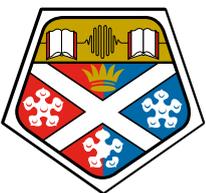


THE PLACE OF USEFUL LEARNING



STRATHCLYDE 2030



University of
Strathclyde
Glasgow

Introduction

The University of Strathclyde was founded during the Scottish Enlightenment in 1796 as ‘A Place of Useful Learning’.

This is a mission we still deliver today as a Leading International Technological University that is socially progressive. We remain fully committed to this clear and confident identity. As we progress forward to 2030, we will celebrate both the Diamond Jubilee of our Royal Charter (1964) and our third century of delivering transformative education, research and innovation. We are also celebrating the significant progress we have made in the last 15 years.

Our authentic tradition, recent growth and success, as well as our distinctive and innovative approaches inform the ambitious programme of progression, contribution and impact which we will deliver by 2030. The markers of our distinctive approach as a Leading International Technological University have been consistent for more than 200 years, yet it is only in recent years that they have been increasingly recognised as the new ‘standard’ for the sector. Our industrial connectivity, our approach to innovation and impact, our entrepreneurial spirit, our collaboration with other sectors and our authentic and effective widening access strategies have seen us blaze a trail that others are now following. These routes to impact are underpinned by our ongoing excellence in research and education.

Professor Sir Jim McDonald
GBE FREng FRSE
Principal & Vice-Chancellor



The University of Strathclyde’s purpose is built around delivering

Outstanding Education and Student Experience



World Leading Research



Transformative Innovation and Impact



In that delivery, our Values reflect who we are and help us to navigate on the journey, demonstrating what we believe in and what we stand for.

We are People-oriented Innovative Collaborative Ambitious Bold

In all we do, Strathclyde is committed to putting our people first – students, staff and partners – and to ensuring that our University is a place of belonging and wellbeing where individual and collective successes are achieved through the support provided for one another.

Our tradition and identity – innovative and entrepreneurial – also inspire our programme of change at pace towards 2030. We will begin a programme of process and systems enhancement, examining and improving how our university operates and how our staff and students can be even better supported to succeed.

Our socially progressive ethos shapes our approach to social and environmental sustainability. This includes both the impact of our academic work through our research, education, and collaboration with other sectors, and the impact of our activities as a large international institution based in Glasgow.

One of the characteristics of our university in its recent past, and one of the characteristics that will remain vital, is agility. By being nimble – prepared and able to move quickly and confidently to address and make value from the change around us – our university can continue to fulfil its purpose and be successful.

Over the past 15 years, the Strathclyde community has worked together to create a platform for sustained achievement, building delivery on a clear, values-led, strategy. Over the period of the next strategy, Strathclyde 2030, that focus on values-led excellence and impact will continue, and we will deliver ongoing success that we all contribute to and can celebrate.

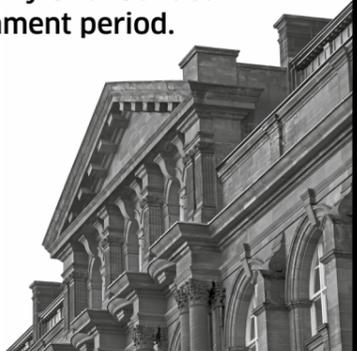


History of the University

18th Century

Founded by John Anderson in 1796 to be 'a place of useful learning'

This makes Strathclyde the 8th oldest higher education institution to be founded in the UK and the only one founded in the Enlightenment period.



Anderson's Institution renamed Anderson's University in 1828

Anderson's University renamed the Glasgow and West of Scotland Technical College in 1887

Glasgow Athenaeum Commercial College was established in 1888

As well as our origins in Anderson's institution, our Faculty of Business has its origins in the Glasgow Athenaeum.

19th Century

20th Century

Glasgow and West of Scotland Technical College becomes the Royal Technical College in 1912

Becomes the Royal College of Science and Technology in 1956

Sir Sam Curran becomes Principal in 1959

University of Strathclyde founded following receipt of our Royal Charter and merger with the Scottish College of Commerce in 1964

Jordanhill College of Education merges with the University of Strathclyde in 1993

Strathclyde is awarded a Queen's Anniversary prize in 1996

In 1903, the Commercial College becomes a Scottish Central Institution funded by the Scotch Education Department

In 1915 is reconstituted as the Glasgow and West of Scotland Commercial College

In 1950, launches the Glasgow School of Management in partnership with the Royal Technical College

Renamed the Scottish College of Commerce in 1955

This is a period of growth and cooperation for the organisations that will merge to become the University of Strathclyde.

Sir Sam Curran realises his vision to create a second university in Glasgow.

We win the Times Higher University of the Year in 2012

In July 2015, HM the Queen opens the Technology & Innovation Centre

We win Business School of the Year in 2016 from the Times Higher Awards

We win Workplace of the Year at the 2017 Times Higher Education Leadership and Management Awards

We win the Times Higher University of the Year again in 2019

We are awarded a second Queen's Anniversary Prize in 2019

We are awarded a third Queen's Anniversary Prize in 2021

In June 2023, the First Minister opens the National Manufacturing Institute Scotland (NMIS) at the Advanced Manufacturing Innovation District

We are named European Entrepreneurial University of the Year at the Triple E Awards in 2023.

In September 2023, we are named Scottish University of the Year, Daily Mail University of the Year Awards 2024

We win fourth Queen's Anniversary Prize in 2023 for photonics

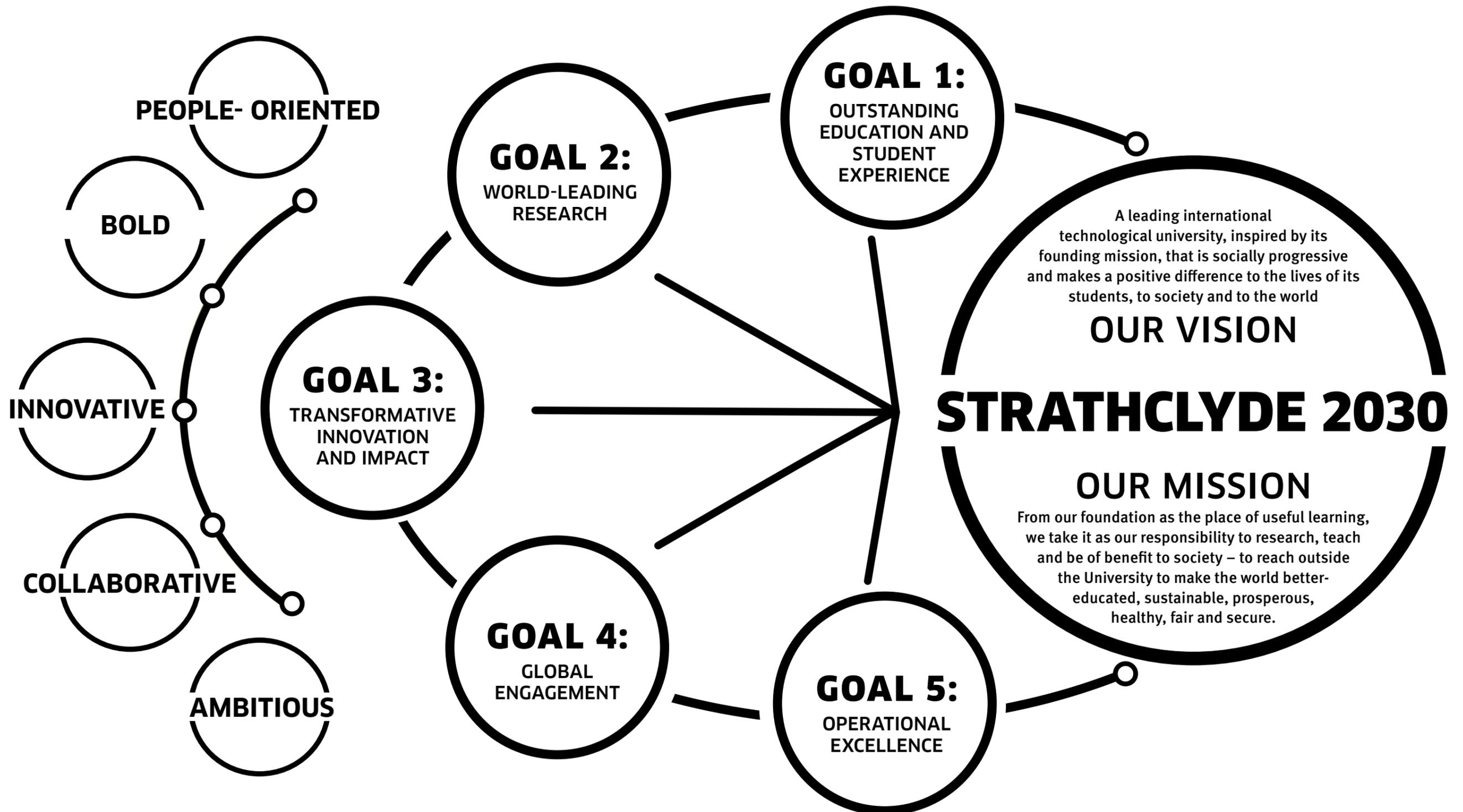
We are the only university to win the Times Higher University of the Year twice.

We are the only Scottish University to improve our position in REF from 2008 through both the 2014 and 2021 REF cycles.

