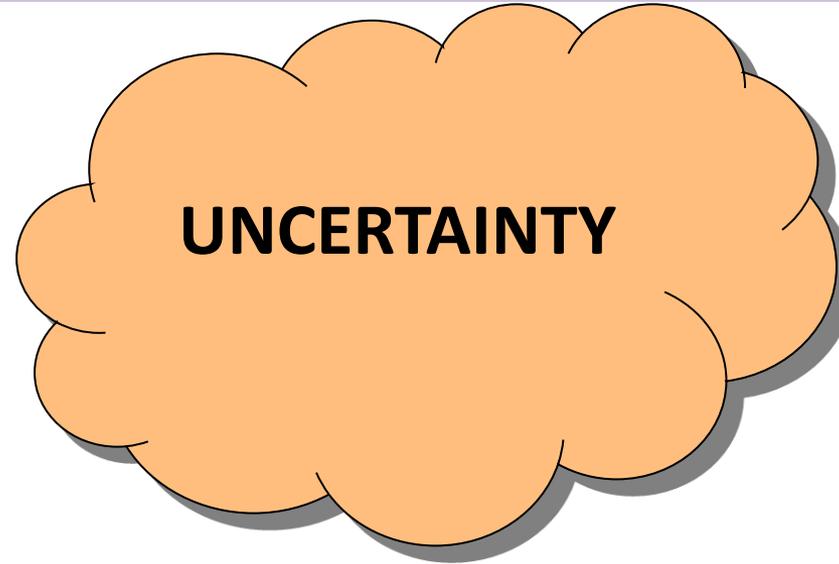


PSS Conference 2016

Closing Session- Clive Agnew



- Vision & Opportunities around Devo-Manc and New Faculty
- Making Transformations and Change Work
- Priorities and Challenges
- Closing session
 - TL&S Challenges
 - Responding to Uncertainty

Challenging Times- TL&S

TIMES GUG we fell 29th to 31st

THE Mock TEF were 30th but after benchmarking fell to 63rd

TEF Metrics & Position in Times GUG

| | |
|-----------------------------|------------------|
| NSS (85%) | 48 th |
| Teaching Quality (79%) | 90 th |
| Asst & Feedb'k (68%) | 94 th |
| DLHE 30 th (79%) | 30 th |
| Completion (92.9%) | 22 nd |
| Entry standard (435) | 19 th |
| Good Honours (76%) | 38 th |



How are we doing? We need to focus on success as well as challenges

Student experience on target.

NSS has increased to 86%; aiming for 90% by 2020

Widening participation on target.

LPN (8.2%) and NS-SEC (25.3%) exceed benchmarks; we are placed in the Russell Group upper quartile.

