



Birkbeck
UNIVERSITY OF LONDON

BIRKBECK

Birkbeck, University of London

Corporate Plan 2015-2020

Birkbeck is a world-class research and teaching institution specialising in evening higher education for non-traditional students of all ages.

In the National Student Survey, our students consistently rate us number one in London for overall satisfaction. We are also one of the UK's most highly rated research intensive universities.

Our academic staff are engaged in active and internationally rated research programmes across a broad range of disciplines and some 12,000 students study with us annually on a wide range of programmes to suit every level, gaining University of London qualifications.

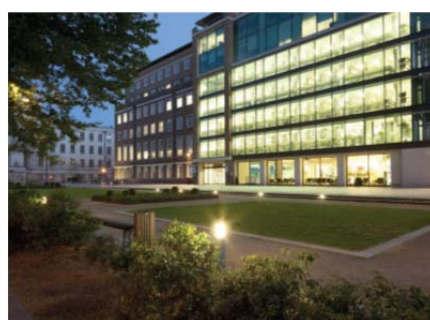


I Mission, values and vision

I.1 The principal aims of Birkbeck are to:

- Provide flexible and part-time higher education courses which meet the changing educational, cultural, personal and career needs of students of all ages; in particular those who live or work in the London region.

- Enable adult students from diverse social and educational backgrounds to participate in our courses.
- Maintain and develop excellence in research and provide the highest quality research training in all our subject areas.
- Make available the results of research, and the expertise acquired, through teaching, publication, partnerships with other organisations and the promotion of civic and public debate.



I.2 As London's evening university, we educate a community of learners as diverse as the capital city's population. Independent, resilient and distinctive individuals thrive at Birkbeck, as students, staff and other members of our community. We offer opportunities for people to gain from their talents and aspirations, by making and strengthening links between the worlds of academic study, work, life and a culture of strong, interdisciplinary research.

I.3 We offer unique opportunities to fit university study around busy lives. Most of our learning and teaching takes place in the evening. We offer full time and part time undergraduate courses, from access programmes to degrees, and we are also the destination for working graduates, with a broad range of one, two and three year evening Masters degrees. Nearly half of our students are

postgraduates, putting us in the top six postgraduate education providers to UK and EU students.

- 1.4 Our research standing was confirmed in the 2014 Research Excellence Framework assessment, where we kept our place in the top 25% in the research intensive ranks. 73% of our research was classed as world leading or internationally excellent. In the QS world university rankings, we were ranked in the top 200 for eight subjects.



- 1.5 In 2023 we will celebrate our 200th anniversary. In 1823 our philanthropist founder Dr George Birkbeck set out his vision: ‘now is the time for the universal benefits of the blessings of knowledge’. That statement continues to underpin our mission and the connections we have made between, work, study, culture, research and society. In our third century we will continue to offer transformative educational opportunities, in the belief that there should be no barriers, financial, practical or otherwise, to the benefits of university education. We will maintain and develop our distinctive research culture and contribution to science and society; and we will create more and better space and facilities for all of our activities.

2 Strategic and Financial Context

- 2.1 This five year plan covers a period following recovery from significant turbulence in the HE sector. The impact of the 2012 funding policy changes to undergraduate fees and funding led to reductions of 40% in the numbers of new part-time and mature students nationally. Over the three years since 2012 our own part time degree intake has halved and we have taken concerted action to recover student numbers, most notably in the continuing expansion of intensive three year undergraduate degree provision, where demand has increased significantly, and, across all areas, by ensuring our course provision responds to changing student needs and capitalises fully on our reputation and brand position at the forefront of the part-time sector.

A blue rectangular graphic with white text. The text reads: "ACHIEVE YOUR AMBITION GET A PLACE AT BIRKBECK". The words "ACHIEVE YOUR AMBITION" are stacked on the first line, "GET A PLACE AT" on the second line, and "BIRKBECK" on the third line.

- 2.2 We positioned ourselves financially in anticipation of the impact of the 2012 changes, building upon the major transformation we delivered in successfully responding to the withdrawal of funding for ELQ (equivalent or lower qualifications) in 2009. Since then the College has intentionally built up the strength of its base operating position, returning operating surpluses of around 7% between 2010-11 and 2013-14.
- 2.3 We are planning to deliver a similar performance in the future, putting us in a position to invest in the development of academic provision,

facilities, student support, and research. While our financial forecasts reflect the income consequences of reduced student intakes, they also include the positive contribution of the expanding three year intensive provision, the impact of improved student retention, and the impact of continuing cost reduction, control and value for money initiatives.