21st Century



Vision, Mission and Values



Our purpose, goals and priorities

Central to our strategic plan is our pursuit of excellence in the three key elements of our institutional **purpose**: education, research, and impact. These core elements form the basis for our **goals** for delivering:

- **Outstanding Education and Student Experience**
- **World Leading Research**
- **Transformative Innovation and Impact**

Additionally, we have two cross-cutting **goals** which support and enable the delivery of our purpose:

- **Global Engagement**
- **Operational Excellence**

Together, these five goals remain unchanged from our previous strategic plan and will be extended and developed in the period to 2030. Achieving our goals will be supported by these key **priorities**:

- **People First**
- **Social and Environmental Sustainability**
- **Process, Systems and Digital**

Continuing to Innovate Our University



People First

Our socially progressive and values-led approach shapes how we work together. Our collective efforts deliver greater positive impact on the world around us. We each play a role in delivering this impact and our People Strategy is a key enabler for supporting all of us to succeed as an inclusive and diverse Strathclyde community.

We are already demonstrating how working together with a common purpose delivers success.

This means that we will enable everyone in the Strathclyde community to contribute to the delivery of our 2030 strategy whilst also ensuring that Strathclyde is a great place to work. We do this through being an inclusive and welcoming community, providing an outstanding employee experience, sustaining a supportive and thriving environment for all that enables wellbeing, and through authentic, diverse and effective leadership.

Strathclyde 2030 reaffirms our commitment to each other and our aim to develop our approach to People, ensuring we remain amongst the very best places to work in Scotland.



Social and Environmental Sustainability

Strathclyde makes a positive contribution locally and globally. To extend this, we will further embed sustainability in all we do, academically and operationally.

We build upon a strong track record which includes: our research and innovation contributions to national and international technology and policy developments to achieve Net Zero; the establishment of the Centre for Sustainable Development; our work on student-led Vertically Integrated Projects; and our collaborative work with Glasgow City and the wider region.

We will continue to build capacity to deliver sustainable solutions for our University and society.

We will implement our Sustainability and Social Impact Strategy which shapes our approach to lifelong learning and world leading research that address sustainable development and social impact.



Process, Systems and Digital

We will develop and deliver a comprehensive, inclusive, systems-led transformation of service delivery that strengthens and sustains excellence across all areas of the University. As a result, we will ensure we are highly effective, efficient, digitally enabled and fit for the future.

Our Digital Strategy sets out how the innovative and ambitious use of digital technology, together with its transformative capability for our people, processes, systems and data, can support our institutional ambitions for 2030 and beyond.

Our Digital Strategy will support the development and application of digital technologies in our research, learning, and operational environments. Technology will enable excellence in these domains by supporting our people to innovate how we generate new knowledge, how we share this knowledge, and how we collaborate with each other, and with partners in Scotland and across the world.

The transformative potential of digital technology will change how we work to deliver our mission and vision.

Distinctive Strathclyde

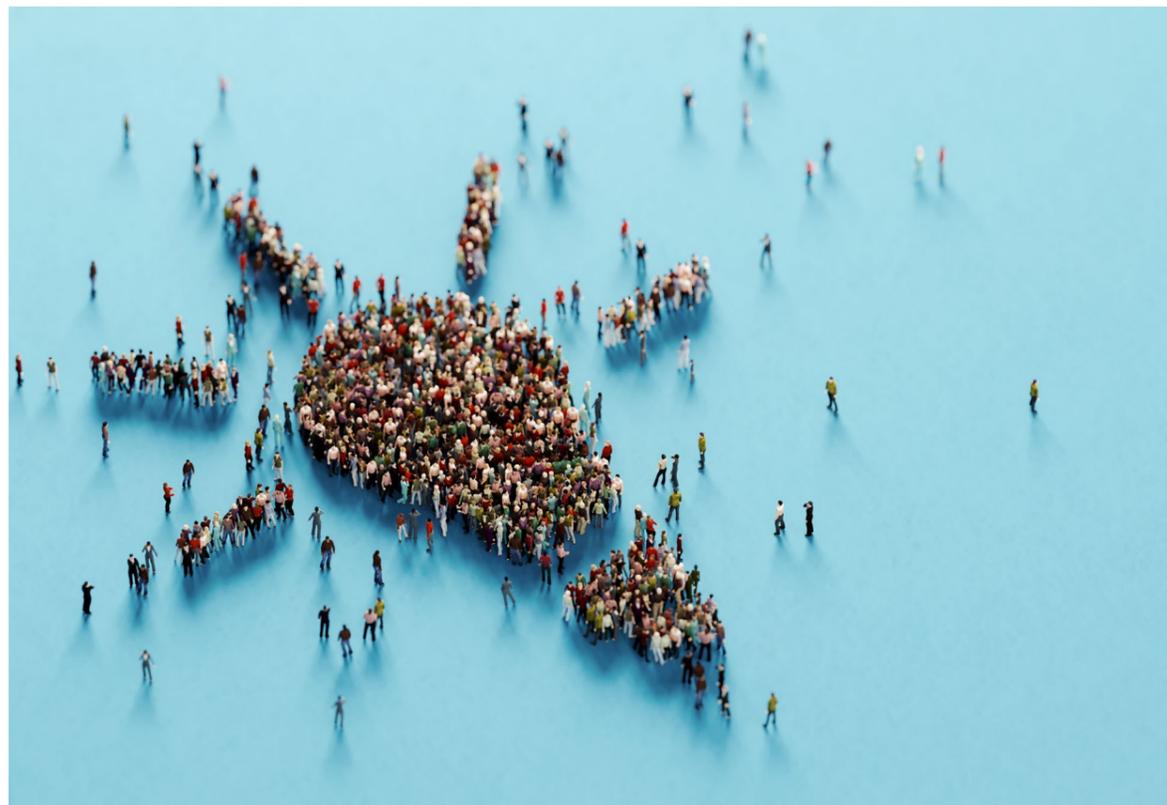
Solving Societal Challenges

We will continue to champion transdisciplinary approaches to tackling society's greatest challenges in innovative and impactful ways to deliver change for the communities we serve locally, nationally and internationally.

There is an urgent need for social innovation as the gap between the scale of the challenges and the scale of the available solutions continues to widen. At present there are many grand challenges and 'wicked problems' facing society. Innovative and creative solutions are required at the local and global level. Social innovation is particularly needed in fields where problems are increasing but existing models are failing or have become stagnant, such as climate change, homelessness, increasing inequity

including economic inequalities and digital poverty, physical and mental wellbeing. In addition to solving pressing social and global challenges, social innovation is important because it:

- empowers communities and individuals
- fosters cross-sector collaboration
- contributes to sustainable development
- inspires policy improvements
- stimulates entrepreneurship and economic growth
- promotes social inclusion and equity
- encourages continuous learning and knowledge sharing



Distinctive Strathclyde

Using Digital Innovation to Deliver Social and Environmental Sustainability

Leveraging our digital innovation, the University of Strathclyde has multiple opportunities for our students to engage with sustainable development challenges, both locally and internationally. These classes enable students to work across disciplines on real world challenges, building the skills and competencies they will need in the world of work.

Strathclyde has an extensive global network, engaging and collaborating with our international partners across both research and education, to tackle the climate emergency facing us all. Key to this work are opportunities for our students to work with their peers from different parts of the world, and to see the world through the lived experience and perspective of others. Our Climate Connect programme led by the Centre for Sustainable Development leverages digital communication to enable peers from Scotland, China, Canada, Sweden, Malawi, South Africa and beyond to achieve this, engaging in discourse and activities to drive action and change.

We also established a collaborative centre as part of the Global Environmental Measurement and Monitoring (GEMM) network – GEMM Scotland. Launched in 2019, our centre hosts the Strathclyde Centre for Doctoral Training in Global Environmental Monitoring & Policy, a water economies project, and the Glasgow Urban Air Project. The Urban Air Project is a collaboration with the GEMM Center Northern California and Glasgow City Council to deploy a reliable, real-time sensor network for air pollution and greenhouse gas emissions in the city. Our centre is also working with institutions in three additional regions: Université Laval in Québec; University of Otago in Dunedin; and University of California, Berkeley and Stanford University, both in Northern California. Working together these GEMM centres are identifying and beginning to address measurement needs in their respective regions, but sharing across the GEMM network technology, data, and insights to provide for informed decision-making in priority environmental issues worldwide. Our GEMM centre is a key element of the University of Strathclyde and City of Glasgow project on outdoor and indoor air quality. This £1 million project on air quality launched in May 2023.

We also work to ensure that the Scottish workforce is well equipped to tackle sustainable development challenges. Key to this is our ever-expanding range of upskilling offerings from across all four faculties. The majority of these are offered online to make them as accessible as possible and include: Introduction to Sustainable Development: Policy and Practice; Anticipating Future Scenarios; Digital Manufacturing to Net Zero; Renewable Energy Systems; and more.

www.strath.ac.uk/studywithus/strathclydeonlinelearning/upskillingatstrathclyde/



GOAL 1

Outstanding education and student experience

Our highly valued and innovative staff ensure that our students benefit from a distinctive and innovative curriculum that builds academic excellence and provides opportunities to widen our students' knowledge and experience.

As a socially progressive and inclusive institution, we welcome students from a diverse range of backgrounds, recognising the barriers that exist for many, and we support our students to successfully overcome these. We remain committed to widening access and offering high-quality support to our students to ensure their successes. Building on our commitment to equity, diversity, inclusion and participation, we are dedicated to being an anti-racist institution; one that actively opposes racism.

Our extensive range of sustained partnerships with industry, business, public and third sector partners, successfully demonstrates our commitment to making a positive impact on the world around us. This approach underpins and permeates our education programmes and enables our students to gain the knowledge, skills and experience they need to excel in a dynamic and evolving global environment.

Our entrepreneurial campus unlocks the potential of our people – staff and students – and creates an environment in which venture creation and growth thrives. Strathclyde is the leading entrepreneurial campus in Scotland and we will cement this position over the course of the Strathclyde 2030 strategy.

