SCHOOL OF SOCIAL SCIENCES STRATEGIC PLAN 2017-2022

FINAL POST- BUDGET MEETING: APPROVED: June 2017

SPRC: 21 June 2017

School Board: 3rd July 2017

Contents

1. Introduction

The major objective of social sciences is to know the social world and inform public debate with the aim of enhancing the lives of everyone. Social Science meets this challenge by investigating, describing, explaining – and thereby affording an understanding of – human behaviour in all its diverse individual and collective forms. Critical to this enterprise is a perspective that locates human behaviour in a broad economic, socio-cultural and political context that includes but also transcends personal experience and explores the nature of action and interaction at all different levels from families to communities to societies.

The need for rigorous social science research, of national and international reach, has, arguably, never been so acute:

After the referendum in Scotland, last year's General Election, the devolution agenda, the EU referendum, the recent US Presidential Election, European Elections and this year's General Election - the distribution of power between "centre" and "locality" is fluid. The particular vexed question of sovereignty and control intersect with the UK's uncertain future relationship with Europe – and the rest of the world – a relationship that is challenged by issues of migration, economic performance and the pace of social change, both at home and globally. Add intergenerational justice and the relative claims of young and old; gender and sexuality; race and inequality; regional instability; online data, privacy, and, last but evidently not least, climate change – where understanding attitudes and behaviour is as challenging as the physics. All these are first-order questions for social science researchers, teachers, practitioners and students.

The School of Social Sciences at Manchester navigates this varied landscape through its commitment to theoretically-informed empirical research, founded on a platform of 6 discipline-specific departments. Alongside the *big three* social sciences (of Economics, Politics and Sociology), Social Statistics is a key element of our research and teaching strategy affording us a national comparative advantage in quantitative research methods and techniques – research skills that remain in short supply in the UK – accompanying fundamental pedagogic research in "statistical literacy". The School has an independent Social Anthropology department which privileges ethnographic techniques and the co-production of knowledge across the globe. Finally, the School is fortunate to include Philosophy which cultivates reasoning and logical thinking through research and teaching in the foundational concepts on which the social sciences depend, such as value, causality and action.

This fundamental configuration of social science disciplines within the School facilitates engagement with a wide range of **theories** including behavioural economics, analytical political theory, critical theory, interactionsism, social constructivism and more. As well as drawing on an extensive portfolio of methods, ranging from the secondary analysis of large data sets to in-depth interviews and creative qualitative methods, the School is engaged with developing **new methodologies** including the emerging and innovative interdisciplinary area of data "social" science encompassing big data, computational social science, social media and bio-markers – supporting the awards for TWO ESRC funded Centres of Doctoral Training in New Forms of Data and Biosocial Research, respectively. These theories and methods are applied to pressing **substantive** social science issues including macro-economic growth and development, global political economy, sustainability and consumption, social inequalities, diversity and cohesion,

social and cultural change and moral and ethical behaviour. The breadth of our research is further reflected through our staff being submitted to REF2014 across five UoAs, and that the School is currently home to **four** major research centres, including the ESRC core-funded - CoDE - and the interdisciplinary SCI, CMI and MICRA institutes, and is committed to investing social science research into the new China Centre, including a strategic Chair appointment in Politics. All these investments bring fundamental research strengths to the University Research Beacon: "Addressing Global Inequalities". In addition, we are in national collaborations with ESRC's: British Election Study (BES), UK Data Service (UKDS), the Administrative Data Service (ADS) and National Centre for Research Methods (NCRM). We also host one of 15 national Q-Step Centres funded by Nuffield/ESRC/HEFCE; a key strategic initiative for the School with the aim of raising the level of quantitative skills attained by Social Science undergraduates. This, in partnership with methods@manchester and NCRM, provides Social Sciences at Manchester with a distinctive "3+1+3" training pathway from UG through to PGR. It is the strength, breadth and depth of our research and teaching in the core social science subjects which provides pillars to support these flagship research initiatives and enables the School to contribute significantly to the interdisciplinary agenda of Faculty and University-wide research centres and institutes; *inter alia* GDI, Digital Humanities, Manchester Informatics, the Manchester Urban Institute and the Data Science Institute.

The School is committed to an appropriate balance of high-quality research and outstanding teaching and learning activities – *both of which speak to our social responsibility agenda* – paying due regard to demands on staff and its implications for morale. It is imperative that staff morale is high and colleagues are confident about the direction of the School. Social Sciences at Manchester is currently ranked 51st in the 2017 THE University World Rankings and 7th in the UK; and 38th in the 2016 AWRU/SJT rankings, 4th in the UK. We need to move even higher, based on our international excellence across all three strategic goals.

To inform this reputation for excellence, our strategy is outward facing regionally, nationally and internationally, with many research networks, partnerships and collaborations at the individual, departmental and School level including established international engagement in North and Latin America, Europe, China and Australasia. Given our substantial research links with other world-leading universities, the School is well placed to diversify income sources by consolidating and enhancing these alliances through deepening research collaboration and through expanding teaching and learning exchanges. Maximizing upon opportunities from the Humanities Strategic Investment Fund, the School is developing a targeted number of strategic international collaborations with, *inter alia*, the Chinese Academy of Social Science, Renmin University, the University of Copenhagen, and the University of Indiana which include opportunities for research links as well as PGR, PGT and UG student exchanges..

This international outlook is also reflected in both our current staff and student population: approximately 21% international academic staff, from 38 different countries, and a 35% international student population which contributes 40% of the School's fee income. This not only provides a vibrant multicultural intellectual environment, but is also key to the School's recent financial health – achieving an impressive financial "contribution" for the University over a number of years. The reconfiguration of UK research funding, the introduction or the Teaching Excellence

Framework (TEF), together with the uncertainty the sector faces in a post-BREXIT world, provides a challenging future landscape in the years ahead.

As well as these academic collaborations and opportunities, the School will undertake activities to enhance our relationships with existing (Business Engagement and policy) partners, already established through Research Institutes and Centres, as well as develop our extant and emerging links with the public and private sector. The School has, and will develop, the strong links established between the SCI and Unilever, our capacity in statistics and data analysis – through CMI – our engagement with national government and international bodies on policy-related research, and our partnerships established through the University of Manchester's Q-Step Centre with business organisations collecting and researching with big data. Our Business Engagement will include developing more CASE studentships, exploring Knowledge Exchange Partnerships and building collaborative research opportunities, including through the Global Challenge Research Fund and the new Industry Strategy Fund.

Supporting this, Policy@Manchester provides the School with a platform for engagement with local, national and international policymakers, enabling a cross-fertilisation of ideas and practice to the benefit of both research excellence and the University's civic contribution through the sharing of expertise. There are already many individuals in the School involved in Policy@Manchester. The latter's new, wider scope, across all the faculties, will offer intellectually exciting new possibilities with real potential for significant social contribution.

We remain confident of sustaining a robust financial model informed by controlling strong UG student recruitment and a recovering PGT market. The recent years of successful financial control leaves the School well-placed to confront the challenges of the current demanding financial climate and meet our aspirations for attracting and retaining the very best scholars and teachers, increasing our research income, attracting and funding top PhD students, providing the best facilities for teaching and learning by fully engaging with , and exploiting the opportunities offered by, the TEF. It is in this economic, social and political context that the School of Social Sciences must address its weaknesses, mobilise its strengths, confront the threats we face and exploit opportunities to the full; through a proactive rather than reactive in the pursuit of its ambitions.