2.4 A major area of growth over 2015-2020 will be the continuing expansion of demand and provision of intensive evening degrees for a younger body of students, from the London area and beyond, who wish to combine study with work and complete their degree in three or four years. We will develop and offer appropriate facilities and support to maintain a diverse body of younger students on these programmes.

2.5 We will also maintain our commitment to open, inclusive and flexible opportunities for all Londoners, by maintaining part-time pathways in all subject areas allowing people to combine evening study with work and other commitments. We will continue to ask for policy interventions to support this student body and ensure that lifelong learning is maintained; and we will continue to develop and offer a range of open, inclusive and low risk pathways into undergraduate study through our Certificate of HE programme, the largest in the country.

2.6 We are committed to maintaining a broad portfolio accessible to diverse student populations, both in terms of our mission and to mitigate the risk of unexpected policy and market changes.

3 Learning, Teaching and Academic Development

3.1 We are committed not only to teaching excellence, but to the innovative organisation and flexible delivery of our teaching in ways that genuinely respond to the needs of our students.

3.2 The College's Strategy for Learning and Teaching Enhancement aims to deliver that commitment, providing a strategic framework for the development of learning and teaching at Birkbeck. It aims to ensure the best possible learning experience in higher education for the widest range of students, enabling our students to realise their full potential in an academic culture of developing and enhancing excellence in teaching. It aims to encourage, develop and enhance the pursuit of knowledge through an integrated, flexible and innovative approach to learning and teaching, working with new methodologies and new technologies in learning, teaching and assessment;



and to develop and enhance our approaches to learning and teaching enhancement through awareness of student diversity and issues of equality.



3.3 High-quality research-led teaching in the evening remains at the heart of the College's provision, but the keynote for this provision is flexibility: flexibility in terms of time - the offer of significant options for both accelerated and decelerated learning at both undergraduate and postgraduate levels; and flexibility of delivery - maximising the impact and benefits of the highest quality face to face teaching that is at the heart of Birkbeck's reputation, but embracing new modes and formats of delivery and responding positively to the emerging opportunities and new contexts which are shaping how people are seeking, not only to participate in 'teaching' but, more broadly, participate in intellectual activity and debate.

3.4 Accelerated, flexible, evening study combined with daytime work is becoming a popular choice. Students can work or seek work during the day while finishing their degree in the same time as a conventional full-time student would. Our research indicates that this provision appeals more and more to younger prospective students from backgrounds where university

study is not the norm and who would otherwise not go to university, as well as to students who want or need to work while studying and would prefer a more intensive evening model. In response to higher fees and difficult economic circumstances, these students have a preference to realise the benefits of completed study sooner rather than later, and to have a flexible study model that gives far greater scope, and far more explicit support, for interactions with the world of work whilst studying. Meanwhile for some young students, intensive evening study may become the only alternative to not studying at all.

3.5 Just as significantly, this trend increasingly determines study preferences in the postgraduate market. A postgraduate qualification is seen as increasingly important in career advancement, yet at the postgraduate level there is clear under representation of certain groups of non-traditional students. Even with postgraduate student loans, which under current plans will not be available for mature students at all, such students may well see the intensive evening route as the only way to make study at Master's level affordable and accessible.



3.6 We will continue with our Catalyst programme to pioneer the development and delivery of innovative, flexible and accelerated evening provision at both undergraduate and postgraduate taught levels, building on our sector-

leading expertise in supporting adult learning. We will further develop our flexible fee and enrolment infrastructure enabling flexibility in terms of programme structure, new course development and the speed and intensity at which students proceed; and we will continue to develop provision that wraps meaningful work skills and experience around high-quality academic evening study in new and innovative ways that meet the needs of a variety of diverse non-traditional adult students.

- 3.7 We have introduced lecture recording facilities to our classrooms, enabling students to review material and catch up on missed classes in their own time. We will bring further innovation to the classroom, in the context of clearly changing student circumstances and needs, evaluate and, where appropriate, integrate into the College's course portfolio innovative teaching and learning practice and new delivery technologies, including expansion of online and distance learning provision, underpinned by both our own resources and by opportunities for collaboration and partnership where there is a strategic fit.

