## Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal’s Welcome</td>
<td>01</td>
</tr>
<tr>
<td>Strategic Context</td>
<td>03</td>
</tr>
<tr>
<td>SFC Priority 1: Widening Access</td>
<td>04</td>
</tr>
<tr>
<td>SFC Priority 2: High-Quality Learning and Teaching</td>
<td>12</td>
</tr>
<tr>
<td>SFC Priority 3: World-Leading Research</td>
<td>16</td>
</tr>
<tr>
<td>SFC Priority 4: Greater Innovation in the Economy</td>
<td>18</td>
</tr>
<tr>
<td>SFC Priority 5: High-Performing Institutions</td>
<td>22</td>
</tr>
<tr>
<td>Appendix</td>
<td>26</td>
</tr>
</tbody>
</table>
The University of Strathclyde is the only higher education institution to be established in Scotland during the Enlightenment. Our founding purpose as ‘the place of useful learning’ is reflected and enriched today by our reputation and status as a leading international technological university, focused on delivering excellent teaching and world-class research and known for forging strong collaborative links with industry, government, business and the third sector.

Established in 1796 by Professor John Anderson ‘for the good of mankind’, widening access to university is in our DNA. Today, we are proud to welcome increasing numbers of students from widening access backgrounds. Our use of contextual information for admissions will allow this number to continue to grow, and our Children’s University programme allows us to reach even more young people to inspire their future participation in higher education. In recent years, we have been named Times Higher Education UK University of the Year, Entrepreneurial University of the Year, UK Research Project of the Year and, most recently, Business School of the Year. These achievements can be attributed to the collective talent, effort and commitment of our staff and students.

Strathclyde has developed very effective means to translate our leading research outcomes – as evidenced by a strong REF 2014 performance – to have impact for our industry, business and public sector partners, and society at large. Our strategic research centres include the Technology and Innovation Centre, the Advanced Forming Research Centre and the Power Networks Demonstration Centre alongside our policy-focused centres such as the Fraser of Allander Institute, the Centre for Excellence for Looked After Children and our International Public Policy Institute. These Centres are making an enormous impact on people’s lives, the environment and on our economy in sectors such as energy, manufacturing, photonics and pharmaceuticals.

As a socially-progressive institution, we provide extra support for our students and staff. Students who are care experienced are given dedicated support from the time of their application to Strathclyde and throughout their studies. Carers Scotland awarded the University with Carer Positive Engaged status in recognition of the work we have carried out with our staff carer population, and we also have dedicated support for students who are carers.

The University is working towards its institution-wide submission for a Silver Athena SWAN Award, which we aim to achieve by 2020. We are proud of our initiatives to encourage more women to access STEM subjects. Our Gender Action Plan will detail our commitment to further improve our performance in this area, and to attract more men to study subjects where they are under-represented.

I am delighted to introduce the University of Strathclyde’s three-year Outcome Agreement, covering the period 2017-2020, which signals our continued commitment to Scottish Government priorities through our Strategic Plan. Our constructive engagement with the Scottish Funding Council is critical to achieving our goals and we welcome their ongoing support.

Professor Sir Jim McDonald
Principal and Vice-Chancellor
In 2015, the University of Strathclyde launched its ambitious Strategic Plan 2015-2020. Building on significant success through the realisation of our distinctive ‘triple helix approach’ – the coming together of academia, business and industry, and the government and public sector, in common cause – our Strategy sets out our determination to make a significant difference for our students, the economy and wider society.

Throughout our three-year Outcome Agreement, our commitments to SFC’s National Measures often refer back to our Strategic Plan targets. This closer alignment between SFC priorities and Strathclyde’s strategic ambitions highlights our commitment as a socially-progressive, innovative university whose ambitions resonate with those of the Scottish Government. Our newly-stated targets also build on the commitments we made in previous Outcome Agreements. The additional commitments put forward for the medium term are set with an assumption of no material change in funding circumstances, in the context that this is a three-year Outcome Agreement, but that the Scottish Government has confirmed only a single-year budget settlement for 2017-18.

Our continued commitment to our foundational principles as ‘the place of useful learning, for the good of mankind’, is showcased in the case studies throughout this document. These exemplify our approach to successful partnership working, ensuring that our activities have an impact both within and beyond the university campus.

Since the launch of our Strategic Plan, which draws on our bold, innovative and ambitious values, there have been a number of external changes impacting the Higher Education sector, and the UK as a whole. We remain absolutely committed to achieving the major milestones we set out to reach by 2020 – our reiteration of Strategic Plan targets in this Outcome Agreement demonstrates our confidence in the University’s ability to fulfil these.

At Strathclyde, we are particularly focused on transforming the way academia works with business and industry, and on creating an exemplary new model for how such engagement should be done which ensures that our work with employers extends beyond research and continuous professional development in order to inform and enhance the skills of our graduates.
SFC Priority 1: Widening Access

Learning that is accessible and diverse, attracting and providing more equal opportunities for people of all ages and from all communities and backgrounds.

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, to improving retention and to embracing life and career opportunities for all those who participate in the Strathclyde education and experience.

To achieve this, Strathclyde has set out commitments in its Strategic Plan to:

- increase the number of Scotland-domiciled undergraduate entrants from the 40% most deprived areas to 1,000 by 2020 (S plan KPI 1; SFC NM2a)
- increase the number of non-EU students to 2,650 by 2020 and monitor the proportion of non-EU students from beyond our five most well-represented countries (S plan KPIs 11 and 12)

In addition, Strathclyde aims to:

- at least maintain the proportions of total Scotland-domiciled undergraduate entrants, and of SIMD0-40 undergraduate entrants, who are from the 20% most deprived areas (SFC NM 2b)
- increase the number of college entrants to 450 (SFC NM 1)
- increase the number of Scotland-domiciled undergraduate entrants from low progression schools to 150 (SFC NM 3)
- continue to monitor the number and proportion of Scotland-domiciled undergraduate entrants with care experience (SFC NM 4)
- continue to monitor the number and proportion of full-time first-year Scotland-domiciled entrants from the 20% most deprived backgrounds, from care experience backgrounds and protected characteristic groups, returning to study in year two (SFC NM 5)

At Strathclyde, our long-standing commitment to widening access and supporting young people in care and those with care experience is placed at the heart of our values and principles, and we are committed to equality for all irrespective of their protected characteristics. We aim to create and maintain a diverse community of students and staff in which everyone is valued and encouraged to realise their full potential. Our Strategic Plan 2015-2020 outlines our ambition to achieve ‘a diverse and vibrant student population’, and our first performance measure aims to increase our number of entrants from SIMD0-40 postcodes.

