

UNIVERSITY OF STIRLING
OUTCOME AGREEMENT 2022/23

Introduction

1. The Outcome Agreement 2022/23 outlines the University's intended contributions, impact and outcomes for the 2022/23 academic year, against the context of a changeable and uncertain external environment.
2. The 2022/23 academic year will be one of transition for the University. It is the final year of the Strategic Plan Addendum 2021-2023, approved in 2021 to extend the existing Strategy during the disruption of the Covid-19 pandemic. As such, in 2022/23 the University will seek to consolidate the successes achieved in 2021/2, including the enhanced research quality and awards, growth in unregulated student recruitment, and the delivery of an excellent student experience, and undertake the development of a new strategic plan and associated enabling strategies.
3. The strategic plan will be developed in close consultation with our students, staff and stakeholders and set out our ambitions for the future, cognisant of the external challenges and opportunities in the coming years.

Principal's Foreword

4. This Outcome Agreement sets out the University of Stirling's ambitions and our commitment to delivering against our strategic objectives and Scottish Government national priorities in the academic year 2022/23. During AY 2022/23 we will continue to build on our established successes in meeting our strategic ambitions to be: *one of the top 25 universities in the UK, to increase income by £50 million, and to enhance the research portfolio by 100%*.
5. Providing a high-quality learning and teaching experience for all students, regardless of their background, is a core ambition of the University. We are proud to be a destination of choice for students, both home and internationally with over 135 nationalities on campus contributing to our vibrant student community. As the country emerges from the pandemic, the University continues to prioritise a first-rate student experience and has embraced the lessons learnt from online learning and will deliver a community-focussed approach to on-campus and hybrid teaching. Supporting our staff and students' mental health and wellbeing will continue to be a key priority in the coming year, particularly mindful of the varied impacts that the cost-of-living crisis is likely to have across our community.
6. At the University of Stirling, our research truly makes a difference to the world around us. Our challenge-led research, conducted to the highest standards of quality and integrity, allows us to support and improve life for communities around the globe. Our considerable research strengths, recognised in the Research Excellence Framework, will continue to be further developed this year through our vibrant and strong research culture.

7. As a key partner in the Stirling and Clackmannanshire City Region Deal, the University has a central role to play in supporting the regional economic recovery and in driving progress towards a net-zero future. Detailed within this Outcome Agreement are our partnership projects, such as Scotland's International Environment Centre, which place the University at the heart of economic growth and future productivity for the region.
8. Entering in to 2022/23 the external environment remains changeable. The long-term impacts of the pandemic and Brexit, rising inflation and the cost-of-living crisis, alongside global events will continue to pose significant challenges in the years ahead. As detailed within this Outcome Agreement, the University will continue to deliver against the Scottish Government national ambitions in providing a first-rate teaching and learning experience and to prepare work-ready graduates; to undertake world-leading impactful research that makes quantifiable improvements to the world around us; to play a key role in economic recovery and social renewal; and through our research and industry partnerships to work towards a green and just future for all of Scotland.

Professor Sir Gerry McCormac

Principal and Vice-Chancellor

Executive Summary

9. The University of Stirling is an international university with a global reputation for high-quality teaching and research that makes a real and demonstrable impact on the economy and society, in Scotland and beyond. Our commitment to delivering a responsive learning approach, to ensuring the wellbeing of our university community, to delivering an education-led economic recovery for Scotland and supporting national ambitions to net zero are evidenced throughout this Outcome Agreement for AY2022/23. In this final year of the University's current strategic plan, we will continue to build on our established successes in meeting our strategic ambitions to be: *one of the top 25 universities in the UK, to increase income by £50 million, and to enhance the research portfolio by 100%.*
10. In the year ahead the University will continue to champion fair access and transitions, building on our **established success in meeting CoWA targets**. In 2021/22 over 13% of the University's full-time first degree SDUE population came from the 20% most deprived areas in Scotland. A new widening access strategy will be developed this year to capture this positive trajectory and to further promote accessible routes to higher education, fair admissions, transition and induction, alongside retention and support.
11. Providing high quality learning, teaching and support to enable an outstanding student experience has remained a core principle of the University. Our tailored, well-planned and agile response to the Covid-19 pandemic was commended in the University's most recent ELIR and resulted in the University maintaining a UK-top 30 position for **overall student satisfaction**¹ in the NSS, with a score in 2022 of 80%, above both the Scottish sector average (79%) and the UK sector average (76%). Building on the successes of online learning, the University will this year implement a learning community approach focussing on connected face-to-face teaching on campus and inclusive hybrid learning to maintain an excellent teaching and learning experience.
12. Our programme of capital investment continues to deliver improvements, including the recent completion of the multi-award winning **revitalised Campus Central Hub**, through a £23m investment to provide exceptional social and study spaces for our university community.
13. Our commitment to **supporting a physically and mentally healthy community** across our students and staff continues to be a key priority. As such, throughout 2022/23 we will continue to implement the aims of our Mental Health Strategy 2021-2024, developed in partnership with the Students' Union and deliver a range of initiatives across the year to support community and wellbeing. Recognising the clear links between financial insecurity and stress and mental ill health, the University has proactively developed a range of support mechanisms to alleviate the cost-of-living crisis and will remain agile to the needs of our community in response to this developing issue.
14. The University strives for excellence in all that we do, and actively seeks to support our staff to perform at the very highest level. We remain committed to **Fair Work** principles through providing a healthy work-life balance and through a commitment to the real living wage. Reflecting the

¹ Based on institutions included within the Guardian University Guide 2022

positives found by our staff during home-working in the pandemic, the University will continue to provide progressive working practices through our Agile-working framework.

