

University of Greenwich Corporate Plan 2006–2011



1.1 Mission

The University of Greenwich aims to provide high-quality education, research and enterprise for international, national, regional and local communities.

In doing so, it focuses on: expanding opportunities for students of all ages and many backgrounds; providing programmes with an emphasis on employability; the application of enterprise and research to defined needs.

1.2 Objectives

Enhancing learning and teaching

- A. To enhance the quality of learning and teaching through providing innovative programmes which take into account advances in knowledge, research and use of new technology.
- B. To provide a distinctive learning experience for all students that fosters success through a high-quality and strongly supported learning environment.

Employability

- C. To offer programmes of study which equip our graduates to obtain relevant employment and to be creative in the application of their knowledge and skills.
- D. To ensure students are supported to complete their programmes of study and embark on graduate careers.

Expanding opportunities

- E. To attract and retain students and staff from a wide range of backgrounds and to promote equal opportunities for all.
- F. To develop partnerships, both in the UK and overseas, which encourage progression through the different levels of higher education.

Enterprise and research

- G. To undertake enterprise and research with the public and private sectors, including consultancy and knowledge transfer activities.
- H. To engage with local and regional communities and to provide services that meet their needs, and encourage participation in university activities.

Effectiveness and efficiency

- I. To promote good management and effective solutions, both in terms of cost and performance, in all activities.



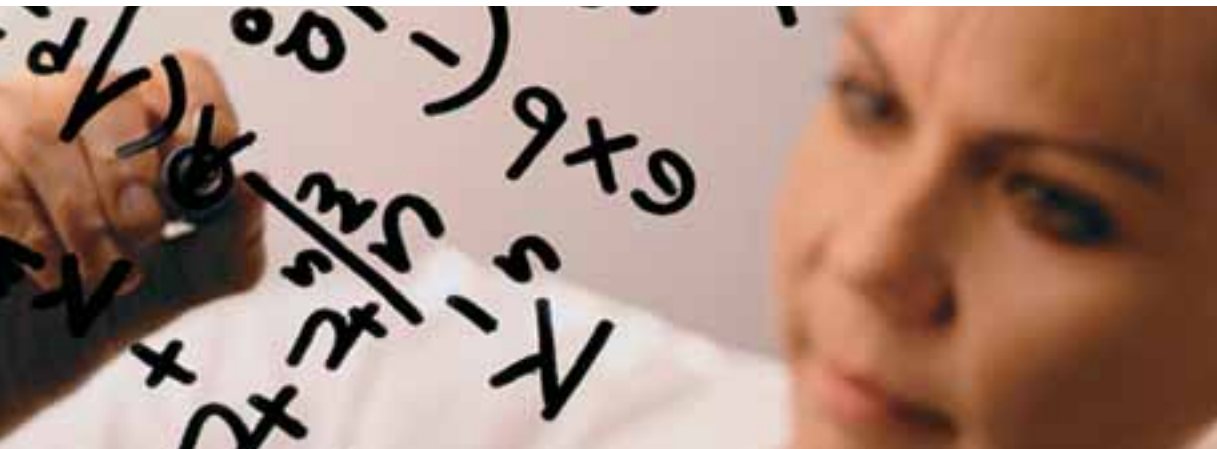
Objective A

To enhance the quality of learning and teaching through providing innovative programmes which take into account advances in knowledge, and new ways of accessing it.

- 2.1 The development of flexible, accessible and vocationally relevant programmes for a wide range of students lies at the heart of the university's mission. This is underpinned by a commitment to developing approaches to learning and teaching, and programmes of study that will enable all students to reach their potential. The university aims to equip students with knowledge, attributes and professional skills relevant to future study and careers through a supportive and high-quality learning environment.
- 2.2 The university will continue to teach at all levels from sub-degree to doctorates. It will seek to consolidate the numbers of students studying for full-time honours degrees and expand the postgraduate portfolio and programmes for Continuing Professional Development (CPD) and advanced professional practice. At the Medway Campus we will introduce programmes which relate to regional labour market needs to increase the opportunities for students. We will expand taught Master's degrees in mainly vocational subjects, either in the UK or overseas. The university has not recruited many students from the European Union, and intends to explore ways of marketing courses in EU countries, especially at Master's level.
- 2.3 Academic planning will take place through a careful assessment of demand, primarily national and regional, but also with an awareness of wider European and international opportunities and subject strength. We will focus on delivery of the academic strategy through broadening the curriculum offered on the campuses, and the development of part-time provision, short courses and work-based learning. Where programmes have become unsustainable, we will cease teaching them.
- 2.4 The university will develop new programmes responsive to the needs of the market and changing student demand. At undergraduate degree level the initial focus for growth will be on foundation degrees. This is in line with government policy and the additional student numbers already allocated to the university for study at this level. Moreover,

foundation degrees play to our strengths because of their vocational nature, and the emphasis placed on employer involvement. There is, however, a great deal of work to be done to familiarise employers with foundation degrees. The university's large network of further education (FE) partner colleges is a valuable asset in the development of foundation degrees, many of which will be taught in the colleges, with progression into the university to top up to Bachelor's degrees.

