

**corporate plan** • this document articulates *bold* and achievable aspirations for the *University of Brighton* for the period **2007–12** and beyond, including a set of indicators against which progress can be assessed.



**University of Brighton**

The University of Brighton would like to acknowledge with thanks the many contributors to this corporate plan; and to our staff, students and friends who have laid the foundations on which this university has been built and which provides the building blocks for a strong and ambitious future.

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## Vice-Chancellor's introduction

This Corporate Plan is designed to be real, relevant and realistic, influencing the university's major institutional decisions; guiding the priorities of staff and students; and sharing with partners the university's vision for the next five years. We have taken its preparation very seriously and see its delivery as crucial. It articulates a set of values which will guide our work over the next five years (page VI). The plan seeks to capture the range of university activity in six aims (page IV).

The first three aims address the core of what we seek to do as a university – the curriculum, research, economic and social engagement. The second three aims address how we seek to work – with staff and students, through our physical environment, and through our attention to governance, management and relationships.

Each of the aims is accompanied by a short analysis of the distinguishing features of activity at the university, its recent achievements, and challenges to come in the next five years. A set of objectives and indicators of success for each aim specify actions to be taken during this planning period and targets for improvement.

The Board of Governors and Academic Board are committed to monitoring progress in implementing the plan, using an annual review process. Faculty, department and cross-institutional thematic strategies will be developed to reflect and help achieve this plan.

The plan is the result of a process in which colleagues across the institution – staff, students and governors – and our partners beyond it have worked together to think hard about the challenges we face and the opportunities available to us. It builds on the achievements in the last Corporate Plan, for the period 2002–07, and sets out bold and achievable aspirations for the period 2007–12 and beyond.

I believe that the plan demonstrates that the University of Brighton is a mature, self-confident and self-critical academic community, which creates and responds to opportunities for development; works with others to realise shared objectives; and nurtures the individual ambitions of its staff and students.

**The university is committed to:**

- delivering socially purposeful higher education that serves and strengthens society and underpins the economy; contributes critically to the public good; enriches those who participate; and equips our graduates to contribute effectively as citizens to their chosen professions and communities, locally, nationally and internationally
- developing a creative and energetic institution with a knowledge base of national and international quality, fully committed to mutual engagement with its local communities and economy alongside an international reputation for the quality and impact of its work
- finding creative and effective ways in which to strengthen the relationship between learning and teaching, disciplinary and professional practice, research and economic and social engagement.

**The Corporate Plan encapsulates these commitments and we are determined to:**

- only do what we can do well and cost-effectively
- seek to continue to be a partner of choice, working with others including partner colleges, employers, professional and statutory bodies, regional and local authorities, and other universities, to achieve mutual benefit
- contribute to debates about the national system of higher education across the breadth of our activities
- further develop an institution in which people and the quality of relationships matter and are managed with due care
- recognise that we have much to learn and much to do differently during the period covered by the plan. This is especially true in accepting the challenge of incorporating sustainable development in all that we do, including in the way our staff and students work and learn.

To realise the aspirations set out here will need the continued commitment of those who have helped to shape the plan. I am confident that, in its achievement, we shall see a university significantly strengthened in its work and reputation.

**Professor Julian Crampton**

Vice-Chancellor

May 2007

**aims** • **noun.** **i** a purpose or intention; a desired outcome.

**the curriculum • aim 1** to *maintain* and further *develop* an exciting, relevant and well-taught curriculum and knowledge base, *distinguished* by the mutual challenge and interpenetration of academic and professional subjects and by the *quality* of pedagogy.

**research • aim 2** to evolve a research culture of international standing across a broad range of disciplines, that *enhances* the university's intellectual capital in *support* of economic, cultural and social well-being.

**economic and social engagement • aim 3** to become *recognised* as a leading UK university for the quality and range of its work in economic and social *engagement* and productive partnerships.

**student and staff experience • aim 4** to provide an *experience* of higher education that is challenging and *enjoyable* for its students and staff; that embodies equality of treatment; and that equips its students to be socially purposeful *professionals* and *citizens*.

**physical environment • aim 5** to provide a physical environment for *working* and *studying* that gives a sense of place and that is increasingly *sensitive* to the wider environment.

**governance, management and relationships • aim 6** to achieve standards of *excellence* in the way the university conducts its business, manages its *relationships* and *delivers* its services.

**values** • **noun.** **i** principles or *standards* of behaviour in one's judgement of what is important in life **ii** the moral *principles* and *beliefs* or accepted standards of a person or social group.

**In working to achieve its aims, the following shared values will guide the university's behaviour and decision-making:**

**engagement** • with the cultural, social and economic life of our localities, region and nation; with *international* imperatives; and with the practical, *intellectual* and *ethical* issues of our partner professions.

