

UNIVERSITY OF STIRLING
OUTCOME AGREEMENT
2019/20 ANNUAL UPDATE

This Outcome Agreement provides a one-year update on the 2017-2020 Outcome Agreement approved in summer 2017. The agreement sets indicative ambitions for the University. These ambitions will be revisited on an annual basis and are dependent upon confirmation of Scottish Funding Council (SFC) funding. The 2019/20 update reflects the priorities and focus outlined by the Scottish Government in its Ministerial Letter of Guidance (April 2018), with recognition that these are subject to change pending a further Letter of Guidance informed by the Enterprise and Skills Strategic Board's Plan. This submission was developed consulting with the University of Stirling Students' Union and with trade union representatives.

KEY ACHIEVEMENTS

1. The University is proud of its achievements in 2017/18; progress towards 2018/19 targets and the impact these achievements have had on individuals and broader society. Achievements align with both the University's Strategic Plan 2016-2021 and the five Scottish Government priorities outlined below.
2. **Access to education for people from the widest range of backgrounds** – the University of Stirling is a place where ability not background is valued. The University exceeded widening access targets in 2017/18, recruiting 36% of the intake from MD40 postcodes and 15.2% from MD20 areas, and made good progress towards targets in the following year. To date, in 2018/19, 34% of the intake was recruited from the most deprived 40% of postcodes and 14% were recruited from the 20% most deprived areas. This significantly exceeds the Commission on Widening Access target for 2021 (CoWA target of MD20 entrants representing 10% of entrants at individual institutions), and reflects the institutional commitment to fair access and opportunity. Recruitment of these students in 2018/19 was supported by an extended clearing period specifically for MD20 applicants.
3. Our continued partnership with Forth Valley College delivered 110 new enrolments on Integrated Degree Programmes in 2018/19, across four degree programmes (Digital Media, Applied Biological Sciences, Heritage and Conservation and Applied Computing). In addition, the number of entrants from SHEP schools compared proportionally to the numbers achieved in previous years and the overall intake levels (rising from 61 in 2016/17 to 93 in 2018/19).
4. The University's continued commitment to gender equality was displayed through delivery of our Gender Action Plan (GAP), Equality Outcomes and Athena SWAN action plan. The University submitted two departmental Athena SWAN applications in 2018/19 – a Silver-level application for the Division of Biological & Environmental Sciences and a Bronze-application for the Faculty of Health Sciences & Sport – underpinning a forthcoming 2019/20 institutional renewal application. The University considers gender equality, and equality and diversity more broadly, holistically – intrinsic to everything that we do and critical to recruitment, retention and the nurturing of talented students and staff. We placed gender

equality and equality across retention, continuation and success at the heart of our Equality Outcomes 2017-2021 The University's equality and diversity policy (including the GAP), Mainstreaming Reports and Equality Outcomes can be found [here](#).

5. **High-quality learning in a learning system which is seamlessly connected for the learner** – Stirling maintained excellent levels of graduate employability in the [2016/17 DLHE survey](#), with 97.1% of students moving to a 'positive destination' of 'work or further study'. In addition, the proportion of students moving to a graduate-level job was 79.2%. The University has the ambition to maintain the proportion of students moving to a positive destination above 97%, and to achieve 85% of students progressing to graduate-level jobs by 2020/21 as per the Strategic Plan.
6. In recognition of the demand for skills in STEM, 31% of the 2018/19 intake enrolled on STEM courses. This achievement was supported by the SFC's agreement to fund the 300 places received by Stirling through the agreement to transfer the equivalent number of nursing places to the University of the Highlands and Islands. In addition the University recruited 45 students, against an equivalent target, to a suite of STEM-focussed primary education courses (specialisms in Additional Support Needs, Literacy, Numeracy, and Primary Science).
7. The University again increased the Home/EU postgraduate cohort in 2018/19, representing a 54% increase against a 2014/15 baseline. This increase recognised the demand for postgraduate-level skills in the economy and the University's commitment to delivering work-ready postgraduates with the skills and experience sought by employers.
8. **Quality learning and good governance in universities** – Stirling is committed to the highest standards of governance and in 2018/19 built upon work to implement the provisions of the **Scottish Code of Good Higher Education Governance and interpret the HE Governance Act**. In summer 2018, 45% of University Court members were women; 41% of the Senior Management Team were women.
9. **Internationally competitive and impactful research** – The overall research grant and contract income was £11.5m for 2017/18 – a £1.3m increase on the previous year. The institutional ambition is to increase this to £18.5m by 2020, as shown in the 2017/20 Outcome Agreement. The University is committed to ensuring that research and innovation activity is state-aid compliant.
10. **Effective knowledge exchange and innovation between universities and industry** – in 2018, the University of Stirling was announced as a central partner of the UK City Region Deal for Stirling and Clackmannanshire. Through the City Deal, two new University research centres will be developed – the Institute of Aquaculture & Global Aquatic Food Security Facility and the International Environmental Centre. Engagement with the City Deal, the new research centres and associated activities will significantly enhance the University's research profile and build on our reputation of carrying out world-class research.
11. The Outcome Agreement Update for 2019/20 has been developed in partnership with staff and students. This consultation and engagement will continue throughout the development of the agreement until submission in spring 2019.

INTENSIFICATION

12. The University intensified its commitment to delivery against priority activities outlined in the University Strategic Plan 2016-2021 and in-line with priorities outlined by the SFC and Scottish Government.
13. The University's intensified targets for widening access show a trend of increasing proportions of the student population from MD20/40 backgrounds, however due to the SFC-capped population limits, the absolute number of students from MD20/40 entering the University each year will fluctuate. In 2017/18, the University of Stirling had an intake which was 36% higher than the previous year, therefore the 2018/19 intake and intakes of future years will be reduced to remain within the capped funded population.
14. The University of Stirling has made a significant contribution to the delivery of widening access success in Scotland since the introduction of Outcome Agreements, increasing the cohort of MD20 Scottish domiciled-undergraduates from 9.3% (2010/11) to 14.0% (2018/19). From 2018, the University implemented an enhanced Admissions Policy with greater contextualised assessment of applicants to support the continued success in widening access, while anticipating greater competition to recruit MD20/40 students as other institutions in the sector seek to emulate the success we have demonstrated.
15. There is significant intensification of activity in support of an excellent student experience at the University of Stirling. This programme of work, underpinned by extensive research, is designed around the five key pillars of *prepared, connected, supported, developed and organised*. While this programme of work will benefit every student at our university, specific strands (including retention and student support-focussed work) are particularly important, and challenging, given the University's success in increasing widening access recruitment. Through the University's Gender Action Plan and intensified ambitions in the Outcome Agreement, the University will seek to enhance gender balance in the student cohort, the academic population and on governing bodies.
16. The data presented in the National Measures table, presented as Appendix 2, is based on a number of assumptions including the requirement to remain within the SFC-capped population limits, assumptions on retention and sustained SFC funding levels.

EXTERNAL ENVIRONMENT

17. The University of Stirling places internationalisation at the heart of everything it does and will continue to strive to deliver international opportunities and international experience for its students, secure the best staff from around the world and to deliver world-class research in partnership with colleagues across the globe. The University's Strategic Plan details ambition to forge five key multi-dimensional and long-term overseas partnerships with leading international institutions. This ambition was partially realised in 2017/18, with the University forming strategic partnerships with Amity Global Institute and Planet Core International Education FZE. Brexit carries a risk in terms of institutional internationalisation activities. The commitment to engagement with partnerships extends to engagement with the *Scotland is Now* national branding strategy.

18. Currently c. 9% of the student body are from non-UK European Union countries; these students make a valuable contribution to the broader student experience and the vibrancy of our academic environment. Over the last year, the University has undertaken work to identify the various risks and opportunities arising as a result of Brexit over the short to medium term.
19. Some of the main challenges identified by the University include: increasingly negative market perceptions of the UK, an increasingly competitive funding environment, uncertainty in terms of access to EU funding, implications on research funding and collaboration, recruitment and retention of EU and international students, uncertainty around future rights to live/work in the UK for staff and students, the impact on Erasmus scheme affecting incoming/outgoing student exchanges and staff exchanges, and the impact of Brexit on procurement activities associated with large scale capital projects.
20. There is concern that removing the current funding arrangement will have a significant, detrimental impact on the University's ability to recruit EU students and will diminish the contribution that they can make to the wider institution and national culture. The University's academic staff body is emblematic of its commitment to internationalisation and partnership – with over 17% of academic staff from non-UK EU countries.
21. A Brexit group has been established by the University, chaired by the Deputy Principal (Internationalisation). The group meets regularly to discuss relevant developments. Through the group, the University is continuing to undertake high-level appraisal, assessment of standing and emerging risks along with relevant modelling, to identify the impacts likely to arise from Brexit and in turn develop strategies for mitigation. This includes strategies to address potential impacts linked to staff and student retention and mobility, the institutional research agenda and funding for capital projects.
22. The University continues to engage with the SFC, Scottish Government; Government agencies such as UKVI and sector bodies including Universities Scotland and Universities UK (UUK) in relation to Brexit.
23. The University will participate with the series of reviews imposed upon the Scottish higher education sector, specifically Audit Scotland's review of the sector and the UK government review into tuition fees and funding for post-18 education across England, the 'Auger' Review. This review was announced in February 2018 and is due to take consultation, evidence and hearing and produce a final report in early 2019. Significant changes to the tuition fees for rest of UK (RUK) students would have a serious impact on institutional income and competitiveness. A tuition fee cap for RUK of £6,000 per annum could translate to a loss of c. £2m fee income per annum for the University of Stirling, based on current student numbers. Consideration should be given at sectoral level to mitigation of this risk.
24. As intimated by the SFC, the funding from SFC represents a contribution to the overall funding of the University. Financial sustainability requires additional income streams.
25. In June 2015 the University committed to paying the [Living Wage \(LW\)](#) as a minimum rate of pay for all directly employed staff. The University maintains this commitment and applies a supplementary payment for a small number of staff each year to maintain alignment with the living wage.

