School of Environment, Education and Development

(SEED)

Operational Priorities
2016-17

Version 20.06.16

School of Environment, Education and Development
Operational Priorities 2016-17

Key to Acronyms

HOS	Head of School
HOD	Head of Discipline
SRD	Social Responsibility Director
RD	Research Director
TLD	Teaching and Learning Director
PGRD	Postgraduate Research Director
DiSCOs	Discipline Co-ordinators (Research or PGR)
ADR	Associate Director Research
ADOL	Associate Director Online Learning
ADE	Associate Director Employability
ADITT	Associate Director Initial Teacher Training
CSB	Chair of School Board

HOSA	Head of School Administration
DHOSA	Deputy Head of School Administration
RDM	Research Development Manager
HTLDS	Head of Teaching, Learning and Doctoral Studies
ADLM	Applied and Distance Learning Manager
SSM	Student Support Manager
HOSF	Head of School Finance
SRAM	Student Recruitment and Admissions Manager

Summary of Key Operational Priorities

World Class Research

Priority One (Research Grants & Contract income)
To develop and expand strategies to maximise and diversify external grant income and respond to funders demand management issues
Priority Two (Post REF2014 Research Performance)
To further embed research performance as a cultural norm
Priority Three (Fostering Culture of Impact)
To implement strategies and activities designed to foster and develop further SEED's culture of impact so our research achieves increasingly significant levels of external influence
Priority Four (Research Institutes and Interdisciplinary Research)
To further develop the potential of existing and planned School Research Institutes and to develop new opportunities with interdisciplinary research across the institution.

Postgraduate Research

Priority One (PGR Student Recruitment)
To recruit high quality research students with significant potential to become intellectual leaders, and meet our challenging recruitment targets, thereby enhancing the vibrancy of our PGR community.
Priority Two (PGR Training and Development)
To continue producing research students with high levels of training in terms of quality, range and experience
Priority Three (PGR Completion)
To improve PGR completions rates and their research quality and impact.

Outstanding Learning and Student Experience

Priority One (Student experience)
To continue to enhance the academic student experience for UG and PGT students
Priority Two (Graduate employability)
To improve graduate employability rates
Priority Three (Student recruitment)
To review our portfolio of taught programmes and approaches to admissions and recruitment in response to market demands and student expectations in order to meet recruitment targets whilst improving student intake quality and addressing issues of student diversity
Priority Four (New Activities)
To identify, assess and develop new activities (e.g. Distance Learning, Collaborative Learning, CPD programmes etc)
Priority Five (Teaching Excellence)
To encourage and reward excellence in teaching and learning in all parts of SEED

Social Responsibility

Priority One (Research with Social Impact)
To raise our local and international reputation and profile for our Social Responsibility activities in our four inter-related research themes of Environmental Change, Governance, Policy and Practice, Poverty and Social Justice and Urbanism.
Priority Two (Socially-Responsible Graduates)
Produce SEED graduates who are socially and ethically aware and equipped to make positive socio-economic change at a host of scales.
Priority Three (Engaging Our Communities)
Value, support and develop our engagement with communities, policy-makers, businesses, HEI's, NGOs, Schools and practitioners within the North-West region and across the Global North and South to maximize our social impact
Priority Four (Responsible Processes)
Be a supportive working environment that celebrates difference and offers opportunities for academic and PSS staff development whilst rewarding and recognising good performance.
Priority Five (Environmental Sustainability)
Increase the environmental sustainability of our governance, teaching and learning and research activities.

Goal One: World-class Research

University Priority

To accelerate progress towards our research targets through implementation of the refreshed research strategy

- *Achieve target growth in research income, increase recovery rates and continue to attract substantive capital awards.*
- *Reinforce our areas of clear research strength and address any identified shortcomings.*
- *Communicate and implement expected performance levels for all researchers which match the University's aspirations and support researchers to attain these levels.*
- *Achieve top three in the UK for business engagement and commercialisation of research, develop internationalisation and build the regional innovation ecosystem.*

Faculty high level KPI targets

	2014/15(actual)	*2015/16(target)*	*2015/16 (forecast)*	*2016/17 (target)*
Total research grant and contract income	*£3.5m*	*£3.8m*	*£3.8m*	*£3.8M*
International research income	*£474,000*	*£700,000*	*£730,000*	*£818,000*
Business R&D income	*£33,000*	*£100,000*	*£0*	*0*
Proportion of citations in top 10%	*23.24*	*24.00*	*24.00*	*24.00*
Home PGR (FT)	*124*	*128*	*125*	*125*
Overseas PGR (FT)	*100*	*103*	*80*	*92*
PGR Completion Rate	*61.5%*	*N/A*	*78.7%*	*80%*

