BOARD OF GOVERNORS
APPLICATION PACK

WELCOME TO STAFFORDSHIRE UNIVERSITY

Staffordshire University is the UK's foremost digital university, with campuses in Stoke-on-Trent, Shrewsbury, Lichfield and HereEast, East London, offering a cutting-edge digital portfolio.

With a host of awards and nominations under our belt, we keep building on the impressive progress we've made over the last few years, and still have so much to look forward to in 2021, including the launch of our brand new £40m Catalyst building, the opening of our net zero carbon forest school, Centre for Health and Innovation, Stafford, and the Phase II expansion of our London campus.

None of this would be possible without the hard work and dedication of our staff, students, and Board of Governors. Our Board plays a vital role in the shaping of our strategic direction and ensuring we deliver on our key priorities, and we're looking for new members to be part of that team.

We know our next Governors might not fit the standard mould. They might not have taken the usual path to career success, or they might only be part-way along their journey. They might not know exactly where they're going, but they'll have the drive, determination and stamina to get there. They might have spent years working at Board-level, or they might have gained their experience on the ground, working with communities rather than corporations.

What we do know is that our next Governors will be passionate, driven advocates for us as a civic university, helping to open up opportunities and generate real social value. If you'd like to be a part of our journey, we would love to hear from you.

This pack will tell you more about the Governor role and its responsibilities, and about our community, its opportunities and aspirations.

For further information or an informal discussion, contact **enquiries@nurole.com.**

(N.B. The role of Governor is unremunerated, but reasonable travel and subsistence expenses are paid.)

THE JOURNEY AHEAD

We have achieved all of our key performance indicators 2 years early:

TOP 50
IN THE UK LEAGUE TABLES

GOLD STANDARD
IN THE TEACHING EXCELLENCE FRAMEWORK

FINANCIALLY SUSTAINABLE
IN ACCORDANCE WITH OUR STRATEGIC FINANCIAL PLAN

Professor Liz Barnes CBE DL

Vice-Chancellor and Chief Executive

Over the past five years, Staffordshire University has been transformed. We have forged ahead with the delivery of our strategic plan, we have achieved many of our ambitions and we have great opportunities on the horizon.

Although my time at the helm of the institution is sadly coming to an end, I leave behind an award-winning institution. In recent years we have become a Top 250 Young University (World University Rankings 2020) that offers TEF Gold Teaching to students from around the globe. Not only this, behind the scenes we have had a relentless focus on our performance and our metrics now speak for themselves. This 'foundation building' has taken a number of years and there is still more to be done, but we really have transformed our performance since 2016.

My tenure started at a time when work was already underway with developing a new strategic plan. From this was born our 'Connected University', the 'triangle', our strategic plan, which has shaped all of our developments since that date. This one-page strategic plan is well embedded within the University, and has informed the latest strategic plan – the 'Towards 2030' strategic plan.

As we have worked together to determine new strategic direction, we have raised our performance immeasurably, encouraging and rewarding pride, confidence and calculated risk-taking within the Staffordshire University community. One of our values, and not a typical set of values for a Higher Education institution, is 'proud to be Staffs', taken from our Students' Union. This value, and all of our values, resonate daily as we deliver our work, individually and collectively, across the University.

In 2021, I leave the University with a great feeling of pride in peoples' collective efforts and the achievements of both our staff and our newly graduated alumni, who have spread our network of professionals to a global level. Although I leave this chapter of my career behind, I know that Staffordshire University is now in the best position to grow and thrive in the ever-changing higher education landscape.

OUR STRATEGIC DIRECTION

Staffordshire University is aiming to be the UK's foremost digital higher education institution. By 2030 we will lead the sector in hyper-personalised learning that will prepare students for the jobs of the future, some of which do not even exist yet.

The pace of change in UK higher education is the greatest it has ever been. An increasingly competitive market – combined with changing student demographics, the Office for Students as regulator, a more interventionalist approach from central Government, post pandemic reverberations and the increasing glare of public scrutiny – makes higher education a challenging environment. We believe that an innovative university, taking a business-driven approach to its fundamental contribution to the economy and society, could lead the field in this new world. We aim to be that university.

In 2016 we set out our Connected University strategic plan with a range of success measures, including three ambitious KPIs which provided significant challenge given our position at the time:

- In the Top 50% in the UK League Tables.
- Gold standard in the Teaching Excellence Framework.
- Financially sustainable in accordance with our Strategic Financial Plan.

Our strategic plan (2016-2021) was created, and became well embedded quickly within our University, due to simplicity of its messaging and appearance.

