

UNIVERSITY OF STIRLING
OUTCOME AGREEMENT 2021/22

1. This Outcome Agreement provides an overview of the University of Stirling's intended contributions, impact and outcomes for the academic year 2021/22, against the context of the COVID-19 pandemic.
2. The COVID-19 pandemic continues to present the University, along with the entire higher education sector more broadly, with unprecedented operational and financial challenges and has caused a fundamental rethink of aspects of the institutional delivery model and how to build for the future. The University's ability to show resolve and resilience during an exceptionally challenging period has been crucial in being able to continue performing University operations whilst supporting staff and delivering an excellent student experience.
3. Moving forward in 2021/22, the University will build upon progress made during the last academic year, whilst taking cognisance of the constantly evolving environment in which the University operates. The University will continue to be resilient and capitalise on emerging opportunities in a manner that ensures continued delivery of world-class research, a quality student experience and where the University can maximise its position as a regional and global change agent.

Strategic Plan Addendum 2021-23

4. The Strategic Plan 2016-2021 outlined the University's ambitions to: *be a top 25 university in the UK, to increase income by £50m, to enhance the research profile by 100% and to ensure internationalisation is at the heart of everything we do*. The world has changed considerably since the formulation and launch of the Strategic Plan 2016-21, with Brexit and COVID-19 being but two pertinent examples of turbulent cross-cutting change.
5. The emergence of COVID-19 as a disruptor forced a rethink of the timescale and process whereby the next Strategic Plan, intended to be a 2021-26 Plan, should be developed. COVID-19 also undermined any baseline against which institutional performance would be assessed in future years and has impacted the external environment and the policy drivers against which any Strategic Plan would be delivered.
6. Rather than initiating a new Strategic Plan during a period where the external environment had become increasingly uncertain, University Court approved a [Strategic Plan Addendum](#) to cover the period 2021-23. Following conclusion of the Strategic Plan 2016-23, it would be the University's intention to bring forward a five-year strategy to govern the period 2023-28.

Key Achievements

7. The University has made significant progress during an exceptionally challenging year and has continued to meet and/or surpass many institutional targets despite an external environment characterised by intensified student recruitment competition, structural increases in operating costs such as pension contributions, the emerging impacts of Brexit and widespread uncertainty caused by the pandemic.

- i. In April 2021, the University achieved **the highest possible [Enhancement-led Institutional Review \(ELIR\) judgement](#)**, following an independent review of institutional quality led by a QAA Scotland panel. This excellent judgement formally confirmed that, “there can be public confidence in the University's awards and in the quality of the learning experience it provides for its students”.
- ii. **Stirling maintained a UK top-20 position¹ for overall satisfaction in the 2021 National Student Survey (NSS)**. A positive step-change in performance was also achieved in the Postgraduate Taught Experience Survey (PTES), with Stirling recording a UK top-10 position.
- iii. Despite travel restrictions and other COVID-related factors, the University increased its unregulated student population by 7% since 2019/20, making it **the largest unregulated population since the inception of the Strategic Plan**. This was possible because of the collaborative effort to optimise the postgraduate programme portfolio across autumn and spring entry points with consideration of market demand and the quick transition to wholly online learning and teaching.
- iv. The **world-class £20 million sports facilities redevelopment opened in November 2020** and is set to further enhance the University's sporting reputation and support dissemination of the institution's culture of health and wellbeing. In recognition of Stirling's commitment to sports performance, research and education, the University was awarded the Times and Sunday Times Sports University of the Year 2020. Stirling's sporting excellence was exemplified by six Stirling-based athletes being selected to compete in the Tokyo Olympic Games, returning home with five medals – two golds and three silvers.
- v. The University is proud to be a **central partner of the Stirling and Clackmannanshire City Region Deal**, which presents a once-in-a-generation opportunity to position the city and surrounding area as an economic and cultural powerhouse. The aim of the Deal is to establish the region as a world-class, dynamic and enterprising destination, complementing the University's own ambitions to be recognised globally as an institution that can make a positive difference to people, communities and partners.
- vi. Enabled by the research strategy, the University achieved recurrent increases in research grant and contract (RGC) income, with **award capture for the 2020/21 academic year eclipsing the £26m Strategic Plan milestone**, representing significant growth against the baseline year (2014/15, £13.3m).
- vii. The University's interdisciplinary research approach continues to have a significant impact on public policy. Examples include Professor Andrew Tyler being appointed as Scotland's Hydro Nation Chair in April 2021, leading a £3.5m initiative to position the country as a global leader in water research, and Professor Niamh Fitzgerald co-leading a new network for alcohol policy researchers in the UK and Ireland to build capacity and drive innovation in alcohol policy research.

¹ Excludes colleges and specialist institutions

- viii. The University of Stirling is a place where ability not background is valued. To date, in 2021/22, 30.7% of the intake was recruited from the most deprived 40% of postcodes and 13.3% were recruited from the 20% most deprived areas. Further, the full-time intake accounts for 12.8% of entrants from MD20 regions. This significantly exceeds the Commission on Widening Access target for 2021 and reflects the institutional commitment to fair access and opportunity.²

Priorities for 2021/22

8. The following activities, presented under SFC OA guidance headings for the purposes of this document, are to be prioritised under cross-institutional themes for delivery in 2021/22.