**diversity** • valuing the different *contributions* and *experiences* of all who make up our community; promoting equal treatment, mutual respect and understanding; respecting *freedom* of thought and its appropriate expression.

**participation** • by members of the university *community*, both staff and students, in our communal and intellectual life, and our *decision-making* processes; recognising our mutual obligations.

**collaboration** • being a good *partner*, locally, regionally, nationally and internationally; being responsive as well as *proactive*; delivering what we say we will do.

**sustainability** • responding to the imperative and *obligations* of sustainable development, financially, *environmentally* and educationally.



**the curriculum** • **aim 1** to *maintain* and further *develop* an exciting, relevant and well-taught curriculum and knowledge base, *distinguished* by the mutual challenge and interpenetration of academic and professional subjects and by the *quality* of pedagogy.

## 1

## Distinguishing features

### **The university's approach to its curriculum is characterised by the:**

- quality of, and focus on, managed relationships between strong academic disciplines and innovative professional/vocational practices
- commitment to work in partnership to determine, design and deliver a diverse and continually evolving range of taught courses – with other institutions, professional and statutory bodies, employers and other business partners which reflects institutional values and staff expertise; and which meets the initial and continuing learning needs of a diverse student population
- commitment to high-quality and research-informed teaching at the heart of the university endeavour and to taking seriously its responsibilities towards the collective endeavour necessary for continued curricula and pedagogic development of UK higher education
- commitment to make what is taught fully embedded in the social, economic and cultural life and requirements of the locality, region and nation; and to equipping students for productive employment.

These characteristics are manifest in the university's history, not least through successive creative alliances between institutions, disciplines and professional practices, creating the institution and curriculum of today. They will continue to inform academic developments. The quality of the university's teaching and its sustained attention to pedagogy are generally recognised in the sector, including through awards to individuals such as the National Teaching Fellowships and to groups, including leadership of one and involvement in two other Centres for Excellence in Teaching and Learning.

## Achievements

Over the last five years, the university has made significant progress in disciplinary innovation and major qualification developments. These include working with the University of Sussex to secure the opening and progress to maturity of the Brighton and Sussex Medical School (BSMS) and with a range of partner colleges across Sussex to develop and support the relationship between further and higher education.

Consequently, the university is committed to delivering a range of awards from pre-degree to research degree. These include extensive and high-quality progression routes that respond to individual requirements and employer and professional needs in a dispersed way across the county. It has also succeeded in maintaining high standards of delivery to students, as evidenced through successive external judgements by sector and professional bodies and inspectorates.

## Challenges

### Over the next five years the challenges will be to:

- maintain a steady flow of high-quality and fully-funded new course offerings that takes the university into new areas of activity and refreshes the portfolio; that draws on disciplinary strengths; and that meets and anticipates demand, at a time when public funding for the volume of teaching and its unit rate is likely to be limited
- enhance the university's attention to, and reputation for, the quality and relevance of its curriculum and teaching; and the security of its quality assurance arrangements
- forge mutually beneficial relationships between the curriculum, research and economic and social engagement activities
- continue to enable its students and those who work with the university to grapple with the provisional nature of knowledge and equip them, through their university experience, to deal with complex problems as critically-reflective practitioners
- ensure that the curriculum takes full account of the challenges of sustainable development and globalisation.

To meet these challenges, the university will seek to maintain the rate of funding for teaching in real terms. To do so, it will improve its understanding of costs and income; will manage carefully its teaching contracts and fee income, and the strengths and weaknesses of its curriculum and pedagogy. It will also deal decisively with any parts of the curriculum that cease to be fit for purpose.

## 1

## Objectives

### During 2007–12 the university will:

- maintain its broad shape and secure manageable expansion in its overall size through focused, funded growth in student numbers where this meets or anticipates demand and is in line with disciplinary strengths
- consolidate its reputation as an institution whose work is characterised by the extent to which it draws on the proximity and permeability of professional and academic disciplines; and which prepares students well for their future professional and personal lives
- consolidate its reputation for research-informed teaching
- develop and apply the expectation that academic subject leaders will understand, and aspire to be at, the leading edge of practice in their disciplines; and spread good practice across the institution and partner colleges
- increase the scope for inter- and multi-disciplinary work by staff and students through innovation in course design and delivery, and the identification of new mechanisms and processes to support this
- adapt the curriculum so as to increase the preparedness of Brighton graduates to operate in a complex global context, with an understanding of sustainable development
- enhance the international dimension to its curriculum and ensure that it takes better advantage of its location within the 'gateway to Europe'
- ensure that it satisfies the requirements of professional and statutory bodies and the Quality Assurance Agency
- play its part in national quality assurance arrangements and those for higher education in its partner further education colleges
- agree and implement a new learning and teaching strategy and its reflection in faculty, department and operational plans. These will emphasise:
  - staff development and the expertise of all staff involved in student learning
  - good practice in academic subject leadership and in respect of student diversity
  - further development of creative relationships between teaching and learning, research and economic and social engagement
  - innovation and leading-edge practice in the use of learning technologies
  - strong relationships with sector bodies such as the Higher Education Academy and its subject centres.
- maintain high rates of graduate employment.