The current strategic plan is an evolution that both re-asserts and demonstrates that the School of Social Sciences has high aspirations for the future. It has clear ambitions for the nature, quality and impact of research that is undertaken, the teaching and the learning that is provided and the socially responsible way in which it engages with all its activities. It is not supposed to be a straightjacket from which we cannot deviate. On the contrary, it is written, employed and updated as a guide that *enables* the School to get to where it wants to be in 2020.

Clearly informed by the University and Faculty strategic documents, our strategic plan is also shaped by department specific strategies, the School SWOT and Risk Register and annual operational plans. All of these documents have been carefully considered and evaluated by the Head of School and Senior Leadership Team, and the evolving Strategic Plan is builds on regular consultation with staff and students, so that they make sense to the School and enable it to realise its key goals around research, teaching and learning and social responsibility.

2. The School of Social Sciences Vision

This vision statement sets out the School of Social Sciences 2020 direction and aspirations in terms of three headline goals described in the University of Manchester and the Faculty of Humanities strategic plans. Due regard is given to the changes in the external and international environments that are likely to take place over the next six years. Nonetheless, the following vision and the underpinning principles have driven the School since its inception in 2004 and embrace the values shared by academic staff, professional support service staff and students who are the School. It will be this community of people who will implement the strategic plan, both critically and constructively, towards our preferred future.

2020 Research

To engage in, externally fund and communicate internationally recognised theoretically informed empirical work of an innovative kind that addresses current and emerging major societal challenges of the 21st century; and to maximise the societal (including economic and cultural) impact that such research has. These include population change in relation to ageing, inequalities, sustainability in everyday lifestyle practices, and the urban (including Manchester and devolution topics) relevant to the Global Challenge Research Fund, and innovations in social science methodology, to take account of new sources and types of data. This activity both embraces PhD students, who are part of a supportive and dynamic culture that facilitates disciplinary and interdisciplinary work, as well as UK and international work, and contributes to the Faculty and University's research priorities. Following REF2014, we maintained our position in the top 3 social science units, in the UK (behind LSE and Oxford); see Appendix 2. The School has leading research departments in Social Anthropology and Sociology (including Social Statistics), and Economics and Politics are in the top 10 for research power. Our ambition is to further enhance our standing and reputation internationally whereby we are naturally considered to be one of the top 25 centres for Social Science research in the world.

Key Principles:
- *Support an inclusive and dynamic research culture that nurtures intellectual enquiry, innovation and entrepreneurship, pluralism that promotes the production of world class research and related outputs.*
- *Provide a world-leading environment and infrastructure that attracts, develops and rewards its staff in the pursuit of research excellence and endows them with the confidence to challenge disciplinary and interdisciplinary boundaries.*
- *Strengthen areas of research excellence through relationships with world-class international research institutes and centres.*
- *Extend international recognition for the School's pioneering research in areas that address major societal challenges for the 21st Century across the social sciences, and enhance its visibility.*
- *Secure investment from a wide variety of funding sources, including international ones and business, that facilitate research addressing these major research and social responsibility challenges, and equip the school to contribute applications to the Global Challenge Research Fund.*
- *Attract top research students and provide both a supportive and challenging research environment in which they thrive intellectually in the academy and beyond.*

- *Communicate and collaborate with diverse research users to maximise the significance of economic and socio-cultural impact.*
- *Develop research students to become leading professionals and academics who make significant contributions in their chosen fields throughout the world.*

2020 Teaching and Learning

Our core vision is to develop students to become revered Manchester School of Social Sciences graduates who have the opportunity and ambition to make a difference in the future world. To do this we provide an outstanding teaching and learning experience, for staff, UG and PGT students, which challenges students to acquire knowledge and understanding of the key challenges that confront societies around the world. A key feature of a social science perspective is to teach students to critically engage with theoretical ideas and empirical evidence and the relationship between the two. We are all committed to a learning environment that creates highly employable graduates and embraces the latest developments in e-Learning and pedagogy. Positive engagement of our students with their subject or programme and its wider application to society is central to our approach. All staff are expected to care about students' progression during their studies at the University, and their future employment, after they leave the institution.

Key Principles:
- *Value and appreciate teaching and learning as a means of sharing knowledge.*
- *Promote critical engagement with social science scholarship through reason and reflection.*
- *Stimulate excellent research-led and research-informed teaching across all UG and PGT programmes in the School.*
- *Produce highly employable graduates who are culturally sensitive, socially responsible and are able to apply their skills in diverse social contexts..*
- *Value a teaching environment that meets the diverse expectations and needs of different levels and types of learners.*
- *Provide an integrated environment for learning and social activities of students and staff to facilitate formal and informal interaction.*
- *Support a personalised, friendly, effective and efficient student-centred administrative service.*
- *Engage students, staff and alumni in curricular and extra-curricular enhancement activity (e.g. employability activity and student societies).*

2020 Social Responsibility

Lies at the core of all of the activities of the School: in research, in teaching and learning and in our shared vision, values and commitment to our communities and wider society. Through our research, teaching and community engagement, the school expects and encourages all staff and students to engage with, and play a key role in addressing, the key ethical, social and environmental challenges of our generation.

Key Principles:

- *Develop, support, collaborate on and disseminate intellectual and policy relevant research addressing the major challenges of the 21st Century, to make a positive difference to society, at a local, regional, national and international level.*
- *Embed an understanding of, and commitment to, ethical, social and environmental responsibility and social leadership and citizenship in our students and graduates through programmes which encourage access to, and participation in, leading edge research and teaching, public and community engagement, and employability and volunteering initiatives.*
- *Seek to engage and partner with external organisations, including the cultural and business sectors, at local, national and international level.*
- *To develop and embed relationships with the City of Manchester and Greater Manchester across a range of spheres and activities (research, widening participation, cultural institutions, school governors, employability, public events).*
- *Create a positive environment and sense of community through a commitment to equality and diversity and ensuring that all staff and students are treated fairly and consistently in all respects.*
- *Embed environmental sustainability in our everyday values and practices as members of the School.*
- *Seek to communicate the work and vision of the School to an external audience in an accessible and ethical manner*

3. Executive Summary: Key Strategic Priorities

The following summarises the 12 key strategic priorities, across the three core goals, necessary to ensure the School of Social Science will make a significant contribution to achieving the University's 2020 objectives. These priorities, informed by our principles and vision: (i) are supported by strategic planning processes; (ii) designed to strengthen the unique configuration of the six social science disciplines; and, (iii) help identify and inform new areas for disciplinary and interdisciplinary collaboration *across all areas of activity*.

It concludes with enabling strategies to support the implementation of these priorities.

Goal 1: World Class Research

1. Improve the quality of all aspects of our research across the departments and Research Centres in the School, including academic outputs, dissemination to non-academic research users and societal (including economic) impact.
2. Invest in areas of existing and potentially world leading research excellence within the School and promote interdisciplinary research within the School, Faculty, University and internationally, particularly where this is relevant to the University Research Beacon: "Addressing Global Inequalities" which is informed by our research strengths in aging, class, gender and ethnicity and potential strengths in other areas (for example, religion, families and communities, work, citizenship and human rights and data science); and environmental sustainability and climate change..

3. Maintain diversity and, where possible, grow our level of research funding, and exploiting, *inter alia,* EU, and other international sources of funding, cross research council initiatives and business engagement.
4. Recruit high quality research students provide them with development opportunities, high levels of training, internship opportunities and an environment in which they complete high quality research.