PRIORITIES FOR 2019/20

The following activities will be prioritised in 2019/20 and will be measured annually through the Outcome Agreement evaluation.

Access to education for people from the widest range of backgrounds, including implementation of the recommendations of CoWA and addressing gender balance

26. In 2018, following a collaborative development period, the University **implemented a revised Admissions Policy**. The [policy](#) has incorporated the institution's approach to contextual admissions and ensures that admissions requirements support the continued achievement of widening access commitments. The policy was informed by the SFC Impact for Access-funded project mapping and evaluating approaches to contextual admissions. The enhanced Admissions Policy was designed to support **the University's continued attainment of Commission on Widening Access targets for MD20 student recruitment¹**. The policy also supports recruitment of care experienced students in line with the institutional ambition to recruit 40 care leavers in 2019/20.

27. Commitment to delivery of CoWA recommendations is evidenced throughout the Outcome Agreement. Specific areas of activity related to CoWA recommendations include:

- As set out above, minimum entry requirements are embedded in the new University Admissions Policy. The University uses contextual information alongside an application to assess an applicant, taking into account their personal and educational circumstances. Applicants from a number of categories will be considered for an offer at the minimum entry requirement including, for example, applicants from SIMD 20 or 40 postcodes, applicants who have experienced being in care and where the applicant is a carer (COWA Recommendation 11 and 21). Undergraduate entry requirements have been realigned to adjust the published minimum and standard requirements by two grades, as set out in our admissions policy.
- Minimum entry requirements are promoted to applicants across a variety of platforms and engagement activities, in order to meet the requirements of COWA recommendation 12. The University has broadened the range of applicant information targeted at widening access students, inclusive of an expanded suite of information presented in the [undergraduate prospectus](#) and our [widening access webpages](#). In line with Universities Scotland response to COWA, Stirling adopted the commitment to achieve consistency and greater clarity in the language used to describe contextualised admissions and other access initiatives including articulation – a commitment reflected in the undergraduate prospectus. Stirling's engagement with Scottish high schools is extensive, with the University being represented at close to every Scottish high school careers event to engage with pupils and their teachers.
- Whilst not currently participating in any bridging programmes, the University does engage with the Schools for Higher Education Programme (SHEP), and the East and West Scottish Wider Access Programmes (SWAP). Furthermore, through Scotland's Community of Access and Participation Practitioners (SCAPP), Stirling has been chosen as the host university for a newly created Development Coordinator role, the purpose of

¹ MD20/40 entrants are monitored against both SFC and CoWA definitions. The University continues to meet both.

which will be to set up and drive the national Widening Access and Participation Network for Scotland. This will be a cross-sector network bringing together HE institutions, schools, colleges, the voluntary sector, professional bodies and employers. The University will, therefore, be at the centre of this developing network (COWA Recommendation 7).

- The University's articulation ambitions are broader than the additional articulation places which are now mainstreamed. The University has in 2019 signed articulation agreements with Fife College and Forth Valley College that will facilitate nursing students articulating with advanced standing from the 2019/20 academic year onwards. Articulation partners are specifically selected with consideration their intake profile in order to support disadvantaged learners (CoWA Recommendation 9). The University also signed an agreement with Glasgow Clyde College in 2019 that will provide a digital media articulation pathway for college students.

28. The University will review its current [Corporate Parent Plan](#), reflecting upon its successes and will explore areas for development in consultation with care experienced students and *Who Cares? Scotland*.

29. The strategic partnership with Forth Valley College has seen particular and sustained success in the development and delivery of the Integrated Degree Programmes. The University was successful in securing 55 additional funded places for articulation in the first funding tranche. Through successful partnership with the College and demonstrable capacity to deliver, 48 further additional funded places were secured and a recruitment target of 130 for the four integrated degree programmes was set. In 2018/19, 110 students were recruited to these programmes. **The University will continue to work closely with the College to fill the funded places each year** through these routes, and sustain increased recruitment where possible. The first cohort of integrated degree students graduated in summer 2017 with high levels of graduate-level employment and a number of students progressing to postgraduate taught or research study.

30. In addition, and in support of NM1, the University is working towards increasing the number of articulation agreements and articulation partners for entry in 2019/20. **The University will seek to establish a number of new articulation agreements**; the agreements will be targeted to support key priorities in STEM skills and to improve gender balance. The targeting of these articulation agreements will support the increased proportion of students articulating with advanced standing, in-line with the targets in the table below.

31. Further, in line with commitments stated within the institutional Equality Outcomes and the Gender Action Plan, the University will continue to implement the suite of actions aimed at improving the gender profile of different disciplines and **improve the overall gender balance of students across the institution**. In line with the institutional commitment to equality, the University will continue to **build on the programme of work aimed at preventing and eradicating all forms of gender based violence (GBV)**, as well as supporting survivors. The University is continuing to utilise the *Equally Safe in HE Toolkit* as part of the ongoing development of our whole campus approach to GBV. Previous work also includes our award winning [#IsThisOk?](#) Campaign and annual support of the White Ribbon Campaign which carries the mission to end male violence against women. Demonstrating commitment to challenging unacceptable behaviours and promoting equality, inclusion and respect, in

March 2019, the University was delighted to host a regional *Love Doesn't Hurt* event exploring how GBV can be prevented on college and university campuses.

32. The University will **implement the range of actions included within the [institutional British Sign Language \(BSL\) Plan](#)**, drafted in line with the Scottish Government recommendations and following a series of stakeholder consultation events. The plan is framed around four long-term goals and fourteen supporting actions over the period 2018-2024. As part of our commitment to continued engagement around implementing actions and providing feedback on progress, the University will contribute to a national progress report in 2020.
33. The University of Stirling will, through our existing equality frameworks, actively consider engagement with Advance HE's Race Equality Charter.
34. There has been a well-documented, acute rise in students requiring mental health and emotional wellbeing support experienced by institutions across the sector. Stirling is no different, **experiencing a 249% increase in students with a registered mental health condition since a 2013/14 baseline**. The associated demand on support services throughout the institution is considerable. In response, **we have developed a multi-strand Mental Health Strategy for delivery from 2018/19 onwards**. Increasingly, university support services across the sector are required to respond to a shortage of NHS provision - which is often disconnected regionally and across operational boundaries (e.g. between child and adult-focused provision). Students with pre-existing conditions requiring additional support are arriving at the University in rising proportions; requiring us to refocus resources, for example to provide support in crisis situations, in order to facilitate student success and retention. The University of Stirling continues to engage with sector partners, including [AMOSSHE](#), with a view to identifying opportunities to access the additional funding announced by the Scottish Government to tackle mental ill health.
35. The University is committed to supporting veterans, as well as the families of military personnel. We currently work with Queen Victoria School (QVS) in Dunblane, a school is for families of military personnel, particularly those with a connection to Scotland and their aim is to provide educational stability to students whilst their parents are serving overseas. The University supports QVS students in the senior phase with a range of outreach and engagement activities, particularly around transition to higher education. We are also a member of the Tayforth Universities Military Education Committee, supporting the University Officers' Training Corps, which attracts service children. The University is currently considering how it can further support veterans and families of military personnel as part of our contextual admissions policy.
36. The University has implemented [dedicated support](#) for students with caring responsibilities. A range of support can be accessed by carers throughout the application process and while they are studyin. We offer a range of support including advice on the application process, guidance on funding that student carers would be eligible for, coordinating with support services on the individual's behalf, academic support, peer/student mentoring and accommodation support. The University will continue to evaluate the ways in which it supports student carers, honouring its commitment to support students now and in the future.

37. The University recognises both, the unique set of circumstances faced by students who are estranged from their families, and the relative lack of visibility of these individuals within the higher education sector. We are committed to continuing to develop our approach to best support estranged students through the application process and transition into university life, providing on course support where necessary. The University has also stated intent to sign the *Stand Alone Pledge* to develop our support provision for estranged students.
38. Commitment to widening access ambitions requires consideration within the limitations of the capped recruitment system for undergraduate home students. Increasing widening access targets, in line with CoWA recommendations, and a broadly static funded population result in fewer places for non-widening access applicants who wish to attend university and are qualified to do so.
39. The University is conscious that the capped system results in increased competitiveness and unserved applicant demand, especially for a number of popular courses, and would welcome conversations with the SFC and partners around innovative approaches in order to service this demand from well qualified applicants.
40. In line with the Scottish Government's *Secure and Prosperous: a cyber resilience strategy for Scotland*, the University is working to ensure that all information and information systems are adequately protected. The University has achieved [Cyber Essentials accreditation](#) and will also be entered onto the National Register of Cyber Essentials Certified Companies.

