

Outcome Agreement

2014-15 to 2016-17

University of Strathclyde and the Scottish Funding Council

Outcome Agreement

2014 - 15 to 2016 - 17

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Foreword

This three-year Outcome Agreement, covering the period 2014-2017, re-affirms the University of Strathclyde's commitment to securing excellent outcomes for students, society and the economy, in partnership with the Scottish Government, its agencies and industry.

The University has made significant progress towards achieving its strategic aims. The launch of our Performance Measurement Framework in 2013 has helped mobilise the Strathclyde community to focus resources and activity on actions that will contribute towards achieving our ambitions as a leading international technological university. The focused delivery of our strategy across five strategic themes is being advanced in partnership with industry, business, government agencies and third sector organisations – allowing us to make a tangible contribution to solving real-world challenges and to delivering lasting benefit to the communities in which we work, both at home and abroad.

Momentum is building. At the Times Higher Education UK University of the Year Awards 2013, the University of Strathclyde was the first Scottish institution to be named UK Entrepreneurial University of the Year. Being awarded this accolade one year after receiving the Times Higher Education UK University of the Year Award is further affirmation that we are on the right track and gives significant external endorsement to our work.

Our constructive engagement with the Scottish Funding Council is critical to achieving our goals and we welcome their ongoing support. The University's outlook remains bold, imaginative, innovative and international. This Outcome Agreement is a core component in our strategic approach and continues to help us drive forward delivery for society at large.

Professor Sir Jim McDonald
Principal and Vice-Chancellor

Strategic Context

Our vision to reinforce Strathclyde's reputation as a leading international technological university, based on the 'triple helix approach' to cross-sectoral collaboration, is continuing to attract tangible support from our partners in industry and business as well as the public and third sectors.

Building on our recent successes, we are accelerating the delivery of our strategy. We are more determined than ever to make a difference for our students, the economy and wider society. By bringing a contemporary interpretation to our 18th-century founder's vision of a 'place of useful learning', we can both influence and take advantage of emerging national and international opportunities.

At Strathclyde, we are particularly focused on transforming the way academia works with business and industry, and creating an exemplary new model for how such engagement should be done which ensures that our work with employers extends beyond research and CPD in order to inform and enhance the skills of our graduates.

Over the period covered by this Outcome Agreement, our key ambitions remain to:

- strengthen our position as an international technological university, solving global challenges
- engage world-leading international partners who are recognised for their global reach and success in higher education, industry, commerce and government
- be recognised for the flexible and innovative ways in which we collaborate with our external partners
- provide an excellent education and opportunities for a broadly-based experience for all of our students with a focus on graduate skills

- embed an enterprising, resourceful and productive culture within the organisation, focused on delivery, efficiency and effectiveness across all of our activities
- reinforce strength in leadership within our academic and professional services community at all levels of the University
- contribute to the economic development of Scotland and the UK and fulfil our ambition to work for 'the benefit of mankind' through research, education and knowledge exchange which is global in its impact
- recognise and invest in our areas of success

We also aim to act as a sector role model for integrating our five core pillars of activity – research, education, knowledge exchange, internationalisation and operational efficiency. These are set out in our [Performance Measurement Framework](#) which complements our Strategic Plan and this Outcome Agreement.

Our response to the Outcome Agreement initiative is made in the context of a university which has been committed to delivery and impact from its foundation. The process has complemented our own focus on Strathclyde's key priorities, enabling us to review how these priorities align with and enhance the higher education sector and contribute to the wider economic, intellectual and societal life of Scotland, the UK and beyond.

Through this Outcome Agreement, covering three years from 2014-17, we are focusing on how we will build on the commitments we have made in previous years, with a more direct link to our Performance Measurement Framework.

The University's vision, purpose and five core strategic themes:



Theme 1: Renowned Research Quality and Intensity

OUR COMMITMENT

In keeping with our ambitions as a leading international technological university, we are committed to enhancing the international competitiveness of our research by focusing on innovative approaches to connect high-quality research to outcomes that have impact in contemporary global society and industry.