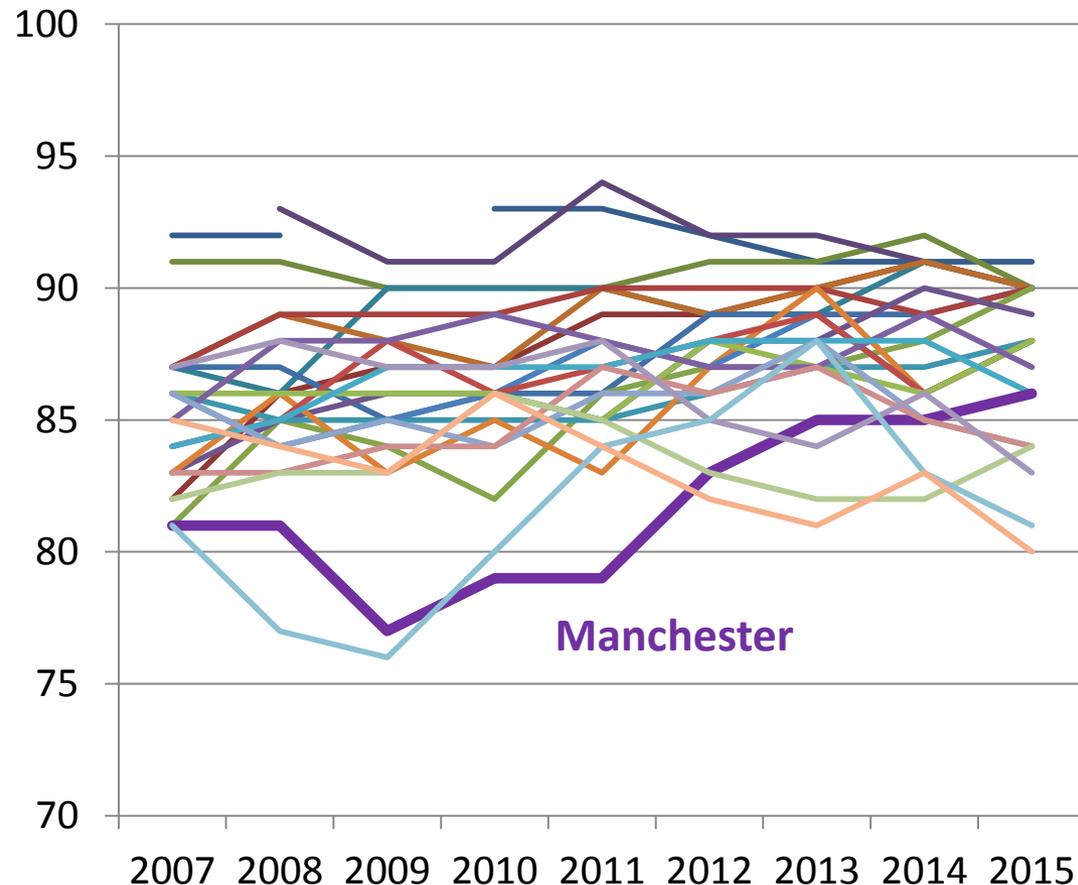
Employability on target

DLHE 79% (82%) with 94% graduates in employment after six months. 3rd quartile; aiming for 1st quartile.

Recruitment targets met

UGT +284 (total 26,780)
PGT +172 (total 5,683)

NSS Q22 RG trend



Good News Greater Manchester Skills and Employment

North West Preference: Out of 5,000 graduates in work, over half are in the North West; then London (19%) & Yorkshire (6%) (UoM Data, 2013/14)