## Indicators of success

### By 2012 the university will have:

- consistently met the HEFCE teaching funding contract
- expanded its provision to offer additional funded places taking full advantage of opportunities for growth where they may arise
- integrated sustainable development and global learning perspectives into new courses, where appropriate, as they are developed and into present curricula as courses are reviewed
- completed a further institutional audit that results in the highest level of confidence
- achieved good outcomes on all external assessments of teaching quality, including on behalf of the Training and Development Agency (TDA) and professional and statutory bodies; and gained further independent recognition of the quality of provision
- maintained its contribution to, and benefit from, quality assurance and curriculum involvement across the sector through the engagement of staff as external examiners in all major disciplinary areas
- made further awards for teaching excellence
- maintained its graduate employment rate above the benchmark and amongst the highest in the sector.



**research** • **aim 2** to evolve a research culture of international standing across a broad range of disciplines, that *enhances* the university's intellectual capital in *support* of economic, cultural and social well-being.

## Distinguishing features

### The university's approach to research is characterised by the:

- high importance placed on research and related activities
- commitment to research, scholarship and consultancy and to their inter-relationship with learning and teaching which informs and revitalises both, and to the development of research-informed teaching
- range of research activity, much, but not all, of which, is distinguished by its applicability to professional and creative practice, and to economic or social transformation. The range includes basic, pure or 'blue skies', applied, translational, multi- and interdisciplinary, practice-based, and collaborative work
- judgement that each major area of its teaching needs to be informed by research that is at least of national standing. It expects all academic staff to keep abreast of – and contribute to – scholarship in their disciplines
- commitment to making its research appropriately accessible including through efforts to support and extend public understanding
- expectation that it will contribute to national research policy, capacity and practice including through publications; hosting significant national and regional archives; conferences; and its own research repository.

## Achievements

Over the last five years, the university has significantly enhanced the quality, range, value and impact of its research, and the volume and diversity of its research funding. Investment in staff and facilities for research is at its highest level. Resource judgements are increasingly informed by evidence and strategic imperatives. The university has also significantly strengthened its research infrastructure, including new research ethics procedures; training and development for researchers; support for competitive research proposals; and a new repository.

The development of the Brighton and Sussex Medical School (BSMS) has had a major impact on the volume and range of research undertaken. Conventional indicators of research outputs are encouraging and there are a number of high points of research of international excellence. There is a stronger understanding of how to nurture and realise intellectual capital.

## Challenges

### Over the next five years, the challenges will be to:

- maintain, and where possible, accelerate the rate of research development and output in a climate of changing conceptions of, and shifting funding parameters for, research and knowledge creation, dissemination and exchange; and of rising costs of maintaining the research infrastructure
- find innovative and sustainable ways of maximising and evaluating the cross-fertilisation between research, teaching and learning, and economic and social engagement
- maintain its commitment to supporting research at levels of national excellence in all major subject areas in which it engages in teaching and learning
- support and develop research groups which are achieving, or have the potential to achieve, international excellence
- develop its ethical framework and work in areas that support sustainable development, drawing on a range of disciplines and approaches.

To meet these challenges, the university will further develop its intellectual and professional strengths by investment in individual staff development and supporting productive research teams. It will attract new appointments of international standing and early-career researchers. It will make academic appointments and promotions that require all staff to take part in research or other professional and scholarly activities. It will work towards recovery of full economic costs across its overall research portfolio. It will invest selectively in key areas for growth.

## Objectives

### During 2007–12 the university will:

- further develop its research profile including the particular but not exclusive focus on applied and translational research which engages with cultural, social and economic concerns
- consolidate existing areas of research excellence and make strategic investment in areas of particular promise
- agree and implement a new institutional research strategy, reflected in faculty, department and operational plans. This will include measurable targets for rates of activity and will emphasise:
  - increased levels of high quality research activity and the utilisation of research outputs
  - attracting an increasing number of world-class researchers and research students
  - creative relations between research, the curriculum and economic and social engagement
  - mechanisms to recognise and reward staff engaged in the highest quality research
  - facilitating and promoting multi- and interdisciplinary research.
- increase the number of research students and support their preparation for successful careers
- build its ethical framework and sustainable development into research activities in both the content of research and how it is conducted.