Outcomes for Students

Fair Access and Transitions

9. Widening access to higher education is of paramount importance to the University, with work ongoing to **develop an overarching Widening Access Strategy** for 2021/22 delivery onwards, which will encapsulate the institution's positive actions and trajectory within this area. Key strategic objectives have been identified and include promoting accessible routes to higher education, fair admissions, transition and induction, and retention and support. The institutional [Admissions Policy](#) is directly aligned with the Strategic Plan and was designed to support the University's continued attainment of Commission on Widening Access targets for MD20 student recruitment. The policy also supports recruitment of care-experienced students, carers and estranged students.
10. Commitment to delivery of CoWA recommendations is evidenced throughout the Outcome Agreement. Specific areas of activity related to CoWA recommendations are outlined below:
- The University recognises that not all applicants have the same opportunities and adopts a contextual approach towards admissions that assesses UCAS applications in conjunction with personal and educational circumstances. Eligible applicants are considered for an offer at the minimum entry requirements – this is applicable to those who are a carer or have experienced care, as well as estranged students and those from MD20 postcodes (*CoWA Recommendations 11 and 21*).
 - Minimum entry requirements are promoted to applicants across a variety of platforms and engagement activities. The University continues to broaden the range of applicant information targeted at widening access students, inclusive of expanded content presented in the [undergraduate prospectus](#) and the [widening access webpages](#).
 - Stirling continues to work with all four SHEP agencies (LEAPS, Lift Off, Aspire North and Focus West) to establish the support required for the pupils they work with and to deliver outreach activities. Similarly, the University will continue to work closely with the Scottish Wider Access Programmes (SWAP), including the provision of induction support for new entrants. Through

² 2020/21 data is based on SIMD16 postcodes, whereas 2021/22 data is based on SIMD20 postcodes.

Scotland's Community of Access and Participation Practitioners (SCAPP), Stirling is the host University for the Development Coordinator role, the purpose of which is to set up and drive the national Widening Access and Participation Network for Scotland (*CoWA Recommendation 7*).

- The University is undertaking a review of its advanced entry routes and articulation agreements, with consideration of the recommendations from the National Articulation Forum Final Report. It is intended that actions from the review will be implemented for 2022 entry. Additionally, the University delivered a wide range of presentations at nine colleges, to promote advanced entry routes and to enhance students' understanding of the UCAS process and accessing university (*CoWA Recommendation 9*).

11. The University has been working in partnership with Stirling Council's programme of support for refugee and asylum seekers, offering information, advice and guidance sessions on accessing higher education as well as providing pathways to higher education support.

High Quality Learning, Teaching and Support

12. Stirling maintained a UK top-20 position³ for overall satisfaction in the 2021 National Student Survey (NSS) with a score of 80.9%, which was higher than both the Scottish (79.6%) and UK (75.4%) sector averages. The University also surpassed the Scottish and UK averages across 7 of the 8 question themes, highlighting Stirling's ability to uphold a high-quality student experience during an extremely turbulent academic year against the pandemic context as reflected in receding sector scores. Additionally, the University ranked in its highest position for well over a decade in the Complete University Guide 2022, a testament to our excellent student experience.

13. A significant improvement in student satisfaction was achieved in the Postgraduate Taught Experience Survey (PTES), with Stirling recording a UK top-10 position. Overall satisfaction improved from 78% to 85%, placing Stirling well above the sector average (78%). Additionally, the University achieved top-quartile scores for 7 of the 9 survey question themes. The University also improved performance in the Postgraduate Research Experience Survey (PRES), from 78% to 80%. The University pays particular attention to the qualitative information gathered in all student surveys and module evaluations, and uses this information, along with other methods, to improve the student experience.

14. Building a learning community and a sense of belonging are essential for student learning, engagement, motivation and retention. The University has therefore developed a blended learning approach that takes advantage of Technology Enabled Education (TEE) and focuses on engagement and connection by building and maintaining vibrant communities. This approach is underpinned by the following principles: *be kind and supportive, be flexible and inclusive, encourage active learning and use of assessment for learning, engage students as responsible partners in their learning, and build resilience into our teaching.*

15. To support staff in the planning, design and implementation of learning and teaching for the 2021/22 academic year, the Academic Development and Digital Learning teams have developed a SharePoint

³ Excludes colleges and specialist institutions

site, enabling the combination of pedagogy and technology. The site includes learning and teaching resources, advice for Personal Tutors, Learning Technology guidance, Academic Development training events, and information on the University's Continuing Professional Development Framework to enable staff to develop their knowledge and skill base, and gain reward and recognition for their teaching practice.

16. In recognition of the importance of sharing best practice across the University, a three-day Learning and Teaching Festival took place in June 2021. The aim of this event was to share and celebrate the fantastic teaching that has taken place in an unprecedented year, reflect on what could be improved, discuss and learn from the student experience as well as to look at what the future holds for learning and teaching. With increased use of learning technologies, the University has developed and delivered a series of digital skills sessions for staff and students to facilitate the efficient and confident delivery of online learning and to ensure students get the most out of their learning experience. Additionally, Student Learning Services run various study skills workshops to help students work more effectively and efficiently, and to allow students to enjoy their learning experience.
17. The University's fourth **Enhancement-Led Institutional Review (ELIR)** took place in spring 2021. Following the ELIR review team's (virtual) visit, which required a rigorous preparation process and the compiling of a vast amount of supporting documentation, **the University received the highest possible outcome**. The review commended the University's achievements in several areas including the tailored, well-planned and agile response to the COVID-19 pandemic, enhancement of the student learning environment by re-designing and redeveloping facilities, the development of an extensive range of high quality and accessible student support services, and the strong institutional commitment to equality and diversity.
18. With the interests of students and staff at the centre of decision-making, supporting a physically and mentally healthy community is a priority. In early 2021/22, the University and the Students' Union **launched a joint [Mental Health Strategy for 2021-2024](#)**, with the aim to foster and nurture a culture and environment that respects, protects, promotes and enhances the mental health and wellbeing of all students and staff, enabling them to thrive and achieve their potential whilst also achieving institutional ambitions. The strategy has six strategic objectives and is based on a holistic cross-institutional approach, focusing on prevention of and early intervention, as well as crisis response.

