

**School of Environment,
Education and Development**

(SEED)

**5 year Strategic Plan
2016-17**

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This strategic plan sets out our key priorities and goals, their strategic enablers and KPIs supporting the SEED mission in the context of both the Faculty plan and the wider University of Manchester Strategic Vision 2020 Agenda.

This strategic plan and the associated operational plan and SWOT is 'owned' by the School Policy and Resources Committee which will guide, review and implement the plan through a focused but flexible process that responds to the current volatile external environment in which we operate.

The Head of School takes ultimate responsibility for the Plan and with SPRC and the School Board will ensure it is delivered in a collegial and collaborative manner, which is a hallmark of SEED.

Introduction to SEED

The School of Environment, Education and Development (SEED) aims to be a world leading centre for research and teaching on the uneven relationships between society, economy and the environment. The School brings together the disciplinary strengths of Architecture, Geography, Planning and Environmental Management, the Manchester Institute for Education and the Global Development Institute; a unique configuration for promoting sustainable and socially just outcomes for the 21st century.

SEED is committed to conducting world-class, socially engaged research and teaching/training that seeks to theorize, investigate and tackle the problems created by the complex relationships between society, economy, and environment - in particular around the inter-related issues of poverty, inequality and exclusion, urbanism, environmental change and the cross-cutting challenges for governance, policy and practice in promoting social justice.

Importantly SEED's research is both 'blue skies' and arises out of engagement with governments, businesses, schools, communities and other stakeholders both locally and globally. We aim for our research to influence the world we study and we see it as vital that researchers demonstrate the importance of the new knowledge they are creating by ensuring it is impactful. We are positioned to influence the grand challenges of this century, notably poverty eradication, addressing global inequalities and securing social justice, pedagogy and inclusion, environmental change and sustainable urbanism, and the associated challenges for governance, policy and practice. Key to this is the pivotal role of our Research Institutes and our research groups, which build on the strengths of our constituent disciplines and are the engines of our inter-disciplinary agenda, our research income generation and our policy engagement strategy, as well as providing significant reputational capital for the School and University.

Equally vital to our mission is the teaching and learning of the next generation of professionals, policy-makers, entrepreneurs and global citizens. We are committed to developing and maintaining parity of esteem between teaching and research activities, with a commitment to providing the highest standards of research-led learning and professional development across the themes identified at the heart of the School's mission. We continue to attract a high quality, and increasingly diverse cohort of more than 2800 taught students (at all levels of study) and over 400 research students. Our student community has a very high percentage of overseas students, particularly at postgraduate masters level, from more than 30 countries, evidencing the outstanding reputation of our work internationally. We also continue to innovate in our curriculum, with a longstanding commitment to a diversity of teaching approaches including student-centred learning, placements, fieldwork and lab-based elements and a more recent focus on taking full advantage of E-learning opportunities and the creation of an optimal environment for face-to-face and distance learning. We are also committed to a continuous process of curriculum review to ensure our programmes remain at the forefront of scholarship. Each of our

programmes strives to connect students to the latest research, policy and practice thinking, and to prepare our students for exciting, rewarding and worthwhile careers across the globe. We recognise the importance of retaining links with our students as they progress through their careers, progressively adding to our current alumni community of more 7,500 spread across 50 countries, and building and enhancing crucial practitioner and professional networks that contribute enormously to our future research and teaching activities.

Sitting equally alongside Research, Teaching and learning, Social Responsibility feeds into the very foundations of SEED, as evidenced through our teaching and learning, research, commitment to community engagement, responsible processes and environmental sustainability.

SEED also places a premium on a professional and efficiently organized support services team and a School governance structure that avoids wasteful duplication but ensures sufficient opportunity to harness the considerable management talent within the School and to ensure a transparent and equitable process of decision-making with fair representation of disciplines and staff.

School of Environment, Education and Development Vision

Our vision for SEED provides a clear focus, priorities and values for the future of the School in the context of the Faculty and University plans and the changing external environment to which we are attempting to respond. It attempts to balance strategic and operational agility with a sense of continuity of purpose and achievement. It intends to provide a sense of shared values across all staff and students in SEED and therefore represent a continuing process of reflection and engagement in a common purpose, the continued reputational growth of SEED across all activity, the achievement of an appropriate financial contribution, the further development of staff and student satisfaction and the contribution of SEED to the University 2020 vision.

2020 Research in SEED

- Promotes an inter-disciplinary research culture that respects pluralist conceptual and methodological approaches, and encourages both applied and theoretical engagements with the grand challenges of the global world.
- Develops an international reputation for its research achievements, particularly in the areas of *poverty and social justice, urbanism and environmental change and the cross-cutting challenges for governance, policy and practice*.
- Pursues a mixed economy of funding sources, both national and international and from across a broad range of research councils, industry and 3rd sector.
- Engages with the City-Region at every level as a committed partner in urban and regional development.
- Ensures all researchers are fully supported by professional support services and infrastructure that promotes the pursuit of research excellence.
- Promotes a collegial, enabling and intellectually vibrant culture that encourages Research Centres to engage in externally funded inter-disciplinary research.
- Supports the development of Research Associates as young professionals and enables them to achieve to their full potential.
- Attracts and retains the best research students who have the potential to be intellectual leaders in their field, and who are effective in articulating the impact and outcomes of their research to both academic, professional and lay audiences.
- Provides a research environment that is world leading in which research students are able to develop into confident and creative researchers and that enables them to achieve the highest levels of attainment and be fully embedded in School, Faculty and University activities.
- Produces the next generation of research scholars able to make a contribution to the grand challenges of today and tomorrow and the next generation of academics, practitioners, policy-makers and entrepreneurs.