Link to SFC Aim 5

A research base that is internationally competitive and improving its reputation and standing in the world

Context

- To complement research strength in individual academic subjects, we actively pursue collaborative and multidisciplinary research initiatives. With more than 200 active collaborative agreements with institutions in over 50 countries – and an estimated 2,000 informal links around the world – the University makes major contributions in Scotland, in the UK and globally.
- Strathclyde is a centre for innovation, connecting high-quality research to outcomes with real impact. We provide leading-edge research facilities that encourage co-location of researchers with our external partners.
- We aim to capitalise on major investment in infrastructure by creating an attractive, effective and supportive research culture, so that we continue to attract high-calibre staff, researchers and students.
- Strathclyde has one of the largest portfolios of RCUK funded Centres for Doctoral Training (CDTs) and Doctoral Training Partnerships in the UK. By 2014-15, Strathclyde will lead six and participate in a further nine doctoral centres of different types, including three new CDTs awarded to the University by the EPSRC in 2013 on Future Power Networks and Smart Grids, Wind and Marine Energy Systems, and Medical Devices and Health Technologies. This recognises our research strength, industrial/economic relevance, and ability to translate research to commercial outcomes.

- Strathclyde secured 8 per cent of SFC formulaic funding for research and is currently ranked second in Scotland and 15th among UK universities by share of sector EPSRC funding.
- Strathclyde fully supports the principles and commitments set out in the Research Integrity Concordat in line with its Concordat Implementation Action Plan.

Progress

In line with the related outcomes agreed in our 2012-13 agreement with the SFC, Strathclyde has:

- successfully been awarded 16 international research grants with a combined value of £3 million in 2012-13, representing an increase of over £2 million on the previous year
- been awarded 27 EU Framework 7 (FP7) grants in 2012-13, an increase of six awards on the equivalent figure in 2011-12; our total number of grants under FP7 as of December 2013 is 128 with a value of €50 million
- closely monitored progress against the University's target to increase our postgraduate research student population towards 1,600; our full-year population for 2012-13 was 1,115 FTEs indicating a modest increase towards our target; additional scholarship funding has been committed to further boost this population during 2013-14 and our Doctoral Training Centre awards will contribute toward this target in future years

- completed our submission for the Research Excellence Framework (REF) 2014 with inclusion of 84 per cent of eligible staff, an increase of 12 per cent compared to RAE 2008; leading up to the submission date, progress-monitoring reports were regularly scrutinised by the Executive Team and Court, and the University ensured staff with relevant protected characteristics were dealt with appropriately
- continued with our commitment to the pooling of research strategies, expertise and resources across Scotland and submitted a joint submission to REF UO8 Chemistry with the University of Glasgow

Theme 1: Specific Outcomes

- 1a Increase the value of our international research portfolio from outside the European Union, securing at least five new grants with a collective total value in excess of £5 million (OA 2.2 / PMF 4)
- 1b Increase our postgraduate research student population from approximately 1,000 to 1,600 by 2016 (OA 2.4 / PMF 5)

Theme 2: Exemplary Knowledge Exchange and Impact

OUR COMMITMENT

The University of Strathclyde is committed to redefining universities' collaboration with industry, business, government and the third sector, working with our partners to support sustainable economic growth and for wider societal benefit by fully exploiting the impact of our research.

Link to SFC Aim 6

Deliver a step-change in the engagement of business and industry with universities, removing any barriers to the exploitation of research for economic and wider societal benefit

Context

- Knowledge exchange (KE) in support of economic growth and social well-being through innovation in industry and social policy is at the core of Strathclyde's role as a leading international technological university.
- The University has secured significant external endorsement and investment in support of its strategic direction including status as the South Korean Government's sole European R & D partner, substantial backing (a loan of £90 million) from the European Investment Bank, participation/ leadership roles in three UK Technology Strategy Board Catapult Centres, (High Value Manufacturing, Offshore Renewable Energy and Satellite Applications), Scottish Enterprise/SFC investment in the Technology and Innovation Centre, and the 2012 Times Higher University of the Year and 2013 Times Higher Entrepreneurial University of the Year awards.

- The University has extensive and well developed existing activity with industry, generating over £7 million of contractual income in 2011-12 (83 per cent higher than in 2009-10) and securing 10.2 per cent of SFC's formulaic knowledge exchange funding for 2013-14.