Faculty Operational Priorities

Priority One (Research Grants & Contract income)		
To Develop and expand strategies to maximise and diversify external grant income and respond to funders demand management issues		
Target	**Outcome** (to be reported at year end)	
i) To increase total RGC income from 3.77 in 2015-16, to 3.85 in 2016-167 ii) To increase international RGC income from 0.67 2015-16, to 0.68 in 2015-16 iii) Diversification of funding bodies and in particular an increase in non-UK funding, to improve on 2015-16 baseline position iv) Widen the pool of academic staff holding research grants against 2015-16 baseline position		
Key Actions	**Target Date**	**Lead Responsibility**
a) Widen the pool of academic staff holding research grants by focussing on high potential and under-performing areas of the school, targeting early career and senior staff. Evidenced by improvements in the % of eligible staff in receipt of external research funding from 15-16 baseline. Facilitated by appointment of a research grant writer.	May 2017	RD/RSM/DisCos
b) Utilise research groups to maximise ability to attract high level funding (Centres/Programmes/ Large Grants) and future-proof research income as current large	May 2017	RD/RSM/DisCos

projects come to an end. Identify internal funds to allow strategic development in this area (targeted pump priming initiatives and local grant writing support).		
c) Harness our external engagement activity to widen funding from government sources, third sector and business by - mapping existing linkages across the School to strengthen and exploit and encouraging new colleagues in SEED to engage with external partners - increasing the numbers of KTPs/CASE/IAA and other collaborative research awards against 15-16 baseline	May 2017	RD/RSM/DisCos
d) Enabling internationalisation strategy by mapping and exploiting existing international partnerships. - Develop a roadmap of current activities to capture potential partnerships and define key priorities with specific reference to the Faculty's European University Partnership Initiatives. - Use internal and external funding opportunities such as S&H VPs, Marie Curie Fellowships; encourage and prioritise sabbatical leave for international visits	December 2016	RD/RSM/DisCos
e) Improve and strengthen our internal peer review by: - Widening our pool of research grant application reviewers to better inform our internal peer review process: workload survey of existing peer reviewers, utilising the ESRC peer review college and providing training and toolkits for new reviewers. - Ensuring that effective peer review is taking place for all calls (locally within discipline for open calls; at School level for competitions).	December 2016	RD/RSM RD/RSM
f) Review and re-launch the School buy-out/incentive policy to provide a clear and fair policy on workload reduction criteria as an appropriate incentive.	January 2017	RD/HoDs
g) Use Personal Research Expectations Plans (PREPs) to offer support and guidance to enhance research applications particularly from early career researchers	October 2016	

Priority Two (Post REF2014 Research Performance)
To further embed research performance as a cultural norm

Target	Outcome (to be reported at year end)	
i) Keep REF2020 targets under review (target: 80% of outputs and impact cases assessed at 3* or above) ii) To ensure that TBC% of publications fall in the top 10% of cited papers in their field, working towards 27% by 2020.		

Key Actions	Target Date	Lead Responsibility
a) Use PREPs to encourage staff to develop and implement ambitious and realistic publishing strategies, with a particular focus on publishing high-quality material through leading outlets	October 2016	RD/DisCos

b) Ensure that the RRE exercise is useful to the School and colleagues by providing formative feedback to strengthen future publications, particularly to encourage a gear-shift at the grading boundaries, from 2* to 3* and 4* outputs. To be achieved by identifying 'best practice' feedback templates from Disciplines for roll-out across the School	October 2016	RD/DisCos
c) Develop an action plan for supporting the development of 4* publications in consultation with Discipline Research Directors via Research Committee (to include best practice local peer review, mentoring, methods of protecting research time)	December 2016	RD/RSM
d) Ensure that all outputs published under Green and Gold Access are in line with University targets	July 2017	RD/RSM

Priority Three (Fostering Culture of Impact)		
To implement strategies and activities designed to foster and develop further SEED's culture of impact so our research achieves increasingly significant levels of external influence		
Target	**Outcome** (to be reported at year end)	
i) Ensure that all staff have the opportunity to take training in impact related activities ii) To effectively disseminate SEED's work on impact to a wide audience iii) Achieve deeper linkages with policy communities		
Key Actions	**Target Date**	**Lead Responsibility**
a)Develop and communicate a three-strand framework for developing and demonstrating pathways to impact, to incorporate evidence-driven impact, embedded impact and research-informed T&L, to be evidenced by: • Enhanced communication (impact pages of SEED website fully developed and regularly updated, with at least two SEED impact cases publicised and disseminated via the web and other media per semester; enhancing internet profiles and social media activity of colleagues) • Enhanced support via the Faculty Research Support Hub KEI team for the conversion of research knowledge into useable outputs, embedding of conversion opportunities in bids or formulated as ESRC IAA 'research into practice' proposals. • Support for development of bids/projects with different research designs • Evidencing the impact achieved through students'/alumni application of research, and managing this at unit/programme level	March 2017	Associate RD for Impact/KEI Officer
b) Follow up on the list of potential impact cases identified as possibilities for the next REF	May 2017	Associate RD for Impact/KEI Officer
c) One staff training session on impact held per term (e.g. developing Pathways to Impact, theories of change, media engagement, ORCIDs etc.)	June 2017	Associate RD for Impact/KEI Officer
d) Review the implications of Devo-manc and build into future strategic priorities.	December 2016	RD/RSM