15. The University's challenge-led research is working to improve lives, make a difference society and have a positive impact on communities worldwide. Our success in this is reflected in the **REF 2021** results, with over 87% of the University's research found to be of the highest standard, placing us joint 4th in Scotland, and joint 43rd in the UK for research impact.² Activity will continue in 2022/23 to ensure that the University continues to support a thriving research culture as a key element of research sustainability and that our impactful research will continue to support and improve lives across the world.
16. The University is firmly committed to supporting a transition to a fairer, greener world through the economic recovery from the effects of the Covid-19 pandemic. As well as our own commitment to net-zero by 2040, the University's researchers are at the forefront of efforts to develop innovative responses to climate change to support this ambition globally. Through our collaborative partnerships in the region as part of the **Stirling and Clackmannanshire City Region Deal**, the University will drive efforts to support the local region to achieve a cleaner, greener and healthier environment.

Priorities for 2022/23

17. 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 2022/23.

Outcomes for Students

Fair Access and Transitions

18. Widening participation is of paramount importance to the University, and we remain firmly committed to enabling students from all backgrounds to achieve their full potential. To capture positive actions and trajectory to date, as well to identify future aims, the University is continuing to develop an overarching Widening Access Strategy. Key strategic objectives will include promoting accessible routes to higher education, fair admissions, transition and induction, and retention and support.
19. The University has consistently exceeded targets to grow the proportion of MD20 undergraduate entrants. Our approach to achieving targets from the Commission of Widening Access (CoWA) targets is supported by the institutional Admissions Policy, which also support recruitment of care-experience students, carers and estranged students. A contextual approach to admissions has been embedded, recognising that not all applicants have equal opportunities. As such, eligible applicants are considered for an offer at minimum entry requirements – this is applicable to those who are a carer, are care-experienced, are estranged and from MD20 postcodes. Minimum entry requirements are actively promoted to applicants alongside significant information published on our [widening participation webpages](#). (*CoWA recommendations 11 and 21*). Additional financial support for students from a widening participation background has been enabled in 2022/23 with

² Times Higher Education REF 2021 rankings

a series of [scholarships](#) for undergraduates, postgraduate masters and PhD students, enabled by a successful alumni fundraising campaign.

20. As a signatory of the [Universities UK Fair Admissions Code of Practice](#), the University is committed to a fair and transparent admissions process that seeks to minimise barriers for applicants and address inequalities is outlined. Our approach to ensuring fair access is outlined in full within the [Admissions Policy](#).
21. In addition to being eligible for minimum entry requirements, care-experienced students at Stirling are provided pre-application and transition support, fully detailed within our [Corporate Parenting Plan](#). An additional measure being included this year to further support mental and physical wellbeing of these students is the introduction of free gym membership as a pilot project.
22. The University recognises the importance of early engagement with students to build on and support students' aspirations for higher education. Our engagement with all four SHEP agencies (LEAPS, Lift Off, Aspire North and Focus West) continues with plans this year to undertake increased partnership work. Additionally, the University has partnered with MCR pathways across the region to further support disadvantaged school pupils through a mentoring programme. The University will continue to work closely with the Scottish Wider Access Programmes (SWAP), including the provision of induction support for new entrants. Through 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*).
23. A review of the University's advanced entry routes and articulation agreements has been concluded, with consideration of the recommendations from the National Articulation Forum Final Report. As a result, the number of advanced entry routes has increased for students coming from college. This will continue to be promoted, particularly through the Pathways App. The University has recently engaged with nine colleges across Scotland to promote advanced entry routes and to enhance students' understanding of the UCAS process and accessing university (*CoWA recommendation 9*).
24. The University continues to work closely 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. A number of [Sanctuary Scholarships](#) have been introduced in 2022/23 for undergraduate and postgraduate students in the UK who have applied for asylum or are staying in the UK as refugees or on humanitarian grounds.

High quality learning, teaching and support

25. Throughout the turbulent period arising from the Covid-19 pandemic, providing a high-quality student experience has remained a core aim of the University. Our tailored, well-planned and agile response to the Covid-19 pandemic ensuring continued provision of comprehensive student support services was commended in the University most recent ELIR.

26. For the past three years, Stirling has maintained a UK top-30 position for overall satisfaction³, and in 2022 achieved a score of 80%, above both the Scottish sector average (79%) and the UK sector average (76%).
27. An excellent student experience remains a priority for the University across all levels of study. Very positively the University achieved excellent results for overall satisfaction in the Postgraduate Taught Experience Survey (PTES) of 84%, remaining above the UK sector average (82%) and the Scottish sector average (79%), with particularly excellent scores in relation to teaching and learning resources.
28. Making the transition to higher education can be daunting. As such, the University offers a wide range of Welcome activities and resources to help students settle in and know where to access support. This includes a Stirling Essentials module to help prepare students in advance of arriving, subject-based welcome sessions to get to know staff and other students, and Welcome Wednesdays which provide students who arrived later to campus to ask any questions they may have about starting at university. In recognition of our growing population of international students and the additional challenges around transition which this group may experience, we have this year introduced a new two-week induction programme for international students which has attracted very positive feedback to date.
29. To support our staff to plan, design and implement high quality learning and teaching, our Academic Development team provide a series of 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. This supports our staff to develop their own knowledge and skill base, and to gain recognition for their teaching practices. To effectively co-design and strengthen our capacity, particularly in digital learning the University has brought together our Academic Development and Learning Technologists teams as 'Learning Innovation and Development'. Additionally, the University holds an annual Learning & Teaching Festival, with the most recent theme being *Authentic Assessment*. The festival offers staff an opportunity to gather, share practice, hear practical updates and learn about ways to develop teaching practice to enhance the student experience.
30. While the restrictions of the Covid-19 pandemic required a shift to online learning, the University has now moved to a learning community approach including a focus on connected, face-to-face teaching on campus and inclusive hybrid teaching. Learning from the lessons of the pandemic, this approach aims to build on what was successful from online learning – considering the materials, resources and approaches that worked well digitally. This approach is informed by five learning and teaching principles: (i) be kind and supportive; (ii) be flexible and inclusive; (iii) encourage active learning and use of assessment for learning; (iv) engage students as responsible partners in their learning; and (v) build resilience into our teaching.
31. Supporting a physically and mentally healthy community remains a key priority for the University. Our approach to supporting student mental health is set out within our Mental Health Strategy

