [Cowrie Scholarships](#) for Black British students from widening access backgrounds.

We have also developed two new core short [courses for students](#), launched in September 2022. These courses are *#StrathEqual: equality, diversity and inclusion for students* (developed by the Equality & Diversity Office) and *Introduction to Gender-Based Violence* (developed by Rape Crisis Scotland / Equally Safe, with additional Strathclyde-specific content). The Equality & Diversity Office has developed and delivered short learning and development courses on a range of EDI topics for staff. Promotion of these courses and development and delivery of new EDI courses (synchronous and asynchronous) will continue throughout 2022-23.

In 2022-23, the University's new LGBTQI+ Working Group will lead work on further enhancing the visibility, inclusion and support for LGBTQI+ students and staff across the University and beyond. In 2021-22, Strathclyde's STEM Equals project hosted the international LGBTQI+ STEMinar and commenced the Reciprocal Mentoring Programme for staff. One Directorate and one School currently hold an LGBT Charter Award from LGBT Youth Scotland. We continue to support trans, non-binary and gender diverse students via our ['Ask Alex' named contact service](#), and we will continue to develop the service and the guidance available during 2022-23. Founded in 2020, the University's [StrathPride network](#) for LGBTQI+ staff and post-graduate research students continues to grow its membership.

Strathclyde is committed to the aspirations and objectives set out in the National Gaelic Language Plan (Scotland) Act 2005 and has identified commitments and allocated responsibilities for ensuring that Strathclyde plays an active part in the future sustainability of the Gaelic language and culture in Scotland. Our Gaelic Language Plan 2022-2027 will soon be available.

3.2. Outcomes for Research

3.2.1. *Research excellence*

At Strathclyde, our research and impact strategy is focused on increasing capacity for fundamental research while creating infrastructure and collaborative centres with strategic partners. Collaborative working is crucial to high-quality research and this is part of Strathclyde's distinctiveness, helping us to accelerate our impact from research for the benefit of business, industry and society as a whole.

Our recent REF success - with almost 90% of our overall research quality profile rated world-leading or internationally excellent, compared to the sector average of 84% - demonstrates that our approach produces high-quality academic publications and impact, leading to excellent fundamental research that has benefits far beyond academia. Our focus on integrating our strengths in Science (Pure and Applied) and Engineering with the expertise from Business and Humanities and Social Sciences strengthens our socially progressive and technological research and innovation, enabling Strathclyde to be uniquely placed to tackle the complex societal problems we face.

Intensive engagement with companies is achieved through our well-established model for collaboration through industry-focussed research centres. The [UK Research and Development Roadmap](#) (published July 2020) includes the 'Strathclyde Innovation Ecosystem' as a case study. This provides evidence of the impact of our approach, and the effectiveness of our integration into the UK innovation landscape. Our commitment to research and innovation with impact is further illustrated by the University's continued role in driving academic and translational research within Scotland's new Innovation Districts.

Our ambitions for research excellence are dependent on our underpinning culture of research integrity and a commitment to equality, diversity and inclusion. Our approach to our research environment extends beyond our institution. We participate in national and international peer groups (academic and non-academic). Our work with industry and our role in connecting industry and academia beyond Strathclyde is evidenced by our involvement in multiple Innovation Centres and Districts.

Case studies: Use of REG funding towards greater research excellence

The REG allocation has been instrumental in helping Strathclyde to build the activity that has created Health & Care Futures (HCF). Created in 2019, HCF aims to contribute towards the improvement of a range of health-related outcomes through academic activities and in collaboration with health and care professionals. These include: improving health service outcomes through more effective and efficient delivery; better patient-centred outcomes; improving the experience of health services; better care-provider outcomes through enhanced leadership training; improved managerial competence and confidence; and, updating skills and knowledge and building personal resilience. HCF provides a cross-university collaboration that has enabled strategic engagement with the Health and Care Services of Scotland and the UK. Under HCF we bring together global expertise in key areas of computer science, mathematics and statistics, pharma and bio medical and workforce and leadership. This enables HCF to bring together an industry-facing health tech cluster, a health and wellbeing research theme with Health Data Research UK, the Digital Health & Care Institute and Strategic partnerships with NHS and NHS Golden Jubilee (which include University status for these hospitals), local health and care partnerships, and a strategic partnership with the Glasgow Health and Social Care Partnership. Involvement in creating and maintaining these structures would not be possible without the REG allocation.

Already HCF has seen further successes including involvement in AI-supported Image Analysis in Large Bowel Camera Capsule (AICE) a £6M Horizon Europe grant, to work towards eliminating the current medical, technical, and economic barriers to the adoption of AI-supported Image Analysis in Large Bowel Camera Capsule Endoscopy (AICE). The four-year project involves the University of Strathclyde, NHS Highland and Islands and two of Scotland's innovation centres – The Data Lab and the Strathclyde-hosted Digital Health and Care Innovation Centre. Strathclyde is leading on work to develop and validate Patient Reported Experience Measures for capsule endoscopy, as well as the design and prototyping of a digital patient engagement tool to support participation in the procedure, adherence, and report access. Capsule endoscopy, particularly AI-assisted, has huge potential to improve the early diagnosis of bowel cancer, but for such an approach to be adopted it has to be acceptable to patients. The success of HCF demonstrates that a relatively small but ongoing investment from REG can have a disproportionate impact and create the basis for strong strategic work. The University is utilising further REG funding to support a further two posts which will support HCF in moving to the next stage of its development.