We gave ourselves until 2021 to achieve our goals. In April 2019 we reached the top 50% of the main UK league tables, achieved TEF Gold in June 2019 and are financially sustainable.
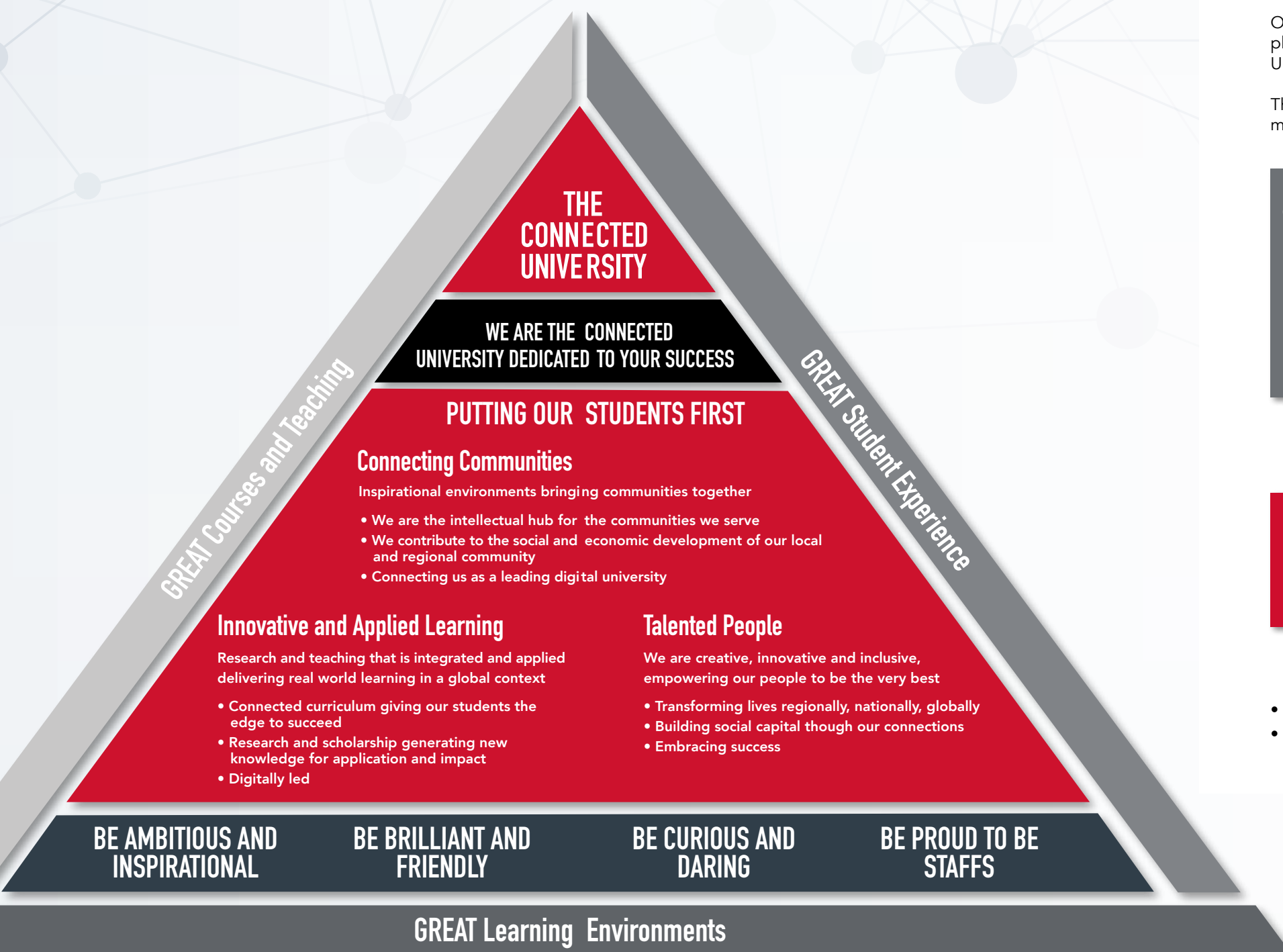
By 2019-20, we had achieved 58th position in the Complete University Guide, 37th position in the Guardian league table and 53rd position in The Times and Sunday Times league table.

One of our greatest achievements within this period, and consistent with our ambitions, was the opening in September 2019 of the Staffordshire University London Digital Institute, our first campus outside the Midlands, delivering cyber, AI, Esports and games design courses. This provided an exciting opportunity to extend our reach, nationally and internationally, in our flagship courses.

THE **CONNECTED UNIVERSITY STRATEGIC PLAN** 2016-2021

THE CONNECTED UNIVERSITY

WE ARE THE CONNECTED UNIVERSITY DEDICATED TO YOUR SUCCESS

PUTTING OUR STUDENTS FIRST

Connecting Communities

Inspirational environments bringing communities together

- We are the intellectual hub for the communities we serve
- We contribute to the social and economic development of our local and regional community
- Connecting us as a leading digital university

Innovative and Applied Learning

Research and teaching that is integrated and applied delivering real world learning in a global context

- Connected curriculum giving our students the edge to succeed
- Research and scholarship generating new knowledge for application and impact
- Digitally led

Talented People

We are creative, innovative and inclusive, empowering our people to be the very best

- Transforming lives regionally, nationally, globally
- Building social capital though our connections
- Embracing success

GREAT Courses and Teaching

GREAT Student Experience

BE AMBITIOUS AND INSPIRATIONAL	BE BRILLIANT AND FRIENDLY	BE CURIOUS AND DARING	BE PROUD TO BE STAFFS

GREAT Learning Environments

'TOWARDS 2030' STRATEGIC PLAN

Our rapid advancement means we have already mapped out our 2030 strategic plan, confident that our pace of transformation will continue and drive us to be the UK's foremost digital HE institution.

The 'Towards 2030' strategic plan now exists as a beacon to guide our decision making and direction for the next five years.

Next-Generation Courses
- Flexible Content/ Delivery
- Built for Industry 4.0
- Digital Skills

Next-Generation Environments
- Digital & Physical
- Smart Campus
- Connected Learning
- Innovation Platform
- The Catalyst
- Innovation Centre

Next-Generation Student Experience
- Hyper-personalised
- Flexible, On-Demand Services
- AI Coaching & Support

ENABLED BY

Next-Generation Operating Model
- Agile, Innovative & Lean
- Fast-to-market
- Automated and Data-driven

Growth and Diversification

- Live/Work Provision
- Graduate start-ups
- Industry Partnerships
- Diverse Consumption Models
- Leading-edge courses
- Estate Commercialisation

Welcome to **Staffordshire University**

OUR PEOPLE

The University employs circa 1,450 staff across our campuses at Stoke-on-Trent, Stafford, Shrewsbury and London. From 2016 onwards, the University has undergone significant restructuring activity, in order to be best placed to deliver the strategic plan.

The organorgram opposite explains the portfolio areas of the members of Executive, 'senior postholders' as determined by the Articles and Instrument of Governance. The boundaries between Executive portfolios have always been deliberately blurred and this has been a major contributor to the successes the University has enjoyed.

The Vice Chancellor and Executive report to the Board of Governors and its sub committees.
University Executive Board is the main decision making body for the University, which comprises Executive,

Deans of School, Executive Dean of Student and Academic Services, Executive Director of Student Recruitment, Marketing and Communications and the Executive Director of Academic and Strategic Planning.

Wider engagement and ownership of decision making is gained through the Creating Connections weekly meeting, comprising the top eighty managers and through Senior Leadership Team, on a monthly basis.

We have developed our 'People Strategy' which will shortly be launched, outlining how our people will achieve the 'Towards 2030' strategic plan.

UNISON and UCU are the recognised trade unions, who represent staff on employment matters. The University has a strong partnership working relationship with both unions.