## Indicators of success

### By 2012 the university will have:

- increased by 50 per cent its income for research grants and contracts and the range and quality of its research outputs, and made significant progress towards full economic cost recovery
- made additional professorial and senior academic appointments in strategic research areas; increased the number of registered research students by at least 20 per cent; increased the number of early career researchers
- secured research experience, potential and esteem as criteria in new academic appointments and promotions
- 50 per cent of academic staff conducting research at national or international standards of excellence
- maintained the rate of investment in high-quality research accommodation
- established a network of sustainable development research across the university.



## economic and social engagement

- **aim 3** to become *recognised* as a leading UK university for the quality and range of its work in economic and social *engagement* and productive partnerships.

## Distinguishing features

### The university's approach to economic and social engagement is characterised by:

- creating a strong funding base (including through the Higher Education Innovation Fund (HEIF)) and using this effectively to build an entrepreneurial focus to activities for students, staff, and external clients and partners
- its commitment to finding effective ways of disseminating, transferring and exchanging knowledge, including by understanding and responding to employer, practitioner and service-user needs and sector-based demand; and by working in, and where appropriate leading, partnerships
- developing locally-delivered initial and continuing learning opportunities particularly in areas of Sussex and the south-east that are currently not well served by higher education; engaging with the needs of employers and vocational learners; and enhancing the dispersed delivery of higher education in collaboration with partner colleges and others
- focusing on activities that are linked to the development of the university's curriculum and to the research agenda, whilst meeting external client needs
- finding new ways of developing its knowledge base and of making this work to benefit the institution and its collaborators
- working towards an interpretation of participation in higher education which is not only about individual access and social mobility but also about the accessibility of the university's resources.

## Achievements

Over the last five years the university has developed a portfolio of activities that reflects the nature of its region and has made sustained efforts to contribute, with others, to meeting economic and social needs. Significant developments include winning competitive bids for funding to extend 'third stream' activities; and establishing a range of successful delivery mechanisms that involve students, small to medium-sized enterprises (SMEs), social enterprises, employers and the public, community and voluntary sectors. A range of innovative tailored interventions have been established that make effective points of transition, including the Brighton and Sussex Community Knowledge Exchange; *Beepurple* (supporting students interested in business); and *Profitnet* (supporting SMEs), which has secured major Higher Education Funding Council for England (HEFCE) funding to roll out its activities across the county.

Other innovations include ways of making higher education attractive and accessible to disadvantaged individuals and communities, for example, through University Centre Hastings; partnerships with colleges; and leading the Sussex AimHigher programme and Sussex Learning Network. The university has continued to seek to widen participation on familiar sector-wide indicators – and has made some progress here. It has simultaneously developed the highly successful Community University Partnership Programme and *@ctive Student* (student volunteering) to augment its capacity for effective community engagement.

## Challenges

**Over the next five years, the challenges will be to:**

- accelerate progress in economic and social engagement making full use of formula and competitive funding; and embed this activity across the university during a period of shifting national funding arrangements
- continue to manage the productive and mutually beneficial relationships between learning and teaching, research, and economic and social engagement
- strengthen its international economic and social engagement links
- develop its capacity to demonstrate measurable progress in economic and social engagement
- work towards overall recovery of full economic costs across the range of its economic and social engagement activities
- integrate the imperatives of sustainable development in this area of work.

To meet these challenges, the university will further develop its relevant decision-making processes. It will make strategic investments to support significant developments in pursuit of economic and social engagement. It will need to investigate the facilities necessary to advance this work. It will also need to ensure a fair system of incentive, recognition and reward for staff excellence in economic and social engagement.

## Objectives

### During 2007–12 the university will:

- agree and implement a new institutional strategy for economic and social engagement and its reflection in faculty, department and operating plans. These will include quantifiable targets and qualitative evaluation, and will emphasise:
  - embedding, supporting and increasing the rate of economic and social engagement in all major subject areas of the institution
  - developing the mutual benefits between economic and social engagement, research and the curriculum
  - consolidating progress in widening access to higher education.
- develop entrepreneurship opportunities (including in social enterprise) across the curriculum, for students, staff, alumni and external clients
- improve its capacity to link economic development to appropriate research and demonstrate how research success can be exploited commercially
- identify, protect, where possible, and develop all good ideas with commercial potential from within the university
- increase EU and international activity for economic and social engagement where cost recovery and/or academic benefit can be achieved
- work towards becoming a centre of excellence in sustainable development as a significant focus for economic and social engagement activities.

## Indicators of success

### By 2012 the university will have:

- continued growth of its commercially-oriented activity by 7 per cent compounded, shifting the focus to surplus generation to be reinvested in further development
- increased the level of external income, including from EU and other international funding, to support a range of economic and social engagement interventions across the university's portfolio
- carried out a baseline and subsequent audit of community engagement in which the data show increased levels of engagement and local benefit from university activities
- increased the number of students taking modules involving learning in the community and entrepreneurship and the number of students involved in volunteering; and increased the number of schools from which such students are drawn
- increased funded enrolments at UCH and at partner colleges and increased local participation in higher education from Hastings residents
- made further progress in widening participation as measured by nationally-published indicators including maintaining its above-benchmark position for previous education and locality of origin, and moving closer to the benchmark for social class; and by data on bursary take-up
- established a network of economic and social engagement activity focused on sustainable development.