Goal 2: Outstanding Learning and Student Experience

5. Provide a portfolio of undergraduate, masters and related flexible teaching programmes (including appropriate CPD and Distance Learning provision) that are informed by changing market needs and endow students with the unique attributes of Manchester graduates and postgraduates.
6. Substantially improve the UG and PG taught student experience, especially in UG Economics, including quality of teaching/e-learning, staff/student interaction, feedback and assessment, so that by 2020 student satisfaction across all subjects in the School matches the University's target and ensure that student degree attainment accurately and fairly reflects the achievement of challenging, relevant, discipline-appropriate learning outcomes.
7. Enhance the provision of personalized support for our students and a sense of identity through improved academic advising, better student staff ratios, further positive engagement with their subject/programme/departments and academic staff and addressing differential needs and outcomes in relation to protected characteristics and international status..
8. Enhance and promote student engagement with employability skills, training, internships and events.

Goal 3: Social Responsibility

9. Develop our research base on inequalities, ageing, environmental sustainability and related areas, and develop strong collaborative research and policy links with cultural partners, local government, third sector, alumni and community groups at city, regional, national and international levels to address key challenges the city, the region and society more broadly.
10. Develop, embed and communicate ethical, and social responsibility and environmental sustainability throughout the School in our research, across the curriculum and in the student life of the school and prepare graduates for citizenship, employment and leadership in diverse global environments.
11. Engage with city, local and regional schools and colleges, to widen participation in HE, and develop and communicate a range of events and activities that engage local communities and alumni with our research and with the University more broadly.
12. Seek to create a diverse workforce and student body, and sustain a positive environment and sense of community through a commitment to equality and diversity and ensuring that all staff and students are treated fairly and consistently in all respects.

Enabling Strategies

To support our objectives, above, we will:

- (Quality People) Continue to recruit, retain and develop internationally excellent researchers; promote, support and reward excellence; provide leadership and career development training; and, contribute to the enhancement of those policies through exemplary school-level policy and practice.
- (World Class Estate). Maintain an environment and infrastructure which facilities and supports research performance of individuals, research clusters and centres and which enhances the student experience.
- (Managing Information). Ensure local compliance with University policy and work with faculty to deliver strategic objectives.
- (International Competitive Funding) Maintain and where appropriate improve contribution, and explore ways of raising discretionary revenue through, (e.g., post graduate training, distance learning and associated fee structures).
- (A Reputation for Excellence) Engage external audience, and staff, through an accessible and outward facing communication strategy across each area of the School's activities.
- (An International Institution) Ensure international recognition which informs all key strategic priorities (partnerships, staff and students, international benchmarking and post REF2014 review), and further identify and develop international partnerships.
- (Quality Processes) Undertake regular review of OP, SWOT and RR, and implement university and faculty PSS priorities at local school level.

4. Core Goals

World Class Research

We will continue to support, be involved in and lead where appropriate Faculty and University wide initiatives around Social Change, Ageing, Inequality and Poverty, Sustainable Practices and Cities which all link into global challenges around population, climate change and urbanism and directly inform the University Research Beacon: "Addressing Global Inequalities". The study of electoral politics at Manchester, through the prestigious ESRC British Election Study partnership will continue to provide one of the strongest concentration of phsephological excellence of anywhere in the UK. We will build on our significant strength in developing innovative research methodologies and training delivered via methods@manchester, our CMI Short-Courses and the ESRC National Centre for Research Methods partnership.

Following REF2014 we maintained our standing as a top School of Social Science in the UK. According to REF2014, across our six departments:

- 78% of research activity is world leading (4*) or internationally excellent (3*).
- 69% of outputs are judged to be world leading (4*) or internationally excellent (3*).
- 92% of the impact documented in our case studies and statements is classified as 4* (outstanding) or 3*(very considerable) in terms of its reach and significance.
- Every aspect of our research environment is considered to be world-leading (4*) or internationally excellent (3*).

Sociology (including Social Statistics) remains an impressively strong department in the UK and is ranked 1st based on the percentage of overall research activity that is world leading (4*) and 2nd based on Research Power (calculated by grade point average times number of staff submitted). Social Anthropology is also ranked 2nd based on grade point average (within the combined Anthropology and Development Studies panel) but is now first among Social Anthropology Departments. Economics and Politics are both in the top 10 (7th and 6th, respectively) for research power. Appendix 3 provides the full REF2014 results for the School.

The School's performance against KPIs and our REF2014 results indicate that, overall, we are making steady progress in terms of trajectory. Post-REF we must make further progress to maintain and enhance the quality and impact of our research. In particular, our focus will be on increasing the share of research outputs at 4* and 3* quality, addressing the uneven research performance across and within DAs/UoAs, continuing to strengthen impact activities, identifying potential exemplary impact case studies, and improving the quantity of RGC income from more diverse sources including business, and the quality of research and publications that it supports.

Key Strategies

Strategy 1

Improve all aspects of the quality and dissemination of our research output across the Departments Areas and Research Centres in the School.

We will:

- Use SoSS's REF2014 results, DA strategic reviews and an external post-REF 2015 review, the RRE and PREPS to maximise strengths and minimize weaknesses, and to inform School, Department and individual research planning.

- Improve School research infrastructure and incentivise excellence by identifying and implementing ways of making time for the production of top quality research outputs and dissemination (e.g. through the provision of post-award support, more flexible balancing of workloads, and the appointment of a Research Promotions Officer).

- Ensure that all staff at all levels, especially ECRs and including contract researchers, are provided with opportunities to develop high quality academic output and impact profiles; through training, mentoring and internal peer-review.

- Ensure close mentoring of contract, probationary and ECR staff as well as communicating, supporting and monitoring of core expectations of all staff through active use of PDRs and PREPs, including follow-up meetings, to advise on research quality, dissemination, impact and trajectory.

- Promote applications to external, Faculty and School funds for the promotion of international collaborations.

- Encourage the maximization of the use of, and benefit from, the adoption of ORCID and PURE as the University's new systems for gathering information about and disseminating our research.

- Increase the dissemination of research through Gold and Green Open Access as well as alternative forums such as Policy@Manchester, DA and RC blogs.

- Improve understanding and utilisation of citation indexes (journal rankings, Google Scholar, etc) and their appropriate use for social sciences.

Strategy 2

Maximise the economic and socio-cultural impact of our research activity and establish the best ways of measuring and communicating the impact of this activity.

We will:

- Work with the Faculty to develop and resource School systems for logging and assembling evidence trails for socio-economic impact, using the school KEI officer to full advantage.

- Where appropriate, involve non-academic research beneficiaries in the development of research applications, as advisors on the research and in the production of targeted research findings.

- Develop ways of effectively communicating our research findings to maximize the impact of the research; e.g. via policy and expert briefings, impact films, Policy@Manchester, media training and by appointing a Research Promotion Officer (RPO).

- Promote, support and consider ways of incentivising public engagement and dissemination activities as a 'pathway to impact'; e.g. through external resources, the

University, Faculty and SoSS research impact funds, as well as through support from the School's KEI officer and the RPO.

- With University and Faculty support, and the RPO, enhance and regularly update our website presence and other public relations materials so that the impact of our research is more visible beyond academia.
- Work with the University and Faculty on measuring our impact on, and contribution to, the Social Responsibility Agenda.

Strategy 3

To invest in areas of existing and potentially world leading research excellence within the School and promote interdisciplinary research within the School, Faculty, University and internationally particularly where this is relevant to the 'grand challenges' of the research agenda.

