2023-24 Outcome Agreement

University of Strathclyde

1. Introduction

The founding purpose of the University of Strathclyde as 'a place of useful learning' in 1796 is amplified today by our reputation and status as a leading international technological university, that is socially progressive. Our continued commitment to this purpose is showcased throughout this Outcome Agreement, demonstrating the delivery of our mission – to reach outside the University to make the world better educated, prosperous, healthy, fair and secure. Our Financial Statements 2021-22 evidence that we continue to be a growing, investing and financially sustainable institution. The University's Values, *People-oriented, Innovative, Collaborative*, *Ambitious,* and *Bold,* provide a clear framework for decision making which has had, and continues to have, students and staff at its core.

Our 2023-24 Outcome Agreement is structured around the seven priority areas as set out in the Scottish Funding Council (SFC) Guidance for 2023-24 and should be considered alongside our Strategic Plan, Vision 2025.

2. Updates for 2023-2024

2.1 Priority area 1: Fair access and transitions

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.

Our 'Young Strathclyder' scheme launched in 2022-23, delivering a programme of long-term sustained contact and support for pupils throughout their compulsory schooling. It is designed to raise awareness of higher education, support attainment and aspiration, and offer learning opportunities.

In 2023-24, 15 primary schools will take part in the P6-7 Young Strathclyder programme and 8 high schools will take part in a pilot of a new S2 programme in semester 2. An additional P5 pilot will take place in 2 primary schools and the Accelerate programme will expand to 10 subject areas across the four Strathclyde Faculties.

Following the move online due to the pandemic, we are continuing to build on our successful transition between online and on-campus activity. For example, in 2023-24, all FOCUS West activity will take place on campus.

Work has been initiated with our current Armed Forces students to establish the "Connecting Service Families" Society and the implementation of the Armed Forces declaration on UCAS has enabled us to contact all applicants and offer support during the application cycle. Alumni funding has been secured to take forward further research in this area in 2023-24.

Our Strathclyde Cares range of support has been extended this year to include stationary packs for all new incoming students for 2023-24. Alumni funding allowed us to offer a graduation celebration dinner for all students with no family support, including estranged students, during summer graduations. All students will be eligible for our Digital Inclusion Grant, allocating a laptop and access to Wi-Fi funding. A further significant development this year has been our work with [Articulate](), the charity working with care experienced young people across Scotland to design and install a mural on a Strathclyde building; the newest in a series of murals that will form the first themed, nationwide mural trail of its kind in the UK.

Following UCAS enabling the identification of student carers and estranged students, we have been able to offer support for incoming students at an earlier stage. Student carers are now included in our contextual admissions policy and continue to be prioritised both for the University's discretionary fund and for opportunities such as internships, funding and residential trips. As a result of our partnership with the Unite Foundation, 4 students from our care experienced/estranged cohorts have been successful in securing an accommodation scholarship in 2023.

We will continue to provide support for widening access students to engage in higher education through a range of scholarship opportunities. For example, we have secured funding to allow Sport Scholarships to be offered to 100 students across Years 1-4, to encourage participation in sport and wellbeing activity in 2023-24. We have been delighted to award 25 new bursaries to students undertaking Postgraduate Taught courses in 2023-24 and who meet Widening Access criteria.

One of our Widening Access Managers continues to play an active role in SQA's Articulation and Progression Working Group as we make preparations to receive applications from NextGen HN students. This year, both the Deputy Director of Student Experience and the Head of Access, Equality and Inclusion have represented Strathclyde in the Review of Scottish Qualification and Assessment Working Group. In 2023-24, we will submit a bid to become a University of Sanctuary.

The University's Gender Equality Steering Group (GESG) promotes and advances gender equality within the University's staff and student populations and specifically oversees progress against the University's Athena Swan Action Plan. During 2023-24, GESG will provide oversight of implementation of the Athena Swan Action Plan 2023-28. The University was awarded Athena Swan Silver status in September 2023. This new award recognises the policies we have in place and the culture we are nurturing to create an environment where staff of all genders and at all levels can thrive. Examples include flexible working hours, fair and transparent recruitment and promotion policies and practice, and strong mentoring, training and career development opportunities.

2.2 Priority area 2: Quality learning and teaching

Providing an outstanding education and student experience is at the centre of Strathclyde's learning and teaching vision, and the University works in partnership with students to identify opportunities for enhancement and development.

Student input is provided through representation across several committees and working groups. Reports from Strath Union are a standing item on agendas across many committees, including Senate, ensuring student voice shapes our decision making. Positioned early in each meetings' business, this ensures a clear conduit of information and feedback that is both anticipated and welcomed in each committee. In addition to student representation on University-level committees (including Education Strategy Committee, Senate and Court), the University has worked with Strath Union to introduce the Student

Experience Committee (SEC), a student-led Committee, co-convened by the Student President and Deputy Associate Principal (Online Learning).

More recently, the University of Strathclyde Executive Team and the Strath Union Executive agreed a three-year Strategic Alliance to support close working for the benefit of the wider student experience, in line with our University Values. The sector-leading Alliance builds upon the current Student Partnership Agreement, and reflects the strategic elements that are common to the objectives of Strath Union and the University and the changing needs, wants and desires of an ever-evolving student body. This was highlighted as an innovative good practice in our recent QESR report.

Recognition of the value of student feedback and student partnership in improving the student experience is well embedded at the University. In addition to the feedback through Strath Union, the review of all student survey outcomes informs appropriate actions within Departments, Faculties and Professional Services. Our Learning and Teaching Improvement Planning is a continuous process throughout the academic year and provides Departments with student feedback via surveys, module evaluations, Staff/Student Liaison Committees and meetings with student representatives. For example, in the Strathclyde Business School (SBS), the Vice Dean (Academic) and Associate Dean (Student Experience) hold regular meetings with Faculty, programme and module student representatives throughout the year, disseminating any feedback on the learning and teaching back to the Departments. Departments in SBS also present NSS improvement plans to the Faculty Academic Committee, which is attended by Faculty student representatives who have the opportunity to feedback on the Department plans, which in turn feeds into the Learning and Teaching Improvement plans.