VICE-CHANCELLOR AND CHIEF EXECUTIVE

Dr. Annabel Kiernan
Pro Vice-Chancellor (Education)

- Executive Dean of Students & Academic Services
- Executive Director of Student Recruitment, Marketing and Communications
- Director of Learning & Teaching
- Director of Staffordshire of Learning and Pedagogic Practice (SCoLPP)
- Director of Education Partnerships

Andrew Proctor
Pro Vice-Chancellor (Digital)

- Director of Estates & Commercial Services
- Director of Digital & Technical Services
- Director of Transformation

Prof Martin Jones
Deputy Vice Chancellor

- Executive Director of Academic & Strategic Planning
- Director of Research, Innovation and Impact Services
- Dean of School of Law, Policing & Forensics
- Dean of School of Life Sciences & Education
- Executive Dean of Digital, Technologies & Arts
- Dean of School of Health & Social Care
- Multi Academy Trust

Sally McGill
Chief Financial Officer and Deputy Chief Executive

- Executive Dean for the Centre of Business, Innovation & Enterprise
- Assistant Directors of Finance

Ian Blachford
Chief Operating Officer

- Director Human Resources and Organisational Development
- Head of Legal Services
- Business Risk and Continuity
- Change Project Management
- Health, Safety & Wellbeing
- Equality, Diversity & Inclusion
- Director – Staffordshire University London

SHORTLISTED FOR UNIVERSITY OF THE YEAR
Times Higher Education Awards 2020

MIDLANDS UNIVERSITY OF THE YEAR
Midlands Business Awards 2020

TOP 250 YOUNG UNIVERSITY
Times Higher Education Young University Rankings 2020

The University also has a number of wholly owned subsidiaries. These include:

- Unitemps (a subsidiary working as a franchised model of operation, sourcing employment opportunities for current students, alumni and our region more broadly)

- Staffordshire University Services Ltd (a subsidiary which employs all Grades One to Six Professional Support Staff)

Welcome to **Staffordshire University**

OUR
ACADEMIC
SCHOOLS

The school structure is currently evolving. In 2016 we moved to six academic schools, to move ourselves closer to the academic and wider student experience, in order to drive up our performance. Our plan was in time to move to larger schools, informed by portfolio developments, growth in student numbers and opportunities presented externally.

In 2020, we combined two of these schools to become our largest school, the School of Digital, Technologies and Arts. In the current academic year, the Staffordshire Business School has merged with Employer Partnerships, Apprenticeships and Employability to form the new Centre for Business Innovation and Enterprise.

8935
FULL-TIME UNDERGRADUATE ON CAMPUS STUDENTS

1241
FULL-TIME POSTGRADUATE ON CAMPUS STUDENTS

10079
FULL-TIME UNDERGRADUATE PARTNERSHIP STUDENTS (UK AND INTERNATIONAL)

431
FULL-TIME POSTGRADUATE PARTNERSHIP STUDENTS (UK AND INTERNATIONAL)

SCHOOL OF DIGITAL, TECHNOLOGIES AND ARTS

The former Schools of Creative Arts and Engineering, and Computing and Digital Technologies have now merged to form the School of Digital, Technologies and Arts. The new school combines a diverse course offering, from craft-based art and design courses, to celebrated computing, games and esports courses. This merger has brought together two of the largest academic offerings and research-rich areas of the University, unlocking the future potential to forge new connections and break boundaries in the coming years. In the current academic year the school has 4127 full-time undergraduate students and 402 full-time postgraduate students, on campus.

STAFFORDSHIRE BUSINESS SCHOOL

Staffordshire Business School is evolving and introducing a new curriculum for both undergraduate and postgraduate programmes in 2021, encompassing block delivery, as well as continuing to develop its apprenticeship offering. The school also continues to work with partners in the UK and overseas. Upon completion of construction, Staffordshire Business School will be housed in the Catalyst, a brand-new teaching and development building designed to take advantage of networking opportunities and give students the chance to develop skills which will enhance their employability. More strategically, Staffordshire Business School has in 2021 merged with Employer Partnerships, Apprenticeships and Employability to form the new Centre for Business, Innovation and Enterprise. In the current academic year the school has 429 full-time undergraduate students and 67 full-time postgraduate students, on campus.

SCHOOL OF LIFE SCIENCES AND EDUCATION

The School of Life Sciences and Education has been adaptable to the challenges of 2020 – developing apprenticeships and opportunities in Biomedical Science. While continuing to offer courses that focus on the delivery of a critical generation of scientists and educators into tomorrow's career marketplace, the school has made significant contributions to research, bringing the Staffordshire Conference onto a virtual platform and attracting 250 delegates from 22 countries to focus on problems affecting our musculoskeletal system and advances in assistive devices and technologies. The school also contains psychology and sports disciplines. In the current academic year the school has 1418 full-time undergraduate students and 544 full-time postgraduate students, on campus.

SCHOOL OF HEALTH AND SOCIAL CARE

The School of Health and Social Care continues to evolve its resource and development opportunities. As well as its ongoing success in the field of undergraduate and postgraduate programmes, the school has offered unique learning and training resources to adapt to the changing demands of the year. The emphasis remains on providing students with a blend of real world and simulated experience. We have recently opened a new simulation suite on the Stoke-on-Trent campus and will be opening a brand-new Health and Innovation Centre in 2021, located at our Stafford Centre of Excellence. The school also currently delivers from Shrewsbury, which is due to cease in 2023. In the current academic year the school has 2124 full-time undergraduate students on campus.

SCHOOL OF LAW, POLICING AND FORENSICS

The School of Law, Policing and Forensics continues its work to bring exciting and flexible opportunities surrounding the law enforcement and justice sectors. Courses accredited by the Law Society, the Chartered Society of Forensic Science and Skills for Justice are developing students for the next stages of their careers, both at postgraduate and undergraduate level. The school has also played a key role in Staffordshire University's partnership with the College of Policing to reshape the education and apprenticeship opportunities of future police officers, and was successful in gaining a major apprenticeship contract with the four West Midlands Police Forces for apprenticeship provision. In the current academic year the School has 837 full-time undergraduate students and 228 full-time postgraduate students, on campus.

We also have international partnerships with the United States (Alabama), the Middle East, Sri Lanka, China, Hong Kong, Vietnam and Malaysia.

A full overview of the academic portfolio for the University is available through our Undergraduate Prospectus 2022

OUR LEARNING AND TEACHING

A NEW ACADEMIC STRATEGY

The development of our new academic strategy continued apace during the 2019/20 academic year, with a core focus on shaping methodologies that will benefit students both during their studies and after they graduate.