1 References are to the 16 KPIs set out in the University’s Strategic Plan 2015-2020
2 References are to the National Measures set out in the SFC’s guidance for Outcome Agreements
3 As defined in Strathclyde’s contextualised admissions policy
Our location in the heart of Glasgow is fundamental to both our historical and current focus on widening access and, as a socially-progressive institution, the University welcomes the findings and recommendations of the Scottish Government’s Commission on Widening Access (CoWA).

We are committed to taking a systemic approach to widening access. Although our Strategic Plan focuses on entrants from SIMD0-40 postcodes, we remain committed to increasing the number and proportion of entrants from both SIMD0-20 and SIMD21-40 postcodes, and will continue to monitor recruitment levels in these two groups as part of our annual target setting and monitoring process. There is a high level of awareness of the CoWA commitment to increase the proportion of entrants from SIMD0-20 postcodes. Our Strategic Plan commitment and our contextualised admissions policy currently focus on the two groups combined: SIMD0-40, and we have achieved steady progress in increasing numbers and proportions from each of the two most deprived quintiles.

We aspire to increase opportunities for people from a diverse range of backgrounds to engage in the life-transforming experience that study and success at university can bring. We are committed to recruitment based on merit and an individual’s ability to benefit from the education we can offer. We have a multiplicity of routes into higher education: through schools and colleges, programmes targeted at children from less well-off backgrounds, prospective students from looked after backgrounds, and for mature students who may have missed the opportunity of university earlier in life.
Widening Access and Developing our Students
As well as working closely with the University of Strathclyde Students’ Association (USSA) and their award-winning access schemes, many of our outreach and support programmes involve our students. As part of their curriculum or as volunteers, acting as peers, role models, mentors, tutors and team leaders, students are an integral part of our widening access mission. This approach provides real-life insight into university life, work experience and careers for school pupils and allows our students to enhance their skills and employability.

Strathguides, an initiative from USSA, provides university engagement activities for pupils in their early secondary years at target schools. This award-winning initiative aims to encourage pupils to recognise that a university education is achievable regardless of social or economic circumstances. Delivered by trained student volunteers, Strathguides work with pupils to introduce them to life on campus and to deliver tailored learning activities based on the student volunteers’ subject disciplines.

Strath Science Scouts aims to inspire young people to develop their interest in science and thus to study science both at school and university. Our Scouts are current undergraduate and postgraduate science students. They work in small teams to visit schools to talk to and motivate pupils, sharing their experiences and vision for the future. They also run science events at the University, to demonstrate the university experience. The programme is supported by staff, and students of all years are involved. By becoming a Scout, our students develop key transferable skills as well as providing a service to the local community. The programme was launched in October 2016 and since then around 100 students have signed up to become Scouts.

Building on the model developed by Alan Milburn, Chair of the Social Mobility and Child Poverty Commission, in his 2012 report *4*, Strathclyde employs a learner journey approach to access. This recognises the distinct, but often overlapping stages, through which a learner travels into and through higher education, providing support to help students into university, to succeed while they are here and to move onwards into positive graduate destinations.

Contextual Data in Admissions
At the University of Strathclyde, we believe our applicants should be judged on their potential to succeed. We wish to encourage applications from under-represented groups and recognise that, for some people, their education and circumstances have been disrupted or disadvantaged. We therefore consider the context of a person’s educational experience and achievements and their wider socio-economic situation.

Our Contextual Data in Admissions policy came into effect in September 2013. Since its introduction we have used contextual data (such as whether an applicant has been in care or under a home supervision order for longer than three months, attends a school where few people progress to university – ‘low progression schools’ – or resides in an under-represented postcode) in the decision-making process, allowing us to give certain applicants amended offers.

Pupils from low participation schools are encouraged to apply to the University and have access to targeted initiatives such as FOCUS West S3 Campus Days and S4 Focus on Four.

External engagement and outreach are central to Strathclyde’s widening access activities, and these are supported by strong partnerships with organisations such as Glasgow City Council Education Services, Clyde Gateway, the Scottish Refugee Council, Bridges out of Poverty, the Bridges Programme, the Carers Trust and MCR Pathways.

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*4 Milburn, 2012, University Challenge: How Higher Education Can Advance Social Mobility, HMSO*
Children’s University
Glasgow Children’s University, managed by the University of Strathclyde in partnership with Glasgow City Council, and for which our Principal acts as Chancellor, was the first local Children’s University centre to be established in Scotland. Its aim is to raise aspirations and awareness, boost achievement and encourage a love of learning. The programme currently has 32 member schools – 25 primary schools (including two autism units) and seven secondary schools. Almost 3,000 Passports to Learning have been distributed in Glasgow (with a focus on the North East of Glasgow, targeting low progression schools), with our pupil members logging over 18,000 hours of voluntary learning. More than 125 pupils received an award at graduation in June 2016. The Children’s University programme won the ‘Education Award’ at the Inspiring City Event in Glasgow, September 2015.

Care Experienced students
A key commitment in our Outcome Agreement is to continue to support, and to improve early identification of, looked after young people and those with care experience. The University has a strong track record in this area, and this was highlighted when, in 2016, Strathclyde became the first education institution in Scotland to sign up as an ‘official friend’ of Who Cares? Scotland. The University is home to the Centre for Excellence for Looked After Children in Scotland (CELCIS), and ‘Strathclyde Cares’ is a UK first which helps students from care throughout their higher education journey.

Our Strathclyde Cares Committee monitors and prioritises support for students from a looked after background and actively seeks opportunities to increase applications. Our broad definition of ‘looked after’ and ‘care experienced’ ensures we are identifying as wide a group as possible, including those in: residential care, foster care, cared for by friends or relatives, or cared for at home. Our current support and activities for looked after young people and those with care experience are delivered through our Strathclyde Cares programme and are coordinated by the Widening Access Team and the Recruitment and International Office, with university-wide support from the Strathclyde Cares Committee and CELCIS.
Strathclyde Cares
The University has a strong commitment to encourage applications from those in care, those with care experience and anyone who has previously been looked after by a local authority – this could be in residential care, in foster care, cared for by friends or relatives, or cared for at home.

Strathclyde Cares encompasses a range of support and activities for people from looked after backgrounds, available during their time at school, throughout the university application process and throughout their programme of study at Strathclyde.