A broader planning activity drawing on key student feedback reflection points across the academic year, Department-led action plans are approved through Faculty structures, including each Executive Dean, and monitored across a number of committees. This ensures a high level of scrutiny and oversight and is a clear indication of the level of priority that this holds within the University, particularly as the process is also reported to Senate at regular points throughout the year. Strathclyde has also embedded an institution-wide approach to student module evaluation, whereby students have clear and frequent opportunities to share their views. Collectively this feedback provides the institution with a good understanding of how students engage with their studies, at multiple levels (e.g. class, programme), alongside feedback about engagement with supporting services. Finally, the University's Learner Experience Framework provides a mechanism to evidence, report and enhance activities in support of our distinctive approach to delivering an Outstanding Student Experience. The framework captures opportunities across all our programmes for student engagement with: our external partnerships with industry, business and the voluntary and public sectors, locally, nationally and internationally; entrepreneurship, innovation and digital literacy; and education for sustainable development.

The Student Experience Directorate has responsibility for delivery of a socially progressive and outstanding student experience. The Directorate delivers an extensive range of services that underpin the learner journey from outreach through and beyond graduation. This encompasses front-line support, policy and system development as well as admissions and administrative processes. The Directorate comprises Access, Equality and Inclusion; Admissions and Student Lifecycle Services; Careers and Employability; Disability and Wellbeing, and Student Support and Learner Development.

A number of structural enhancements have been undertaken this year to increase capacity, enhance focus and improve alignment across all services in recognition of our growing and

increasingly diverse student community. Many of these are located at the heart of campus in the Learning and Teaching Building, where Strath Union and the Student Experience Directorate are both located. This co-location enhances both organisations' complementary support provision. Through this collaborative work with Strath Union we have augmented use of the building to create identity and belonging amongst our students. This is demonstrated in the introduction of a front-line student helpdesk and triaging team in a prime site in the hub of student activity as well as a new team to promote Report & Support, respond to submissions and progress investigations. This is supplemented by a Heads of Service on-call system which provides a 24/7 emergency response to student issues and has led to a rapid turnaround for submissions as well as an increase in reports.

A focus on safeguarding, tackling gender-based violence and unacceptable behaviour, and suicide prevention has been facilitated by additional investment as well as thematic and project-based approaches. For example, the University has funded a Suicide Prevention Officer. This member of staff leads on the coordination of a Suicide Safer policy, which considers all aspects of Prevention, Intervention and Postvention. A Strathclyde Suicide Safer Board has been established which includes representatives from all Faculties and relevant services and, along with the Suicide Prevention Officer, will drive forward an ambitious action plan to address this issue and to ensure that the risk is central in our awareness as a learning community.

The Equally Safe at Strathclyde Group leads on activity to tackle gender-based violence (GBV) and comprises representatives from Strath Union, Faculties and Professional Services. Our on-campus GBV specialist support service is provided by Glasgow and Clyde Rape Crisis, with whom we also partnered to rollout GBV First Responder training to over 80 members of staff in 2022-23, with a GBV First Responder Network launching in 2023-24. Two online student courses were piloted in 2022-23 before a staged rollout as a mandatory element of registration from September 2023, beginning with all new undergraduate students. *#StrathEqual* introduces students to equality, diversity and inclusion within the context of the University ensuring they are aware of key policies, the support available to them and how to be an ally and active bystander. *Tackling GBV* utilises resources developed by Rape Crisis Scotland to provide students with an overall understanding of GBV and the impact it can have, as well as addressing consent and healthy relationships.

2.3 Priority area 3: Coherent learning provision

The University works to secure coherent learning provision planning and delivery through a combination of frameworks, working groups and targeted institutional projects, all of which are driven and managed through our education committees, under the oversight of Senate. Our frameworks combine strategic prioritisation, with local discipline level activity supported by central collaborative design and development, allowing us to take a coherent approach to distributed action, effectively sharing best practice. In implementing these frameworks, our University Values (people-orientated; bold; innovative; collaborative; ambitious) are embedded within our approach.

Enhancement of the University's learning and teaching activities, along with oversight of the related implementation, is led through Education Strategy Committee (ESC), convened by the Vice Principal, reporting to the University Senate. ESC is strategic in outlook, providing a forum to facilitate and encourage the development and implementation of academic strategy and discuss and promote academic initiatives, whether driven internally or externally. It has the primary responsibility and accountability for education to the University Senate, Court and the Executive Team. ESC membership includes several members of the Executive

Team and representation from each Faculty and Professional Service, ensuring connectivity with high level strategy and coordinated implementation.

ESC is at the centre of the formal education committee structure. Through these formal committees, the University coordinates our approach to align provision to meet the needs of students, industry and other stakeholders and facilitates institutional ownership for delivery of responsive and coherent educational programmes. This includes our innovative approach to the design and delivery, with external partners, of work-based learning programmes through Graduate Apprenticeships and Degree Apprenticeships. These degrees are employer led, with consultation via regular Employer Forums to ensure we are meeting the needs of industry. Employer demand for Graduate Apprenticeships continues to be high, with allocations being filled early in the recruitment cycle. A number of programmes at Strathclyde are accredited by Professional Statutory & Regulatory Bodies (PSRBs). For example, within the Faculty of Engineering all programmes are accredited. A significant proportion of programmes in the Faculty of Humanities and Social Sciences are accredited by the relevant PSRB including Law, Psychology, Social Work and Teaching. Departments and Programme Leaders work with PSRBs in a variety of different ways. In the Department of Accounting & Finance, the accounting programmes are fully accredited for entry to the Institute of Chartered Accountants of Scotland (ICAS) as well as offering exemptions to other professional bodies, e.g. the Association of Chartered Certified Accountants (ACCA) and the Chartered Institute of Management Accountants (CIMA). The accounting programmes within the Department are regularly reviewed by these accrediting bodies, and the Department consults with them on any proposed changes to content or assessment. Due to this existing collaborative engagement with the PSRBs, the Department pioneered invigilated online examinations during the Covid-19 pandemic lockdowns. This proved to be a successful approach to online examinations, with the Department able to offer real-time support to students with submission issues, whilst also ensuring that the programmes maintained their accredited status.

Strathclyde has a range of successful [articulation pathways and partnerships](#) with Scottish colleges. These include formal articulation agreements such as our partnership with City of Glasgow College in the delivery of a DipHE leading to direct entry to BA (Hons) Business and our partnerships with Glasgow Clyde, New College Lanarkshire and West College Scotland in delivery of a DipHE leading to direct entry to BA (Hons) Education and Social Services. In both cases, the University provides course content and manages assessment boards.

The University's Admissions Management Committee (AMC) has established a SIMD20/40 sub-group to lead activity around articulation, including refreshing agreements and seeking further opportunities to develop bespoke pathways onto degree programmes. The AMC sub-group has undertaken work to enhance our insight regarding SIMD engagement in our region and has begun developing a data dashboard which cross-references our historical applications via SIMD quintile with other institution-specific intelligence. We intend to continue development of this dashboard to provide us with insights into areas where we could potentially increase our pre-application engagement activities and partner with colleges to provide pathways for widening access learners.