Progress

In line with the related outcomes agreed in our 2012-13 agreement with the SFC, Strathclyde has:

- established baselines for consultancy and continuing professional development as part of the process of establishing the University's Performance Measurement Framework which was launched in September 2013; these baselines were incorporated within the University's 2014-17 Outcome Agreement
- retained its position in the UK top five for KTP engagement – as at September 2013, Strathclyde had a portfolio of 23 KTP awards and was positioned fourth in the UK
- finalised its new commercialisation strategy (June 2012) and has put in place supporting structures to deepen and broaden our engagement with industry, including a new Business Engagement Group and a Commercialisation and Investment Advisory Group; this approach is working well and a number of investment decisions have already been made based on advice and guidance by the Commercialisation and Investment Advisory Group

- continued to use innovative Intellectual Property (IP) pooling principles within our Strategic Industry Centres for Research and Knowledge Exchange; these now apply to the Centre for Continuous Manufacturing and Crystallisation and Power Networks Demonstration Centre
- regularly reviewed our IP Portfolio and selected a number of intellectual property rights opportunities; these are now available on the University-technology.com website, using the Glasgow Easy Access IP agreements, which we feel best reflect our intention to create long-term relationships with key business and industry partners
- launched a new KE staff category in October 2012, a development unique among UK universities; the University has since made positive steps towards increasing the number of staff in this category
- launched the Strathclyde International Public Policy Institute in June 2013; the Director and Deputy Director have been appointed and a distinctive research programme is underway; the Institute has two subsidiary centres: the Institute for Future Cities, (launched on 11 June 2013 by the Deputy First Minister, Nicola Sturgeon MSP) and the Centre for Energy Policy
- increased its knowledge exchange activity with SMEs increasing by two the total number of awards it holds under the Encompass and SFC Innovation Voucher schemes and supported 12 projects with SMEs through the EPSRC Impact Acceleration Account

Theme 2: Specific Outcomes

- 2a As a proxy for closer industry engagement, double the value of consultancy income over five years (OA 1.1 / PMF 8)
- 2b As a proxy for closer industry engagement, double the value of continuing professional development income over five years (OA 1.2 / PMF 9)
- 2c Maintain a position in the UK top five for Knowledge Transfer Partnership involvement (OA 1.3 / PMF 6)
- 2d Increase licensing agreements from 20 (£0.5 million) to 40 (£2 million) in five years (OA 1.4 / PMF 7)
- 2e Work with research pools to translate high quality research into exploitation by business, industry, health and public policy departments (OA 1.5)
- 2f Develop a central small and medium-sized enterprise outreach programme which is co-managed with our Knowledge Transfer Account (and the EPSRC Impact Acceleration Account) and coordinated as part of the European Regional Development Fund-funded Encompass project led by the University of Glasgow (OA 1.6)
- 2g Use standard Scotland-wide intellectual property documentation whenever feasible (OA 1.7)
- 2h Host or play a leading role in sector-industry knowledge exchange organisations, including Interface (OA 1.8)

Theme 3: Outstanding Teaching and Student Experience

Section 1: Widening access and Learner Journey

OUR COMMITMENT

The University of Strathclyde is committed to providing access to people from the widest possible range of backgrounds, to delivering efficiency in the learner journey and to improving retention.



Link to SFC Aim 1

Improve access to higher education for people from the widest possible range of backgrounds

Context

- In 2011-12, Strathclyde's proportion of young full-time entrants from Scottish Index of Multiple Deprivation (SIMD) 20 backgrounds, at 8.9 per cent, was in line with the Scottish average and remained the highest of all [Scottish research intensives](#); were mature entrants also included, our proportion would rise to 11.9 per cent.
- The concentration of SIMD20/SIMD40 areas in Glasgow is the highest in Scotland; Strathclyde has a long-standing tradition of recruiting significant numbers from these areas and a firm commitment to continue to do so.
- The pattern of allocation in SFC's funding of additional places for the recruitment of SIMD40 entrants will increase competition to recruit what, for reasons of school-level attainment, will remain a finite group of students.
- Data analysis indicates the vast majority of applicants from looked after backgrounds continue to apply from other post-compulsory education providers; of the self-identified applicants during 2011/12 and 2012-13, 77 per cent were from colleges.
- Strathclyde's retention rate is consistently higher than the sector average and our overall trend in retention rates is upwards.