2020 Teaching and Learning in SEED

- Is valued as a means of exchanging knowledge, critically engaging with key global challenges around poverty and inequality, urbanism and environmental change .
- Stimulates outstanding research-led teaching across all discipline areas and, where appropriate, within inter-disciplinary settings
- Promotes innovative approaches to the teaching and learning environment that meets the expectations and learning styles of increasingly international and diverse groups of students at different educational stages.
- Provides an optimal learning environment for all teaching related activities to facilitate formal and informal interaction between students and staff.
- Develops key skill sets for life and work, producing highly employable graduates with a range of professional skills who are culturally sensitive and socially responsible and employ these skills in an increasingly diverse cosmopolitan world.
- Works collaboratively with Professional bodies to enhance the quality and relevance of accredited and inspected courses.
- Is a provider of flexible, professionally oriented and applied education and training across the breadth of teaching and learning environments (face to face, blended learning, distance learning, CPD and Executive Education).
- Is supported by a personalised, friendly, effective student centred PSS.

2020 Social Responsibility in SEED

- Is integral to our research, our teaching and learning and in the shared values of the School.
- Is addressed in research on the current and emerging grand ethical challenges of the day through our four inter-related research themes of Environmental Change, Governance, Policy and Practice, Poverty and Social Justice and Urbanism, specifically in the context of the University of Manchester’s “addressing global inequalities” signature programme. Is encouraged through strategic collaborations with external stakeholders, in Greater Manchester and internationally, including business, communities, governments, HEIs, NGOs and schools.
- Is promoted among both staff and students by recognizing and rewarding their engagement in a broad range of activities that enhance their personal development and contribute to our Social Responsibility goal.
- Is evident in our contribution to environmental sustainability in our everyday practices.
- Is nurtured by embracing equality and diversity and ensuring that all staff and students are treated fairly and supported equitably.
- Produces graduates who are aware of their responsibility to wider societies and are equipped to make positive change.

Executive Summary of Key Priorities

The following are the sixteen key priorities we have identified as necessary to ensure the School of Environment, Education and Development makes its contribution to achieving The University's 2015 and 2020 objectives.

1. Through our strategic planning processes, strengthen and better connect the unique configuration of the five Discipline Areas within the School, identifying new areas for disciplinary and interdisciplinary collaboration.

Goal 1: Research

2. Maintain and improve the quality of our research outputs (to the equivalent of (80% at 3* or higher in REF benchmark terms) and also progressively improve our citation scores.
3. Maintain and improve our research income rates in the face of external pressures and continue to win core funding for our key research initiatives.
4. Develop the 'impactful' nature of our research as a key strength of our strategic focus on the inter-related themes of Poverty and Social Justice, Urbanism, Environmental Change and Governance, Policy and Practice, and projecting impact cases rated at 3* or above in REF terms.
5. Promote and strengthen the ambitions of the newly launched Global Development Institute and develop the new Manchester Urban Institute to help us address some of the key Global Grand Challenges of the 21st Century.
6. Recruit high quality research students with significant potential to become intellectual leaders through working within the research environment of the School.
7. Strategically re-organise research within Disciplines around active thematic research groups, with research groups providing the fora for improving our research culture, providing mentoring for established and early career researchers, embedding our PGR community within the research environment, and developing future cross-cutting research programmes.

Goal 2: Higher Learning

8. Provide the highest quality research-led and pedagogically informed teaching programmes at all levels

9. Re-profile and diversify our portfolio of programmes in response to changing student demand, and the external Higher Education context, through ongoing portfolio review and the expansion of our distance learning provision.
10. Ensure the equality and fairness of our admissions processes, increasing the diversity of our student cohort at both undergraduate and postgraduate levels whilst maintaining and looking to increase entry tariffs and student quality.
11. Work with our staff and students to significantly improve the experience of all SEED students and provide them with an optimal learning environment which utilizes appropriate e-learning, student-centred projects, placements and fieldwork and other innovative approaches to support excellence in teaching delivery.
12. Reduce SSRs and improve student contact time and support without sacrificing teaching efficiencies, whilst also reviewing and remodelling our portfolio to meet new market demands.
13. Ensure our graduates are rewarded with appropriate outcomes in respect of levels of degree attainment and, working with the careers service and alumni office that they are highly employable and/or highly qualified to enter research.
14. Promote, reward and share excellence in teaching and learning within the School.

Goal 3: Social Responsibility

15. Raise our local and international reputation and profile for our Social Responsibility successes in our four inter-related research themes of Environmental Change, Governance, Policy and Practice, Poverty and Social Justice and Urbanism.
16. Produce SEED graduates who are socially and ethically aware and equipped to make positive socio-economic change at a host of scales.
17. Widen participation in our programme portfolio and maximise the diversity of our student cohort in the priority areas of socio-economic background and nationality.
18. Value, support and develop our engagement with business, communities, policy-makers and practitioners within the North-West region and across the Global North and South to maximize our social impact.

19. Be a supportive working environment that celebrates difference and offers opportunities for staff development whilst rewarding and recognising for good performance.

20. Increase the environmental sustainability of our governance, teaching and learning and research activities

Executive Summary of Strategies for meeting Key Priorities

Goal 1: Research

Strategy 1: Ensure our research outputs are of the highest quality.

Strategy 2: Grow healthy and sustainable research income and maximise financial contributions in absolute terms.

Strategy 3: Ensure our research maximises its potential for 'impact', and that SEED's work on impact is effectively showcased to internal and external audiences.

Strategy 4: Deepen the quality, quantity and exposure of our work around our key themes of poverty and social justice, urbanism, environmental change, and governance, policy and practice, both as a means of extending our reputational capital and ensuring a vibrant and collegial culture of research within SEED.

Strategy 5: Enable and encourage our Research Institutes (GDI, MUI) and their researchers to reach their maximum potential and harness their contribution to School and University plans.

Strategy 6: Strengthen the role of disciplinary, and inter-disciplinary, thematic research groups to promote a vibrant research culture, embed effective research mentoring and improve the quality of research output and levels of research incomes.