The University's strategic priorities align closely with those articulated within Scotland's National Strategy for Economic Transformation (NSET). Our strategic approach to education delivers an enhanced, distinctive and high-quality learning experience which equips our students with the skills, knowledge, attitudes and ambition with which to develop their careers and engage with global societal challenges. Through Strathclyde Inspire, our entrepreneurial education nurtures business talent in our students throughout their University

and working lives. Through concerted action, and with close student, staff and community involvement in design and delivery of change, we are working towards net zero emissions and are committed to achieving a net zero carbon campus by 2040. By placing Education for Sustainable Development (ESD), aligned with the UN Sustainable Development Goals (SDGs), at the heart of our curricula we embrace innovative approaches to teaching and learning that stimulate our students to ask questions, empathise, analyse, and think critically about the world around them and the positive impact they can have on it. Knowledge and understanding of sustainable development are vital for the global citizens Strathclyde is committed to nurturing and producing.

2.4 Priority area 4: Work-based learning and skills

Given that Graduate Apprenticeships (GAs) remain a Ministerial priority and are a significant part of the Scottish Government's work to address youth employment and develop Scotland's workforce, we would encourage the Scottish Government and SFC to open a dialogue on how a more sustainable funding model might be achieved. We note that there were no separate funded places identified for GAs in 2023-2024 and as a consequence Strathclyde is now absorbing the full cost of the GA intake with no additional income.

At Strathclyde, our industrial focus and external engagement with partners provides a unique and unparalleled foundation for apprenticeship degrees of the highest standard.   Apprenticeships also provide an additional widening access route for those who, through circumstance, continued work is required to support them and their dependents. Through GAs we are meeting several Scottish Government priorities, for example, *inter alia* upskilling the Scottish workforce, addressing youth employment and widening access, attracting industrial funding and leveraging this to generate greater benefit for Scotland, and the broader aim of actively engaging with and supporting business. With more funding we could do more and have greater impact.

We remain a leading provider of Graduate and Degree Apprenticeships across Scotland and England, and we offer businesses fully funded degree programmes and Upskilling modules for new and existing employees, giving them the opportunity to earn while they learn, developing the skills and experience employers want and need.

The University's portfolio of apprenticeship degrees has continued to grow, with the launch of new Degree Apprenticeships (DAs) in MBA Sustainable Energy Futures, MSc Medical Statistician and PG Engineer, increasing our DA student numbers by 27%, and the addition of a new GA programme, BSc in IT Management for Business. As of 2022-23 we now have over 1,000 students, across the UK, who have or are experiencing our apprenticeship programmes, with the related employer group exceeding 200.

The University supported our Graduate Apprenticeship employers with recruitment by hosting our first ever Graduate Apprenticeship Recruitment showcase on campus, which saw 18 employer partners promote their live vacancies to approximately 400 delegates. Due to positive feedback from all that attended, this will become an annual event which we hope will continue to grow and raise awareness of Graduate Apprenticeships. The University has also been shortlisted for HE Partner of the Year Award by the Chartered Management Institute (CMI) for the Business Management Graduate Apprenticeship, with the winner being announced in November 2023.

The University successfully completed a New Provider Monitoring visit from Ofsted in relation to our Degree Apprenticeships and produced a wide range of evidence requested by Ofsted for different learners. This is a requirement for delivering Degree Apprenticeships but

also gives a strong indication of how we are performing for our Graduate Apprenticeships as the programmes follow the same approach to curriculum design and pedagogy.

The inspectors spoke individually to 11 apprentices and their Line Managers about their experiences as a Strathclyde student and business partner. The monitoring visit focused on three categories, and the inspectors concluded that Significant Progress had been made in Leadership & Management, as well as in Quality of Education, and that Reasonable Progress had been made in Safeguarding. The inspectors commented on how rare it is to receive any Significant Progress ratings at a new provider monitoring visit and throughout their extensive careers have only granted 3 Significant Progress ratings in total. The full inspection report is available online.

The University continues to strengthen relationships with key stakeholders through our Employer Forums and partner events, taking onboard feedback to positively shape our Apprenticeship Degrees. In collaboration with employer partners, we are developing a Project Management pathway as part of the Business Management Graduate Apprenticeship and a Non-Destructive Testing option for the Engineering, Design and Manufacture Graduate Apprenticeship. These are some examples of how we are continually evolving our curriculum to stay relevant and meet the demands of an ever-changing world.

2.5 Priority area 5: Net zero and environmental sustainability response

The University has set a target to achieve Net-Zero carbon emissions by 2040 or sooner. The first interim target towards this goal is set within the Vision 2025 Strategy to achieve a 30% reduction against the 2018-19 baseline of 37,500 TCO2e (Tonnes Co2e Reported Emissions) by the end of 2024-25.

Our Climate Change and Social Responsibility Policy, mapped to the UN Sustainable Development Goals, broadens the institution's focus across a range of climate change and social responsibility aspects, not just buildings and transport emissions. It defines the delivery pathway to Net Zero and delivers on the existing CCSR Policy that has been in place for a number of years. The policy and processes that deliver emissions reduction are led by Sustainable Strathclyde, reporting performance and progress to the Estates Committee and University Court.   Importantly, the Plan commits the University to working collaboratively and in partnership with a wide range of external stakeholders.

Our Sustainability Strategic Steering Group is supported by six Task Groups working on specific priority areas. A few examples from these groups are highlighted below:

- Energy and Adaptation: working on a business case for the complete removal of natural gas from the Lord Todd Building. This would be achieved through the electrification of catering equipment and a connection to the University heat network. Heat network connections for Birkbeck Court and Murray Hall have also been proposed to enable removal of life expired boiler plant.
- Resource Use and Supply Chain: a set of sustainability guidance "toolkits" will be created for users when procuring goods and services. These toolkits will look at separate spending categories (e.g., catering, I.T, Labs etc) and will provide quantifiable requirements that users can include in tender exercises to reduce the environmental footprints of goods and services.
- Climate Finance: This Group is tracking the work being done to develop the Climate Neutral Estate; the development of a 6MW solar PV array at Ross Priory; various SFC Financial Transactions projects; the Heart of the Campus; and the work of the Climate Neutral Innovation District.

