



University of Brighton

PROSPECTUS FOR CHANGE

DELIVERING PRACTICAL WISDOM
BRIGHTON 2025

www.brighton.ac.uk/brighton2025



INTRODUCTION

Since 2019 the University has made good progress with achieving its vision as outlined in our strategy Practical Wisdom: Brighton 2025. This has included:

- Strengthening the University's finances and returning us to a position where we are now able to consider opportunities for strategic investment.
- Reviewing our academic and professional services structures to deliver the best possible academic and wider experience for our students culminating in the introduction of new structures from the start of the 2021-22 academic year, including our seven new schools.
- The completion of the Big Build redevelopment of our Moulsecomb campus, including five new halls of residence, a purpose-built new home for our School of Business and Law (Elm House) and a range of fitness facilities and Students' Union facilities.

The Big Build has demonstrated what can be achieved in creating modern, high-quality teaching, residential and leisure facilities that are accessible and contribute to our net-zero carbon ambition. It has underlined the importance of our estate as an enabler for our academic ambitions and for our ability to perform successfully in a highly competitive recruitment environment. The conclusion of this phase of our estate strategy leads us naturally to now consider the next stage of its development in support of Practical Wisdom: Brighton 2025, and what foundations we lay for the University's long-term future.

This Prospectus for Change sets out the University's bold and ambitious plan for the next phase of our strategy and articulates how the evolution of our estate will support us in further developing a compelling experience for our students. We want to ensure that our new schools, some of which are split geographically across multiple locations, are co-located on a single campus. This will allow our schools to develop their own distinctive culture, to support collaboration and partnership across related academic disciplines, and to better enable each School to deliver its academic vision.

We have also built a detailed picture of our current estate and facilities, focusing on key issues such as running costs, carbon emissions, accessibility, maintenance requirements and long-term

requirements for investment. It is now clear that important decisions are required to ensure that we maintain and develop our estate to achieve the following objectives:

- To deliver on our academic vision by co-locating our academic schools on single campuses.
- To create facilities for student learning and for staff which reflect the ambitions of a modern university.
- To create dynamic and accessible campuses that support our goal of becoming a net-zero carbon University.
- To create an affordable estate for the long term.

We are now at a point where key proposals for how we will achieve these objectives can be shared with stakeholders so that we can consider the views of those who may be directly affected. A summary of responses to the consultation will be shared with the Board of Governors and the University Executive for their consideration and a decision will be taken on the proposals in early 2022.

We will be engaging with a wide range of internal and external stakeholders to ensure we have a clear picture of the impacts - both positive and negative - before any final decisions are made. Should we move forward with our plans, the design of our estate will be shaped by the needs of our students and staff.

You can let us know your views by completing the online questionnaire at www.brighton.ac.uk/brighton2025 or by filling in the questionnaire at the end of this document and returning it to the:

Vice-Chancellor's Office
University of Brighton
8th Floor, Cockcroft Building
Lewes Road, Brighton, BN2 4GJ

The consultation closes at midnight on Friday 10 December 2021

Kind regards



Professor Debra Humphris FRCP
Vice-Chancellor

OUR PROPOSALS

- 1 To bring together the new School of Humanities and Social Science in Mithras House on our redeveloped Moulsecoomb campus, co-locating it from its current sites at the Falmer and City campuses by the start of the 2023-24 academic year. This proposal will see significant investment and redesigned facilities to deliver an estate that supports the pedagogic ambitions of the school.
- 2 To consolidate the new School of Sport and Health Sciences on our Falmer campus, moving the provision currently based at Eastbourne to Falmer by the start of the 2024-25 academic year. This would be enabled by the buying back of the long lease for the site currently occupied by Virgin Active and the redesign of facilities to meet our needs.
- 3 To consolidate the University's provision on three campuses in Brighton, leading to the closure of our campus in Eastbourne and the Leaf Hospital from the start of the academic year 2024-2025.

We believe that these proposed changes would allow the University to achieve its objectives: making the best use of our existing resources and focussing investment on managing the sustainable modernisation of our estate. We will deliver new and distinctive campus 'hubs' to provide students with lively and vibrant focal points, acting as natural meeting places to socialise, access services and feel part of the campus community; we will bring together student-facing support services, food and drink outlets, shops and other amenities in an active and socially engaging environment; and we will provide our staff with the facilities to deliver their teaching in a modern environment as well as supporting their research and knowledge exchange.



THE CASE FOR CHANGE: DELIVERING OUR ACADEMIC VISION

The shape and size of our seven new academic schools has been led by academic considerations. The ambition to co-locate our academic schools on single campuses arises from the work undertaken under the School Size and Shape change programme with the aim of providing greater opportunities for:

ACADEMIC COLLABORATION

Aligning subject areas to provide opportunities for innovation and growth, both within and between cognate disciplines, enhancing our distinctiveness as an institution.