REG funding continues to help support Strathclyde's work in operating the National Manufacturing Institute for Scotland (NMIS). The NMIS Digital Factory is supporting the development of the world's first all-electric jet engine. The NMIS membership programme has attracted global tech firms including Baker Hughes and has supported the establishment of the Advanced Manufacturing Research Exchange between Strathclyde and Flinders University in Adelaide and BAE Systems.

REG funding has also supported Strathclyde involvement in the Medicines Manufacturing Innovation Centre (MMIC) which is being built at the heart of the Advanced Manufacturing Innovation District Scotland to allow rapid adoption of research from the Continuous Manufacturing and Advanced Crystallisation (CMAC) Centre and scale up and deployment of technologies for advanced pharmaceutical manufacturing. The Centre is a collaboration between Strathclyde, the UK's Centre for Process Innovation (CPI), UK Research and Innovation, Scottish Enterprise and founding industry partners, AstraZeneca and GSK, with collective investment of £56M. In 2022, Strathclyde committed £5M of investment into CMAC to support its continued work; investment that would not be possible without REG funding.

Driven by industry's strategic imperative to achieve greater speed, quality, agility, security and sustainability in the production and supply of medicines, we have focused extensively on advanced continuous pharmaceutical manufacturing and industrial digital technology (IDT) development. Continuous manufacturing offers unique opportunities to reduce energy consumption and waste by up to 80%, reduce plant size by up to 70% and to improve yield and quality whilst also reducing the risk and cost associated with scale-up and technology transfer from development to commercial sites. Coupled with IDTs, such as Artificial Intelligence and robotics to accelerate development and increase productivity, our advances create exciting opportunities for UK industry. This increase in manufacturing activity and rebalancing of the economy is only viable through advanced manufacturing technology. The distributed manufacturing model enabled by continuous methods (a network of small production units compared with globally centralised large factories) will also ensure the levelling up of economic benefits and job creation across the UK, supporting new patient-centric business and healthcare models. None of this would have been possible without the long term, stable funding that the Research Excellence Grant provides, which we leverage to attract further investment from other sectors. The focus on co-creation with industry and precompetitive collaborative delivery has contributed to growth in R&D investment totalling

£150M, delivering high quality innovative research in engineering and physical science and novel technology as well as initiatives targeting supply chain, regulation, policy and the future workforce.

3.2.2. *Research sustainability (incorporates collaboration)*

During 2022-23, we will continue to focus on further enhancing our research environment and culture through our work in support of the Concordat to Support Research Integrity and Researcher Development Concordat.

Seeking to ensure the highest standards of good practice and ethical conduct in our research, we are committed to safeguarding and enhancing research integrity in accordance with The Concordat to Support Research Integrity (2019). This translates into policy, systems and practice aimed at delivering effective measures and continual improvement in a visible and joined-up manner to support a thriving research culture. Underpinning this is Strathclyde's Research Code of Practice which defines both the standards that researchers are expected to attain and expected good practice. Developments to support and develop research integrity in 2022-2023 will include:

- **Revision of Research Code of Practice:** Work is ongoing to provide necessary detail to enable researchers to better understand expectations relating to research integrity, in line with our commitment as a signatory to the Concordat to 'support researchers to understand and act according to expected standards, values and behaviours'. In 2022-23 this project will progress towards consulting with wider stakeholders and gaining final approval.
- **Revisions to the Procedures for Academic Misconduct:** Procedures for investigating misconduct in research for staff will be reviewed in 2022-2023 and, if necessary, revised to ensure best practice aligning with the requirements and recommendations of The Concordat to Support Research Integrity (2019). Consideration will be given to how barriers to reporting can be reduced, both through the design of the process and through wider related support services, for example establishing informal routes to advice that would allow researchers to discuss their concerns confidentially before formalising these.
- **Researcher training:** In addition to existing training related to research integrity, Strathclyde has introduced training on Responsible Research & Innovation, funded through the EPSRC Impact Accelerator Account. The course introduces staff and students to the principles, concepts, tools and techniques of innovation management and responsible research and innovation. Feedback from attendees demonstrated that this course had a positive influence on attendees' own research integrity.
- **Review of ethical procedures and committees:** Following agreement to implement a new online ethics application management system in 2021-22, further development of this system is planned for 2022-23. This will include an enhanced application form, pointing researchers to all relevant guidance. This will strengthen and align Strathclyde's ethical review systems thus mitigating the risk of ethical breaches and non-compliance with funder/legislative requirements. In addition to this, work will be concluded in 2022-2023 on the latest update to the Code of Practice on Investigations involving Human Beings which will align with the revised Research Code of Practice.
- **Research Data Management and Sharing:** Recognising that excellence in research and research integrity is facilitated by the application of good practice in research data management, Strathclyde has a strategic commitment to 'progressing towards fully open access publishing and fair open data policies'. A continuous improvement