Through the Climate Neutral Districts Vision, the University has developed an ambitious vision that forms the potential to achieve at scale and at speed decarbonisation that is also socially inclusive. Using a whole systems approach, the ten proposed work packages are all innovative and bold in their approach. They involve multi-stakeholder collaborations, and they directly respond to the UN SDGs 11, 12 and 13. The development of a specification for three living wall pilots on Cathedral Street University buildings is one of several planned activities for 2023-24.

The Centre for Sustainable Development has created a training and awareness raising package for staff to compliment and build on the Carbon Literacy Training and Climate Solutions Training already available. A series of 'passport' modules will enable staff to become more aware of their role in the embedding and delivery of sustainability aspects in their work and activities. This work will help to ensure success in the achievement of our Vision 2025 and related sustainability targets, now and in the future.

The Steering Group has established the need to develop a position paper with regards to offsetting emissions, particularly with regard to academic research business travel. This is a developing picture for the HE sector in the UK. UKRI is currently consulting on this and other sustainability aspects. Discussions are ongoing with our Director of RKES to understand the scope of offset requests that are emerging from grant funding bodies in terms of more sustainable travel related to research. The University is already a member of the EAUC Offsetting Coalition which enables access to UK based offset schemes.

2.6 Priority area 6: High-quality research and innovation

Strathclyde is a research-intensive leading technological university and as such high quality research and innovation (R&I) are essential components of our institutional strategy. Combining academic expertise with our distinctive model of partnership working intrinsically links research to innovation and delivers impact at pace for business, industry, government and the third sector. Focused on delivery in our key areas of strength (Advanced manufacturing and materials, Energy, Health & Wellbeing, Ocean, Air & Space, People, Place & Policy and Measurement & Enabling Technologies) our research is well aligned to and supports Scottish Government ambitions (as outlined in for example the National Strategies for Economic Transformation and Innovation). Our delivery spans fundamental and applied research informed by and delivered with external partners in a way that connects new knowledge to real world activity and delivers commercial and societal impact, including support to take new technologies to market through commercialisation, spin out and support for entrepreneurship.

Effective use of SFC core research grants in AY 2023-24
To meet our ambitions for R&I, Strathclyde invests a greater amount in R&I and supporting activity than the REG funding enables. Our approach is to consistently maximise leverage of the funds received through REG to enable progress across a range of activity and timelines. For this reason, we fully distribute REG to our Faculties reflecting REF results allowing it to be additive across the board. In this way REG funding supports large, long term, complex endeavours (such as specialist industry focused research centres AFRC, PNDC, CMAC), policy development and implementation on research integrity and culture matters, and direct co-funding of grant funded research and postgraduate studentships. The Strathclyde approach is always to leverage multiple funding sources wherever possible to maximise the funding for research from traditional grant funders including UKRI; an approach that leads to particular success with EPSRC and Innovate UK, with consequential benefits for industry and society. Use of long-term REG funding to support activity enables involvement in

sectoral activity such as the catapult network and responses to policy/legal developments such as Trusted Research.

Research Postgraduate Grant (RPG) allocations to support postgraduate research capacity and strategy

Strathclyde utilises the RPG in support of internal studentship programmes aimed at developing critical mass in developing strands of strategically important areas. These programmes aim to develop activity to a level where there will be suitable new candidates for external funders including UKRI funded CDT applications. As a result of this long-term objective the provision is focused in areas of future industry/workforce needs at Scottish and UK levels.

As with our research, the approach is always to leverage institutionally provided funding with non-academic partners who co-fund to access the high-quality research undertaken and its ongoing impact. Funding is competitively allocated via a number of schemes on the basis of quality and strategic priority with external funding as a prerequisite.

Supporting sustainability and future research excellence

Strathclyde's mix of fundamental and partner-informed research enables our academics to operate at the leading edge of knowledge in combination with attracting co-funding from industry. Strathclyde takes its role as a leader in collaborating across barriers to create mechanisms for sustainability and excellence. Our involvement in the National Manufacturing Institute for Scotland is an example of the role we play at a sector level and this is also evident internally in our industrially focused research centres, our work with the catapult network and innovation centres. We focus on supporting and developing our staff through the different stages of their career through programmes such as the Researcher Development Programme, Strathclyde's Programme for Academic practice, Researcher development, and Knowledge exchange (SPARK) and Strathclyde Programme in Research and Leadership (SPIRAL). Activities include peer review of funding proposals to ensure support for quality, expert panels for different funders, and a fellowship academy. Our work (detailed below) in relation to the areas covered by the concordats on research integrity and culture are a key to ensuring sustainability and excellence at Strathclyde into the future.

Enabling an excellent research environment and positive cultures

Strathclyde recognises the importance of culture and environment in the creation of sustained high quality research and innovation. We have a wide range of activity overseen by our strategic Research & Knowledge Exchange Committee and its sub groups. The work in this area is a collaboration between professional services and faculties.   In 2023-24 this includes:

- Review of the annual Research Quality Review (RQR) (introduced in 2023) and collaborative planning and implementation of the RQR 2024 (including further development of bespoke digital tools). The RQR aims to improve research quality (broadly defined in line with REF 2028).
- Delivery of an expanded and enhanced Research Integrity and Culture Week, building on the inaugural event held in 2022-23, to raise awareness, enhance understanding and build capacity to ensure the delivery of high-quality research with integrity and impact.
- Substantial update of the institutional procedure for the investigation of misconduct in research in line with sector best practice, following a review in 2022-23 to ensure

efficient and effective handling of any allegations of research misconduct and expressions of concern.

- Institutional review of research ethics and governance structures and processes, resulting in a set of recommendations to be taken forward in 2024-25 to ensure a comprehensive ethics and governance framework for all research-related activity.
- Formal launch and roll-out of all new and revised research-related policies to support and incentivise good research practice. This includes the: revised Research Code of Practice, with new accompanying Guide to Good Research Practice; new Researcher Development Time Policy, with associated guidance; updated and expanded Research Data Management and Sharing Policy; and new Institutional Rights Retention Policy for Publications.
- Career development for researchers: Career Development Advisor has been in post since mid-August 2023 and will be developing approaches over the coming year.
- Researcher voice: researcher representation on central and Faculty research committees and groups through Researchers' Groups representatives. They now also have representation on EDIC from 2023-24.
- Our annual statements on [Research Integrity](#) and [Researcher Development Concordat](#) are available online.

As evidenced in our Self-evaluation report for 2022-23, our cross-institutional partnerships and activities within the [Strathclyde Doctoral School](#) will ensure a high-quality and inclusive research culture and environment.