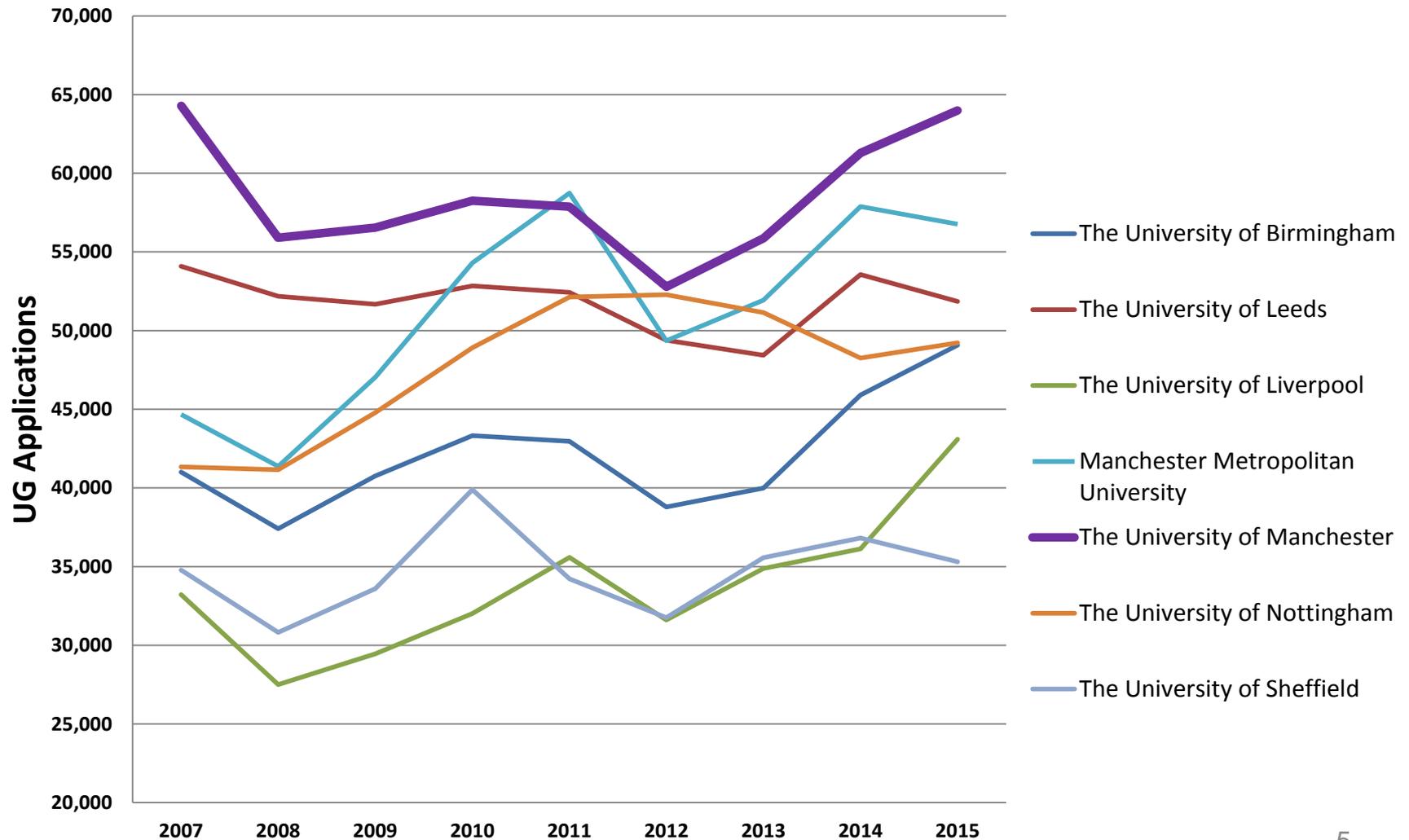
LinkedIn – skills demand 2015

| | |
|------------------------------|------|
| Social Media Marketing | 35% |
| Analytical & Problem Solving | 29% |
| Software and User Testing | 27% |
| Foreign Language Translation | 26 % |
| Recruiting | 25% |
| Digital online Marketing | 24% |

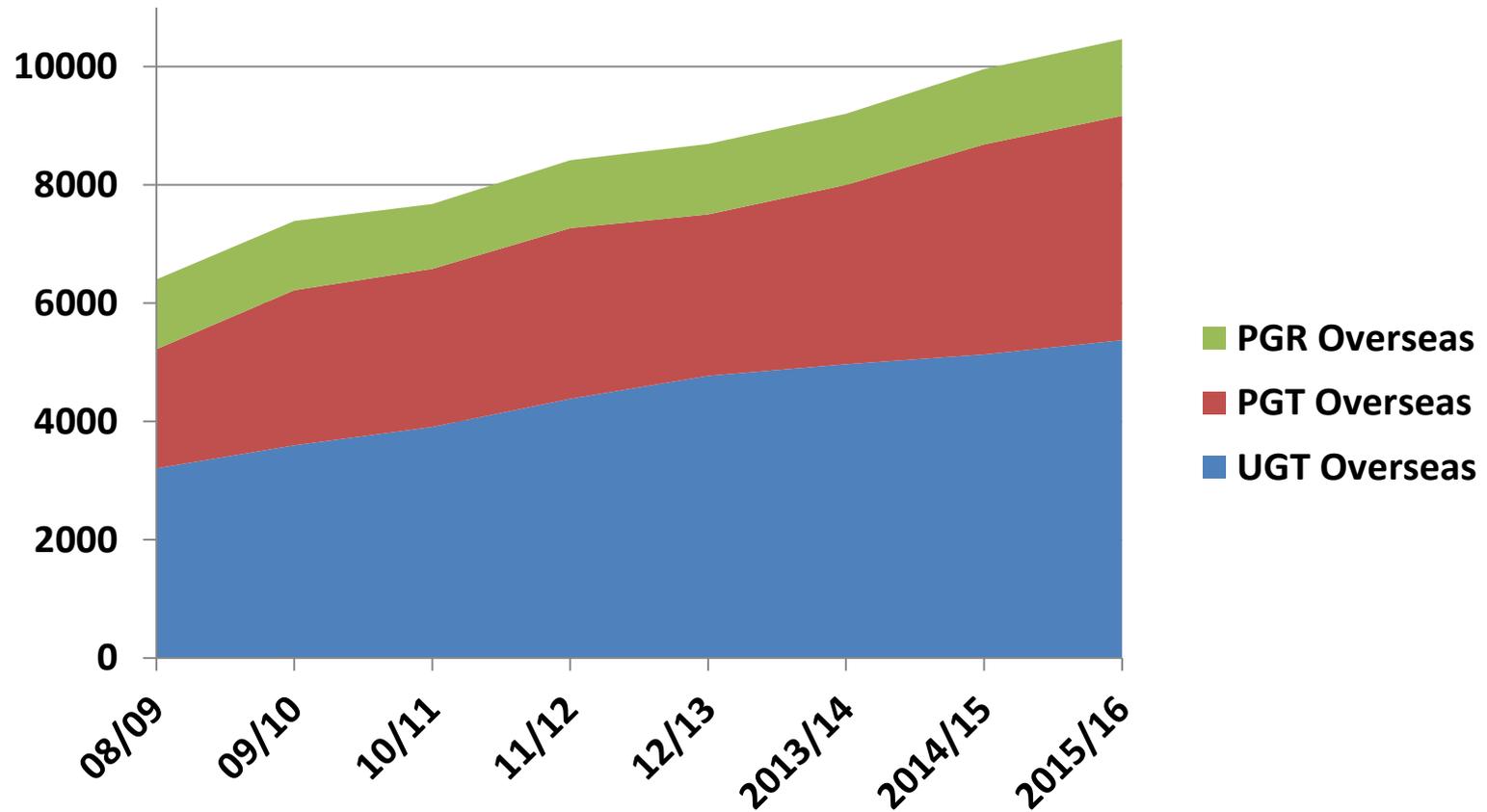
The Manchester Graduate Internship Programme 2015/16 - 170 graduates placed in paid, graduate-level internships from 1,722 applications from students wishing to work in Greater Manchester.