Priority 2: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy

41. The University is **embarking upon a cohesive programme of strategic work to enhance the student experience and foster student success**. This programme of work, underpinned by extensive research, is designed around the five key pillars of *prepared, connected, supported, developed and organised*. The project will deliver against an 'improvement plan' which sets out clear actions to deliver enhancements to the student experience in core learning, teaching and research, support by prioritizing services that students have identified as essential to the quality of their experience. The plan is cross-institutional and features specific actions concerning student mental health, innovative learning spaces, transformative digital learning and graduate employability.
42. The institutional ambition is to **increase student satisfaction** in National Student Survey, Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES) to over 91% by 2019/20. This will build on above sector average NSS satisfaction in 2018 of 84%, above sector average satisfaction (84%, PTES 2018) for PGT students and PGR students (85%, PRES 2018) against the context of sector-wide industrial action. Efforts will be targeted at improving academic support, assessment and feedback and organisation and management to maintain or achieve above-benchmark, top-quartile performance.
43. University of Stirling graduates are highly-employable and sought-after in the employment market. 97.1% of leavers were in employment or further study in the 2016/17 DLHE survey - the third year in a row where over 96% of graduates were in a positive destination and 1.6%

above the institutional benchmark. 2017/18 was the first year of the **new Employability Strategy, which emphasised work-based and work-related skills**. Through 2019/20, the success in embedding this commitment – that all programmes will benefit from work-related experience – will be measured through further improvements in graduate destinations as per the Graduate Outcomes Survey.

44. The University recognises the value of providing access to work related learning opportunities, and are working to broaden the range of opportunities available as well as implementing a solution to holistically record the uptake of work related learning to provide a baseline for ongoing monitoring.
45. In 2016, the University was successful in securing funding for an innovative STEM education programme delivered in collaboration with Heriot Watt University in Professional Education and Chemistry or Physics. Recruiting to these programmes continues to be challenging. **The University will explore, through dialogue with the SFC and Heriot Watt, a range of activities aimed at enhancing the attractiveness and recruitment to these places to attain recruitment to target level in 2019/20.**
46. Under the governance of the institutional Health and Wellbeing Group, **the University will during 2019/20 pursue attainment of the Healthy Working Lives Award**. The award, facilitated by NHS Scotland, considers institutional practice in relation to promotion of healthy working lives; addresses wellbeing needs and considers awareness-raising activities. Additionally, the group will consider the Scottish Government’s diet and healthy weight outcomes.
47. Through the Erasmus scheme and wider student mobility programmes the University is working to **internationalise the student experience**, supporting a growing the number of students to develop their foreign language skills. Typically, one in ten eligible students undertake a study abroad placement while studying at Stirling.

Priority 3: internationally competitive and impactful research

48. In 2018, **the University was announced as a central partner of the UK City Deal for Stirling and Clackmannanshire, which will drive the development of two University of Stirling research centres** – the Institute of Aquaculture & Global Aquatic Food Security facility and an International Environment Centre. Throughout 2019/20, the University will take forward associated business cases. The City Deal and associated research projects will significantly enhance the institutional research profile and build upon our reputation of carrying out world-class research. Investment in world-class research through the City Deal will enable researchers to further tackle some of the world’s most pressing problems.
49. In 2016/17, the University **developed three major research ‘themes’ which were illustrative of the University’s excellent, world-leading research and innovation: Living Well; Global Security and Resilience; and Cultures, Communities and Society**. The emphasis across these research strengths was the ability to make a difference to society and to have a positive impact on communities worldwide. Fundamentally, our research themes reflect the principals and values set out in the *Concordant on Open Data Research*. The University established 12 interdisciplinary research programmes alongside the overarching research

themes which look to address global challenges. The programmes were considered to be the engine house of Stirling's major strategic research activity.

50. The research themes and programmes will be the powerhouse which deliver the institutional ambition to increase research income to £18.5m in 2019/20, an increase of 61% from the 2017/18 actual of £11.5m (2016/17 - £10.2m).
51. 2019/20 will be a key time for REF2020 preparations following on from activities initiated in from 2016/17 to 2018/19. A rigorous assessment of research performance and preparation across all aspects – research income, outputs, and PGR supervision – was launched in 2017/18 and a data-driven analysis of each faculty was carried out. This identified a number of common themes and actions, which will continue to be carried out through 2019/20.
52. Following the successful retention of the HR Excellence in Research Award in late 2017, the **University will pursue an Institutional Silver-level Athena SWAN award in 2019/20**. The institutional silver application follows retention of the institutional bronze award in 2016, and will contain a range of actions in support of an enhanced research environment at the University of Stirling. Testament to the thriving working environment for researchers, and the wider staffing population, the **University won the 'Outstanding Contribution to Leadership Development' award at the 2018 Times Higher Education (THE) Awards**.
53. PGR students are essential to the research culture and environment at the University. While there was a slight increase to the number of PGR students between 2016/17 and 2017/18 (cohorts of 350 and 367 FTE respectively), a step-change in recruitment performance is required to deliver the 2019/20 stretch target of 891 FTE. **From 2019, PGR recruitment shall be supported by the creation of the Institute for Advanced Studies (IAS)**, replacing the Stirling Graduate School, under the leadership of the Deputy Principal (Research). The University of Stirling IAS will resonate with, and enhance, the University's strategic approach of pursuing programmatic, cross-disciplinary, solutions-focused research. It will also foster a clear sense of community for postgraduate and postdoctoral researchers.

Priority 4: effective knowledge exchange and innovation including excellent collaboration between universities and industry

54. Innovation is a key founding principle for the University in everything that it does. This is reflected in the University's Strategic Plan with innovation being identified as one of the three key underpinning institutional enablers. In 2018/19 the University is continuing to deliver on its institutional commitment to entrepreneurship and industry collaboration through its **Innovation and Enterprise Strategy 2017-2021**. The priorities embedded in our Innovation and Enterprise Strategy are, to a degree, designed to reflect those identified in the Innovation Scotland Forum action plan.
55. As Scotland's University for Sporting Excellence, the institution provides a leadership role in knowledge exchange and innovation in sport. Following the success of the Sporting Chance Initiative, at the conclusion of its funding in 2017/18, this programme was mainstreamed into the University's broader student enterprise opportunities. In 2017, the University launched The Sport Hive to provide an innovative hub for students, entrepreneurs and business to collaborate and connect. By summer 2017, The Sport Hive hosted an

‘entrepreneur in residence’ and ten burgeoning innovative businesses developing sporting equipment, increasing safety in sport and improving sports nutrition. The University aims to grow this to twenty businesses.

56. A series of transformational capital projects were initiated in 2018. **A £20m redevelopment of the University’s [sports facilities commenced](#) in summer 2018, with completion scheduled during 2019/20.** The enhanced facilities will deliver for all stakeholders – improved facilities for staff and students, greater provision for elite athletes, integrated facilities for research aligned to interdisciplinary research strengths in sport, health and ageing, and new facilities for industry and business partners such as SportScotland at the heart of the University’s sports village. These facilities will be world-class, befitting of Scotland’s University for Sporting Excellence, and will contribute to institutional values of health and wellbeing as well as continuing to support the University’s elite athletes.
57. The University has also initiated a programme of work to deliver a cohesive on-campus centre for our community, facilities and services. **[Campus Central](#) will be the dynamic heart and the social core of the University, encouraging connections and engagement across our communities.** The development will involve refurbishment of the existing Atrium and its connections, and a new linked, three storey development that will support transformation of the student experience through integrated, welcoming and accessible services. Campus Central will provide enhanced social learning spaces, establish a gateway to the MacRobert Arts Centre, and offer a variety of exciting retail and catering outlets.
58. In support of an excellent student experience and to provide students with innovative informal learning spaces and opportunities, the University will, **deliver the ‘teaching zone courtyard’ project.** The courtyard development will provide a space for students to gather and collaborate during the Campus Central works and will be completed shortly after the start of the 2019 academic year. Delivery of this transformational project will be achieved through re-profiling of the existing capital budget, following the disappointment of not securing support through the SFC’s Financial Transactions programme.
59. While the University has committed to a number of major capital projects, it is important to recognise that the majority of the physical estate dates back to the 1960’s, and the 2015 Estates Conditions Survey reflects the substantial levels of ongoing work required to maintain it. The campus itself brings additional challenges compared with city universities including extensive University owned and utility networks. This places an additional burden on the University, resulting in funds that would be spent on core activities being redirected to deal with failing infrastructure components and to maintain business as usual.
60. The University is continuing to support the local region through the Stirling and Clackmannanshire City Regional Deal as partners in economic and community transformation.
61. The University recognises the importance that the UK Industrial Strategy and emerging UK Research and Innovation (UKRI) delivers for the whole of the UK including Scotland. In order to ensure that the Industrial Strategy Challenge Fund (ISCF) and Sector Deals deliver the maximum economic benefit to Scotland, the University is currently collaborating with businesses and a range of other partners, across the Forth Valley area and beyond, to ensure

the maximisation of emerging opportunities for the delivery of new research and innovation. In this context, the University has striven to utilise available Research Excellent Grant (REG) funding to leverage additional funding from the UK Industrial Strategy.