Our [PhD@Work](#) programme is for graduates who are currently employed and are looking to build on their previous studies to conduct high-quality research relating to their field of activity and expertise. Candidates are jointly supervised by their employer and experts from the respective Strathclyde Faculty, allowing them to carry out research and gain a PhD qualification while remaining in employment, making valuable and impactful contributions to academia, their company, and society.

2.7 Priority area 7: University Innovation Fund (UIF)

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, the public sector, and industry in line with our institutional mission. We will continue to work closely with Universities Scotland Research & Commercialisation Directors Group (RCDG) in addressing all of the UIF outcomes. The additional UIF uplift allocated to Strathclyde in 2023-24 will be utilised to support the activity of our Strathclyde Inspire entrepreneurship programmes (further details in Outcome 4 below), whilst participating in ongoing discussions about collaborative activities in the West of Scotland, specifically Strathclyde Inspire to support the Entrepreneurial Campus Blueprint.

The University will be guided by the innovation priorities set out in the Scottish Government's National Innovation Strategy 2023-2033. This includes many facets of our approaches to enterprise, commercialisation and innovation which are embodied in our Inspire / Entrepreneurship for All strategy, the planned expansion of our Technology and Innovation Zone, our Industry Centres and Clusters, and partnerships enabled via the Glasgow City Innovation District (GCID) and Advanced Manufacturing Innovation District. We look forward to continuing to play a leading part in the innovation ecosystem in Scotland.

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."

Our wide range of specialist 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 key 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 is rapidly becoming 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.

Building on our approach to developing, managing and supporting our strategic industry, business and RTO partnerships, to further enhance the tangible benefits for them, the University is working on proposals that adapt this for our existing Third Sector Partners with a view to developing a cohort of Strategic Third Sector Partners at Strathclyde. Proposals that take account of the strategic importance of these relationships to the University and the different ways in which they engage with the University, will be implemented in the coming year.

Our work to support early-stage development and impact development is often supplemented by our internal KE Development Fund, the innovation voucher scheme for SMEs and the Scottish Inward Investment Catalyst Fund led by Interface and Scottish Government. We also have the largest portfolio of Knowledge Transfer Partnerships in Scotland and are within the top ten in the UK.

We are supporting and actively participating in the development and implementation of SFC's review plans, specifically around the KEIF with regular liaison with SFC's Research & Innovation Directorate. Colleagues across Strathclyde engage regularly with the UIF Manager in attending events and participating in networks in areas such as research collaboration and commercialisation, and they worked with the KE Policy & Outreach Manager in the co-design of the KE Measurement seminar held in May 2023.

The University continues to develop GCID as Scotland's leading hub for digital and technology entrepreneurship, innovation and collaboration alongside partners Glasgow City Council (GCC), Scottish Enterprise (SE) and Glasgow Chamber of Commerce and Entrepreneurial Scotland.

Outcome 2 (simplification/commercialisation)

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

The University has worked extensively across Faculties, Knowledge Exchange and Grants & Contracts teams to create template licence agreements - for patents, copyright & know-how – and template company formation docs – for shareholders agreements & articles of association. We have participated in sector discussions, coordinated by the UIF Manager and are keen to explore further opportunities for benchmarking, refreshing and making publicly available our IP & Commercialisation Policy, and exploring opportunities to share our commercialisation stage-gate process as a structured process with criteria for advancement - transparent, rapid decision times, templates for papers & slides – with the wider community.

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 produced standard legal templates made available on a central website via Interface. It is hoped this will deliver much better access to the sector and significantly reduce any perceived or real barriers for SMEs in first dealings with the HEI base.

Outcome 3 (simplification/greater innovation)

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

Strathclyde is committed to engaging, in partnership with other universities, enterprise agencies and others using sectoral knowledge to promote greater innovation in the economy. Throughout 2023-24 we will continue to take a leading role in the sector in the following areas:

- **Advanced Manufacturing**: NMIS 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.
- **Energy Transition:** As one of the largest energy research clusters in Europe researchers at Strathclyde are at the forefront of multi-disciplinary research into the supply and use of energy in all its forms. This is exemplified by the [Strathclyde's lead on the recent EPSRC Prosperity Partnership award](#) to a consortium including SP Energy Networks and UK Power Networks ,National Grid, and Glasgow, St Andrews and Heriot Watt universities, which will deliver new knowledge and understanding of future energy systems, and will integrate real-time modelling. It will be used by future system operators to balance supply and demand in a very different future energy system context.
- **Data and Digital Technologies**: The University is a partner in 8 of the 11 projects funded as part of Glasgow's share of £100M Levelling Up Funding. The Industry-led digital clusters Fintech, Industrial Informatics and Quantum are core partners, working with Industry to help drive economic growth within the Glasgow City Region. Delivery plans for each are being finalised and expected to be a primary focus of the clusters' activity over the coming academic year.

Our commitment to the Innovation Centres Programme will continue in 2023-24. Through GCID, we will build on the success of Glasgow TechFest in 2022 and 2023, to run Glasgow Tech Week in 2024. This will provide the opportunity for each of Glasgow City Region HEI's

to host their own Industry Engagement event to engage directly with the business community and provide open access to the industry, product development and research expertise offered by each institution.

Working in partnership with the Glasgow City Region (GCR), we will support the development and launch of the GCR Innovation Action plan which will identify the GCR's key industry and technology sectors to support the growth of the region's innovation economy. We will work with GCR to scope a series of Innovation challenge programmes aligned to the identified priorities within the Action Plan. These challenge programmes will develop a pipeline of new product developments.

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."

The Strathclyde Inspire Strategy speaks to all pillars of the Scottish Government's Entrepreneurial Campus Strategy, as visualised in the diagram below:

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.

The focus for 2023-24 will be on consolidation and enhancement of our aligned activity within Strathclyde, which includes the recruitment of a new student Business Development Advisor and the hosting of ecosystem partners (including Royal Academy of Engineering Entrepreneurship Hub and FinTech Scotland) to ensure that we have a broader offer. We are also working proactively with other Universities and local Colleges on proposals and activities that respond to challenges and opportunities, around skills, funding and the ecosystem. These include developing joint proposals for a Demola Scotland Programme (as

led by UWS), appointment of a consultant to help the development of a multi-University Venture Fund, funding for Glasgow Tech Week and active support of other events such as the CanDo Summit and Future Scot Digital Glasgow, and proposals for general and sector-based ecosystem development activities, including a successful application with the University of Glasgow to host the ISBE conference in November 2025 and an ecosystem development proposal submitted to GCC on behalf of all the universities in Greater Glasgow. We have also opened up our monthly "Let's Get Talking" Inspire event series, which sees active attendance from staff, students and Inspire Supporters, to local Universities and their Start-ups and Spin-outs.