- 2.5 The university will encourage and support staff to use their research, scholarship and advanced professional practice to inform their teaching. The identification of best practice in teaching methods within and outside the university, and the sharing of that knowledge, will be aimed at providing innovative and up-to-date programmes of study. Learning and teaching forums will be used to encourage staff across the university to develop new approaches and to drive the implementation of the learning and teaching strategy.
- 2.6 The use of information technology to support communication and student learning will be a key part of the university's strategy during the planning period. The university will implement its new strategy for e-learning, promoting a structured and planned approach to the appropriate use of technology-led and supported learning for all students. It will also expand the provision of distance learning, especially for those seeking Continuing Professional Development after they have graduated. In general, there will be some change in the balance of teaching and learning delivered through conventional lectures and classes towards delivery supported by open and e-learning.



Objective B

To provide a distinctive learning experience for all students that fosters success through a high quality and strongly supported learning environment.

- 2.7 In the last planning period, the university launched a Student Experience Initiative to enhance support for students and to improve their learning experience. Particular emphasis was placed on personal and pastoral support in targeting those identified as at risk of leaving their programme of study. Whilst the aim was to develop the initiative over all three years, in practice the emphasis has been on supporting the transition into higher education during the first year of an undergraduate degree.
- 2.8 The Student Experience Initiative will be restructured as the Student Support Programme to provide a clearer focus on delivering key objectives at each level of the undergraduate curriculum and on supporting students in all aspects of their experience at the university. Level one will focus on personal and pastoral support, level two on employability and level three on independent learning and autonomy. The enhanced emphasis on career development and employability for all students reflects our mission to prepare students for work and encourage increased collaboration with employers.
- 2.9 Attrition rates in the university are relatively high. Various retention initiatives are being introduced which include: expansion of the Summer University; enhanced levels of study skills provision across the university through, for example, drop-in skill centres on each campus; new systems of tracking student engagement and research into why students leave their programme of study. All academic staff teaching on undergraduate programmes will be expected to identify those students in danger of dropping out, so that they can be given extra support and advice on how to cope with their studies.
- 2.10 The recruitment and development of academic staff is important in increasing the effectiveness of the Student Support Programme. In the recent past, financial constraints have made it hard to appoint extra academic staff leading to adverse staff-student ratios in some Schools. Over the next planning period this will be addressed so that students have access to more tutorial and pastoral support.

2: Enhancing learning and teaching

Corporate Plan 2006–2011

Action point	Target	Risks/constraints
1. To provide programmes subject areas that meet regional, national and international needs.	Development of programmes in at least the following areas: <ul style="list-style-type: none"> • transport and logistics • urban design • construction professions • criminal justice • creative and cultural studies • health, education and social care • area studies. 	Insufficient student demand for programmes.
2. Increase average A-level tariff scores for all entrants on BA/BScs.	Average of 220 UCAS points for all entrants by 2011.	Recruitment may go down.
3. Increase the number of courses using e-learning to supplement and aid traditional learning.	80% of courses using e-learning by 2011.	Staff not engaging with e-learning and insufficient resources to provide e-learning courses.
4. Increase amount of learning support for study skills (over and above standard lectures and tutorials).	5% increase in numbers of students participating in additional support mechanisms.	Insufficient resources and students not recognising need to engage.
5. Reduce rates of non-completion.	At or above Hefce benchmark for the percentage of students projected to leave the university without an award. <i>2004–05 (draft)</i> <i>Benchmark 21%</i> <i>Actual 22%</i>	These students will require greater support.
6. Implement and develop new portal (for improved services to students and staff).	Implement phase 1 by September 2006. Other phases over planning period.	Insufficient resources.

Corporate Plan 2006–2011

Action point	Target	Risks/constraints
7. Increase numbers of students participating in Summer University.	5% increase in intake (headcount) per annum.	Insufficient resources to support expansion.
8. Reduce student to staff ratios (SSR) to improve quality of Learning and Teaching.	Reduce overall SSR. (2004–05 = 1:25.7).	Insufficient resources to appoint staff.