Strong Application Trends

UCAS Undergraduate Main Scheme Applications



Growth in international students



- “Highly Trusted Sponsor” status from UK Border Agency

Uncertainty

BREXIT White Paper Teaching Excellence Framework

What is new?

Changes in applications from students
Financial pressures of 1980s, 1990s , 2010s
A level syllabi
Home/EU tuition fees
Mobile Learning
Demographic pressures

How to respond?



KEEP
CALM
AND
EAT
CHOCOLATE

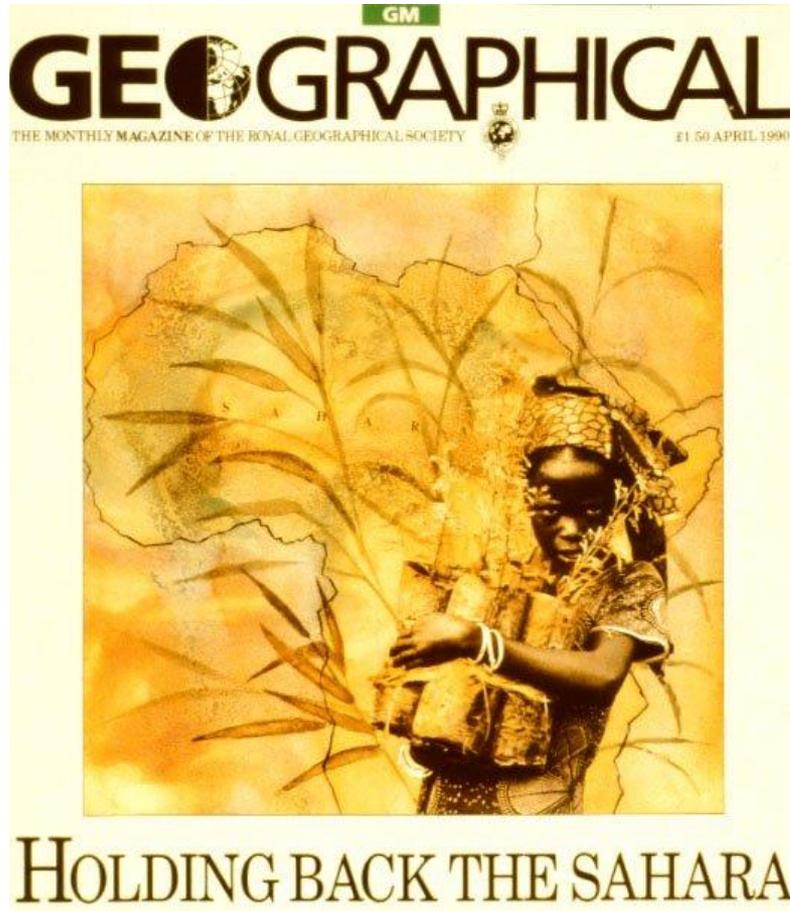
How to respond?