We are an enabler of a successful economy and workforce for Scotland, the UK and the wider world. We do this through our flexible approaches to learning through upskilling, continuing professional development, apprenticeships, and postgraduate study. This is supplemented by our approach to lifelong learning. We are proud to be one of the founding members of the Age-Friendly University (AFU) Global Network, which aims to foster intergenerational exchange and enable the exploration of Age-Friendly learning. We have a unique, life-course approach to learning and opportunity and aim to offer something of value to anyone, regardless of age or stage in life.

Our 2030 strategic plan strengthens our successful mission in attracting students to join our Strathclyde community, supporting their success through innovative programmes and student support, producing graduates capable of addressing national and global challenges.



People First

We work in close partnership with our Students' Union and student representatives to create an experience which is vibrant, distinctive and useful. We actively seek and are responsive to feedback from our students about their learner journey and the wider student experience.



Social and Environmental Sustainability

Our students and graduates bring the fruits of our research-led education for sustainability programme into their jobs, volunteering and entrepreneurial activity.



Process, Systems and Digital

We are committed to supporting our staff to develop the practical and technical skills required for digital education design and delivery, and to deliver an exceptional learning and teaching experience. In parallel, we will support our students to develop their digital skills so that they can fully engage with their learning and are better equipped for their careers.



Distinctive Strathclyde

Supporting Mental Health and Wellbeing through Early Intervention

As a socially progressive institution fully committed to tackling inequalities, we pride ourselves in the provision of an outstanding student experience for students from a diverse range of backgrounds, including those who are neurodiverse or have mental health issues. Students who are neurodiverse or have mental health issues are more at risk of drop-out than their peers. Our Early Intervention team helps to ensure that the right support is targeted early to support these students.

The Disability and Wellbeing Service operates an Early Intervention team within the University's counselling provision. The purpose of this team is to connect with students at the earliest point possible, in order that we can offer support to them in their time of need.

This approach of meeting students early through the Early Intervention team ensures that support can be prioritised for those at greatest risk.

The Early Intervention Counsellors meet with students within 24 hours of the student referring to the service. Following a risk assessment, they will then refer the student on to the most appropriate support.

The Early Intervention Team also provide emergency slots which assess students who are at greatest risk of self-harm and offer intervention to those students. The Team have been instrumental in developing a Student at Risk Standard Operating Procedure and this includes onwards referral to appropriate NHS services.



Distinctive Strathclyde

Student-led approaches to digital innovation

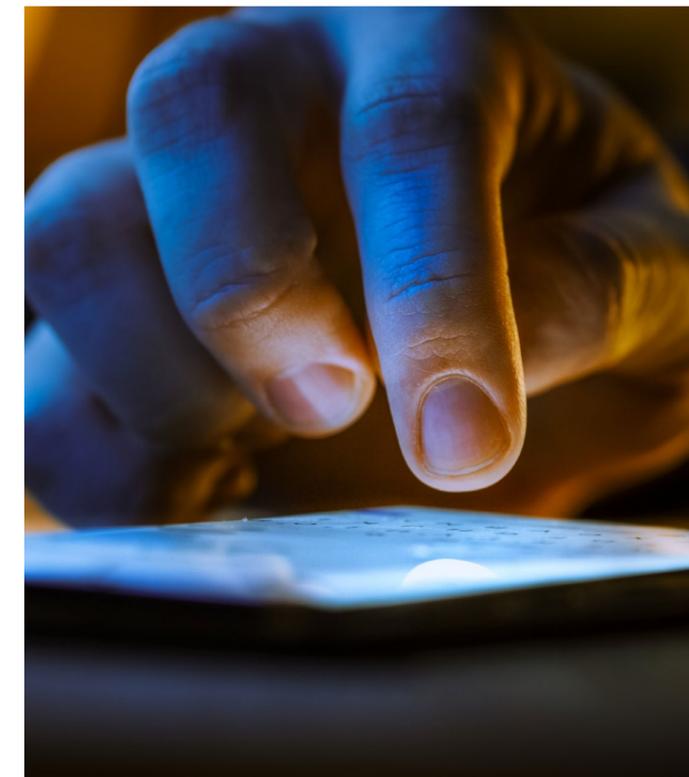
We recognise that our students have a clearer understanding of their day-to-day information needs than anyone, so we have consciously put students at the centre of an iterative approach to developing our award-winning student app (StrathApp). Our development model utilises student placements to enable direct collaboration and co-creation with our student users. This approach is innovative and inspiring for staff and students alike, ensuring delivery of a service that is genuinely 'For Students, By Students'.

In our accredited course module in Business Analysis, students use the current version of the App as a basis for group work, assignments, and final year MSc projects. We also provide students with mentoring and MSc project support, giving valuable real-life experience and insights to the students while enabling our staff to learn from fresh perspectives. This team also works with Management Science apprentices from the Strathclyde Business School, providing short 3-4-week accredited student placements each year. Management Science students have helped shape the team's approach to student surveys, data analytics and data gathering. The information gathered from each student cohort is fed into the next App development cycle.

Each year, students on placements carry out further research, produce prototypes and test their useability with fellow students. These further refine the development of the next iteration of the App, and provide the students with real-world experience that enhances their CVs. The students on placements also lead Fresher's week engagements, agile planning groups and student feedback sessions, with the team effectively performing 'user acceptance' testing with over a thousand students each year at Fresher's Fayre. In 2023/24, the Project also funded a graduate placement to co-ordinate student involvement, social media, digital communication and new feature development.

By involving students at all stages of the project we have developed an exemplar product, which is used by over 21,000 unique users per academic session. This is the result of the iterative and continuing development of the StrathApp in line with the needs of our students. With over 83,000 downloads since the release of V3.0 in August 2019, StrathApp had over 38,000 unique users worldwide in 2022/23 and more than 3 million sessions.

Our students gain real world experience of app development, enhancing their understanding of working in a production environment and adding to their CVs, and our customers – the wider student body – receive a product that is built around their needs and preferences.



Outstanding education and student experience

Aim 1.1

Developing Skills and Knowledge through our Partnerships

Our thriving student community develops broader employability, enterprise and interpersonal skills in addition to discipline-specific expertise. This is enhanced through our connected learning environment and outstanding and unparalleled partnerships with business, industry, public and third sectors.

We will achieve this by:

- providing excellent learning and teaching informed by cutting-edge research and relevant employer input. This will develop graduates who are distinctive due to their knowledge, skills, attitudes, and ambition, and who develop their careers and engage productively and innovatively with societal challenges in dynamic workplaces. This includes placing education for sustainable development at the heart of our programmes, enabling our students to contribute to addressing global challenges set out in the UN Sustainable Development Goals (SDGs)
- providing distinctive Strathclyde experiences that enable our students to benefit from a wide range of opportunities to enhance their experience of curricular and extracurricular opportunities. This deploys our extensive external partnerships and collaborative networks to create and provide opportunities for our students to undertake experiential learning, work placements, internships and work-based projects with industry, business, public and third sector partners, including experiences through international activity and student societies. This means they work on real problems and engage with clients and stakeholders to successfully resolve these.
- enabling and developing our inspiring staff to adopt and use innovative and entrepreneurial approaches to enrich our students' learning and skills. This includes expanding participation in our Strathclyde Inspire programme to encourage students and staff to develop an innovative entrepreneurial mind-set that informs their approach to study and work throughout their professional journey.



Distinctive Strathclyde

Strathclyde Inspire

Strathclyde Inspire supports and encourages entrepreneurship in all its forms. Whether it's students, alumni or staff that want to explore their entrepreneurial potential, have an idea for a business, or are considering commercialising their research, Strathclyde Inspire supports them at every stage of the journey.

We do this through a structured programme of funding, individual support, events and training, drawing upon our alumni, partners and stakeholders, and building networks of support.

Our distinctiveness is delivered by tapping into the skills and expertise of our Inspire Supporters community to benefit our staff, students and alumni. We focus on key business areas to provide the skills and tools needed to put our Inspire entrepreneurs in the best position to launch a successful, scalable business.

Our highly experienced supporters share their time, expertise, knowledge, and contacts across many areas, understanding that Strathclyde Inspire will positively impact the development and growth of SMEs across Scotland and help promote entrepreneurship across the University for both staff and students. They provide thought leadership, deliver workshops and events, speak at lectures, and contribute expertise on panels. They also act as mentors, non-executive directors or commercial champions, and often provide philanthropic support.

We have been investing in our early-stage growth companies since 2012 and our two investment funds help our entrepreneurs bridge the early-stage funding gap. The support we provide to our companies is making a tangible difference to the growth potential of our companies. In 2023 alone, our University start-ups, spinouts and scale-ups have raised over £100m in investment for growth.



Outstanding education and student experience

Aim 1.2

Widening access and participation

We are committed to boosting our support of widening access, participation, inclusion and diversity, being sector leading amongst research-intensive universities. We do this by developing and supporting our students from all backgrounds to realise their potential through the education and student experience we provide across all levels of study.

We will achieve this by:

- further enhancing our commitment to widening participation and inclusion across the University, selecting, developing and supporting students based on merit, potential and ability to benefit from the education we offer, and ensuring that our portfolio and approach remains innovative and socially progressive. We ensure a wider group can access our learning community through offering flexible opportunities in a range of different formats and using a variety of different tools, methods and approaches.
- working in close partnership with schools, colleges and employers to promote access for a diverse range of learners to benefit from the life changing opportunity of a Strathclyde education. Our Young Strathclyde programme exemplifies this approach, offering practical educational opportunities and inspiring both primary and secondary school age pupils to want to undertake university study with us.
- enriching and supporting our global student community so that the distinctive Strathclyde approach benefits communities internationally through our graduates. We also enable our overseas partners to engage meaningfully with our Scottish-based staff and students.
- ensuring our processes, policies and approaches to teaching and student welfare are inclusive and responsive to the needs of our students, notably those from under-represented or vulnerable groups, recognising the intersection of multiple factors. We are committed to challenging and deconstructing racism and all forms of discrimination.