This includes:
- a variety of bespoke programmes for school pupils in care designed to raise aspiration and awareness of university study, as well as funded places on wider programmes such as Accelerate
- partnership with the MCR Pathways Foundation to improve the educational outcomes of children in care throughout Glasgow
- a single named Care Adviser for any issues relating to care at university
- year-round accommodation if required for those studying on a full-time course
- Strathclyde Cares scholarship opportunities for additional financial support
- a guaranteed interview to become a paid Student Ambassador for the duration of their degree
- friendly one-to-one mentoring from a member of staff to provide support for new students throughout their time at Strathclyde
- financial support with graduation costs

The University of Strathclyde was also the first university in Scotland to pledge its support for students who are estranged from their families. The University is working with the charity Stand Alone, to help remove barriers to higher education and academic success. Building on our reputation for exemplary support for those with care experience, we are developing dedicated support for estranged students in key areas of need, including finance, accommodation, mental health and wellbeing.

The Strathclyde programme will provide a single, named point of contact for estranged students and support will be provided throughout their studies.

Carers
Our suite of support for students with caring responsibilities, through partnership working with Carers Trust, Scotland, recognises the issues student carers face. Activities include a University-wide Carers Committee involving student representation as well as all faculties and relevant professional services, the development of a student carers’ policy and a named point of contact for all issues relating to student carers.

In order to capture those students who become carers during the academic year, we encourage student carers to identify themselves throughout the year in various all-student communications.

Our Named Officer for Student Carers acts as an advocate, liaising with students and relevant academic and support services to reach solutions to individual challenges as and when they arise. We give student carers advance notice of upcoming opportunities – such as short-term internships, or weekend residential activities – for which they may be given priority consideration. Our scholarships, bursaries and discretionary fund panels also take into consideration any declared caring responsibilities as they can impact on ability to undertake regular paid work alongside study.

We work in partnership with local authorities on a number of issues and invite them to attend annual update sessions during which we highlight our support for student carers, which can help them when they engage with young people pre-university entry who have caring responsibilities.
Gender

Our commitment to equality of opportunity incorporates gender. Strathclyde’s undergraduate student population has consistently reflected an even proportional split by gender, with only minor fluctuations in entrant proportions year to year. At subject level, proportions vary in line with the sector as a whole, and we have taken positive steps, particularly in relation to STEM subjects, to encourage increased participation from the under-represented gender.

The positive progress made by Strathclyde in encouraging more female applicants to STEM subjects was recognised by research commissioned by the SFC. The Higher Education Academy analysed approaches taken by Scottish universities and colleges to tackling gender imbalances at subject level. Strathclyde was highlighted as supporting and encouraging applications through counter-stereotyping. The University’s prospectus was the only university example commended for making counter-stereotypical imagery look natural and praised for including counter-stereotypical case studies.

In 2015, we established a Gender Equality Steering Group to deepen understanding of any underlying gender-related inequalities at the University. The group developed a set of 25 additional gender equality recommendations which were approved by our Executive Team in January 2016. The development and delivery of our single University Gender Action Plan will encompass all of our current and future gender equality outcomes and activity, including our institutional Athena SWAN Action Plan and Gender Equality Steering Group recommendations.

While concerns about gender imbalances at subject level have often focused on the lower proportion of women in STEM, we recognise that addressing gender imbalances and occupational segregation also requires a focus on male subject choices, attainment and occupational decisions. This includes increasing male participation in, for example, Education, European languages, Literature, and related subjects. Since the extension in scope of the Equality Challenge Unit’s Athena SWAN Charter to Arts, Humanities, Social Sciences, Business and Law in 2015, we have engaged schools and departments within our Faculty of Humanities & Social Sciences and our Business School in the scheme, with all departments now on a timeline to submit for awards. This includes the development of actions to increase the proportion of either female or male students where a gender imbalance is identified.

Our Gender Action Plan will include additional actions to ensure an integrated institutional approach to tackling student gender imbalances at subject level, as we work towards the Scottish Funding Council’s target for no subject to have a gender imbalance of greater than 75% of one gender by 2030, noting that the gender balance of our undergraduate entrants very closely corresponds to the gender balance of our undergraduate applicants. Our specific outcomes in this area are set out below and will be more fully expressed in our Gender Action Plan.

The Equalities Challenge Unit have emphasised the need for widening participation and equality teams to collaborate, and for outreach and access work to consider those who potentially experience multiple barriers through the intersection of, for example, gender and deprivation quintile, as measured using SIMD. Strathclyde’s widening participation strategy takes explicit cognisance of these issues. We proactively seek to work with those groups and individuals who are the most disadvantaged and to target any type of under-representation.
Gender Action Plan
In line with the aims of SFC’s Gender Action Plan, it is our intention at Strathclyde to develop a single University Gender Action Plan (by July 2017) and, within this, to outline how we intend to:

- address gender imbalances ‘in subjects with severe gender imbalances at a national level (75%+ one gender), as well as in any other subjects in which there are severe gender imbalances within the institution’ – our focus will be in attracting more female applicants to STEM subjects in which they are under-represented, and more male applicants to teaching and other Humanities and Social Science subjects in which they are under-represented
- increase course outreach/student recruitment/widening access activity to encourage applications in identified subject areas
- address, as required, any identified student retention issues by gender
- submit for Athena SWAN Silver institutional award by July 2020
- ensure all STEM academic departments have submitted for Athena SWAN awards by November 2018
- publish the Equally Safe in Higher Education project outcomes
- publish the Trans.Edu Scotland project outcomes
- identify the most successful gender-based outreach programmes, for wider roll-out as applicable, for example BP ‘Engineering the Future for Girls’ Summer School

BP ‘Engineering the Future for Girls’ Summer School
In 2016, the University of Strathclyde partnered with BP to launch ‘Engineering the Future for Girls’, a programme aimed at addressing gender inequality in engineering by providing a one-week summer school for S3 girls. The programme, which runs in the last week of the school year, aims to inspire S3 (going into S4) girls to consider studying and pursuing a career in engineering.

Girls participating in the BP programme were set a wide range of engineering challenges, with lots of hands-on activities designed to make it fun and engaging. Activities were completed in teams, included building a shelter for disaster relief, designing and building a wind turbine, and participating in a floating-egg race. Team challenges and competitions were interspersed with more focused sessions on ‘what’s it like to study engineering’. A site visit to BP Grangemouth included a question and answer session with professional female engineers.

In its first year, the programme proved highly popular. After a very short advertising period, over 200 applications were received for the 60 places available. Teachers’ references indicated that many of our applicants were the “only girl in their physics class” and despite being non-residential, we attracted applicants from all regions of Scotland. We also had a large percentage of applicants and final attendees (>40%) from schools with over 20% of pupils from households in areas of multiple deprivation.

In 2017, the University succeeded in attracting a further sponsor, the local engineering contractor BAM Nuttall. The additional funding enabled us to expand the current programme and invite 100 girls in June 2017.
SFC Priority 2: High-Quality Learning and Teaching

An outstanding system of learning that is accessible and diverse, where students progress successfully with the ability, ideas and ambition to make a difference.