62. The University recognises the importance of the publication of the Enterprise and Skills Strategic Board's Strategic Plan Working Collaboratively for a *Better Scotland* in October 2018.

The University is continuing to actively support the implementation of the Enterprise and Skills Review, and the work of the Board, in order to drive inclusive and sustainable growth in Scotland. Scotland's internationalisation agenda is a key priority for the University in supporting this work. Furthermore, the University supports the ambition of the Board – to see the creation of a One Scotland collaborative approach where combined resource, expertise and networks across the public, private and academic sectors promote a global mind-set, which raises our collective international ambition to maximise the impact of Scotland's collective endeavour.

Priority 5: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance

63. In 2015, the University was recognised as having effective processes for maintaining academic standards and enhancing the student experience through a QAA Enhancement-led Institutional Review (ELIR). The University is anticipating an ELIR in 2020 and thus in 2019/20 the institution will be engaged in preparations for this review. This will build upon the effective partnership between the University and the Students' Union and the ongoing, effective work to maintain academic standards and enhance the student experience.
64. The University is committed to the highest standards of governance and works to the good practice recommendations in the Scottish Code of Good Higher Education Governance. In 2016/17, the University undertook a quinquennial review of governance and through 2017/18 implemented a range of enhancements to further improve the effectiveness and transparency of the governing body. This included enhanced training, induction and a development programme, revision to Court sub-committees, and engagement of lay members to ensure Court business was framed more explicitly around strategic themes and planned collectively by lay chairs of committees. In 2019/20, the focus will remain the embedding these activities and monitoring the impact through the annual Court self-evaluation.
65. The University will continue to meet the commitments set out in the Gender Action Plan and the pledge to **deliver gender balance amongst members of Court. In 2018, the membership of Court was 45% female;** the University will continue to strive for diversity in appointments to Court. **In 2018, the membership of the University Senior Management Team was 41% female.**
66. The University's approach is to be efficient and effective with its resources, an approach which is extended to the use of public funds.

University of Stirling Outcome Agreement Measures		
SFC Aim	Activities	Ambitions
<p>Priority 1: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of CoWA and addressing gender balance</p>	<ul style="list-style-type: none"> - Attract high numbers of applicants from Scotland's most deprived areas and applicants with protected characteristics/care experience - Implement revised Admissions Policy to incorporate contextual admissions and access - Implement Athena SWAN and Equality Outcome action plans to raise the profile of women across the staff/student body, particularly in STEMM areas - Implementation of institutional British Sign Language (BSL) plan and the institutional Mental Health Strategy 	<ul style="list-style-type: none"> - Maintain recruitment to Integrated Degree Programmes with FVC to meet funded-places of 103 and increase articulation with advanced standing [NM1] - Continue to exceed 2021 Commission on Widening Access target of more than 10% MD20 students [NM2a,2b, 2c] - Increase entrants from SHEP schools to at least 6.5% of entrants [NM3], and monitor / report on protected characteristics and care experience entrants [NM4] - Improve retention to previous high of 94% retention for all students and seek to close for retention rates for MD40 students. First to second year progression will be monitored and improved during the three year period; female students continue to outperform male students in progression rates. [NM5] [NM6]
<p>Priority 2: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy</p>	<ul style="list-style-type: none"> - Develop further innovative pathways and partnerships with regional partner schools and Forth Valley College particularly in digital skills - Ensure retention and attainment levels are comparable across students with protected characteristics - Review of STEM-teacher education opportunities in partnership with Heriot Watt University and the SFC to maximise recruitment potential. - Implement and embed skills-focused Employability Strategy - Implement project to enhance the student experience and foster student success 	<ul style="list-style-type: none"> - Increase student satisfaction to 91% from 2019, with particular focus on improving academic support and assessment and feedback results and maintain/achieve top quartile satisfaction [NM7] - Increase students studying STEM subjects to 38.5% in 2019/20 [NM8] - Maintain excellent positive destination of graduates (97.1%) and increase professional-level occupations from 79.2% [NM9a,9b]
<p>Priority 3: internationally competitive and impactful research</p>	<ul style="list-style-type: none"> - Strengthen our research profile in areas of strategic importance by implementing our research themes and programmes - Enhance the REF environment through implementation of the Athena SWAN and HR Excellence in Research action plans. Fulfil ambition to achieve an Institutional Silver-level Athena SWAN award in 2019/20. 	<ul style="list-style-type: none"> - Increase the number of home/EU RPG students from a baseline of 367 in 2017/18 to over 890 during 2019/20 [NM10] - In 2017/18, the University secured £3.91m in research council income. The University secured £11.5m research income in 2017/18 and has ambitions to increase this by a further 61% in 2019/20 [NM11, NM12]
<p>Priority 4: effective knowledge exchange and innovation including excellent collaboration between universities and industry</p>	<ul style="list-style-type: none"> - Implement the Innovation and Enterprise 2017-2021 Strategy: <ul style="list-style-type: none"> o Increase the opportunities for student enterprise activity - Transform the institutional sports facilities to enhance the stakeholder experience for students, staff, researchers and industry partners - Delivery of marquee capital projects during 2019/20, to the benefit of students, staff and our wider community (e.g. industrial & commercial partners). 	<ul style="list-style-type: none"> - The University received two SFC Innovation Vouchers (IVs) in 2015-16, and will continue to build on this through to 2019/20 [NM13] - The University will deliver inclusive innovation and growth through the University activity and through sector-leadership [NM14] - Support the region through the Stirling City Deal as partners in economic and community transformation, particularly through delivery of two new research centres.
<p>Priority 5: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance</p>	<ul style="list-style-type: none"> - Provide the highest standards of governance and fully meet provisions of the <i>Scottish Code of Good Higher Education Governance</i>. - Invest in our campus infrastructure and implementation of our carbon management plan. 	<ul style="list-style-type: none"> - Continue to meet the gender balance target of 40% female on University Court, at summer 2018: 45% female. - committed to, and on target for, reaching its target to reduce CO2 by 38% by 2020, from a baseline of 16,651 TCO2e (2007/8) [NM15] - University will continue to meet the regulatory and legislative expectations of good governance

Appendices:

1. University Innovation Fund 2019/20
2. National Measures Data Table
3. REG Case Study 1
4. REG Case Study 2
5. Health Outcomes
6. Outcome Agreement EQIA

University Innovation Fund 2019-20

University of Stirling

Introduction

1. The University of Stirling is pleased to submit this paper detailing how we intend to utilise our grant allocation from the University Innovation Fund (UIF) in Academic Year 2019-20. We note that the level of funding for the UIF quoted in the indicative grant letter for 2019-20 is lower than the level in the actual grant letter for 2018-19, which is disappointing and will be challenging, particularly at a time when we are working to increase engagement with, and leadership of, collaborative activity in support of objectives against which UIF seeks to deliver.
2. Innovation was a key founding principle for the University of Stirling and we continue to embed it at the heart of everything we do. Our Strategic Plan 2016-2021 illustrates this commitment with innovation being identified as one of three key underpinning institutional enablers. We recognise that “Finding new ways of thinking and doing things that place us at the cutting edge; identifying opportunities that benefit students, staff and stakeholders; growing income through research, knowledge exchange and commercialisation; and ensuring our curriculum meets the needs of citizens in the 21st century” is essential.
3. Our institutional vision is “to be recognised across the world as a University that addresses the needs of society through innovative interdisciplinary research; learning and teaching of the highest quality; and by sharing our knowledge with the world”. We aim to be recognised as leaders of innovation and enterprise through our distinctive collaborative activities that create positive and sustainable impact on society and the economy. We are committed to applying a creative, imaginative and entrepreneurial philosophy to all that we do. We are leaders in higher education innovation, in Scotland and beyond.

UIF Funding Allocation

4. We welcome the SFC’s decision to continue the platform grant element of UIF funding at the level of £250k.
5. As in 2018-19, we confirm that we will commit to investing above the required £250k match funding in the coming year for the UIF platform through:
 - Our continuing investment into the development of the reach and purpose of the University of Stirling Innovation Park (USIP) as our vehicle for delivering a diverse portfolio of innovation and commercialisation support (specifically business incubation and support).
 - Continued programmes of;
 - i. Student and graduate enterprise
 - ii. Knowledge exchange, including Dementia Services, Culture and Heritage
 - iii. Public engagement
6. The details of the outcomes we will deliver through this work are set out in our Outcome Agreement for 2017-2020. Within that document, one of the five key priority areas for the University is “**Priority 4: Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy**”. Specifically, we will:
 - Continue to build on opportunities for students and graduates to develop their employability and enterprise skills in preparation for the future world of work. In doing

so we will extend the learning from our successful 'Making the Most of Masters' programme and embed it in a wider range of our postgraduate qualifications; enhance the programme of support for student and graduate entrepreneurs, for example, the launch of the pilot SEED Programme, supported by Santander.