Further priorities for 2023-24 include:

- **Maximising Social Impact:** Building on the work completed in 2022-23 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 offering taking place concurrently.
- **Aligning Funding:** As a result of the recommendation in the Scottish Government Innovation Strategy, the steering group of which was chaired by our Principal, Professor Sir Jim McDonald, Strathclyde is working closely with Glasgow and Edinburgh Universities and Scottish Enterprise, to scope out next steps for the development of a £100M Scottish Innovation Fund for early stage (pre-seed) investments, to develop a more detailed assessment of the gaps to address and understand the impact and working practise of similar joint-university investment funds; this working group will continue to provide regular updates to RCDG members.

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 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.

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 continue to work with SDI and other key partners in the Scottish and UK Government to help promote and engage Scotland internationally. We have established a Hub in South East Asia and staff members are working collaboratively with Scottish Government colleagues in Indonesia and Singapore, notably with the Scottish Government's Enterprise Minister, as well as supporting the undertaking of collaborative research in Malaysia and Thailand, and a pilot of pre-start activities in Dubai.

The University is also working closely with the Glasgow Chamber of Commerce to establish a South East Asia Business network. This will promote the GCID, and other opportunities, in the region.

Recognising the opportunity to open pathways for the start-ups, spin-outs 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.

Outcome 6 (inclusive growth and social impact)
Strathclyde will continue to support main strands of collaborative activity using UIF funding in 2023-24.

The University's plans for the expansion of the University's Technology and Innovation 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. We aim to implement good practices in our approaches to sustainability in all areas, particularly in our events, to reduce waste and eliminate plastic use, for example. Vision 2025 has sustainability at its heart and highlights our commitment to deliver against the UN Sustainable Development Goals and path to net zero. Our Centre for Sustainable Development is driving the delivery of this.

In addition, the University is developing a framework that supports and drives social innovation at Strathclyde, builds on existing activities across Research, Innovation and Community Engagement, and actively brings people together in multi-disciplinary/cross-faculty teams to share best practise and develop solutions in partnership with individuals and communities. 2023-24 will see a review of pilot projects undertaken in 2022-23 to inform the development of a Social Innovation Unit that will implement a Social Innovation Framework and the development of an Institutional Community Engagement Strategy.

Following participation in the Bloomberg/Harvard Leadership development programme alongside Glasgow City Council, we will work with GCC (and through GCID) over the next

year to implement a pilot programme focused on developing entrepreneurship/new business creation amongst underrepresented groups. We will also scope out a collaboration with the Connected Places Catapult, Glasgow City Council and Glasgow Riverside Innovation District to deliver a programme focused on Social and Inclusive Innovation.

UIF continues to support our public engagement activities such as Engage with Strathclyde and Explorathon (European Researchers Night).

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.

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 backgrounds 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 and in collaboration with CPI we are running a pilot programme for founders to support them to populate the ESG_VC framework).

3. Case studies

Case study: Outcomes for students

Young Strathclyder

Run by the Access, Equality & Inclusion team at the University of Strathclyde, Young Strathclyder is a distinctive and new widening access programme designed to raise awareness of higher education, support attainment, and offer learning opportunities through long-term sustained contact and support for pupils throughout their compulsory schooling.

Supported by Strathclyde student mentors, pupils participate in a range of engaging and interactive educational activities, helping them to build a sense of belonging and confidence within a Higher Education setting and to maintain a focus on their post-school goals through

advice and guidance on subject choices and career opportunities. There are three main phases of the Young Strathclyder programme: Young Strathclyder Primary, Young Strathclyder S2, Young Strathclyder Accelerate (S5 & S6).

A range of other online and remote activities will be offered to pupils as they progress through school, including activities based on Sport, Sustainability & Entrepreneurship.

We undertake pre and post-evaluation of participants and various stakeholders, including parents, teachers and student mentors, at each stage of the programme, including applications to University. We are looking to construct an online portal that will allow pupils and parents to engage remotely with the programme and complete further activity in between events. It will also be used to track pupil engagement with the programme, as well as other Strathclyde outreach, and post-school destination.

10 Glasgow City Council primary schools participated in the pilot year of the Young Strathclyder Primary programme in 2022-23. A total of 821 pupils, 404 P6 pupils and 417 P7 pupils, took part in a full day of interactive activities representing Business, Engineering, HaSS and Science. P6 pupils visited campus while P7 pupils were visited in school by the Young Strathclyder team. Pupils were led through these activities by student mentors representing each Faculty. 87 Strathclyde student mentors, many of whom came from widening access backgrounds, worked on the 2022-23 programme. P7 pupils attended a graduation event on the Strathclyde campus on completion of the programme with pupils' parents/guardians invited to attend the ceremony.

Participants in Young Strathclyder are part of a continuum of activity and support. As pupils move into High School, they will have the opportunity to revisit the Strathclyde campus for the S2 programme, allowing them to find out more in-depth info about areas of university study they are interested in. A pilot of the S2 programme will run with 8 Glasgow secondary schools in 2023/24.

Accelerate, the senior phase of the Young Strathclyder programme, aims to provide S5 & S6 school pupils with a targeted focus on their chosen area of potential University study. In 2023, the 14th year of the programme, 185 pupils, from 49 schools and 14 local authorities across Scotland, attended Accelerate. Since its inception in 2009, 2,892 pupils have participated in the Accelerate programme.

Participants chose from seven one-week subject-specific Challenge programmes, representing all four of Strathclyde's Faculties:
- Business
- Chemistry
- Chemical Engineering
- Computer Science
- Electronic & Electrical Engineering
- Education
- Product Design

Five of the Accelerate challenges are credit-rated on the SCQF with pupils who pass the formal assessments on these challenges being awarded 5 credit points at level 7, the equivalent of first year University work. Sustained support is offered to participants through the Accelerate tutoring programme, offering tutoring from Strathclyde PGDE students in

Higher Maths, English or Chemistry, and the opportunity to return as Junior Mentors on the following year's Accelerate programme.

In 2023-24, 15 primary schools will take part in the Young Strathclyder programme and 8 high schools will join the new S2 programme. The Accelerate programme will expand to 10 subject areas.

Quotes
Teachers of participants on the Young Strathclyder Primary programme:
"It was a very inspiring session that provided many opportunities for pupils to reflect and think about their futures."