Partnership, Participation and Student Experience

19. The student experience and the student voice is paramount to all University operations, with student representation incorporated into all committees concerning learning, teaching and the student experience, as well as governance committees such as University Court. Students are encouraged to provide input into University strategy development and enhancements through online and in-person consultation exercises. The University and the Students' Union enjoy a positive and constructive working relationship, with the shared commitment to the ongoing enhancement of the student experience. As such, the [Student Partnership Agreement 2019-2021](#) was developed to emphasise this partnership approach and to set out shared priorities and agreed activities during the 2019-2021

period, under the headings of engagement, learning and teaching, equality and diversity, and mental health and wellbeing.

20. Students are encouraged to provide feedback on their learning experience in various ways, such as through Student Staff Feedback Committees (SSFCs), Module, Programme and Faculty Officers, module evaluations and student surveys, and 'Thoughts On' campaigns.
21. The University has recently invested in two major capital projects, which will significantly improve the student experience: Campus Central and the Sports Centre redevelopment. [Campus Central](#) will be the dynamic heart and the social core of the University, encouraging connections and engagement across our communities. The project has already delivered the campus transport hub, a [revitalised Atrium space](#), offering enhanced retail and catering outlets, and a pedestrianised and landscaped Queen's Court. The final phase will deliver a three-storey extension to the Andrew Millar building, which will house the Student Services Hub, the MacRobert Arts Centre's box office, the Institute for Advanced Studies and an increased number of study and social spaces that will be flexible, modern and digitally connected. This final phase is anticipated to be completed and opened for use by December 2021.
22. **The £20 million [sports facilities redevelopment](#) is now complete**, creating an iconic new complex that will not only support future generations of Scotland's elite athletes, but the students, staff and wider community who train there too. The new facilities initially opened in November 2020 and will support the health and wellbeing of the entire University community, alongside initiatives to encourage active lifestyles and positive mental health and broader **support towards the Public Health Outcomes**.
23. Additionally, the University **will continue its 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 *Supported, Connected, Organised, Prepared and Evolving (SCOPE)*. The project delivers against an 'improvement plan', which sets out clear actions to deliver enhancements to the student experience in core learning, teaching and research, supported by prioritising services that students have identified as essential to the quality of their experience. This work is complimented by the institutional [Learning and Teaching Quality and Enhancement Strategy 2018-2022](#).

Learning with Impact

24. Institutional provision continues to be aligned with the skills needs of prospective students and the needs of both employers and the wider economy, with each faculty and course having key professional bodies or organisations they liaise with for collating and embedding Labour Market Information into the curriculum. The Stirling Management School, for example, strengthened its tie with industry through the creation of a new Business Advisory Board in April 2020. The launch of this initiative was timely as it had a role to play in supporting businesses to recover from the impact of the COVID-19 pandemic. The Board has created an exchange of knowledge, with members of the Board providing the University with a direct line to what the industry is going to be looking for in the graduates of the future – informing what and how the University teaches its students. The Stirling

Management School also has two Entrepreneurs in Residence to support students, staff and alumni with practical advice and mentorship for their business ambitions.

25. In recognition of the demand for skills in STEM, c.27.6% of the 2021/22 home undergraduate intake is anticipated to have enrolled on a STEM course, a proportion that the University is seeking to increase through developing our collaboration with partners, such as Forth Valley College. The University holds 55 STEM secondary education places, previously delivered jointly with Heriot Watt, funded directly by the Scottish Government. Recruitment to these places has historically been below expectations. Work is underway to implement alternative partnership provision that would meet the specific objectives of the Scottish Government in this area. The SFC and Scottish Government will be kept abridged of developments.
26. The University was successful in recruiting to the **BSc Data Science Graduate Apprenticeship** programme in its second year of delivery. The course was introduced at a critical time and helped apprentices to make a positive impact in their company and the Scottish economy. The programme has involved intense liaison with industry partners to ensure it remains relevant and fit for purpose.
27. Stirling was successful in recruiting 59 students to the undergraduate **BSc Paramedic Science programme** in 2021/22, also in its second year of delivery. Working alongside NHS Education for Scotland (NES) and the Scottish Ambulance Service (SAS), the programme is delivered across NHS Forth Valley, Fife and Tayside, and boosts training opportunities for budding paramedics and enhances patient care.
28. As an internationally diverse institution, the University offers a wide range of once-in-a-lifetime Study Abroad opportunities. Students can study at one of our 70 partner universities, across four continents, enabling them to experience new cultures and develop personal skills.
29. It is recognised that students are graduating into a turbulent and challenging labour market. The University strives to provide support, advice and opportunities, not only to current students, but also to graduates at any stage of their career, through a dedicated Careers and Employability Service (CES). The CES has worked closely with the Alumni team to develop a 'Life Beyond Stirling' programme, comprising a series of events for graduates on how to navigate the world of work. Graduates also have access to a CANVAS site, which provides useful resources and they can register as a graduate to TARGET Connect, the University's platform for accessing job opportunities.

Public Health Emergency

30. With campus activity incrementally increasing, aligned with relevant Government and NHS guidance, the University remains committed to delivering the Stirling experience. At the centre of this commitment is the health, safety and wellbeing of our staff, students and the wider community. Stirling works hard to ensure the University community understands and engages with the most up-to-date advice and guidance from the Scottish Government and NHS Scotland. All communications are curated and brought together on the [institutional COVID-19 webpages](#).