## student and staff experience • aim 4

to provide an *experience* of higher education that is challenging and *enjoyable* for its students and staff; that embodies equality of treatment; and that equips its students to be socially purposeful *professionals* and *citizens*.

## Distinguishing features

### The university's approach to the experience of its students and staff is characterised by:

- recognising that universities are very much in the business of supporting aspirations and nurturing talent. The university is therefore committed to attracting and retaining the best possible mix and highest calibre of students and staff; to enabling them to give of their best in an enjoyable, stimulating and appropriately challenging environment; to taking a long-term view of their individual development; and to high expectations of their contribution
- sustained effort to provide a high quality learning environment informed by best professional practice
- balancing its role as an employer and provider of services with staff and student membership of an academic community
- a view of the institution's 'offer' which is not limited by merely 'satisfying' students but which also challenges them, enriches their lives and equips them to be successful lifelong learners
- taking student and staff experiences seriously, in their full range, through strong representational structures and the quality of interaction and professional relationships.

## Achievements

During the last five years the university has made major investments in the way it supports its students and staff. These include methods of teaching and learning; the availability and accessibility of high quality resources; staff development including for leadership and management; the quality and range of student services; the tools that enable social networking and learning; and the policies that articulate and support staff and student rights and responsibilities. Improvements to the organisation and delivery of services for students include new 'one stop shops' and extended opening hours to improve accessibility.

Significant investment in the physical environment includes additional student residences; improved sports facilities; and improvements in the quality of the teaching and learning environment. Trends in application rates suggest that the university's reputation amongst undergraduate applicants and those who advise them has been increasing.

Arrangements for student and staff representation are generally effective. Student feedback is usually positive, including about the learning environment (although the National Student Survey, as for other institutions, highlights areas where improvements are required). The university has a good reputation as an employer.

## Challenges

### Over the next five years, the challenges will be to:

- give students an experience of higher education that is increasingly informed by a critical understanding of global issues and sustainable development
- provide learning support of the highest quality in a context where understanding how individual students learn best and how technologies can contribute continues to evolve rapidly; and where e-learning and social networking are increasingly important
- improve the quality, range and accessibility of services available to students, including welfare, teaching and residential accommodation, catering, sports, social and cultural facilities, provided by the university and by the Students' Union, in a productive partnership
- attract and retain the best possible staff able to take forward the expectations in this plan, supporting them to be aware of best practice in their academic and professional fields and thereby to work to advance subject and professional leadership and to improve service delivery
- meet more effectively the requirements of student and staff populations that are increasingly diverse, in a context of rising expectations and different patterns of study and work, treating students and staff as individual members of the university community rather than simply its customers or employees
- achieve ways of working that reflect best practice in respect of equalities and diversity for students and staff.

To meet these challenges, the university will aim to secure sufficient investment to maintain effective staff/student engagement by protecting the unit of funding for teaching. It will also aim to make steady improvements in the availability of high-quality learning resources and student support services. These services will need to focus on the student perspective, treating students as individuals, and be staffed by high-quality professionals. The university will need to further enhance its electronic communications infrastructure; invest further in its staff and their development; and have a clear system of rewards and recognition. It will also need to make full use of feedback, from internal processes and from the National Student Survey, to improve the experience it offers to students and staff.

## Objectives

### During 2007–12, the university will:

- become increasingly an institution of choice for undergraduate and postgraduate students and for staff who have the potential and ability to benefit and to contribute, consolidating its reputation in the sector
- maintain the funding per student available to schools in real terms
- secure a more diverse mix of staff and students (particularly amongst its senior staff) and ensure that its equalities commitments and underpinning ethos permeate the institution
- agree and implement a new staffing strategy reflected in faculty, department and operational plans. These will promote equality and diversity and will emphasise:
  - improving working lives
  - ways of clarifying and raising individual and institutional expectations; and of addressing career development, recognition and reward
  - new ways of working in inter- and multidisciplinary teams
  - academic, disciplinary and professional leadership and management
  - improvements in the efficiency of recruitment arrangements
  - systematic arrangements for obtaining and responding to staff feedback.
- improve and make more coherent the experience throughout the student life-cycle including an enhanced focus on methods of teaching and enhanced understanding of how students learn best; the organisation and delivery of relevant administrative processes and student support services to make sure these meet the needs of students with diverse study patterns; to enhance and extend *studentcentral*
- review arrangements to understand the views and needs of all students and to respond to these systematically
- dedicate an investment fund to be used against priorities identified by the Students' Union.