Distinctive Strathclyde

Learning and Teaching Building

The Learning and Teaching Building brings together facilities in the heart of the campus to deliver flexible learning and teaching spaces, and co-locate the University's student support services and those of Strath Union. This co-location enhances both organisations' complementary support provision.

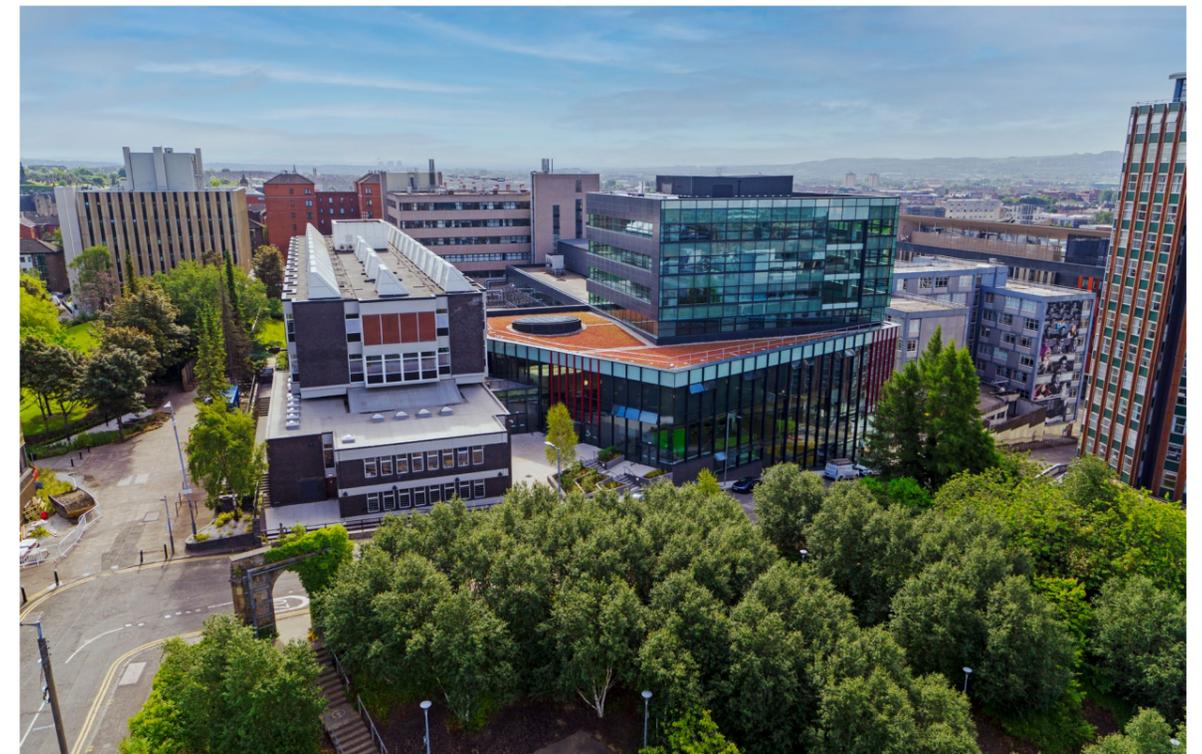
The building itself is innovative in both its design and its construction, winning the 'Innovation in Delivering a Sustainable Learning Space' category at the Learning Places Scotland 2022 Awards.

Through this collaborative work with Strath Union we have augmented use of the building to create identity and belonging amongst our students. This is demonstrated in the introduction of a front-line student helpdesk and triaging team in a prime site in the hub of student activity. The building also enables our partnership model with the student community for the embedding of employability across the learner journey;

with our Careers and Employability Service and Strath Union working to support and promote student-led activities focused on careers and employability. Strath Union has set up the Job Shop to support students seeking work. Staff from the University's Careers and Employability Service also offer guidance on all areas of career management and employability skills development opportunities.

We also incorporated a new Doctoral School space in the building and this is available to all Strathclyde PGRs and any staff or students who are looking for space to host PGR-focused events and activities.

The building is operating successfully for our students and staff, delivering group working and social spaces, and delivering its objective to be a hub for the Strathclyde Community. We will continue our collaborative approach and explore how students can shape how the building is used and works for them.





Outstanding education and student experience

Aim 1.3

Outstanding Student Experience and Innovative Programmes

Our students benefit from an outstanding education experience, which is adaptive to the dynamic external environment, provides flexibility in pace, place and mode of learning, and is underpinned by a high quality, resilient, agile, flexible and supportive learning infrastructure.

We will achieve this by:

- working in close partnership with Strath Union and student representatives to continue to provide student support that focuses on health, wellbeing and inclusion in parallel with academic development, progression and attainment. This includes active health and social opportunities through sports clubs and student societies. This creates a learning and wider student experience that is vibrant, distinctive and useful.
- ensuring that all students have a safe and secure experience on our campus and programmes, and remain mindful of our respectful and inclusive culture and the wellbeing responsibilities we have to others in our Strathclyde Community, for example building awareness of racism reporting processes.
- investing in the digital student experience and enhancing teaching, learning, assessment, and the wider student experience through developing our digital systems and assets. This includes creating online access to support services, developmental opportunities, and social spaces for our learning communities. Our students have free access to the software needed for their courses and our digital inclusion programme provides free laptops and wifi to those most in need.
- expanding our provision of diverse learner journeys, through lifelong learning opportunities, online and blended approaches, and by providing opportunities that are flexible in pace, place and mode of learning. This includes continuing professional development (CPD), a portfolio of online learning and upskilling offerings, and ensuring that these support our distinctive mission of useful learning, whether work-based, on-campus or online.
- through our sector-leading Entrepreneurship for All programme, we will offer opportunities to all our students (as well as staff and alumni) to develop an entrepreneurial mindset. This encourages a passion for problem-solving, inspiration to instigate change and create impact and acting on opportunities.

Key Performance Indicators



1,300

KPI 1. Widening Access
 1300 entrants from SIMD 0-40 with an even distribution across the deciles

90%

KPI 2. Retention
 In or exceeding the range of 90% to 95% undergraduate retention from year 1 to year 2

Student satisfaction

KPI 3. Student Satisfaction (NSS)
 Upper Quartile for Overall Satisfaction
and
 Above median performance in 5 out of 7 thematic areas

Graduate Outcomes

KPI 4. Graduate Outcomes
 Upper quartile for full-time, first-degree UK domiciled students in highly skilled employment or further study including interim study

5,000

KPI 5. PGT Population
 In or exceeding the range of 5000 - 6000 full time equivalent population



GOAL 2

World-Leading Research

The strength of our research culture, integrity, quality and impact is demonstrated through successive Research Excellence Frameworks. Our success in competitive research awards also indicates how our culture of excellence contributes to the growth of the University, with our highest-ever levels of research income reported in recent years.

Our internationally leading approach is demonstrated in the quality of our diverse research outputs and in the academic, industrial and third sector partners with whom we work across the globe. This tangible impact benefits society directly and stimulates new research challenges and opportunities – both fundamental and applied.

Ours is a connected and collaborative community both internally, in terms of our interdisciplinary research that explores the impact of advances in science and technology on society, the economy and industry, and externally, in terms of our partnerships with other sectors and our impact on society. This connectivity delivers our distinctive contribution to the social, economic and cultural life of Glasgow, Scotland and the wider world.

We will continue to organise our research themes and innovation clusters around industrial and societal challenges, bringing interdisciplinary research approaches to resolve them, and will actively use the UN Sustainable Development Goals to articulate how our research expertise supports our socially progressive approach.

We will refresh and build upon our themes from Vision 2025 and continue our successful trajectory:

- Health & Wellbeing
- Innovation & Entrepreneurship
- People, Place & Policy
- Ocean, Air & Space
- Energy
- Advanced Manufacturing & Materials
- Measurement, Digital and Enabling Technologies
- Global Challenges

In 2030, our world-leading and highly successful research community will continue to demonstrate that Strathclyde has a research culture and environment that pushes the boundaries of knowledge and its application to improve the world around us. We will see this in our success in income attraction, engagement with our research, and through being actively sought out to deliver impact in partnership with other sectors.



People First

Our approach to building a high performing and distinctive research culture is effective because it is based on our Strathclyde values and in particular our focus on people. We support and develop our researchers and research enabling staff at all stages of their careers so that they have the training, skills and infrastructure to enable the highest quality research and impact, starting with the world leading support offered to our research students through the Strathclyde Doctoral School and tailored career development throughout.



Social and Environmental Sustainability

We work with partners from communities, commercial and governmental organisations to understand the significant challenges facing societies around the world and bring together collaborative teams to both address them and build knowledge to prevent or mitigate these challenges in the future.



Process, Systems and Digital

We will deploy technology and training to support our researcher community to maximise the impact of key technologies such as artificial intelligence and machine learning, big data, and collaborative platforms to enable successful global collaboration. This includes investment in high performance computing and developing our associated communities of practice.

Distinctive Strathclyde

Space and Aerospace Science

At Strathclyde, frontier research is underway on current and future space systems, the next-generation of sustainable aerospace transport, space exploration, satellite applications and the sustainable exploitation and colonisation of space.

Our research has a target horizon of more than 50 years in the future but deploys practical solutions, over a wide range of technology readiness levels, to respond to the needs of today.

This research is multidisciplinary and covers a range of applications. These include space exploration and air-space traffic management, earth observation, aerodynamic analysis and design, multi-disciplinary, multi-objective robust design and optimisation, resilience and sustainable engineering, spaceports, on-orbit servicing, mission analysis and design, and advanced propulsion systems.