31. A number of measures, informed by the latest Scottish Government guidance, were implemented to protect the University community as part of the *Stirling Campus Commitment*. As a corollary to the Commitment, the University developed the '[Stirling Campus Pledge](#)' for all students and staff, which set out personal responsibilities in terms of following health and hygiene measures, test and trace, reporting of symptoms and self-isolation. On campus, the University community is supported through the operation of a Covid-19 testing centre as well as a vaccination centre and the regular reporting of cases to the Scottish Government. New measures were introduced to allow staff and students to enjoy the University's facilities safely, including the installation of hand sanitising stations, enhanced cleaning regimes, the mandatory wearing of face coverings when in enclosed spaces and QR scanning for track and trace purposes.

32. As an example of activity in response to the COVID-19 context to support positive health and wellbeing among staff and students, the University introduced the institutional **Be Connected programme**. Inspired by the [5 ways to wellbeing](#), Be Connected comprises a blend of online and face-to-face activities, events and resources designed to build a sense of belonging and community. As testament to its success during the lockdown period, the programme was mainstreamed during the 2020/21 academic year to encourage the University community to *stay connected*.

33. At the time of writing, the University is using a blended learning model, where any lecture of more than 50 students is conducted online, and only small tutorials, seminars and practical classes are carried out in-person. The University continually reviews this institutional approach in line with the latest guidance available. Risks in relation to COVID-19 have been incorporated into the Institutional Strategic Risk Register and this is also reviewed on a regular basis by the Audit Committee.

34. Following the experiences and lessons learned from the pandemic, the University launched an **Agile Working Framework** for staff in August 2021, recognising that technology and more remote forms of working can work effectively by supporting University business and operations whilst empowering staff in their role and working life. The Framework is designed to facilitate space to co-create agile working practices and new ways of working without compromising on the delivery of outcomes. It has five key principles that underpin our approach: *performance matters; sense of community is paramount; doing the right thing should permeate everything we do; one size does not fit all, and, we value and are committed to inclusive working practices*.

Equalities and Inclusion

35. The University's Institutional [Equality Outcomes](#) for 2021-25 were revised in April 2021, following a programme of consultation with student representatives, academic and professional services staff and members of our equality, diversity and inclusion (EDI) community of practice. In line with commitments stated in the 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**.

36. To create a culture where EDI is intrinsic to all that we do, and to ensure that the University effectively discharges its responsibilities in respect of EDI, the University has an Equality Steering Group (ESG).

The ESG is a strategic advisory board comprising staff and student representatives who oversee compliance with the statutory equality duties and ensures effective delivery of the University's Equality Outcomes and supporting strategies.

37. As part as Black History Month in October 2021, the University teamed up with Santander Scholarships Studies to offer a new, six-hour online course that challenges racial myths and biases in Britain, through the lens of Black cultures. A range of events and resources are also published on the [University website](#), highlighting our commitment to anti-racism initiatives.
38. As part of our commitment to promote and support BSL users, the BSL Steering Group will continue to monitor progress to achieve the aims of the [British Sign Language \(BSL\) Action Plan 2021-2024](#) and provide regular updates to ESG. A number of the actions within the plan are intended to support the University to better understand the BSL community and the community's needs in order to enhance support and remove barriers to BSL users engaging with the University as staff, students and visitors.
39. The University recognises the unique set of circumstances faced by [estranged students](#), [care experienced students](#), and those with [caring responsibilities](#), and is committed to supporting these students throughout their student journey. Students can access comprehensive pre-application and transition support, and once they start at Stirling, they will be given a single point of contact to ensure an individualised package of support is implemented, including mental wellbeing support. The University has published a [Student Carers Policy](#), which addresses the challenges that Student Carers may face and it outlines the University's commitment to providing support to this group of students. Additionally, the University was awarded the 'Going Higher for Student Carers' Recognition Award by Carers Trust Scotland.
40. The University has established a range of new partnerships, and enhanced previous partnerships, in order to provide support for Armed Forces personnel, veterans and service families to access higher education. Colleagues from across the institution met with Scotland's Veterans Commissioner to discuss the work already ongoing at Stirling and to scope out a range of future opportunities. Following this, a range of presentations were delivered to armed forces personnel and a collaborative project was led by the University and other Scottish institutions to create a sector-wide 'Routes to Education' presentation, which offers information to armed forced personnel and their families on accessing higher education in Scotland.

Outcomes for Research

Research Excellence

41. Stirling continues to demonstrate its impact as a research-intensive institution during a time of global crisis, with Research Grants & Contracts (RGC) income in 2020/21 being the highest on record (£26.5m) since the inception of the University's current strategic planning period, representing growth of 100% since the baseline year (2014/15).