We will:

- Continue to invest in recruiting and retaining top quality appointments from junior to senior level to enhance and extend our internationally leading research where financial circumstances permit.
- Through Departmental and cross-School themed events, continue to promote and facilitate team working in critical areas of expertise and research clusters, such as ageing, inequalities, everyday life, creative methodologies, sustainability; and foster collaboration across them.
- Continue to play a pivotal role in Faculty and University initiatives, most especially in addressing Global Inequalities, through *inter alia* CoDE, MICRA, CMIST, methods@manchester and SCI; continue to build our already extensive research engagement with other investments including GDI, Digital Humanities, Manchester Informatics, Institute of Health Sciences and Manchester Urban Institute and the Data Science Institute.
- Explore, where appropriate, alternative models and sources of external funding and support for internationally high-profile initiatives such as CoDE where original large scale funding has run its course.
- Propose new research initiatives that fit with Faculty and University research and social responsibility priorities; explore the contribution the school can make to applications to the GCRF, and continue to pursue and promote the strong contribution social science could make to the DevoManc research agenda, especially with respect to the social and economic aspects of health as they link to ageing and inequalities).
- Encourage and incentivise the internationalisation of research partnerships; e.g. through collaborations on research and research funding applications, sabbaticals and exchanges/visits, especially with researchers at those institutions where both a bottom up School strategy and Faculty strategy is currently developing links.

Strategy 4

To maintain, and where possible grow, our level of research funding, and find ways of diversifying our funding portfolio especially via EU, and other international funding sources, cross research council initiatives and business engagement (while not undermining our strong record in RCUK funding).

We will:

- Effectively deploy the skills and experience of the newly appointed Grant Writer to collaborate with teams and individuals on identifying and applying to UK RCs and diverse sources of large grant funding (including business), and to assist ECRs in composing grant applications, by carefully prioritising and managing their workload and monitoring their success.

- Be alert, proactive and responsive to priorities and developments in the policy and funding framework of the UK RCs, the Horizon 2020 programme, the Global Challenges Research Fund, UK charitable trusts and other potential income streams, including business; support CoDE for renewal of core ESRC centre funding towards the end of 2015, and maintain SCI's established strategic, knowledge exchange, partnerships with Tesco and Unilever.

- Employ specialist academic research support to enhance peer review and other support mechanisms, respecting RCUK demands on research application management; to increase funding applications, their quality and success rates.

- Implement and regular evaluate the School Research Funding Action Plan, including research income targets, and continue to identify under-deployed staff potential at all levels and encourage staff, including ECRs, to apply for research funding as appropriate, offering tailored mentoring and/or support, whilst exploring incentives – including those linked to the balancing of workloads.

- Continue to integrate new Faculty funding intelligence website in our communication and promotion of funding opportunities, and embed links with the Faculty business engagement office.

- Build research capacity through support for doctoral and post-doctoral researchers as future researcher leaders and develop formal and informal 'succession and leadership' training and mentoring opportunities for early and mid-career staff to collaborate with experienced large grant holders.

- Increase collaborations with cognate schools to up-scale the size of research grant applications and develop research initiatives.

- Proactively engage with, identify possibilities for and develop Business Engagement initiatives through the School Lead in this area.

Strategy 5

Recruit and develop research students with high levels of training and who complete top quality research and thereby enhance the quality of the School's research output and environment.

We will:

- Provide competitive research studentships to help recruit the highest quality students in good numbers.

- Exploit Q-Step to develop relationships with external partners.

- Develop and promote world-class research training that supports individuals developing their potential to become ambitious, creative, professional research leaders in academia, and improving their employability beyond the academy.

- Exploit the success of Methods@Manchester, CMI Short Courses, NCRM and UKDS to provide an internationally renowned training and development environment for internal and external researchers in the Social Sciences.

- We will develop external collaborations and business engagement to provide opportunities for placements and training, and to support studentships. This will include exploring strategies for international PGR exchanges and institutional visits.
- Support research students in planning for publications, research fellowships and future employment, and monitor (via PURE) how research theses are converted into academic output (monitored in ORCID).
- Monitor progression and completions and, where appropriate, strengthen supervisory, administrative and support processes to maximise timely completions.
- Implement the new ESRC NWSSDTP and the specialist Centres for Doctoral Training in Biosocial Research and New Forms of Data.

Strategy 6

To meet the above strategic research objectives by providing an environment which facilities and supports research performance of individuals, research clusters and centres through implementing University/Faculty policies and contributing to the development and enhancement of those policies through exemplary school-level policy and practice.

We will:

- Implement, and make staff aware of, Research Staff Concordat and associated policies for supporting the career development of contract research staff (see also mentoring, probation, PDRs and Personal Research Plans listed above).
- Maximise take up of Gold Open Access and extend use of Green Open Access.
- Implement and review the University guidelines on research ethics and integrity and the University policy on Research Data Management.
- Plan proactively for the reconfiguring of Research Centres whose budget lines are coming to an end and facilitate the emergence of new centres.
- Liaise with the Faculty to maintain, and where possible, expand the resourcing of the Research Hub to deliver existing and additional support and to develop infrastructure to support the School's research ambitions.

Key performance indicators and targets

Key performance indicator	Target
1. **Quality**	• Improvements in quality of output in annual School/Faculty Research Reviews leading to REF2020, with an on-going increase in 4* ratings (towards 30% in 2019-20) and 4*+3* ratings (from 70% target in RRE 2016/17, to 75% in RRE 2017/18, moving towards 80% by 2020). • Year-on-year improvement in league tables in which social sciences feature. • Year-on-year improvement in citation indicators, where appropriate: 27% in 2017/18 towards 30% by 2020. • Year-on-year increase in the volume of our research available through Gold or Green Open Access to be fully REF compliant by 2020.
2. **Impact**	• Constructing, evidencing and publicising impact case studies as they emerge on impact-relevant research; each Department to identify 3 viable and partly evidenced cases in 2017/18. • Increase in number of staff engaged in impact related activities and social responsibility agenda. • Continuing to capture and publicise impact case studies. • Ongoing collection of evidence, and measures, of socio-economics and cultural impact arising from both individual and collective research endeavours.
3. **Interdisciplinarity and Internationalisation**	• Sustaining investments, where financial circumstances permit, to improve on REF2014 performance across the School. • Active engagement of research staff in existing strategic investments to ensure follow-up external grant funding on these areas. • Continued collaboration in other Faculty and University initiatives to extend interdisciplinary (funded) research. • Increased number of international partners, strategic collaborations and exchanges.
4. **Income**	• Reverse the forecast drop in RGC Income in 2017/18, and increasing towards £6m in 2019-20. And increasing volume of grant applications and success rates (including breakdown by funding body and departments). • Increase diverse range of research funders and funding schemes (e.g. the Global Challenge Research Fund) as well as RCUK sources. • Increase business RGC income, excl. SCI, to over 0.1m in 2017/18. • Indicators of individual grant application activity by eligible staff (taking account of HESA benchmarking gap analysis research income/FTE data, discipline, career stage etc. in the interpretation). • Widening spread of research grant acquisition across the School.