Objective C

To offer programmes of study which equip our graduates to obtain relevant employment and to be creative in the application of their knowledge and skills.

- 3.1 Opportunities to develop innovative programmes in new and existing subject areas will be sought to meet changing demand and to respond to regional skills needs. All Schools will work to be both entrepreneurial and flexible in developing and promoting their programmes within a framework focusing on strong vocational courses with good employment prospects and close work with employers. Popular combinations of subjects which are taught within and between Schools will continue to extend student choice.
- 3.2 The university will focus on meeting strategic priorities relevant to its mission and consistent with those of HEFCE. This will include, for example, a focus on the needs of the public and private sector in London and the South East for high-level skills.
- 3.3 The phenomenal economic development of China and India will lead to a need for more graduates with knowledge and understanding of these countries and their economies. Over the next five years, the university will introduce Area Studies focusing on China and East Asia and India and South Asia. They will start in the Business School and go on to draw in programmes from other Schools.
- 3.4 All students will be supported through Personal Development Planning to develop skills and creativity relevant to employment. Increasing effort will be put into ensuring that the content of programmes is relevant to the needs of employers. It is recognised that many graduates will require further training when they take up employment. That training should, however, build on relevant knowledge and skills acquired during the degree programme.
- 3.5 Further efforts will be made specifically to identify employers willing to provide work experience through placements for students on full-time undergraduate degrees. These placements will be an important part of the objective of enhancing employability and giving our students the skills necessary to enter the workforce successfully.

Objective D

To ensure students are supported to complete their programmes of study and embark on graduate careers.

- 3.6 We will work with employers to identify job vacancies for new graduates. There will be improved co-ordination of facilities designed to support the placement of students in jobs on graduation. Special consideration will be given to those students identified in the First Destinations Survey as being less likely to find employment. We shall seek help from our alumni, many of whom are now employers in the region, both for work experience opportunities and jobs for new graduates.
- 3.7 Employability will be developed as an integral part of all programmes through a focus on developing student understanding of, and preparation for, graduate employment and career management. While a major focus will be on provision of work experience and placement, a range of other employment and work-related activities will also be supported, encouraged and promoted through, for example, student volunteering and community work, student tutoring, ambassador and mentoring work and student representative activities.



Action point	Target	Risks/constraints
9. Improve employability of graduates.	At or above HEFCE benchmark for the percentage of graduates who are working or studying. <i>2003–04</i> <i>Benchmark 90.7%</i> <i>Actual 87.3%</i>	Student recruitment going down as a result of our graduates not getting graduate jobs.
10. Increase number of work placements in all Schools.	10% per annum over the planning period (except students funded by the Training and Development Agency for Schools and the NHS).	Not gaining employer support for sufficient placements.
11. Engagement with small- and medium-size employers.	Each School to have an employer advisory panel.	Employers unwilling to participate.
12. Increase number of students studying on foundation degrees developed with employers.	1,200 full-time equivalent students by 2011.	Not gaining employer involvement and support for foundation degrees.



Objective E

To attract and retain students and staff from a wide range of backgrounds and to promote equal opportunities for all.

- 4.1 An important aspect of our mission is to widen participation and to attract young people and adults for whom going to university is not a generally considered route, enabling them to progress into professional and managerial careers. We will continue to develop strategies to encourage participation from under-represented groups in higher education.
- 4.2 The university will build on its work through three nationally funded Aimhigher partnerships in south-east London, south London and Kent and Medway to raise aspirations, attainment and participation. These programmes have targeted socio-economic groups whose participation in higher education is low. We shall strive to attract more local students from non-traditional backgrounds into the university, including, for example, white working class young men.
- 4.3 We will develop a range of pre-entry programmes, in partnership with schools and colleges, and on-course support programmes to ensure that students have the confidence to succeed, and are prepared for the demands of higher education and independent study. Through a strong focus on our ability to add value, and to devise learning experiences, teaching programmes and systems of student support to meet these varied needs, our aim is to ensure strong progression and high levels of success.
- 4.4 To offer flexible programmes through choice in the pace, place and mode of learning is a key aim. Approximately one third of our students study part-time, and the university will ensure flexibility in part-time programmes through enabling some students to complete in only a little more time than a full-time student, while others may spread their study over a longer period. Sixty-nine per cent of our undergraduates are aged 21 years and over when they come to university. Whether full- or part-time, many mature students have to balance their studies with employment, family and corresponding financial commitments. It is a central part of the strategy to support these students and this will be reflected in our policies on bursaries.