**Our Commitment**

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

To achieve this, Strathclyde has set out commitments in its Strategic Plan to:

- maintain the number and proportion of full-time first-year undergraduate entrants returning to study in year two (S plan KPI 2; SFC NM 6)
- achieve 90% student satisfaction (overall) as measured by the National Student Survey (S plan KPI 3; contribution to SFC NM 7)
- monitor the proportion of graduates in work or further study in relation to benchmark (S plan KPI 4; SFC NM 9a)
- increase the number of postgraduate taught students to 2,340 by 2020 (S plan KPI 5)

In addition, Strathclyde aims to:

- monitor the number and proportion of Scotland-domiciled undergraduate entrants to STEM courses (SFC NM 8)
- monitor the number and proportion of Scotland-domiciled graduates entering professional occupations (SFC NM 9b)

Our strategic aim is to develop students who are engaged, enterprising, enquiring, and ethically, globally and culturally aware; work-ready graduates with impact who engage with societal and global challenges. Our entrepreneurial education nurtures business talent in our students at every stage in their university life.
Our commitment to delivering an outstanding student experience is characterised by our founding mission of being ‘the place of useful learning’, delivering a distinctive curriculum that is innovative, forward-looking and practical, and fostering academic excellence and achievement. We will support this commitment by drawing on our long-established, successful partnerships with industry, business and the voluntary and public sectors, both locally and around the world. We ensure a positive learner journey for all by focusing on successful transitions across all levels of education.

Our strategic ambitions focus on growing our widening access and postgraduate cohorts, further diversifying our international student population, and creating flexible pathways, so that individuals from a variety of backgrounds can benefit from the distinctive student experience at Strathclyde.

We ensure an outstanding student experience at Strathclyde by maintaining and enhancing the high quality of our learning and teaching and through the delivery of an effective learning environment, comprising intelligent support, infrastructure and technologies, seamlessly blending physical and digital environments for all students. We are committed to the credit rating of applicable courses in accordance with the Scottish Credit and Qualifications Framework (SCQF), and opportunities for participating in SCQF credit-rating and training activities are promoted on a regular basis via the University’s Quality Assurance Committee.

For us, the contemporary interpretation of being ‘the place for useful learning’ means ensuring that our graduates are endowed with skills that equip them for successful careers in a variety of sectors. STEM subjects play a key role in this, and following investment in additional places by SFC, Strathclyde’s proportion of SFC-fundable undergraduates studying STEM subjects has increased from 45% in 2012-13 to 51% in 2015-16.

In addition to STEM, the development of language skills is a key skill in a globalised world. We make language classes, in Spanish, Italian and French, available to all students as interdisciplinary classes, and offer a dedicated International Business and Modern Language programme. Languages students have the opportunity to participate in the Language Ambassadors programme, promoting languages as a viable subject option in secondary schools, specifically targeting third-year pupils and encouraging them to study languages at HE level. As well as providing an opportunity for our students to gain experience in schools, this helps potential students think about language skills well in advance of their university journey. In addition, the

**Space School**

The Scottish Space School is an initiative supported by the international space community, including NASA and the European Space Agency, to inspire and motivate young people to study science and engineering, and consider careers in these disciplines.

The week-long residential school for 100 pupils is aimed at inspiring young people from all backgrounds to consider careers in engineering. Since its inception in 2002, more than 1,700 pupils from high schools across Scotland have taken part in the Space School, with over 900 now employed in well-paid jobs with prospects in science and technology.

Since the University took full ownership of the programme in September 2011, there has been a significant increase in the number of participating female pupils who have gone on to study engineering at Strathclyde. Many of the female pupils who go on to study engineering at Strathclyde act as mentors for the Space School and other programmes in future years. There are also a number of female students who act as STEM ambassadors and participate in school visits with the aim of promoting engineering to a younger audience.

Each year 10 pupils are also selected to take part in a week-long visit to NASA’s Houston Space Centre.
Adult Learning Programme at our Centre for Lifelong Learning offers the public an interesting and stimulating selection of language study opportunities, extending access to language skills classes to the wider population.

Strathclyde continues to support the implementation of the national Gaelic language plan through the training of Gaelic-medium teachers. The Professional Graduate Diploma in Education (PGDE) initial teacher education programme recruits both primary and secondary education students intending to work either as Gaelic-medium education (GME) teachers or as secondary teachers of Gàidhlig (for fluent speakers of the language) and Gaelic (for learners).

Elements of the standard PGDE course are taught through Gaelic. Students enjoy language classes, talks on issues relating to Gaelic and Gaelic-medium education, and sessions on wider bilingual education issues.

The University also offers a Gaelic Immersion for Teachers Postgraduate Diploma which enables qualified and practising English-medium teachers with an intermediate level of competence in Gaelic to acquire advanced-level Gaelic language skills and thus transfer to GME.

External engagement in education is an integral element of the student experience at Strathclyde, which extends across all disciplines and throughout all levels across the undergraduate, postgraduate taught and research populations. This forms the underpinning ethos to innovative curricula to ensure we maximise the employability of our students and the successful onward destinations for our graduates. This experience is characterised by employer engagement in the development of programmes, real-world problem-solving, creation of internships and placements, and ongoing sustainable partnerships with industry, business and the public sector. This continues to inform our practice as we extend our education offering to new forms of provision in partnership with employers, aligned to national and UK drivers for developing higher skills within the workforce.

We are building on the success of early engagement with a Skills Award to mainstream recognition of extra-curricular experiences for all, in partnership with the student body. This will incorporate the provision of a tailored opportunity for reflection on and articulation of these experiences, culminating in formal recognition through the University transcript.
Engineering Academy

The University of Strathclyde Engineering Academy represents a significant collaboration between the University, partner colleges and industry which provides a new access route into BEng or MEng programmes in an engineering discipline. The Academy enables significant numbers of high-quality and highly-motivated students to achieve a degree in engineering that is enhanced by the practical skills of structured work-based learning and experience in industry. The pioneering initiative is aimed at providing college students not only with a route into university but also into employment. The degree programmes offered within the Academy are boosted by hands-on practical experience through industry-funded scholarships and paid summer placements, ensuring that graduates entering the workforce will have the enhanced professional and vocational skills that the industry is seeking.

The first year of the Engineering Academy is taken as an enhanced HNC programme within one of the seven partner colleges and those students who achieve the required performance will be guaranteed transfer to an undergraduate degree within one of the Faculty of Engineering departments.