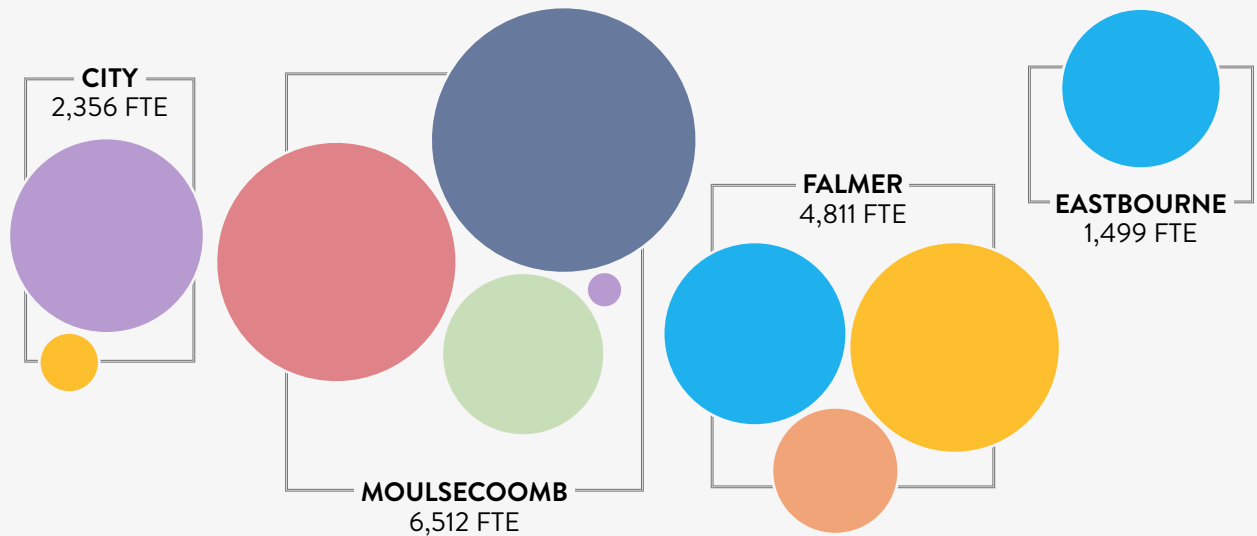
BUILDING COMMUNITIES

Creating communities of practice within and across the schools, including the formal establishment of academic subject areas with clear academic leadership and responsibilities, the co-location of schools will provide more opportunities for collaborations in teaching, learning, research, knowledge exchange enterprise and enhancing the student experience.

SHARING OF RESOURCES

Aligning similar subject provision enables the sharing of resources and facilities, enhancing both the student experience and the effectiveness of our investments and resources. This includes enhancing the flexibility in which we can deploy staff across subject areas as student numbers change.

HOW OUR SCHOOLS (BASED ON STUDENT FTE EQUIVALENTS) ARE CURRENTLY SPLIT ACROSS OUR CAMPUSES



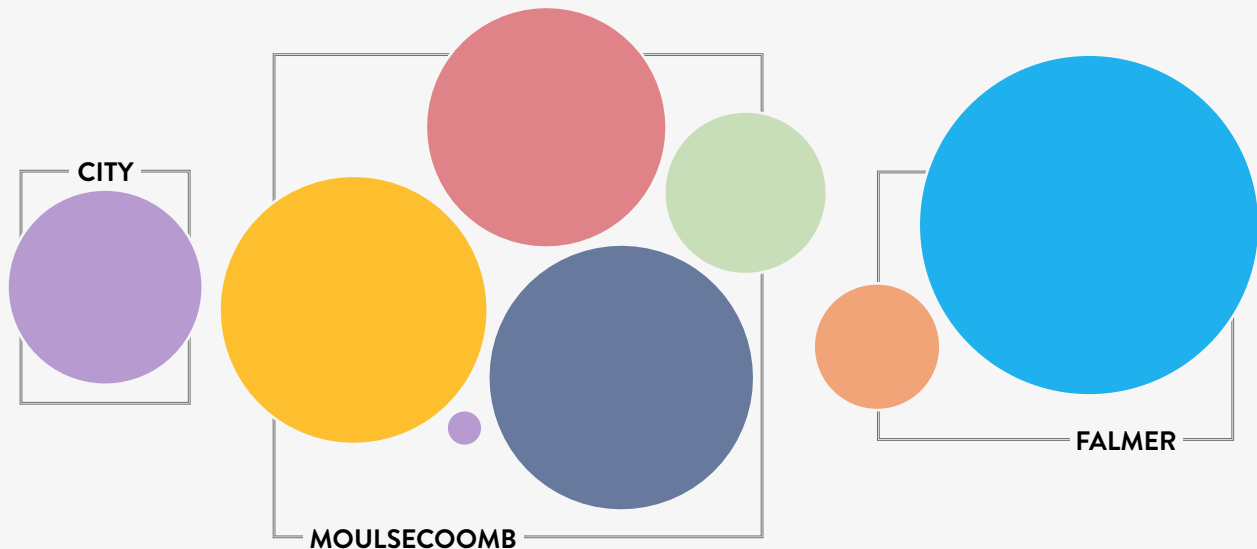
Two of our schools - the School of Sport and Health Sciences and the School of Humanities and Social Science - are most impacted by being split between different campuses and locations: The School of Sport and Health Sciences (55% based at Falmer, 45% based at Eastbourne); and the School of Humanities and Social Science (22% based at City campus, 78% based at Falmer).