"This is a great experience/opportunity to encourage children to go to university even if their family have no experience."

Mentor on the Young Strathclyder Accelerate programme:
"The opportunity to help and guide young people is so fulfilling that it would be difficult not to do a job like this, I will forever be grateful for being able to be a part of this experience."

Participant on the Young Strathclyder Accelerate programme:
"I think the Accelerate Programme was the best programme I have ever taken part in when it comes to getting to know what the education system looks like and what the university life looks like generally. I am really happy and enjoyed it from the first day of the week to the last. I want to thank the university staff, the mentors and everyone who made contribution for this programme to run and help us to this extent."

Case study: Outcomes for economic transformation and social renewal

Glasgow City Innovation District – Transforming an Innovation Economy through Partnerships

The University of Strathclyde is the lead partner responsible for developing the Glasgow City Innovation District (GCID). Alongside GCID's founding partners - Glasgow City Council, Scottish Enterprise, Glasgow Chamber of Commerce and Entrepreneurial Scotland, our leadership role in developing Scotland's first Innovation District is focused on delivering entrepreneurship, innovation, and collaboration outcomes aligned to local, regional, and national industry growth and innovation strategies.

Our key objective is to deliver a step change in programme delivery as well as strategic alignment of GCID as a significant economic development programme for both the University, the City Region and Scotland's innovation proposition. We continue to be successful, with key initiatives forming part of this success. These include our leadership and involvement in the following:

Innovation Accelerator: Selected as one of three UK pilot regions, GCID and the University of Strathclyde are part of the Glasgow Innovation Partnership that was established to scope and propose transformative industry driven projects from GCID's innovation ecosystem.

Innovation Action Plan: Following the funding of the Innovation Accelerator pilot programme, GCID is now working with Glasgow City Region's (GCR) to develop a wider Innovation Action Plan that will deliver further innovation infrastructure, investment, and jobs over the next ten years.

Inclusive Innovation: GCID participated in the global Bloomberg/Harvard leadership programme and led the programmes research and community engagement phase which scoped solutions to growing entrepreneurship amongst underrepresented communities across Glasgow.

Techscaler Glasgow Regional Hub: Both GCID and University of Strathclyde are founding partners of the Techscaler programme. Techscaler's Glasgow regional delivery team now regularly participate in GCID's Ecosystem Workstream which provides innovation and business growth support to emerging and existing businesses.

Innovation Ecosystem – RAEng Enterprise Hub: Supporting the creation of new deep technology startups and scaleups, GCID led the opening of a Royal Academy of Engineering Enterprise Hub for Scotland that's located within the district.

Building the Entrepreneurial Community: Recognising the need to build Glasgow's Tech Sector, GCID held the second annual Glasgow Tech Fest conference in 2023 which attracted over 350 attendees and 20 exhibiting businesses.

International Innovation District: GCID secured its position as a founding member of the International Innovation Districts Alliance established by the International Association of Science Parks (IASP), GCID will host IASP's 2024 European conference in Glasgow.

Inward Investment: GCID supported Scottish Development International to attract US based software development business Planet DDS to establish their European division within GCID.

Infrastructure Developments: GCID continues to support the redevelopment of the District's Met Tower alongside its owner Bruntwood Scitech. The scaling of GCID's innovation ecosystem was the catalyst behind Bruntwood Scitech increasing their investment to £61m to redevelop Met Tower which will become Scotland's largest tech incubator for the digital and tech sector.

REG Case study: CMAC and UKRPIF Investments

The UK Research Partnership Investment Fund (UKRPIF) enabled the University of Strathclyde to develop the CMAC (Continuous Manufacturing and Advanced Crystallisation) facilities within the Technology and Innovation Centre, funding the procurement and installation of a comprehensive suite of continuous processing, process analysis, and materials characterisation equipment. CMAC was successful in securing £2.5M UKRPIF funding under their Net-Zero pilot in 2022, and £11M from UKRPIF standard scheme. REG funding was essential for enabling this project and supporting its ongoing costs.

Towards Net Zero Medicines Development and Manufacturing

The Net-Zero award is supporting CMAC's 2021-26 Strategy and our commitment to developing sustainable processes and technologies for future medicines manufacturing. The investment will significantly reduce greenhouse gas emissions by over 50% across a range of sources and enable the adoption of more sustainable approaches in our labs. CMAC is working with our industrial (e.g. AstraZeneca, Pfizer, Lilly, Roche, Takeda, UCB, Chiesi), translational (CPI) and international (Universities of Copenhagen and Ghent) partners to:

- reduce energy consumption through energy efficient infrastructure and equipment

- reduce chemical waste using smart, intelligent, small scale experimental platforms
- reduce emissions from travel using the latest immersive digital tools to enhance collaboration
- This multi-faceted net zero approach will establish a beacon for medicines manufacturing sustainability.

Accelerating Innovation in Medicines Manufacturing

In 2023, £11 million was awarded to CMAC from the UKRPIF to deliver the Data Lab: A Digital Medicine Manufacturing Research Accelerator. The investment builds in the Net-Zero award and allows us to go further in reducing the emissions generated from our research. The new infrastructure will also go further to deliver an integrated approach to digital medicines manufacturing infrastructure that leverages data, robotics, digital twins, AI, analytics and advanced process technologies. With UKRPIF support CMAC will create new capabilities around peptide and oligonucleotide (amino acid strings and DNA or RNA molecules) production, this award also enabled CMAC to address challenges in bringing these new medicines to patients. CMAC will work with its partners to fully integrate the benefits of this unique resource into the wider UK research, development and innovation ecosystem.

These awards were based on over 10 years effective operation of CMAC. This successful track record would not have been possible the support provided by the REG grant via substantial contributions from University funds over the years. These contributions have been both as match-funding for successful research council (and other funder) applications and stand-alone cases for developing the centre and it staff. These investments have also enabled further contribution from industry in recognition of the innovation potential CMAC has and will enabled. For example, the 2023 UKRPIF award secures an additional co-investment of £23.73 million from CMAC industry and charity partners.