- Continue to play a leading role in the development of innovation through mainstreaming programmes such as the Sporting Chance Initiative, Sport Hive, Entrepreneurial Quest and expanded activity in aquaculture commercialisation and enterprise support.
- Support our local region through the Stirling & Clackmannanshire City Region Deal as partners in economic and community transformation, particularly in innovation support. A City Region Deal Programme Office has been established at the University, linking in with, and helping to drive, activity with the corresponding structures within the local authorities party to the Deal.
- Continue to implement our enhanced approach to supporting innovation and enterprise as a key enabler of our strategic ambitions, namely through the establishment of Stirling Innovation, a dedicated support structure focusing on innovation and enterprise support.
- Continue to host a number of nationally important archives and collections that are regularly exhibited to the public. We will continue to extend our archive collections and public engagement with them.
- Develop further collaboration with the University's MacRobert Arts Centre to bring researchers and performance artists together in novel collaborations, which promote public engagement with research.
- The funding will contribute to our capacity to engage constructively with the Stirling & Clackmannanshire City Region Deal. The potential for collaboration with industry, public and third sectors is considerable and the University has a significant role to play in the delivery of the Deal's outcomes, impacting directly on economic development and societal impact. Specifically, we will continue to work directly with companies within the aquaculture sector, with local authorities to establish Scotland's International Environment Centre and with local authorities, business and the third sector to establish an exemplar of intergenerational living that will be established as a living lab to test emerging innovation and technologies to facilitate support independent living, and one that can be replicated as we seek ways to support an ageing population. All of these areas will be bases from which substantial individual and collaborative bids will be developed to underpin activity in these areas.

Contribution to national outcomes

7. The sections that follow outline the projects and actions that we are undertaking and their contribution to national outcomes. We continue to pursue the outcomes within our overall programme, incorporating them into the enhanced framework as set out below. In addition to our own specific actions, we continue to proactively engage with, and contribute to collaborative projects in the areas of demand stimulation, entrepreneurialism, international and equality and diversity, with other Scottish universities. We are the lead institution for the sector's collaborative work in the area of inclusive growth and social impact and have identified opportunities for the work in this area to logically connect with other outcomes, eg entrepreneurialism, to ensure a coordinated approach.
8. The existing work underway and in development in relation to the UIF outcomes is underpinned by our UIF funding. The actions associated with the outcome that we are leading on have been clustered under the heading Inclusive Growth and focus on three key areas, all of which are collaborative – i) establishing a model for the engagement of universities with City Region Deals; ii) establishing inclusive models to support student and

graduate enterprise; and ii) establishing inclusive models to support the development of social enterprises. Points (ii) and (iii) have been identified as logical contact points with Outcome 4 (entrepreneurialism) and we are working closely with the University of Strathclyde who is leading on this area. All of these areas are focussed on maximising growth potential and leveraging connectivity with partners and stakeholders and sharing best practice to promote a comprehensive and consistent approach.

9. The collaborative activity proposed to address this particular outcome will focus on delivering practical support for new enterprises through the proposed development of a regional network of University Enterprise Hubs that will enable the establishment of a collaborative, harmonised system to deliver practical support for company creation within a consistent national framework. Stirling will contribute directly to this development. The aim is to leverage expertise from all HEIs across Scotland and target support to university staff creating spin-out companies as well as new companies created by students and alumni entrepreneurs. This will also enable Stirling to build on its expertise and experience in particular areas, such as social enterprise, as mentioned above.

10. Outcome One: Demand Stimulation

- We continue to believe strongly that demand for innovation in the Scottish business base can best be stimulated at scale by enhancing the understanding of, and appetite for, innovation within the workforce (including new start-up businesses). Therefore, we continue to focus on student and graduate enterprise and entrepreneurship. In the shorter term, we are continuing to increase contact and collaboration with established businesses and other employer organisations. (PA5)
- Our Student and Graduate Enterprise Programme is highly collaborative with strong links to enterprise organisations throughout Scotland, including the University's sponsorship of Converge Challenge and partnership with Scottish Institute for Enterprise (SIE). Our expanding programme looks continually for opportunities to strengthen and diversify partnerships and we will continue to do so to maximise the value and opportunities for student and graduate entrepreneurs to build skills and successful businesses. A number of initiatives under our Student and Graduate Enterprise Programme and wider Innovation and Enterprise activity are designed to bring together aspiring entrepreneurs and role models from the Scottish business base for inspiration, collaboration and skills development. (PA5)
- Our pan-Scotland student and graduate sports business competition and UK-leading sports business incubator, the Sport Hive, delivers unique entrepreneurial support to a key Scottish economic sector. (PA5)
- We are committed to supporting mechanisms that facilitate greater academic-SME business collaboration and skills development, including active engagement with Interface, hosting the Scottish Aquaculture Innovation Centre, and active participation with a number of other Innovation Centres. (PA5)

11. Outcome Two: Simplification / Commercialisation

- We continue to be heavily involved and an active participant in fora and groupings across the sector focussing on innovation support.
- We are committed to adopting all simplified and standardised contracts terms, and the post project referral protocols, established through Universities Scotland Research & Commercialisation Directors Group and continue to work to facilitate their development and adoption across all Scottish Universities. (PA7 & PA8)
- We continue to pursue and enhance strategic engagement with key sectors including aquaculture, sport, health & behaviour, digital and social enterprise. We continue to

sharpen our focus on these areas where the University can offer distinctive strengths to business and other relevant organisations. (PA6)

12. Outcome Three: Simplification / Greater Innovation

- As host institution for the Scottish Aquaculture Innovation Centre and as partners in the Digital Health and Care Innovation Centre, the Data Science Innovation Centre, the Industrial Biotechnology Innovation Centre and the Oil and Gas Innovation Centre and the Construction Scotland Innovation Centre, we actively contribute to the sharing of sectoral knowledge to promote greater innovation in the economy. (PA3)
- As highlighted under Outcome Two, we are committed to adopting all simplified and standardised contracts terms established through Universities Scotland Research & Commercialisation Directors Group and continue to work to facilitate their development and adoption across all Scottish Universities. (PA7)
- We continue to engage actively with professional development organisations (ARMA, PraxisUnico, AURIL) to co-ordinate, align and enhance the training and development support available to University research and innovation staff. The Research & Innovation Services team at Stirling make a particularly strong contribution to ARMA, providing the Deputy Chair and Director for Professional Development. (PA4)

13. Outcome Four: Entrepreneurialism

- A key element of our Innovation and Enterprise activity is our Student and Graduate Enterprise Programme, which has been expanded to support significant increase in the number of students supported to develop their entrepreneurial and intrapreneurial skills and to promote entrepreneurial opportunities to students during their studies. Within this scope of work, we include social enterprise, a distinctive area which resonates with the values of our students and staff. We continue to offer our Student Enterprise Programme to Forth Valley College students. (PA1)
- The repositioning of support delivered through the University of Stirling Innovation Park continues to not only significantly increase the number of start-up and scale-up businesses supported, but will also facilitate increased teaching and research connections and enhanced opportunities for student and graduate entrepreneur mentoring and incubation. (PA1 & PA2)
- We continue to work with the Scottish Aquaculture Innovation Centre and the life sciences, digital and creative sectors to continue to enhance work-based learning. (PA2)

14. Outcome Five: International

- As outlined in our Strategic Plan 2016-2021, we have placed internationalisation at the heart of everything we do, in recognition that “to be a globally-connected university, we must continue to build and strengthen further our international links by: connecting with partner universities, organisations and people around the world; producing research with global relevance and impact; and graduating students as global citizens, who will play a leadership role in their communities, wherever they live”.
- As we continue to extend our international partnerships, we will continue to ensure direct economic and social benefit through knowledge exchange, support for business innovation, skills training and in-country capacity building. Equally, we will continue to facilitate full access to participation in our enterprise and innovation programmes for our broad cohort of international students at Stirling. (Links to PA10 within Outcome 6)

- We continue to believe that our increasing range of international R&D collaborations will offer enhanced opportunities for Scottish businesses to partner internationally. Aquaculture is a particular area of focus for us in this regard. (PA11)
- We are also pursuing opportunities through channels focussed on ODA-related work, which provides another mechanism to contribute to the achievement of this outcome.

15. Outcome Six: Inclusive Growth and Social Impact

- We continue to lead this work stream of the Universities Scotland agreed national outcomes activity. Through this workstream, we aim to enhance the structures and mechanisms to give more ambitious and effective connection of universities to social and cultural beneficiaries. The main focus of our work in this area has been the engagement of universities with City Deals. Sharing best practice and experience is seen as being of particular value to this engagement and we are coordinating events and mechanisms that facilitate the achievement of these aims. (PA10)
- As outlined in our Strategic Plan 2016-2021, “Stirling is a place where everyone is treated with respect and where ability – not background – is valued. We are open with one another and support people with specific needs; we acknowledge difference, and respect the right of students and staff to hold differing views”. We will continue to work proactively to support this throughout all aspects of University business.

16. Outcome Seven: Equality and Diversity

- We positively promote equality and diversity for all staff and students through all of our activities. This is supported through our continued participation, and progress in, initiatives including the Equality Action Forum, HR Excellence in Research, Athena Swan and the Aurora Programme.
- We have a keen interest in understanding where there may be barriers to fully diverse and equal engagement in innovation and enterprise. In particular, we are proactively investigating the opportunities that working collaboratively and being innovative afford us in tackling these issues.