Progress

In line with the related outcomes agreed in our 2012-13 agreement with the SFC, Strathclyde has:

- completed a review of widening access and established baselines and targets for under-represented groups; the University was also successful in bidding for additional places from SFC and is endeavouring to fill these places in 2013-14, as follows:
 - SIMD40: in 2011-12, Strathclyde admitted 687 undergraduate entrants from SIMD40 postcodes¹. A target was set by the University to increase this figure by a minimum of 15 per cent by 2015-16, and SFC awarded Strathclyde four additional places for entry in 2013-14. Our number of SIMD40 entrants in 2012-13 was 736, which is 7 per cent higher than in the 2011-12 baseline year; 48 per cent of the SIMD40 entrants are from SIMD20 postcodes. Significant work is underway to continue to encourage applications from SIMD40 applicants in 2014-15 and beyond, and we are implementing a contextualised admissions approach from 2014-15 which should ensure these applicants have the best opportunity to become Strathclyde students.
 - Engineering Academy: having been successful in securing 80 additional SFC places, the University has established a strong network of six partner colleges. This partnership group has been successful in establishing an entirely new approach to articulation across multiple degree programmes – an approach which has generated considerable interest amongst potential students and current college students. In 2013-14, a total of 62 entrants have been admitted to the Engineering Academy via our partner colleges. With the opportunity for active promotion of the Academy for entry in 2014-15 we are confident we will recruit 80 students in 2014-15 and in each subsequent year.
- engaged with the Education Department at the City of Glasgow Council and in specific partnership arrangements with schools in support of the implementation of the University's new widening access strategy
- made progress toward its target to increase the number of college entrants by 30 per cent, moving from a baseline of 245 (2011-12) to 254 (2012-13)
- continued to improve on its retention rate; Strathclyde's retention rate is 2.2 per cent ([HESA PIs: Non-continuation rates, 2010-11 entrants](#)) higher than the sector average and the overall trend in retention rates is upwards – 89 per cent for 2008-09 entrants rising to 92.1 per cent for 2010-11 entrants retained in 2011-12; internal data for 2011-12 entrants retained in 2012-3 indicates a continued improvement at 94 per cent
- approved (September 2013) a policy to enable the use of contextual information within its existing agreed admissions processes in order to better inform decision-makers of applicants' socio-economic backgrounds

¹In line with freedom SFC gave individual universities to use either 2009 or 2012 editions of SIMD and to define baseline populations in line with their own mission, the figures reported here are as detailed in our 2013-14 Outcome Agreement. As such, they use the 2009 edition of SIMD, include part-time and mature students and are on a head count rather than FTE basis.

Section 2: Graduate Skills and Patterns of Provision

OUR COMMITMENT

The University of Strathclyde is committed to ensuring that its education provision challenges students to realise their potential, provides them with essential skills for life and is appropriate and responsive to both the needs of the learner and the needs of the employment market.

Link to SFC Aims 2-4

Learner journeys are as short, efficient and effective as possible and learners experience the highest quality of learning and teaching and achieve successful outcomes

Right learning in the right place – secure coherent provision of higher education in Scotland in line with SFC’s statutory obligation

A developed workforce – learners who have the skills, knowledge and entrepreneurial spirit to get a job and progress their career; and institutions that respond to the skills needs of the economy locally and nationally

Context

- The University performs well in external measures of teaching satisfaction and employability. Strathclyde achieved an overall satisfaction rate of 86 per cent in the latest National Student Survey (NSS) and 93 per cent of the University’s 2011 graduates were in positive destinations (employment or further study) just six months after graduation.
- Graduate recruitment research company High Fliers has placed our Careers Service in the top 20 UK universities targeted by employers seeking to recruit graduates.
- Our strong performance in this area is underpinned by the current Education Strategy, approved in January 2011. The Strategy has at its core a focus on working with relevant employers to develop

graduates with impact who combine a depth of subject knowledge with a breadth of skills and competencies and who are engaged, enterprising and enquiring, as well as ethically, socially and culturally aware.

- In order to ensure that our graduates are best able to capture, reflect upon and convey the skills they acquire at Strathclyde, the University is working closely with the Students’ Association in order to develop a Higher Education Achievement Record for students graduating in 2017.
- As part of our ongoing commitment to the development of innovative approaches to learning and teaching, the University is one of 28 partners to offer Massive Open Online Courses (MOOCs) through the UK Future Learn platform, with courses launching from January 2014.