Key

- School of Applied Sciences
- School of Architecture, Technology and Engineering
- School of Art and Media
- School of Business and Law
- School of Education
- School of Humanities and Social Science
- School of Sport and Health Sciences

Like all our schools, they form an important part of our distinctive academic offering, and we are committed to seeing them flourish and grow. We believe that the co-location of these schools onto single campuses is a key enabler to achieve our academic vision for health, sport science, humanities and social science.

FUTURE LOCATION OF SCHOOLS ACROSS CAMPUSES



THE ACADEMIC VISION FOR HUMANITIES AND SOCIAL SCIENCE

In a time of unprecedented global challenges, where we face increasing inequality, environmental crisis, the rise of populism and fascism, increasing social fragmentation and disengagement, Humanities and the Social Sciences have never been more important. These challenges have been further exacerbated by a global pandemic that poses the greatest social impact and potential for transformation of the globalised era.

Humanities and Social Science disciplines are uniquely placed to help us understand and face these challenges: Humanities and Social Science academics work to find new ways of interpreting complex information and applying new knowledge to real world circumstances that directly bear on global issues of health, environment, social policy, inequality. Their research informs the Humanities and Social Science courses delivered at the University of Brighton and helps to make the curriculum relevant, urgent and exciting, allowing students to be part of a process of making new knowledge to define future solutions to global problems.

Work in the School of Humanities and Social Science at Brighton is deeply connected to the social, political and cultural conditions and concerns of Brighton & Hove and its residents. Facing both the ocean border of the English Channel and the cultivated natural landscape of the South Downs National Park, the social and cultural environment of Brighton and Hove manifests many internationally shared concerns for urban sustainability, thriving rural communities, cultural and social equalities, and the implications of global population mobility. The active engagement of our academics and our students with many facets of local social and cultural life gives an urgency and compelling quality to our research and teaching, as it mediates the most sophisticated and advanced methods of humanities and social science inquiry to explore local problems and solutions.

As a university, our belief that Global Challenges www.brighton.ac.uk/about-us/your-university/global-challenges and the United Nations Sustainable Development Goals are essential to our future educational provision provides the School of Humanities and Social Science with a meaningful opportunity to achieve positive change through its courses, curriculum and research.

We recognise the growing importance of the interfaces between the creative and the cognitive, reaching towards advances in neuroscience and those between social, political, historical study and broad policy agendas (social and governmental, cultural, heritage, and those of NGOs). As a consequence, interfaces with other subjects including architecture, business, science and technology (all based on our Moulsecoomb campus) will be of benefit as we seek to take forward our portfolio through including the development of placements, applied learning, project-based final years, and micro-credentials to support the transition of our graduates from education to employment and in support of their life-long learning within the workplace.

How we develop our estate is an important enabler in helping deliver the academic vision for the school. In a post-pandemic environment, we need to consider what the students of the future will need from a campus-based pedagogy. This requires pedagogy that is human and personal, critical, supportive, developmental, inclusive, applied to real-world challenges and contexts, facilitative, intellectually challenging, and digitally enhanced, and which uses the estate to foster the student journey and sense of belonging.

At present the new school is currently fragmented across two campuses and three buildings which limits our ability to deliver the right type of environment for our staff and students. The co-location of the school on a single campus and, in this proposal, within a single building, will bring together social, creative, cultural, historical, political, professional, social care and therapeutic disciplines in one highly interactive, facilitative and collaborative environment. It provides huge potential to improve the learning and collaborative working opportunities for students, staff and stakeholders.

Such a strategic development also allows significant improvements in the learning and working environments for staff and students by enhancing lab provision to facilitate greater opportunities for applied, practice-based, challenge-based workshop learning in multifunctional spaces that builds on the school's current provision of Q-Labs ; more and better interactive learning spaces; the development of a more neuro-diverse, inclusive environment to support the development of learners with different needs; flexible spaces to showcase student work, student events, projects and collaborations; the greater integration of Postgraduate Research (PGR) students into school spaces; space to use and develop hands-on teaching collections; and a lively student-centred campus. Our spaces will also reflect our forward-thinking commitments to sustainability.