The Centre for Space Science and Applications works on a broad range of space physics problems, such as testing the Equivalence Principle and gravitational wave detection from space, developing more efficient and greener fuels for engines, and the exploitation of satellite data for environmental monitoring of the Earth's oceans.

The Centre is a multi-disciplinary venture addressing key challenges in space systems engineering, satellite applications and access to space.



Distinctive Strathclyde

Sustainability research that will help with the transition to a low/zero carbon world

Strathclyde's commitment to driving research that will help Scotland, the UK and the world achieve Net Zero stretches across all our activities.

The University is currently establishing the Advanced Net Zero Innovation Centre, an innovation hub within the Advanced Manufacturing Innovation District Scotland to support the journey to deliver a sustainable Net Zero economy by accelerating the development and deployment of technology supporting decarbonisation and energy transition in the aerospace, rail and heavy-duty vehicle markets, and the development of hydrogen as a fuel for domestic heating and industrial energy. Developed within Rolls Royce's Inchinnan plant, the centre will enable the scale-up of its wide-ranging collaboration activities with industry partners across sectors such as heat, transport and power electronics.

It will be a major addition to the Advanced Manufacturing Innovation District Scotland and brings together our capabilities in electrical systems and advanced manufacturing to support new jobs, economic growth and position Scotland and the UK at the forefront of decarbonised transport, heat and energy.

Established in 2013, the Power Networks Demonstration Centre (PNDC) is a whole energy systems research, test and demonstration facility with a focus on the de-risking and acceleration of novel electricity, heat and transport systems that have the potential to make a material contribution to the realisation of Net Zero emissions. PNDC is an open-access facility and engages with the innovation ecosystem through multiple collaboration models, working closely with

government, industrial and academic partners to connect key stakeholders through every stage of the deployment process and enable innovation through collaboration. It has a track record of accelerated technology testing in its controlled, real-world validation environment, coupled with a rich portfolio of innovation programmes across all aspects of the energy system.

The University has joined Project ORION (Opportunity Renewables Integration Offshore Networks) which will see onshore and offshore wind energy harnessed to power platforms and produce green hydrogen at scale. Wind and hydrogen will also be used to power the Shetland Islands' homes and businesses, replacing fossil fuels by providing affordable renewable energy.

As a technical lead for many of the engineering research work packages, the Project ORION will take advantage of Strathclyde's ability to draw expertise from across multiple disciplines but particularly from the Faculty of Engineering where a range of expertise is available from specialist power and energy groups. ORION represents a fantastic opportunity to safeguard existing jobs and create new ones in the energy transition. It will also help address the high levels of fuel poverty experienced throughout our communities, and create a blueprint for other regions.

The One Ocean Hub is an international programme of research for sustainable development, working to promote fair and inclusive decision-making for a healthy ocean whereby people and the planet flourish. The Hub is pioneering inter- and transdisciplinary research on human rights and the ocean. Led by Strathclyde, the Hub has 18 partner



organisations, including various UN agencies, and 21 research partners across the world. The Hub is funded by UK Research and Innovation (UKRI) through the Global Challenges Research Fund (GCRF) – a key component in delivering the UK AID strategy that puts UK-led research at the heart of efforts to tackle the United Nations Sustainable Development Goals.

Our senior academic staff are members of policy shaping entities, including the Prime Minister's Council for Science and Technology, the UK Committee on Climate Change, and the Scottish Government's Energy Advisory Board.

We continue to operate EPSRC-funded Centres for Doctoral Training that are supporting the evolution of Energy and the Net Zero Transition, including the UK's only comprehensive doctoral training programme in Wind & Marine Energy Systems & Structures (CDT-WAMSS). This brings together the leading UK research groups in Wind Energy and Offshore Structures at Strathclyde, Marine Energy at the University of Edinburgh and Offshore Structures at the University of Oxford.

Since its launch in 2015, the University of Strathclyde's Centre for Energy Policy (CEP) has shaped UK and Scottish government policy development to support low carbon transition to mid-century Net Zero carbon targets. The Centre's research has been used by the then Department for Business, Energy and Industrial Strategy (BEIS) to support policy strategy on carbon capture, usage and storage for industrial decarbonisation, and informed the UK Chancellor's July 2020 decision to allocate public spending to support residential energy efficiency. The CEP team are currently involved in Innovate UK and EPSRC projects linking to the Industrial Strategy Challenge Fund on industrial decarbonisation, and part of the Strathclyde team on the innovative Ocean REFuel EPSRC programme grant exploring how offshore wind & marine renewable energy resource can be harnessed to produce zero carbon hydrogen & ammonia fuels. In 2023, CEP leads the Equity Theme of the new UKRI Energy Demand Research Centre, with the CEP Director taking the role of Impact Champion for the wider EDRC.

World-Leading Research

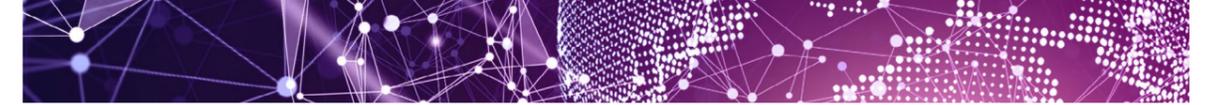
Aim 2.1

Research Culture and Integrity

We have a rich and distinctive research culture that enables all members of our research community to achieve and develop, and that delivers high quality research.

We will do this by:

- working collaboratively as a community of postgraduate and staff researchers, academics, technicians, KE staff and research enablers to foster a successful and thriving research culture that promotes bold and ambitious research with a view to being thought leaders in our fields of research. We will set clear and understandable standards for research integrity to support researchers to fulfil their legal, professional and ethical obligations. As a socially-progressive university, diversity and inclusion will be a cornerstone of our research culture.
- recruiting and retaining outstanding academic staff, researchers, technicians, KE staff, research enablers and research students. We will actively nurture them at all stages of their careers through support, development and collaborative opportunities in which they can grow their research and build their careers. We will pursue external research funding to invest in our excellent research environment, particularly supporting early- and mid-career staff in advancing quickly. We will grow our population of high-quality postgraduate researchers with enhanced support through the Strathclyde Doctoral School.
- implementing our digital strategy focusing on supporting our researchers and students to develop their digital skills, while investing in our research infrastructure, both buildings and equipment, with the support of our research partners and funders.



Aim 2.2

Collaborative Research and Impact

Our research culture embraces and actively develops cross-disciplinary and multi-organisation collaborative approaches to bring together the best research teams and stakeholder partners to solve industrial, societal and global challenges.

We will do this by:

- fostering a collaborative and multi-disciplinary approach to societal and global issues, influencing, shaping and responding to UK, Scottish Government and international policy with multidisciplinary team approaches, and using the UN Sustainable Development Goals to demonstrate how our research is impacting on progress towards these.
- continuing to demonstrate the distinctive value of being a leading international technological university that is socially progressive through the successful integration of our research in Science, Technology, Engineering and Maths with our Business, Humanities and Social Sciences to deliver innovative approaches to expanding knowledge and delivering successful solutions to global challenges.
- continuing to develop externally facing collaborative research centres which draw on disciplinary knowledge from multiple disciplines and which both solve challenges and stimulate new academic research across the University. We will identify, with our partners, new key areas of focus for research and (co-)investing.
- developing academic leadership for our collaborative and multidisciplinary centres and partnerships, recognising the important skills required to set out a successful vision, coordinate activity to deliver this, and skills to lead diverse groups in a values-led way.

World-Leading Research

Aim 2.3

Internationally Leading Research

Our research is internationally leading and our approach distinctive, attracting global partners from different sectors to work with us.

We will do this by:

- building our research collaborations with leading academic partners, business, industry, government and the third sector, both locally and globally, underpinned by our commitment to useful learning, adopting Trusted Research approaches that manage risk, and delivering impact for the world around us.
- ensuring our research and knowledge reaches the widest possible audience, delivers reputational benefits, fulfils our commitment to support research integrity, and clearly demonstrates the quality and value of our research to society, potential partners and funders.
- enhancing the quality of our research outputs and adopting an informed publication strategy, including progressing towards fully open access publishing and open research data in line with the FAIR Principles. We will also prioritise appropriate strategies to engage audiences with our research, enhance our public awareness activities and to improve our performance in metrics that demonstrate a flourishing research community, and wider access and engagement with our research.



Key Performance Indicators



Research Income

KPI 6. Research Income
In or exceeding the range of £150m to £175m per annum

Research Culture

KPI 7. Research Culture
We will identify and develop measures of research culture and expect these to form a sector leading initiative, well aligned with the priorities of the next Research Excellence Framework

1,500

KPI 8. PGR Population
In or exceeding the range of 1500 to 2000 full time equivalent population

GOAL 3

Transformative Innovation and Impact

In a time of critical transitions in society, technology and the environment, our excellence across education and research is an essential foundation to enable our impact on the world around us. Our community is a vital engine of inclusive economic and social impact

We are sector-leading, widely recognised as the partner of choice and our innovative approaches to translating high-quality fundamental research deliver impactful solutions. Our graduates take our values-led approach into their work and volunteering. Our Strathclyde Inspire entrepreneurial programme equips our staff and students to have a far-reaching impact through innovative thinking. Each of these results in innovation that responds to both local and global challenges.

The careful design and many years of growth of our distinctive Strathclyde innovation ecosystem, built around partnership and collaboration, is now delivering these outcomes. This approach has been accelerated through the development of our two Innovation Districts – Glasgow City Innovation District and the Advanced Manufacturing Innovation District Scotland. Our innovation districts are two of the most developed in the UK, setting us apart from others. They are a key engine of growth and innovation in the economy, supporting jobs, growth and wider wellbeing.