project in 2021 resulted in the approval of an Open Research Data ambition statement, which outlines the University's commitment to the FAIR data principles, to encourage all appropriate data and metadata produced by Strathclyde to be accessible, interoperable, and reusable. The associated FAIRification action plan for 2022-23 supports these aims and progress against these actions will be monitored by the Open Research Group and driven by the Open Research Action Group.

Strathclyde's activity relating to the Researcher Development Concordat is significant and ongoing. Our interest is both within and outwith the institution, the university's Institutional Concordat Champion chairs *Universities Scotland Researcher Development and Training Committee* and provides sector leadership in the implementation of the Concordat. The Institutional Concordat Champion and the Concordat Officer have also delivered at national and international conferences on aspects of this Concordat.

At university-level, the Concordat principles have been embedded well through continuing commitment since 2011, as evidenced through our EU HR Excellence in Research Award, and we are now building on this with work focusing on implementing key policy areas around the revised Concordat. For example, in 2023, Equality and Diversity training for Managers has become a core requirement of Strathclyde's mandatory Doctoral Supervisor Training programme. Strathclyde's professional development provision for Researchers and their Managers has been enhanced and expanded with additional career development workshops and research leadership programmes, as well as the introduction of new staff peer networks (for Researchers and their Managers) and the launch of Strathclyde's Fellowship Academy, both key commitments within the Action Plan.

Within the university, work is coordinated through an action plan, and we are continually reviewing progress. This work is being taken forward through close engagement with stakeholders, institutional working groups and national networks to identify and deliver priorities building on currently developed activities and structures. A number of areas of the Researcher Development Concordat Action Plan are planned to be taken forward in 2022-23, with particular emphasis on:

- **Career development for researchers:** enhancing the provision of professional careers advice for Researchers and the development of a Career Development Review process, which are distinct obligations within the Concordat, as well as the development of enhanced career development resources; these will be led by the recruitment of a new careers-focused developer role planned in 2023.
- **Professional development and progression:** a new 'Researcher Development Time' Policy, with associated guidance, has been developed for consideration in 2023 to embed the Concordat's requirement that all Researchers are supported to undertake at least 10 days' professional development per year. The team will also be involved in the HR-led review of the Annual Development Review process and will continue the development of activities supporting staff in relation to progression.
- **Policy and decision-making:** building on a mapping exercise of research culture committees and groups across the institution, carried out by the Concordat Research Culture Working Group, as well as on ongoing Faculty activities, support for Researchers and Managers of Researchers in engaging with policy and decision-making at Department/School, Faculty and University level will be enhanced.
- **Evidence gathering and reporting:** reporting on new and established culture indicators at the Research and Knowledge Exchange Committee's Research Development and Culture Sub-Committee, will continue and be expanded; participating in the next national Culture, Employment & Development in Academic

Research Survey (CEDARS) in spring 2023 will enable further data gathering on staff experiences and views in relation to professional development and research culture.

We also provide dedicated support to our postgraduate researchers. Strathclyde Doctoral School (SDS) encompasses our four Faculties and is committed to enriching the student experience, increasing research opportunities, and ensuring training is at the highest level. In partnership with the Researcher Development Team (RDT), SDS will continue to deliver our inductions to welcome PGR students to Strathclyde in 2022-23, to introduce students to the Doctoral School and key services around the institution. Complementary programmes are in place across the central services and through Faculties and departments.

The RDT will continue to coordinate and deliver the Researcher Development Programme on campus, including further development of online courses for PGR students and management of the internal PG Cert in Researcher Professional Development – supporting best practice in progress review and, more widely, supporting student and staff engagement with ongoing professional development.

The new Doctoral School space in our new Learning and Teaching Building is available to all Strathclyde PGRs and any staff or students who are looking for space to host PGR-focused events and activities. The space comprises an open plan social/networking area, bookable hot desks and a board room. In addition, researcher and professional development workshops and courses will be held in this dedicated training space. During 2022-23, the Doctoral School will prioritise work with the PGR community (Doctoral Research Group (DRG), Strath Union, PGR Faculty Reps) to develop a programme of activities within the Doctoral School hub and to encourage our PGR community to make use of this valuable space.