A single academic home for the School of Humanities and Social Science will also increase opportunities for interdisciplinary collaboration, supporting the six Centres of Research Excellence (COREs) and multiple cross-disciplinary Research and Enterprise Groups (REGs). It would provide a single point of engagement for our community partners and allow better physical integration of teaching space, school space and student services including alongside residential accommodation and Students' Union facilities.

The opportunity to co-locate the school leadership team alongside all of the colleagues in the school will enhance the opportunity for staff engagement with decision-making and facilitate the development of a stronger inclusive and collegiate culture. And a single school office will improve our student support service, providing greater resilience within our academic administrative team and opportunity for administrative staff development across the various school office roles.

THE ACADEMIC VISION FOR SPORT AND HEALTH SCIENCES

The University of Brighton has a long-standing heritage and reputation for providing sports and health education. Our sports provision can be dated back to 1898 and the Chelsea School, which, as its name suggests, began its life in west London. Our provision of Sport has evolved over many years and our vision outlined in this Prospectus for Change will ensure that it continues to do so.

The School of Sport and Health Sciences makes a significant and important contribution to health and social care in our region and across the UK. The University of Brighton is a top 10 UK University for world-leading research impact in allied health professions, nursing and pharmacy and works in close collaboration with the NHS to develop new routes into the healthcare sector such as apprenticeships. We have trained thousands of frontline health and social care workers, with around 1100 health students graduating from our courses in 2021 alone. Our health professional, and nursing and midwifery courses are joint 1st in the UK for career prospects, in the Guardian University Guide 2022, and we jointly manage (with the University of Sussex) Brighton and Sussex Medical School (BSMS) - the highest-ranked UK institution in the latest Times Higher Education Young University World Rankings.

The creation of the new School of Sport and Health Sciences provides an exciting opportunity for the next stage in the evolution of these subjects at Brighton. Health care, sport and physical activity are more important than ever. We are living through the greatest challenge our population, our health systems, and our sport and leisure industries have ever faced. The Coronavirus pandemic caused an unprecedented external shock, bringing intense pressure on health and sport sectors and on us all as individuals. As a result, we have seen a significant increase in interest in health and physical activity.

Nationally, we have a growing 18-year-old population, who continue to demonstrate their enthusiasm for higher education and the value it brings to their career prospects; a desire for non-traditional and mature learners to study at university; and a growth and diversification of entry routes into higher education. Such diversity makes the landscape more complex, but the School of Sport and Health Sciences is well placed to respond to these opportunities for those who are reconsidering their career options and contemplating change and enabling people that have not experienced traditional education to succeed.

The notion of Global Challenges www.brighton.ac.uk/about-us/your-university/global-challenges arises from a set of inter-related concerns that relate to both the University and the world we live in. Internationally, there is a growing drive for sustainable development, epitomised by the United Nations Sustainable Development Goals. This necessitates a new approach to dealing with the challenges of tomorrow and how the world can continue to develop in a sustainable way. Sport, physical activity and health disciplines are uniquely placed to respond to these challenges, through educating health and sports professionals, developing new ways of working and new roles, and researching and leading innovation in the field.

Our excellence in research and knowledge exchange includes an applied focus on policy and practice improvement. Examples of our research and knowledge exchange activities include areas where we have had demonstrable impact on disability sport, including the Paralympics; sport and physical activity through our teacher training programme and involvement with the Olympics; race equality through our work on racism in football; leisure and musical spaces; dignity in care and our INNOVATE Dignity work in Europe; sexual health, including research on HIV detection, and resilience for social justice.

Our work directly contributes to our local and regional communities, where the health and wellbeing of these populations has been long neglected and overlooked and we have also had a demonstrable impact on national and international populations, for example those with long-term conditions, disabilities, non-communicable diseases, infectious diseases, mental health and those from minority groups.

Co-location on a single campus at Falmer, alongside BSMS and the University's School of Education, and in close proximity to Brighton & Hove Albion FC and Sussex County Cricket Club will strengthen our interprofessional and innovative pedagogies and research. It will also facilitate the development of further opportunities for placements and collaboration. The new facilities will provide opportunities to enhance our curricula and develop new programmes of study including further diversification into apprenticeships, higher technical qualifications, subjects that span sport and health, micro-credentialled courses, new health and sport courses.



For our students, the consolidation at Falmer will allow us to create a fresh campus experience, which will be welcoming, diverse and inclusive. It will provide greater opportunities for our students to mix with learners from other courses. The on-site facilities, including halls of residence, food outlets, library, Students' Union café and shop will be developed to support a new intake of students, who will also benefit from enhanced and expanded facilities provided by Sport Brighton and buying back of the long lease on the land and buildings previously occupied by Virgin Active.

Both staff and students will benefit from working and learning on a campus with improved accessibility for people with disabilities and differing neuro-diversity needs. Consolidating our provision at Falmer will also enable us to reduce travel between sites, positively impacting on our carbon footprint.