Phenomenon-based learning sits at the core of this strategy. By enabling students and staff to work both within their own disciplines and interdepartmentally to address important, real-world issues, we aim to expand upon the traditional subject-focused approach to teaching and learning, encouraging holistic and pragmatic thinking around contemporary topics and concepts.

Our new academic strategy is designed to empower our students to learn through problem-solving. For instance, an interdisciplinary group may be presented with a plastic water bottle and tasked with improving its design. Learners might be invited to address questions such as the advantages and disadvantages of using a different material in the object's production. Would this increase the cost? Would it make it more difficult to manufacture? Is the manufacturing process sustainable?

In turn, students' conclusions will be challenged both by their peers and academics, and they will go on to create 'learning artifices' that evidence what they have achieved, or which extend their learning to other related purposes.

By adopting a phenomenon-based approach to teaching and learning, we aim to shift the focus of students' efforts from subject-specific content to the central challenge, thus increasing their capacity to deal with volatility, uncertainty, complexity and ambiguity. It also prepares our students for the lifelong learning which will be a key component of their lives after graduation. In addition to a more exciting student experience, this approach will enable our University to further personalise delivery whilst giving students the skills and confidence necessary to develop their own 'learning game'.

CONNECTED CURRICULUM CONTINUUM (C3)

Our Connected Curriculum Continuum (C3) is designed to help our students become the leaders and disruptors of tomorrow. Through C3, we aim to skill, enable and empower our students to pursue their own path to learning and development, providing them with the tools they need to operate autonomously as independent thinkers.

This approach recognises that students bring different skills and experiences into higher education, and it is vital we capitalise on our students' backgrounds to help them achieve their full potential. C3 also allows us to cultivate high-quality enquiry, research and dissemination to bring talented graduates into our workforce where appropriate.

This approach is in keeping with our commitments as the Civic University, focusing on how we can use people, place and society to make positive contributions to our local communities. It will enable us to identify the skills our students bring with them and how they can better connect with other members of society. C3 allows us to focus on the fundamentals that need to be in place for our students to build networks beyond our campuses, engage with local stakeholders and change our communities for the better. The creation of the Centre for Business Enterprise and Innovation will play an important role in this.

STAFFORDSHIRE CENTRE OF LEARNING AND PEDAGOGIC PRACTICE (SCoLPP)

Our new academic strategy and Connected Curriculum Continuum set out our ambitions and future direction within the arena of teaching and learning, with the Staffordshire Centre of Learning and Pedagogic Practice (SCoLPP) as the entity that will realise our vision.

This new centre, located in the Catalyst Building, will build on our academic strategy to develop an evaluative mindset within our University community. Informed by our commitment to social mobility, SCoLPP will provide an environment in which students, academics and professional services staff can come together and conduct both conventional and non-traditional research.

Through its disruptive and sector-leading approach, SCoLPP will enable our University to break down historical barriers within academia, blurring the lines between who should conduct research and harnessing the collective skills and experiences of our entire University community.

75TH IN THE COMPLETE UNIVERSITY GUIDE (2021)

55TH GUARDIAN UNIVERSITY GUIDE 2021

76TH IN THE TIMES AND SUNDAY TIMES GUIDE 2021

TOP 15 FOR TEACHING QUALITY
The Times and The Sunday Times Good University Guide 2021

TECHINICIAN COMMITMENT AWARDED 2020
Science Council

16% OF COURSES WITH 100% OVERALL SATISFACTION IN THE NSS (2020)

Research excellence is at the heart of Staffordshire University, central to the vision and strategy of being the Connected University. In our Strategic Plan, Innovative and Applied Learning, Connecting Communities, and our Talented People are all underpinned by research excellence. Our research supports the curriculum: contributing to a positive student experience and bringing income to our University, funding research work and impacting positively upon student recruitment. This in turn grows the reputation of both our University as an organisation to collaborate with and the region as a vibrant place to study and work. Our long-term aim is to be a leading UK Modern University for applied research and its impact.

We are uniquely placed, in an industrial region located between the Northern Powerhouse and the heart of the Midlands Engine, to make a substantial contribution to the regional economy and wider society as an intellectual hub and an anchor institution. We work collaboratively and in an inter-disciplinary manner to provide imaginative and sustainable solutions to real-world issues, and to maximise the applied funding opportunities.

Preparations for REF2021 have gone well and the regional context has heavily influenced our research specialisms. Research activity has been consolidated into 9 interdisciplinary Research Centres, which are a focus for internal and external research and impact collaborations, set shared research objectives and provide a research environment which includes seminars, public lectures and support from professional services. During the REF2021 period, we have made significant improvements, illustrated below.

Research into advanced materials engineering and design, and cultural and creative industries, important for the regional economy, has remained a constant theme since RAE2008 with submissions in REF2021 to Engineering (UOA12), Art and Design (UOA32), and Communication, Cultural and Media Studies, Library and Information Management (UOA34). Engineering is benefiting from Biomechanics and Computing expertise within this period. Similarly, health and cognate disciplines have been returned in each cycle, this time within Allied Health (UOA3). New research expertise in social sciences and its intersection with forensics, criminology and education have enabled a submission to Social Work and Social Policy (UOA20), with Archaeology (UOA15) also submitting as a new unit. Our Business and Management (UOA17) has an emerging focus to support the Research England funded University Enterprise Zone, achieved in 2019.

OUR RESEARCH
AND
SCHOLARSHIPS

26%
INCREASE IN FTES SUBMITTED
(81 in REF2014,102 in REF2021)

65%
INCREASE IN THE PERCENTAGE OF INTERNATIONALLY CO-AUTHORED ARTICLES
from 2013 to 2020, to ca 50% (SciVal)

32%
INCREASE IN OUTPUTS IN TOP 25% OF JOURNALS
in this REF period, from 43% in 2013 to 57% in 2020 (SciVal)

53%
INCREASE IN INCOME PER FTE
(£55,565 in REF2014, £84,803 in REF2021)

OUR ROLE AS A CIVIC UNIVERSITY

Staffordshire University plays an important role in its local and regional economies

As one of the first institutions to sign up to the Civic University Commission's recommendation to develop a Civic University Agreement (CUA), civic engagement has been at the forefront of our strategic approach for some time. Our University aims to be an 'intellectual hub' for the communities it serves.