- 4.5 We will address the recent legislation across the range of diversity issues. We have revised our Race Equality Policy and will use this as a template for all equality policies. The Disability Equality Policy will be approved early in the planning period. A programme for impact assessments of university policies is in place. This process will ensure that we are maintaining our commitment to diversity and widening participation. The university will build on existing links to promote race equality and will sustain and develop initiatives such as its mentoring scheme to promote equality of opportunity and tackle disadvantage.



Objective F

To develop partnerships, both in the UK and overseas, which encourage progression through the different levels of higher education.

International partnerships

- 4.6 Approximately one in six of our students come from overseas. The largest groups are from China, India and Nigeria, but there are students from over 100 different countries. During the next planning period the target is to increase non-EU overseas students to 4,000 in total across undergraduate and postgraduate study. This is to meet growing demand for higher education, mainly in developing countries. The scope for increasing numbers is likely to be greatest for taught Master's degrees, partly because of the expansion and improvement of undergraduate provision in the countries of origin of overseas students, and partly because of the greater cost of embarking on a three-year undergraduate degree compared with a one-year Master's degree.
- 4.7 The market for overseas study is, however, changing, especially at undergraduate level. There is an increased demand for combining periods of study in the home country and overseas, and a growing interest in, and demand for, the delivery of UK degree programmes in-country. Students may come for only one or two years to one of our campuses to complete their undergraduate degrees here, or may progress to a Master's, having studied their undergraduate degree entirely in their own country.
- 4.8 In this context the university will continue to develop partnerships with overseas universities around the world, including Europe, and other higher education providers which focus on the collaborative provision of University of Greenwich degrees. In some cases the whole degree will be taught by the overseas institution, although validated by Greenwich; in other cases it will be delivered by joint teaching and e-distance learning. The university will build on its significant work in this area, especially in China, Hong Kong, Malaysia and Egypt, and extend its network of partnerships into other key countries.
- 4.9 While international partnerships will be crucial to both on-campus recruitment and in-country delivery, they will also be an important element in the broader context of the

internationalisation of the university's activities. Partnerships will provide opportunities which include staff exchange, the placement of UK students abroad, curriculum development and joint research and consultancy projects.

- 4.10 The university's Natural Resources Institute (NRI) already plays a role in Continuing Professional Development in developing countries, both in the public and private sector, and it works in partnership with organisations such as the Association of Commonwealth Universities. Over the planning period, NRI will develop further international partnerships through consultancy and delivery of postgraduate programmes.

Regional partnerships

- 4.11 There is a growing emphasis on regional collaboration in the UK, and the university will continue to engage in a range of collaborative networks and initiatives.
- 4.12 Lifelong Learning Networks (LLNs) will promote regional and local learning collaborations and assist the developing regional skills agenda. LLNs are collaborative HEFCE-funded projects designed to increase progression to, and the accessibility of, higher education through a strong emphasis on vocational progression, credit frameworks and work-based learning. In the Kent and Medway sub-region of the South East, the university is taking the lead in piloting an LLN which involves 11 partners across further and higher education. In London, it is working on the development of three other LLNs in south and south-east London, and on the Thames Gateway network, for the creative and cultural industries.
- 4.13 An important part of our regional and local work is with our partner colleges in the further education sector. Around 2,000 students are studying for qualifications accredited by the university in FE colleges in London and Kent. These arrangements provide opportunities for students who wish to study in their own localities to progress into higher education. The university will continue to work closely with the FE sector, especially in the development of foundation degrees. We will consider the expansion of this network of regional and local provision as opportunities arise.
- 4.14 Private sector colleges in specialist areas, such as dance, drama, creative and cultural industries and osteopathy, also seek our support in validating their courses. We shall continue to collaborate with them as part of our strategy for widening opportunities

across the region. We will develop links into our postgraduate programmes for students from these colleges.

- 4.15 The university is working with the University of Kent, Canterbury Christ Church University and Mid-Kent College to develop a campus used by all four institutions in a unique collaboration. Our Medway Campus is part of the Universities at Medway project and is already contributing to regeneration. The Schools of Science and Engineering are now well established there; both Schools have established good links with local companies and schools. The joint Medway School of Pharmacy, established with the University of Kent, is growing rapidly, and will make an important contribution to the target of 6,000 students on the joint campus by 2010–11. We will continue to work with partner higher education institutions in Kent and Medway to establish a new medical school in the sub-region, providing government support is received.
- 4.16 The opening of a new University Centre in Folkestone will also be pursued through joint work with Canterbury Christ Church University and the Creative Foundation.