Our relationships with government, business, industry and the public and third sectors, developed over many decades, accelerate the development of technologies, help companies compete, and inform the development of public policy. We are embedded within local, regional and international innovation and entrepreneurial ecosystems, operating in close partnership and supporting our collaborators across all of our capabilities and activities. Today, when organisations face strategic challenges and barriers, they seek us out as the thought leader that can help in useful ways.

Our success can be attributed to the fact that we actively work to solve problems that matter through our excellent research and education. This is reflected in our staffing complement where we actively appoint Professors of Practice – direct appointments from industry and the public sector – and other academic roles that are focused on real world solutions.

In 2030, we will have continued our success in attracting major investments and delivering significant economic growth for our City and Region. We will have created more deep strategic partnerships with high-impact businesses, large and small, from Scotland, UK and around the world. Our outward facing centres are truly world-leading in our areas of strategic focus, creating new jobs, new industries and value for society and the economy.



People First

Through training and development of our staff and making strategic appointments, we ensure our academic leaders, including our innovative Professors of Practice and Knowledge Exchange staff, are equipped with the skills to support our embedded and systematic approach to innovating, influencing, collaborating, and shaping technology, policy, economy and strategy. Ultimately, this delivers greater impact on the world around us, shaped by our socially progressive values.



Social and Environmental Sustainability

We prioritise supporting our partners in improving their social and environmental impact, acting as both a role model through our socially progressive approach and a guiding influence through our collaborative education, research and innovation. More broadly, we support energy transition and the delivery of societal change.



Process, Systems and Digital

We work with our partners in innovative ways, deploying skills training, data and technology to better enable those partners to connect with and understand the world around them.



Transformative Innovation and Impact

Aim 3.1

Engagement with other sectors

Our distinctive approach to engagement, knowledge exchange and collaboration transforms the world around us by opening up our education and research portfolios to other sectors to drive growth, sustainability and other benefits for society, both locally and globally.

We will achieve this by:

- maximising collaborative education and research engagement with industry, government, public and the third sector bodies, including expanding our engagement approach to encompass more diverse partners and models, underpinned by multi- and inter-disciplinary approaches that respond to modern complex challenges. We are open and agile in our approach so that we maximise both income and impact from these interactions. Through our engagement we promote progressive workplace practices that deliver fair work and workplace innovation to drive productivity and inclusive growth.
- increasing our constructive and independent engagement with government policy at all levels through our high-impact policy centres, our senior academics' appointments in key national and international policy advisory bodies as well as working in partnership with public agencies such as the NHS to ensure that our research and knowledge exchange can support change to improve public services and impact on people's lives. Our distinctive approach to partnership for the benefit of society means we are the key partner for UK and Scottish Governments. We deliver economic growth and industrial strategy in Scotland, and contribute to the development and implementation of both governments' strategy and policy through a systematic approach that embeds inclusive development and socially progressive approaches. This ensures that the distinctive Strathclyde approach to thought leadership continues to make a difference locally, regionally, nationally and internationally.
- collaborating with third sector organisations locally and internationally to provide knowledge, skills, and capacity to support innovation and deliver transformational change for the benefit of society.

Distinctive Strathclyde

The Future of Manufacturing in Scotland

The National Manufacturing Institute Scotland (NMIS) is driving the future of manufacturing through innovation. Developed in partnership with industry, the Scottish and UK Governments, and national innovation and economic development agencies, NMIS is accelerating productivity to grow our economy, develop a vibrant workforce, and create happier, healthier, greener communities.

From our growing network of world-class manufacturing R&D facilities, NMIS works with businesses of all sizes and sectors across Scotland, the UK, and beyond to find technology solutions to help them succeed.

NMIS turns brilliant ideas into reality, and does this at industry speed. Coming from diverse backgrounds, the passionate team at NMIS works alongside industry, academia, and the public sector to solve problems, train the next generation of leaders, makers, engineers, and inventors, and generate creative ideas that will change how we make things and protect our planet.

Enabled by funding from the private and public sectors in Scotland and the UK, NMIS grew out of the University of Strathclyde's Advanced Forming Research Centre (AFRC), which was itself seeded by investment from Rolls-Royce, Boeing and Scottish Enterprise. NMIS now includes the Lightweight Manufacturing Centre, Digital Factory, Manufacturing Skills Academy and soon to be opened Digital Process Manufacturing Centre. This NMIS 'group' approach has positioned it as a key part of the UK's High Value Manufacturing Catapult. NMIS collaborates closely with the Medicines Manufacturing Innovation Centre, operated by CPI, in which we are the strategic research partners.

Based in the Advanced Manufacturing Innovation District beside Glasgow Airport, NMIS is helping Scotland become a global leader in manufacturing and to recapture our historical reputation for engineering excellence and innovative technologies. Collaborating with industry, academia and the public sector, we are turning smart ideas into reality, delivering ground-breaking research to transform productivity and supporting the development of a modern and diverse workforce.



Transformative Innovation and Impact

Aim 3.2

Innovation, entrepreneurship, and economic development

Through our Entrepreneurial campus and Innovation Districts, we are embedded within local, regional and international innovation and enterprise ecosystems, transforming operating models for our partners through the application of technology, expertise and talent.

We will achieve this by:

- playing a leading role in bringing new ideas to life. Organisations seek us out as the thought leader that is useful, strategic, values-led, committed to collaboration and can help them find solutions. Through the development of two of the UK's most established innovation districts – Glasgow City Innovation District and the Advanced Manufacturing Innovation District Scotland – we are pioneering a new way for universities to deliver economic impact.
- developing further competitive advantage through our unique network of UK Catapult and Scottish Innovation Centres for our partners through these world-leading ecosystems and ensuring that our highly successful and authentic promotion of collaborative innovation, inspired by our world-class research, teaching and talent, will be a defining characteristic of our institution.
- attracting and developing the right talent to solve the problems that matter by undertaking impactful research and education that directly underpins successful adoption and implementation of new technologies and operating models.
- supporting entrepreneurship, industrial engagement and commercialisation and enabling fast-growing businesses, by making strategic investments in developing companies and growing our number of industrial strategic partnerships. Through our role as the leading entrepreneurial university in the UK we will unlock the potential of our people and create an environment in which venture creation and growth thrives. We will do this by positioning entrepreneurship as a mindset and set of behaviours that can be adopted by all as we lead the way for Scotland to become a more prosperous, more productive and internationally competitive small nation. Alongside this we grow our licensing, continuing professional development (CPD), executive development, and consultancy activities with our partners, leading them through transformative change based on our interdisciplinary research and education relating to global paradigm-changing trends and challenges. This activity demonstrates the value of our distinctive approach for UK and Scottish Governments by delivering policy and strategy outcomes for economic strength and development.



Distinctive Strathclyde

Quantum and Photonics

Our Quantum Technology Cluster provides significantly enhanced capabilities in timing, sensing and measurement, imaging and communications across a range of sectors and applications. Quantum simulation and computing have the potential to revolutionise how computation is done. The cluster builds on the presence in Glasgow of our leading spin-out businesses in quantum technology and photonics, as well as the Fraunhofer Centre for Applied Photonics (F-CAP) the UK's only Fraunhofer Centre, based within Glasgow City Innovation District in our Technology and Innovation Centre. Our vision for the cluster is to create a vibrant, internationally competitive centre of activity that provides the translational ecosystem required to develop, test, validate and demonstrate disruptive quantum technologies, and respond to current and future market demand. The significance of the contribution of the University of Strathclyde in this field has been recognised by the award of a Queen's Anniversary Prize in 2023 for excellence, innovation and entrepreneurship in Photonics.

The cluster consists of an expansion of our longstanding academic activities in this area since we appointed the UK's first Professor of Photonics

in 1982 and it has grown into a highly-developed research community that is working at scale on the leading edge of technology, and translating that to practical application. The cluster is now supported by a substantial research and innovation infrastructure to expand development, scale-up and demonstration of new technology. It has established a strong track-record of enterprise and commercialisation through support for significant numbers of spin-out companies. This is supported by the provision of additional on-campus industrial co-location space for local supply chain companies and a further emphasis on advancing the technology readiness of research outputs towards commercial applications. The cluster is distinctive in its capability to accelerate the 'pull' for research by industry and the 'push' of new ideas into industry. The culture of the cluster enables staff to work comfortably across all Technology Readiness Levels, further supporting a close working relationship with industry. It is an environment where collaboration and innovation can flourish, and companies are attracted to cluster and thrive. The environment is further enhanced by a high-quality talent pipeline, from undergraduates to PhDs and early career researchers.



Transformative Innovation and Impact

Aim 3.3

Education and Public Engagement

We take our distinctive Strathclyde approach to the world through our education, skills development, and public engagement, influencing others in the workforce, civil society and the communities with which we work to adopt and embed progressive approaches.

We will achieve this by:

- expanding the reach of our innovative and successful approach to embedding entrepreneurial skills through Strathclyde Inspire, executive education, skills development, and continuing professional development (CPD) and other training programmes for organisations in other sectors.
- providing our students, staff and alumni with broader experiences to apply our values-led approach to innovation and entrepreneurship, through development opportunities that include student sponsorship, internships, placements and projects. We will further value and support staff and students in taking pride in sharing and developing their knowledge with others.
- developing the engagement of the public in the priorities and delivery of our research, its outcomes and impact. We will do this through innovative public engagement programmes and platforms with the goal of raising understanding and awareness of the University's positive impact on society, with an emphasis on socially progressive engagement with wider and more diverse audiences in Glasgow and globally.