For further information please contact: **Dr John Rogers**, Director of Research and Innovation Services, University of Stirling, john.rogers@stir.ac.uk, 01786 467041



University of Stirling – REG Case Study

The University of Stirling has continuously optimised the use of our Research Excellence Grant and we welcomed the increase in funding received in year. The REG allows the University to both underpin our research environment and excellence as part of the dual funding mechanism and supports our participation in our growing research funding portfolio. It also enables the University to invest in innovative initiatives that create a research culture fit for the future, such as our interdisciplinary research programmes that are delivering against the challenges faced at a local, national and global scale.

We have supported the creation of a number of interdisciplinary research programmes, one of which looks into the challenges of 'extreme events' and possible solutions. The funding supported initial workshops resulting in the development of the overarching aim of the programme: 'to understand the sudden and substantial changes on systems, both natural, environmental, human and societal and the subsequent ramifications such specific events have through health, society, people and other associated stakeholders'. The workshops also played an invaluable role in identifying key strengths within the programme of Function; Tools and Adaptation and to identify the collective breadth and depth of networks across the programme.

The programme has brought together researchers from across all five faculties within the University, led by Prof Al Jump from the Faculty of Natural Sciences, it brings expertise from across the Faculties of Arts & Humanities; Health and Sport Science; Social Science and Stirling Management School. The funding available to support the programme has supported the development of a number of external funding applications including applications to UKRI GRCF programme, NERC standard research grants and both Wellcome and Leverhulme Trusts.

A meeting in October invited local charity stakeholders to discuss *community resilience* research (including a charity with a mental health remit, Cope Scotland) and built interest in this area with the Scottish Government. Attendance at the Scottish Community Resilience conference in October allowed us to further this work alongside project funding from the National Centre for Resilience to conduct a research project entitled "Building a Movement: Community Development and Community Resilience in Response to Extreme Events".

Funding from the University supported the travel of international partners from Botswana, India, South Africa, Egypt & Colombia to the University of Stirling to discuss: 'what does reach of drought mean'. During the visit the programme ran a public engagement activities of a screening of the film 'thank you for the rain' and a seminar by Dr Kirsty Carden from the University of Cape Town. Workshops discussed the planned applications to the UKRI collective fund and an application to H2020RISE along with three individual group projects; a virtual seminar programme; and an expanded network.

The support has led to a number of applications submitted to external funders with a total value of £3M and the recent success of a NERC Award "ForeSight: Predicting and monitoring drought-linked forest growth decline across Europe" of £808K.

University of Stirling – REG Case Study

The University of Stirling has continuously optimised the use of our Research Excellence Grant and we welcomed the increase in funding received in year. The REG allows the University to both underpin our research environment and excellence as part of the dual funding mechanism and supports our participation in our growing research funding portfolio. It also enables the University to invest in innovative initiatives that create a research culture fit for the future, such as our interdisciplinary research programmes that are delivering against the challenges faced at a local, national and global scale.

We have supported the creation of an interdisciplinary research programme that looks into the challenges and solutions of ‘global food security’. This programme brings together a network of over 60 researchers from across the five faculties at the University of Stirling. The programme vision is: *Providing enough safe and nutritious food for a globally expanding population in the light of climate change and limited resources*. This is a complex challenge which needs to be addressed over the next few years. There are many dimensions to this problem which include environmental, biological, social, political, economic and behavioural issues all of which need to be overcome. The programme aims to develop a series of large interdisciplinary proposals addressing these complex questions. Within the programme priority areas have been identified and will drive research activity and applications: Sustainable nutrition and optimal resource use; Seafood consumption; Food choices – Behaviour change and resilient supply chains; Climate change, disease and effect on resilience of fish production; One Health; Data science/AI in food security.

The enhanced REG supported the programme by funding a PDRA to drive activity within the programme, organising workshops and events as well as providing the evidence base for a number of publications and projects. An international workshop on Food consumption was held with attendees from across industry and academic from Bangladesh; Cambodia; Ghana; Malaysia; Netherlands; Norway; Sweden; UK; USA and Zambia.

The activity to date has seen a number of significant applications to external funders including two BBSRC GCRF applications, a UKRI Global Engagement Network grant, as well as a number of fellowship applications and early career grants that, if funded, will provide capacity and sustainability for the programme in the longer term.

The programme has also enabled a Seafood review paper demonstrating that the contribution of seafood to diets and health, and the relationship with environmental impacts, have attracted relatively little attention within broader food systems thinking and policy. This type of activity enhances the University of Stirling’s reputation as leaders in this field and provides the baseline for proof of impact in future work.

At a more local scale, researchers will be assessing the impact of provision of free meals at organised holiday programmes during school holidays to disadvantaged children (who would usually be eligible for free school meals). These children may be experiencing hunger and lack of adequate nutrition when not accessing free meal provision out of school term.

The programme is also increasing our links with SRUC through collaborative PhD projects.

We have recent success with a BBSRC award “Enhancing Diversity to Overcome Resistance Evolution” with a value of £620K.

University of Stirling - Health Outcomes Report

April 2019

Context

The University of Stirling provides two main programmes for pre-registration nursing, delivering education to c. 800 students. The University utilises a suite of measurements for monitoring progress across all taught programmes, including nursing. In response to a further request from the Scottish Funding Council (SFC) this document provides greater detail on the metrics used to track inputs and outcomes and activity underway.

Actions

SFC Objective	Baseline	Actions	2019/20 target
To improve the gender balance across all fields of nursing	<p>In 2018-19, 9% of applicants to BSc Adult Nursing and 15% of applicants to BSc Mental Health Nursing were male.</p> <p>Between 2015-16 and 2018-19, the percentage of offers to male applicants to BSc Nursing (Adult) have increased, slightly ahead of the general trend in increasing applications from men. The applications to BSc Nursing (Mental Health) already has a higher percentage of male applicants (and enrolments), however with a smaller applicant and enrolment pool the percentage of offers per year fluctuates. (Data provided in previous submission, and attached below)</p>	<p>As noted in the University of Stirling Gender Action Plan: Data analysis confirmed that the University admissions processes were free from bias with broad parity in gender balances from application to admission at institutional-level.</p> <p>As noted in the University of Stirling Impact for Access research publication 'So you want to be...in the professions?', potential students identified a greater psychological and sociological barrier to working in a perceived gender-imbalanced sector than undertaking higher learning in the same sector. Evidence from the participant groups highlighted that the majority of young people did not consider there to be a barrier to men studying nursing but did perceive a barrier to a male working in the nursing profession.</p> <p>The University, therefore, produced a suite of materials</p>	Increased percentage of male applicants – over 10% of applications

		<p>including leaflets encouraging applications to nursing using contra-stereotypical imagery. An example is available: http://impactforaccess.stir.ac.uk/files/2018/04/109872-WP-NURS-6P-ROLL-V4_WEB.pdf</p> <p>In 2018-19, the University's Faculty of Health Sciences and Sport submitted an Athena SWAN Bronze application. The faculty received a Bronze award in May 2019.</p> <p>Actions in 2019-20:</p> <ul style="list-style-type: none"> • Endeavour to increase the proportion of men to NMC pre-registration programmes within the Faculty of Health Sciences & Sport (FHSS) by at least 1%. • Appoint a lead for recruitment and retention of men in nursing. • Undertake a range of outreach activities and foster collaborations with organisations such as schools, the military, and colleges. • Continue to participate as an active member of the Scottish National Attaining and Retaining Men in Midwifery and Nursing working group, and embed any recommendations from the group into FHSS recruitment activity. 	
To increase regional collaboration between universities across all fields of nursing and midwifery provision	Effective, world-leading partnership in NMAHP-RU	The University of Stirling hosts one of the two academic sites of the Nursing, Midwifery and Allied Health Professions Research Unit (NMAHP-RU), a CSO-funded unit with a remit to develop a high-quality research agenda which is useful and relevant to staff delivering patient care throughout Scotland. Through our strong relationship with NMAHP-RU we have extensive active	To more effectively utilise resources across institutions and hospitals, reducing cost and increasing quality

		<p>links with researchers across Scotland (including Napier, GCU, Dundee, Edinburgh and Glasgow) working on a range of projects with direct relevance to nursing and midwifery practice, the outcomes of which inform our teaching.</p> <p>In 2018-19, the University developed an innovative partnership with Forth Valley Royal Hospital to ensure effective use of public funding through sharing of resources and facilities. From 2018, senior undergraduate students have been able to utilise skills laboratories and facilities at the hospital – simulating real-world experiences and enabling students to develop work-based skills in world-class facilities.</p> <p>Actions in 2019-20:</p> <ul style="list-style-type: none"> • Continue to attend national events on widening access and participation. • Continue to participate in all national working plans for preparation of the new 2020 nursing curriculum. This includes work undertaken by Scottish Collaboration for the Enhancement of Pre-registration Nursing (SCEPRN) group, and the National Practice Assessment Document (PAD) group. • Continue as an active participant in all of the various national working groups. 	
To increase collaboration with Scotland's colleges to strengthen access and articulation into	One articulation agreement in place with Forth Valley College (for entry 2018-19)	In April 2018, the University signed an articulation agreement with Forth Valley College for students to articulate with advanced standing from the HNC Care and Administrative Practice into the BSc Nursing for entry from 2018-19.	Increasing number of nursing students recruited from articulation routes.

pre-registration programmes		<p>A further two articulation agreements were also signed in 2018-19 (for entry in 2019-20) with Fife College and Glasgow Clyde College.</p> <p>In the broader context of the University's work on widening access, and more specifically in relation to the work being undertaken within the FHSS on articulation (as outlined in this document), we anticipate an increased percentage of nursing students will come through articulated routes.</p> <p>Actions in 2019-20:</p> <ul style="list-style-type: none"> • Continue to work closely with Scotland's colleges to try and increase year two direct entry. • Continue to develop agreements which facilitate articulation into pre-registration nursing programmes. 	
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University of Stirling Health Outcomes (submitted 15 April 2018)

The University of Stirling utilises a suite of measurements for monitoring progress across all taught programmes, including nursing. In response to a request from the SFC this document provides greater detail on metrics used to track inputs and outcomes and activity underway.