Local partnerships

- 4.17 At the local level we will continue to build on our work with secondary schools. Many young people are unfamiliar with universities and what they have to offer them. Outreach work with local pupils will be an important element of our regional work. The development of strategic partnerships with schools will be supported through the work of Aimhigher and an enhanced Education Liaison team. Expansion of work with local schools, both primary and secondary, will be further supported through the appointment of Teaching Fellows in the School of Education & Training. They will work for most of the week in their schools, but will spend around a day a week in the School, where they will undertake project work and contribute to the training of new teachers.
- 4.18 The Olympic Games will take place one year after the end of the planning period. However, much of the work to prepare for the games will be done between 2006 and 2011. Since a number of the Olympic events will take place in Greenwich, the university will participate in some of the preparation. Notably, we will work on the further development of relevant skills in east London with the London Borough of Greenwich, which takes the lead on 'Skills for the Olympics' in the five Olympic boroughs. We will also contribute to the Medway Council Olympic Strategy.

Action Point	Target	Risks/constraints
13. Maintain the number of students from low participation neighbourhoods.	At or above annual benchmark. <i>2004–05 (draft)</i> <i>Benchmark 13%</i> <i>Actual 18%</i>	Aimhigher funding is reduced and affects our ability to maintain our widening participation activities.
14. Support diversity of entry qualifications.	Continue to recruit students with a wide range of non A-level qualifications, e.g. NVQ, BTEC National, ONC/D, Access.	These students will require greater support in their transition to university.
15. Increase overseas students (non-EU) on university campuses.	Increase campus-based overseas students to 4,000 full-time equivalent students by 2011.	Changing international market and growth of competition from in-country provision.
16. Increase student numbers in overseas partnerships.	Increase non-campus based overseas students by 30% by 2011.	Capacity of university to deliver overseas in-country provision.
17. Increase collaboration with specialist colleges with cultural and creative industry provision.	Increase cultural and creative industries collaborations by 2011.	Specialist colleges do not attract enough students.



Objective G

To undertake enterprise and research with the public and private sectors, including consultancy and knowledge transfer activities.

- 5.1 Enterprise and research activities are vital to the academic vitality and relevance of the institution, the expertise and morale of staff, and the intellectual base for teaching. In line with the history and character of the university, we put particular value on applied research and collaborations with industry, commerce and the public sector. We encourage all activities that constitute academic enterprise, including R&D, consultancy, Knowledge Transfer Partnerships (KTPs), commercialisation activity (such as spin-out companies and Intellectual Property Licensing), along with Continuing Professional Development provision.
- 5.2 Enterprise and research depends on the expertise of the staff in our Schools and institutes, each of which has its own plans for contributing to the university's goals. These plans reflect the demand of the marketplace, the character and strengths of the Schools, identify the best research and enterprise programmes in the context of the university's overall targets, and include explicit commitments to growth. Each School will make its contribution to year-on-year growth in enterprise activities.
- 5.3 The university has increased its applied research for industry. As part of our plan for further growth, we will seek to capitalise on our staff expertise through consultancy and our high-quality technical facilities. These are exemplified by the rehabilitation suite in the Centre for Sport and Exercise Science; the Wolfson Centre for Bulk Solids Handling and the Mobile and Wireless Communications Systems Laboratory in the School of Engineering; and the fire safety evacuation software developed in the School of Computing & Mathematical Sciences.
- 5.4 The university recognises the importance of encouraging a culture of entrepreneurship amongst its staff, and will continue to provide support to academics pursuing the commercialisation of their work. Recent commercialisation projects include spin-out companies/licensing arrangements in pharmaceutical sciences, environmental remediation and food safety, all with international applications. The development of Proof-

of-Concept funding from the Regional Development Agencies will be used to enhance access for academic staff to pre start-up resources. This funding will help develop the commercial feasibility of selected research activities, to formulate viable business plans, and to develop contacts with business.

- 5.5 The university remains committed to success in the RAE. The strategic research fund will be used to target our best research programmes to maximise the recognition of good research in the university in the 2008 exercise. The university is aware that the RAE will be revised after 2008, but there will be a continuing need for good-quality research. Where appropriate, we will recruit early-career academics with the potential to do research over the planning period.
- 5.6 The university's enterprise and research activity also has significant international focus, not least through our Natural Resources Institute, the university's largest specialist institute. It applies its expertise to underpin sustainable development to reduce poverty and to meet the millennium development goals. Its core business consists of DFID-, EU- and other development-agency-funded research and development projects in Sub-Saharan Africa and South Asia. Recent growth in consultancy income will continue over the planning period. In line with UK government policy, NRI will work to develop a southern hemisphere research base through mentoring local researchers.