THE CASE FOR CHANGE: A MODERN ESTATE THAT SUPPORTS THE CO-LOCATION OF SCHOOLS, AND OUR GOAL OF BECOMING A NET-ZERO CARBON UNIVERSITY

Operating across four campuses (three in Brighton and one in Eastbourne) with a large estate that varies in age, quality and suitability imposes some very real constraints on the University's ability to deliver on our stated objectives (see Vice-Chancellor's introduction).

We are developing our response to the climate emergency with plans that will take us to net carbon neutrality in our operations. We are already one of the top-10 UK universities for renewable solar power generation; with over 1500 solar panels across our estate. And we are committed to creating buildings fit for a net-zero future. The regeneration at Moulsecoomb has achieved a BREEAM 'Excellent' score for its new buildings and the project has also enabled us to redesign the community streetscape to promote and prioritise active travel by foot and by bike, leading to a safer, healthier and greener campus. Building on this work, we will be developing pathways to achieve net-zero status for our existing estate, combining this with opportunities for student learning, innovation and local employment. The variability of our buildings, however, represents a significant barrier to achieving our ambitions to be a net-zero carbon University.

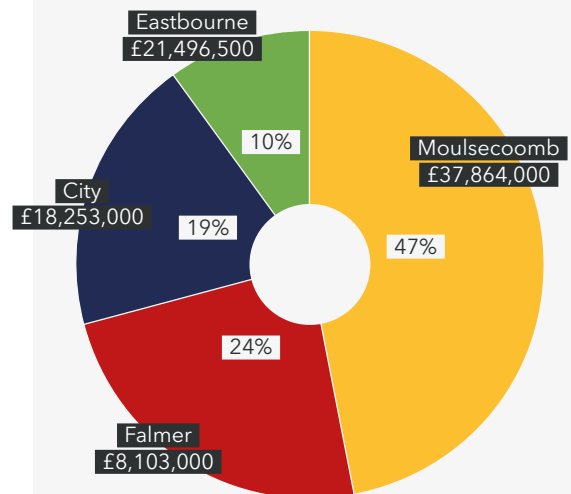
Analysis has also shown that co-locating our schools on single campuses is not currently possible and major reconfiguration is required to achieve this. To help inform our consideration of how this can be achieved in a way which also meets our objectives around sustainability and affordability, we have undertaken work to understand the size, nature and relative condition of our estate. Two key data sets have been examined: the condition of our estate and its size and shape. This has provided us with a clear understanding of what it would cost to ensure that our estate remains safe and compliant with a range of legislation, such as fire safety, as well as upgrading facilities, such as windows and plant infrastructure.

We have called this the 'fixing the basics' assessment and we now know what this would cost over periods of 3, 5 and 10 years. We have then compared this to the Gross Internal Areas (GIA) of each of our campuses to produce a comprehensive picture of what it costs the University to maintain them.

This exercise has then helped us to understand what investment would be required to support strategic investment in our estate, to support co-location, to improve accessibility, to improve the student experience and to achieve our stated objectives of being a net-zero carbon university.

The chart demonstrates clearly that our campus at Eastbourne, whilst representing the smallest proportion of our estate in terms of space, will cost the University disproportionately more in maintenance costs over the next decade.

CHART SHOWS % AREA AND REQUIRED INVESTMENT TO 'FIX THE BASICS BY CAMPUS



As such, the University has concluded that the overall estate in Eastbourne – comprising some of our oldest, least accessible, least sustainable and most expensive to maintain buildings – represents a disproportionate and significant long-term challenge for the University’s financial position and limits our ability to invest in enhancing the student and staff experience.

The University has considered six schemes to enable us to achieve our stated objectives, each of which has been discarded on the basis of cost and/or practicability as follows:

i. Co-locate combined School of Sport and Health Sciences at Eastbourne campus.

Whilst there is under-utilised space at Eastbourne, it does not have the specialised facilities to support growth in student numbers in its current footprint. There are considerable ongoing maintenance costs for the existing buildings, some of which are related to the ‘listed’ status of some of the estate and which therefore present additional constraints when considering its potential adaptation to meet requirements related to accessibility and the University’s ability to meet its net-zero carbon targets.

ii. Co-locate combined School of Sport and Health Sciences at an alternative site in Eastbourne.

The University has given consideration to both a new site in Eastbourne and also the possibility of acquiring, or sharing existing buildings with other institutions in Eastbourne. These options would not prove viable because students would not benefit from the ability to access shared resources and services provided by co-location on one of the University’s other sites. The cost of establishing specialised facilities would also be prohibitive.

iii. Co-locate combined School of Sport and Health Sciences at Falmer campus alongside existing occupants (School of Education and Social Science provision of the School of Humanities and Social Science)

The Falmer campus could not provide all of the space required to accommodate all of the School of Sport and Health Sciences provision and its associated specialist facilities alongside the current established provision. This option would also fail to meet the University’s objective in enabling the co-location of the School of Humanities and Social Science.

iv. Co-locate the combined School of Humanities and Social Science at Moulsecoomb, and co-locate the School of Sport and Health Sciences at Falmer within the current footprint of the Falmer campus

The move of the School of Business and Law to Elm House, presents the opportunity for Humanities and Social Science to consolidate and for the first time locate all staff and students in one place at Mithras House on the University’s Moulsecoomb campus.