To provide strategic oversight of the PGR development agenda, a subgroup of the Doctoral School Management Board will be convened in 2022-23 to facilitate an integrated approach to the development and delivery of the researcher and professional development agenda at Strathclyde and support strategic priorities relating to PGR professional development. The Doctoral School will continue to work closely with the DRG to support the development of the PGR community, ensure that the PGR student voice is heard and informs our approach, and to organise a number of collaborative activities throughout the year, including welcome and social events for PGRs. The DRG are working in partnership with Strath Union and have agreed a single Faculty rep model which will come into effect from March 2023 in line with Strath Union election schedule. In partnership with Strath Union and sparqs (student partnerships in quality Scotland), the Doctoral School has developed and delivered tailored training for PGR reps. It will also be contributing to the SFC Advisory Group on Supporting Scotland's Postgraduate Researchers and initiating the QAA Enhancement themes project 'Creating a self-sustaining PGR community of peer-support to promote mental wellbeing and resilience'.

3.3. Outcomes for Economic Recovery and Social Renewal

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

The University of Strathclyde prides itself on its extensive employer and industry partnerships and works collaboratively to meet their evolving and emerging needs. In 2022-23 we will deliver within six Graduate Apprenticeship (GA) frameworks including the launch of a new GA framework (IT: Management for Business) in consultation with industry, which has been validated and approved by Skills Development Scotland. At the beginning of Semester 1 in September 2022 we partnered with 172 employers for Graduate

Apprenticeships which offers us the opportunity to promote our SFC Upskilling offering to existing partners. We have welcomed 26 new employers to our GA Programmes in session 2022-23

As a leading technological university, we use our expertise to include a digital approach to enhance both our Graduate Apprenticeship degrees and Upskilling modules and engage with our Strathclyde Online Learning team to ensure high quality provision.

Our Upskilling portfolio proved popular with 653 learners across 16 modules in session 2021-22. All Faculties offered modules that were carefully planned through discussions with employers and addressed skills gaps and sector development needs. This ensured modules were an attractive offer to employers and individuals to get the best possible value from their time spent studying with us.

Some examples include:

- **Statistics for Maths Teachers:** Offered by the Department of Mathematics and Statistics in the Faculty of Science, this module is appropriate for Scottish Maths teachers looking to upskill and enhance their knowledge in order to teach the new SQA Higher 'Applications of Mathematics'. The module is 10 credits at SCQF Level 7 and is delivered flexibly online over 8 weeks.
- **Business Fundamentals:** Offered by Strathclyde Business School, learners have the opportunity to develop skills in a broad range of business activities to enhance knowledge and skills in a variety of essential business elements. The module focuses on an introduction to management and leadership with three key areas of focus - leadership, recruitment and selection, and personal and professional development. The module is 20 credits at SCQF Level 7 and is delivered flexibly online over 10 weeks.
- **Physics for Engineering:** Offered by the Faculty of Engineering, this module aims to provide an understanding of physics and investigate the applications of physics in the context of engineering. The course focuses on physics topics relevant to a range of engineering disciplines and aims to develop a solid foundation of physics applicable to common engineering problems. The course encourages analytical thinking, solving problematic situations and making reasoned evaluations. The module is 10 credits at SCQF Level 7 and is delivered flexibly online over 10 weeks.

In 2022-23, we are adapting our portfolio of modules in line with SFC guidance to ensure our programmes and modules are relevant and meet current workforce demands; providing opportunities to upskill, support those seeking employment and provide flexible learning opportunities.

Our GA portfolio also continually evolves and goes through continuous improvement steps to ensure relevance by adapting learning content to remain at the forefront of industry developments, challenges, and approaches. For example, through collaboration and discussions with employers, our GA Business Administration team are reviewing Year 3 content and designing a Project Management pathway to support industry specific requirements.

The Careers and Employability Working Group (CEWG) has a remit to develop, escalate and coordinate new and ongoing careers and employability provision for Strathclyde students at all levels of study. The Group has led the implementation of our new strategy for employability, and during 2022-23, will continue to work on the points outlined in our Employability Action Plan, arising from an employability audit undertaken in 2020-21.

CEWG is also responsible for identifying synergies and aligning support with institution-led activities focused on entrepreneurial education.

A key area in the remit of CEWG is to support our partnership model with the student community for the embedding of employability across the learner journey; and a key part of this is working in partnership with Strath Union to support and promote student-led activities focused on careers and employability. Strath Union has set up a [Job Shop](#) located in the new Learning and Teaching Building. Ambassadors for the University's Careers Service will offer guidance on volunteering and recruitment agencies. Drop in and online appointments will help signpost students to University services.

The Careers Service is working with the University web team to further develop employability pages to fulfil one of the Strathclyde Employability Audit goals to allow students to take ownership of their own employability skills and be able to access the necessary resources to do so. The Careers Service have encouraged the use of the Careers Employability Module for all students across Faculties.