Objective H

To engage with local and regional communities and to provide services that meet their needs and encourage participation in university activities.

- 5.7 The university will continue to build its enterprise infrastructure with the aim of establishing a full range of services across all its campuses. Such services will include access to commercialisation support, from proof of concept funds to incubation facilities for spin-out and other start-up enterprise hubs. We will develop similar facilities elsewhere in the Thames Gateway, with appropriate sector focus.
- 5.8 In conducting our enterprise and research activity, we will continue to value close connections with many companies, ranging from large, internationally active corporations such as Pfizer, EADS (Airbus), and BAE Systems, to SME links, often mediated through business associations. We will use these connections, not only as a basis for research and enterprise activity, but also to ensure that our curricula remain relevant. Our current five-year collaboration with Atkins PLC exemplifies this approach, involving a combination of initiatives in the areas of applied research, work placements and graduate recruitment.
- 5.9 Over the last four years, 25 graduates participated in 22 KTPs. There are currently six active KTPs, and another three proposals are under development. The target for the next two years is to develop a further eight, building on the success of previous KTPs, including, for example, work with the Cutty Sark Trust, transferring finite element analysis skills/technology to help guide the ship's conservation; and GlaxoSmithKline, to create and implement an online toolkit to improve powder storage and handling practices within their manufacturing and supply business.
- 5.10 At the regional level, the university will work with the Regional Development Agencies to identify changing demand for skilled manpower in the regional labour force. Having also consulted employers in the region, it will work to address skill shortages by providing graduates of the kind employers need.
- 5.11 Whilst the university will continue its general contribution to its local communities, it will also work with its public sector partners and stakeholders such as the London

Development Agency, South East England Development Agency, the Department of Communities and Local Government, Learning and Skills Councils, Thames Gateway Partnerships, local authorities and chambers of commerce. This will contribute to the co-ordinated delivery of priority activities, to help them achieve economic growth and provide social and civic benefits to the communities that the university serves.

- 5.12 The UK’s largest regeneration programme straddles our two regions. The Thames Gateway, which travels through both London and Medway, is a challenge and an opportunity for the university. We will work with public and private sector bodies developing the Gateway. Our focus will be south of the river, covering the Greenwich Peninsula, Woolwich and Ebbsfleet, as well as Chatham, Gillingham and Rochester.
- 5.13 The university has established an Urban Renaissance Institute at the Medway Campus, with support from the South East England Development Agency and Medway Council. It will support the local regeneration agenda through the development of programmes and training courses for professionals involved in the development of sustainable communities.
- 5.14 We will contribute to the regeneration of the Thames Gateway by placing particular emphasis on courses of study which are relevant to its needs. The university already prepares many new entrants to the construction professions such as architecture, urban design, project management, surveying and civil engineering. We hope to increase the number of students studying for these professions.
- 5.15 Due to population growth in the Gateway, there will also be increased demand for public services and the staff needed to run them. These needs are particularly relevant to the Schools of Health & Social Care, Education & Training, and Pharmacy. The School of Humanities will develop its programmes in the criminal justice area, working with the police and the prison service. In addition to these public services, there will be a growing emphasis on creative and cultural industries which are of increasing importance to the regional economy. We will expand and develop relevant courses in this area across several Schools.

- 5.16 The sub-regional development agenda on the Greenwich Peninsula is of particular interest because of its geographical proximity to our Greenwich Campus. The peninsula is the largest riverside development site left in London. On the peninsula, in collaboration with Ravensbourne College of Design and Communications, we hope to complete negotiations to provide commercial innovation and incubation space in a new signature building in the proposed Millennium Square.

Action point	Target	Risks/constraints
18. Maintain income from research grants and contracts.	Maintain research income at 2005–06 levels.	Loss of research active staff and changes in policy by research councils and other sources of funding.
19. Increase income on enterprise activities.	Increase enterprise income by 20% in real terms over the planning period.	Inability to continue to invest in enterprise growth. Loss of research/enterprise active staff.
20. Maintain research degree student numbers (headcount) at 2005–06 levels.	Maintain numbers over planning period.	Adverse RAE profile impacts on research student recruitment or funding.
21. Maintain the university’s overall RAE profile in the 2008 exercise.	Achieve RAE quality-related income in three or more units of assessment.	Increasingly competitive RAE environment. Likely change in RAE methodology.
22. Increase links with large employers.	Ten new multidimensional collaborations by 2011.	Competition from other universities seeking similar collaborations.