Civic engagement, broadly defined, is well embedded in our strategic plan, recognising the communities we serve and how we can work in partnership to face and overcome established and fundamental socioeconomic challenges. Our Connected Communities Framework translates this strategy into a set of themes and priorities.

As the largest university in Stoke-on-Trent and Staffordshire by student numbers, Staffordshire University has a significant economic footprint both locally and across our region, supporting an estimated 2,750 FTE jobs and £120 million gross value added (GVA) across the Stoke-on-Trent and Staffordshire Local Enterprise Partnership (SSLEP) area. This is a result of our University's role as a large local employer, purchaser and attractor of students and visitors to the area. While much of this added value is concentrated in the city of Stoke-on-Trent, it is also driven by our other campuses and locations in Stafford, Lichfield, Shrewsbury and now London.

Social Mobility

Social mobility is a pressing regional concern in Stoke-on-Trent, which has the third lowest youth mobility rate of 324 local authority areas in England. The city has been designated as an Educational Opportunity Area by the UK Department for Education (DfE), with only 17 percent of poorer young people progressing into higher education.

Staffordshire University recognises the critical role it can play in addressing these challenges, especially given its mix of on campus, full time, undergraduate and postgraduate students: 33% are local, 70% are commuter students and 59% are mature students. We have developed an ambitious, evidence-based Access and Participation Plan to support our distinctive student body and specific target groups, prioritising student access and success, with our network of local and regional partnerships with schools and colleges being critical to these ambitions.

Noteworthy interventions in this area include:

- Signed up to the Social Mobility Pledge: Championed by former Secretary of State for Education, Rt Hon Justine Greening.
- Our Passport to Success scheme: a flagship programme that engages with able KS3 and KS4 students who face barriers to applying for university, including issues around social capital, self-confidence and aspiration. Our university works with 46 schools and other partners per year.
- The NCOP Higher Horizons+ Hub: a collaborative network of 11 universities and colleges, which work together on outreach to schools with disadvantaged young people.
- Step Up to HE: a part-time academic programme for mature students who have been out of education for some time, and have a range of other work-related and personal commitments.
- The DRIVER project: an initiative that applies data science to help support disadvantaged students.

There is also a widening productivity gap in our region, with evidence of a low-skills, low-wage equilibrium. Skills represent a critical driver in addressing this challenge, and our University's contribution is distinctive in this respect. We recognise that we can have a positive impact on both the supply of higher-level skills and demand for these skills among employers.

In particular, our actions include:

- Embedding our Connected Curriculum, which is designed to align skills with employer need and is complemented by the establishment of Industry Advisory Boards, which include significant local employers such as Amazon, IBM and Bet365. Approximately 75 percent of students are enrolled on courses that show strong alignment with SSLEP's priority sectors.
- Developing strategic relationships with key employers, including the development of a Higher Degree and Apprenticeships scheme, with more than 90 local employers and over 1,200 apprentices.
- Constructing the Catalyst, our state-of-the-art apprenticeships and digital skills hub, which will support 6,500 new apprenticeships over the next 10 years. This project also includes a £5 million funding pot for the design and delivery of new apprenticeships to meet the needs of 21st century employers, offering continuing professional development (CPD) to local employers and individuals.
- Stimulating demand for graduate-level skills among employers via our Employer Partnerships service, showcasing benefits such as increased productivity, innovation and retention through a series of educational events, open sessions, breakfasts and seminars. These include two annual events: GradEX and the Art and Design Degree Show.

Innovation and Enterprise

There is a regional deficit in innovation and enterprise. Business expenditure on research and development (R&D) in the SSLEP area is approximately half that of the average for England, and the business start-up rate in Stoke-on-Trent is 40 percent below the country's average. Nevertheless, there are areas of strength and opportunity in our area – for example, in the fields of digital, advanced materials and energy – which are highlighted in the Local Industrial Strategy and other LEP strategies.

Staffordshire University is committed at a strategic level to helping to deliver on the ambitions of the Local Industrial Strategy, and has been heavily involved in its development.

Developments include:

- Securing University Enterprise Zone (UEZ) status, has brought together a range of regional and national businesses involving research collaboration, knowledge exchange, innovation and skills development including Staffordshire Advanced Manufacturing, Prototyping, and Innovation Demonstrator (SAMPID) supporting 45 regional SMEs with product design, development, and prototyping through mini-KTP type projects and access to a new advanced manufacturing facility in the University; Staffordshire Advanced Materials Incubation and Accelerator Centre (SAMIAC) providing business incubation space, a new research, prototyping, and innovation laboratory for materials characterisation and testing, and an academy to develop innovation and entrepreneurship; Staffordshire Digital Innovation Partnerships (SDIPs) to transform 36 regional SMEs through digital innovation; Staffordshire Connected & Intelligent

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CIVIC UNIVERSITY AGREEMENT

AWARDED UNIVERSITY ENTERPRISE ZONE STATUS (2019)

3RD HIGHEST GRADUATE START UP – RATE IN WEST MIDLANDS

TOP 15 FOR SOCIAL INCLUSION
The Times and The Sunday Times Good University Guide 2021

WINNER BEST UNDERGRADUATE STUDENT RECRUITMENT CAMPAIGN
Heist Awards 2020

WINNER OUTSTANDING MARKETING/ COMMUNICATIONS TEAM
THE Awards 2020

TOP 5% NATIONALLY FOR SCALE OF MULTI ACADEMY TRUST

BEST UNIVERSITY EMPLOYABILITY STRATEGY
Target Jobs Awards 2020

Welcome to **Staffordshire University**

OUR ROLE AS A CIVIC UNIVERSITY

Mobility Innovation Accelerator supporting 45 SMEs to deliver innovation in connected and intelligent mobility and the Enterprise Collaboratory, to develop dedicated space for ideation and brainstorming for new start-ups and local SMEs. The space will empower our existing students (including PhD students) to commercialise their work.

- Targeted enterprise support and education. For example, the ERDF-funded Be Inspired Programme has supported three start-up cohorts since 2016, contributing to our university achieving the third highest graduate start-up rate in the West Midlands.
- The provision of consultancy support to local organisations through our academics.
- Delivering the Staffordshire Digital Innovation Partnerships Programme, which supports SMEs with specialist academic support, in conjunction with Staffordshire County Council.