Priority Four (Research Institutes and Interdisciplinary Research)		
To further develop the potential of School Research Institutes and to develop new opportunities with interdisciplinary research across the institution		
Target	**Outcome** (to be reported at year end)	
i) *Ensure GDI/MUI strategic plan maps onto Schools objectives* *ii)* *Develop links with new Faculties especially around Environmental Research*		
Key Actions	**Target Date**	**Lead Responsibility**
a) Work with key GDI and MUI colleagues to ensure the School supports the strategic direction of GDI and that it in turn maps onto the School's own strategic aims. b)Review research opportunities opened up by the re-structured Faculties especially around the areas of Environmental research	December 2016 December 2016	RD/RSM/GDI/HOD/HOSA RD/RSM

Postgraduate Research

Priority One (PGR Recruitment)		
To recruit high quality research students with significant potential to become intellectual leaders, and meet our challenging recruitment targets, thereby enhancing the vibrancy of our PGR community.		
Target	**Outcome** (to be reported at year end)	
(i) To increase the number of SEED studentships and seek new sources of funding and student support and increase our intake of externally sponsored studentships (RCUK and other), both on PhD and Professional Doctorate programmes		
Key Actions	**Target Date**	**Lead Responsibility**
a) To comprehensively review the SEED studentship offer, including the budget, to ensure the strategy continues to meet the School and Faculty strategies for PGR recruitment	Sep 2016	PGRC/DHoSA/HTLDS/HoS
b) To maximise opportunities for the Global Development Institute and Rory and Elizabeth Brooks Doctoral College to leverage funding to support GDI and SEED research priorities	June 2017	PGRD/DisCo/HoD/SRAM
c) To take an active role and collaborate with ESRC North West DTC to maximise opportunities for funding for SEED research through PhD studentships and continue our active collaboration with NWDTC partners	June 2017	PGRD/DisCo/SRAM
d) To provide ongoing training and support for staff to encourage applications for CASE and AQM awards as well as nurturing potential main award applicants,	November 2016	PGRD/ ADPGR/DisCo/HoD
e) To work with the School's Recruitment and Admissions team and University services to ensure effective recruitment and conversion, building on the School's recently developed PGR recruitment and conversion framework.	June 2017	PGRD/ ADPGR/ DisCos/SRAM

Priority Two (PGR Training and Development)		
To continue producing research students with high levels of training in terms of quality, range and experience		
Target	**Outcome** (to be reported at year end)	
(i) To continue to undertake activity to improve the School's PRES satisfaction level beyond 2015 results (current target 85%)		
Key Actions	**Target Date**	**Lead Responsibility**
a) To continue to work with student representatives and staff to implement the SEED PRES action plan (2015) in preparation for the next PRES in 2017.	March 2017	PGRD/HTLDS
b) To work with the Faculty and University in the development of the replacement for the eProg monitoring system whilst continuing to meet the compliance requirements of the current system	July 2017	PGRD/DisCo/HTLDS

c) To work with students, teaching staff and the School's TA Coordinator to improve the student experience for students who act as GTAs and to lobby for changes to Faculty policy and process where necessary and appropriate	March 2017	PGRD/TLD/HTLDS
d) Explore opportunities for PGR programmes to be more closely aligned with the School's Research Strategy.	December 2016	PGRD/RD/HoDS
e) To ensure that all PGRs are supported to connect with others, both within the School and beyond, so as to create a 'cohort experience' as recommended by the Faculty PGR Review.	December 2016	PGRD/ADPGR/DisCo