Strategy 7: Increase the efficiency and impact of the research support function.

Strategy 7: Develop a creative, ambitious, successful and satisfied PGR community, which takes full advantage of the range of SEED activities and the research environment.

Goal 2: Higher Learning

Strategy 1: Deliver annual improvements in the student experience and in student satisfaction, ensuring that we at least meet, and strive to exceed, the University's targets across all disciplines.

Strategy 2: Promote and reward excellence teaching and learning across all parts of SEED identifying and sharing good practice, and supporting Faculty and University initiatives in these areas.

Strategy 3: Deliver a portfolio of undergraduate and postgraduate programmes that meets changing market demands and student expectations, incorporates the highest quality research-led and pedagogically informed teaching, addresses key global challenges related to the School's mission around poverty and inequality, urbanism and governance and environmental change, and maximises the employability and professional capabilities of our graduates

Strategy 4: Maximize the opportunities provided by online, distance and blended learning, fieldwork, student-centred project work and placements and other teaching innovations to enhance the student experience and, where appropriate, identify and develop new activities such as collaborative learning and CPD provision.

Strategy 5: Diversify our student cohort and ensure the equity and fairness of our admissions processes, whilst enhancing entry standards, and ensuring our graduates are rewarded with appropriate levels of degree attainment.

Strategy 6: Engage strategically in Pan-University teaching provision (e.g. University College) in areas identified as strategic priorities by the University.

Goal 3: Social Responsibility

Strategy 1: Research with social impact

To be world renowned leaders for SEED's contributions to knowledge bases that inform decisions about the grand inter-scalar socio-economic and environmental challenges, through our four inter-related research themes of Environmental Change, Governance, Policy and Practice, Poverty and Social Justice and Urbanism, with a particular focus on the University of Manchester's "addressing global inequalities" signature programme through flagship initiatives such as Just Greater Manchester, the Global Development Institute and Policy@Manchester.

Strategy 2: Socially responsible graduates

To produce graduates who exercise social leadership and responsibility through the integration of social responsibility throughout our student life cycle, from recruitment to alumni.

Strategy 3: Engaging our communities

To engage the interdisciplinary strengths of the School to work with our communities to further develop research and teaching with external stakeholders to have positive impact at the global, national and local levels.

Strategy 4: Responsible processes

To act with integrity and foster a supportive, happy working environment that recognises and celebrates diversity, rewards success and enables all individuals to achieve their full potential through personal development opportunities.

Strategy 5: Environmental sustainability

To increase the environmental sustainability of our governance, teaching and learning and research activities by embedding it as a key priority across the full range of our activities.

GOAL 1 - RESEARCH

Our research agenda will continue to expand and excel, with the majority of our work being classified as of international quality and a rising proportion classed as world leading. Our research funding trajectory will be maintained through a diverse portfolio, drawn from across Research Councils, the European Commission, Charities, Industry and Government. Our research will range from conceptual, theoretical work to engaged research aimed at shaping policy and practice with positive societal impacts. The integration of the Manchester Institute of Education (MIE) and the launch of the Global Development Institute (GDI) has brought exciting new possibilities for reconfiguring and further developing our core areas of thematic excellence. To this we shall add the Manchester Urban Institute (MUI). Together our ambitious research institutes (GDI and MUI) will allow us to take the lead in delivering world class research that pertains to the University's key research beacon of addressing global inequalities. This will be primarily a research focus of the GDI but will also be prominent in the new Manchester Urban Institute. These substantial research initiatives, along with our disciplinary-based thematic research groups, will enable us to investigate our key themes of Poverty and Social Justice, Urbanism, Environmental Change, and Governance, Policy and Practice. These themes, and the final one in particular, can help bring different units within SEED together to help cohere and showcase more clearly existing work within SEED on the 'how' as well as the 'what' of confronting today's global challenges.

The School is particularly renowned for the excellence of its contribution to the analysis of poverty and poverty reduction; the political economy of natural resources and environmental change; global production networks and their social consequences; the governance of schools and educational inclusion; and a wide-range of leading work on cities and urbanism. Importantly, much of this work is conducted in both the global north and the global south. SEED also has fast-growing strengths in a range of other less-established areas, including some that cut-across these themes such as work on vulnerability, resilience and energy.

The newly created Global Development Institute will unite the strengths of the Institute for Development Policy and Management (IDPM) and the Brooks World Poverty Institute (BWPI) to build upon Manchester's world leading reputation for Development Studies. GDI will be Europe's largest global poverty and inequality Institute and will play a major role as one of the University's five flagship research beacons in supporting the University's commitment to addressing global poverty and inequality.

Our establishment of the new Manchester Urban Institute (MUI) will build upon both the capacity building work of cities@manchester and the combined research and impact strengths of a number of existing urban research centres and groups. It will provide a clear vehicle to generate, capture, augment and structure academic and

student research and engagement/impact activity, by bringing together the existing research and impact strengths of the urban research that is current dispersed across the University of Manchester. The result will be a structure to support a group of urban researchers comparable with other leading universities around the world.

We will strengthen the role and functions of disciplinary, and inter-disciplinary, research groups within SEED. Research groups will provide an effective space for promoting research cultures, engaging through regular reading groups, workshops and other activities to explore the cutting edge issues within their respective fields. Research groups will also strengthen initiatives around mentoring the research trajectories of established and early career colleagues, providing an effective research 'home' for doctoral students, and developing strategic plans to address critical research challenges and funding opportunities.

The School's Research Committee (chaired by the Research Director) will provide direction on, and co-ordination of, SEED's research and impact strategy. The Committee will monitor the activities of the various research groups, centres and institutes within the School, and provide guidance. It will identify areas for strategic support to help meet our research ambitions.