³ Based on institutions included within the Guardian University Guide 2022

2021-2024, developed in partnership with the Students' Union, which aims to foster and nurture a culture and environment that respects, protects, promotes and enhances the mental health and wellbeing of all students and staff. Recognising the important role that community and belonging plays in wellbeing, the University is continuing to deliver its *'Be Connected'* programme. The programme, which runs throughout the year, includes a series of events, activities and resources for our community to meet new people and learn new skills.

32. As part of the national Resilient Learning Communities Enhancement Theme, the University has launched three new projects for 2022/23, focussing on student belonging and inclusion as a society and ways of engaging as a university community beyond the pandemic. The three projects include:
- Student and staff perceptions of what makes a resilient learning community in the current context of the University. This aims to capture pragmatic simple steps to strengthen our learning community.
 - Led by the Students' Union the second project will consider what is important to students and staff about student pastoral care and the University's personal tutoring scheme.
 - Developing understanding and promoting an inclusive curriculum at Stirling, through dialogue between staff and students.
33. A complementary project on community building within the curriculum is being taken forward with Advance HE.
34. With the developing cost-of-living crisis, the University recognises the clear links between financial insecurity and hardship and stress and mental ill health. The University has in place a range of support mechanisms to alleviate the cost-of-living crisis, such as additional hardship funding, 24/7 access to warm spaces, and accommodation enhancement funding. Additionally, we have further increased our support team – across Student Money, Mental Health, Student Advice and the Student Hub to ensure students receive the support they need as quickly as possible.

Partnership, participation and student experience

35. The student experience and student voice are essential 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. The Students' Union is a key partner for the University with a shared commitment to the ongoing enhancement of the student experience. This year the University will be undertaking the development of a new strategy and student engagement will form a key element of the consultation process.
36. The student voice is paramount in developing and designing improvements to the student experience. As such students are encouraged to provide feedback on their learning experience through: Student Staff Feedback Committees (SSFCs), Elected module, programme and faculty officers, early semester check-ins, module evaluations and student surveys and, 'Thoughts on' campaigns. The feedback gathered through these methods is considered through annual programme reviews to drive improvements.

37. To enhance the University's ability to make meaningful change in line with student feedback, we have implemented a new approach to module evaluation using Evasys. This has enabled a more rapid module evaluation and made it simpler for staff to access and act upon feedback through implementing relevant changes at a module level.
38. Recognising the importance of effective partnership working and clear communication, the University has recently revised its Communication Charter, with input from both students and staff. The Charter is intended to provide a set of principles on how staff and students will communicate with each other to build positive, meaningful and respectful relationships.

Learning with impact

39. The University of Stirling has a firm commitment to ensuring our graduates leave University with the knowledge and skills they need to progress their careers and succeed. Our course portfolio is closely aligned with the skills needs of prospective students, employers and the wider economy. This is primarily achieved through Labour Market Information (LMI) research, close joint working with key professional bodies and organisations for each Faculty and course, to embed labour market information into the curriculum.
40. A suite of learning resources has been developed to further support staff embedding employability into the curriculum which includes accessing relevant data and business engagement strategies for employability development. The benefits of this approach are reflected in the University's positive performance in the overall Graduate Outcomes survey with 96% of Scottish-domiciled undergraduates being in a positive destination (*Measure G1*). Recognising that there are significant differences at a subject-level however for Graduate Outcomes, the University will this year develop a dedicated improvement plan to support positive Graduate Outcomes across all subject areas.
41. The University provides significant support, advice and opportunities to current students and to graduates, at any stage of their career, through the dedicated Careers & Employability Services (CES). In recent years the labour market has become increasingly challenging and turbulent, in particular for new graduates starting out in their careers. In recognition of this, CES offer a 'Life Beyond Stirling' programme in partnership with the Alumni team providing a series of events for graduates on how to navigate the world of work, and graduates can register on TARGET Connect to access the University's dedicated platform for job opportunities.
42. Recognising the continued demand for skills in STEM, the University's course portfolio offers a range of STEM courses and in 2022/23, 26.7% of the home undergraduate intake is anticipated to have enrolled on a STEM course. Our Graduate Apprenticeship in BSc Data Science was developed during a critical time in response to Scottish economic requirements. Liaison with industry partners continues to ensure the course remains relevant to economic needs. In addition, the University provides 45 STEM secondary education places, funded directly by the Scottish Government.
43. 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. CES have a new dedicated International Careers and Employability Consultant post to support students wishing to work in a global market.