Priority Three (PGR Completion)		
To improve PGR completions rates and their research quality and impact.		
Target	**Outcome** (to be reported at year end)	
(i) *To improve the School's completion rate towards an 90% threshold with an 80% target in 15/16.*		
Key Actions	**Target Date**	**Lead Responsibility**
a) To further refine and implement the School's PGR Completion Support strategy	July 2017	PGRD/ADPGR/DisCo/HTLDS
b) To review PGR induction and welcome to emphasise opportunities and support available throughout the student's programme, drawing from good practice around the Faculty.	October 16	PGRD/ADPGR/DisCO/HTLDS
c) To increase and prioritise support for attendance and presentation at research conferences through a review and refocussing of the School's Conference and Support Allowance	December 16	PGRD/ADPGR/DisCo/HTLDS
d) To explore activities to aid students in getting their work published and in career and development opportunities to ensure positive destinations post graduation	July 16	PGRD/ADPGR/DisCo/HTLDS

Goal Two: Outstanding Learning and Student Experience

University Priority

To improve key areas of teaching performance
- *Improve standing in the UK league tables and prepare for the Teaching Excellence Framework.*
- *Enhance student support and reduce differential attainment.*
- *Expand distance learning capacity.*
- *Increase undergraduate international student recruitment and diversify the intake of international students.*

Faculty high level KPI targets

	2014/15 (actual)	*2015/16 (target)*	*2016/17(target)*
NSS question 22 overall satisfaction	87	90	90
NSS teaching	87	90	90
NSS assessment and feedback	79	75	75
Positive graduate destinations	71.4	68	75%
Low participation neighbourhoods	8.6	8.5	8.7
Non-standard socio-economic groups	18	25	20
Non-continuation	8.5	6.5	5
Tariff	402.2	N/A	410
Tuition fee income	£24.5m	£28.7m	£30.9m
Student numbers(FT)			
Home UG	953	1020	1071
Overseas UG	115	137	137
Home PGT	905	905	721
Overseas PGT	774	716	704

Faculty Operational Priorities

Priority One (Student Experience)	
To continue to enhance the student experience for UG and PGT students	
Target	**Outcome** (to be reported at year end)
i) To increase the NSS overall satisfaction score to least 90% ii) To increase NSS Teaching score to at least 90% iii) To Increase NSS Assessment and feedback score to 75% iv) To increase NSS Resources score to 90% v) To increase PTES satisfaction score to 90%	

vi) To increase PTES response rates to 40% *vii) To increase student retention to above 95%*		
Key Actions	**Target Date**	**Lead Responsibility**
a) To review all SSRs in line with Faculty target and identify with HoDs key areas of misalignment.	Sept 2016	HOS/HODs
b) To introduce a programme of measures to reduce the percentage of non-continuation of students to below 5% across the range of SEED programmes (excluding Architecture). Focusing on data review, induction events monitoring the consistent operation of the Academic Advisory processes, fuller use of the PASS/Peer Mentoring programmes.	December 2016 May 2017	HOS/HODs TLD/HTLDS/Programme Directors
c) To assess the implications of, and prepare for, the new Teaching Excellence Framework (TEF).		
d) To consider and respond to any recommendations / actions arising from the 2016 SEED Periodic Review of teaching and learning.	Oct 2016	TLD/TLM/Programme Directors
e) To prepare a strategy / action plan for ensuring a quality experience for the PGT cohort in the expectation of increasing cohort sizes in 2016/17, including reviewing our current provision of enhanced academic support for overseas PGT students.	October 2016 December 2016	TLD/HTLDS/Programme Directors TLD/HTLDS/ Programme Directors
f) To evaluate differential degree attainment in relation to entry standards and comparable competitor awards, with particular focus on BME attainment and develop appropriate actions (e.g. in relation to assessment approaches and practices) building upon experience and good practice elsewhere in the University and Faculty.	May 2017	TDL/HTLDS/Programme Directors
Priority Two (Graduate Employability) **To improve graduate employability rates**		
Target	**Outcome** (to be reported at year end)	
(i)To increase the DLHE positive graduate employment rate from 66.4 (2012-13 data) to at least 70% for SEED (for data published August 2016) and at least 75% (for data published August 2017) *(ii) To obtain at least 80% response rate from graduates each year.* *(ii) To improve our relative DLHE positive graduate employment rates within individual disciplines compared with those within the sector and at competitor (Russell Group) universities*		
Key Actions	**Target Date**	**Lead Responsibility**
a)To develop and implement a revised SEED Employability and Professional Learning Action Plan and further embed and develop our employability activities across all levels and programmes, continuing to identify opportunities to enhance skills and professional training, including expansion of work placements / internships and potential for degree	December 2016	TLD/HTLDS/ADE&PL/Discipline Employment Leads/Careers Service

pathways to incorporate optional 'year out' provision.		
b) To monitor DLHE results at discipline / programme level and compare with sector and competitor results where clear JACS code comparisons are possible.	July 2017	TLD/HTLDS/ADE&PL/Careers Service
c) To develop, promote and communicate Employability and Professional Learning efforts across SEED: Employability Lead meetings to be held twice per academic year; monthly updates from the ADE&PL to all discipline leads on Employability processes and communications from T&L, Careers and Alumni offices; populate the new online resources for Employability and Professional Learning for Staff and Students across SEED; support activities by employment of graduate intern.	July 2017	TLD/HTLDS/ADE&PL/Discipline Employment Leads/Careers Service/Alumni office
d) To prepare for the Teaching excellence Framework (TEF) by identifying areas of the TEF that link to Employability and Professional Learning and ensure targets and data meet required targets for TEF publication from 2017.	July 2017	TLD/ADE&PL/HTLDS