Our Strategy for Learning and Teaching Enhancement focuses on six key themes:

- Develop and enhance **learner support, retention and progression**
- Develop the distinctiveness of a Birkbeck degree through enhancing **innovative curricula developments** for learning, teaching and assessment

- Develop and enhance a **flexible and transformative** approach to learning and teaching
- Develop and enhance the **quality** of learning and teaching
- Develop the College's capacity to respond rapidly to **new and changing opportunities** in higher education whilst retaining our commitment to our mission
- Provide an **inclusive working and learning environment** for our students and staff so that all may develop to their full potential.

4 Research

- 4.1 The distinctive contribution and reputation of the College is defined not only by the quality of its teaching but equally by the excellence of its research. We are the only research-intensive institution with a commitment to flexible patterns of teaching supporting part-time and mature student learning.



- 4.2 It is embedded in the culture of Birkbeck that we should carry out excellent research across a wide range of disciplines. The College's Research Strategy is for this to range across 'blue skies' scientific work, cutting edge scholarship in the arts, humanities and social sciences, and

highly applicable interventions in technology, social policy and artistic work; and that we seek to offer research-led and research-informed teaching at all levels. Our academic staff collectively cover a large spectrum of academic interests. There is specialisation that produces very strong, focused research, well located to inform the College's teaching; and there is interdisciplinary collaboration, enriching the quality of the research and enabling it to engage with the complex problems presented by contemporary issues and with the demands of the national and global environment.



- 4.3 We are a relatively small institution for one that is highly research active and has broad, multi-disciplinary coverage. Whilst this produces problems of scale in some areas, it also offers many benefits in promoting interaction between different subject areas, less division between disciplinary and administrative sections, more openness and a willingness to innovate. It also generates the incentive for collaboration across the College and with other institutions, which itself

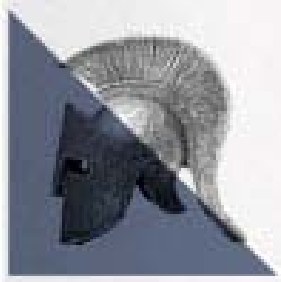


encourages new thinking and enables larger-scale research to take place.

- 4.4 Our London location brings a constant flow of visitors, large numbers of students, and an in-built attraction for talented academics wishing to work in close proximity to scientific and artistic resources and to many other high calibre research institutions. Our high proportion of postgraduate students offers opportunities for researchers to share their work as part of their teaching role, and to be stimulated and challenged by students who are already knowledgeable in their discipline, and who, because of the high concentration of 'mature' students in the College, have connections with relevant areas of work and social and policy activity.



- 4.5 The ongoing success of our research, both in terms of quality and financial contribution, is a continuing imperative. The funding environment is increasingly tight, given wider economic constraints. However, we are maintaining our position in terms of attracting external competitive grant funding. We will promote funding proposals across our range of disciplines, looking for opportunities from the funding councils, charities and businesses, seeking large grants in our areas of strength and aiming to increase proposals from subject areas that have not attracted significant funding in the past.



4.6 The 2014 REF exercise was of pivotal importance both in terms of reputation and long term impact on funding. The coming five years will require concerted research leadership, mentoring, preparation and planning for the next assessment exercise, in which we are aiming to maintain our position as a top rated research-intensive university.

4.7 Research students are fundamentally important to our research culture. They include the next generation of academic staff as well as innovative contributors to culture, business, science and society. We aim to provide better access to resources and a more integrated experience for our research students, enabling potential students to find studentship funding, and enabling all research students to find the information, training, guidance and support that they need. We will continue to work with funding councils and partner HE institutions, and to invest our own funds, to offer substantial postgraduate research studentships across the range of disciplines.

Our Research Strategy is underpinned by these principles:

- Inspiring research comes from **empowered researchers**
- **Everyone contributes** to research
- Good research often involves **collaboration**

- Good research **crosses institutional boundaries**
- Good research is **critical** research
- Good research is **ethical** research
- Good research takes **time and sustained attention**
- Research matters, making a **positive difference to society**
- Researchers need **support and guidance**
- **Research and teaching** are linked
- Research needs **resources**
- Research needs **leadership**
- **Future researchers** matter
- **Equality of Opportunity** matters



5 Student Engagement

5.1 From the possibility of social mobility through education for our most non-traditional undergraduates to the promise of a stellar academic career for our most gifted research students, Birkbeck offers life-changing education to all. Our Student Engagement Strategy sets out to create an equally high quality experience outside the classroom. Student experience spans from the first point of contact to graduation and alumni membership, involving student recruitment, access, retention, success and progression to careers, participation in society and further study. Our alumni can become our most engaged advocates, volunteers, mentors, careers advisors,

student supporters, employers and donors.