5. PGR	- A PRES completion rate of at least the University target rate and PRES scores comparable to or above the Russel Group average - Improving number of funding awards allocated to first choice candidates. - Identify at least one previously untapped source of funding. - Increase number of CASE applications, and exploit Q-Step links to develop PGR internship opportunities. - Improve current completion rates in line with KPI. - To increase the number of PGRs attending School and Faculty training courses. - Increase the number of PGRs with ORCID IDs, and PURE accounts. - Develop SoSS PGR support action plan. - Ensure every registered PGR (years 1-3) has hot desk access. - Increase where possible conference and networking funding for PGRs.
6. Policy	- Success of staff through probation and when put forward for promotion, together with enhanced support systems for those are not on an upward trajectory. - Improved and structured career development of research staff. - Reconfiguring of Research Centres whose budget lines and intellectual objectives are coming to an end and facilitate the emergence of new centres. - Maintain, and where possible, expand the resourcing of the Research Hub to deliver existing and additional support. - Make more time available for the production of top quality outputs, and successful grant applications through flexible workload distribution and by providing improved support for post-award activities, research dissemination and visibility.

Outstanding Learning and Student Experience

We aim to provide excellent research-led and research-informed teaching across all UG and PGT programmes in the School of Social Sciences, with the aspiration of developing the students into graduates who can make a difference in the future world. At its core, this requires us to encourage students to be intellectually curious, socially responsible and culturally sensitive, and aim to give them the skills and mental agility to contribute effectively and sensitively to a fast-changing global environment. The School recognizes that we are in a world of economic change in which levels of student demand and teaching revenue remain uncertain. Accordingly we understand the need to maintain our core strengths and for flexibility in responding to the challenges that lie ahead; particularly, now, from the Teaching Excellence Framework and the consequences of the EU referendum. Being home to a Q-Step Centre, and together with the CMIST Short-Courses and our role in the NCRM, we can realise our strategy of bringing the success of our postgraduate training in quantitative social science to a new, and much larger, international student population at all levels; providing much sought intellectual and employability skills as well as CPD opportunities. This will be achieved, primarily, through existing pathways in the interdisciplinary BA degree in Social Science and a planned new Social Statistics pathways in the BAEcon, as well as a new PG Distance Learning course in Social Statistics and Data Science programme.

Key strategies

Strategy 1

Providing a portfolio of undergraduate programmes which are appropriate for changing market needs and that endow students with knowledge, understanding and skills of both a specific kind and more general kind.

We will:

- Deliver courses which provide a broad portfolio of knowledge, understanding and skills which adhere to externally produced subject benchmarks and are attractive to academically the highest-quality students, both home and international students.
- Provide programmes which are consistent with the Manchester "Stellify" project and its commitment to knowledge, understanding and skills which are both subject specific and more general.
- Re-profile our undergraduate provision in line with the intellectual interests of our scholars and students, market demands and financial sustainability.
- Investigate and further develop the potential for distance learning provision in some of our departments/programmes.
- Provide courses to University College where students can be exposed to the contribution of social sciences in facing the grand challenges of the world.
- Continue to provide opportunities on degree programmes for SoSS student participation in University College courses, including the Manchester Leadership Programme, as a way of fulfilling their intellectual curiosity, confronting their personal values and providing skills development opportunities in the community.
- Provide a coherent portfolio of employability opportunities, skills development and events for every student, with increased opportunities for internships and placements offered by the Nuffield Q-Step initiative.

- Offer students enhanced opportunities for international study.
- Explore offering students the opportunity of combining paid, graduate-level workplace experience with their programmes.
- Continue to develop our range of activities to support widening participation.
- Ensure the integration of the Social Responsibility agenda across all our activities.

Strategy 2

Substantially improve the quality of teaching, feedback and assessment, especially in Economics, so that by 2020 student satisfaction matches the University's target across all subjects in the School.

We will:

- Introduce a new Economics curriculum which emphasizes the dynamism, diversity and real world applicability of the subject.
- Communicate the robustness, fairness and consistency of all forms of assessment across the School transparently and ensure that assessment and moderation works to improve degree attainment, where necessary.
- Substantially improve the timeliness and quality of feedback to students, especially in UG Economics, thereby enabling students to reflect on their progress and plan their academic and skills development effectively.
- Recognise and develop the contribution to teaching made by TAs, ensuring that they are selected, inducted and trained to the highest level and that they are fully integrated into the courses on which they teach as well as School UG committee structures.
- Work with students (through the School's new system of student representation, focus groups and through informal feedback mechanisms) to ensure we are providing what they value and they are part of quality assurance activities.

Strategy 3

Enhance the provision of personalized support for our students and a sense of identity through improved academic advising, better student staff ratios, further positive engagement with their subject/programme/departments and academic staff and addressing differential needs and outcomes in relation to protected characteristics and international status.

We will:

- Increase the sense of belonging students have within their programmes (especially joint degrees) and their departments by extending channels of communication and by facilitating opportunities for informal interaction between academics and students.
- Engage with and support the participation, attainment and retention of students from groups with less traditional backgrounds.
- Significantly enhance the support we offer to international students in relation to language and study skills as well as their integration into the wider School/DA community.
- Ensure that academic advising is an effective element of an overall package of student support activity.

- Consolidate the BA in Social Sciences (BASS) degree and its strategic role in: (i) insulating DAs with high student-staff ratios; and, (ii) providing opportunities for the equitable distribution of UG numbers across all DAs.
- Recruit students to a *Quantitative Methods* pathway and course units in the BASS and introduce a Social Statistics pathways on the BAEcon.
- Maintain the School's policy on maximum class sizes for tutorials and other modes of small group teaching.
- Maintain compliance with the University's policy on Personalised Learning in workshop/group sizes of 30+ students.
- Encourage students to make full use of the various forms of personalized academic feedback such as meetings with academic advisors, office hours, and correspondence with lecturers and tutors.
- Consider closing non-viable PgT programmes and course units and re-allocating resource to enhanced UG provision.

Strategy 4

To enhance the quality of e-Learning, and the extent of its use, across the School with the School 'e-Learning lead' championing this.
We will:

- Aspire to embed e-Learning within our approach to Teaching and Learning so fundamentally that the divide between Learning and eLearning is redundant, acknowledging that this is an ambitious aspiration.
- Work closely to ensure the success of the re-structuring of the eLearning support team to be more demand-led, meeting the School's needs.
- Work with the eLearning support team to improve our practice regarding Assessment and Feedback, and Communication.
- Work with the eLearning support team to increase students' sense of involvement in, and deepening of, their learning.
- Support staff engaged in activities to develop and/or promote the use of innovative teaching approaches.

Strategy 5

Provide attractive, high-quality masters programmes and courses suitable for research students and those who will pursue non-academic career and maintain high-quality provision in programmes which attract high numbers of students.

We will:

- Monitor PGT provision via portfolio review. In particular, each DA will continuously monitor the academic quality of their programmes.
- Build an understanding of the market for PGT programmes and, specifically, monitoring the increase in PGT fees and its effect on demand across all DAs.
- Promote on-line learning so that students are exposed to interactive online learning materials and this is combined with face-to-face teaching provision.
- Promote innovation in the delivery of Masters' programmes.
- Monitor of the employability of its PGT graduates, specifically asking the university to provide resources to enable this.

Strategy 6

Raising the status and profile of teaching undergraduates among academics/GTAs and ensuring an appropriate balance of teaching and research during and outside of term.

We will:

- Promote and publicise teaching awards and support staff to build a reputation for the delivery and dissemination, within the School and more widely, of methods of high quality teaching.

- Make the best use of Unit Survey results across the School, as well as Faculty and DA level peer reviews, to reward good teaching and identify areas for improvement and development.

- Support the parity of esteem agenda by putting forward teaching-focused staff for promotion and taking due account of teaching performance in all promotion cases.

- Monitor and enforce academics' obligations to the students they teach via discussions in PDRs and through student feedback.