Priority Three (Student Recruitment)	
To review our portfolio of taught programmes and approaches to admissions and recruitment in response to market demands and student expectations in order to meet recruitment targets whilst improving student intake quality and addressing issues of student diversity	
Target	**Outcome** (to be reported at year end)
i) To meet our student recruitment targets across all levels ii) To increase the diversity of our student cohort (e.g. home/overseas, socio-economic background, ethnic group, country of origin) at UG and PGT levels. iii) To increase the Low Participation Neighbourhoods rate (LPN, POLAR 3) to at least 8.7% iv) To maintain the lower socio-economic groups rate (NS-SEC) at 20% v) To increase the proportion of SEED UG entrants with grades of ABB+ with none below BBB. vi) To increase student intake in areas of growth and thus increase tuition fee income to £30.9m 2016-17	

Key Actions	Target Date	Lead Responsibility
a) Evaluate the effectiveness of the admissions and recruitment approaches operating during the 2015-16 recruitment cycle. Introduce revised approaches to admissions and recruitment to broaden diversity and quality of intake.	January 2017	SRD/DHOSA/TLD
b) To develop and embed a SEED level engagement strategy for widening participation (WP) to be led by the new ADE for WP.	February 2017	SRD/ADWP/DHOSA/TLD
c) Audit and increase appropriate opportunities for collaborative and articulation agreements with strategic overseas partners to bring targeted overseas students into PGT (e.g. collaborative agreements on masters entry) and UG (e.g. '2+2' models), including the Humanities European University Partnership Initatives	July 2017	SRD /DHOSA/TLD
d) Undertake annual SWOT of our current portfolio including recruitment activities; curriculum links between research and teaching; opportunities to enhance skills and professional training.	April 2017	HOS/TLD/HODs/HTLDS

d) Identify opportunities to develop our portfolio (new programmes, expansion opportunities, streamlining of programmes, closure of programmes). Specific actions for 2016/17 include revised portfolio of UG programmes in PEM; review of PGT programmes in Geography; consideration of enhanced UG provision in MIE.	February 2017	TLD/HODs/HTLDS
e) Maintain our rating of 'outstanding' in the OfSTED inspection for PGCE (following success with Teach First in 2015/16) and continued professional accreditation by appropriate professional bodies (RTPI, RICS, RIBA etc).	September 2017	TLD/HTLDS/HODs/ADITT

Priority Four (New Activities)
To identify, assess and develop new activities (e.g. Distance Learning, Collaborative Learning, CPD programmes etc)

Target	Outcome (to be reported at year end)	
(i)Successful launch of the new Distance Learning postgraduate provision in Real Estate in 2016/17 *(ii) Increased numbers of students and contribution rates for Distance Learning (DL), Collaborative Learning and CPD provision within SEED*		

Key Actions	Target Date	Lead Responsibility
a) To further develop and implement the SEED Distance Learning (DL) Strategy to increase registration on DL, CPD and Collaborative activity	Feb 2017	TLD/HTLDS/ADOL
b) To consider and progress further opportunities for new DL programme provision within SEED: Specific actions for 2016/17 to include continued review and development of DL provision in GDI and consideration of new DL provision in MIE (MA Education International)	July 2017	TLD/HTLDS/ADOL
c) Successfully launch the new postgraduate DL programme in Real Estate in 2016/17 academic year (first cohort of entrants in January 2017)	January 2017	TLD/HTLDS/ADOL/HODs/relevant discipline programme directors

Priority Five (Teaching Excellence)
To encourage and reward excellence in teaching and learning in all parts of SEED

Target	Outcome (to be reported at year end)	
i) *Appropriate consideration, acknowledgement and reward of teaching excellence through probationary / promotional processes and nominations for teaching excellence awards*		

Key Actions	Target Date	Lead Responsibility
a) To ensure appropriate consideration of teaching performance in SEED Committees and implement agreed actions in response to the results of the 2015 Staff Survey for the score around "Q1.7 Teaching staff are valued as part of the University community"	December 2016	HOS/HODs/TLD
b) Ensure high UEQ scores and teaching excellence are recognised and communicated to the School via the School Bulletin, discipline forums and through individual letters from the Head of School and appropriate staff within SEED are nominated for teaching excellence awards.	January 2017	HOS/HODs/TLD
c) To monitor the continued implementation of SEED Peer Review of Teaching and	November 2016	HOS/HODs/TLD/HTLDS