Contributing to Local Communities

Staffordshire University recognises that HEIs have a responsibility to contribute to their local communities, both by listening to the views and concerns of the public and working collaboratively to solve problems together.

Together, we are working to:

- Play an active, engaged and ever-increasing role in our local communities through a partnership approach. Our Connected Communities Strategy is at the forefront of this agenda.
- Lead participatory research projects into major local issues. For example, Get Talking Hardship – an initiative commissioned by the Hardship Commission of Stoke-on-Trent – generated new insights into hardship and poverty across the city, as well as policy recommendations. Forty-three local community researchers were recruited to help deliver the research, experiencing significant benefits such as being engaged in work. Subsequently, we introduced a new Civic Fellow title to recognise the contributions of staff and local community members in this field.
- Deliver volunteering opportunities and placements, with more than 470 community partnerships and 1,200 students active in volunteering per annum.

In collaboration with our students, staff and local communities, we are working to deliver world-class facilities in a context-sensitive manner by engaging with strategic partners across our campuses in Stoke-on-Trent and Staffordshire, the West Midlands and our new Staffordshire University London Digital Institute. Many parts of our Stoke-on-Trent campus are already used by the community, with over 37,000 visits to public lectures, performance arts, exhibitions and community engagement events in 2018-19. Assets open to the community also include a cinema, gym and other sports facilities.

By continuing to widen community and public access to our broad range of facilities, as well as conducting related activities that promote placemaking and identity, we aim to develop a Staffordshire University masterplan that anchors our institution in place and facilitates the further development of long-term relationships with our surrounding communities.

Staffordshire University is also the sponsor of Staffordshire University Academies Trust (SUAT). SUAT is a Multi Academy Trust of twenty schools which are all located in Staffordshire (19 primary/first schools and one high school). The academy trust is in the top 5% nationally in terms of size, as measured by the number of schools, of which there are 3771 pupils and over 750 staff. Unlike many MATs, SUAT is financially strong and has excellent links to our academic schools within the University, particularly Education and Sports Science.

Working in collaboration with the Department for Education, our University has developed a mentoring programme enabling students and graduates to act as mentors to pupils in secondary schools across Staffordshire. With a specific lens on re-engaging disadvantaged young people following the recent disruption to their learning, arising from the Covid-19, our aim is to guide Y10 and Y11 students to successfully navigate the transition back into full-time school, making the right choices for their future. Through close contact with the five secondary schools identified, we have trained 50 students and graduates to act as mentors, who will be offering a broad range of support, including developing positive habits of work and learning, wellbeing and careers coaching and pastoral support.

INCLUSION

In 2018 we reframed our equality and diversity work to be more focused on inclusion. We collaborated with students and staff on a Strategic Framework for Inclusion that reflects our values as an inclusive organisation and sets out our ambitions for both students and staff inclusion. We focus on inclusion to ensure equality of opportunity for all our people and to demonstrate our commitment to Equality, Diversity and Human Rights. We have some significant inclusion challenges that we are addressing, in both our staff and student experience.

Our Access and Participation Plan 2020-2025 (APP) highlights the challenges we must address in attracting and supporting students to succeed. The Plan contains stretching targets for the five year period including, continuation rates of students starting in 2018-19 (and still studying in 2019-20) have reduced for all IMD students apart from IMD1 which has shown a slight improvement; challenges in recruiting black undergraduate students with an offer rate that remains behind all other groups; and our BAME awarding gap is 31% which is a significant concern. It should also be noted that many of our students fall within multiple indices of deprivation, and as such, targeted interventions can impact across a range of measures.

Our Plan is being driven via 4 workstreams (Access, Continuation, Attainment and Progression). The GAME project is our APP umbrella research project, which will create a digitally enabled student engagement model designed to support the individual needs of students. The PhD students assigned to the GAME project will sit within the Staffordshire Centre of Learning and Pedagogic Practice (SCoLLP) and the evaluation and impact running through each activity will be guided by best practice.

Our cross-university commitment to support our students was demonstrated in the recent project to disburse the additional government hardship funding of c£880K, supplemented by other University funds to create a pot of c£1million for our students. Over 3,000 students, including those from partner colleges, applied for and were supported by grants to support

digital need, home working and general living. Most of the applicants were from within our APP demographic. Working closely with the Students Union we have also seen an increase in student contacts over the last twelve months, which we hope will lead to better targeting of support and allow these students to achieve their full potential.

With regard to the staffing profile, we recognise the importance of having a diverse staff group as role models for our students and also to provide the diversity of skills, talents and expertise that will ensure the long-term sustainability of the university. However, staff ethnicity diversity at our university remains a challenge and we are not reflective of either the Higher Education profile nor our regional profile. Our gender balance remains circa 45% male and 55% female, but there are challenges in relation to job segregation and vertical segregation. Only 6% of staff have a declared disability compared to 16% nationally and work is underway to understand the reasons for this. Feedback from Black, Asian and Minority Ethnic staff suggests that their workplace experience is positive, but we know from our equality monitoring that there are some unintended differential outcomes in our systems and processes. Some of the key interventions underway include a systematic review of the staff journey including workforce planning (with positive action diversity targets), recruitment and selection (the introduction of anonymous applications, successful candidate profiling per vacancy) and a review of promotion arrangements and access to targeted professional development to support career development.

If we are to make a step change in the delivery of our inclusion agenda, this will mean more than detailed analysis of our metrics and the establishment of targeted actions to address deficiencies. It will require a step change in the way the University thinks inclusively and acts inclusively – and for this we will need to deliver a change in our culture and ensure that inclusion is owned and embedded in every part and at every level of our university. We have started this journey.

8.42%
GENDER PAY GAP
(March 2020)

-3.59%
ETHNICITY PAY GAP
(March 2020)

7.63%
DISABILITY PAY GAP
(March 2020)

DIGITAL
AT OUR CORE

Digital has been part of our institution's DNA for more than half a century. We were the first UK university to launch a computing degree in the 1960s and we have never looked back. More recently, we became the first UK university to move to the cloud, we were the first to introduce an AI-powered digital assistant for our students in the form of Beacon, and we were first to market with both undergraduate and postgraduate Esports courses. Inaugurated at the beginning of the 2019/20 academic year, the Staffordshire University London Digital Institute has further strengthened our digitally enabled Estates masterplan, winning the 'Innovation in Teaching and Learning' category at the Education Estates Awards; the latest in a long list of milestones on our journey to becoming the UK's foremost Digital University.