The School, in conjunction with RSS support at faculty level, offers high levels of support to all centres, groups and individuals in maintaining and improving high-levels of research activity. This includes provision of conference funds (c.£800 per member of staff) and the availability of grants of up to £5,000 from the School's Research and Impact Stimulation Fund (c£30,000 pa), with a particular preference going to ECRs and on research activity that falls within our key themes. Analysis of previous year's disbursements reveals that this provision has an impressive multiplier effect in terms of the research awards that this seedcorn funding generates. The School's hosting of the Journal of Development Studies also enables us to offer £6,000 p.a. in funding for publication-related workshop/conference activities. Staff are also strongly encouraged to apply for H-SIF funding and receive peer-review support to do so. More broadly, our peer-review mechanism is now well-institutionalised and operates effectively to both vet and improve research bids.

The School also offers a rapidly growing level of focus and support on knowledge exchange activities. An Associate Director of Research has a specific focus on developing an 'impact' strategy for the School. This will be enabled by establishing a common and suitably broad understanding of impact across SEED, and using multiple platforms to help showcase the impact of our research effectively. In the future SEED will be well positioned to maintain its status as a high-performing School within the Faculty in terms of research income (per FTE), % of work in the top 10% of citations in relevant fields, and over 80% of outputs of 3* standard and above in REF benchmark terms. Amongst the key challenges are to ensure that research income is generated more evenly across our academic staff and discipline areas, and that

under-utilised sources of research funding are targeted more regularly and strategically. We will also need to ensure that SEED does as much as possible to maximise the genuine synergies that exist within the School, and across the wider University whilst not distracting energies from existing and growing areas of excellence. The strategic objectives and enabling processes and actions set out below elaborate this in greater depth.

Another challenge is to deepen and enhance our engagement beyond the academe, with government, the third sector, the media and business. As our response to the Faculty scoping exercise makes clear norms of engagement vary enormously within SEED. However as our responses to the impact agenda and open access requirements unfold, so this will result in more work in developing outward facing communications to key stakeholders as well as developing strong relationships with them.

Finally we share the Faculty's vision and aspiration of recruiting and developing high quality research students who have the potential to become intellectual leaders, international in their outlook, and aim to provide an environment in which they receive the training and support to conduct rigorous, creative and original research in SEED's priority research areas. The creation of the Rory and Elizabeth Brooks Doctoral College within the Global Development Institute offers a dynamic research culture in an environment that encourages innovative, cross-disciplinary collaboration and which will strengthen the School's commitment to its research students and its social responsibility agenda.

Strategies

Strategy 1:

Ensure our research outputs are of the highest quality.

Enabled by:

- An emphasis on the importance of output quality rather than quantity and further developing a culture of ambitious publication strategy with greater attention to impact and citation scores.
- Communicate expectations and targets to all staff, but particularly early career researchers and also under-performers, via research committee, discipline and research group-specific mentoring, PDR and wider research environment.
- Provision of peer review support and citations analysis in workshop format and vigorous well supported research groups.
- Use of the Personal Research Expectations Plan (PREP) reviews to develop robust strategies for increasing research quality.
- Ensure that the University RRE exercise provides relevant feedback to staff to enhance the quality of future publications.

KPI Demonstrated by:

- To maintain and improve on 66% or more of research outputs rated at 3* or higher in REF2014 benchmark terms and/or in relation to internal assessments (e.g. RRE). To aim for 2020 benchmark of 80%.
- Annual improvement in citation scores.
- Successful development/improvement of staff performance (e.g. in terms of increased numbers of higher-impact publications).

Strategy 2:

Maintain and grow healthy and sustainable research income with optimal contribution rates.

Enabled by:

- Maintain healthy key sponsor share.
- Maintain diversity of funding streams building on inter-disciplinary strengths of School.
- Build on diversification of income sources by harnessing our external engagement and internationalisation strategies in order to widen our sponsorship from government sources, EU, third sector and industry
- Engage proactively with Research Council demand management processes and practice and further deepen our internal peer review process.
- Strategically use internal funds (e.g. Research and Impact Stimulation Fund, Research Development Fund, Faculty HSIF) to leverage external support, targeting in particular research groupings and staff who can lead the next major programmes/large grant bids..
- Seek to enlarge the pool of successful investigators, from early career researchers through to well-established staff.
- Maintain a rigorous and supportive peer review process.
- Promote vigorous research groups meeting regularly and frequently to cultivate new research and build an effective research environment.

KPI Demonstrated by:

- Research income targets met.
- Success rates improving.
- Diverse funding streams maintained.
- Demonstrable link of research strengths to income.
- Absolute research contribution improving annually.
- More even spread of research income/fte and grant capture success across all staff in the School. In particular, widening the pool of staff with larger

grants and contracts. Active presence of research groups within disciplines and regular research group based activities.

Strategy 3:

Ensure our research maximises its potential for 'impact', and that SEED's work on impact is effectively showcased to internal and external audiences.

Enabled by:

- High-level Visiting Research posts in Knowledge Exchange with responsibility for helping to secure greater impact for SEED's research, in part through developing a stronger culture around impact within the School.
- Continue to support impact enhancing activities (e.g. workshops, seminars, training) and develop new means of encouraging a strong focus on impact (e.g. through the Research and Impact Stimulation Fund and Faculty HISF; building in a stronger focus on impact within peer reviews of research proposals and PDRs/research reviews).
- Identify, develop, support and publicize relevant impact case studies within and beyond the School, including through revising the SEED website and holding regular showcasing events.
- Ensure data regarding impact activity is captured and promoted (e.g. impact diaries).
- Building business engagement networks with key external stakeholders (e.g. City Council, Schools, Bruntwood, Tesco, DfID, World Bank).
- Support staff in bidding for knowledge engagement funds and recognize contribution of this activity through workload and promotion.
- Increasing awareness of the possibilities of raising internet and social media profiles and use of internet profiling such as Orcid.
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KPI Demonstrated by:

- Development of high quality impact cases for communicating via the website and other media.
- Greater success in securing knowledge engagement funds (from internal and external funds).
- Increased success rate from ESRC IAA fund
- Promotion of colleagues on knowledge exchange strengths.
- Increased demand for our services from policy actors.
- Increased number of 'Knowledge Exchange Fellows' associated with SEED, both Visiting and Honorary.
- Increasing proportion of outputs are compliant with the 'Green' and 'Gold' level of Open Access.