Learning and its progress towards covering all SEED teaching staff in line with Faculty Guidelines and timescales.		
d) To encourage teaching staff, including GTAs, to attain relevant HEA accreditation / PGCHE and monitor the professional development of staff in areas of teaching, including e-learning, via the uptake of STDU courses and other staff development activities.	July 2017	HOS/HODs/TLD/HTLDS

Goal Three: Social Responsibility

University Priority

To deliver a focused, distinctive and effective social responsibility programme
- *Deliver each of the agreed social responsibility signature programmes, in particular scaling up the Ethical Grand Challenges Programme.*
- *Increase national and international profile for social responsibility.*

Faculty Operational Priorities

Priority One (Research with Social Impact)
To raise our local and international reputation and profile for our Social Responsibility activities in our four inter-related research themes of Environmental Change, Governance, Policy and Practice, Poverty and Social Justice and Urbanism.

Target	Outcome (to be reported at year end)
i) *Securing research grants on the grand challenges around health, work, poverty, class, diversity, education, natural resources, conflict and climate change.* ii) *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 through a clear SEED brand and communication strategy.*	

Key Actions	Target Date	Lead Responsibility
a) Stimulating initiatives which have a Social Responsibility focus by: • Promoting and supporting bids to Faculty and University funding programmes (such as HSIF, Public Engagement funding), • The provision of a SEED SR Research Stimulation Fund (unlike HSIF also open to PGRs), • SEED's Big Block of Cheese initiative (October) • Co-funded SR-focused PhD researcher. • Securing Living Labs as a tool for University wide collaboration and clearly branding it as a SEED initiative.	July 2017	SRD/RD
b) Development of a strategy, operational processes and resource for deploying social media and digital output to disseminate our successes in engaging in and publishing research with social impact and collect analytics.	December 2016	SRD/DHOSA
c) Demonstrating evidence of impact through research which addresses inequalities, for specifically by: • Marketing the success of the REF return (i.e. research impact) internally and externally through the School website and social media. • Adding up-to-date case study exemplars of non-REF research with impact on the	July 2017	SRD/HOSA/Impact Officer

School website and social media. • Holding at least five SEED hosted community, or public engagement events from across the disciplines, such as the SEED Annual lecture, work with Rethink Rebuild, Just Greater Manchester, Policy@Manchester.		

Priority Two (Socially-Responsible Graduates)

Produce SEED graduates who are socially and ethically aware and equipped to make positive socio-economic change at a host of scales.

Target	Outcome (to be reported at year end)
i) *A critical evaluation of current opportunities and student uptake of initiatives that enhance student placement and volunteering activities to build our students' leadership and public engagement skills.* ii) *Build a strategy to identify, recognise and reward student and alumni exemplars of social impact and public engagement in turn building a strong external narrative.*	

Key Actions	Target Date	Lead Responsibility
a) Building a clear data collection strategy that consolidates the opportunities available to students and measures the number of students involved in activities which add value to curricular learning, for example MLP, Grand Ethical Challenges, University College, student volunteering, professional placement.	December 2017	SRD/DHOSA/TLD
b) Produce a critical evaluation (baseline) of the number of students involved in such activities and the development of an evidenced based plan to enhance those numbers, where appropriate.	February 2017	SRD/TLD
c) Building a strong narrative on the website with case study exemplars of our student and alumni engagement in activities that engage the public and have social impact.	July 2017	SRD/DHOSA
d) Rewarding success of students and alumni: • Internal and external communications such as newsletters, social media and web features. • Making a Difference Awards, • Volunteer of the Year competition, • Alumni of the Year competition.	July 2017	SRD/DHOSA

Priority Three (Engaging Our Communities)

Value, support and develop our engagement with communities, policy-makers, businesses, HEI's, NGOs, Schools and practitioners within the North-West region and across the Global North and South to maximize our social impact