In line with Staffordshire University's commitment to act as a guardian of its own environment and surrounding areas, sustainability remains a core consideration throughout all our digital activities, from scoping and planning through to implementation and operations. As the first UK university to migrate to the cloud, we do not host large, energy-intensive data centres, helping us to minimise our impact on our local environment.

In line with our vision to become the foremost Digital University, the identification, development and implementation of innovations and technologies that enhance pedagogic delivery and the student experience have long since represented a priority for our institution. Whilst the global coronavirus pandemic posed many challenges for the sector, Staffordshire University was well placed to expedite the deployment of digital tools to facilitate blended teaching and learning.

We have continued to invest and implement the latest virtual platforms – powered by cloud technology – to ensure those studying more technologically demanding subjects such as Esports and Games Design could continue to engage

remotely. In addition, we have worked hard to assist our students experiencing 'digital poverty' and have provided our students with access to an outstanding range of support, with all Student Services available online, ensuring that our students could continue to access the guidance and assistance they needed whether on campus or remotely. In addition to enabling Staffordshire University to maintain an excellent student experience despite all the obstacles posed by a global pandemic, we are confident the progress we have made in the digital arena during the past year has left us well placed to deliver a more flexible, resilient and engaging provision in the longer term – crisis or no crisis.

Moving forwards, we will continue to build upon our existing digital credentials. Our Connected Curriculum academic strategy places digital skills front and centre, and our commitment in this area goes beyond traditional education. Our new Centre for Health Innovation opening in Autumn 2021 will cement our position as sector-leaders in the use of simulation and immersion technology as part of our innovative teaching and learning.

LARGEST
UK UNIVERSITY
in games courses by student numbers

WINNER
OF INNOVATION IN TEACHING AND LEARNING
Education Estates Awards 2020

WINNER
BEST 'NOT FOR PROFIT' PROJECT
Digital Technology Leaders Award 2019

WINNER
BEST EDUCATIONAL INSTITUTION
TIGA Industry Awards 2020

WINNER
BEST EDUCATIONAL INSTITUTION FOR GAMES
Grads In Games Awards 2020

WINNER
AMAZON WEB SERVICES EDUCATE CHALLENGE
AWS Challenge Cup 2020

13TH GLOBALLY
ROOKIES INTERNATIONAL RANKINGS OF BEST GAMES DESIGN AND DEVELOPMENT
University or College 2020

1ST UK UNIVERSITY
to launch a computing degree in 1960s

1ST UK UNIVERSITY
to move to the cloud for all IT systems

1ST UK UNIVERSITY
to introduce an AI powered digital assistant for students

1ST UK UNIVERSITY
to introduce Games' courses into the portfolio and remain market leader since that time

1ST UK UNIVERSITY
to introduce an 'e-sports' undergraduate and post graduate award

OUR FINANCES

The University's medium-term financial sustainability is built on growing income from increasingly diverse sources in order to generate annual surpluses of at least 5% of income per annum, as well as investing in new facilities and projects, which will contribute to the longer term financial sustainability of the institution.

Between 2017/18 and 2019/20 the University's income grew from £114.9m to £122.8m, an increase of over 6% in just two years. The most significant area of growth in those years was our apprenticeships provision.

The University has a soft target of £150m income by 2023.

The surplus for the years 2018/19 and 2019/20 exceeded the target of 5% of income, having only been at 2.4% in 2017/18.

The University generated £19.0m of operating cash in 2019/20 (£18.4m in 2018/19). On 31 July 2020, the University held £54.2m in short term cash investments, targeted to fund future capital investments.

The University has continued to invest in estates and facilities despite the pandemic having recently had an impact on campus life. Construction of the £42m Catalyst building, which had started prior to March 2020, has continued and the building is expected to be open fully by January 2022. Two further major construction projects have been started during that period – the development of a £5.9 Centre for Health Innovation in Stafford, and the creation of a new £4.5m Nursery and Forest School in Stoke-on-Trent. The latter will be the University's first Carbon Net Zero building which will set the template for future developments.

The estates masterplan, which had been considered in detail in early 2020, will be revisited in the light of emerging priorities around blended learning and working.

A project to build an environmentally sustainable, low carbon 'student village' set in a biodiverse landscape on the Stoke-on-Trent campus, which will be externally funded, has also been initiated.

	2019/20			2018/19		
	Operating Activities £'000	Pensions Adjustment £'000	Total £'000	Operating Activities £'000	Pensions Adjustment £'000	Total £'000
Total Income	122,773	0	122,773	119,106	0	119,106
Total Expenditure	116,138	1,094	117,232	111,202	(2,248)	108,954
Surplus/(deficit) for the year	6,635	(1,094)	5,541	7,904	2,248	10,152
Actuarial gain/(loss) in respect of pension schemes	0	(28,297)	(28,297)	0	(27,694)	(27,694)
Total comprehensive income and expenditure for the year	6,635	(29,391)	(22,756)	7,904	(25,446)	(17,542)
Total comprehensive income as a percentage of total income	5.4%			6.6%		

Follow this link to view our
2019-20 Annual Review and Financial Statements

OUR NEXT STEPS

A vast programme of work has led to Staffordshire University's growing reputation as a globally connected, digital pioneer within the fields of education, research and enterprise – and we have more exciting and innovative projects on the horizon with our ongoing transformation activities and wider campus masterplan.

THE CATALYST

The £42 million Catalyst building on our Stoke-on-Trent campus will further expand our Connected University and will offer a variety of high-tech spaces for apprentices, students, staff and collision space and 'front door' for employers – providing a regional hub for apprenticeships and digital skills for all.

As part of our commitment to work-based learning, The Catalyst building will be a dedicated space for our higher degree apprentices. It will bring together the delivery of apprenticeships and skills and help to meet employer demand in a flexible, high-quality, digitally enabled space.

The landmark 8,800 sqm building, expected to be completed in Autumn 2021, will be home to more than 6,500 apprenticeships and the Centre for Business, Innovation and Enterprise, featuring innovative teaching

and learning spaces, a flexible events space and new catering provisions.

The Catalyst will be a hub providing world-class services and settings to support students through their education and towards their employment, and the building will also reach out to, and welcome, both current and future students, staff and employers.