Monitoring of application rates:

2018-19

Course	Gender	Percentage of applications	percentage of offers
BSc Nursing (Adult Branch)	Female	91%	92%
	Male	9%	8%
BSc Nursing (Mental Health)	Female	85%	85%
	Male	15%	15%
Grand Total			

2017-18

Course	Gender	Percentage of applications	percentage of offers
BSc Nursing (Adult Branch)	Female	91%	89%
	Male	9%	11%
BSc Nursing (Mental Health)	Female	84%	82%
	Male	16%	18%
Grand Total			

2016-17

Course	Gender	Percentage of applications	percentage of offers
BSc in Nursing (Adult Branch)	Female	91%	91%
	Male	9%	9%
BSc in Nursing (Mental Health)	Female	81%	78%
	Male	19%	22%
Grand Total			

2015-16

Course	Gender	Percentage of applications	percentage of offers
BSc in Nursing (Adult Branch)	Female	92%	92%
	Male	8%	8%
BSc in Nursing (Mental Health)	Female	83%	83%
	Male	17%	17%
Grand Total			

These measurements are monitored through the University of Stirling Gender Action Plan. As can be noted, between 2015-16 and 2018-19, the percentage of offers to male applicants to BSc Nursing (Adult) have increased, slightly ahead of the general trend in increasing applications from men. The applications to BSc Nursing (Mental Health) already has a higher percentage of male applicants (and enrolments) however with a smaller applicant and enrolment pool the percentage of offers per year fluctuates.

Monitoring of student enrolments:

		2015/6	2016/7	2017/8	2018/9
Course	Gender Name				
Bachelor of Science Nursing (Adult)	Female	91%	93%	91%	93%
Bachelor of Science Nursing (Adult)	Male	9%	7%	9%	7%
Bachelor of Science Nursing (Mental Health)	Female	85%	83%	81%	83%
Bachelor of Science Nursing (Mental Health)	Male	15%	17%	19%	17%

These measurements are monitored through the University of Stirling Gender Action Plan. The figures set out above, in relation to student enrolments across each stream of nursing, highlights that the University is striving to continue to increase the number of male nursing students, despite continuing under-representation.

As noted in the University of Stirling Impact for Access research publication 'So you want to be...in the professions?' (<http://impactforaccess.stir.ac.uk/research/>), potential students identified a greater psychological and sociological barrier to working in a perceived gender-imbalanced sector than undertaking higher learning in the same sector. Evidence from the participant groups highlighted that the majority of young people did not consider there to be a barrier to men studying nursing but did perceive a barrier to a male working in the nursing profession.

The University, therefore, produced a suite of materials including leaflets encouraging applications to nursing using contra-stereotypical imagery. An example is available here: http://impactforaccess.stir.ac.uk/files/2018/04/109872-WP-NURS-6P-ROLL-V4_WEB.pdf

Engagement with colleges:

In April 2018, the University signed an articulation agreement with Forth Valley College for students to articulate with advanced standing from the HNC Care and Administrative Practice into the BSc Nursing for entry from 2018-19.

A further two articulation agreements were also signed in 2018-19 (for entry in 2019-20) with Fife College and Glasgow Clyde College.

The number of students securing articulation with advanced standing is monitored through the University of Stirling Outcome Agreement.

Engagement with universities:

The University of Stirling hosts one of the two academic sites of the Nursing, Midwifery and Allied Health Professions Research Unit (NMAHP-RU), a CSO-funded unit with a remit to develop a high-quality research agenda which is useful and relevant to staff delivering patient care throughout Scotland. Through our strong relationship with NMAHP-RU we have extensive active links with researchers across Scotland (including Napier, GCU, Dundee, Edinburgh and Glasgow) working on a

range of projects with direct relevance to nursing and midwifery practice, the outcomes of which inform our teaching.

The University also participates on number of national working groups with other universities including the Council of Deans, Future Nursing and Midwife Programme Board, National Health Visiting Implementation Leads Group, National PAD Group, and the National Prescribing Leaders Network.

The University has also developed an innovative partnership with Forth Valley Royal Hospital to ensure effective use of public funding through sharing of resources and facilities. From 2018, senior undergraduate students have been able to utilise skills laboratories and facilities at the hospital – simulating real-world experiences and enabling students to develop work-based skills in world-class facilities.

Engagement with students

The University is continuing to ensure the ongoing enhancement of its students' experience. At a faculty level, Health Science and Sport have developed a new programme for 2019-20 designed to improve and enhance the experience of the University's student nursing population. The focus of this work is on improving both assessment and feedback practices and the timetabling of the 45 week nursing programme, as well as providing further opportunities for the 'student voice' to be heard, and

Full Equality Impact Assessment Proforma

Name of policy/proposal: Outcome Agreement 2019/20

Responsible department: Policy and Planning

Lead officer: Graeme Duff, Deputy Head of Policy and Planning

STEP 1: ABOUT THE POLICY

1. What is the aim of this policy?

The Outcome Agreement sets indicative ambitions for the University for 2019/20 to 2020/21. It reflects on the activities of the University which are funded by the Scottish Funding Council (SFC). The five key priorities for the next three years identified in the SFC Outcome Agreement Guidelines are as follows:

Key Priorities:

- High-quality learning in a learning system which is seamlessly connected for the learner
- Access to education for people from the widest range of backgrounds
- Quality learning and good governance in universities,
- Internationally competitive and impactful research,
- Effective knowledge exchange and innovation between universities and industry,

2. Who will be affected by this policy?

Students and staff across the institution, belonging to all of the protected characteristics, will be affected by this policy as well as stakeholders in the wider community, e.g. partner schools and Forth Valley College.

3. Is the policy being developed or review?

The Outcome Agreement builds on previous OAs, as submitted to SFC.

4. What is the timescale for approval of the policy?

The agreement will be finalised and approved by 30 April 2019.

5. Who/what committee is responsible for approving any necessary changes to this policy?

The Outcome Agreement was endorsed by the University Strategy & Policy Group and approved by University Court. The University Strategy & Policy Group will be responsible for approving any necessary changes, and the Chair of Court will sign-off the final version upon receipt of the final funding announcement from the SFC.

STEP 2: HOW DOES (OR WILL) THIS THIS POLICY OR DECISION AFFECT DIFFERENT GROUPS OF PEOPLE?

The purpose of this step is to identify whether the policy/proposal could affect some groups of people differently. Will the policy discriminate against or disadvantage people on the grounds of any of the protected characteristics, or are there any opportunities to better promote equality or good relations between different groups of people through modifying the policy?

*Note: Under the Equality Act 2010, the **nine protected characteristics** are age, disability, gender reassignment, marital or civil partnership status, pregnancy or maternity, race, religion or belief, sex and sexual orientation. When answering the questions below, you should think about how they relate to each of the 9 protected characteristics.*

1. Does the evidence suggest that people with any of the protected characteristics have (or are likely to have) different needs or experiences in relation to this policy? [Include data where appropriate e.g. uptake of services or provision]

This policy sets out its ambitions to meet the five key areas (as set out above) for the HE sector identified in the SFC Outcome Agreement Guidelines.

The agreement is intended to deliver an accessible and diverse student experience and attract and provide more equal opportunities for people of all ages and backgrounds.

Current and planned activities are intended to have a positive impact on staff and students, regardless of their protected characteristic. The University currently exceeds the Commission on Widening Access 2021 target for MD20 students.

As noted in the Outcome Agreement, recent student surveys provide evidence of above sector average levels of student satisfaction at UG, PGT and PGR level.

The data contained in 'national measures' appendix sets out projections for maintaining diversity in the student population and, as appropriate, diversifying the community further e.g. gender-balance in the student community.

2. Does the evidence suggest that any aspect of the policy could lead to unfair treatment (including unlawful discrimination) against people with a particular protected characteristic?

(For example, are people from any particular group excluded from accessing provision, either directly or indirectly as a result of the criteria applied?)

There is no evidence to suggest that any aspect of the policy could lead to unfair treatment against people with protected characteristics. One of the University's key priorities is to provide learning that is accessible to all ages and from all communities and backgrounds. This will be achieved through a contextualised approach to admissions, including

individualised one-to-one support to carers and care-experienced persons, together with a commitment to strategic partnerships with schools and Forth Valley College.