## Indicators of success

### By 2012 the university will have:

- improved the experience of membership of the university community for students and staff as evidenced by results in the National Student Survey and its own student survey, staff attitude surveys, monitoring data and other staff feedback; and put systems in place to respond to issues that emerge
- a more diverse student and staff population, with more balanced representation across the institution and at different levels
- increased the number of international students and a proportion closer to the sector average; and maintained the number of students coming from other EU countries
- reduced the number and proportion of undergraduates admitted through clearing
- sustained its undergraduate retention rate above its benchmark.



**physical environment • aim 5** to provide a physical environment for *working* and *studying* that gives a sense of place and that is increasingly *sensitive* to the wider environment.

## Distinguishing features

### The university's approach to its physical environment is characterised by:

- a track-record of major investment in its physical infrastructure to improve quality, capacity and accessibility, including new build; refurbishment and redesign; and information technologies for students and staff
- recognising the profound impact the physical environment has on the working lives of staff and students and ways in which that environment can help individuals to flourish
- understanding the subtlety of the relationship between the university and its host communities, and the importance of managing that relationship to maximise mutual benefit.

## Achievements

Over the last five years, the university has substantially renewed its physical environment to support the renewal of its intellectual environment. Investments include new and improved facilities for learning and teaching and for student accommodation across its sites, with a number of major capital developments to be fully realised during the life of this plan. Many of these investments involve creative partnerships for design, construction and financing.

The university has reorganised aspects of its activities to reduce its environmental impact. It has reduced its carbon emissions by 9.6 per cent over the last five years and is a member of the University Carbon Club.

Investment in information and communications technology (ICT) is equally significant and the university's on-line student environment is probably one of the best of its kind in the sector, with every module having a presence on *studentcentral*, survey data suggesting use by 90 per cent of students and significant support for staff to become enthusiastic and skilled users. There are effective systems in place to support network capacity and security; and to make careful appraisals of investment decisions. A new estates strategy was agreed in 2006.

## Challenges

### Over the next five years, the challenges will be to:

- meet rising expectations about electronic communications and increasing volumes of data and information
- ensure that its physical estate continues to attract students, staff and other clients with increasingly diverse requirements, and to support their changing ways of working
- work in partnership with others to support the mutually beneficial relationship between the university and its host communities
- apply the principles of sustainable development across the management of its estate, with continued reductions in both centrally and individually-controlled energy consumption, at a time of increasing rates of activity.

To meet these challenges, the university will invest further in its estate and in environmental sustainability initiatives; in the full range of learning resources; and in the communications infrastructure.

## Objectives

### During the period 2007–12 the university will:

- develop the estate and facilities and their operation to reflect new patterns of activity across the changing shape of the academic year and the diversity of user requirements
- make further capital investment and additional ICT investment
- consolidate reliable core electronic communication services which are secure, sustainable and highly accessible
- plan and manage scholarly information resources and services coherently; and enable staff and students to access and exploit them confidently and effectively
- implement the estates strategy including through faculty, department and operational plans. This will emphasise improving institutional and individual energy management and resource utilisation; new forms of space to support flexible use, creative interaction and ways of developing and exchanging knowledge, and social learning; improved sports facilities; a centre for Students' Union activities; and increased student residential accommodation
- focus on creating a healthy and safe working and recreational environment for all
- work with the City Council and other elected bodies, private sector landlords, service providers, student unions and University of Sussex to manage better the relationship between the two universities and their host communities in order to maximise mutual benefit; and, particularly in Brighton and Hove, to develop ways of enhancing the quality and value for money for students from the private rental sector.

## Indicators of success

### By 2012 the university will have:

- further reduced its energy consumption and carbon emissions, remaining significantly below sector medians for energy, water and carbon; and increased its recycling capacity
- initiated institutional awards for staff and students who make the most imaginative contribution to sustainable development
- secured an increase in student residences, directly provided or via quality-assured schemes with partners, particularly at Brighton, making progress towards being able to offer residential accommodation for all first-year and international students
- improved the cultural, social and sports facilities for students in Brighton and Eastbourne and promoted their use
- completed Falmer stage 4/5; the Circus Street redevelopment; and the creation of new science facilities at Moulsecoomb
- increased rates of investment in learning resources including library resources, e-learning and social networking
- maintained high rates of usage of *studentcentral*.



**governance, management and relationships** • aim 6 to achieve standards of *excellence* in the way the university conducts its business, manages its *relationships* and *delivers* its services.