- 5.2 We have a diverse and changing student body encompassing traditional part time mature students and younger students at the beginning of their life course. As our student body evolves, we know that what connects our students is that they are busy people. We are reviewing our approach to student engagement to ensure that we offer the opportunities and support that allow all our students to change their life and build the best possible future. We will take pleasure in providing an improved, co-ordinated, seamless and enabling experience to give our students the very best chance of success.

Our ambition for effective student engagement is fuelled by our ambition for our students to succeed, reach their potential and achieve their goals, and is based on these principles:

- **Understanding** the evolving student body
- **Listening** to students
- **Connecting and communicating** better with students
- Using **digital culture** to improve student engagement
- Creating a **social experience**
- Building the **culture of research** through engagement with students
- Successful student **recruitment, access & retention**
- Opportunities for students to build **career capital**
- Offering the best **student support services**

- Engaging the **whole Birkbeck community** in the support of our students

6 Enterprise, Employment, and Employability

- 6.1 Complementing the Catalyst programme pioneering the development and delivery of innovative, flexible and accelerated evening provision, our *Enterprise, Employment, and Employability* initiative enhances the College's engagement with practice, enabling deeper, more integrated relationships with stakeholders and providing more value for them and greater breadth of provision for our students.
- 6.2 Current work for students focuses on developing the activities that surround and interact with their taught programmes. Support for enterprise, employment, and employability surrounds our core teaching activities and is broadly organised around three strands – mentoring, careers and employment support; enterprise and entrepreneurial support; and commercialisation.



- 6.3 The first strand is now well established with mentoring schemes running in four schools and a pilot scheme in the fifth School planned in 2015-16. Birkbeck Careers delivers a

programme of skills development workshops on topics such as CV writing, interview skills, networking skills and career transitions. Birkbeck Talent places students into full- or part-time roles as well as supporting students who have secured other roles and placing students into internship programmes. We also deliver events to support students with career development through professional body presentations.

- 6.4 The second strand, enterprise and entrepreneurial support for students, is now being enhanced, based on a better understanding of our student needs and the development of partnerships to deliver activities. The current focus of workshops and events is on providing practical guidance on how to get started. This has included advice on how to set up a business; an intense weekend *Enterprise Academy*; a business planning master-class; and speed mentoring with enterprise experts. To consolidate these there is a non-accredited elective course in enterprise.
- 6.5 We will deliver digital resources, external and internal events, enterprise competitions, an enterprise module, entrepreneur(s)/coach(es)-in-residence, access to co-working space and an enterprise network. These will be delivered internally and through a set of partners.
- 6.6 We will further develop the third strand, commercialisation, promoting the benefits, uses and impact of the research and innovation generated by our staff and students.
- 6.7 In addition, one hybrid academic/professional programme has been launched and a work-based summer module is being delivered.

These may be templates for further such developments.

7 Academic Schools

- 7.1 Birkbeck has five academic Schools: Arts, Business Economics and Informatics, Law, Science, and Social Sciences History and Philosophy.

School of Arts

- Culture and Languages
- English and Humanities
- Film, Media and Cultural Studies
- History of Art



- 7.2 The mission of the School of Arts is to maintain and enhance its reputation for innovative, world-leading research in the arts and humanities and its position among the top 50 universities in global league tables; to maintain its leadership in the provision of postgraduate education in London; to offer research-led, transformative higher education that is responsive to and engaged with a changing world; to provide an environment for imaginative exploration of the dynamic and porous relationship between theory and practice in the arts and between the academy and the creative industries; to maximize the benefits of our central London location for collaboration with leading arts organisations as part of a broader cultural ecology; and to draw on the best traditions of liberal education.



7.3 The School is committed to educational provision that is integrated with students' lives and work commitments and to developing and sustaining access through the provision of supported pathways into higher education.