With sustainability and digital technology at the heart of the building, the University plans to use the Catalyst as a digital blueprint for future transformation projects on its Stoke-on-Trent, Stafford, and London campuses.

CENTRE FOR HEALTH INNOVATION

The University's £5.9 million Centre for Health Innovation, a simulated learning environment that can be used to train health and social care students and upskill NHS staff, will be launched in October 2021.

The high-tech learning and teaching spaces feature a combination of immersive, virtual and augmented reality technologies, as well as automated mannequins in a simulation suite, to train the next generation of healthcare professionals.

Three years in the making, the centre, located on our Stafford campus, started out life as a high-tech simulation facility but learnings, the natural development of technology and the pandemic led to a rethink – and a bid for government funding through the 'Get Building Fund'.

The facility features cutting-edge clinical simulation suites which will be used to upskill existing healthcare professionals and train future generations of NHS employees.

This state-of-the-art hub will support our region in healthcare skills, innovation and research and development as well as contributing to the continued transformation and modernisation of the national healthcare workforce for years to come, teaching advanced clinical techniques with world beating technology.

STAFFORDSHIRE UNIVERSITY: LONDON PHASE TWO EXPANSION

In 2019, the University harnessed the power of next-generation technology by launching Staffordshire University London. Now, at less than two years old, we are embarking on ambition expansion plans that will further extend the reach of the University in the heart of the European capital of technology.

Our move into the capital has seen us establish ourselves in Here East as part of an exciting Esports cluster, connecting us with leading employers and further cementing the connections between London and Stoke-on-Trent.

Expansion plans for Staffordshire University London will help support exciting new courses and provide students with an unrivalled industry experience.

The £3.5m capital investment project will involve the expansion into two additional units on the Here East campus, effectively doubling its size. The campus is already home to 135 students studying on a range of courses including Esports, Computer Science, Computer Games Design and Cyber Security. However, to keep pace with developments in the digital and technology sectors, the expansion will pave the way for new courses in Artificial Intelligence, Data Science & Informatics, Professional Technologies, Virtual Production and Cybercrime & Digital Forensics.

The development, which will take place over summer, will also enhance the student experience and new facilities will include a new Cyber/Games café, a Student Hub staffed by Student Support and Students' Union teams, relaxation zones and multi-functional work and study spaces where students can collaborate with industry partners. The development is anticipated to be completed by Autumn 2021.

WOODLAND NURSERY AND FOREST SCHOOL

Located close to the University's nature reserve, the University's new £4.4m Woodland Nursery and Forest School will be completed in 2022. The new build, which is targeting zero-carbon upon completion, will feature four inspirational learning spaces enhanced with digital technology and a forest school provision.

The new facilities will offer places for the children of students, staff, and the local community. More than doubling the nursery's existing capacity, the new provision will see 100 full day-care places for children aged from 0 to five delivered. It will also have the £42 capacity to provide childcare and education for children from five to 12 years outside of term time.

Sustainability, digital technology, and nature are at the forefront of the Nursery and Forest School, which aims to further the University's commitment to creating a family-friendly campus. Featuring four inspirational learning spaces with areas for food preparation and wet play as well as flexible floor space, the new build also has additional capacity for a 24-place classroom and observational suite with leading digital technology. Through the observation suite, teaching can be also observed, facilitating applied learning for trainee teachers, social workers, Special Educational Needs Coordinators, and students at the University.
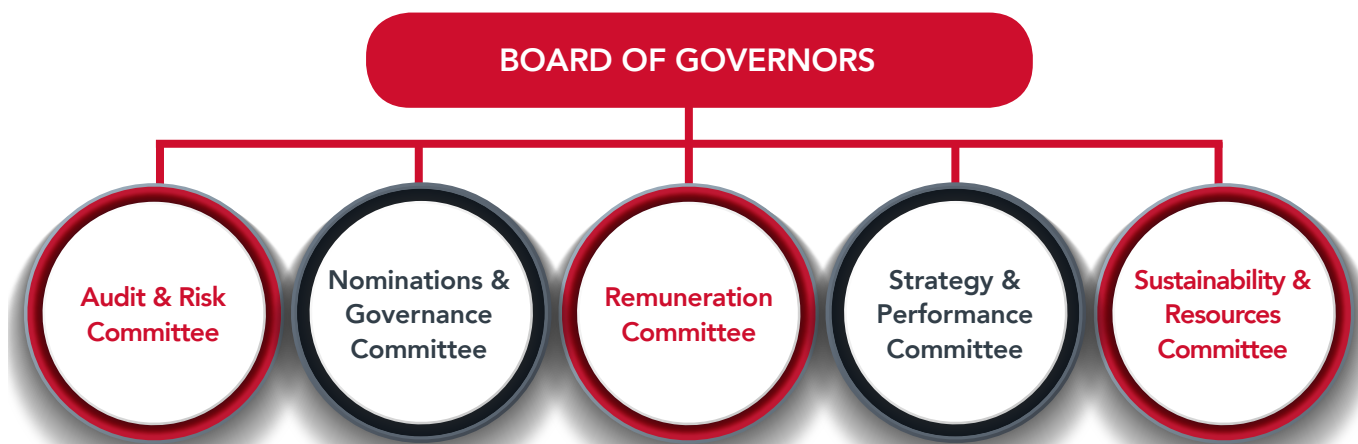
Aimed at children between the ages of three and seven years, the forest school will enable children to experience outdoor learning opportunities such as identifying nature, play-based learning, den building and forest art. Through the forest school children will have the opportunity to develop a wide range of skills and knowledge outside of the traditional classroom environment.

On completion, the building is expected to become the first net-zero carbon facility on campus and is a key part of our campus transformation masterplan.

OUR BOARD OF GOVERNORS

BOARD OF GOVERNORS

- Audit & Risk Committee
- Nominations & Governance Committee
- Remuneration Committee
- Strategy & Performance Committee
- Sustainability & Resources Committee

The Board at Staffordshire University is led by Colin Hughes, our Chairman, with Jonathan Vardon as Deputy Chair.

PROFILES

Profiles of the Board of Governors are available to view online **here**.

Each member of the Board sits on at least one sub-committee – these usually meet 2-4 times per year.

(The Calendar of Board and Committee meetings for 2021-22 is available to view online here.)

Welcome to **Staffordshire University**