Equalities and inclusion

44. The University's approach to Equality & Diversity is set out in our institutional vision statement that seeks to develop, champion and nurture a welcoming and inclusive culture and environment that:
- i. Actively prevents and tackles discrimination, harassment and abuse;
 - ii. Respects and celebrates diversity and inter-culturalism;
 - iii. Enables staff and students to thrive and achieve their potential, regardless of their background or identification with a protected characteristic(s);
 - iv. Identifies and eradicates systemic barriers to equality.
45. Activity to achieve this vision statement is reflected within the [Equality Outcomes 2021-2025](#), published 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.
46. 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.
47. Recognising the issues highlighted through the Tackling Racism on Campus collaborative project across the Scottish higher and further education sector, the University has established a race equality group which is now overseeing the implementation of a race equality strategy to ensure the University remains a safe, inclusive and welcoming place.
48. 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.
49. 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.

Outcomes for Research

Research Excellence

50. The University continues to demonstrate its impact as a research-intensive institution, with the results of REF 2021 evidencing improvements across all three-pillars of REF assessment – research outputs, impact and environment. Overall, 87% of the University’s research is of the highest standard, having an outstanding or very considerable impact on society. Our research environment – incorporating strategy, culture, facilities and interdisciplinary collaboration also improved with a score of 85%. These excellent results have placed the University joint 4th in Scotland and joint 43rd in the UK for research impact (THE REF 2021 rankings).
51. The excellent results of REF 2021 are complemented by a strong growth in research awards capture in recent years, with a very strong research grants and contract pipeline for the coming years.
52. The University’s impactful research is embodied within three major themes: Culture, Communities & Society; Global Security & 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.
53. The University has this year joined the Young European Research University Network (YERUN), a cluster of ambitious young universities in Europe, and signed up to its mission to strengthen and facilitate cooperation in the areas of scientific research, academic education and services which benefit society. This initiative also seeks to increase mobility for students, researchers, and administrative staff among its member institutions. The University’s membership of YERUN ensures that the Scottish university sector is represented on all major European wide university networks.
54. The University’s research expertise is valued in shaping research policy across the UK. Deputy Principal Judith Phillips was a member of the challenge panel on the Tickell review of Research Bureaucracy, which published its final report in July 2022. Additionally, Professor Iain Docherty, Dean for the Institute of Advanced Studies (IAS), has this year joined the new SFC Advisory Group on Supporting Scotland’s Postgraduate Researchers to provide expert advice on the purpose and future accountability approach for the SFC’s research postgraduate grant, as well as to consider a Scottish response to UK developments in the postgraduate researcher landscape.
55. Considerable effort has been put into explicitly supporting a thriving research culture. This is an ongoing process and it will be a core element of 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. This year the University has introduced a dedicated research culture Teams channel to improve communication around research culture. In addition, monthly Research Culture Conversations are held offering regular opportunities to feed into institutional policies around research and create solutions for change. Annually, the University also holds a 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 our people and groups who positively contribute to a vibrant and collaborative research culture.

Research sustainability

56. The University remains central to the **Stirling and Clackmannanshire City Region Deal**, which aims to drive economic growth, productivity and prosperity. Stirling and Clackmannanshire Councils are partnering 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, including £17m to support a **National Aquaculture Technology and Innovation Hub (NATIH)** and £22m for **Scotland's International Environment Centre (SIEC)**.
57. The NATIH development attracted an additional investment of £1m from the Wolfson Foundation Grant. 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. Through this growth deal the University will bring its expertise in aquatic science, environmental monitoring and data analytics to the Ayrshire Council's plans to build a £10.5m International Marine Science and Environmental Centre (IMSE).
58. 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 [Forth Environmental Resilience Array](#) (Forth-ERA), a multi-million pound investment through the SIEC, is now underway and 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, businesses and organisations access to real-time environmental data, ensuring the environment is at the heart of decision-making.
59. A second SIEC project is [forestLAB](#) – expanding on a long-established partnership between Stirling and researchers and policy makers in Gabon. This project, in collaboration with the Grantham Research Institute on Climate Change and the Environment (London School of Economics) and the African Conservation Development Group (ACDG) will provide the data and tools to create world-class models of natural ecosystems that are environmentally, socially and economically sustainable.
60. Ground-breaking plans to create an Intergenerational Living Innovation Hub in Clackmannanshire have also been developed as part of the City Deal. The Hub will act as a testbed for the latest technological, health and social care, architectural, and streetscape solutions to develop innovative ways for an ageing population to live, work and socialise.
61. The University will play a vital role in strengthening the landscape of support for early career-researchers, having been appointed co-lead with the University of Glasgow for the final hub of the British Academy's early-career researchers network. This two-year pilot programme, supported

by a partnership with the Wolfson Foundation, will run until March 2023 to establish an inclusive, UK-wide network for early-career researchers in the humanities and social sciences and provide opportunities for skills development and networking across the whole country.

62. 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.
63. 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, so that it is embedded throughout the University, supported by broader research integrity training available to all staff and students.
64. As part of the University's commitment to its research staff's development and retention, a new research leadership programme has been launched for academic and research staff leading research projects (or who will be doing so in the near future). This is a four-part programme, dedicated to exploring themes of: leading complex research projects, leading and managing researchers, and developing a strategic research direction to enable sustainable growth of research activities.
65. A comprehensive researcher development programme catering to PGRs and research staff is available. This programme is developed and supported by the Institute for Advanced Studies and Research, Innovation and Business Engagement directorate and addresses the needs of each cohort.

Outcomes for Economic Recovery and Social Renewal

Responsive institutions

66. Economic circumstances in recent years can be characterised as uncertain and changeable. In this environment, the University recognises the importance of developing the skills of Scotland's current and future workforce as central to creating a sustainable workforce for the future.
67. Funding provided by the SFC (across both the Upskilling Fund and the National Transition Training Fund) enabled 420 individuals in 2021/22 to access upskilling modules. This flexible provision was designed in direct response to the critical need during the pandemic and beyond to upskill and reskill the workforce, and in 2021/22 two new modules were added in 'Impact Strategy, Climate and Measurement' and 'Digital Business: Strategic Management of Emergent Technologies' to align with Scottish Government ambitions to transition to a net-zero, sustainable economy.