School of Arts strategy:

- To grow research-led **undergraduate and postgraduate provision** and to invest in our research and teaching ambitions
- To strengthen our **research performance** through investment and pro-active management
- To strengthen the quality and increase the rate of **research grant applications** with a view to growing research income by 25% over the five-year period
- To continue to develop our distinctive **PhD programme** and research training provision, both independently and as part of CHASE (Consortium for the Humanities and the Arts South East England) with a view to establishing an Arts Doctoral School
- To increase **donor funding** for postgraduate studentships and bursaries, and for strategic Arts initiatives, by 10% per annum
- To continue to develop **cross-departmental and**

interdisciplinary teaching at all levels

- To strengthen and extend relationships with individual international **partner universities** including study opportunities for students
- To strengthen existing and develop new **teaching and research partnerships** with non-HEI arts institutions
- To develop the School's **public engagement** activities through more ambitious and strategic investment in its arts programmes.

School of Business, Economics and Informatics

- Computer Science and Information Systems
- Economics, Mathematics and Statistics
- Management
- Organizational Psychology

7.4 The mission of the School of Business, Economic and Informatics is to carry out innovative, world-leading research in Business, Economics and Informatics; to offer research-led, transformative higher education that is responsive to and engaged with a changing world; and to draw on the best traditions of liberal education coupled with an understanding of wider student needs.



- 7.5 The School interacts and engages extensively with practitioners in order to understand practice and to change practice. It is committed to educational provision which takes into account that students are ‘persons in the world’ who, as well as studying, have caring, work and other commitments and requirements; and to developing and sustaining access through the provision of supported pathways into higher education.



and to have this standing reflected in rankings and accreditations that assist our mission.

School of Law



- 7.6 The School of Law is a leading international centre for world-class legal research and scholarship. Our academic staff are recognised internationally as authorities in their field and deliver stimulating teaching programmes at all levels of study. The identity of the School is driven by its association with critical legal studies and its reputation for theoretically informed interdisciplinary teaching and published research.

**BIRKBECK
LAW REVIEW**

School of Business, Economics and Informatics strategy:

- To consolidate research-led **undergraduate and postgraduate provision** and to invest in our research and teaching ambitions;
- To strengthen our **research, REF and impact performance** through investments and pro-active management;
- To increase our **research grant income** annually over the five-year period;
- To increase our **PhD completions** through securing more doctoral funding and strengthening our research training;
- To develop more effective **cross-departmental and interdisciplinary teaching**;
- To strengthen and extend **relationships with practice** in terms of research and teaching.
- To enhance our positioning, reputation and international ranking

School of Law plans for 2015-2020:

- To further develop, diversify and deliver **academic provision in Law and in Criminology**
- To redevelop our **Masters degree** to enhance the student experience
- To continue our association with the **Institute of Criminal Policy Research**

- To strengthen our **research leadership and REF strategy**
- To extend our participation in the **publication of critical legal scholarship**
- To extend our **public engagement** activity, with external facing work and fundraising for social justice

School of Science

- **Biological Sciences**
- **Earth and Planetary Sciences**
- **Psychological Sciences**



7.7 The School of Science provides state-of-the-art facilities, engages in world class research and offers a first-class learning environment. Some of the country's most distinguished scientists began their careers with us. The School is focussed on being highly ranked for research and is committed to delivering high quality teaching related to our research areas for a diverse student body.



The School of Science plans to

- Consolidate **undergraduate and postgraduate academic provision**
- Enhance **student support** and improve student retention
- Provide **access routes** for students of all ages to enter our programmes, and support for our students to progress in their **careers**
- Build on the **world-leading research** acknowledged by the REF2014 and further improve areas of international excellence, aiming to be in the top 10 by grade point average in all three Units of Assessment.
- Provide **state of the art facilities** to support our research
- **Raise funds** to extend our research
- Maximise the value of our **collaborations** with outstanding neighbouring institutions in biomedical science, earth and planetary sciences, cognitive neuroscience, and educational neuroscience.
- Offer **postgraduate research studentships**, working in partnership with other institutions



School of Social Sciences, History and Philosophy

- Applied Linguistics
- Geography, Environment and Development
- History, Classics and Archaeology
- Politics
- Philosophy
- Psychosocial Studies



7.8 The mission of the School is to carry out innovative, world-leading research in the social sciences, history and philosophy; to offer research-led, transformative higher education that is responsive to and engaged with a changing world; and to draw on the best traditions of liberal education.