REG Case study: Research Culture

REG funding has enabled Strathclyde to participate fully and enthusiastically in work related to Research Culture over recent years.   In response to the Researcher Development Concordat our Gap Analysis (2021-22) included focus groups, surveys, benchmarking research and consideration of outcomes of aligned institutional reporting and initiatives

including Athena SWAN, Culture & Values Accelerator Team, Equality Outcomes, Equally Safe, Healthy Working Lives Gold Award Action Plan, Knowledge Exchange Concordat, People Strategy, REF, Research and Innovation Accelerator Team, Research Integrity Working Group, and Thrive@Strathclyde. In parallel, our work in relation to research integrity including consultations with staff on a revised Code of Practice for Research and our Research Integrity & Culture week (launched in 2022 as an annual event). The Week comprised a series of events as well as online activities. It was jointly organised by the staff leading on activities related to the Research Integrity Concordat and the Researcher Development Concordat in two professional services units: Research and Knowledge Exchange Services and the Organisational and Staff Development Unit.

During the week, there were 17 events from Monday to Thursday with staff encouraged to use the Friday to engage with dedicated online resources, in line with Strathclyde's 'meeting-free Friday' initiative. These events included:

- A sector-wide 'Where next for research integrity & culture?' event with speakers from the UK Research Integrity Office, the UK Committee on Research Integrity, the Coalition for Advancing Research Assessment, and the Ethics Governance in Scottish Universities project. The event was followed by an out-of-cycle Universities Scotland RKEC roundtable, organised specifically as part of Research Integrity and Culture Week.
- Presentations from University Leaders on varying aspects of research integrity and culture.
- Workshop sessions on Responsible Research Assessment, Ethics & Research Governance, Sustainable Development Goals and Responsible Data Management.
- Wellcome Trust Culture Café sessions and workshops targeting specific groups including those in Leadership roles, Supervisors & Line Managers, Research Staff and Postgraduate Research Students.

To support inclusivity and knowledge sharing, the sector-wide event was made open to external attendees both online and in person for free and the recording has been uploaded to YouTube. More than 100 people signed up from other institutions and organisations across the UK as well as internationally, and there have been over 150 views of the recording. This reflects Strathclyde's collaborative and ambitious commitment to promoting good research practice and positive research cultures across the sector. As a result of the roundtable that followed the event, a cross-committee Universities Scotland Research Culture Working Group has been established to progress this work.

The Week was entirely funded by institutional core funding, including the REG.

In 2023, the Wellcome Trust launched its first call for proposals for a new Institutional Funding for Research Culture scheme. This was an invitation only scheme to which the University was invited to apply and has subsequently been awarded.

The project is currently being set up for a start date of spring 2024, but we have taken the approach of exploring the values and cultures of collaborative research in a socially progressive technological university.

Creating significant impacts from research for the economy and society is a vital role for our university and requires collaboration and co-creation with a wide range of organisations. At the same time there is (quite rightly) increasing emphasis on the cultures of research in UK research organisations. Therefore, through this funding we have challenged ourselves to address the following:

- How we can work with industry, the public and third sector to co-produce inclusive research cultures as well as other desired outcomes?
- Within our approaches to delivering our strategy, how do we value and recognise the breadth and depth of all contributions which sustain thriving collaborative research cultures?

In identifying these themes, we conducted a series of consultation and focus groups open to all staff. We cross-referenced these findings with the institutional data generated for research culture-related initiatives (see Annex for selection of relevant reports and analyses). We define our institutional research community as those who deliver, lead, and enable research. This includes staff within academic, research and knowledge exchange job families, doctoral students, research technical professionals, and professional services staff. Again, the staff supporting this work are funded through core funding from the University which includes REG funding.

Through collaborative sub-projects, primary data collection from surveys or focus groups and network creations we will investigate aspects of access, reward, and recognition in collaborative research environments. By recognising that research cultures are *not* the sole domain of universities, our approach will provide a distinct and innovative background for investigating pathways to a more collaborative, connected, and sustainable research communities.

Our key goals include:

- Delivering interventions to test levers that enable inclusive cultures of collaboration in cross-sector research environments;
- Developing sector data and guidance related to benchmarking positive cultures of collaboration;
- Producing sector-facing resources that address how we can reward and recognise the 'invisible' labour required to produce highly innovative and collaborative research cultures.

We will draw on our extensive network of Strategic Partners (covering industry, the public and third sector, and a global network of universities) to create new knowledge, resources, and opportunities for the research community at Strathclyde, as well as the broader HE sector.

Wellcome have awarded the University £985k to carry out this project. In addition, the University is contributing over £130k of staff time on the project as well nearly £350k in indirect and estates costs; these contributions are all derived the Universities resources including REG. Furthermore, this just accounts for time once the project starts. All of the data gathering, analyses and assessment that fed into the proposal (see list below) was funded from REG and other sources.

Bid-specific consultations, reports and analyses

[A] Wellcome Trust Institutional Research Culture Bid Consultation, including 3 focus groups open to all staff and targeted consultation with EDI and Research Culture leads across Professional Services and Academic jobs families in the institution (2023) EDI-specific reports and consultation.

[B] Institutional Athena SWAN Application Data, including focus groups, surveys, and consultation outcomes (2022-23).

[C] Race Equality Working Group Report, including focus groups, a survey, and benchmarking research (2022) Research Culture-specific reports and consultation.

[D] Report on Strathclyde's Research Integrity & Culture Week. This included sessions for all Strathclyde staff; Wellcome Trust Cafe conversion; Scotland-wide research culture sessions with senior leaders (2023).

[E] REF De-briefing with Discipline Leads (2021-23).

[F] Researcher Development Concordat Working Group Feedback (2021-23).

[G] KE Staff Survey and Focus Groups (2021-23).

[H] CEDARS Lite (2022). CEDARS Lite is a selection of Research Culture and Development focused CEDARS questions used at Strathclyde in the years CEDARS does not run.

[I] Researcher Development Concordat Gap Analysis (2021-2), including focus groups, surveys, benchmarking research and consideration of outcomes of aligned institutional reporting and initiatives including Athena SWAN, Culture & Values Accelerator Team, Equality Outcomes, Equally Safe, Healthy Working Lives Gold Award Action Plan, Knowledge Exchange Concordat, People Strategy, REF, Research and Innovation Accelerator Team, Research Integrity Working Group, Thrive@Strathclyde.

[J] Strathclyde Culture Employment and Development in Academic Research Survey (CEDARS) (2021).

[K] Research Integrity and Code of Practice Consultations with staff (2020).

Outcome Agreement between The University of Strathclyde and the Scottish Funding Council for AY 2023-24

On behalf of The University of Strathclyde:

Signed:

Print name: Professor Sir Jim McDonald

Position: Principal

Date: 18 December 2023

Signed:

Print name: Dame Sue Bruce

Position: Chair

Date: 18 December 2023

On behalf of the Scottish Funding Council:

Signed:

Print name: Karen Watt

Position: Chief Executive

Date: 15 January 2024