68. The University's short course and CPD portfolio is aligned with the growing skills demand in Scotland for health and social care. Short courses, modules and programmes are available for qualified nurses, midwives and allied health professionals and are developed in close partnership with Health Boards to ensure that we provide the necessary skills and knowledge to upskill staff. The University employs a flexible approach CPD provision, for example our series of 'Advancing Practice' modules can be taken separately or as a flexible course option as part of our MSc Advancing Practice.
69. The recently launched Scottish International Environment Centre, in which Stirling is a key partner, is a pioneering collaboration that aims to create an innovation community in the Forth Valley region, delivering transformational change in sustainable business practice to enable economic prosperity, wellbeing and a just transition to a net zero future. Over the next ten years the Centre's ambitions are to work with 100 industry partners, support 200 start-ups and to work with 300 low carbon SMEs to meet these aims.

Confident and highly capable work-ready graduates

70. The University has a centralised Careers & Employability Services (CES) offering extensive support for students and graduates. This spans practical skills such as CV writing and interview practice, to providing advice on career decisions. To provide focussed subject-level support, each faculty also has a dedicated Careers & Employability Consultant offering tailored advice.
71. The University recognises the value of providing access to work-related learning opportunities and has therefore undertaken significant work to embed opportunities throughout the curriculum. A new Head of Work-Based Learning (WBL) post has been created to drive and develop this form of experiential learning. Extensive work has been developed on business engagement for WBL with a dedicated cycle of engagement for UG and PG programmes, offering [student consultancy](#) to the sector. The '[University of Stirling Work Placement and Project Policy](#)', introduced in AY 2021/22 provides support for staff developing or delivering a module or programme containing work-based learning to ensure it is a positive, safe and successful experience for all involved. Additionally, the University has invested in the work-based learning platform Riipen to identify, monitor and support work-based learning opportunities, and this continues to be embedded across the University through workshops delivered by CES.
72. Through the Stirling Management School the University has a number of Entrepreneur-in-residence roles, to help students, alumni and staff with practical advice and mentorship for their business ambitions. This includes a digital entrepreneur in residence to help ensure teaching aligns with industry expectations while encouraging spin-out and start-up business.
73. Re-introduced in 2020, the University's 'My Stirling Award' is an innovative skills award programme, open to all students to build their confidence and to more effectively articulate their skills to a future employer. The award is available at three levels for undergraduates, and an award for postgraduates has since been introduced. In addition, the University offers a number of programmes and events throughout the year to support skills development. Through the 'Be Connected' programme, the University delivered a [Skills Week](#) in October 2022 with pop-up events, and dedicated learning resources across academic, digital and employability skills.

74. Developments for academic year 2022/2023 include the creation of a new skills framework for students to support their curricular and co-curricular skills for work, learning, the digital economy and wellbeing. There is a drive across the institution to increase forms of authentic learning within teaching and assessment.

Knowledge Exchange and Innovation

75. Enabling innovation is a cornerstone in Stirling's culture, recognising the positive impact that can be realised economically, socially and culturally through its implementation. The University continues to help businesses around the world to achieve their goals by sharing our research-based knowledge and expertise across our disciplines. Never has this been more relevant than in the current economic climate and we are proud to be a leading delivery partner of the Government-supported Help to Grow Scheme, delivered through Stirling Management School via a course that is targeted at senior managers within SMEs seeking to boost their business performance, resilience and long-term growth.

76. We continue to pursue development of our portfolio of Knowledge Transfer Partnerships (KTPs) to help businesses address strategic issues and boost their profitability and productivity. KTPs are partly funded programmes through which companies host a Stirling graduate on placement and receive ongoing support from one of our academics, with their combined skills helping to tackle a specific problem or challenge. Funding for KTPs is set to increase, along with a diversification in the range of KTP models, both of which increase the opportunity that we will pursue.

77. The University's entrepreneurship activity, led by the Enterprise Programme, enables students, staff and alumni to explore entrepreneurship and drive innovation. The programme offers three distinct activity streams to support the development, launch and growth of viable business ventures in all forms. 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 to prepare to launch new ventures. Finally, the Grow Activity Stream supports entrepreneurs to launch and grow young business ventures, offering start-up incubation through our dedicated business incubator, and growth-orientated support.

78. The Enterprise Programme has also now partnered with [Social Shifters](#), a non-profit organisation that aims to help the next generation of leaders, innovators and entrepreneurs to tackle pressing social and environmental issues. Students are able to access free resources to explore, test and grow ideas that aim to solve a social or environmental problem.

79. Through our engagement with City Region and Growth Deals, the University continues to be committed to participating in the delivery of transformational regional economic change. Through a coordinated focus of business engagement as well as through the Enterprise Programme, thereby enabling consistency and resilience in delivery, we will support local businesses, both established and new, who are starting or scaling their operations.

80. During AY 2022/23, the University will continue to deliver on its institutional commitment to entrepreneurship and business collaboration and this will be prioritised through our strategies

and operational plans. We view partnership as an essential element to achieving this commitment and extend this to our interactions with stakeholders across all sectors.