Objective 1

To promote good management and effective solutions, both in terms of cost and performance, in all activities

Services

- 6.1 An information strategy will be developed early in the planning process. This strategy will focus on managing the information available, providing information to meet the needs of all staff, students and external enquirers. The intention will be to widen access to information which is already available, and to simplify access for all users, to exploit relevant information resources, and to facilitate communication across the university at all levels. Links will be made between the Estates and Information Strategies to ensure optimum development of learning and teaching spaces to support teaching and learning strategies and the delivery of e-learning.
- 6.2 Major improvements in student administration such as admissions, registration and record keeping are already in train and will continue during the next five years to improve efficiency and effectiveness. Further clarification of the key regulatory functions and services provided centrally, and those at a local level, will be carried out, together with a review of the cost of such activities. The aim is to maximise efficiencies and economies. Measures of the effectiveness of support functions will be developed. New and improved software will assist in providing more readily accessible management information. The introduction of the National Student Survey has provided useful information which the university will use to improve those areas of particular concern. Advisory services to students will continue to be enhanced, with particular emphasis on on-line advice. In an effort to reduce bureaucracy while maintaining accountability, we will keep under review our administrative procedures with the intention of streamlining processes to focus on the impact on students rather than the perceived needs of the institution.
- 6.3 With the increased competition for students, particularly related to the introduction of variable fees for undergraduates, government encouragement to increase delivery of knowledge transfer, and greater efforts in fundraising across the sector, we need to be sure that prospective students and other partners understand what the university has to

offer. A marketing plan will be developed during the planning period which will highlight the university's strengths and comparative advantage, and outline how it intends to improve communication of these strengths to its prospective students and partners.

Buildings and facilities

- 6.4 Improving the quality of the working environment of students and staff, and the recreational opportunities for students, is an important objective, as is developing the university's estate in an environmentally sustainable manner. Investments will be made in capital equipment to ensure sustainability of academic programmes, in improving the estate and its facilities and in improving services to students.
- 6.5 In the last planning period, the university achieved its target of reducing the number of campuses from five to three. The new Estates Strategy to be developed early in the planning period will focus on improving the quality of the estate.
- 6.6 As new development on Greenwich Campus is prohibited, there will be the need to acquire additional buildings. Significant local developments in and around the campus are likely to provide the university with opportunities for improvements in both academic and recreational facilities.
- 6.7 The Avery Hill Campus in particular requires investment. The first phase of replacing unsuitable buildings is under way. New facilities at Southwood Site will be available in 2007. Outline planning permission for further new build and major developed site status at Avery Hill should secure sufficient space for growth in the near future and beyond.
- 6.8 The university has improved facilities on the Medway Campus, in part, but not exclusively, in collaboration with the University of Kent. Improvements will continue. New student residences will be built to provide extra accommodation, especially for overseas students.
- 6.9 Catering facilities across the campuses need enhancing and a review of the provision will be undertaken with a view to improving them during the planning period. Plans are well developed to acquire additional space at the Greenwich Campus for this purpose, and improvements are already under way at Medway, in the Pilkington Building.

6.10 Investment in the Information and Communications Technology infrastructure will be continued, including wireless delivered services, telephone services and the provision of teaching technology and learning resources in the classrooms. The university will provide 24/7 off-campus access to web-based services and develop a focused strategy to provide enhanced access to campus-based facilities, which may include an element of 24/7 services where this makes sound business and education sense. Investment will be made within the framework of an information strategy which will seek to simplify and rationalise systems, to reduce costs and release development potential.

Finance

6.11 The developments outlined in this plan will be undertaken in the context of financial probity, transparent resource allocation and rigorous financial planning. The university will continue to ensure that it works within its means by maintaining stringent financial controls. We will plan for annual surpluses on turnover and increase our income and expenditure reserves on the balance sheet. Embedded within these overall aims, we will seek to increase annually the share of income allocated for the appointment of academic staff in Schools, with the share for non-academic services proportionally declining. This will be made possible partly through more efficient service delivery.

6.12 With the anticipated additional income from variable tuition fees, the university will plan a programme of investment to improve the quality of the student and staff experience.

6.13 Continuing new investment in learning resource materials, particularly the book stock, will be needed. The growth in student learning off-campus both nationally and internationally requires the continued development of services to those students. Overall, a more explicitly focused set of library and IT services will be developed in order to improve staff and student ability to become self-sufficient. IT services will be greatly improved by the second phase of the student portal project, which will transform the use of web-based information for both staff and students.

6.14 New strategies in both research and enterprise emphasise focused investment in areas that can generate growth. Greater investment focus will provide support only in defined research and enterprise programmes with a record of accomplishment and/or potential. This approach informs deployment of all available investment streams, including a new strategic research fund recently established by the university.