7.9 The School is committed to educational provision which seeks to change our students' lives, taking into account that our students are 'persons in the world' and that they have caring, work and other commitments in addition to study. The School is also committed to developing and sustaining access through the provision of supported pathways into and through higher education.



School of Social Sciences, History and Philosophy strategy:

- To grow our research-led **undergraduate and postgraduate provision** overall by ten per cent in order to invest in our research and teaching ambitions;
- To develop more effective **cross-departmental and interdisciplinary teaching**, particularly at postgraduate level by developing appropriate School structures;
- To strengthen our **research** through investment in environment and impact development and through proactive management;
- For each UoA to improve their position (as measured by intensity) by an agreed number.
- To shift the proportion of the School's income generated by Quality Research (QR) funding from 11 per cent to 14 per cent.
- To increase our **research grant income** by 5-10 per cent per annum over the five-year period;
- To increase our **PhD completions** by at least ten per cent over the next five years through securing more doctoral funding, strengthening our research training, joining AHRC and ESRC doctoral training programmes and developing a doctoral research centre within the School;
- To strengthen and extend relationships with individual **international partner universities** (at least two per department) in order to establish study opportunities for international students and stronger research relationships with those institutions.

8 Space and the Environment

- 8.1 Our ambition for the College Estate is to provide the best possible facilities and environment for our community. Our main recent capital project has been the construction of a campus building, University Square Stratford, in partnership with the University of East London. The facility opened for students in September 2013.



- 8.2 The College's balance sheet has been structured defensively with no borrowings and a strong cash position, as a measure of protection from the recent turbulence in HE funding policy. We are now positioned to invest in development, in particular to increase the size and improve the quality of the College estate.
- 8.3 Our students need teaching space that is close to our main campuses, so that they can conveniently attend classes and use services and facilities. To this end we are developing a plan to expand and improve teaching space close to our main Bloomsbury campus. We also need appropriate space for research across the range of disciplines, including academic offices as well as laboratory and other specialist facilities. We need more social and group work space for students, and we need to be more efficient in our use of space.

- 8.4 In 2013 the College conducted an Estates "master planning" exercise to provide the context for medium and long term estates investment and development. Based on this, and informed by broad consultation with staff and students, we will develop an Estates Strategy setting out how we will deliver this now and over the coming years, taking in best use for the space that we currently have, property acquisition, renovation and new building, funded by our cash reserve, through fundraising and through partnership with other organisations. We have two Estates ambitions to achieve for our 200th anniversary: to build a new research facility in collaboration with academic partners; and to be able to teach all of our students in rooms that are either owned by the College or in partnership with other institutions.



- 8.5 In 2015 we were ranked 53rd in the 2015 People and Planet Green University League, rising from 61st in 2013, and we plan to improve our position further, working with our neighbour Higher Education Institutions on the Bloomsbury campus to achieve ISO 14001 certification of our environmental management systems, mobilising our staff to work locally on sustainability and improving our environment and reviewing relevant strategies. We have paid the London Living Wage or more to all staff and contractor staff and recently confirmed our status as an accredited

living wage employer. We also have in place a plan to reduce carbon emissions relative to space by 22% by 2021,

9 Professional and Support Services

9.1 The central Professional Services provide the operating framework for the College and support for its development, including the buildings, facilities and infrastructure, the Library and IT services, the expertise, processes and systems that enable us to successfully manage people, finance and information, student administration and support, marketing and relationships with supporters and stakeholders, and processes and data to support planning and strategy development.

To support the activities and developments in this Plan, Professional Services will be putting particular focus on:

- Enhancing and co-ordinating **support for research**, REF preparations and PhD students,
- Defining and delivering the **Estates strategy** to improve the quantity, use and quality of space
- Improving **administrative, support and advice services for students**
- Improving our **website** - our outward face to potential students and the world
- Improving **systems**, including the replacement of the Finance/HR/Payroll systems

9.2 We will also promote the College's framework to support ongoing operational process improvement in

central professional and support services and School-based administrations. Looking ahead, the focus will be on organisation, capacity, capability and resource to inform service planning and delivery in a new climate and in the context of continued changes to the student body.