The Engineering Academy’s close links with sponsoring companies provide opportunities for students to gain work experience and scholarships, which aid their professional engineering skills development. The first intake to college was in September 2013, and the first articulating cohort completed their second year during the 2014-15 academic year. In 2016-17 more than 100 students were recruited to the programme. The first students from Strathclyde’s Engineering Academy graduate in 2017.
SFC Priority 3: World-Leading Research

World-leading universities, nationally and internationally connected with a global reputation for their research.

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.

To achieve this, Strathclyde has set out commitments in its Strategic Plan to:

- increase total competitively-won research income (spend) from all sources to £70 million by 2020. (S plan KPI 6; SFC NM 12)
- achieve an overall citation rate 50% greater than the world average by 2020 (S plan KPI 7)
- increase our number of research postgraduate students to 1,750 by 2020 (S plan KPI 8; SFC NM 10)

In addition, Strathclyde aims to:

- increase total share of income from the UK Research Councils to 1.25% (SFC NM 11)

Strathclyde is fully committed to the principles set out in the Universities UK Concordat to support research integrity.

Challenging conventional wisdom has been fundamental to the University’s ethos for more than 200 years. Today our research activity continues to be of central importance in everything we do – informing our teaching and enabling us to translate outcomes for the benefit of business, industry and society as a whole. In keeping with our reputation and status as a leading international technological university, we are continually advancing the intensity, quality and international competitiveness of our research.

We will achieve our objectives by increasing our research intensity in all areas and creating and adopting innovative approaches to connect high-quality fundamental research to outcomes that have impact in contemporary global society and industry. Firmly positioned among the top 20 leading research-intensive universities in the UK, we will maintain a strategic focus on our major new Strategic Research Themes, making significant contributions towards:

- Health and Wellbeing
- Energy
- Advanced Manufacturing and Materials
- Ocean, Air and Space
- Society and Policy
- Innovation and Entrepreneurship
- Measurement Science and Enabling Technologies

The strategic research themes signal to new and existing external partners (primarily business and industry, the public sector, and research and innovation funders) the impact areas that the University is significantly engaged with, and provide a focus for developing further strategic partnerships.

Reflecting the essential human and social dimensions of our purpose as ‘the place of useful learning’, we will also focus our research efforts on the systems, institutions, cultures and behaviours that shape and give meaning to people’s lives. In this way, we will continue to contribute to the global advancement of knowledge about people and their societies, and improve and enrich the human experience in our highly-technological age.

To support our objectives of high-quality research and increased research intensity, we will provide seamless, useful and relevant researcher development opportunities in order to grow and support our current
and future research talent. Our Researcher Development Strategy provides a framework, underpinned by a robust action plan, to support the University’s strategic ambitions through the future development and delivery of researcher development programmes at Strathclyde. Delivered through our PGR-focused Researcher Development Programme and our Strathclyde Programme in Academic Practice, Researcher Development and Knowledge Exchange, the strategy constitutes a continued commitment to developing a renowned research environment, which will support all researchers throughout their careers. Through Strathclyde’s sector-leading provision, individual researchers have access to world-class development opportunities to support their career aspirations.

Our distinctive mission and emphasis on joint-working with industry, government and international partners are exemplified by our current and growing range of unique research collaborations. These innovative initiatives, which underline our status as a leading international technological university, are set to contribute in excess of £1.4 billion of additional GVA to the Scottish economy by 2021/22.

We will continue to demonstrate our commitment to the Innovation Centres Programme. Since 2016, we have hosted the Digital Health Institute as well as the Industrial Biotechnology Innovation Centre (IBioIC). CENSIS, the Centre of Excellence for Sensor and Imaging Systems, is based nearby in the Glasgow Innovation District and we are serial collaborators in its work, as well as with the Oil and Gas Innovation Centre and DataLab.

Over the period of this Outcome Agreement, we will strengthen our strategic focus on collaborative research by actively pursuing and developing further collaborative opportunities with leading academic, business, government and third sector partners.

The following are just some examples of our existing research centres focused on the needs of society:

- **Strathclyde Space Institute**: a multidisciplinary venture addressing key challenges in space systems engineering, satellite applications and access to space. Part of the UK Satellite Applications Catapult.

- **Institute for Future Cities**: established to improve the quality of the city experience and quality of life, through developing a better approach to use of city assets. Partners include ESRC, EPSRC, AHRC, Innovate UK, Historic Scotland, Glasgow City Council.

- **International Public Policy Institute**: delivers measurable impact on societal outcomes in Scotland, the UK and internationally, by building on the University’s interdisciplinary research strengths in Energy, Health, Education and Social Policy, Government and the Public Sector, Economic Development and Future Cities.

- **CELCIS (Centre for Excellence for Looked After Children in Scotland)**: takes a multi-agency, collaborative approach towards making sustainable changes, by working in partnership with carers, social workers, teachers, nurses, charities, councils and government officials.

- **Centres for Doctoral Training (CDT)**: multi-purpose collaborations to integrate world-class research teams with external partners in an interdisciplinary environment. The first year of the four-year programmes is delivered with partner universities, including Edinburgh and Heriot-Watt. Industry-facing CDTs include Medical Devices, Wind and Marine Energy, Future Power Networks and Smart Grids, Built Environment Futures, Computational Fluid-Structure Dynamics in Offshore Oil and Gas.

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1 Biggar Economics: University of Strathclyde Economic Impact Study
SFC Priority 4: Greater Innovation in the Economy

A national culture of enterprise and innovation leading to a more productive and sustainable economy.

Our Commitment
The University of Strathclyde is committed to redefining universities’ collaboration models 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.

To achieve this, Strathclyde has set out commitments in its Strategic Plan to:

- Increase its total income from licensing, gains on sales of spin-out/spin-off investments, CPD and consultancy to £30 million by 2020 (S plan KPI 9)
- Increase its total value of industry research income to £18 million by 2020 (S plan KPI 10)

In addition, Strathclyde aims to:

- Continue to engage with SMEs with a view to maintaining the number of innovation vouchers (IVs), Follow-on IVs and H2020 IVs in the range 15 to 17 per year (SFC NM 13)
- Continue to engage with the SFC University Innovation Fund process (SFC NM 14)

Our ‘triple helix’ approach of collaboration between the University, industry and government has been transformational, accelerating the development of technologies, helping companies compete and informing the development of public policy.

We will build on this highly successful collaboration model through our continued and expanded use of innovation partnerships, focusing on fundamental and pre-competitive research to bring together industry, public and third sector partners in ground-breaking collaborations with the University at the heart.

We are committed to the delivery of the Innovation Scotland Action Plan and its outcomes, which fit well with Strathclyde’s strategic direction in the areas of business leadership and entrepreneurship; increasing knowledge exchange from university research and technologies; and the development of a Scottish innovation ecosystem which provides support for university and business collaborations.