Key Performance Indicators



£35m

Strategic Relationships

KPI 9. Innovation and Entrepreneurship Activity

Alongside a target of KE income in or exceeding the range of £35m to £45m, we will identify and develop additional measures of our innovation and entrepreneurship activity that represent the breadth of activity in this key strategic area

KPI 10. Strategic Relationships

Increased breadth and depth in relationships with: Business and Industry, Research and Technology Organisations, Alliance and SME Partners, spinouts and spin-ins, and public and third sector



GOAL 4

Global Engagement

Our education, research and innovation all reach around the world, transforming lives through their positive impact. We are sought out by potential students and staff, and global partners, due to our success and reputation. Our international outlook permeates everything we do and is a core part of our activity and decision making.

Our approach to global engagement recognises that we bring the best of the University of Strathclyde to the wider world. We attract people and industry partners to our Glasgow campus and wider facilities to engage with us through education, research and innovation. We also take our distinctive approach out to people and partners around the world through our partnerships, online learning opportunities, and overseas delivery. Our world leading research and innovation both creates and engages with new knowledge to deliver better outcomes for our planet, with our impact amplified through our industrial, public and third sector partnerships. Whether in Scotland or overseas, we put our values-led approach first, engaging in mutually beneficial engagement.

Our primary motivation for developing deep international partnerships based on long-term academic engagement is the significant value we see in working together to address many of the most urgent global grand challenges. We see strategic collaboration and the collective thinking of leading international universities as being pivotal to the success of our global efforts.

In each area, we seek innovative and transformative opportunities to bring a step change to our impact and effectiveness. We recognise that these advances will be far more significant if secured through global collaboration and the exchange of people and ideas.

By 2030, we will have increased our international diversity of activity, in education, research and innovation, both in Glasgow and in overseas locations through our work with partners.



People First

We will continue to value our multinational community of staff and our international partnerships, as diversity of views, approaches and inputs help us to make a more meaningful difference around the world. We will support and train our staff in navigating regulatory frameworks, including trusted research, that will govern and guide our global partnerships.



Social and Environmental Sustainability

We are proud that our socially progressive approach positively impacts lives, jobs, economies and communities around the world.



Process, Systems and Digital

Our digital approach supports us in widening access to our education and research, and reduces the environmental impact of our international activity by connecting us in new and more effective ways to communities and individuals around the world. Our connectivity is increased through this intelligent deployment of technology, allowing us to enhance our partnerships, impact and reach.



Distinctive Strathclyde

Shaping Global Policy through Justice for Children

The University is working with the United Nations on a global 'Justice for Children' initiative. This aims to place children at the heart of justice in every nation of the world. Through the Justice for Children: Call to Action, we are working with internationally-recognised organisations to highlight the distinct realities of justice for children globally.

This is being led by the University of Strathclyde's Institute for Inspiring Children's Futures, in collaboration with many outstanding internationally recognised partners, including the Special Representative of the UN Secretary-General on Violence against Children and the Child Justice Advocacy Group, with Terre des Hommes and Defence for Children International. This work is part of the UN Sustainable Development Goal 16, which aims to promote peaceful, inclusive societies for sustainable development and to provide access to justice for all.

It provides a strategic vision that actively puts children at the centre, affirms children's rights and promotes their capabilities and opportunities, and vigorously targets progress in this sustainable development goal.

Justice systems affect children in many ways; children are rights holders and can be human rights defenders, but also, children may be victims, witnesses, or accused of an offence, or intervention may be required for their care and protection. In each of these contexts, children must have access to specialist and differentiated justice systems that are in line with their stage of development, and that recognise international law. This will ensure children experience meaningful justice and can be adequately protected from injustice. By creating justice for children everywhere, and leaving no one behind, we are creating a fairer, safer world and society for us all to live in and flourish.



Global Engagement

Aim 4.1

Engagement in Scotland

We attract high quality international students, staff, and partners to our Scottish campus and broader facilities for educational, research, and innovation opportunities.

We do this by:

- increasing the number and diversity of our international staff and student populations through direct recruitment, partnership working, and exchanges.
- Ensuring we are responsive to the needs of our international staff and students by providing a supportive and inclusive experience to joining and being part of our University community.
- Enabling our students and staff to engage with industrial, public and third sector partners to enrich their education and widen experience.
- attracting international investment and entrepreneurs to our University, city and region by promoting our distinctive and joined-up approach to research, innovation and economic development.



Distinctive Strathclyde

Transnational Education

We have global articulation agreements with institutions around the world, enabling more students to join our Strathclyde community. For example, our partnership with the Shanghai University of Electric Power was established in 2004 and has resulted in highly productive research and educational exchange and collaboration over the intervening years. Our undergraduate articulation agreement has led to approximately 300 students graduating from Strathclyde since the first intake in 2006. 2024 will mark the 20-year anniversary of the establishment of the partnership, when Strathclyde will be invited to Shanghai to join our partners in the celebration of this long-standing and mutually beneficial relationship.

As part of the articulation programme, students complete the final two years of their four-year BEng degree at the University of Strathclyde, after completing their initial two years of study in Shanghai. At Strathclyde, students join the BEng degree programme in Electronic and Electrical Engineering, where they attend lectures, engage in technical design projects and coursework, work on real-world engineering problems – often focused around global sustainability challenges. Students get to work under the supervision of academics on cutting-edge, industry focused research when completing their final year individual project, and critically, develop the types of skills and competencies required to secure employment upon graduation. Some students also continue their studies at Strathclyde on Masters programmes or through PhD study.

The articulation students emerge from their studies at Strathclyde as highly-qualified and sought-after graduates. Student feedback consistently highlights the high quality of the education they obtain at Strathclyde and the excellence of the ‘Strathclyde student experience’, citing the unparalleled combination of the academic knowledge and practical skills they gain from an engineering degree at Strathclyde, as well as equipping them for success in a rapidly evolving global engineering landscape. It is this unique blend of academic knowledge and practical skills development, leading to an authentic engineering education, that positions these students so well for the global job market.



Global Engagement

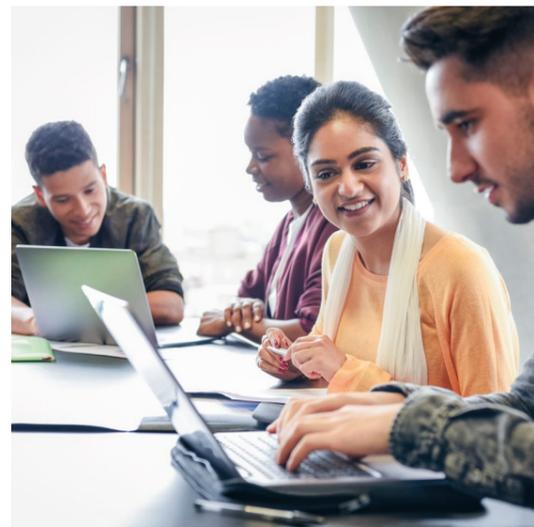
Aim 4.2

Global Presence and Reputation

We take our distinctive Strathclyde values-led approach and our excellence in education, research and innovation out to the world, through our students, our alumni, our staff and our work with partners. We are enriched by and learn from this international engagement.

We do this by:

- expanding opportunities for our students to gain international experience including study abroad, work placement and short exchange programmes, and ensuring barriers to participation for underrepresented groups are overcome.
- working with our international partners to address the world's most challenging problems, while ensuring that our engagements with communities, organisations and state bodies fit with our social and environmental sustainability priorities and our ethical framework. Our academic partnerships with leading international universities enhance the reputation of both collaborating institutions across education, research and innovation.
- engaging in our values-led work with international and global businesses and industry, to deliver benefit to those partners and society.
- further activating our network of alumni to grow our engagement, reputation and reach, celebrating their successes and the ways in which they have built upon their Strathclyde experience.



Distinctive Strathclyde

Global Practitioners

We recognise the pace of change in higher education has accelerated, disrupting traditional operating models and driving innovation in the design and experience of the learning journey. In this shifting context, Strathclyde Business School has introduced the Global Practitioner initiative – this is an organisational innovation aimed at placing practical expertise and content relevance alongside academic knowledge and intellectual challenge at the heart of a high-quality, transformative student experience.

Bridging theory and practice, Global Practitioners play a crucial role in stimulating and facilitating learning for our MBA, executive education and specialist postgraduate programmes. Our Global Practitioners are a new class of colleagues from a diverse range of industries and backgrounds, reflecting the broad nature of subjects addressed in our general management programmes and the rich variety of students and colleague profiles in our learning

environment. More than 30 Global Practitioners are now part of our Business School to support the development and delivery of the MBA and specialist postgraduate programmes.



Key Performance Indicators



5,000

KPI 11. International Student Population
In or exceeding the range of 5000 to 7000 full time equivalent population



GOAL 5

Operational Excellence

Our success has been underpinned by the critical coupling of academic and operational excellence.

We enable both academic and operational excellence through our provision of a supportive, people-oriented and rewarding working environment. We all benefit from opportunities for development, a shared set of common aims, facilitation of delivery and contribution, clear lines of communication and a commitment to equality, diversity and inclusivity, including an active anti-racist approach. We support the wellbeing and development of our community through our People Strategy.

Over the period of this strategic plan, we will further enhance our operational excellence, driving process and system improvements to enable us to be more successful in the pursuit of our vision. All members of our community will play a role in the continuous improvement of our operations, working to ensure that our 'system of systems' continues to adapt to make the most of the opportunities we create.

Our operating model is marked by academic and operational excellence paired with financial strength and sustainability. We will continue to be efficient and effective in the pursuit of our ambition, managing investment, our physical assets and information. Ensuring continued financial sustainability as an institution requires that we generate sufficient funds to support both our operating costs and continuing ambitions for investment in our staff and students and in our estates, IT infrastructure and facilities. Over the past decade we have been recognised as one of the highest investing HE institutions in the UK.