This provides the opportunity for the school to bring all staff and students together in one building and would support the delivery of the school’s academic vision. This option also releases space at the Falmer Campus to provide additional space for the School of Sport and Health Sciences.

However, although this assists in regard to ‘general’ space requirements (such as office space), our analysis has shown that there is insufficient space within the current footprint of the Falmer campus for the specialist facilities required to support our Sports and Health Sciences provision such as specialist sports and strength and conditioning facilities, clinical teaching areas, flexible health care settings and studio space.

v. Construction of new facilities to accommodate all current School of Sport and Health Sciences requirements at Falmer.

With the working assumption that the School of Humanities and Social Science would move to the Moulsecoomb campus, an option would be to provide sufficient accommodation for Sport and Health Sciences by building a brand new facility on the current Falmer campus. This would represent a significant, challenging and expensive design and planning exercise followed by an equally challenging capital projects scheme over several years.

vi. Consider use of neighbouring facilities in Brighton

Once again, assuming a School of Humanities and Social Science move to Moulsecoomb, a further option to enable the co-location of the School of Sport and Health Sciences at Falmer involved exploring opportunities with existing local organisations/facilities to understand whether there were shared usage opportunities associated with existing facilities. The identification and negotiation of such a facility and arrangement has not proved possible.



The University has also considered a further option.

vii. Co-locate the School of Humanities and Social Science at Moulsecoomb, and the School of Sport and Health Sciences at Falmer, supported by the repurposing of the 'Virgin Active' space

THE OPPORTUNITY PRESENTED BY THE REACQUISITION OF THE VIRGIN ACTIVE GYM PREMISES

The Virgin Active Gym is located in the heart of our Falmer campus and is part of a complex lease structure initiated more than twenty years ago.

The University was approached by the current long leaseholder British Land and was made aware of the potential opportunity for the University to consider regaining overall control of this part of its estate. This has presented both risks and opportunities for the University, the key risk being the University's inability to influence the nature of any other potential new tenant in this facility, or their business focus.

In the light of this fundamental risk, the University's Board of Governors has ratified the decision recommended by the University Executive Board to buy back the long lease for this site. The facility is located in the heart of our campus and as such we would be greatly affected by any change of use or tenant within this area.

Having now made this purchase, the University has the major opportunity to consider how this land and building can be used.

This option would allow the University to achieve its stated objectives resulting in the co-location of the School of Humanities and Social Science and School of Sport and Health Sciences on single campuses including the provision of the necessary specialist facilities and spaces to enable the delivery of the schools' academic visions and the ability to grow.

Having given careful and detailed consideration to the available options, the University believes that option 7 - the co-location of the School of Humanities and Social Science at Moulsecoomb and the co-location of the School of Sport and Health Sciences at Falmer, supported by the repurposing of the space vacated by Virgin Active - presents the most viable route to achieving its stated objectives.

A SUSTAINABLE APPROACH TO INVESTMENT

Our proposals have been developed to provide the best possible academic experience for students and staff and to support our journey to becoming a truly sustainable institution - not just environmentally but also financially, during a continued time of major uncertainty for UK higher education.

It was against a backdrop of declining student numbers that the University implemented a series of major changes under Securing Our Future - including the reconfiguration of our school's shape and size, the review of our academic administration, the reconfiguration of our IT and our Estate services. This work allowed the University to secure over £20m recurrent savings against our budget from 2021-22 but the Coronavirus pandemic has also had a major impact and has required us to focus only on essential spending. The outlook compared to last year may be considered to have improved, but the impact of the Comprehensive Spending Review and future government policy, including likely reforms to funding and student numbers, will present further significant challenges for the University and the wider HE sector. With this in mind, the decisions the University takes now will be crucial for its long-term sustainability.