- Work to ensure that teaching takes place in an environment where academic staff feel supported with excellent resources, facilities and PSS input and where their diverse approaches to high quality teaching are valued and developed.

Key performance indicators and targets

Key performance indicator	Target
1. **Portfolio**	• An improved balance of undergraduate provision in line with the intellectual interests of the School and market needs. • Offering an attractive suite of Masters' programmes and course units, including a flexible learning provision, which attract good numbers of students and are financially viable. • High student retention rates, levels of progression and successful completion across both UG and PGT, with positive evaluations of programmes and courses via external examiners reports. • Staff and student participation in University College with year-on year increases in the number of students enrolled. • Development of a PG Distance Learning Course (Social Statistics); and the exploration of other DL provision. • A popular general social science degree, the BASS, with Quantitative Methods pathways, maintaining high student numbers year by year.
2. **Student Exoerience and Quality of Teaching**	• Sustained improvement in NSS scores, particularly in Economics, where overall satisfaction at JACS3 should rise to 85% within two years. At School level overall satisfaction scores should be at least 88% in August 2018 (with teaching and assessment & feedback scores of 87% and 72%, respectively) and at least 90% (resp. 90% and 75%) by 2020. Achieve sustained high scores, at or above the Russell Group Average, in PTES. Improved experience of academic support as evidenced by scores in relevant sections of NSS and PTES. • Sustained reduction in proportion of modules and teachers scoring less than 4.0 in Unit Surveys.

	• Annual "improvements" in staff-student ratios, providing measurable progress towards the agreed and appropriate KPI (approximately 1:20, School measure, or 1:15 University measure). • High levels of student engagement, and satisfaction, with e-Learning materials. • The promotion of academic staff with strong teaching profiles in line with University policies and monitoring of TAs contribution. • The winning of Faculty, University and National teaching awards across the DAs in the School. • Increase the number of taught students taking advantage of study abroad opportunities to increase the internationalization of teaching and learning.
3. **Employability**	• Improvements in DHLE positive graduate employment rates, with each subject will be in the top quartile of Russell Group universities in terms of employability rates 6 months after graduation, and a DHLE graduate employment rate of at least 78% by 2017/18 and significant progress towards 82% by 2019/20. • Successful placement of Masters graduates in graduate level employment in academia and beyond.
4. **Widening Participation**	• Improvements in Lower Participation Neighbourhoods and Lower Socio-Economic Groups rates, with an LPN target of 6.5% by 2016/17 and rising to 8.0% by 2020, and NS-SEC target of 20% from 2016/17 through 2019/20. • Increasing numbers of staff involved in MAP, school talks, open days, student numbers, career development strategies, internships/volunteering opportunities and pre-university courses. • Improve gender balance in relevant subjects as appropriate in line with Athena Swan action plan.

Social Responsibility

[substantial reorganisation here – so have made "block" changes]

Our aim is to build on and extend the scope and impact of our research and teaching to provide a broader social, cultural and economic benefit to society, by contributing to an understanding of key issues and challenges we face in the 21st century. Through innovative and world leading research, we seek to influence policymaking and shape public debate, and to link this to research-led teaching excellence, curriculum and employability innovation which trains our students to critically engage and understand the major challenges facing our world, and become active social leaders and citizens in shaping our future. We also aim to foster a more inclusive environment for work and study for all staff and students, through developing policy and practices concerning gender, ethnicity, disability and other protected characteristics.

Key strategies

Strategy 1

In terms of research, to contribute to Faculty initiatives around Inequalities, Ageing and Environmental Sustainability; to support and develop research with international reach that addresses global inequalities; to support and develop strong links in Manchester and the North-West with local government and civil society institutions to help support the economic, socio-cultural and political development and wellbeing of Manchester and the region in the context of devolution; and to support and develop research that contributes to policy-making both locally, nationally and internationally.

We will:

- In support of Research Strategy 3, continue to support, and further develop the impact of our research around ageing, inequality, minority ethnic groups, environmental sustainability, and related theme, nationally and internationally, through School and Faculty research centres and initiatives (Policy@Manchester, MUI, CMI, MICRA, SCI).

- In support of Research Strategies 3 and 4, support and develop research that addresses global inequalities, in particular by encouraging and supporting applications to the RCUK Global Challenges Research Fund, and developing a strategic plan for the future of CoDE.

- In support of Research Strategy 3, develop mechanisms for contributing to and participating in DevoManc initiatives and opportunities through engaging with local networks, initiatives, authorities and government and link areas of research excellence to societal challenges facing the Greater Manchester region.

- In support of Research Strategies 1 and 2, use the vehicle of Policy@Manchester to develop and enhance the impact of our research and to build links and know-how that in turn improve the richness and quality of future research. Where relevant, Policy@Manchester will be part of the pathways to impact built into research proposals, and individual researchers (especially at early career stages) will be encouraged to take part in capacity-building and training opportunities provided by Policy@Manchester.

- In support of Research Strategies 3 and 5, encourage and support socially responsible research with pathways to impact amongst PGRs and ECRs.

Strategy 2

Through innovative research led teaching, curriculum and employability initiatives , and engagement with University initiatives, enable our students to acquire knowledge, understanding and experience of the key challenges facing contemporary society, preparing graduates for citizenship, socially responsible employment and leadership in diverse global environments.

We will:

- Maintain and develop undergraduate curricula across all degree programmes to ensure that we continue to provide students with the opportunity to develop a deep understanding of a range of societal challenges including inequality, environmental sustainability, economic policy and issues surrounding race, social class, gender, etc.

- Work with the Careers Service, Alumni Office, Q-Step leaders and School employability champions to develop and promote opportunities to students for volunteering – in its own right and as part of the Stellify programme – and for internships in third-sector and policy-related organisations (c.f., Goal 2, Strategy 1).

- Improve staff awareness of, and encourage student participation in, the Ethical Grand Challenges programme (c.f., Goal 2, Strategy 1).

- Engage and support staff in embedding social responsibility in the curriculum and in communicating the importance of this work to the students, including the increase in, and student awareness of, the number of SR-related student prizes across the School.

Strategy 3

To develop community engagement by enhancing mechanisms for reaching out to and working with local communities, our alumni, and local cultural institutions, and the public more generally.

We will:

- Develop our alumni strategy to foster engagement with our activities, especially those that involve career opportunities, internships, volunteering and mentoring.

- Encourage and support staff to participate in the management of local schools through the School Governors programme.

- Continue to identify, develop and support high-quality nominations for the Making a Difference awards.

- Further develop our programme of events aimed at local communities, such as regular public lectures and the ESRC Festival of Social Science, and contribute to University initiatives such as the Community Festival.

- Develop our communication with local communities and alumni through improved use of social media, website and other channels.

- Strengthen our links and partnerships with local cultural institutions such as the Ahmed Iqbal Centre.

- Continue to develop and support pre-University courses across all DAs in the School to introduce local young people who meet widening participation criteria to the

social sciences and encourage progression to higher education, whether at Manchester or elsewhere (c.f., Goal 2, Strategy 1).

- Encourage academic colleagues, including PhD students, to do outreach work in schools and sixth form colleges, to talk to young people about social research and HE participation.

Strategy 4

We will embed a culture of equality, diversity and social responsibility throughout our internal processes, including staff and student recruitment, teaching curricula, and the workplace environment.