Collaboration

81. The University has a long-standing strategic partnership with Forth Valley College, through the development and delivery of the Integrated Degree Programmes, including two new courses for 2022 entry in response to skills demand: Professional Education (Secondary) for both Chemistry & Physics. This strategic partnership has been further expanded alongside another long-standing strategic partner, NHS Forth Valley, with the launch of the [Forth Valley University College NHS Partnership](#).
82. This partnership aims to bring transformational change to the health of the area through the delivery of new learning and development opportunities for students and staff working across local health and care services. The partnership will establish a regional skills academy to deliver a world-class programme of clinical health improvement and social care education, and a quality improvement and people academy to share best practice, develop leadership skills and build career progression opportunities.
83. At a national level, the University is playing a key role in supporting the Scottish water sector to deliver net zero and beyond through hosting a new [Scotland Hydro Nation](#) initiative, a partnership with Scottish Water and the SFC. The project will be led by Professor Andrew Tyler at the University of Stirling with collaborative working with research leader fellows from Heriot-Watt University, the University of Strathclyde, Glasgow Caledonian University and the UK Centre for Ecology & Hydrology. Additionally, two innovation fellows will ensure that the research outputs feed into industry and that businesses can access technology and expertise to create transformational change in green infrastructure and jobs.

Climate Emergency

84. The University is firmly committed to playing its role in addressing the global climate crisis and supporting a transition to a fairer, greener world. Our researchers are at the forefront of efforts to develop innovative responses to climate change, enabling adaptation and resilience, and driving forward carbon neutral prosperity. We are proud to be ranked amongst the top 100 institutions globally for Climate Action (SDG 9: THE Impact Rankings 2023) and will continue to proactively take action to achieve net zero by 2040.
85. As an anchor institution within the Forth Valley region, the University has an important role in addressing climate change and working in partnership to identify solutions to socially responsible sustainability challenges. The University is a key signatory to the [Forth Valley for Net Zero](#) campaign which commits Stirling to sharing best practice with our strategic partners and to help the region achieve net zero status by 2040. Additionally the University has signed an innovative Sustainable Growth Agreement with the Scottish Environment Protection Agency (SEPA), the first of many such agreements to be facilitated by [Scotland's International Environment Centre](#) (SIEC). Further partnership activity is being undertaken with SEPA, through a new project launched in October 2022 alongside Stirling Council which aims to monitor air quality and through

engagement empower communities, including local schools to take ownership of monitoring and improving local air quality.

86. Through signing both the [Sustainable Development Goals \(SDG\) Accord](#) and the [Race to Zero for Universities and Colleges](#) campaign, the University has publicly committed not only to protecting our environment and to the reduction of our own carbon emissions but also to the development of a range of socially sustainable solutions. Our [Sustainability Plan](#), aligned with the UN Sustainable Development Goals, sets out a series of ambitious goals to achieve net zero by 2040 - with actions across the management of estates and finances, and embedding sustainability across learning, teaching and research.
87. The most recently available data (from 2020/21) indicates that the University has very successfully reduced its carbon emissions by 51.5% since 2007/8. Although it is recognised that the pandemic will have impacted these figures in recent years, this reduction has also been achieved through a programme of sustained investment in energy and water-saving projects, infrastructure and new builds.

Fair Work

88. The University values the skills, experience and the involvement of its employees to provide an inclusive and supportive culture and working environment that values a positive work life balance. Our progressive working practices are shaped by a very positive partnership approach to working with our local Unions.
89. Recognising the importance of a healthy work-life balance, the University provides an Employee Assistance Programme (EAP), to offer emotional, psychological and practical help for a wide range of personal and work-related issues. University activities and priorities are regularly communicated to our staff through regular line management meetings, the staff portal, weekly staff updates and open forums such as the staff assembly. In addition, staff consultation will form a key part of the development of the next University strategy to be undertaken in 2022/23.
90. The University remains committed to fair working practices, and as such has been committed to paying the Real Living Wage (RLW) to employees since 2015, and continues to apply supplements on the grading structure in line with the RLW published rates. Additionally, the University has consistently moved towards more stable contracts for staff and stepped away from zero hours contracts to provide more fair and stable employment for our staff.
91. Although the Covid-19 pandemic imposed a radical change on conventional working practices, the University has taken on board the positives for staff arising from homeworking. To transition and provide a modern workplace, we have embedded a new Agile Working Framework – a principles-based approach that enables progressive working practice to support agility, growth and high performance whilst also supporting wellbeing and a healthy work life balance.

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	2021-22 Actual	2022-23 projections
A Number of Scottish-domiciled Undergraduate Entrants	1,956	1,722	1,493	1,887	1,816	1,687	1,837	1,922	1,860	1,887
B Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes		534	512	612	642	573	657	685	693	620
Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		66	49	55	63	82	88	92	93	95
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%	13.4%	15.3%
C COWA measure: Total number of Scottish-domiciled full-time first degree entrants	1,749	1,549	1,269	1,681	1,617	1,517	1,807	1,847	1,872	1,774
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	258	226
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%	12.3%	12.8%	13.8%	12.7%
D Number of Scottish-domiciled undergraduate entrants with care experience	35	32	28	45	55	35	44	33	36	27
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%	1.9%	1.4%
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	1,757	1,790
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	1,590	1,629
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%	90.5%	90.0%
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	3.2	3.2
G1 The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey				837	709			704	679	736
The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				811	663			690	649	714
The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				96.9%	93.5%			98%	96%	97%
G2 The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment				680	554			577	562	596
The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment				420	315			364	373	399
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%	66%	67%
H Number of Scottish-domiciled Undergraduate Qualifiers	1,138	1,257	1,614	1,640	1,469	1,317	1,471	1,730	1,561	1,304

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 2022-23 Plan University of Stirling

Introduction

1. The University of Stirling is pleased to submit this paper outlining our planned use of our grant allocation from the University Innovation Fund (UIF) in Academic Year (AY) 2022-23. As previously, we are working to increase engagement with activity in support of UIF objectives, with particular reference to a green economic recovery, a well-being economy and just transition to a net zero carbon society.
2. Innovation is core to the University's activities. The extension to our Strategic Plan (2021-23) illustrates our commitment to innovation, one of three key underpinning institutional enablers. Work is underway to inform the development of our next Strategic Plan and this commitment will continue. 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 strive 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 as well as entrepreneurial philosophy in all that we do.