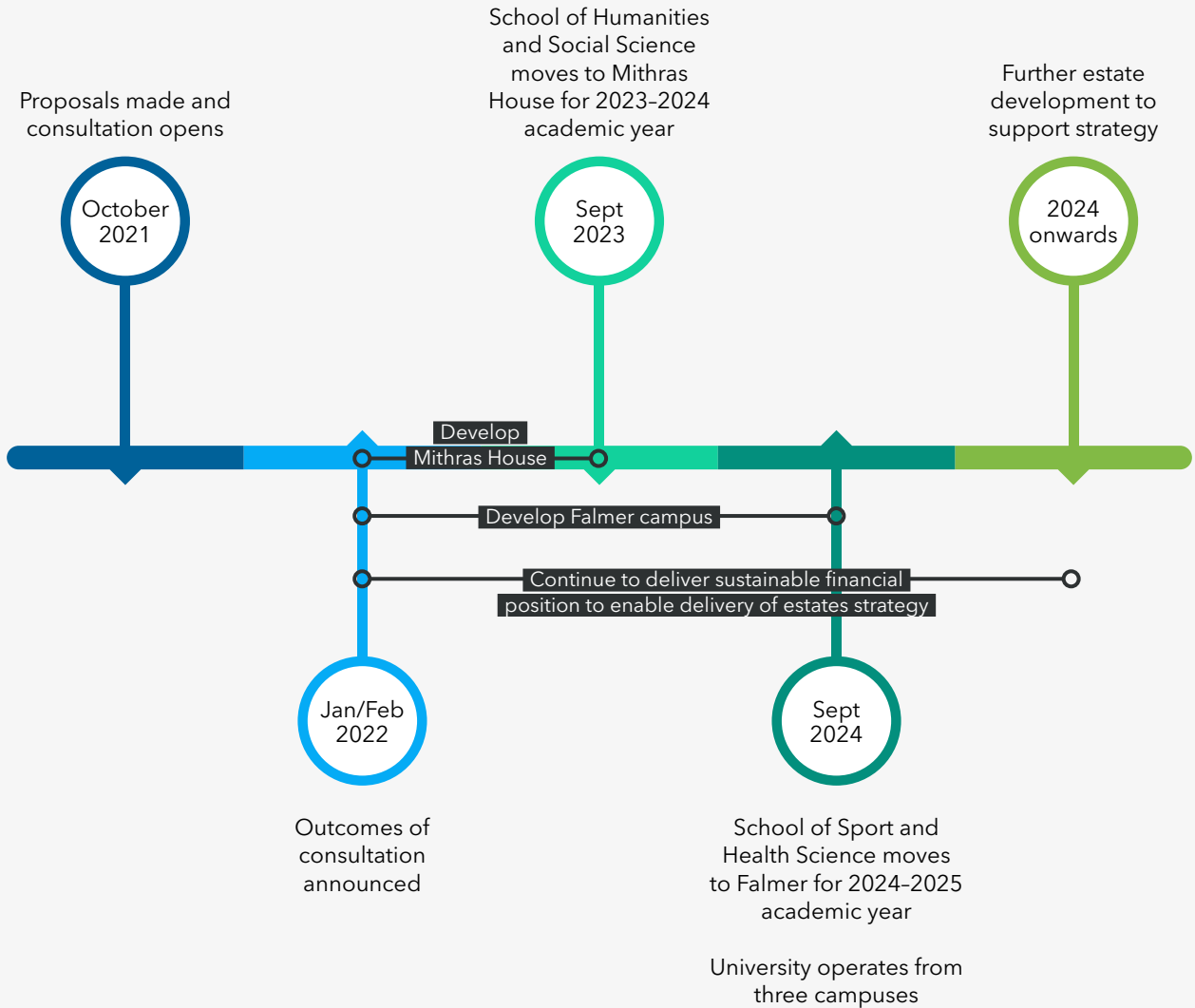
Achieving all our ambitions for the Estate will, therefore, take time and careful planning. To ensure that this can be fully-financed without additional borrowing or impacting on the money that we have available to manage our day-to-day activities (which are mostly funded by tuition fees), we will fund these proposals through the generation of funds from the sale of parts of our existing estate and assets that are no longer required to deliver our core activity.

To do this effectively will require us to undertake the development of our estate in a number of phases. The first phase will last until 2024 (2021-24) and will provide sufficient funding to finance the work required to co-locate both the School of Sport and Health Sciences to Falmer and the School of Humanities and Social Science to Moulsecoomb. The second phase will fund the wider development of our campuses to include focal points or 'hubs' for students to meet, study and socialise. A final phase is planned to develop all the remaining areas of our estate that have not been covered by the improvements in phases 1 and 2.

The timeline that follows shows the proposed phasing of the implementation of the proposals should these be approved following the outcome of this consultation.

This represents an appropriately cautious and financially prudent approach - factoring in the University's need to achieve best value, best use of our resources and also allowing flexibility in regard to our overall timeline.