- Increased proportion of staff with their own webpages, contributing to blogs, and raising their profiles on social media as well as registered with key internet profiles.
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Strategy 4:

Deepen the quality, quantity and exposure of our work around our key themes of poverty and social justice, urbanism, environmental change, and governance, policy and practice, both as a means of extending our reputational capital and ensuring a vibrant and collegial culture of research within SEED.

Enabled by:

- Continue to support and grow our key research areas through selective and strategic investment.
- Support and review the contribution of our Research Institutes to these key themes annually and encourage greater collaboration.
- Pro-active efforts to bring together SEED's work in the global north and global south as part of our distinctive value added.
- Explore the potential for reorganizing our Disciplines/Research Centres to better exploit research potential and reputation and more efficiently support research activities.
- Encourage staff to serve on advisory and professional bodies (e.g. REF panels).

KPI Demonstrated by:

- Increased research capacity in areas of strength.
- Attraction and retention of key researchers to SEED.
- Growing international reputation as evidenced by REF esteem indicators.
- Monitoring web-hits and media coverage.
- Success in external, inter-disciplinary grants.
- Successful establishment of the Global Development Institute and launch of the new Manchester Urban Institute
- SEED membership of prestigious bodies.

Strategy 5:

Enable and encourage our Research Institutes, Centres and groups and their researchers to reach their maximum potential and harness their contribution to School and University plans.

Enabled by:

- Provide world leading research infrastructure for our Research Institutes, Centres and Groups including financial, pre and post-award support and event management.
- Support the transition of cities@manchester to the Manchester Urban Institute.
- Ensure Research Centres are connected to wider governance and decision-making within the School.
- Annually review Research Centre plans/targets and where appropriate support reconfiguration of Research Centres within wider research strategy.
- Implement Concordat and provide research staff with mentoring, access to internal strategic funding, access to internal research support and inductions/training events.

KPI Demonstrated by:

- Contribution of Research Institutes and Centres to REF and research income targets.
- Annual monitoring of Research Centre plans and targets.
- More research centre staff participating in funding bids, particularly to large grant calls.
- Research staff promotions/career advancement.
- More research staff participating in mentoring/peer review.

Strategy 6:

Increase efficiency and impact of research support function.

Enabled by:

- Engage positively with Faculty Support Services to ensure research support is future proofed to cope with changing/additional demands of key sponsors.
- Make effective use of additional proposed resources (such as grant writers and the Faculty RSM for Strategic Projects).
- Undertake regular portfolio analysis to enable targeted support to increase bid value and success rates.
- Widen pool of successful researchers and support junior staff (e.g. through mentoring and peer review).
- Ensure strict budgeting of bids and high levels of project management so that all possible costs are recovered.

KPI Demonstrated by:

- Improved recovery rate for incoming and current awards and overall increase in research income.
- Increased efficiency and effectiveness of research support function, at post- as well as pre-award stage.

- Higher success rates in securing research income.
- More even spread of research income/fte.

Strategy 7:

Develop a creative, ambitious, successful and satisfied PGR community, which takes full advantage of the range of SEED activities and the research environment.

Enabled by:

- Recruiting high quality research students with significant potential to become intellectual leaders, through competitive and attractive studentships and research projects that fit with the research expertise and social responsibility ambitions of the School
- Supporting research students to work on SEED's challenging research problems with the ambition to develop rigorous, original, defensible research which can be published in a range of high quality publications.
- Providing the support and opportunities for research students to attend, present and organise research events and conferences through a creative use of the SEED PGR Conference and Support Allowance.
- Giving effective academic support to research students to develop resilience so as to complete their research project in a timely fashion and which is conducive to their wellbeing.

KPI Demonstrated by:

- Increasing the number of internal and externally funded studentships and in-programme financial support to meet research aims.
- Effective training and researcher development, with satisfaction measured through the PRES with an aim to be above the Russell Group average.
- Increase in the number of publications by SEED students in high quality outlets and presentations at international conferences.
- Continued improvement in SEED 5 year completion rates, with an 90% target for full time students, supported by the School's Completion Support Strategy.
- Higher levels of recorded PGR satisfaction through PRES responses.
- Closer integration of PGR community into School research strategy and structures building on Brooks Doctoral College.
- Increase in positive destinations by SEED research students – to be determined when DDAR led project goes live.

GOAL 2 - HIGHER LEARNING

The School of Environment, Education and Development aims to attract the best students to study in Manchester and to provide these students with highly relevant, research-led and pedagogically informed teaching and learning opportunities. . Our student body and teaching programmes in SEED are distinctive in a number of ways. We have an increasingly diverse student body with a large, and increasing, proportion of postgraduate taught masters students, alongside more traditional full-time undergraduate students. We have large, and increasing, number of overseas students across most discipline areas as well as significant numbers of mature and part-time students, particularly in Education. Our programmes are often strongly 'applied' in nature and are closely linked to the outside world. Several are professionally validated and/or accredited. This lends itself to a diverse range of innovative teaching approaches including a longstanding focus on field work, lab-based teaching, student-centred learning and active engagement with schools and professional practice through student projects, placements/internships and teaching contributions by external professionals. More recently, we have embraced new opportunities and approaches around elearning and distance learning. Whatever mode of delivery, the School's programmes and teaching are also strongly research-led and theoretically informed, drawing on the research excellence and expertise of its staff, and associated research centres and activities, particularly in relation to addressing key global challenges around poverty and inequality, governance and urbanism and environmental sustainability and climate change.