UIF Funding Allocation

4. As previously, we acknowledge the structure of the UIF funding and confirm that we will continue our commitment to invest above the required match funding amount in AY2022-23 in the following ways:
 - Ongoing development of our Innovation & Enterprise (I&E) support structure, with a specific focus on enhanced business engagement, increased business development and an expanding enterprise support programme.
 - Our continuing investment into the University of Stirling Innovation Park (USIP) as one of our vehicles for delivering innovation and commercialisation support (specifically business incubation and support).
 - Expanding our programmes of: i) enterprise support; ii) knowledge exchange, including Dementia Services, Aquaculture, Culture and Heritage; iii) business engagement and development; public engagement.

Contribution to national outcomes

5. We continue to pursue the outcomes and we will continue to engage with, and contribute to, collaborative projects in the areas of demand stimulation, entrepreneurialism, international and equality and diversity.
6. Our work in relation to the UIF outcomes is underpinned by our UIF funding. The actions associated with the outcome that we lead have been clustered under the heading 'Inclusive Growth' and focus on collaborative areas such as enhancing understanding of the potential that can be achieved through universities engaging with City Region and Growth Deals. In addition, we

contribute directly to the Enterprise Support Group, which was created via Outcome Four (Entrepreneurialism), led by the University of Strathclyde, and focuses on inclusive models to support student and graduate enterprise as well as the development of social enterprises. The establishment of sub-groups on Accelerators and Social Enterprise are also significant developments and we continue to be active members of both.

7. All of these areas are focused on maximising growth potential and leveraging connectivity with partners and stakeholders, as well as sharing best practice to promote a comprehensive and consistent approach.

Outcome One: Demand Stimulation

8. Demand for innovation in the Scottish business base can best be stimulated by enhancing the understanding of, and appetite for, innovation (including new start-up businesses). We will continue to focus on enterprise and entrepreneurship, as well as collaboration with established businesses. (PA5)
9. Our Enterprise Programme is highly collaborative with strong links to enterprise organisations throughout Scotland. We look for ways to strengthen partnerships to maximise the opportunities for entrepreneurs to build skills and develop successful businesses. (PA5)
10. We support mechanisms that facilitate academic-SME collaboration and skills development, including engagement with Interface, our hosting of the Sustainable Aquaculture Innovation Centre, and participation with an increasing number of other Innovation Centres. (PA5)

Outcome Two: Simplification / Commercialisation

11. We are committed to adopting standardised contracts terms and post project referral protocols, established through the Universities Scotland Research & Commercialisation Directors Group. (PA7 & PA8)
12. We pursue and enhance engagement with key sectors including aquaculture, environment and healthy ageing, focusing on areas where the University can offer distinctive strengths. (PA6)

Outcome Three: Simplification / Greater Innovation

13. As an Innovation Centre host and as partners in five other innovation centres, we actively contribute to the sharing of 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 - innovation is key to transformation and economic recovery and development. (PA3)
14. We engage actively with professional development organisations (ARMA, PraxisAURIL) to enhance the training and development support available to University research and innovation staff. (PA4)

Outcome Four: Entrepreneurialism

15. Through our Enterprise Programme, we support students, graduates and staff to develop their entrepreneurial and intrapreneurial skills. Within this work, we include social enterprise, a distinctive area that resonates with the values of our students and staff. We will enhance our Enterprise Programme offering 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 as evidenced

through a specific enterprise programme being delivered through Scotland's International Environment Centre. (PA1)

16. 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 also facilitates increased teaching and research connections and enhanced opportunities for student and graduate entrepreneur mentoring and incubation. (PA1 & PA2)

17. We continue to work with the life sciences, digital and creative sectors to enhance work-based learning. (PA2)

18. We are an active member of the Enterprise Support Group.

Outcome Five: International

19. We place 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”.

20. Through our international partnerships, we prioritise economic and social benefit through knowledge exchange, support for business innovation, skills training and in-country capacity building. Through forestLAB, a new research hub created to explore climate-smart, conservation-led solutions for sustainable development in central Africa, policymakers, investors and development practitioners are provided with the data and tools required to create world-class models of natural ecosystems management that are environmentally, socially and economically sustainable. Through our Dementia Services Development Centre, we provide a range of training courses and public events internationally focusing on general aspects of dementia and ageing through to more specialist areas of dementia care and design in territories including Australia and Japan. In addition, 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)

21. We continue to believe that our increasing range of R&D collaborations will offer opportunities for Scottish businesses to collaborate internationally. Aquaculture is a particular area of focus in this regard. (PA11)

Outcome Six: Inclusive Growth and Social Impact

22. We lead the workstream relating to this Outcome. 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 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 and we are working with the UIF Collaboration Manager to coordinate further events and mechanisms to facilitate the achievement of these aims. (PA10)

23. 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 continue to work to support this throughout all aspects of University business.

Outcome Seven: Equality and Diversity

24. We continue to positively promote equality and diversity for all staff and students, including understanding where there may be barriers to full diverse and equal engagement in innovation and enterprise. This is supported through our continued participation initiatives including the Equality Action Forum, HR Excellence in Research, Athena Swan and the Aurora Programme.