Progress

In line with the related outcomes agreed in our 2012-13 agreement with the SFC, Strathclyde has:

- enhanced its Virtual Learning Environment (VLE) by:
 - Assessment & Feedback: improving marks and feedback release (linked into NSS action plan) blind marking and companion administrative tools; and piloting availability of plagiarism detection to extend to more assessment methods
 - Providing support for improved provision of institution wide undergraduate Personal Development Planning (PDP) programme
 - Improving integration with Library electronic services/resources
 - Improving the integration of disability adjustments information with Myplace Virtual Learning Environment (VLE)
- published the University’s Equality Outcomes 2013-2017 and associated action plan (April 2013);

comprehensive data on the diversity of our student population is also now available via the University's Corporate Management Information system; information on Equality Outcomes and the Student [Equality Monitoring Report are publicly available online](#).

- doubled its intake into the PGDE (Primary) Gaelic Medium course to 12 students in 2012-13; in addition the University currently has 3 Secondary Gaelic Language and 2 Secondary Gaelic Medium students resulting in a cohort of 17 students within the PGDE for Educational Studies delivered in Gaelic; additional Gaelic language support is in place with top-up provision being made available in the Centre for Lifelong Learning for all Gaelic medium initial teacher education (ITE) students, and arrangements in place for students to attend Sabhal Mòr Ostaig for short immersion courses
- published the University's first Gaelic Language Plan
- in response to the Donaldson Review, validated and launched an innovative new undergraduate ITE programme in collaboration with the profession
- promoted access to language study in line with the national languages strategy by means of British Academy-funded Language Ambassadors
- expanded a number of programmes incorporating our high impact Vertically Integrated Projects (in partnership with the Georgia Institute of Technology) and similar innovative approaches to developing employability and graduate skills, following an initial evaluation in October 2012
- evaluated and rolled out a structured Personal Development Planning programme, initially introduced in selected Engineering Departments in 2011, more widely across Engineering and into Science and supported with appropriate technologies
- reviewed its admissions process and entry requirements to assess the implications of Curriculum for Excellence (CfE) for the admissions process; in addition, the University has published a statement on how the CfE will impact on prospective students and hosted an Education Scotland and Scottish Government CfE-focused event in November 2013.
- reviewed its Employer Engagement Strategy during 2012-13 to take into account the University's strategy; the revised strategy is focused on opportunities for our students and graduates to participate in internships, work-based learning and employment relevant curriculum opportunities; this involves Strathclyde's distinctive approach which encompasses significant engagements with a wide range of graduate employers; this delivers a rich programme which includes events to facilitate students' direct networking with potential employers in their field, industry-backed scholarships and industry support for our Engineering Academy in addition to successful engagement with schemes such as the Saltire Scholarships; to ensure quality of service we are developing a customer relationship management approach to employer engagement, monitoring employment rates for our students and graduates and, where possible, benchmarking with other institutions.

Theme 3: Specific Outcomes

Section 1: Widening access and Learner Journey

- 3.1a Increase the number of undergraduate entrants from SIMD 0-40 areas by a minimum of 15 per cent by 2015-16 (OA 4.2 / PMF 12)
- 3.1b In relation to 3.1a, monitor the proportion of SIMD 0-40 entrants that are from SIMD 0-20 backgrounds, and maintain at a minimum of 46.6 per cent (OA 4.3)
- 3.1c Work with CELCIS to improve promotion of support available to, and maximise applications from, those from looked after backgrounds (OA 4.4)
- 3.1d Increase the number of entrants from FOCUS West schools by a minimum of 20 per cent by 2015-16 (OA 4.5)
- 3.1e Increase the number of undergraduate entrants from colleges by 30 per cent by 2015-16, subject to agreement being reached with individual colleges (OA 4.6 / PMF 11)
- 3.1f Improve our undergraduate retention rate by one per cent per annum (OA 4.7 / PMF 14a)
- 3.1g Close the retention gap for undergraduate entrants from SIMD 0-20 postcodes (OA 4.8 / PMF 14b)