We will:

- Develop support for non-traditional, widening-participation, BME and international students, to foster a sense of belonging in the academic environment (c.f., Goal 2, Strategy 3).
- Develop curricula at UG and PGT levels to broaden the range of voices and issues that students engage with in their study.
- Develop strategies for ensuring that the environment in which our staff and students work and study is inclusive and non-discriminatory, including developing processes relating to gender, ethnicity, childcare and disability; contributing to the delivery of the University's Race Equality Charter action plan; and achieving and maintaining an Athena SWAN bronze award at School level.
- Develop awareness of and commitment to environmental sustainability amongst staff and students, including Green Impact and University initiatives such as 10,000 Actions.

Key performance indicators and targets

Key performance indicator	Target
1. **Research with Impact**	• Ensure a sustainable future for research into ethnic inequality after the cessation of ESRC funding for CoDE. • Continued development of the activities of the DevoManc Hub. • Continued development of and support for Policy@Manchester activities. • Develop communications and mechanisms for encouraging socially responsible research with pathways to impact amongst PGRs. • Develop a strategy for securing CASE studentships that have a social responsibility agenda.
2. **Socially Responsible Graduates**	• Increase the number of students participating in the Ethical Grand Challenges programme. • Increase the number of students engaged in volunteering activity connected with the Manchester Leadership Award and Stellify. • Ensure that SR student prizes exist and are awarded in all DAs.

3. **Engaging our communities**	• Increase the number of high-quality nominations for the Making a Difference awards. • Increase the number of staff who are school governors. • Increase the number of ESRC Festival of Social Science events that are contributed by SoSS staff and students. • Improve attendance at events aimed at the general public, including public lectures and ESRC Festival events. • Increase participation in Pre-University Courses, including piloting on-line versions.
4. **Responsible Processes**	• Develop and embed School initiatives such as the Diversity in the Curriculum scheme and the Caring Costs scheme. • Develop and implement an action plan around the attainment of BME, widening-participation and non-traditional students. • Secure Athena SWAN bronze award and implement the action plan and secure a silver award at renewal. • Develop best practice around students, staff and visitors with disabilities. • Improve staff and student awareness of policies and procedures surrounding bullying, harassment and sexual violence • At least biennial applications for Green Impact awards for ALB and HBS, with an aspiration to achieve a silver award before 2020. • Engage fully with 10,000 Actions follow-up activities. • Increase the number of Sustainability Champions.

Appendix 1: A Summary of KPIs and Targets

Goal 1: World Class Research

	2015-16 (target/actual)	*2016-17 (target)*	*2017-18 (target/19-20)*
Total RGC income (£m)*	*5.5/5.16*	*5.4*	*4.8/5.5*
International RGC income (£m)*	*0.9/0.8*	*0.9*	*0.7/0.9*
Business RGC income (£m)*	*0.1/0.07*	*0.1*	*0.1/0.1*
SCI	*-/1.08*	*1.1*	*1.2/0.4*
Total RGC income (£m) ***	*-/6.24*	*6.4*	*6.0/5.8*
Proportion of citations in top 10% (%)	*25/23*	*27*	*28/30*
% of Research judged as world leading or internationally excellent (RRE/REF)	*REF2014: 69 RRE: 72/70*	*Progress towards 80 (RRE: 70)*	*RRE: 75/80*
Home PGR (FT)*	*102/100*	*110*	*110/140*
Overseas PGR (FT)*	*66/74*	*79*	*68/74*
PGR Completion Rate %	*Towards 90/88*	*90*	*90/90*

* Excluding SCI

** Including SCI

***Headcount incl. January starts

SoSS UoA REF2020 Targets

In summary, the targets set for UoAs within SoSS are below.

UoA name	REF 2020 GPA	REF 2020 Research Power
Economics & Econometrics	Top 10	Top 5
Politics & International Studies	Top 10	Top 5
Sociology	1	1
Social Anthropology	1	Top 15
Philosophy	Top 15	15-18

Goal 2: Outstanding Learning and Student Experience

	2015-16 (target/actual)	2016-17 (target)	2017-18 (target/19-20)
Student Satisfaction %	86/84	87 at Aug 2017	88/90
NSS teaching %	na/83	85	87/90
NSS assessment and feedback %	na/68	70	72/75
Positive Graduate Destinations %	72/76.5	75	78/82
Low Participation Neighbourhoods %	6/6.2	6.5	7.0/8.0
Lower Socio-Economic Groups %	20/18.2	20	20/20
Non-continuation %	na/5.4	4.8	4.7/4.5
Tariff	na/420.1	415	420/440
Tuition Fees (£m)	34.3/33.7	38.0	39.7/42.4
Student Numbers (FT)*			
Total Home UG	1932/1961	1974	1955/1917**
Total International UG	895/921	922	977/921**
Intake Home UG	665/674	685	665/665**
Intake International UG	313/328	335	325/325**
Intake Home PGT	130/114	145	170/170**
Intake International PGT	135/114	130	120/125**

Headcount

*** Current 17/18 Budget Five year Plan Numbers for 2020, subject to change.*

Goal 3: Social Responsibility

	2017-18 (target)
Research with Impact	*Well developed, sustainable plan in operation for the future of CoDE.*
	Continued development of and support for the activities of Policy@Manchester and the DevoManc Hub.
	Continued development of and support for research and impact in the area of environmental sustainability, especially through the SCI.
	Encourage socially responsible research and impact/public engagement activity amongst PGRs and ECRs
	CASE studentships strategy in place
Socially Responsible Graduates	*Improvement in staff and student awareness of Ethical Grand Challenges programme, especially the Sustainability Challenge*
	Improvement in student engagement with volunteering activity/Stellify
	At least one student SR prize in each DA
Engaging our Communities	*At least 2 high-quality nominations for the MaD awards*
	Increase no. of SoSS events in the ESRC Festival
	Increase participation in Pre-University Courses and have a mechanism in place for monitoring student destinations
	Improve advertising for public events
	Strategy and procedures for better engagement with alumni in place
Responsible Processes	*Increase number of applications to School Diversity in the Curriculum Scheme*
	Develop and embed Caring Costs scheme for academic and PSS staff and PGRs
	Action plan for attainment of BME, widening-participation and non-traditional students implemented
	Implement DA-level action plans that feed into the delivery of the Athena SWAN and School Equality & Diversity Action Plans
	Develop mechanisms for gathering reliable statistics on staff appointments relating to underrepresented groups
	Achieve at least 75% take-up of unconscious bias training amongst staff on T&R contracts.
	Develop and embed best practice around students and visitors with disabilities
	Application for Green Impact silver awards for ALB and HBS;

	feasibility for achieving Gold in the future assessed
	Engage fully with follow-up activities surrounding 10,000 Actions

Enabling Strategies

	2015-16 (target/actual)	2016-17 (target)	2017-18 (target/19-20)
Financial outcome (contribution: % of income)	47.6/49.7	48.7	48.4/50.9
Compliance %	100/90	100	100/100

Appendix 2: SoSS REF2014 Ranking

Social Science rankings UK
Envelope of UoAs (those to which SoSS @ UoM submitted to)
18: Economics and Econometrics
21: Politics and International Studies
23: Sociology
24: Anthropology and Development Studie A: Anthropology
24: Anthropology and Development Studie B: Development Studies
32: Philosophy

Key to Tables below
* submitted to UoA24 as whole
** did not submit to UoA24
^ Did not submit to UoA 18
+ did not submit to UoA 23