Recovery focus

Learning from AY2021-22

25. The key learning from the last year has been the requirement to accelerate those aspects of our work that prioritise recovery, specifically green recovery. Through our Growth Deal activity, we are continuing with this focus as Scotland's International Environment Centre becomes fully operational. We are also ensuring that developments in relation to future projects within our Growth Deal programme also prioritise recovery.

Consultation and collaboration with stakeholders

26. A comprehensive programme of consultation and collaboration with stakeholders is the base for so much of what we do in relation to innovation.
- Local Authorities – our relationships with local authorities is of significant strategic importance, recognising each as partners within particular contexts, such as Growth Deals; e.g., Stirling and Clackmannanshire Councils, with whom we share objectives to bring about transformational change in the local economy.
 - Forth Valley Chamber of Commerce – we enjoy a very close relationship with the Chamber and value the connection as an enabler in the region. We host the Chamber within the University of Stirling Innovation Park and engage regularly in Chamber activities, profiling the research and innovation opportunities from which business can benefit through a closer relationship with the University.
 - SMEs – recognition of the importance of the SME sector is directly relevant to our Growth Deal activities and priority is placed on developing those relationships that will enable those businesses to benefit directly from engagement with us. In addition, we are also proud to be a leading delivery partner of the Government-supported 'Help to Grow' scheme, delivered through Stirling Management School via a course that is targeted at senior managers within SMEs seeking to boost their business's performance, resilience and long-term growth.
 - Schools – we recognise that, through our young people, there is potential to positively impact rates of innovation and future economic growth; we engage through our Growth Deal activity with schools in the region, encouraging ideation, developing entrepreneurial mindsets.
 - Scottish Enterprise – we enjoy a good relationship with Scottish Enterprise with multiple points of connection and direct involvement ranging from sharing of opportunities through to regular updates and briefings. We welcome their recent move to a regional focus.

Commitment to helping Scotland achieve its green recovery ambitions, a well-being economy and a just transition to a net-zero carbon society

27. 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". The ambitions in terms of green recovery, a well-being economy and net zero are shared by the University and map directly on to our values as well as our areas of distinctive excellence in research and innovation. We are working in line with these ambitions through our City Region & Growth Deal Programme where we will continue to implement our enhanced approach to supporting innovation and enterprise as a key enabler of our strategic ambitions.

- Our City Region Deal Programme Office, based within our I&E structure within the Directorate of Research, Innovation & Business Engagement, links in with activity with the corresponding structures within local authorities.
- 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 Growth Deal outcomes, impacting directly on economic development and societal benefit. Substantial individual and collaborative bids will be developed to underpin activity in these areas, along with practical applications through vehicles such as Knowledge Transfer Partnerships.

28. Within the Stirling & Clackmannanshire City Region Deal, we are leading three projects that account for more than half of the Government funding, over £46m.

- Scotland's International Environment Centre – a pioneering collaboration that will create an innovation community in the Forth Valley, driving the creation of a net zero regional economy and acting as a global exemplar of low-carbon growth. The Centre will deliver transformational change in sustainable business practice, positioning the protection and enhancement of our natural resources as an enabler of economic prosperity, wellbeing and a just transition to a net zero future.
- National Aquaculture Technology & Innovation Hub – a centre being established to drive the UK's ambitions to become a world leader in modern aquaculture practice through the application of world-leading research and innovation. Aquaculture is a rapidly expanding industry globally and within Scotland the sector plans to double its output by 2030. The work of the Hub presents a unique opportunity to increase the economic, social and environmental benefits of aquaculture.
- Intergenerational Living Innovation Hub – a multi-million pound research and development platform that aims to transform the narrative of ageing from one of challenge to opportunity. Populations globally are getting older with the number of people aged 60 and over set to double by 2050; in Scotland, the population is ageing at a faster rate than the rest of the UK, disrupting economic and social patterns and creating the demand for new supportive innovation in the form of care technologies, housing models, and products that enable independent living, economic activity and the ability to stay connected.

29. Business Support – our Growth Deal projects have a structure that supports innovation, with a specific focus on business support, building on activity in commercialisation and other forms of knowledge exchange with a dedicated structure to enable delivery.

30. Start-up Support – each project also has an enterprise support structure that boosts start-up and scale-up activity. This area also has a dedicated resource structure to enable delivery in areas including enhanced business incubation facilities, business competitions etc.

31. Through our presence in other regions, we will continue our work to contribute to economic recovery through the Growth Deals in Argyll & Bute and North Ayrshire.

Commitment to supporting the development and implementation of SFC's review plans, including Entrepreneurial Campus through the UIF approach

32. We continue to focus the expansion of our innovation and enterprise activity, aligning with the ambitions set out in the National Strategy for Economic Transformation and we are eagerly awaiting the publication of the forthcoming Innovation Strategy.
33. We are actively planning for further embedding enterprise across the campus in order to play our full role in national collaborations, including Entrepreneurial Campus.

For further information please contact: Dr John Rogers, Executive Director for Research, Innovation and Business Engagement, University of Stirling, john.rogers@stir.ac.uk, 07515 850771

Outcome Agreement between the University of Stirling and the Scottish Funding Council for AY 2022-23

On behalf of the University of Stirling:

Signed:



Print name: Professor Sir Gerry McCormac

Position: Principal and Vice-Chancellor

Date: 29 May 2023

Signed:



Print name: Harry Adam

Position: Chair of Court

Date: 29 May 2023

On behalf of the Scottish Funding Council:

Signed:



Print name: Karen Watt

Position: Chief Executive

Date: 26 July 2023