Section 2: Graduate Skills and Patterns of Provision

- 3.2a Publish comprehensive information on diversity of our student population annually (OA 3.1)
- 3.2b At least maintain 2011-12 levels for Scottish domiciled and EU students (OA 3.2)
- 3.2c Inform SFC at an early stage of any plans to restrict or withdraw teaching provision or to rationalise it through teaching pooling (OA 3.3)
- 3.2d Continue to interview all applicants who would be able to teach in Gaelic medium and enhance Gaelic language support for both prospective and existing Initial Teacher Education students, by provision of language courses (OA 3.4)
- 3.2e Develop internships as a component of Strathclyde's distinctive academic offering (OA 3.5)
- 3.2f Invest in learning and teaching environment (OA 3.6)
- 3.2g Monitor impact of innovative approaches to learning, teaching and support on undergraduates' personal development via student satisfaction with related NSS questions (OA 3.7 / PMF 13)
- 3.2h Enhance our Virtual Learning Environment (OA 3.8)

Theme 4: Thriving International Profile and Reputation

OUR COMMITMENT

The University of Strathclyde is committed to enhancing its reputation as a leading international technological university – our global vision is to have an international outlook in everything we do.



Link to SFC Aims 4 and 5

A developed workforce – learners who have the skills, knowledge and entrepreneurial spirit to get a job and progress their career; and institutions that respond to the skills needs of the economy locally and nationally

A research base that is internationally competitive and improving its reputation and standing in the world

Context

- We seek to recruit the best, most imaginative and forward-thinking academics and researchers, regardless of nationality and to build a diverse and engaged international student population who, on graduation, exhibit globally-relevant knowledge, skills and behaviours capable of transforming organisations and societies. With a focus on enhancing international mobility, the University is expanding its range of opportunities for its students and staff to have an international experience.
- In relation to research, our international ambitions cover international funding, reach and citations, with a focus on areas of work that address the ‘grand challenges’ of contemporary societies.
- The University of Strathclyde is host to a number of specialist international centres of excellence including the UK’s first Fraunhofer Centre, the recently established Confucius Institute and is also a participant in the UK’s first international Max Planck Partnership.

Progress

In line with the University's internationalisation objectives, Strathclyde has:

- moved to form strategic alliances with Stanford University, Hong Kong University of Science and Technology, Tsinghua University, New York University and Nanyang Technological University
- established a new Internationalisation Directorate, made key appointments, and committed additional resource in associated Directorates and academic areas to support internationalisation activity
- undertaken business process improvement activity with the aim of streamlining our international PGT recruitment processes and better meeting applicants' needs
- launched a new Alumni Groups funding programme 'International Rising Star' competition – supporting new, entrepreneurial graduate businesses
- established a strategic international recruitment partnership with Study Group to deliver a Foundation Programme for international students, with initial students taking up places in 2013
- successfully recruited 65 students to Science and Engineering programmes in the September entry of 2013/14 via Science without Borders, a scholarship programme introduced by the Brazilian government; a further 144 are expected during the January 2014 entry cycle
- embedded internationalisation initiatives as part of our staff Accountability and Development Review process

Specific Outcomes

- 4a Grow strategic alliances with world-class academic institutions and organisations, especially in Asia and the USA, establishing five new relationships in areas where Strathclyde has research strengths and developing three existing relationships to a higher strategic level (OA 2.1 / PMF 19)

Theme 5: Operational Excellence

OUR COMMITMENT

The University of Strathclyde is committed to using SFC Strategic Funds in support of its aims and to maximising the impact of SFC's strategic and capital investment.

Link to SFC Aims 7

Sustainable institutions – ensure high quality of governance and management for institutions delivering long-term and financial and environmentally-sustainable interactions



Context

- The University has successfully completed the consolidation of the overwhelming majority of staff and students within the John Anderson city-centre campus. This has resulted in an overall 15 per cent reduction in space holding and 14 per cent reduction in carbon footprint as well as the major benefits of bringing together all the staff and students of the Humanities & Social Sciences Faculty into one location.
- The University has successfully put in place business continuity plans and minimised disruption to both teaching and research activity as a consequence of a fire in the James Weir Building; in addition the restoration of the building is underway.
- The Technology and Innovation Centre is progressing in accordance with the Business Case.
- The University is committed to filling its additional funded places allocated by SFC, which are supportive of our aims around widening access, articulation partnerships with colleges, undergraduate skills for growth (energy and life sciences) and postgraduate taught (PGT) skills for growth.
- The University has filled the additional 37.5 STEM places per annum funded by the SFC at undergraduate level in each year since 2011-12, and the additional 25 UG skills for growth places funded by the SFC in 2013-14. The additional students recruited to these places will have a direct impact on the skills of the Scottish workforce within key sectors as these students advance to graduation in coming years.