42. The University's reputation for producing impactful research meant Stirling was well placed to contribute to the UK's COVID-19 response, **successfully securing external funding for 32 COVID-related projects from 9 different funders, with a total portfolio value of £4.3m**. The University welcomed the additional funding awarded by the SFC, as it enabled the University to lead major projects to consider the impact of the virus on society and to inform effective response strategies. Examples of COVID-related research included examining policy options for reopening licensed premises to minimise the impact on emergency services and understanding how social distancing and economic constraints have impacted the lives of vulnerable children and their families. Further information can be found in the appended REG case studies.
43. As well as rising to the immediate challenges of leading and producing research within the COVID-19 context, the University has continued with impactful research that is embodied within three major themes: Culture, Communities and Society, Global Security and Resilience, and Living Well. The emphasis across these research strengths is the ability to make a difference to society and to have a positive impact on communities worldwide. The University's research continuously reaches beyond academia. For example, Professor Iain Docherty, Dean for the Institute of Advanced Studies (IAS), is a member of the Forth Valley Connectivity Commission, launched in September 2021, which will consider how enhanced transport and connectivity can maximise productivity while driving cleaner, socially inclusive growth.
44. Education expert, Professor Mark Priestley, was appointed to the Scottish Education Council in October 2021, which is the key oversight and advisory committee for the Scottish Government on education issues. Its role is to work collaboratively to ensure that there is a system-wide focus on improvement and to agree priorities for improvement activity and delivery. Professor Priestley also led the independent review into the 2020 SQA exam U-turn, which resulted in bringing nine recommendations forward to the Scottish Government to inform the 2021 approach.
45. The Scottish Government established the National Housing and Dementia Forum in July 2021, co-chaired by Lesley Palmer, Head of Design Services at the University's Dementia Services Development Centre (DSDC). The Forum will bring together stakeholders to make recommendations for longer term policy changes to improve housing and create better lives for people with dementia. The University's dementia research has also received international acknowledgement, with the King and Queen of Sweden visiting the University's world-leading research facilities in October 2021. The royal family's charity, Silviahemmet, is also supporting a major research project led by Professor Alison Bowes. Additionally, the University's Deputy Principal for Research, Professor Judith Phillips, was bestowed an Outstanding Achievement Award by the British Society of Gerontology. This award – the BSG's highest honour – recognises Professor Phillips' significant and lasting contribution to the gerontological understanding of ageing.
46. Considerable effort has been put into explicitly supporting a thriving research culture. This is an ongoing process and it will be a core element to the University Research Strategy that is currently under development. A wide range of activities have been designed to ensure everyone's voice is heard and everyone's efforts are recognised. For example, the University holds an annual Festival of Research to stimulate discussion and to provide a platform for researchers to learn more about the

diverse nature of research across the Institution and beyond. The Festival includes the Research Culture Awards, an opportunity to recognise people and groups who positively contribute to a vibrant and collaborative research culture. In addition, Café Culture Conversations offer regular face-to-face opportunities to feed into institutional policies around research and create solutions for change.

Research Sustainability

47. The University remains central to the **Stirling and Clackmannanshire City Region Deal**, which aims to unlock potential to drive economic growth, productivity and prosperity. Stirling and Clackmannanshire Councils have joined together with the University to deliver a transformative step change to the region's economy, including a significant improvement to its inclusivity by valuing the productive capacity of all of its places and people. The Deal will bring a £214 million investment package to the region and for Stirling, it will provide £17m to support a **National Aquaculture Technology and Innovation Hub (NATIH)** and £22m for **Scotland's International Environment Centre (SIEC)**.
48. The new laboratories and aquatic experimental facilities included within the NATIH will underpin the University's pioneering and world-leading aquaculture research, enabling Stirling experts to conduct dynamic and commercially relevant research in partnership with leading aquaculture companies. In addition, the University is to receive further investment in marine aquaculture through the Argyll and Bute Rural Growth Deal, signed in February 2021. The marine aquaculture strand of the Deal includes the development of an innovation campus at Machrihanish in Argyll, to provide large-scale research and development capability, in tandem with dedicated business incubation facilities.
49. The investment in SIEC will create a cutting-edge research and policy hub at the University and state-of-the-art training facilities and environmental business incubator in Clackmannanshire, providing the best possible conditions and infrastructure for business to flourish and ensure a cleaner, greener and healthier environment for future generations. The first flagship multi-million pound investment programme through SIEC will be the [Forth Environmental Resilience Array](#) (Forth-ERA), which will provide the region with the world's first green recovery platform, creating a regional living laboratory across the Forth Valley. It will provide communities, agencies, business and organisations access to real-time environmental data, ensuring the environment is at the heart of decision-making.
50. Ground-breaking plans to create an Intergenerational Living Innovation Hub in Clackmannanshire have also been developed. The Hub would act as a test-bed for the latest technological, health and social care, architectural, and streetscape solutions to living well in older age.
51. The University's talented research staff – and their recruitment, development and retention therein – are of course critical to research sustainability. The University is a signatory of the revised Researcher Development Concordat (signed in October 2020), demonstrating the University's ongoing commitment to supporting researchers' professional development. In line with this commitment, an action plan has been developed for implementation of the Concordat's three principles. The development and coordination of the Concordat action plan lies within the Research Environment Group (REG). To ensure that the principles of the Researchers' Concordat are embedded across the

institution at a strategic level, REG membership comprises the Deputy Principal for Research and the Dean for Equality, Diversity and Inclusion.

52. The University also promotes a culture of best practice and integrity across all of our research through the core values of honesty, rigour, open communication, care and respect. The University is embracing the revised Concordat to Support Research Integrity, with work to promote research integrity embedded throughout the University in the remit of all research ethics panels and is supported by broader research integrity training available to all staff and students.
53. Recognising that research is an international endeavour, and that COVID-19 has changed working practices, the University, in partnership with colleagues from the University of Cape Town, São Paulo State University and Ashoka Trust for Research in Ecology and the Environment, has developed a Distanced Research Toolkit that will support and enable researchers and those supporting research to work together virtually. The Toolkit will help to catalyse equitable research and knowledge exchange activities between institutions in the Global South and the Global North.
54. In order to provide and maintain PGR support, a development programme has been created, focussing on the specific needs and requirements of the PGR cohort. The development programme, and additional support activities, are led via the IAS and are complemented by activities in academic faculties. In response to the COVID-19 pandemic, all IAS development opportunities moved online, and an enhanced series of Mental Health & Wellbeing sessions were delivered. In addition, Careers support was tailored to reflect changes in need during and post-pandemic. Support for the processes regarding COVID-related PGR extensions were led via IAS and Research & Innovation Services (RIS), for both institutional and UKRI extensions.