5 UoAs

	#UoAs	% 4*/3*	GPA	RP GPA	RP 4*/3*	Rankings % 4*/3*	GPA	RP GPA	RP 4*/3*
1 Oxford	5	81%	3.25	1184.2634	295.1312	5	4	1	1
2 LSE	5	86%	3.31	650.82955	168.984	1	2	2	2
3 Manchester	5	78%	3.05	529.12722	135.3504	9	9	3	3
4 Edinburgh*	5	79%	3.12	522.7649	131.9267	8	6	4	4
5 Cambridge*	5	79%	3.12	502.99003	127.4744	7	7	5	5
6 Warwick**	4	82%	3.15	453.37548	117.666	4	5	6	6
7 KCL** ^	3	73%	3.03	428.48925	102.414	12	10	7	8
8 UCL*	4	84%	3.32	405.81445	102.5251	3	1	8	7
9 Essex**	4	85%	3.27	393.6435	102.1394	2	3	9	9
10 York**	4	77%	3.03	270.47	74.1259	10	11	10	10
11 Bristol**	4	75%	3.01	228.58	56.66	11	12	11	11
12 Sheffield** +	3	80%	3.08	160.70	41.429	6	8	12	12

As above but including:
19: Business and Management Studies
6 UoAs

	#UoAs	% 4*/3*	GPA	RP GPA	RP 4*/3*	Rankings % 4*/3*	GPA	RP GPA	RP 4*/3*
1 Oxford	6	81%	3.25	1466.0528	366.6209	4	3	1	1
2 LSE	6	87%	3.34	999.59749	259.902	1	1	2	2
3 Manchester	6	76%	3.06	902.53132	225.3566	9	9	3	3
4 Warwick**	5	81%	3.15	782.23548	202.23	3	5	4	4
5 Edinburgh*	6	78%	3.10	679.6289	171.6587	8	8	5	5
6 Cambridge*	6	81%	3.18	636.80963	162.0954	6	4	6	6
7 Essex**	5	81%	3.15	537.9591	60.8708	5	6	7	12
8 UCL*	5	83%	3.29	445.20625	111.6251	2	2	8	7
9 KCL** ^	4	73%	3.03	428.48925	102.414	12	10	9	8
10 York**	5	75%	2.99	335.62	84.5619	11	12	10	9
11 Bristol**	5	76%	3.01	311.63	78.108	10	11	11	10
12 Sheffield** +	4	80%	3.10	268.34	69.374	7	7	12	11

Appendix 3: SoSS UoA REF2014 Results

No. in UoA	UoA name	UoA	incl	excl	return	4*	3*	2*	1*	U	%4*/3*	SGPA	RPGPA	RANKINGS SGPA	RANKINGS RPGPA
35	Economics and Eco.	RAE2008	34.8			25%	55%	20%	0%	0%	80%	3.05	106.14	9	9
28	Economics and Eco	18	33.2	12	73%	17%	58%	22%	3%	0%	75%	2.89	95.948	16	7
	Main Panel	C			Outputs 65%	11%	54%	31%	4%	0%	65%	2.72			
		#ICS	4		Impact 20%	40%	50%	10%	0%	0%	90%	3.30			
					Environment 15%	13%	88%	0%	0%	0%	100%	3.13			
					UoA Overall Profile	30%	48%	19%	2%	1%	78%	3.04			
					UoA Output Profile	28%	49%	20%	3%	1%	77%	3.00			
					UoA Impact Profile	36%	45%	14%	3%	2%	81%	3.11			
					UoA Environment profile	33%	49%	18%	0%	0%	82%	3.15			
59	Politics and Interna	RAE2008	46.4			20%	30%	30%	20%	0%	50%	2.50	116	11	4
56	Politics and Interna	21	36.66	12	75%	20%	54%	24%	2%	0%	74%	2.92	107.05	19	6
	Main Panel	C			Outputs 65%	14%	48%	35%	3%	0%	62%	2.74			
		#ICS	4		Impact 20%	16%	76%	8%	0%	0%	92%	3.08			
					Environment 15%	50%	50%	0%	0%	0%	100%	3.50			
					UoA Overall Profile	28%	40%	26%	6%	0%	68%	2.90			
					UoA Output Profile	21%	40%	32%	7%	0%	61%	2.74			
					UoA Impact Profile	40%	44%	13%	3%	0%	84%	3.22			
					UoA Environment profile	41%	39%	17%	3%	0%	80%	3.17			
39	Sociology	RAE2008	49.2			40%	20%	25%	15%	0%	60%	2.85	140.22	1	2
29	Sociology	23	48.6	5	91%	42%	42%	16%	0%	0%	84%	3.26	158.44	2	2
	Main Panel	C			Outputs 65%	24%	53%	23%	1%	0%	77%	3.01			
		#ICS	6		Impact 20%	67%	27%	7%	0%	0%	93%	3.60			
					Environment 15%	88%	13%	0%	0%	0%	100%	3.88			
					UoA Overall Profile	27%	45%	26%	2%	0%	72%	2.97			
					UoA Output Profile	20%	48%	30%	2%	0%	68%	2.85			
					UoA Impact Profile	43%	39%	14%	3%	1%	83%	3.22			
					UoA Environment profile	35%	45%	19%	1%	0%	80%	3.14			

							4*	3*	2*	1*	U					
19	*Anthropology*	*RAE2008*	*24.33*				*20%*	*30%*	*40%*	*10%*	*0%*	*50%*	*2.60*	*63.258*	*14*	*4*
25	**Anthropology**	24	15.94	6	73%		35%	45%	18%	1%	1%	**80%**	**3.12**	49.733	2	16
	Main Panel	C			Outputs 65%		27%	42%	27%	2%	2%	70%	2.93			
		#ICS	3		Impact 20%		50%	50%	0%	0%	0%	100%	3.50			
					Environment 15%		50%	50%	0%	0%	0%	100%	3.50			
				UoA Overall Profile			27%	42%	26%	4%	1%	69%	2.90			
				UoA Output Profile			19%	39%	35%	5%	1%	58%	2.70			
				UoA Impact Profile			41%	43%	11%	4%	1%	84%	3.19			
				UoA Environment profile			45%	47%	8%	0%	0%	92%	3.36			
42	*Philosophy*	*RAE2008*	*13.5*				*10%*	*35%*	*50%*	*5%*	*0%*	*45%*	*2.50*	*33.75*	*25*	*18*
40	**Philosophy**	32	12.7	2	86%		20%	53%	23%	1%	3%	**73%**	**2.86**	36.322	19	19
	Main Panel	D			Outputs 65%		16%	48%	30%	2%	4%	64%	2.70			
		#ICS	2		Impact 20%		40%	40%	20%	0%	0%	80%	3.20			
					Environment 15%		10%	90%	0%	0%	0%	100%	3.10			
				UoA Overall Profile			31%	42%	24%	3%	0%	73%	3.01			
				UoA Output Profile			26%	43%	27%	3%	0%	69%	2.92			
				UoA Impact Profile			35%	39%	23%	3%	0%	74%	3.07			
				UoA Environment profile			43%	43%	12%	2%	0%	86%	3.27			
	SCHOOL	*RAE2008*	*168.23*				*26%*	*33%*	*30%*	*12%*	*0%*	*59%*	*2.73*	*459.37*		
	SCHOOL	REF2014	147.1	37	80%		28%	50%	20%	1%	0%	78%	3.04	447.49		
					Outputs 65%		18%	50%	29%	2%	1%	69%	2.84			
		#ICS	19		Impact 20%		44%	48%	8%	0%	0%	92%	3.36			
					Environment 15%		50%	50%	0%	0%	0%	100%	3.50			