## Distinguishing features

### The university's governance and management are characterised by the:

- integrity of its decision-making and high standards of governance
- financial probity and a strong track-record of securing external funding, resulting in a generally healthy financial position
- creativity and responsiveness in finding new ways to develop and deliver activities; to improve the quality of service delivery; and to extend the reach and impact of higher education
- extent to which staff, students and governors demonstrate mutual respect and enable the university to operate as a mature and self-critical intellectual community
- productive partnership with the Students' Union
- strong working relationships with several funding bodies, including a reputation as an institution of financial probity and self-critical governance
- need to operate across split sites and with a highly dispersed delivery, leading to particular challenges especially for inter- and multidisciplinary work
- commitment to working in partnership across the region and beyond, recognised by partners who have confidence in its delivery
- commitment to build a relationship with its students that continues to support their needs as graduates, with the intention that this becomes reciprocal.

## Achievements

Over the last five years, the university has consolidated its reputation for good governance and effective management. It has agreed a challenging sustainable development strategy (strongly encouraged by its students) and a staffing strategy that has had a significant impact on the working lives of its staff. It has adopted policies to support equalities and diversity for students and staff.

Major investment has been made in the working environment including making the university more accessible and reducing its carbon footprint; in staff development; and in services supporting students and their learning. A number of these have won recognition for their quality, including the Matrix Award for Student Services and the Community Legal Service Quality Mark retained by the Students' Union.

It has further developed its working relationship with the University of Sussex, partner colleges and with other institutions and organisations. Initial work to establish good alumni relations has been encouraging.

## Challenges

### Over the next five years, the challenges will be to:

- respond to, and also try to shape, the changing expectations of universities by the societies and individuals they serve, where institutional success will increasingly be informed by the quality of relationships between the institution and its staff and students; and between the institution and parents/carers, employers, government bodies, local communities and other stakeholders
- meet changing requirements for institutional accountability
- maintain and strengthen the already strong relationships with the Students' Union, with the University of Sussex, particularly with respect to BSMS, and with partner colleges where this is to mutual benefit
- invest more in its longer-term relationship with its graduates
- work hard to ensure that the 'non-aligned' voice in higher education continues to be heard at policy level
- articulate and address the obligations of sustainable development in how it conducts its business.

To meet these challenges, and achieve the aims in this plan, the university will need to increase and better target its financial surpluses; to operate across the full range of its work through improved understanding and management of its costs; and to improve its understanding of the demand for its services. Internal processes and communication need to be enhanced; and better ways found to support 'horizontal working'. It needs to make sure that its structures continue to be fit for effective and timely decision-making and in particular that they support sustainability-sensitive decisions in pursuit of its collective aims. In so doing, the university will need to take appropriate account of health and safety and risk assessment.

## Objectives

### During 2007–12 the university will:

- keep the organisation of faculties, schools, sites and disciplines under continual review to make sure roles and responsibilities are clearly discharged and opportunities for innovation and development are realised
- achieve an improved articulation between faculty, department and operational plans and resource allocations and a clear financial framework, in order to maximise financial stability and the effective use of resources to support strategic objectives
- agree and implement action plans for sustainable development to achieve each of the aims in this plan
- ensure it continues to provide packages of financial support for students that can attract those with the greatest potential and ability to benefit and that minimise financial disincentives to participate
- enhance the management of its relationships with students, alumni, parents/ carers and employers, to support their lifelong learning, and to refresh the relevance of university teaching, learning, research and engagement activities
- aim to reflect sector best practice in respect of risk management and health and safety
- ensure it can continue to attract, refresh and retain governors and staff with the necessary expertise
- review its governance arrangements to ensure they remain fit for purpose and are informed by an improved capacity to assess institutional performance.

## Indicators of success

### By 2012, the university will have:

- achieved planned annual surpluses of 3 per cent
- packages of financial support in place for home/EU and international students that keep pace with financial need
- created an investment fund particularly to support inter-site and inter- and multidisciplinary working
- further developed tools for evaluating institutional effectiveness that reflect sector best practice; include non-financial and financial measures; and that enable comparisons with leading institutions or sector norms where applicable
- increased by 50 per cent the number of alumni with whom there is active contact
- developed an external fundraising programme capable of raising £1m a year.

**measuring progress** • the Board of Governors is *committed* to reviewing progress against the six aims, using the indicators of success as *specific measures*. To this end, it will receive an annual review of progress against each aim, identifying the likelihood of the indicators being *achieved* and highlighting any areas of potential difficulty.



The annual review will be underpinned by a process that allocates responsibility for reviewing progress against each aim to one or more of the university's committees, under the oversight of the Board of Governors or the Academic Board as appropriate. This process includes the thematic strategies referred to in this plan.