Our commitment to entrepreneurialism is evidenced in our January 2017 UIF (University Innovation Fund) submission to SFC which set out our aims to continue to lead the successful Enterprise Campus (West) initiative, to provide enterprise education through the Hunter Centre for Entrepreneurship, and to develop entrepreneurship initiatives, such as Enterprise Pathway, coordinated by the Strathclyde Entrepreneurial Network.

We will continue to engage with the UIF process, detailing our specific commitments to SFC priorities each year.

Strathclyde is embedded in the Scottish innovation ecosystem, as well as locally in Glasgow. An example of our collaborations is our partnership with Glasgow City Council and Scottish Enterprise in the creation of Scotland’s first Innovation District; this was announced at the State of the City Economy Conference in Glasgow, November 2016.

The existence of a supportive innovation ecosystem is crucial in guiding and developing technologies on the journey from new research to commercial application. At Strathclyde, this is provided by the expertise within our departments, schools and faculties, and crucially
through our industry-facing centres which work collaboratively with industrial partners. Outwith the University, we are playing a leading role in the UK and Scottish Government networks of Catapult Centres and Innovation Centres established to tackle grand challenges in science and technology. The cultivation and growth of this distinctive Strathclyde innovation ecosystem is a key part of our Strategy.

We work intensively in support of small and early-stage companies and help them tackle the unique challenges they face in deploying technological innovation to drive growth, overcome barriers, minimise costs and develop lasting partnerships. In this way, we will continue to build on our expanding community of high-growth SMEs – locally, regionally and internationally – to ensure that we deliver sustained impact and growth for businesses and for the economy as a whole.

We are committed to working with SMEs and using schemes such as Innovation Vouchers to encourage initial collaborations and seek to build on these partnerships to develop relationships. Our SME strategy ranges from encouraging SMEs to work with the University to enhance opportunities for research and development, to offering unique company and individual development from CPD programmes such as the Santander-supported Growth Advantage Programme, run by the Strathclyde Business School.

Our continued success in Knowledge Transfer Partnerships demonstrates a commitment to working with organisations to deliver improved competitiveness and productivity through the better use of knowledge, technology and skills. Increasing our knowledge exchange activities from research and technologies is encouraged at all levels to enhance our opportunities for commercialisation and enterprise. Programmes such as the EPSRC Impact Acceleration Account help to facilitate and encourage these activities.

Our bold and innovative approach to knowledge exchange and impact is evident in our creation of the Knowledge Exchange (KE) academic staff category, launched in October 2012. This remains unique among UK institutions. There are now more than 100 staff in this category, and 27 staff have achieved promotion through this career pathway. In addition, Strathclyde has enhanced its career development support for staff engaged in KE work by developing and launching an innovative Knowledge Exchange PgCert/PgDip/MSc within the Strathclyde Programme for Academic Practice, Researcher Development, and Knowledge Exchange.

We will also continue to develop our relationships with major, industry-leading ‘blue chip’ partners and their supply chains through a variety of flexible engagement models to deliver strategic programme development, open innovation and effective industry collaboration. These collaborative partnerships will focus on finding solutions to key economic, technological and societal challenges. All of our industry-facing centres have Boards chaired by industry leaders and can also include supply chain and Scottish Enterprise representatives.
Our students also benefit from a range of development opportunities that establish enterprising characteristics, enabling them to engage with companies through student sponsorship, internships, placements and projects. The approach taken by our staff reflects our commitment to entrepreneurship, commercialisation and innovation-focused research.

As an international technological university, we are leaders in innovation, some of our examples of industry-facing research centres include:

- The Technology and Innovation Centre (TIC): a £90 million transformational co-investment – with SFC and SE – changing the way academics, business, and the public sector work in partnership to connect world-leading multidisciplinary research to societal and business challenges at pace and speed. TIC houses 700 researchers covering a broad range of sectors including energy, health, future cities, advanced manufacturing and photonics.

- NPL Scotland: a joint venture between the UK National Physical Laboratory and Strathclyde that heralds a step change in developing metrology capability in Scotland – critical to sustaining and growing a successful, competitive and technological economy – through joint research programmes and transformational relationships with business, industry and governments.
Advanced Forming Research Centre: a partnership with global industry (including Rolls-Royce, Boeing, Barnes Aerospace, Timet, Aubert Duval, and Bifrangi) providing world-leading research in advanced manufacturing, forging and forming. Over six years, more than £135 million has been raised and a team of 125 research staff assembled to accelerate research transfer into industry. The Centre is part of the UK Catapult network and is the UK’s national centre for forging and forming research.

Power Networks Demonstration Centre: a research centre founded by government, industrial and academic partners with the aim of accelerating the adoption of innovative research and technologies by the electricity industry. The Centre has attracted more than £30 million funding and includes partners from across the power industry including ScottishPower, SSE, UK Power Networks, Locamation, Omicron, S&C, Cisco and Vodafone.

Strathclyde Oil and Gas Institute: an industry-driven centre to support the UK and global oil industry develop new technology to reduce operating costs, extend plant life and develop new oil extraction techniques. The Institute is strongly engaged with the Scottish Oil and Gas Innovation Centre.

Centre for White Space Wireless Communications: an industry-driven centre, supported by the Scottish Funding Council with matched funding from industry, EPSRC and TSB grants. Supported by British Telecom, BBC, Xilinx, Motorola, and Microsoft.

Institute of Photonics: an international leader in use-inspired photonics research strategically focused to ensure academic excellence is combined with strong industrial engagement. Its key objective is to bridge the gap between academic research and industrial applications and development in the area of photonics. Industrial membership includes Thales, GlaxoSmithKline, Coherent, Honeywell, PRP, M2 and mLed.

Fraunhofer Centre for Applied Photonics: Fraunhofer is Europe’s largest contract research organisation.

Fraunhofer chose Strathclyde to set up its first UK research centre in applied photonics with support from the Scottish Government and Scottish Enterprise. The Centre works closely with the strong research teams in the Institute of Photonics to provide applied photonics solutions to industry at pace.

Maritime Safety Research Centre: a world-class centre of excellence, shaping the future of maritime safety. Partners include Royal Caribbean Cruise Lines and DNV GL Classification Society.

The pan-Scottish Institute for Re-manufacturing: established as a result of the Scottish Government’s resolution to reduce end of life waste of high value engineered components, systems and materials in support of the circular economy.

Continuous Manufacture and Crystallisation (CMAC): CMAC has raised over £90 million in six years to drive research and innovation to accelerate the adoption of continuous manufacturing and crystallisation processes, systems and plants for the production of high-value chemical and pharmaceutical products. Global industry partners include GlaxoSmithKline, Novartis, AstraZeneca and Bayer. Based in the Technology and Innovation Centre, CMAC has over 100 research staff and is the UK national centre and the largest research centre dedicated to continuous manufacturing of pharmaceuticals in Europe.