6.15 The university is increasing its fundraising capability by investing internal funds and the use of earmarked DFES funding for which it bid successfully. Fundraising activities will concentrate on improving services, facilities and staffing throughout the university. Our investment in this and other income-generating activities will help increase our revenue in the planning period.

Staff

6.16 The Human Resources Strategy covers the period 2004–07 and sets out a number of broad objectives and detailed targets for staff recruitment and retention, demographic profile and staff development and performance. The current strategy is being reviewed and new targets will be agreed for the period to 2011.

6.17 A market premium payments scheme has helped improve staff retention, and the efficacy of the scheme will be kept under review. Staff turnover has thus remained relatively low, although the university does still experience difficulties in recruiting to certain disciplines. The university is currently implementing the new pay and grading framework, and the benefits of this in terms of improved fit between role and reward will become apparent in the course of the next few years. We shall ensure that our promotion policies focus on rewarding staff who take on additional responsibilities and who have demonstrated innovative contributions to the work of the university.

6.18 The age profile of staff remains skewed towards the upper age range. A special initiative to recruit new academic staff in areas where we are expanding our academic provision should improve not only the staff-student ratio, but also the age profile. We shall seek to appoint new academic staff with strong research potential from the UK and overseas.

6.19 We have recently increased the emphasis on staff development, and the momentum will be maintained. An analysis of staffing in Schools and administrative offices, specifically to consider leadership succession, has led to the development of succession plans which include preparing existing staff for promotion. The university is supporting its staff in participating in Leadership Foundation and other development programmes. This has proved both popular and helpful to staff, and will be maintained. Involvement of academic staff in subject specialist organisations and of administrative staff in professional associations will be encouraged.

6: Effectiveness and efficiency

Corporate Plan 2006–2011

Action point	Target	Risks/constraints
23. Develop new information strategy for the university.	Complete new information strategy by 2006–07.	Without a strategy, the development of services will be disjointed.
24. Increase 24/7 availability of web-based IT services.	Increase 24/7 availability of web-based IT services by 2011.	Insufficient resources.
25. Develop new marketing strategy.	Complete by 2006–07.	Student numbers go down.
26. Total property costs per full-time equivalent (FTE) student.	At or below the peer group annual benchmark.	Student numbers do not increase as planned.
27. Ratio of total property costs to income.	At or below the peer group annual benchmark.	Property costs rise faster than income.
28. Income per square metre across non-residences.	At or below peer group annual benchmark.	Income does not increase with inflation and/or additional floor space acquired without commensurate student number growth.
29. Operating costs per square metre.	At or below peer group annual benchmark.	Utilities costs continue to rise very significantly.
30. Develop new estate strategy for the university.	Complete new estate strategy by 2006–07.	Assessment of options constrained by external factors.
31. Improve catering facilities on all campuses.	Improve catering facilities by September 2007.	Insufficient resources.
32. Achieve annual budget surpluses.	Annual surplus of up to 1% of turnover.	Variable tuition fees affect student demand and budgetary requirements cannot be achieved.

Corporate Plan 2006–2011

Action point	Target	Risks/constraints
33. Improve income and expenditure reserves on the balance sheet.	Income and expenditure reserves of 20% over the planning period.	Failure to achieve 1% annual surpluses.
34. Increase the allocation to Schools.	Increase the proportion of teaching income allocated to Schools by 5% over the planning period.	Failure to increase income.
35. Growth in fundraising income.	To achieve continued growth in fundraising income.	Too many universities and other fundraisers seeking donations from the same sources.
36. Upgrade currency of book stock and journals.	Spend on books and Journals to be maintained at £50 per FTE (on-campus students) in real terms on the basis of 2005-06 prices.	Insufficient resources.
37. Increase spend on staff development.	Annual staff development spend at 3% of total pay bill.	Insufficient resources to support increase.
38. Improve age profile of staff.	20% of staff less than 40 years of age by 2011.	Inability to attract younger applicants to vacant posts.
39. Invest in staff with leadership qualities.	50 staff participating in Leadership Foundation Programme by 2011.	Insufficient resources and lack of staff engagement.
40. Improve the overall satisfaction level in the National Student Survey.	At or above the peer group annual benchmark.	Poor response rate.





the
UNIVERSITY
of
GREENWICH

University of Greenwich
Greenwich Campus
Old Royal Naval College
Park Row
London SE10 9LS

Tel: +44 (0)20 8331 8000

University of Greenwich is a charity and company limited by guarantee, registered in England (reg. no. 986729). Registered office: Old Royal Naval College, Park Row, Greenwich, London SE10 9LS