- The University has work in hand to ensure its compliance with the Scottish Code of Good Higher Education Governance and is drawing, as appropriate, on the expertise of Lord Smith, our recently-installed Chancellor, who led the drafting of the Code.

Progress

In line with the related outcomes agreed in our 2012-13 agreement with the SFC, Strathclyde has:

- put in place plans to retain Athena SWAN Bronze at institutional level; in 2013 the University appointed an Athena SWAN Champion to convene a strategic working group, and an Athena SWAN Officer to work with the Equality and Diversity Manager to support departmental applications for the Silver Award and to share best practice across the University; two departments received awards in September 2013 – Silver for Civil & Environmental Engineering and Bronze for Strathclyde Institute of Pharmacy & Biomedical Sciences; discussions with remaining departments, including plans to engage with the new proposed gender equality charter mark for Arts and Humanities, are underway
- implemented Court and Executive Team Business Reporting processes which include regular scrutiny of our progress with major Estates projects
- received Court approval for a comprehensive list of option appraisals in July 2013 as part of the on-going refresh of the University's Estates Development Framework; Court also gave an in-principle approval to progress the University's bid for a Combined Heat and Power and District Energy Network investment, to be jointly funded from the SFC Carbon Reduction Programme
- begun working in partnership with DisabledGo to provide information to staff, students and visitors on accessibility
- provided SFC with monthly updates on the Technology and Innovation Centre for which construction works on site are now well advanced

Specific Outcomes

- 5a Work towards the Silver Award level for our STEM departments, then extending the Athena SWAN principles to all departments (OA 2.5 / PMF 21)
- 5b Maximise the impact of programme activity, including the Technology and Innovation Centre, in line with the conditions of grant and report on progress to SFC timeously in accordance with agreed protocols (OA 5.1)
- 5c Deliver major estates development projects within time and within budget (OA 5.2)
- 5d Continue our dynamic update approach to the Estates Development Framework and ensure effective delivery of elements planned for this period including the SFC match-funded Combined Heat and Power Plant and taking into account the outcomes set out in the Outcome Agreement (OA 5.3)
- 5e Fill the additional places allocated through SFC's investment schemes for widening access, articulation partnerships with colleges, undergraduate skills for growth (energy and life sciences) and PGT skills for growth (OA 5.4)

Summary of Quantitative Outcomes

NUMBER	OUTCOME	BASELINE	MILESTONES
Theme 1: Renowned Research Quality and Intensity			
1a	Increase the value of our international research portfolio from outside the European Union, securing at least five new grants with a collective total value in excess of £5 million (OA 2.2 / PMF 4)	25 awards with a total value of £0.9 million in 2011-12	Grants with a total collective value of over £3 million by end of July 2014
1b	Increase our postgraduate research student population from approximately 1,000 to 1,600 by 2016 (OA 2.4 / PMF 5)	1,093 in 2011-12	1,300 in 2013-14
Theme 2: Exemplary Knowledge Exchange and Impact			
2a	As a proxy for closer industry engagement, double the value of consultancy income over five years (OA 1.1 / PMF 8)	£3.3 million in 2011-12	£4.6 million in 2013-14
2b	As a proxy for closer industry engagement, double the value of continuing professional development income over five years (OA 1.2 / PMF 9)	£2.7 million in 2011-12	£3.6 million in 2013-14
2c	Maintain a position in the UK top five for Knowledge Transfer Partnership involvement (OA 1.3 / PMF 6)	Fifth (19 KTPs) in 2011	Retain top five position
2d	Increase licensing agreements from 20 (£0.5 million) to 40 (£2 million) in five years (OA 1.4 / PMF 7)	20 (£0.5 million) in 2011-12	£1.3 million in July 2014