Advanced Nuclear Research Centre: dedicated to supporting the safe operation of global nuclear plants, it has an international membership including Bruce Power, Kinectrics, EDF Energy and Babcock International.
SFC Priority 5: High-Performing Institutions

A coherent system of high-performing sustainable institutions with modern, transparent and accountable governance arrangements.

Our Commitment
As an investing institution, the University of Strathclyde is committed to ensuring the efficient and effective management of our resources – our people, finances, physical assets and information.

To achieve this, Strathclyde has set out commitments in its Strategic Plan to:

- submit for the Athena SWAN Silver Institutional Award by 31 July 2020 (S plan KPI 14)
- reduce carbon emissions by 25% by 2020 from a baseline of 30,000 tCO2e (S plan KPI 16; SFC NM 15)

In order for our students and staff to achieve at the highest level, we will ensure that our resources are optimally aligned, with financial sustainability at the core. We will evolve and embed a team-based approach to delivery, guided by our institutional values. The successful realisation of our vision relies on the collective commitment of all our staff to the strategic priorities, performance indicators, targets and values of the University.

To assist with delivery of our Strategy, the University has invested in, and is benefiting from, an innovative Continuous Improvement approach to delivering improved sustainability, efficiency, and effectiveness. This approach has received national recognition in the form of a Times Higher Education Leadership and Management Award (Outstanding Administrative Services Team) and a Universities Human Resources (UHR) Award (Business Effectiveness and Organisational Development).
We will ensure a supportive, people-oriented and rewarding working environment where staff benefit from opportunities for development, a shared set of common aims, clear lines of communication and a commitment to equality and diversity. This includes our commitment to a new, extended Athena SWAN charter open to humanities, social science, law and business schools and covering wider equality issues including the progression of professional, technical and support staff. We are also developing an action plan to meet the requirements of the British Sign Language (Scotland) Act.

Our Strategic Plan set out our ambitions to build for the future with a bold 10-year, multimillion-pound investment to transform our estate and deliver first-class facilities for teaching, research and knowledge exchange. We will continue to develop an attractive, dynamic, technology-enabled and environmentally-sustainable campus that reflects our status as a leading international technological university, supports our strategic ambitions and delivers for staff, students and partners. The University is focused on a Business Improvement approach to delivering improved sustainability, efficiency, and effectiveness.

Gender
Our institutional Athena SWAN award is due for renewal in November 2017 and our Strategic Plan includes a commitment to apply for a Silver institutional award by 2020. In 2013, we appointed a Gender Equality Officer to coordinate the delivery of Athena SWAN awards in cooperation with departments across the institution and the University’s Athena SWAN Action Group. This included the successful renewal of our institutional Athena SWAN Bronze award in 2014 and the extension of Athena SWAN across our academic departments. We have successfully obtained nine departmental awards to date.

We continue to work towards addressing gender imbalances where they are present within our staff populations and are committed to gender equality within the membership of Court, our governing body. Statistics on the gender balance of our staff population by faculty and job category are presented in our Staff Equality Monitoring Report, published annually. From April 2017, we will publish information on the diversity of our governing body in our Equality Mainstreaming Reports, in accordance with the Scotland specific duties of the Public Sector Equality Duty.

Our Equal Pay Report is published every two years, in accordance with the Public Sector Equality Duty Scotland. We are committed to taking appropriate action to reduce any unjustifiable gender pay gap within grades which may be identified through the biennial reviews.

Through our institutional Athena SWAN Action Plan and our Gender Equality Steering Group recommendations, we are taking action to address gender imbalances and provide equality of opportunity for progression in our staff populations. This has included the establishment of a ‘Family Friendly Research Leave’ scheme to support academic staff returning from maternity or other relevant family leave to balance their return to work with the demands of their research and to help the University to recruit and retain staff with parental responsibilities, including female academic staff.

We have supported female staff to attend the Leadership Foundation for Higher Education’s Aurora Women’s Leadership programme since 2013 and in 2016-17 provided central funding for 15 women to attend, the maximum allowed by LFHE per institution. We are also implementing enhanced gender equality and unconscious bias training for our staff and student populations, including senior University management.

Staff networks at the University have been established to support female staff in their career progression and provide opportunities for academic collaboration and networking. The Faculty of Engineering created a WISE (Women in Science & Engineering) Committee in 2014 to develop initiatives to support women – from undergraduate students to senior academic staff. The Feminist Research Network was established in 2016 to bring together staff across the University, developing stronger feminist research presence, visibility and connectedness.
Our Approach to Staff who are Carers

The University was awarded Carer Positive Engaged status in June 2016 by Carers Scotland, on behalf of the Scottish Government, in recognition of the work we have carried out with our staff carer population.

The University has developed and published a policy applicable to staff who have caring responsibilities, which aims to help with the recruitment and retention of staff with caring responsibilities, thus supporting a positive declaration environment. In addition to the dedicated policy, other policies were amended to recognise the needs of carers.

Members of staff are encouraged to identify themselves as a carer to their line manager and/or the Human Resources Directorate. A dedicated all-staff email invites those who self-identify as carers (using our definition) to receive direct contact about the support we offer. In addition, annual review documentation has been amended to allow staff to confirm whether caring responsibilities impacted on the year’s performance, ensuring that managers use these discussions as a forum to sensitively discuss carers’ issues. Reminders to self-identify and update records are also regularly circulated to all staff using the University’s weekly bulletin.

As a Gold Healthy Working Lives employer, we have a range of workplace support for carers. This includes stress management support, annual lifestyle health checks and access to a counselling and employee assistance programme, which includes a 24/7 helpline, counselling sessions and online resources, tailored for carers. We also have chaplaincy services, free daily mindfulness classes, and classes and services offered by our sports centre. Our Occupational Health team assist carers to access relevant external support groups.
Combined Heat and Power Project

The University is investing £20 million in the construction of a combined heat and power district energy network that will reduce the Institution’s carbon emissions by 4,300 tonnes per annum, making a major contribution to the carbon emissions target set out in our Strategic Plan. It will also provide utility bill savings of over £2 million per annum. The project is supported by an £8 million capital grant from the Scottish Funding Council.

This ambitious and innovative city-centre development will be developed in a number of phases and will involve the construction of a new Energy Centre next to the University’s Royal College Building. The scheme has been designed so that future phases enable expansion of the district heating network to allow for external connections to be developed, thus acting as a catalyst for a city-centre heat distribution system.

Phase One of the scheme will see four kilometres of large-scale heating pipework, electric cable and communications ducts installed across the university campus. Sixteen university buildings, including the new Sport, Health and Wellbeing facility will receive hot water and electricity generated in the energy centre.