We are committed to ensuring our socially progressive ethos underpins our thinking and decision making in all our areas of activity. We want to ensure our staff and stakeholders are proud of their institution, of what we have achieved collectively, and are motivated to deliver on each milestone of this Strategy.

By 2030, our operations will be more efficient and effective, underpinned by useful technology, and resulting in further academic excellence and financial strength.



People First

In line with our values-led, people-oriented approach and through enhancing operational excellence across the University we will ensure our systems and processes enable our staff to deliver Strategy 2030, recognise and reward their efforts and support them to fulfil their potential. This will provide an outstanding employee experience and ensure that Strathclyde continues to be a great place to work.



Social and Environmental Sustainability

We are fully committed to becoming Net Zero for carbon emissions by 2040, and to build a greener and more climate-resilient campus. Our target for 2030 is an 80% reduction in carbon emissions. We will also work with staff and students to promote active travel and sustainable waste management, and to increase awareness of climate change.



Process, Systems and Digital

Our process and systems enhancement programme and our digital strategy are about more than technology and software. They are rooted in the needs of our people and the effectiveness of our processes. We will work to use digital technology and data to transform processes across our operations to continue to evolve these for a leading international technological university.



Distinctive Strathclyde

Continuous Improvement driving operational excellence

Established in 2013, the Continuous Improvement Directorate plays a key role in driving transformational change and operational excellence throughout the University of Strathclyde.

Continuous Improvement delivers training to help build continuous improvement capability and capacity across the University, to provide people with the necessary tools and techniques to improve both 'what we do' and 'how we do it' to support the delivery of our strategic objectives. Over the last three years over 450 people have attended at least one of our training modules.

Alongside this, our Continuous Improvement Network is well established with a current membership of 70 people (46 Professional Services and 24 Faculty staff). The Network meets on a quarterly basis to share good practice and to learn about new ways of working.

The Directorate also supports the delivery of strategic university-wide projects as well as tactical projects at a departmental level. Examples of completed projects include:

- Postgraduate Recruitment & Admissions
- MBA Finance
- Timetabling
- Postgraduate Taught Admissions
- Postgraduate Research Studentships
- Library Customer Service Excellence
- SEED Strategy Development & Deployment

The Directorate is sector leading and is internationally recognised for the work that it does. The Directorate has also developed several key international collaborations with the University of Michigan, University of Waterloo and UiT, Arctic University of Norway.

Due to its international reputation for continuous development, the University hosted the Lean in Higher Education Conference in 2021, with 270 delegates from 100 different HE organisations across the world.

The Directorate has further built its reputation through the delivery of external training and consultancy services to other universities, further education colleges and private sector organisations across the UK, with over £500k in income generated to date.

Looking ahead to 2030, the Directorate will be leading the University's Process and Systems Enhancement Programme. This multi-year programme aims to deliver sustained transformation of our University-wide, end-to-end business processes and systems.

The aim of the Programme is to provide an improved experience for our students, staff, and external partners. It will be a systematic and fully integrated approach that aims to transform professional service delivery across the University to help us be more effective, efficient, digitally-enabled, and fit for the future.



Distinctive Strathclyde

Sustained Excellence in Library and Information Resources



Library & Information Resources (LIR) have held Customer Service Excellence (CSE) accreditation since 2019. The accreditation is reviewed and assessed annually by a Cabinet Office approved external assessment body and commits us to continually improving services for our customers. The assessment requires us to demonstrate how we are meeting the fifty-seven elements of the standard. Since we launched the customer service excellence project our Library and Information Resources have been using the accreditation process as a framework for service improvement and a driver of staff development.

Critically analysing our services ensures we are identifying and eliminating issues with clear benefits for customer service. Key to this is the involvement of all our staff in reviewing processes, identifying opportunities for improvement and working together to create solutions. This inclusive approach for staff ensures a sense of ownership and that their ideas are valued. We use techniques such as customer journey mapping, communication cells and after-action reviews to empower staff who have a knowledge of day-to-day activities and the customer's experience to make impactful changes. Our monthly Champions meetings are an opportunity for staff to share ideas and learn about service improvement initiatives in other areas.

Feedback from our customers is also key to meeting this standard and to improving our services. A number of customer engagement opportunities are organised throughout the year, including surveys, graffiti walls and polls. We employ two Student Ambassadors who work on these projects, as well as helping customers, leading tours and attending events such as Open Days and Welcome Days. We enable ongoing feedback mechanisms such as our online complaints and feedback form and our enquiry management system satisfaction survey. All of this work provides customer insight and feeds into short and medium-term improvements and long-term strategy initiatives.

In November 2023 our accreditation was reviewed for the fifth time. We are fully compliant with all elements of the standard, and our assessor deems that we are sector-leading in twenty of the fifty-seven elements, demonstrating a culture of continuous improvement and service excellence which is reflected in the positive feedback we receive from customers.

Operational Excellence

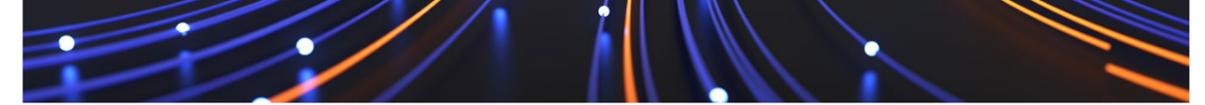
Aim 5.1

Operational Excellence

Our operations, processes and systems are more efficient and effective, underpinned by useful technology, and resulting in both academic excellence and strong financial performance.

We will achieve this by:

- implementing our ambitious People Strategy to support all in our community to contribute to our ambitions and enabling those in our university community to flourish in work or study. We will promote a positive, inclusive and sustainable wellbeing culture in which everyone is enabled and motivated to play their part, supported by our Safety, Health and Wellbeing Strategy.
- embedding and delivering sustainability through all we do.
- implementing our Digital Strategy to improve our use of technology and data to enable us to operate in a more effective and data-informed manner.
- embracing continuous improvement in our culture, through empowering our staff to make changes to better deliver this strategic plan through systemic and process improvements within the institution. Everyone will understand how they contribute to the whole university system. We will undertake post-investment and post-project evaluations to ensure we are delivering on our commitments.
- delivering on our commitment to ensure Strathclyde is financially sustainable throughout its next period of growth. This includes ensuring we are working within our risk framework, considering both risk appetite and mitigation of risks, to build institutional resilience and confidently deliver on our ambitions.



Key Performance Indicators



Employee Experience

KPI 12. Employee Experience
 Above benchmark for net promoter score ('I would recommend the University as a great place to work')

2027

KPI 15. Sustainable development

All education programmes have programme level learning outcomes related to education for sustainable development by 2027 which encompass the integration of the UNESCO Education for Sustainable Development skills and competencies, the UN Sustainable Development Goals and appropriate pedagogical methods

and

Increase our research related to the sustainable development goals (SDGs) year on year

Gender Pay Gap

KPI 13. Gender Pay Gap
 Improve year-on-year

80%

KPI 16. Carbon emissions

80% reduction from 2018/19 baseline for Scope 1, 2 and Scope 3 (where this is quantifiable) by 2030, with the remainder of Scope 3 and 4 to be routinely reviewed and played in as appropriate over the planning period, achieving Net Zero by 2040 at the latest

Operating cash

KPI 14. Operating cash and EBITDA
 Meet or exceed planned (budgeted) operating cashflow and EBITDA

Summary of KPIs

KPI	Measure	Targets
1	Widening access	1300 entrants from SIMD 0-40 with an even distribution across the deciles
2	Retention	In or exceeding the range of 90% to 95% undergraduate retention from year 1 to year 2
3	Student Satisfaction (NSS)	Upper Quartile for Overall Satisfaction <i>and</i> Above median performance in 5 out of 7 thematic areas
4	Graduate Outcomes	Upper quartile for full-time, first-degree UK domiciled students in highly skilled employment or further study including interim study
5	PGT Population	In or exceeding the range of 5000 - 6000 full time equivalent population
6	Research Income	In or exceeding the range of £150m to £175m per annum
7	Research Culture	We will identify and develop measures of research culture and expect these to form a sector leading initiative, well aligned with the priorities of the next Research Excellence Framework.
8	PGR Population	In or exceeding the range of 1500 to 2000 full time equivalent population
9	Innovation and Entrepreneurship Activity	Alongside a target of KE income in or exceeding the range of £35m to £45m, we will identify and develop additional measures of our innovation and entrepreneurship activity that represent the breadth of activity in this key strategic area

KPI	Measure	Targets
10	Strategic Relationships	Increased breadth and depth in relationships with: Business and Industry, Research and Technology Organisations, Alliance and SME Partners, spinouts and spin-ins, and public and third sector
11	International Student Population	In or exceeding the range of 5000 to 7000 full time equivalent population
12	Employee Experience	Above benchmark for net promoter score ('I would recommend the University as a great place to work')
13	Gender Pay Gap	Improve year-on-year
14	Operating cash and EBITDA	Meet or exceed planned (budgeted) operating cashflow and EBITDA
15	Sustainable development	All education programmes have programme level learning outcomes related to education for sustainable development by 2027 which encompass the integration of the UNESCO Education for Sustainable Development skills and competencies, the UN Sustainable Development Goals and appropriate pedagogical methods <i>and</i> Increase our research related to the Sustainable Development Goals (SDGs) year on year
16	Carbon emissions	80% reduction from 2018/19 baseline for Scope 1, 2 and Scope 3 (where this is quantifiable) by 2030, with the remainder of Scope 3 and 4 to be routinely reviewed and played in as appropriate over the planning period, achieving Net Zero by 2040 at the latest.



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