As a socially progressive institution, Strathclyde is committed to achieving the principles of the [Fair Work First](#) and is working on the following actions towards the dimensions of the Fair Work Convention's Framework:

- **Effective Voice:** We run regular employee surveys and, following our most recent Values survey, each Faculty and Professional Services area has created a Values Action Plan. We have a number of employee networks to offer staff a place to meet colleagues with similar interests or shared experiences, including StrathPride, Race Equality Network, Women's Network, Disabled and Neurodiverse Employee Network, and Carer's Group. We also have regular Combined Consultative Joint Negotiation Committee meetings with our Unions in order to understand employee voice in relation to any proposed changes and policy work.
- **Opportunity:** All new staff are required to undertake unconscious bias training on joining the university. Staff on recruitment panels are also requested to undertake this training and our Staff Appointments Protocol provides that we deem it good practice to have appointment committees with mixed gender composition. We have instructed media partners to use positive action in recruitment campaigns and we have a number of equality groups, reporting into our overall Equality, Diversity and Inclusion Committee to ensure there is fair access and opportunity within the university.
- **Security:** Strathclyde is an accredited Living Wage employer and we have a policy of no zero hours contracts. We also do not subcontract services such as cleaning and security, and directly employ these staff on standard university terms and conditions. We recently undertook a review of our use of fixed term contracts as part of work on [The Pledge](#) and work is ongoing to implement the recommendations of the review.
- **Fulfilment:** We have an Accountability and Development Review where staff performance is discussed annually with line managers. In addition to objective setting as part of the review, this also involves a discussion around a learning and development plan to support and encourage personal development. Our Organisational and Staff Development Unit have a range of training courses for staff and we also offer free or discounted places on some of our academic qualifications. We run a number of volunteer initiatives including mentorship programmes.

The health, safety and wellbeing of the Strathclyde community is at the heart of everything we do. On World Mental Health Day 2022, we launched the [Strathclyde Wellbeing Map](#), an

online resource created by Strathclyde and Strath Union. Students can use this online tool to see where they can access on-campus support services and information regarding their wellbeing. Collating this information in one place makes it easier for our students to find the support available and is an important development in helping the student body understand that we are here to offer friendly, non-judgemental and confidential wellbeing support.

3.3.2. *Knowledge Exchange and Innovation*

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

3.3.3. *Responding to the Climate emergency*

The Education for Sustainable Development Working Group at Strathclyde has developed a 5-point Action Plan to achieve our Vision 2025 strategic aim of "placing Education for Sustainable Development (ESD), aligned with the UN Sustainable Development Goals (SDGs), at the heart of our curricula". The focus of this action plan is on undergraduate curricula, and the steps and actions required to fully embed ESD in all aspects of this also extend to extra/co-curricular activity. The ESD Action Plan consists of action areas, which form the focus of 4 sub-groups, or Action Area Groups, consisting of individuals from across all Faculties and units of the university working towards the objectives of each action area.

Staff from the School of Education and 4th year undergraduates are now trained as facilitators as part of the Climate Fresk programme that encourages school age children to link the causes and effects of climate change. Children work in groups and are given cards with a range of causes and effects of climate change and through discussion and direction, they move the cards to create a 'fresk' to show their thinking. Facilitators ask questions throughout to challenge thinking and educate the children, with the aim to raise awareness of climate change. This project links to the focus of Learning for Sustainability in the GTCS Standard for Provisional Registration and the School is working with all BA Primary Education and PGDE students to give them the tools to deliver this in school.

Strath Union will also be launching a dedicated Sustainability Hub, a partnership between the Union, University (Sustainable Strathclyde) and the Centre for Sustainable Development. The Hub will offer dedicated space and resources focused on sustainability and the climate emergency, open to both students and staff. This is a space to explore, create and communicate about the issues defining the future of our planet and what we can do to address them.

A Sustainability Strategic Steering Group has been formed as part of a revised governance structure for sustainability and the management of our strategic net zero target. The work of the Steering Group is supported by 6 Task Groups focused on specific areas. A summary of this work includes:

- **Energy and Adaptation:** The group is bringing forward the 'Net Zero Pathway' work on the existing estate and a climate risk assessment of university building assets for all locations. The University's Climate Neutral Districts Vision has won two awards and is shortlisted for a third in recognition of our collaboration and ambition. Our new Learning and Teaching Building recently won the 'Innovation in Delivering a Sustainable Learning Space' category at the [Learning Places Scotland 2022 Awards](#).
- **Resource Use and Supply Chain:** A programme of furniture reuse for community and third sector use has been implemented with over 200 items of furniture and electrical goods collected and reused by community organisations across Glasgow. Collections so far have saved 13.5 TCO_{2e}; over 7 tonnes of waste from landfill. One

of the organisations in receipt of items from Strathclyde is expected to create at least 40 starter packs for families, representing one of the largest donations they had received to date.

- **Transport and Travel:** A draft University Travel Policy has been developed and workshops will be taking place to develop an engagement strategy which will be critical to ensuring adherence to the policy, with a focus on international travel. Funding has been secured for a whole University membership for the city's bike hire scheme Nextbike, which will provide free 60-minute hires to all staff and students. This launched at the start of September 2022.
- **Community and Engagement:** The university is rolling out non-academic "Carbon Literacy" training to all staff and students at the University. In consultation with the Centre for Sustainable Development and with Strathclyde Business School, the Sustainable Strathclyde team have been creating a plan to upscale the offering to build an online course version of Carbon Literacy training which would involve a series of entertaining video-based online self-led modules as well as an in-person workshop at the end of the training. This will allow us to make this accessible to all Strathclyde staff and students.