Engagement with other city energy schemes in Scandinavia and also in the UK has helped to shape the project’s development, such as the launch of the ‘Strathclyde Commitment’ which will provide a range of community benefit initiatives such as local jobs, apprenticeships and graduate placements.

A knowledge, learning and teaching ‘Demonstration Space’ at the Energy Centre will be created to enable a better understanding of the technology used and the scheme’s performance, and we will measure the scheme’s overall local, regional and national benefits with a socio-economic impact assessment.
Appendix: Our Commitments

Please note that all student numbers in this table are rounded to the nearest five.

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<tbody>
<tr>
<td>1</td>
<td>-</td>
<td>Increase the number of college entrants to 450</td>
<td>325</td>
<td>345</td>
<td>445</td>
<td>New commitment</td>
</tr>
<tr>
<td>2a</td>
<td>1</td>
<td>Increase the number of Scotland-domiciled undergraduate entrants from the 40% most deprived areas to 1,000 by 2020</td>
<td>840</td>
<td>915</td>
<td>985</td>
<td>2015-20 Strategic Plan</td>
</tr>
<tr>
<td>2b</td>
<td>-</td>
<td>At least maintain the proportions of total Scotland-domiciled undergraduate entrants, and of SIMD0-40 undergraduate entrants, who are from the 20% most deprived areas</td>
<td>46%</td>
<td>49%</td>
<td>51%</td>
<td>New commitment</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>Increase the number of Scotland-domiciled undergraduate entrants from low progression schools(^6) to 150</td>
<td>90</td>
<td>85</td>
<td>110</td>
<td>New commitment</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>Continue to monitor the number and proportion of Scotland-domiciled undergraduate entrants with care experience</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>New commitment</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>Continue to monitor the number and proportion of full-time first-year Scotland-domiciled entrants from the 20% most deprived backgrounds, from care experience backgrounds, and protected characteristic groups, returning to study in year two</td>
<td>Ranges from 91.0% for SIMD0-20 to 97.9% for BME</td>
<td>Ranges from 89.1% for SIMD0-20 to 94.3% for BME</td>
<td>Ranges from 88.3% for disabled to 93.9% for females</td>
<td>New commitment</td>
</tr>
<tr>
<td>-</td>
<td>11 &amp; 12</td>
<td>Increase the number of non-EU students to 2,650 by 2020 and monitor the proportion of non-EU students from beyond our five most well-represented countries</td>
<td>2,035 FTE 46%</td>
<td>2,255 FTE 48%</td>
<td>2,435 FTE 47%</td>
<td>2015-20 Strategic Plan</td>
</tr>
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\(^6\) as defined in Strathclyde’s contextualised admissions policy
<table>
<thead>
<tr>
<th>SFC National Measure No.</th>
<th>Strathclyde Strategic Plan 2015-20 KPI No.</th>
<th>Our Commitment</th>
<th>Baseline Data</th>
<th>Target Origin</th>
</tr>
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<tbody>
<tr>
<td>SFC Priority 2: High-Quality Learning and Teaching</td>
<td></td>
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<tr>
<td>6</td>
<td>2</td>
<td>Maintain the number and proportion of full-time first-year undergraduate entrants returning to study in year two(^2)</td>
<td>93%</td>
<td>94%</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>Achieve 90% student satisfaction (overall) as measured by the National Student Survey</td>
<td>89%</td>
<td>87%</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>Monitor the number and proportion of Scotland-domiciled undergraduate entrants to STEM courses</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>9a</td>
<td>4</td>
<td>Monitor the proportion of graduates in work or further study in relation to benchmark</td>
<td>94% (HESA benchmark of 94%)</td>
<td>91% (HESA benchmark of 94.5%)</td>
</tr>
<tr>
<td>9b</td>
<td>-</td>
<td>Monitor the number and proportion of Scotland-domiciled graduates entering professional occupations</td>
<td>54.0%</td>
<td>60.5%</td>
</tr>
<tr>
<td>5</td>
<td>Increase the number of postgraduate taught students to 3,100 by 2020</td>
<td>2,340 FTE</td>
<td>2,720 FTE</td>
<td>2,955 FTE</td>
</tr>
<tr>
<td>SFC Priority 3: World-Leading Research</td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>8</td>
<td>Increase our number of research postgraduate students to 1,750 by 2020</td>
<td>1,135 FTE</td>
<td>1,220 FTE</td>
</tr>
<tr>
<td>11</td>
<td>-</td>
<td>Increase total share of income from the UK Research Councils to 1.25%</td>
<td>1.06%</td>
<td>1.10%</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
<td>Increase total competitively-won research income (spend) from all sources to £70M by 2020</td>
<td>£52.2M</td>
<td>£56.5M</td>
</tr>
<tr>
<td>7</td>
<td>Achieve an overall citation rate 50% greater than the world average by 2020</td>
<td>39% greater</td>
<td>42% greater</td>
<td>61% greater</td>
</tr>
</tbody>
</table>

\(^2\) all figures subject to revision following internal review
### Appendix: Our Commitments (cont)

<table>
<thead>
<tr>
<th>SFC National Measure No.</th>
<th>Strathclyde Strategic Plan 2015-20 KPI No.</th>
<th>Our Commitment</th>
<th>Baseline Data</th>
<th>Target Origin</th>
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<tbody>
<tr>
<td></td>
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<td><strong>SFC Priority 4: Greater Innovation in the Economy</strong></td>
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<td></td>
<td></td>
<td><strong>13</strong> - Continue to engage with SMEs with a view to maintaining the number</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of innovation vouchers (IVs), Follow-on IVs and H2020 IVs in the range 15</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>to 17 per year</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td><strong>14</strong> - Continue to engage with the SFC University Innovation Fund process</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>- 9</strong> Increase total income from licensing, gains on sales of spin-out/spin-off investments, CPD and consultancy to £30 million by 2020 (based on two year average figure)</td>
<td>£20.0M</td>
<td>£21.7M</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>- 10</strong> Increase total value of industry research income to £18 million by 2020</td>
<td>£10.7M</td>
<td>£10.7M</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>SFC Priority 5: High-Performing Institutions</strong></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>15 16</strong> Reduce carbon emissions by 25% by 2020 from a baseline of 30,000 tCO2e</td>
<td>29,313</td>
<td>29,722</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>- 14</strong> Submit for the Athena SWAN Silver Institutional Award by 31 July 2020</td>
<td>Bronze Institutional Award renewed 2014</td>
<td>Two further bronze departmental awards achieved (total dept awards: 6)</td>
</tr>
</tbody>
</table>