POTENTIAL TIMELINE



IMPACT OF PROPOSALS

A key part of our consideration so far has been to understand the impact of these proposals on our staff and current and future students. The current proposals would mean that:

- 1 The University would no longer have a campus or the Leaf Hospital in Eastbourne as of the start of the academic year 2024-2025
- 2 The School of Humanities and Social Science, including school staff would move to Mithras House for the start of the academic year 2023-2024.
- 3 The School of Sport and Health Sciences including school staff, would move to Falmer in 2024-2025.
- 4 Some students already registered with the University would be impacted by the proposed changes. This would include undergraduate students in the School of Humanities and Social Science who started in 2021-2022, who would move to Mithras House to conclude their final year of study in the academic year 2023-2024. Also impacted would be students who started foundation years and four-year courses in the School of Sport and Health Sciences in 2021-2022, who would move to Falmer to conclude their final year of study in 2024-25. Postgraduate research students in both Schools may also be impacted. The University would engage with current students at an early stage to ensure there is no detriment to academic experience or progress, and that impacted individuals are able to share views.
- 5 For students joining courses in the two Schools from the 2022-2023 academic year onwards, the University would take the opportunity through the application process and associated published course information and communications to brief applicants about possible campus moves at the point at which they are making a decision to study with us.
- 6 The approaches outlined above for engaging with current and future students will ensure that the University meets its obligations under consumer law and as set out in its Student Protection Plan.
- 7 Professional service delivery would need to be reconfigured to reflect these changes over a phased period leading up to 2024/2025.

The way in which the University delivers podiatry placements will be subject to further discussions with staff at the Leaf Hospital and our NHS partners. Discussions will be influenced by the changing funding priorities for Eastbourne and Hailsham Clinical Commissioning Groups and the end of the current service contract in July 2023.

All staff in schools and professional services currently based in Brighton campuses impacted by the change and at Eastbourne will be supported through the process of change over a phased period leading up to 2024-2025.

The University will ensure that it fulfils its obligations to provide clear and transparent information as soon as it is available to help inform applicant decision-making.

The University will also adhere to its Student Protection Plan in supporting students through any 'teach-out' process or campus transfer, as appropriate.

OUR CONSULTATION

We are now at a stage where we can consult more widely on our proposals, with the aim of finalising them in the early part of 2022.

In order to inform our thinking and develop a firm proposition for our future estate and facilities we are seeking your views on the questions set out in this section.

The consultation concludes at midnight on the 10th December 2021

If you would like to take part in the consultation you can visit www.brighton.ac.uk/brighton2025 to complete the online survey.

If you require an alternative format or any additional help with this consultation, please contact strategy@brighton.ac.uk.

Alternatively you can return the completed survey in this document to:

Vice-Chancellor's Office
University of Brighton
8th Floor Cockcroft Building
Lewes Road
Brighton
BN2 4GJ

CONSULTATION

The University of Brighton will use this consultation to collect data (including some personal data) to consult on the proposals contained in the 'Prospectus for Change'. This data will be processed in accordance with the Data Protection Act 2018, the UK GDPR and any subsequent relevant data laws and will only be used for the purpose stated. The data we collect will be held securely on the system facilitating the survey Spotler and downloaded and stored securely for analysis on relevant staff computers, for a period of up to 7 years before being appropriately destroyed. The University of Brighton is registered as a Data Controller with the Information Commissioner (Reg. No.Z5395727). For further details please see our Privacy policy: www.brighton.ac.uk/about-us/statistics-and-legal/privacy.

Save for organisations which wish to be identified, all responses will be treated anonymously.

As part of our consultation, we would welcome your responses to the following questions:

1. Are you responding to this consultation as ...?

- A current student A current staff member
- A local resident of Eastbourne or Brighton Higher Education professional
- School Teacher Alumnus Other (please specify):
- Prefer not to say

2. Do you agree or disagree with these proposals?

- Agree Disagree

Please briefly explain your answer:

3. Are you directly affected by the proposals, and, if so, what do you think the impact on you will be?

- Yes No

If yes - please describe what the main impact will be on you:

4. Do you believe the proposals will allow the University to achieve its objectives to:
- Deliver on our academic vision by co-locating our academic schools on single campuses.
 - Create facilities for student learning and for staff, which reflect the ambitions of a modern university.
 - Create dynamic and accessible campuses that supports our goal of becoming net-zero carbon.
 - Create an affordable estate for the long term.

Yes No Don't know

5. What else might the University do to achieve the objectives set out in above?

6. Do you have any general comments to make about the proposal?

SOME INFORMATION ABOUT YOU?

You do not have to answer these questions but it will help us understand more about any potential differential impact on our communities if you do. Any information provided here will not be used to personally identify you.

Would you like to answer or skip the following questions about you?

Answer the questions Skip the questions

7. Are you ...?

Male Female

Prefer to self-describe (if so please give details):

Prefer not to say.

8. What is your age?

20 or under 21-30 31-40

41-50 51-60 61-70

71+ Prefer not to say.

9. What is your ethnic group?

White Mixed/multiple ethnic groups

Asian/Asian British Black/Black British

Other ethnic group Prefer not to say.

10. Are your day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months?

Yes No Prefer not to say.

Thank you for taking part in this University of Brighton consultation.

BRIGHTON 2025

By 2025, the University of Brighton will be a sustainable institution and the choice for people who want to live, work and learn in a vibrant, unique city as part of a diverse, dynamic and creative community, where curious minds meet to create, apply and put knowledge to work.

By 2025 - Brighton will be known for its difference.