## Baselines for indicators of success

### aim 1 | the curriculum

indicator	University of Brighton	sector comparison	year	source
Student numbers	20,968		2005–06	HESA Check Documentation 2006
Graduate employment	Graduates in employment or future study six months after graduation = 89.9% (full-time first degree); and 91% (other undergraduate qualifications)	Benchmark = 92.9% and 93%	2004–05	HESA <i>Performance Indicators in Higher Education in the UK 2004/05</i> . HESA <i>Destinations of Leavers from HE 2004/05</i>

### aim 2 | research

indicator	University of Brighton	sector comparison	year	source
Income from research grants and contracts	£5.675m		2005–06	<i>University of Brighton Report and Financial Statement (July 2006)</i>
Posts in strategic research areas	Professors = 55; registered research students = 315; (headcounts)		2006–07	HESES return 2006
Staff conducting research at national or international standards of excellence	34%			Calculated from 2002 Research Assessment Exercise data.

### aim 3 | economic and social engagement

indicator	University of Brighton	sector comparison	year	source
External income to support economic and social engagement	£4,463,000 (HEIF2 and HEIF3)		2004–05 to 2007–08	
	£1,997,000 (Profitnet)		2006–07 to 2007–08	HEFCE correspondence
	£268,000 (Atlantic Philantropies)		2005–06	
Students taking modules involving learning in the community	149		2006–07	Student Record System

indicator	University of Brighton	sector comparison	year	source
Student involvement in volunteering through <i>@ctive Student</i>	201		2005–06	Internal data
Student enrolment at partner colleges and at UCH; local participation in UCH	1,627 of whom 47 on university courses at UCH		2005–06	HESA return July 2006
Widening participation	Young first degree students: state schools = 92%; socio-economic class 4–7 = 27.9%; low participation neighbourhood = 10.3%.	Young first degree students: state schools = 87%; socio-economic class 4–7 = 28.2%; low participation neighbourhoods = 10.1% (location-adjusted benchmarks)	2004–05	<i>HESA Performance Indicators in Higher Education in the UK 2004/05</i>

#### aim 4 | student and staff experience

indicator	University of Brighton	sector comparison	year	source
Student 'satisfaction'	Overall satisfaction score of 3.92 on a scale of 1 to 5, final year students		2005–06	National Student Survey 2006
Student population	63% female, 37% male; 78% white, 3% black, 7% Asian, 3% other; 70% aged 21 and over on entry; 4.6% in receipt of Disabled Students' Allowance (full-time first degree)		2005–06	HESA Check Documentation 2006
Staff population	Overall 55.6% female, 44.4% male; heads, deans and SMT 34.1% female, 65.9% male; lecturer and equivalent 75.5% female, 24.5% male. 5.1% staff report themselves as black or from an ethnic minority group; 5.34% of staff declare themselves to have a disability		2005–06	Annual staffing review 2006–06
International students	1,308 (6.3%)	9.5%	2005–06 for university and 2004–05 for sector	HESA return July 2006 for university; <i>Patterns of Higher Education Institutions in the UK: sixth report (2006)</i> for sector
Other EU students	1,447 (7%)	4.4%	As above	As above
Applicant quality	Undergraduates admitted through clearing = 407 (12%)		2006–07 intake	Internal data
Undergraduate retention	Non-continuation of full-time first degree entrants the year following enrolment = 10.2%	Benchmark = 10.6%	Enrolment 2003–04	<i>HESA Performance Indicators in Higher Education in the UK 2004/05</i>

## aim 5 | physical environment

indicator	University of Brighton	sector comparison	year	source
Energy consumption and CO <sub>2</sub> emissions	Energy = 224kwh per m <sup>2</sup> ; 2460 kwh per student FTE; water = 0.59 cubic metres per m <sup>2</sup> ; emissions = 64kg CO <sub>2</sub> per m <sup>2</sup>	Sector medians: energy = 278kwh per m <sup>2</sup> ; 3763kwh per student FTE; water = 0.88 cubic metres per m <sup>2</sup> ; emissions = 74kg CO <sub>2</sub> per m <sup>2</sup>	2004–05	<i>Estate Management Statistics</i>
Student sports participation	10% university students report membership of university sports facilities; 4% in membership of university sports clubs	Sector averages are 40% and 19%	2005–06 for University of Brighton; 2000–01 for sector	<i>Higher Education and Sport in England</i> , Sport England, UUK and University and College Sport (2004)
Investment in e-learning and learning resources	£3.52m			Information Services non-staff budget 2006–07
Student usage of <i>studentcentral</i>	90%		2005–06	Information Services annual survey

## aim 6 | governance, management and relationships

indicator	University of Brighton	sector comparison	year	source
Levels of surplus	5% actual 2005–06	HEFCE guidance is that a surplus of 3–5% is appropriate	2005–06	University of Brighton Governors' Report and Financial Statement; HEFCE Financial strategy in higher education institutions, 2002
Alumni with whom there is active contact	14,000 members of graduate association, total database of 35,000		2006–07	Internal data
External fundraising	£268,000 from philanthropic support		2005–06	Internal data



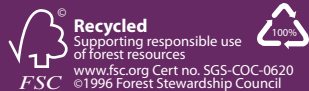
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