The joint work with the Centre for Sustainable Development and other internal stakeholders will enable a set of sustainability-focused training offerings that create a single clear vision for everyone to adhere to concerning our approach to training. We have agreed to work on an internal framework that ensures no duplication of work and a coherent message shared across all sustainability training work at the University.

Appendix 1 – National Measures table

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

Measure	Populated by SFC							Target	
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2022-23	
A	Number of Scottish-domiciled Undergraduate Entrants	3,134	3,255	3,151	3,129	3,296	3,236	3,319	3,330
B	Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes		393	372	422	481	481	502	300
	Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		105	112	117	114	135	159	90
	Proportion of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		26.7%	30.1%	27.7%	23.7%	28.1%	31.7%	30.0%
C	COWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived postcodes	369	424	436	488	512	609	688	600
	COWA measure: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived postcodes	12.3%	13.7%	14.5%	16.6%	17.4%	19.6%	21.5%	18.0%
D	Number of Scottish-domiciled undergraduate entrants with care experience	11	15	15	23	21	28	57	50
	Proportion of Scottish-domiciled undergraduate entrants with care experience	0.4%	0.5%	0.5%	0.7%	0.6%	0.9%	1.7%	1.0%
E	Total number of full-time first year SDUE	2,793	3,008	3,085	2,985	2,948	2,974	3,099	3,180
	Number of full-time first year SDUE retained	2,608	2,781	2,848	2,785	2,710	2,753	2,943	2,957
	Proportion of full-time first year SDUE retained	93.4%	92.5%	92.3%	93.3%	91.9%	92.6%	95.0%	93.0%
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	2.96	8.4	4.0
G1	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey				1492	1717	1,605		
	The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				1456	1622	1,550		
	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				97.6%	94.5%	96.6%		95.0%
G2	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment				1156	1325	1,254		
	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey employed at 'Professional' level or above				899	1011	993		
	The proportion of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey employed at 'Professional' level or above				77.8%	76.3%	79.2%		80.0%
H	Number of Scottish-domiciled Undergraduate Qualifiers	2479	2555	2609	2728	2759	2787	2845	

Appendix 2: University of Strathclyde's proposed use of UIF allocation in 2022-23 UIF Outcomes Grant

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

The University recognises the need to be recovery-focussed in our Knowledge Exchange (KE) facilitated by the UIF. Our commitment to net zero, to Scotland's green recovery and the principles of a 'just transition' are evident in our teaching, research and KE and we are key partners with governments, industry, supply chains, businesses and communities to deliver a fairer and more sustainable future. Furthermore, we are encouraging our staff spin-out and student start-up founders to develop an Environmental, Social, Governance (ESG) mindset as they begin the journey of company formation.

In November 2021, the University COP 26 Partnership Group supported activities including strengthening opportunities with existing partners, the broadening of existing relationships to 'net zero' areas, partnership events with organisations including the Net Zero Technology Centre, and providing support to start-up community events such with Greenbackers. The COP Partnership work led to two major industrial net zero events including a highly successful 'manufacturing a net-zero future' conference with the National Manufacturing Institute Scotland team and a major virtual collaborative event with partners on the net zero transformation of the pharma industry.

1. Outcome 1 (demand stimulation)

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

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

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

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

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

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

Through Strathclyde's leading partnership role in the Glasgow City Innovation District, the University continues to develop GCID as Scotland's leading hub for digital and technology entrepreneurship, innovation and collaboration. GCID has attracted Bruntwood Scitech the UK's leading science and technology sector property provider to the district and Bruntwood has acquired the Met Tower. The Met Tower will be redeveloped by Bruntwood into a dedicated digital and tech hub offering 113,000 sq ft of coworking, serviced, and leased office space for tech start-ups, spinouts and scaleups. The £60m development of Met Tower provides GCID with a 500-strong UK wide specialist community of science and tech companies to network, collaborate and innovate with.

Increasing the demand of the University's services from businesses within GCID is central to establishing a new role within the University's Enterprise Solutions team which will provide SME's and Social Impact organisations across GCID with dedicated business growth support.

2. Outcome 2 (simplification/commercialisation)

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

Strathclyde is committed to promoting best practice in Scotland in relation to relevant areas of simplification and harmonisation of process in order to ease business access to the knowledge and expertise in Scottish universities. The Universities Scotland RCDG Contracts Sub-Group, of which Strathclyde is a member, have now produced standard legal templates made available on a central website via Interface. It is hoped this will deliver a much better perception of the sector in the eyes of SMEs and significantly reduce any perceived or real barriers for SMEs in first dealings with the HEI base. In addition, we have been reviewing SME engagement, including supporting products and services which provide many opportunities for engagement across the University and with partners across the wider innovation eco-system.