How to respond

- Be flexible and willing to change
- Collaborate and work together
- Keep to vision and principles
- Engage through positive outlook



1976 The Drought vs Glaciology



Desiccation and Desertification
Desert advancing (10-11km/y)
70% Arid Realm affected
Recurring cycles of drought
1 Billion at risk

We already have lots of responses to these challenges

Metric & Position in Times GUG

Actions

NSS 48th (Teaching Quality 90th)

SEAPs; Peer Review; CHERIL;
teaching qualifications

DLHE 30th (79%)

My Futures; EWSG; (PGT/R?)

Entry standard 19th (Tariff 435)

Portfolio; IMG; Reputation

Good Honours 38th (75.7%)

Moderation Policy Adopted

Completion 22nd (92.9%)

MLE; PASS; Living at Home

Collaboration and Co-Production of Knowledge

River flows and water wars: emerging science for environmental decision making. LeRoy Poff et al (2003 Ecol. Environ 1(6):298-306) p298: concludes, An alternative model of **collaboration between scientists, managers, and other stakeholders** to perform large-scale river experiments is emerging around the world.

‘Top-Down’ messages fail to engage stakeholders

Lane et al 2011 (TIBG 36:15-36) Doing flood risk science differently: an experiment in radical scientific method.

- Public Education Model
- Public Debate Model
- Co-Production of Knowledge Model

Tell me and I will forget
Show me and I will remember
Involve me and I will understand



Collaboration: Working in informal settlements in Dhaka



Bauniabadh, Dhaka

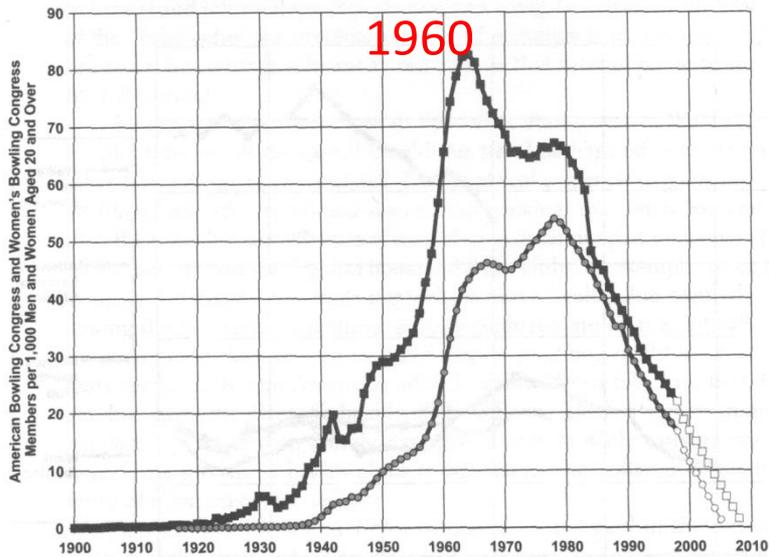
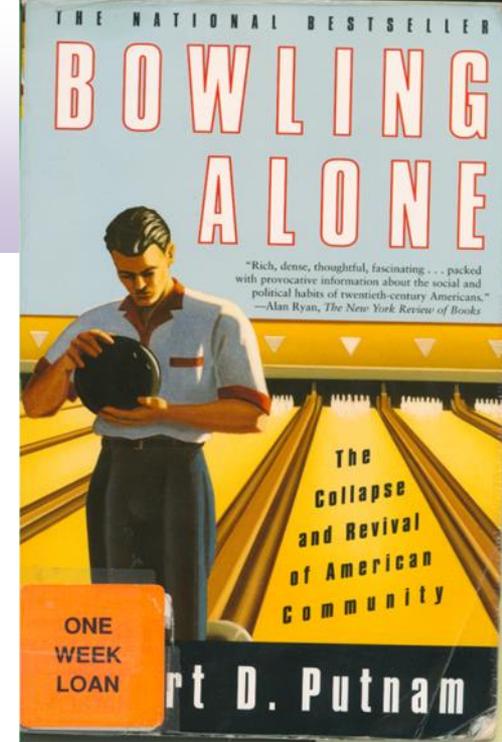