9.3 From the perspective of overall financial sustainability, as well as development proposals designed to address and influence changing patterns of demand that impact on income, we need to continue to scrutinise and manage our cost base, and the cost efficiency and effectiveness of our operations.

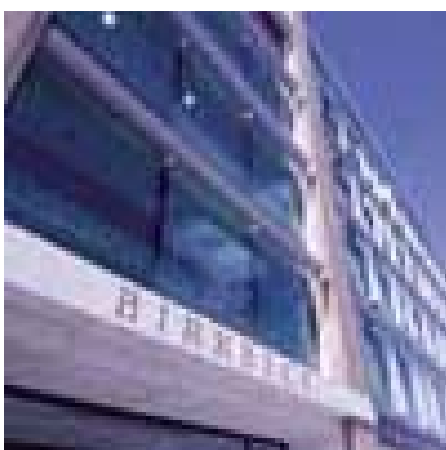
10 People

10.1 The current People Strategy is focussed on ensuring the recruitment, development and retention of the best quality staff in all staff groups, in order to fulfil the College's Mission and thereby meet its strategic aims and objectives.

The delivery of the People strategy has been informed by the themes of:

- **Recruitment and Retention**
- **Reward**
- **Organisational Development**
- **Staff Wellbeing and Engagement**
- **Equality and Diversity**
- **Performance Development**
- **Employment Framework**

10.2 The last staff survey, with a significantly improved response rate of 63%, highlighted a number of key strengths including; 89% of participants were proud to work for Birkbeck, 85% said it is a good place to work and 81% were satisfied working for Birkbeck. However, there were areas requiring attention including internal communications and accessibility of internal information, process improvement and career development and promotions.



10.3 There has been a range of activities across the College to support the wider People Strategy and address outcomes from the staff survey including:

- Starting a debate on embedding equality and diversity across the College
- Initiatives to enhance performance and talent management



- The production of a set of new workforce metrics which will underpin School strategic workforce planning and inform the new People Strategy
- Applying for renewal of our Athena SWAN bronze institutional award
- The development of new policies including probation and family leave
- Successfully embedding the harmonisation agreement for teaching and scholarship staff
- The launch of mentoring schemes for both professional and support staff and as part of the Athena SWAN action plan
- The delivery of a range of leadership development programmes including Aurora
- Enhancing the progress and development review scheme for professional and support staff and extending it to research staff
- Signing up to a new graduate trainee scheme

10.4 The current development of a new organisational strategy will require the development of a new People Strategy to support and enable its successful implementation. This will be informed by extensive consultation across the College. We will also undertake a staff survey in 2016 to identify areas that have improved so that we can assess what interventions have been effective at delivering change. We will also use the survey to identify strengths, areas that need further work and apply our learning from previous successful activities in designing and delivering solutions.

10.5 A number of challenges have already been identified. These range from: how do we develop an agile and flexible employment proposition, gaining broad staff engagement with improvement activities to further enhance the College's ability to respond proactively to the changing environment; to developing and implementing a new HR/Payroll system which will support managers and staff to utilise technology effectively to both improve process efficiency and enhance organisational performance.



II Strategic Objectives

We have identified these strategic objectives to support the delivery of our plan. We will measure our success in achieving them using Key Performance Indicators.

Student satisfaction

- Deliver student satisfaction to maintain or improve our National Student Survey outcome:
- Establish baseline performance for Postgraduate Taught Experience Survey

Student recruitment and access

- Increase student recruitment to maintain the size of our overall student body
- Promote access routes for non traditional students

Student retention and success

- Improve student retention from level 4 to level 5
- Establish a baseline to measure student success and maintain or improve it
- Enable students to progress to careers or further study

Portfolio and Teaching

- Develop new flexible intensive programmes
- Maintain and develop excellence in transformative and innovative teaching to provide the highest quality learning experiences for all our students.

Research

- Maintain or improve our Research Excellence Framework position
- Maintain research intensity measured by percentage returned to the REF

- Establish baseline research quality measures

People

- Provide a good working environment for staff, enabling development of potential
- Promote equality and diversity in all our activities

Estate and Environment

- Teach all students in Birkbeck controlled space
- People and Planet University League ranking
- Reduce carbon emissions by 10% by 2021

Financial

- Generate surplus of 5% of income
- Generate cash to support development
- Maintain cash reserves to ensure sustainability
- Control staff costs