Outcomes for Economic Recovery and Social Renewal

Responsive Institutions

55. In an era of economic disruption, the University recognises that developing the skills of Scotland's current and future workforce is central to improving productivity and providing a high-quality service. The University has a substantial role to play in delivering learning that enables people to participate and progress in their chosen careers, creating a sustainable workforce for the future.
56. Recognising the commitment to establish pathways for people without work to study and move into employment, the University successfully enrolled c.600 students across seven upskilling modules in 2020/21, funded by SFC upskilling funding and the National Transitional Training Fund (NTTF). The modules were designed to deliver flexible and agile provision that meets the known skills gap in the economy and work is underway to further develop the portfolio for 2021/22.
57. The Stirling Management School has launched a training programme for managers across Scotland to help small and medium-sized businesses develop growth strategies and improve performance as they recover from the pandemic. The 12-week programme will include a mixture of interactive sessions, masterclasses and online teaching designed to help managers evaluate the way they operate and develop their skills, allowing their business to expand inclusively and to strengthen the local economy.

58. The University has refreshed its Graduate Attributes, which outline how the University will prepare students and graduates for life long personal development, learning and to be successful in society. The attributes are based on up-to-date labour market information on employers' skills needs and have an emphasis on equipping students with digital skills to adapt to the economy's changing needs.
59. Additionally, employers' needs are responded to by providing opportunities for student consultancy projects with industry. The University also participates in the 'Making the Most of Masters' scheme, enabling postgraduate taught students to undertake collaborative dissertation projects with businesses for mutual benefit. Further, the University is in the early stages of using the RIIPEN platform, a global platform to manage projects remotely in a more global environment.

Confident and Highly Capable - Work-Ready – Graduates

60. The centralised CES offers extensive support for students and graduates, from advice to help with career decisions to more practical skills such as CV writing and interview practice. Each faculty also has a dedicated Careers and Employability Consultant to provide tailored support and subject specific advice. Moreover, each faculty conducts their own employability activities, for example, the Faculty of Arts & Humanities offer Postgraduate Plus+, a professional skills programme developed in partnership with industry. Undergraduate students in the Faculty also have access to a suite of bespoke modules that aim to develop personal effectiveness and employability skills, and they are invited to the Faculty's Final Year Conference, which helps to prepare students for the world of work.
61. The University ran a Digital Skills and Tech Festival in March 2021 to increase the digital and tech skills of Stirling students, and to provide insights into how they are increasingly used across all job sectors. There was a range of live skills sessions, insight webinars with graduates working in digital and tech professions as well as opportunities to network with a diverse array of companies.
62. The University recognises the value of providing access to work related learning opportunities and has therefore undertaken a substantial amount of work to embed opportunities throughout the curriculum. The new '[University of Stirling Work Placement and Project Policy \(WPPP\)](#)' provides support for staff developing or delivering a module or programme containing work-based learning and ensures it is a positive, safe and successful experience for all stakeholders. In addition, academic placement co-ordinators have been supported by CES and Alumni to hold virtual events encouraging businesses to host work-based placements and projects. This has resulted in a significant increase in opportunities across the curriculum, for example, it generated an additional 50 projects for Psychology students in the autumn 2021 semester.
63. To encourage business engagement further, CES are developing a business facing 'shop front' for businesses wishing to engage student talent in placements and projects that both develop student employability and meet business needs. It is anticipated that this will launch in December 2021.

Knowledge Exchange and Innovation

64. Innovation and the pursuit of new insights is embedded in Stirling's research culture – as is our desire to share what we are learning. The University has helped businesses around the world to achieve their

goals by sharing our research-based expertise. Researchers from a number of disciplines have brought their latest findings from their field directly into business, acting as impartial advisers or taking on fully-fledged project team roles. For example, colleagues in Aquaculture and Computing Science & Maths recently helped [a Scottish SME, Fishbox](#), to scale-up their business without sacrificing their trademark personalisation.

65. Another way the University strives to help businesses boost their profitability and productivity is through participation in the Knowledge Transfer Partnerships (KTPs) scheme. KTPs are partly funded programmes through which companies host a Stirling graduate on placement and receives ongoing support from one of our academics, with their combined skills helping to tackle a specific problem or challenge.
66. The University's Enterprise Programme equips students, staff and recent alumni to embrace entrepreneurship and drive innovation. The Develop Activity Stream supports idea generation and business model development, entrepreneurial skills-building and research commercialisation, the Launch Activity Stream helps emerging entrepreneurs to develop viable business models and prepare to launch new ventures, and the Grow Activity Stream supports entrepreneurs to launch and grow young business ventures, offering start-up incubation and growth-oriented support.
67. The University is committed to participating in the delivery of transformational regional economic change and will support and enable local businesses who are actively scaling. During 2021/22, the University will continue to deliver on its institutional commitment to entrepreneurship and industry collaboration through its Innovation and Enterprise Strategy 2017-2021. The commitment to engagement through partnerships extends to engagement with the *Scotland is Now* national branding strategy and engagement with Innovation Centres (e.g. the University's hosting of the Scottish Aquaculture Innovation Centre and its engagement with Datalab).

Collaboration

68. The University acknowledges the importance of collaboration between universities and colleges, local authorities, Government and external stakeholders. **The strategic partnership with Forth Valley College** has seen continual success in the development and delivery of the Integrated Degree Programmes. 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. The University is currently exploring if this successful partnership can be expanded. This well-developed integrated delivery model could also be replicated with other institutions should SFC make additional funded places available. The University collaborates with Scottish institutions in a number of areas, such as through research projects and membership of numerous strategic sectorial groups, and will continue to develop new collaborative projects in relevant areas.
69. International collaboration is also an important dimension for universities, both for research purposes and for student recruitment. The University's recent invitation to join the Young European Research Universities Network (YERUN) provides us with a new platform to bring our unique perspectives and strengths to European discussions and contribute to responding to society's challenges.