Figure 26: The Rise and Decline of League Bowling
League Bowling, p112

Need for Social Capital
R. Putnum, 2000
Bowling Alone



Autonomy: working in partnership, as communities or responding to regulations and review... must not lose our collegiality and sense of purpose eg foundation year



Figure 9: The Rise and Fall of the PTA, 1910-1997

PTA p57, p112

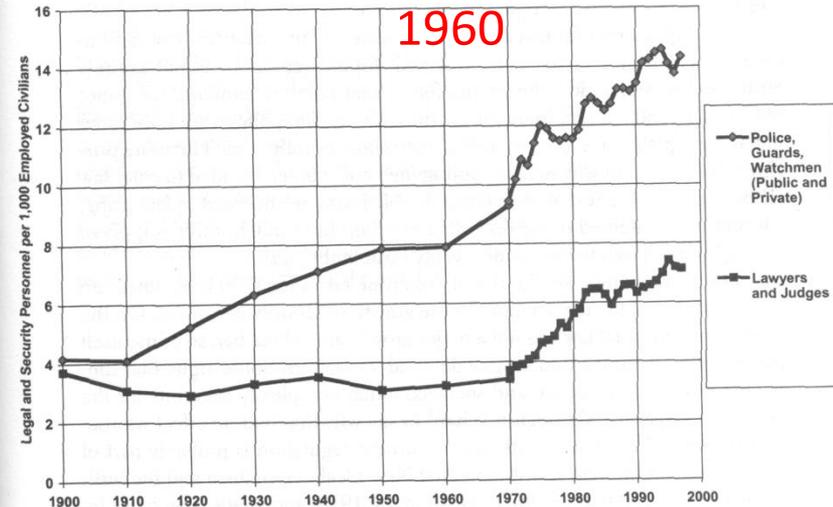


Figure 42: Employment in Policing and the Law Soared after 1970

Lawyers & Police, p145

PSS, L&CI and Academic staff in partnership

Creation of a Pedagogic Centre – CHERIL. As of December 2015, a total of 83 outputs (conference contributions, academic papers, dissemination activities etc.) had been generated by the 12 completed projects.

MyFutures Profiler for student engagement and employability.(networking, reflecting, persistence, communicating, challenging)

MyLearning Essentials (AGLC)
(12,000 students, workshops, online..)

Manchester Advantage Framework (tbc)



Retaining Vision and Principles TL&S

**Manchester: NO BARRIERS
to Studying**

Social Mobility and meritocracy

- 2007/8 to 2015/16 NS-SEC rose 20.5% to 24.3%
- Last 5 years total BME increased by 40.9% (to 20.5% of intake)
- To increase degree attainment reduce international recruitment