Target	Outcome (to be reported at year end)
i) *Identification and increased promotion of SEED flagship community initiatives to and better promote sustainable engagement with external partners such as schools, colleges, community groups, HEIs, NGOs across teaching, student recruitment and research.* ii) *Widening participation in our programme portfolio and maximising the diversity of*	

our student cohort in the priority areas of socio-economic background and nationality.		
Key Actions	**Target Date**	**Lead Responsibility**
a)Sustainable growth in activity and staff participation, and an evaluation report for the following four flagship SEED initiatives: • Read with SEED, • PLACES, • Anchor Ardwick, • SEED SR partnership with Teach First and Initial Teacher Education and Training. b)At least five community/publically accessible events across SEED per annum, with an evaluation report including attendance metrics, for example • SEED Annual Lecture, • Facilitating local community access to SEED exhibitions, seminars and facilities, c) In the first full year of appointment, the Associate Director of WP to work together with the TLD and SEED Recruitment and Admissions team to formulate an integrated SEED Widening Participation strategy, operational plan and measurable trajectory which prioritises student and graduate attainment and achievement alongside student recruitment and aspirations.	July 2017 July 2017 July 2017 July 2017	SRD/DHOSA/RD DHOSA SRD/DHOSA TLD/ADWP/DHOSA
Priority Four (Responsible Processes)		
Be a supportive working environment that celebrates difference and offers opportunities for academic and PSS staff development whilst rewarding for and recognising good performance.		
Target	**Outcome** (to be reported at year end)	
i) *A flagship event and enhanced communication to support staff involvement in signature initiatives The development of supportive spaces that recognise difference and enable staff (PSS and Academic) to share concerns and achieve their personal potential.*		
Key Actions	**Target Date**	**Lead Responsibility**
a) Demonstrating a clear commitment and strategy to equality and diversity such as promotion support, positive recruitment and support networks through the set-up of an Early Careers Network for academic colleagues, and the co-delivery with Humanities of a staff support services festival.	July 2017	SRD/DHOSA
b)Evaluated growth in number of staff engaged in initiatives that benefit their personal development and social responsibility, for example: • Read with SEED, • The School Governor's programme, • Outreach and campus activities associated with Widening Participation, • The Women's Institute, • The PG Cert in Higher Education.	July 2017	SRD/DHOSA

c) An increase in social media output and web presence that recognises and rewards staff (PSS, Academic and Estates) engagement in social responsibility activities, for example: • Making a Difference awards scheme, • Volunteer of the Year, • A SEED celebratory event for SR engagement such as nominees for the Making a Difference awards. • Case studies in internal School communications.	December 2016	SRD/DHOSA

Priority Five (Environmental Sustainability)		
Increase the environmental sustainability of our governance, teaching and learning and research activities.		
Target	**Outcome** (to be reported at year end)	
i) *Secure and update the University Living Labs as an initiative to maximise opportunities for cross-disciplinary, cross-School and cross-Faculty co-working, networking and engagement across environment and sustainability themed research.* ii) *Measurement and reporting exercises to support the strategising of environmental sustainability as an embedded priority in SEED* iii) *A clear narrative around SEED's approach to carbon offsetting particularly that which is travel induced.* iv) *Enter 5 Green Impact Teams into 15/16 Green Impact Awards*		
Key Actions	**Target Date**	**Lead Responsibility**
a) Evidence of an increase in engagement with the University Living Labs interface which illustrates increased interdisciplinary discussions around environmental sustainability in research, teaching and learning and governance.	July 2017	SRD/RD
b) Delivery of a consultation with SEED academic and PSS colleagues in SEED in tools to facilitate the reduction in our carbon footprint as an organisation.	July 2017	SRD/DHOSA
c) A map of academic engagement related to environmental sustainability to provide a baseline engagement metric and produce an evaluative strategy to track the number of SEED community engagement activities and projects related to environmental sustainability to critically analyse ways to enhance engagement and better promote opportunities.	September 2016	SRD/DHOSA
d) Delivery of a communications campaign to promote the use of virtual technologies for international collaborative meetings and activities and participation in planning and strategy meetings and conferences.	September 2016	DHOSA
e) Enter the EW Green Impact Team, ALB Green Impact Team, HBS Green Impact Team, ALB Labs Green Impact Team, HBS Workshop Green Impact team into the 15/16 Green Impact Programme to aim for a Silver as standard across the School.	December 2016	HOSA

Enabling Strategies

School Operational Priorities

School high level KPI targets

	2014/15 (actual)	*2015/16 (target)*	*2015/16 (forecast)*	*2016/17 (target)*
Financial outcome (contribution)	*41.7*	*41*	*LUCY*	*TBC*
Compliance	*100%*	*100%*	*100%*	*100%*