We thus aim to provide an outstanding student experience that builds upon the long established excellence in both teaching and research within SEED. Our portfolio is flexible and capable of responding to changing market demands and new opportunities to meet the needs of an increasingly diverse and international student profile.. Our goal is to ensure our graduates are very well-qualified in their subject areas but also intellectually curious, socially responsible, highly employable, proficient in the professional and transferable skills that employers demand and ultimately equipped to become global citizens and lifelong learners in a rapidly changing world.

Strategies

Strategy 1:

Enhance the experience of all our students, and associated levels of student satisfaction, ensuring that we meet or exceed the University's targets across all disciplines.

Enabled by:

- Ensuring induction, and ongoing support activities throughout our students' degree programmes recognise and support the diverse backgrounds and experience of

students within SEED.

- Improving the management and organization of teaching and ensuring that all staff within SEED (Academic and PSS) engage and communicate effectively with students at all levels and across all programmes.
- Encouraging greater student participation in Discipline and School governance and engaging with the wider student community to identify ways of improving student satisfaction and ensuring that students are informed about actions taken.
- Reducing SSRs and providing enhanced opportunities for high quality student contact without sacrificing efficiencies in teaching practices.
- Ensure students receive high quality and timely assessment feedback in line with University policy that helps them to improve their future academic performance.
- Implementing the Student Experience Action Plan(s) at School and discipline level and ensure that these are reviewed and revised regularly
- Improving facilities, access and sense of disciplinary and programme identity in ALB, HBS and Ellen Wilkinson to create an optimal learning environment..

KPI Demonstrated by:

- Annual improvements in NSS student satisfaction , including key areas of teaching quality, assessment and feedback and teaching resources to University target and beyond
- Annual monitoring of performance in PTES postgraduate student experience surveys
- Improved scores in key areas of the NSS, PTES and Student Barometer such as assessment feedback, communication, resources etc.
- Maintaining 'outstanding' OfSTED inspection grade in PGCE and ongoing professional accreditation of relevant programme areas such as Education, Town Planning, Real Estate and Architecture.
- Improving current student retention rates.
- Improving league-table positions.
- Improving SSRs across SEED and individual discipline areas.
- Increased representation of students in School governance and wider student engagement through programme and year review meetings, survey response rates etc.

Strategy 2

Promote and reward excellence in teaching and learning across all parts of SEED, identifying and sharing good practice, and supporting Faculty and University initiatives in these areas

Enabled by:

- Ensuring that teaching and learning is given parity of importance alongside research in staff recruitment processes and ensure that staff in SEED understand that excellence in teaching and learning is valued equally with research for promotion

and probation.

- Ensuring emphasis on the importance of excellence in teaching and learning is recognized in peer review, promotions and PDRs in line with Faculty policy.
- Developing a culture in which we celebrate and share successes in teaching and learning .
- Identifying areas of expertise within SEED programmes (including applied teaching, professional learning, placements, studio, lab and fieldwork) and sharing practice across the School, Faculty and University.
- Ensuring that staff induction processes include an awareness of the changing UK Higher Education context and the SEED and University's strategic vision.
- Supporting opportunities for the professional development of staff in areas of teaching and learning (including, HEA accreditation, training and support for e-learning etc.).
- Implementing the SEED Workload Allocation Model to ensure that all staff are involved in the delivery of our programmes and all students have the opportunity to engage with the leading researchers in their field.

KPI Demonstrated by:

- Nominations for Annual SEED Award for Teaching and Learning for both academics and PSS staff and for teaching excellence awards within the Faculty and University.
- Monitoring SEED promotions and their outcomes (including the promotion of teaching focused staff).
- Increase the number of HEA accredited staff.
- New pedagogic practices emerging as a result of curriculum developments such as those involving enhanced use of technology, involvement of practitioners, collaborative learning , promotion of specialist interest groups, peer review and practitioner research.
- Uptake of the Workload Allocation Model (WAM) across all disciplines in SEED.
- Increased cross-disciplinary teaching within SEED (facilitated by a unified WAM).

Strategy 3

Deliver a portfolio of undergraduate and postgraduate programmes that meets changing market demands and student expectations, incorporates the highest quality research-led and pedagogically informed teaching, addresses key global challenges related to the School's mission around poverty and inequality, urbanism and governance and environmental change, and maximises the employability and professional capabilities of our graduates.

Enabled by:

- Ensuring all students experience research-led teaching as part of their degree programme and maximising learning through research at both UGT and PGT level.
- Continuously reviewing the market performance of our portfolio to identify strengths, weaknesses, opportunities and threats.

- Developing a flexible portfolio of programmes that allows us to respond quickly to changing market demands.
- Ensuring that we monitor, and are in position to respond to the rapidly changing PGCE environment.
- Analysing the range of data available to identify opportunities for the development of our portfolio to support recruitment and marketing activities for existing and new programmes and to identify programmes which are no longer viable.
- Reviewing the SEED portfolio to identify opportunities to enhance skills and professional learning through student centred projects, placements, internships and fieldwork.
- Using market intelligence to develop distinctive 'SEED' programmes (including 4-year UG Masters Programmes, Study Abroad Opportunities, collaborative agreements with targeted international partner universities) and programmes based on Distance and Blended Learning etc.).
- Better linking of our teaching to our research strengths to address key global challenges around poverty and inequality, urbanism and governance and environmental change . maximize market appeal and develop cross-disciplinary teaching where it will enhance efficiencies of scope and scale.
- Develop links with alumni and employers to support employability of students and to enhance the reputation of SEED programmes.
- Embedding employability and professional training in our programmes, fostering good practice, innovation and support.