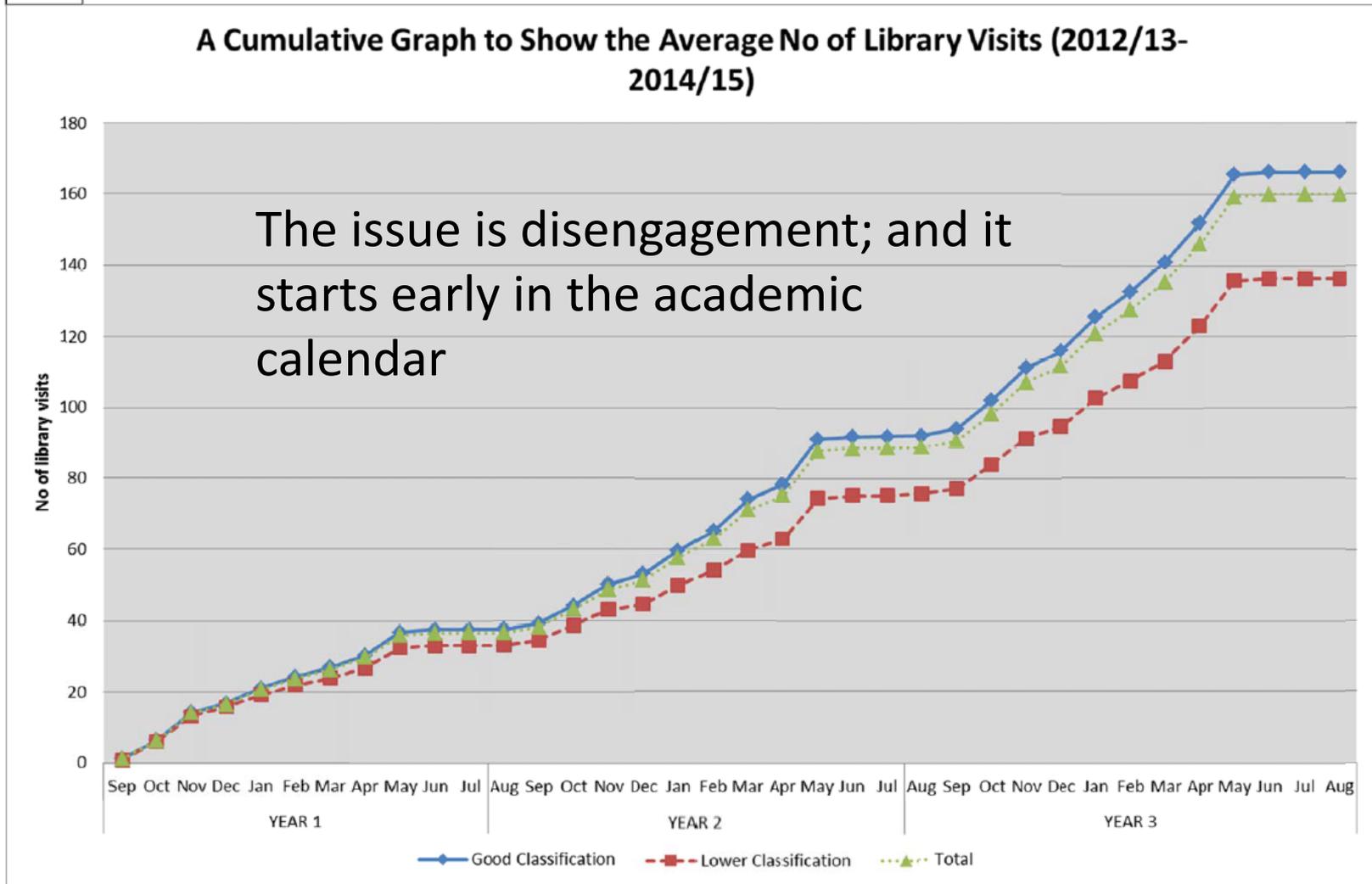
**Manchester: NO BOUNDARIES
to Learning**

Interdisciplinary learning and choice

- Strengthen academic silos, abandon University College
- Abandon Foundation Year to improve retention
- Focus on highly employable disciplines

Engagement through Opportunities

Fig. 1



Responding to the TEF - Commendations

Three levels of Assessment

1. Meets Expectations (based on QAA) 20% of institutions
2. Excellent (based on metrics and panel review) 50 to 60% of institutions
3. Outstanding (based on metrics and panel review) 20 to 30% of institutions

Plus 6 possible areas for Commendation (top 5-10%)

- Research led teaching
- Business engagement
- Outcomes for students from disadvantaged backgrounds
- Innovative teaching
- Delivering part time and or distance learning
- Support, reward and recognition of teaching staff

How do we incorporate Social Responsibility, co-curricula opportunities, Enterprise; and Internationalisation?

Innovative Learning and Support

Lecture capture, all 360 centrally timetabled lecture theatres across the University are equipped with lecture capture technology. Last year we recorded over 30,000 hours of teaching and learning activities and students downloaded these recordings a fraction under 3 million times.

MOOCs, Over 47,000 students attracted; 31,000 active participants from 196 countries, 93% rated their course “Excellent” or “Good”; Introduction to Physical Chemistry wins awards.

Learning through research, a diverse range of student projects including how language changes across the lifespan; lie detection; how students make use of University’s cultural assets such as Manchester Museum and the John Rylands Library; and the use of research data for study of meteorology. <http://www.tlso.manchester.ac.uk/teaching-and-learning/learningthroughresearch/>

Interdisciplinary Learning: Creation of a University College. 2,000+ students; courses from across the University; student feedback excellent “*This course introduced me to new concepts and ideas outside my main area of study and broadened my academic horizons*”; most popular courses : *Diverse Britain in a Globalising World* (Social Sciences), *Body, Health & Wellbeing* (School of Medicine), *Art of Enterprise* (Enterprise Centre) and *Future Cities* (Geography).

Looking on the bright side