Summary of Quantitative Outcomes continued

NUMBER	OUTCOME	BASELINE	MILESTONES
Theme 3: Outstanding Teaching and Student Experience Section 1: Widening Access and Learner Journey			
3.1a	Increase the number of undergraduate entrants from SIMD 0-40 areas by a minimum of 15 per cent by 2015-16 (OA 4.2 / PMF 12)	687 in 2011-12	10 per cent by 2014-15
3.1b	In relation to 3.1a, monitor the proportion of SIMD 0-40 entrants that are from SIMD 0-20 backgrounds, and maintain at a minimum of 46.6 per cent (OA 4.3)	320 (46.6 per cent) in 2011-12	Monitor applicants and entrant numbers annually as part of the intake target setting, admission and Early Statistics return processes
3.1d	Increase the number of entrants from FOCUS West schools by a minimum of 20 per cent by 2015-16 (OA 4.5)	94 in 2011-12	15 per cent by 2014-15
3.1e	Increase the number of undergraduate entrants from colleges by 30 per cent by 2015-16, subject to agreement being reached with individual colleges (OA 4.6 / PMF 11)	245 in 2011-12	20 per cent by 2014-15
3.1f	Improve our undergraduate retention rate by 1 per cent per annum (OA 4.7 / PMF 14a)	89.9 per cent (2009-10 entrants)	Monitor progress annually as part of regular management information reporting
3.1g	Close the retention gap for undergraduate entrants from SIMD 0-20 postcodes (OA 4.8 / PMF 14b)	85.4 per cent (2009-10 entrants)	Monitor progress annually as part of regular management information reporting

NUMBER	OUTCOME	BASELINE	MILESTONES
Theme 3: Outstanding Teaching and Student Experience Section 2: Graduate Skills ad Patterns of Provision			
3.2g	Monitor impact of innovative approaches to learning, teaching and support on undergraduates' personal development via student satisfaction with related NSS questions (OA 3.7 / PMF 13)	89, 81 and 85 per cent satisfaction in 2012 NSS	Monitor student satisfaction responses to NSS questions around 'Teaching on my course', 'Academic support' and 'Personal Development'
Theme 4: Thriving International Profile and Reputation			
4a	Grow strategic alliances with world-class academic institutions and organisations, especially in Asia and the USA, establishing five new relationships in areas where Strathclyde has research strengths and developing three existing relationships to a higher strategic level (OA 2.1 / PMF 19)	N/A	Relationships reviewed and prioritised; initiate negotiations to establish new and strengthen existing relationships
Theme 5: Operational Excellence			
5a	Work towards the Silver Award level for our STEM departments, then extending the Athena SWAN principles to all departments (OA 2.5 / PMF 21)	Athena SWAN Bronze 2011	Institutional Bronze renewal submission in April 2014, and associated departmental submissions in line with Athena SWAN timelines
5e	Fill the additional places allocated through SFC's investment schemes for widening access, articulation partnerships with colleges, undergraduate skills for growth (energy and life sciences) and PGT skills for growth (OA 5.4)	N/A	Fill additional places for 2014-15 entry: 53 widening access 80 articulation from colleges 25 UG skills for growth 85 PGT skills for growth

SFC National Measures

MEASURE	BASELINE 2011-12	PROGRESS 2012-13	ASPIRATIONS 2016-17
	SFC DATA	UNIVERSITY OF STRATHCLYDE DATA (USING SFC'S DEFINITIONS)	
1. The number and proportion of Scottish-domiciled learners articulating from college to degree level courses with advanced standing	54/288 (18.8 per cent)	45/287 (15.7 per cent)	Increase to 120 entrants
2. The proportion of Scottish-domiciled undergraduate entrants from the 20 per cent and 40 per cent most deprived postcodes	SIMD 0-20 310 / 2,631 (11.8 per cent)	SIMD 0-20 371 / 2,745 (13.5 per cent)	Maintain proportion of SIMD 0-40 from SIMD 0-20 postcodes
	SIMD 0-40 701 / 2,631 (26.6 per cent)	SIMD 0-40 779 / 2,745 (28.4 per cent)	Increase by a minimum of 15 per cent
6. The number and proportion of full-time first year Scottish-domiciled undergraduate entrants returning to study in Year 2	2010/11 entrants retained in 2011/12 2,452 / 2,639 (92.9 per cent)	2011/12 entrants retained in 2012-13 2,335 / 2,493 (93.7 per cent)	Maintain proportion (92-95 per cent)

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