Strathclyde continues to work closely with Interface in managing enquiries from companies, and in administering Innovation Vouchers, and Advanced Innovation Vouchers to provide facilitated interactions between companies and our University's expertise and research base. Additionally, Strathclyde has been successful in winning Inward Investment Catalyst Funding, also administered by Interface.

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

3. Outcome 3 (simplification/greater innovation)

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

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

Throughout 2022-23 we will continue to take a leading role in the sector in the following areas:

- **Manufacturing:** Working with Scottish Government, its agencies, industry and involving the One Scotland Partnership/MAP, we have developed the business case for NMIS. This major, transformative project is now being delivered. It will equip manufacturers of all sizes to compete in future international markets and support the transformation of Scotland's manufacturing industry in terms of innovation and digital opportunities, creating sustainable, high-value and highly skilled jobs.
- **TIC Zone:** The proposed expansion of this zone will create a world-leading innovation and research hub at the centre of Scotland's first Innovation District, attracting new R&D co-location investments from the public and private sectors, and strengthen the Innovation District's position as a global hub for nurturing new start-ups and established businesses that generate wealth for Glasgow and Scotland. The TIC Zone will attract and bring together researchers, innovators and entrepreneurs creating a vibrant environment for collaboration and innovation. By growing the critical mass of companies, innovation support organisations, cutting-edge research and community engagement, we will accelerate the growth of an ecosystem delivering high value economic and social impact. This will be achieved through the growth of six new industry clusters, that capitalise on existing expertise, strong academic leadership and long-standing collaborative partnerships, as highlighted at the external launch in September 2021.
- **5G:** In collaboration with the Scottish 5G Centre, the cluster will deliver a number of partnership programmes including a 6G Spectrum Research Initiative with the Department for Digital Culture Media & Sport, follow-on rural and transport projects including 5G RailNext2.0 and 5G Remote Production, contributing to the Green Economy, and working with NMIS on an Internet of Things Project. The Centre is delivering a Connect Hub programme with 5 Hubs either already launched or in process of being launched in Aberdeen, Dundee, Forth Valley, Dumfries and Kilmarnock.
- **FinTech:** We will continue to drive cluster activity through strategic partnership with FinTech Scotland and investigate the opportunities that exist at the interface of financial technology and sustainability, leveraging this to develop a sustainability core to the activities of the FinTech Cluster across research, industry engagement and

KE, and funding. We will continue to work with FinTech Scotland to apply for funding through Innovate UK while building further research and funding collaborations with the FinTech Research Centre and the University of Surrey to widen UK reach of the FinTech Cluster

- **HealthTech:** The HealthTech cluster and Health and Care Futures are working closely with the Association of British HealthTech Industries and capitalising on the establishment of University Hospital status for NHS Golden Jubilee National Hospital and NHS Lanarkshire in order to continue to progress responses to support NHS Scotland in recovery and remobilisation through innovation in health care practice. Will also continue to build on the industrial collaboration base in the UK and abroad as part of our triple helix approach.
- **Industrial Informatics:** There is strong ongoing engagement with The Alan Turing Institute and its Data Centric Engineering (DCE) Programme. The aim is to create a Strathclyde/Alan Turing Institute centre focused on Regulation of AI/Data Centric Solutions and Deployment of AI/Data Centric Solutions. We will continue to develop relationships with Industrial Partners to create significant funded programmes. These include Babcock, Petrofac, Weir Group and Spirit AeroSystems. We also aim to secure underpinning of UKRI research funding.
- **Quantum:** Good progress is being made with industry interest in the Magnetometer. We are actively expanding the Quantum ecosystem with the co-location of Alter Technologies Photonics and installation of the National Physical Laboratory (NPL) clock on campus in 2022. We are also aiming to create a KE delivery group for Quantum Computing based projects.
- **Space:** We are developing a connected community of practise across the institution of Earth observation/remote sensing colleagues to build internal and external profile. We will continue to seek engagement with the Scottish Space School to resolve challenges raised by House of Commons Science & Technology Committee around the lack of local role models. Research activities will be expanded within the Made Smart Research Centre in Smart Robotics by establishing collaboration with North Lanarkshire Manufacturing Innovation Hub and other potential industrial partners; consolidating collaboration partnership with Build Environment – Smart Transformation (BE-ST); and exploiting use of space data and technologies.

Our commitment to the Innovation Centres Programme will continue in 2022-23. We host the Digital Health & Care Innovation (DHIC) and Industrial Biotechnology Innovation (IBiIC) Centres; and are serial collaborators in the work of CENSIS and DataLab, both of which have a base in the Glasgow City Innovation District.