KPI Demonstrated by:

- Increased applications for UG and PGT Programmes.
Improved conversion rates from application to firm offers (CF/UF) at UGT and improved rates of conversion at PGT.
- Meeting our student recruitment targets both home and international students.
- Improved quality and diversity of student intake at UG and PGT levels.
- Identification of new student markets both home and international.
- Development of new or revised programmes that connect to our reputational strengths in research and professional practice.
- Identifying and exploiting new opportunities in areas of professional learning.
- Increasing the opportunities for student centred learning and placements on SEED programmes.
- Increases in available study abroad opportunities and collaborative agreements with international partner universities. Annual improvements in performance in DLHE to meet University targets and beyond , including comparisons with competitor institutions.

Strategy 4

Maximize the opportunities provided by online, distance and blended learning, fieldwork, student-centred project work and placements and other teaching innovations to enhance the student experience and, where appropriate, identify and develop new activities such as

collaborative learning and CPD provision

Enabled by:

- Ensuring BB9 and future updates are adopted efficiently and creatively across all programmes and maximizing opportunities for online submission, marking and feedback..
- Engaging with the embedded Faculty e-learning team to develop and adopt innovative approaches to e-learning, and monitoring BB9 and other e-learning activities to identify and share examples of good practice.
- Analysing and monitoring the contribution levels of current DL provision and identifying and assessing opportunities for new DL programmes in SEED. Promoting good practice across face to face, blended and distance learning and, in time, to bringing e-learning and distance learning closer together and progressively connecting DL provision to the core of our programmes to offset wider market risks, contribute to widening participation, knowledge transfer, CPD and carbon efficiency..
- Identify opportunities for developing a more flexible portfolio of programmes, course units and related provision (such as CPD, MOOCs etc.) delivered online that meets changing market demands particularly for part-time and international students.
- Maximizing opportunities for developing partnerships with external organisations such as professional bodies, schools and groups of schools to ensure our professionally accredited programmes, CPD and PGCE activity remains vibrant.

KPI Demonstrated by:

- Universal use of BB9, student submission of work through Turnitin and timely online feedback (unless specific reason necessitating hard copy submission / feedback)
- Increasing use of online marking and feedback through Grademark.
- SEED contributions to Faculty/University initiatives, e.g. as pilot School for new initiatives in e-learning and Distance Learning..
- Nominations for SEED Teaching and Learning Award for online learning.
- Increasing number of programmes, course units and other provision (e.g. MOOCs) offered on a flexible/online basis.
- Increasing number of DL and CPD programmes, course units and activities.
- Increasing income generation and contribution rates through DL and CPD.
- Growing reputation of our DL, CPD, PGCE and professionally accredited provision, demonstrated through increased applications and enrolment and positive reports from Ofsted and relevant professional bodies in respect of our professionally accredited programmes.

Strategy 5

Diversify our student cohort and ensure the equity and fairness of our admissions processes, whilst enhancing entry standards, and ensuring our graduates are rewarded with appropriate levels of degree attainment

Enabled by:

- Striving to diversify our student portfolio (UG/PGT; FT/PT/DL; Home/Overseas; countries of origin etc.), ensuring widening participation targets are met and that we treat applicants and our students equitably.
- Supporting students throughout their degree programmes, including through an effective and comprehensive academic advisory process, and ensuring high levels of student retention.
- Monitoring student attendance and following up swiftly where individual students fail to meet the threshold levels of attendance.
- Monitoring our levels of degree attainment (e.g. classification of degree) in relation to entry standards (e.g. tariffs) and comparable competitor degree awards (e.g. Russell Group Universities).
- Reviewing our assessment approaches and practices (e.g. use of full range of marks / 'step' marking schemes etc.) to ensure that excellent academic performance is properly identified and rewarded and that our graduates achieve appropriate levels of degree attainment.
-

KPI Demonstrated by

- Improved quality of student intake (e.g. tariff scores, educational qualifications and English language attainment levels on entry)
- Increasing diversity of our student cohort (e.g. home/overseas, socio-economic background, ethnic group, country of origin) at UG and PGT levels.
- Meeting our widening participation and diversity targets.
- Implementation of an effective academic advisory system across all of SEED.
- Implementation of an effective system of monitoring student attendance and follow-up actions across all of SEED.
- Meeting targets for high levels of student retention.
- Percentage of our student cohort graduating with a degree (across School, Discipline, Programme) compared with competitor institutions.
- Percentage of our student cohort graduating with a 'good' degree (across School, Discipline, programme) compared with competitor institutions.
- Positive external examiners' reports in relation to appropriate levels of marking and degree attainment.
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Strategy 6

Engage strategically in pan-University teaching provision (e.g. University College) and beyond in areas identified as strategic priorities by the University.

Enabled by:

- Reviewing our existing provision of University College courses
- Engaging positively and creatively with the development of University College and other areas of pan-University teaching
- Actively participating in the University Leadership programmes.
- Becoming a lead partner in the provision of on campus and DL courses CPD and other teaching and professional training activities linked to our key reputational strengths.

KPI demonstrated by:

- Positive increases in load transfer by increasing the numbers of non-SEED students enrolling on SEED UC course units.
- Increasing numbers of SEED students enrolling in external UC course units.
- Increased SEED staff involvement in the provision and delivery of SEED UC course units.
- SEED activities related to inter-disciplinary teaching, CPD and other professional training.