Climate Emergency

70. The University is committed to playing its role in addressing the global climate crisis. As an employer and a place of learning, we are taking ongoing steps to lower our institutional carbon footprint, and support cleaner, greener ways of working. A Corporate Sustainability Steering Group (CSSG) currently oversees the management of climate change action and sustainability across the institution. The University published a refreshed Sustainability Policy in March 2021, which detailed our commitment towards playing a key role in tackling climate change as well as a number of institutional aims to satisfy this commitment. A Sustainability Implementation Plan to deliver the University's sustainability targets and policy is currently under review and will be launched in the coming months. The Plan will be mapped to the United Nation's Sustainability Development Goals to align the University's strategic ambitions with the wider international sustainability agenda and to help support global efforts towards sustainability, prosperity and wellbeing.
71. [Scotland's International Environment Centre](#) will pioneer new and inclusive solutions that support the transition to a net zero future. Working proactively with strategic partners, the Centre will co-produce the unique approaches that can be scaled up and replicated around the world, as global exemplars of best practice.
72. Smaller scale changes on campus are also making a difference. Almost one third of the University's electricity, imported through the National Grid, comes from renewable sources, while Stirling pursues 100% landfill avoidance through either recycling or anaerobically digesting waste, or incinerating it to produce heat. Our estates team are making the transition to lower carbon vehicles, including a new fleet of electric cars and e-cargo bikes, and we are supporting greener transport choices for students and staff through our ongoing relationship with the NextBike and ForthBike bicycle sharing schemes.
73. Stirling researchers are at the forefront of efforts to develop innovative responses to climate change, enabling adaptation and resilience, and driving forward carbon neutral prosperity. For instance, Dr Lynne Falconer, an expert in Aquaculture, was awarded a £1.5 million UKRI Future Leaders Fellowship award in September 2021 for an innovative four-year data project to explore what climate change means for marine aquaculture.
74. As the world's environmental community gathered in Glasgow for COP26, our researchers are making a unique contribution to the critical debates at the heart of the international effort to combat the causes and effects of climate change. The University has developed a programme of internal and external COP26 related events and activities, inclusive of seminars, panel events and the Stirling Climate Festival. The University has also joined the COP26 Universities Network, a growing group of over 80 UK universities and research centres working together to promote a zero carbon, resilient future and to ensure the UK academic sector plays its role in delivering a successful COP26.

University Outcome Agreement Impact Framework: Supporting Data

Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 target
A Number of Scottish-domiciled Undergraduate Entrants	1,956	1,722	1,493	1,887	1,816	1,687	1,837	1,922
B Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes		534	512	612	642	573	657	685
Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		66	49	55	63	82	88	92
Proportion of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		12.4%	9.6%	9.0%	9.8%	14.3%	13.4%	13.4%
C COWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	247	191	152	268	233	199	222	237
COWA measure: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	14.1%	12.3%	12.0%	15.9%	14.4%	13.1%	13.4%	12.8%
D Number of Scottish-domiciled undergraduate entrants with care experience	35	32	28	45	55	35	44	33
Proportion of Scottish-domiciled undergraduate entrants with care experience	1.8%	1.9%	1.9%	2.4%	3.0%	2.1%	2.4%	1.7%
E Number of Scottish-domiciled full-time first year entrants	1,774	1,843	1,644	1,365	1,786	1,714	1,619	1,787
Number of Scottish-domiciled full-time first year entrants returning to study in year 2	1,663	1,706	1,504	1,255	1,589	1,535	1,520	1,583
Proportion of Scottish-domiciled full-time first year entrants returning to study in year 2	93.7%	92.6%	91.5%	91.9%	89.0%	89.6%	93.9%	88.6%
F The difference (+/-) from the individual institution benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey	0	3	1	0	-1.5	3.8	5.3	5.3
G1 The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey				837	709			704
The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				811	663			690
The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				96.9%	93.5%			98%
G2 The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment				680	554			577
The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment				420	315			364
The proportion of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment				61.8%	56.9%			63%
H Number of Scottish-domiciled Undergraduate Qualifiers	1,138	1,257	1,614	1,640	1,469	1,317	1,471	1,730

Please note that 2018-19 and 2019-20 figures for measure G2, 2019-20 figures for measures F and H and all 2020-21 figures are impacted by the COVID-19 pandemic and may not be directly comparable to other years

University Innovation Fund 2021-22

University of Stirling

Introduction

1. The University of Stirling is pleased to submit this paper reflecting on use of our grant allocation from the University Innovation Fund (UIF) in Academic Year (AY) 2020-21 and current activities within AY 2021-22. We are working to increase engagement with, and leadership of, collaborative activity in support of the objectives against which UIF seeks to deliver and economic recovery.
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. The extension to our Strategic Plan (2021-23) 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 acknowledge the structure of the UIF funding with the platform grant element and, as in previous years, we confirm that we will commit to investing above the required match funding amount in 2021/22 for the UIF platform through:
 - Development of our Innovation & Enterprise support structure, enabling enhanced business engagement activity, increased business development support and an enhanced enterprise support programme.
 - 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) Enterprise support
 - ii) Knowledge exchange, including Dementia Services, Aquaculture, Culture and Heritage
 - iii) Public engagement