4. Outcome 4 (entrepreneurialism)

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

Strathclyde is leading the coordinated response to Outcome 4 as part of the Universities Scotland RCDG collaborative response. Enterprise Support Group (ESG) - a formal subgroup of RCDG worked closely with SFC to support co-creation of entrepreneurial campus proposal that aims to support delivery of the Scottish technology ecosystem (STER) review recommendations. A joint proposal was submitted to SFC outlining key initiatives such as micro finance, entrepreneurs in residence and student interns and a business champion proposal (with Converge). The Group also worked collaboratively to support TechScaler initiative resulting in a joint statement outlining support available from the

university sector. ESG carried out a piece of work to identify gaps in the investment provisions and subsequently developed an outline proposal for establishment of a £100M Scottish Innovation Fund for early stage (pre-seed) investments.

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

Strathclyde Inspire continues to articulate our ongoing commitment to drive economic and social benefits through innovation, entrepreneurship and commercialisation. Strathclyde Inspire will drive transformational change through a sector-leading proposition that will unlock the entrepreneurial aspirations of all Strathclyde innovators and entrepreneurs and will create an environment in which venture creation and growth multiplies and thrives.

Our priorities for 2022-23 include:

- **Maximising Social Impact:** Building on the work completed in 2021-22 to document our social impact work, the focus this year will switch to embedding social-impact-driven practices across Strathclyde Inspire activities to maximise outcomes. Particular focus will be given to embedding ESG principles in the mindsets of our entrepreneurs from the start of their entrepreneurial journeys.
- **Implementing Entrepreneurship for All:** Move from development to delivery with the launch of flagship entrepreneurial learning opportunities including the re-developed Pathway programme and the Entrepreneurship MOOC.
- **Delivering Unique Growth & Scale Support:** Launch of a pilot growth programme for Strathclyde portfolio companies, with the ongoing development of a much larger-scale offer taking place concurrently.

Following the recommendations outlined in the Scottish Government's Technology Ecosystem Review (STER) and National Strategy for Economic Transformation, we participated in supporting Codebase in their collaborative bid for the Scottish Government Tech Scaler programme. Strathclyde will be one of the collaborative partners involved developing the Glasgow Tech Scaler with Codebase and will host one of the Glasgow Tech Scaler Hubs within GCID.

Connected with the development of the Strathclyde Inspire Partners Zone, Strathclyde has secured funding to host the first Royal Academy of Engineering's Enterprise Hub for Scotland. This Enterprise Hub provides a dedicated contact point for the Royal Academy of Engineering in Scotland and provides specialist support for the founders of engineering and technology start-ups, scale ups and SMEs.

5. Outcome 5 (international)

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

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

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

- An innovative joint project development in the area of Quantum Computing with

Edinburgh and Glasgow Universities, along with the Scottish Government and in particular, under the guidance of SFC;

- The commissioning of a business development research function in Korea; and,
- Identifying and deploying dedicated business development support in SE Asia.

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

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

Recognising the opportunity to open pathways for the start-ups, spinouts and SMEs which Strathclyde supports, GCID is now a member of the International Association of Science Parks, the UK Innovation Districts Group as well as the Global Business Districts Innovation Club. Membership of these Innovation District Groups creates international pathways for the businesses we support and ensures that our place-based innovation drives inclusive urban growth both regionally and internationally.

6. Outcome 6 (inclusive growth and social impact)

Strathclyde will continue to support main strands of collaborative activity using UIF funding in 2022-23.

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

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

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

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

7. Outcome 7 (equality and diversity)

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

As a people-oriented, collaborative and ambitious place of work and study, the University of Strathclyde offers a range of equality, diversity and inclusion courses for staff and students. We encourage members of the Strathclyde community to engage in the learning opportunities available. Details of our EDI initiatives are outlined in section 3.1.5.

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 a socially progressive institution, we are focussed on ensuring that our entrepreneurial actions address local issues and global challenges and we are committed to embedding “think social” in all aspect of our institution-wide entrepreneurship strategy, Strathclyde Inspire. We have undertaken initial work to develop a framework for measuring, reporting and maximising the social impact of the entrepreneurship activity. The framework comprises three core areas:

- Creating a community of entrepreneurial change-makers (for example: The [Exploring Entrepreneurship Challenge](#)) This is the University’s flagship entrepreneurial training programme; encouraging students from all Faculties and levels of study to explore entrepreneurship, develop an entrepreneurial mindset, and enhance their employability.
- Encouraging and supporting the development of entrepreneurial solutions to sustainable development problems and the principles of a ‘just transition’. We have implemented a Climate Change Litigation Initiative prospective, are working with the Scottish National Investment Bank (SNIB) on a programme to accelerate renewable technology and have our first social enterprise.
- Embedding an impact first mindset (we are continuing to work with founders on incorporating Environmental, Social and Governance factors).

Outcome Agreement between The University of Strathclyde and the Scottish Funding Council for AY 2022-23

On behalf of The University of Strathclyde

Signed:



Print name: Professor Sir Jim McDonald

Position: Principal

Date: 18 May 2023

Signed:



Print name: Sue Bruce

Position: Chair

Date: 18 May 2023

On behalf of the Scottish Funding Council:

Signed:



Print name: Karen Watt

Position: Chief Executive

Date: 26 July 2023