GOAL 3 - SOCIAL RESPONSIBILITY

SEED's approach to Social Responsibility highlights the way we are making a difference to the social and economic well-being of our communities and wider society through our teaching, research and public events and activities. We are committed to pursuing positive change across five priorities, as listed below. The extent of SEED's contribution to the economy, society and the environment is clear locally and globally through our research, engagement with communities and our teaching that produces graduates that are able to exercise important ethical, social and environmental responsibilities. SEED is committed to highlighting the depth, breadth and impact of our contribution to our internal and external stakeholders through flagship projects such as the Global Development Institute, Read with SEED, Places and Just Manchester. Social responsibility also speaks to the operation of a School that embraces equality and diversity, recognises and rewards success whilst offering a supportive working environment with opportunities for personal development and has environmental sustainability at the heart of its governance.

Strategies

Strategy 1: Research with social impact

To make internationally-recognized research contributions to the empirical, methodological and theoretical knowledge bases that informs decisions about the grand economic, environmental and social challenges (at global, national, regional and local levels), through our four inter-related research themes of Environmental Change, Governance, Policy and Practice, Poverty and Inequalities and Urbanism, with a particular focus on the University of Manchester's "addressing global inequalities" signature programme.

Enabled by:

- Prioritising support for initiatives where there is, or could be a social responsibility focus.
- Securing external research grants on the grand challenges around health, work, poverty, class, diversity, education, natural resources, conflict and climate change. Stimulating debate locally and elsewhere in the world on those grand challenges.
- Raising the local and international reputation and profile of our research across our four inter-related research themes of Environmental Change, Governance, Policy and Practice, Poverty and Social Justice and Urbanism.
- Drawing on the united strengths of the School but also recognising disciplinary identity and promoting the social impact of the five disciplines of SEED.

KPI demonstrated by:

- Evidence of impact through research which addresses inequalities.
- Growth of income for research which addresses inequalities.
- Delivering flagship SR events in each of our disciplines which engage our

communities in debate, through which we make a difference based on our expertise, knowledge and understanding and showcasing our SR work.

- Growth in our social media and digital output disseminating our successes in engaging in and publishing research with social impact.

Strategy 2: Socially responsible graduates

To produce graduates who exercise social leadership and responsibility through the integration of social responsibility throughout our student life cycle, both through the curriculum and through extra-curricular activities such as The Grand Ethical Challenges, the Manchester Leadership Programme and employability activities.

Enabled by:

- Delivering initiatives that support student placement and volunteering activities to build our students' leadership and public engagement skills
- Building a strong narrative to showcase how SEED programmes, and external opportunities, enhance the social responsibility of our graduates.
- Identifying, recognising and rewarding student and alumni exemplars of social impact and public engagement.
- Designing and delivering a curriculum which creates and shares knowledge to address inequalities in each of our programmes, across our portfolio.
- Make students more aware of their social responsibility strengths by a strong employability focus through the curriculum from UG to PGR.

KPI demonstrated by:

- Growth in our social media and digital output celebrating student and alumni successes in social impact and public engagement.
- Strong portfolio of modules from UG to PGR that enable students to develop their awareness and skills to make positive social impact.
- Growth in the number of students involved in placement and volunteering activities.

Strategy 3: Engaging our communities

To work with our communities to identify research opportunities and further develop the impact of research and teaching on external stakeholders at the global, national and local level, across the School and in relation to its inter-related research strengths around economic, environmental and social concerns.

Enabled by:

- Developing and increasing sustainable engagement with external partners such as schools, colleges, businesses, HEIs, NGOs and community organisations across teaching, student recruitment and research.
- Developing and increasing sustainable collaborative articulations and teaching and

research partnerships.

- Widening participation in our programme portfolio and maximising the diversity of our student cohort in the priority areas of socio-economic background and nationality.
- Increasing the number of community focused and/or accessible events to build strong working relations with our local community, for example, Anchor Ardwick.

KPI demonstrated by:

- Growth in the number of collaborative partnerships with HEIs, NGOs, governments and businesses. Growth in the number of activities with schools and colleges and their learners.
- Increase in the percentage of students in SEED from minority international and socio-economic backgrounds.
- Growth in the number of community accessible events.

Strategy 4: Responsible Processes

To improve support infrastructure for SEED academic and PSS colleagues that balances efficiency with opportunities to create personal, social, economic and environmental benefit. To maintain financial policies and guidance for socially responsible procurement and investment to ensure that social, economic and environmental factors are built into our governance and operational processes.

Enabled by:

- Developing opportunities and supporting staff to get involved in signature initiatives that further their own development as well as those that have a positive impact, such as the School Governor's programme, the WI, Athena Swan, the PG Cert in Higher Education.
- A clear commitment to staff equality and diversity that supports staff to achieve their maximum potential.

KPI demonstrated by:

- Growth in number of staff engaged in initiatives that benefit their personal development and social responsibility
- An increase in social media output and web presence that recognises and rewards staff engagement in social responsibility activities.
- A clear commitment and strategy to equality and diversity such as promotion support, positive recruitment, Athena SWAN and support networks .
- Implementation of a unified inter-disciplinary approach to research ethics support across the School

Strategy 5: Environmental sustainability

To increase the environmental sustainability of our governance, teaching and learning and research activities by embedding it as a key priority across the full range of our activities.

Enabled by:

- Delivering flagship activities to engage staff and students in contributing to the environmental sustainability of our activities and processes.
- Influencing and guiding policy-makers and practitioners to pioneer new concepts, evidence and measures in order to better understand the challenges raised by the relationship between human societies and the natural world and to address them in practice.
- Maximising opportunities for cross-disciplinary, cross-School and cross-Faculty co-working, networking and engagement across environment and sustainability themed research.
- Ensuring environmental sustainability is a priority factor in driving procurement decisions, particularly related to travel.

KPI demonstrated by:

- Growth in the number of collaborative research bids around the themes of the environment and sustainability.
- Contribution and clear narrative to the reduction in our carbon footprint as an organisation.
- Increase in the number of activities and projects where improving our performance in the area of environmental sustainability is the defining characteristic.
- Increase in use of virtual technologies for international collaborative meetings and activities and participation in planning and strategy meetings and conferences.