5. Consistent with previous Outcome Agreements, 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 continue to 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, including workshops, masterclasses and an accelerator programme.
 - Continue to play a leading role in the development of innovation through expansion of enterprise support, enhanced business incubation facilities, business competitions and expanded activity in commercialisation and other forms of knowledge exchange.
 - Support our local city region through the Stirling & Clackmannanshire City Region Deal as partners in economic and community transformation, particularly in innovation support. Our City Region Deal Programme Office, based within our Innovation & Enterprise structure within the Directorate of Research, Innovation & Business Engagement, links in with, and helps to drive, activity with the corresponding structures within the local authorities’ party to the Deal.
 - Through our presence in other regions, contribute to economic recovery through Growth Deals in Argyll & Bute and North Ayrshire.
 - Continue to implement our enhanced approach to supporting innovation and enterprise as a key enabler of our strategic ambitions through a dedicated support structure.
 - Continue to host a number of nationally important archives and collections that can be regularly exhibited to the public as pandemic restrictions lift. We will continue to extend our archive collections and public engagement with them in a similar way.
 - 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 in an appropriate way, consistent with any pandemic-related restrictions.
 - The funding will continue to 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 benefit. 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 independent living. 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

6. 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, e.g. entrepreneurialism, to ensure a coordinated approach.
7. The existing work underway and in development in relation to the UIF outcomes is underpinned by our UIF funding. The actions associated with the outcomes that we lead have been clustered under the heading Inclusive Growth and focus on three key areas, all of which are collaborative:
 - i) Enhancing understanding of the potential that can be achieved through universities engaging with City Region and Growth Deals
 - ii) Establishing inclusive models to support student and graduate enterprise
 - iii) Establishing inclusive models to support the development of social enterprises.
8. Points (ii) and (iii) have been identified as logical contact points with Outcome 4 (entrepreneurialism) and we continue to work closely with the University of Strathclyde who is leading work in relation to this outcome. All of these areas are focused on maximising growth potential and leveraging connectivity with partners and stakeholders, and sharing best practice to promote a comprehensive and consistent approach. The establishment of sub-groups on Accelerators and Social Enterprise are also significant developments and we are active members of both.

Outcome One: Demand Stimulation

9. 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. We are continuing to increase contact and collaboration with established businesses and other employer organisations. (PA5)
10. Our Enterprise Programme is highly collaborative with strong links to enterprise organisations throughout Scotland, including the University's sponsorship of CONVERGE, for example. 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 develop successful businesses. A number of initiatives under our 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)
11. We are committed to supporting mechanisms that facilitate greater academic-SME business collaboration and skills development, including active engagement with Interface, our hosting of

the Scottish Aquaculture Innovation Centre, and active participation with an increasing number of other Innovation Centres. (PA5)

Outcome Two: Simplification / Commercialisation

12. We continue to be heavily involved and an active participant in fora and groupings across the sector focussing on innovation support.
13. We are committed to adopting all simplified and standardised contracts terms and the post project referral protocols, established through the Universities Scotland Research & Commercialisation Directors Group, and continue to work to facilitate their development and adoption across all Scottish universities. (PA7 & PA8)
14. 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)

Outcome Three: Simplification / Greater Innovation

15. 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, 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. Allied to this is our role within City Region and Growth Deals, leading the innovation stream within the Stirling & Clackmannanshire City Region Deal for example; innovation is key to transformation and economic recovery and development. (PA3)
16. 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)
17. We continue to engage actively with professional development organisations (ARMA, PraxisAURIL) to co-ordinate, align and enhance the training and development support available to University research and innovation staff. (PA4)

Outcome Four: Entrepreneurialism

18. A key element of our Innovation and Enterprise activity is our Enterprise Programme, which has been expanded to support a significant increase in the number of students and graduates to develop their entrepreneurial and intrapreneurial skills and to promote entrepreneurial opportunities. Within this scope of work, we include social enterprise, a distinctive area that resonates with the values of our students and staff. We continue to offer our Enterprise Programme to Forth Valley College students and will be expanding our offering through our lead role in the delivery of projects within City Region and Growth Deals. (PA1)

19. The 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)
20. We continue to work with the Scottish Aquaculture Innovation Centre and the life sciences, digital and creative sectors to enhance work-based learning. (PA2)

Outcome Five: International

21. As outlined in our Strategic Plan, 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”.
22. 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 Programme for our broad cohort of international students at Stirling. (Links to PA10 within Outcome 6)
23. We continue to believe that our increasing range of international R&D collaborations will offer enhanced opportunities for Scottish businesses to collaborate internationally. Aquaculture is a particular area of focus for us in this regard. (PA11)

Outcome Six: Inclusive Growth and Social Impact

24. We continue to lead this work stream within the UIF National Outcomes activity. Through this work stream, we aim to enhance the structures and mechanisms to provide more ambitious and effective connections between universities to enable them to deliver economic, social and cultural benefits. The main focus of our work in this area continues to be the engagement of universities with City Region and Growth Deals. Sharing best practice and experience is seen as being of particular value to this engagement and after a very successful workshop to establish the network, we will be coordinating future events and mechanisms that facilitate the achievement of these aims, focussing on particular aspects such as revenue funding etc. (PA10)
25. As outlined in our Strategic Plan, “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.

Outcome Seven: Equality and Diversity

26. We continue to 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.
27. 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, Executive Director for Research, Innovation and Business Engagement, University of Stirling, john.rogers@stir.ac.uk, 01786 467041

Outcome Agreement between the University of Stirling and the Scottish Funding Council for AY 2021-22

On behalf of the University of Stirling:

Signed:



Print name: PROFESSOR SIR GERRY McCORMAC

Position: Principal and Vice-Chancellor

Date: 4 July 2022

Signed:



Print name: HARRY ADAM

Position: Chair of Court

Date: 4 July 2022

On behalf of the Scottish Funding Council:

Signed:



Print name: Karen Watt

Position: Chief Executive

Date: 28 July 2022