The policy notes that from 2017 the University set the following priorities through the Equality Outcomes:

- Gender equality
- Mental Health and Wellbeing
- Retention, continuation and success
- Interculturalism and Respect

The Outcome Agreement and Equality Outcomes are aligned in tackling unfair treatment against people with a protected characteristic.

3. Will this policy help the University to meet the three parts of the general equality duty? Please expand on your reasoning in relation to each part:

(i) Eliminate discrimination, harassment, victimisation or any other prohibited conduct

Yes. The Outcome Agreement reiterates the University's commitment to fairness and equity.

Most specifically, the milestones projected in 'national measures' appendix identify an intention to increase the representation from under-represented groups.

Through the Equality Outcome of 'Interculturalism and Respect' the University is committed to developing and maintaining a culture of respect and providing appropriate support to ensure that unlawful discrimination and harassment of staff or students is not tolerated.

(ii) Advance equality of opportunity between those who share a protected characteristic and those who do not share it

Yes. As shown in 'national measures' appendix, the University has set milestone targets to advance equality between those who share a protected characteristic and those who do not. For example, retention rates for female students from a non-MD40 background are currently higher than the University average. The milestones seek to improve retention rates and to close the gap between specific groups.

(iii) Foster good relations between those who share a protected characteristic and those who do not share it

Yes. The University's revised contextualised approach to admissions, including individualised one-to-one support to carers and care-experienced persons, together with a commitment to strategic partnerships with schools and Forth Valley College will ensure good relations

between those who share a protected characteristic and those who do not share it. One of the Outcome Agreement's key priorities is to further develop partnerships with schools and Forth Valley College in order to smooth the student learner journey.

4. Summarise what evidence you have considered when answering these questions. (e.g. anecdotal evidence, management information, research reports, consultations with staff, students and/or campus Unions)

Development of the Outcome Agreement was informed by:

- ❖ The University's Strategic Plan 2016-21
- ❖ Analysis of management information
- ❖ Consultation with the Students' Union
- ❖ Consultation with the UCU
- ❖ And through alignment with consultation on Equality Outcomes which was informed by:
 - Dean for Equality and Diversity
 - Consultation events with students, academic and professional services staff from across services and faculties
 - Consultation with Equality and Diversity practitioners

Throughout the consultation, no evidence emerged of potential equality issues or differential impact.

STEP 3: ACTION PLAN

You should now be able to identify whether any action is required to eliminate discrimination or disadvantage, or to make changes to more effectively promote equality, diversity or good relations. Alternatively, you might have identified that you cannot fully assess the impact of the policy on different groups until you have more information. Actions that you might identify at this stage could include:

- Changes to the policy itself to better promote equality or to tackle unfair treatment/discrimination
- Collecting and analysing data not currently available e.g. management information, surveys
- Consulting further with staff, students or Unions in order to find out more about how the policy or decision will affect people

Action/change required	Responsibility	Timescale	Resources required	What issue/problem will this action address?
None required				

STEP 4: Recommend whether the University should adopt, modify, pilot or reject the policy/function

- A: Adopt the policy in its originally proposed format (no changes required)**
- B: Modify the policy to address any negative impact or to more effectively promote equality, diversity and good relations
- C: Continue the policy without modifications, despite identifying equality issues (note: justification must be provided)
- D: Reject the policy entirely, due to the findings of the EIA
- E: Pilot the policy and re-evaluate the equality impact after the pilot period
- F: Modify the policy to meet separate statutory changes, not linked to equality/diversity

Based on the work undertaken in this EIA, briefly set out your reasons for this recommendation:

This policy is not likely to discriminate against any particular group. It includes a commitment to providing more equal opportunities for people of all ages and backgrounds and delivering an accessible and diverse student.

STEP 5: MONITORING AND REVIEW

1. What equality data will be collected to monitor the implementation of this policy?
Annual reporting against Outcome Agreement targets.
2. Who will be responsible for collecting, analysing and reporting on this data?
Policy and Planning.
3. To whom and how often will this data be reported?
Any issues will be reported to the University Strategy and Policy Group (USPG), Joint Policy, Planning and Resources Committee (JPPRC) and Court.
4. When will this policy next be reviewed?
Autumn 2019.

Is this EIA now complete?

YES

If you have answered 'NO', when will this EIA be resumed?

N/A

Signed (lead officer):

Date

Signed (accountable officer):

Date

Once you have completed this EIA and it has been signed off by the accountable officer, please send a copy to equality@stir.ac.uk.

The completed EIA will be published on the University's website in due course.

Annex A: SFC Outcome Agreement Targets for 2019-20 to 2021-22

- * denotes priority measure
 ** denotes retention figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

	2017-18 baseline	2019-20 Projection	2020-21 Projection	2021-22 Projection	
Scottish Government strategic priority: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of the CoWA and addressing gender balance					
Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing					
Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing	7.6%	11.1%	11.9%	13.1%	*
Measure 2: Deprivation - The proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes					
2a: Proportion of SDUEs from 20% most deprived postcodes	15.4%	15.0%	15.5%	16.0%	*
2b: Proportion of SDUEs from 40% most deprived postcode	37.1%	37.0%	38.0%	38.5%	
2c: Additional CoWA target: proportion of full-time first degree SDUEs entrants from the 20% most deprived data zones	15.9%	14.9%	15.0%	15.5%	
Measure 3: SHEP Schools - The proportion of Scotland-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education)					
Proportion of SDUE from SHEP Schools	6.2%	6.0%	6.5%	7.5%	
Measure 4: Protected Characteristics - The proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers					
Male Proportion	35.4%	35.0%	36.0%	37.0%	
Female Proportion	64.6%	65.0%	64.0%	63.0%	
Under 21 Proportion	72.8%	70.0%	70.0%	70.0%	
21 and over Proportion	27.2%	30.0%	30.0%	30.0%	
Proportion – BME	5.5%	5.0%	5.0%	5.0%	
Proportion – Disability	16.2%	14.0%	14.0%	14.0%	
Proportion - Care Experience	2.4%	2.0%	2.5%	2.5%	*
Measure 5: Retention by Protected Characteristics - The proportion of full-time first year Scotland-domiciled entrants from different characteristic groups returning to study in year two					
Proportion MD20 retained	91.0%	80.2%	89.9%	94.1%	*
Proportion MD20/40 retained	90.6%	85.1%	90.0%	94.0%	
Proportion of Males retained	91.5%	90.1%	92.1%	93.9%	
Proportion of Females retained	92.2%	90.0%	92.0%	94.0%	
Proportion of Under 21s retained	92.2%	90.0%	92.0%	94.0%	
Proportion of 21 and over retained	91.3%	90.1%	91.9%	94.0%	
Proportion retained – BME	92.9%	90.1%	91.4%	93.8%	
Proportion retained – Disability	90.6%	90.2%	91.8%	94.2%	
Proportion retained - Care Experience	88.5%	90.6%	94.3%	95.0%	*

Scottish Government strategic priority: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy				
Measure 6: Retention - The proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two				
Proportion retained	91.9%	92.0%	94.0%	94.0%
Measure 7: Satisfaction - students satisfied with the overall quality of their course of study in the National Student Survey				
% Satisfaction	84%	91	91	91
Measure 8: STEM - The proportion of Scotland-domiciled undergraduate entrants to STEM courses				
Proportion of SDUE to STEM courses	30.3%	38.5%	38.5%	38.5%
Measure 9a: Graduate Destinations - The proportion of Scotland-domiciled graduates entering positive destinations				
Proportion of graduates in positive destinations	N/A	N/A	N/A	N/A
Measure 9b: Graduate Destinations - The proportion of Scotland-domiciled full-time first degree respondents entering professional occupations				
Proportion of FT first degree respondents in professional occupations	N/A	N/A	N/A	N/A
Scottish government priority: internationally competitive and impactful research				
Measure 10: The number of research postgraduate students				
RPG students	370	891	1054	1050
Measure 11: Total income from the UK Research Councils				
RCUK income	£3,844,000	5,670,000	3,743,000	
Measure 12: Total research income from all sources				
Research income	£11,466,000	£18,500,000	£22,000,000	£22,000,000
Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry				
Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs				
Innovation Vouchers (IVs)	1	2	3	3
Follow-on IVs	0	2	3	3
Scottish Government priority: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance				
Measure 14: Carbon - Gross carbon footprint				
Tonnes CO2e	11,171	10300	9890	9494

*



Outcome Agreement between the University of Stirling and the Scottish Funding Council for AY 2019-20

On behalf of the University of Stirling:

Signed: 

Print name: Professor Gerry McCormac

Position: Principal and Vice-Chancellor

Date: 5 August 2019

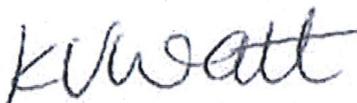
Signed: 

Print name: Harry Adam

Position: Acting Chair

Date: 28 August 2019

On behalf of the Scottish Funding Council:

Signed: 

Print name: Karen Watt

Position: Chief Executive

Date: 1 August 2019