Enabling strategy 1: Quality people

Priority One: To develop and retain outstanding people to meet University 2020 aims and objectives		
Target	**Outcome** (to be reported at year end)	
(i) See Goal 3, Priority 4 Targets (ii) See Goal 2, Priority 5 Targets		
Key Actions	**Target Date**	**Lead Responsibility**
a) Continue to work to ensure fixed term, variable FTE contracts are used in a limited and operationally required way.	July 2017	HoS/HOSA
b) Implement the SR activities outlined under Goal 3, Priority 4 which both engage and develop staff both personally and professionally – and celebrate this development.	July 2017	HOS/HOSA/SRD/DHOSA
c) Operationally implement the Teaching Excellence aims of Goal 2, Priority 5		
d) Effectively implement the Teaching and Scholarship promotion criteria, working with the HoDs to ensure full understanding and information dissemination.	July 2017 December 2016	HOS/HOSA/TLD/HTLDS HOSA/HOSA/HODS
e) Continue to work to enhance and implement Performance Management in Academic and PSS communities, meeting regularly with HR partners to identify and tackle areas of poor performance, and reviewing mechanisms and strategies to enhance recognition and support for high performers	July 2017	HOSA/HOSA/HODS
f) Submit an Athena Swan application for SEED by April 2017.	April 2017	HOS/HOSA

Enabling strategy 2: World-class estate

Priority One: To maintain and develop School estate and optimise space utilisation		
Target	**Outcome** (to be reported at year end)	
i) Refine the SEED estates strategy ii) Review studio and specialist teaching needs		
Key Actions	**Target Date**	**Lead Responsibility**
a) Refine the current SEED Estates Strategy in line with in-year changes, ensuring new as yet unforeseen opportunities can be maximised.	October 2016	HOS/HOSA
b) Undertake a review of studio and specialist based teaching to ascertain the exact needs of staff and students in this area – to ensure we are clear on the direction this teaching should take.	December 2016	HOS/HOSA
Priority Two *To ensure that IT services provided for the School facilitate delivery of the overall School strategic plan through close alignment between need and provision*		
Target	**Outcome** (to be reported at year end)	
i) Production of a SEED IT Strategy		
Key Actions	**Target Date**	**Lead Responsibility**
a) Continue to work with the IT partner for a seamless delivery of IT provision for both teaching and learning and research	July 2017	HOS/HOSA/HoDs
b) Produce a clear IT strategy for all of the component discipline areas within SEED to enable the School to react quickly to any further changes or refinements with University policy and practice.	December 2016	HOS/HOSA/HODS

Enabling strategy 3: Financial sustainability

Priority One To meet Faculty expectation around contribution targets		
Target	**Outcome** (to be reported at year end)	
i) See Goal 1, Priority 1 Targets ii) See Goal 2, Priority 3 Targets		
Key Actions	**Target Date**	**Lead Responsibility**
a) Support the implementation of plans to increase in Research Grant income as outlined in Goal 1, Priority 1	July 2017	RD/RSM
b) Implement the Student Recruitment activities in Goal 2, Priority 3 to ensure longer term sustainable financial contribution from student fees.	June 2017	DHOSA/TLD

Priority Two *To extend opportunities for surplus generating non-core activities*		
Target	**Outcome** (to be reported at year end)	
i) See Goal 2, Priority 4 Targets		
Key Actions	**Target Date**	**Lead Responsibility**
a) Implement the activities in Goal 2, Priority 4 around DL and CPD	February 2017	TLD/HTLDS/ADOL
b) Undertake a scoping review for bringing in revenue through the newly installed research equipment in the Geography Laboratories.	December 2016	HOSA/Senior Research Technician

Enabling strategy 4: A reputation for excellence

Priority One: **To continue to enhance SEED global research reputation**		
Target	**Outcome** (to be reported at year end)	
(i) See Goal 1, Priority 3 Targets (ii) See Goal 3, Priority 3 targets		
Key Actions	**Target Date**	**Lead Responsibility**
a) Implement the activities in Goal 1, Priority 3 around Impact and research reputation b) Implement the activities in Goal 3, Priority 3 around raising awareness of SEED globally		
Priority Two *To ensure Teaching Excellence*		
Target	**Outcome** (to be reported at year end)	
iii) See Goal 1, Priority 1 Targets iv) See Goal 2, Priority 3 & 5 Targets		
Key Actions	**Target Date**	**Lead Responsibility**
a) Implement the activities in Goal 2, Priority 1 – to enhance student experience b) As outlined in Goal 2, Priority 3 – Maintain Ofsted Excellence c) Implement the activities in Goal 2, Priority 5 to reward existing teaching excellence		

Enabling strategy 5: An international institution

Priority One:		
To enhance internationalisation of School activities via partnerships with key international Institutions and Alumni		
Target	**Outcome** (to be reported at year end)	
(i) *Deliver review of SEED alumni networks* (ii) *See Goal 1, Priority 1* (iii) *See Goal 2, Priority 3* *See Goal 3, Priority 1*		
Key Actions	**Target Date**	**Lead Responsibility**
a) Implement delivery of "Project 33", by delivering the International Recruitment and Conversion Framework.	December 2016	DHOSA/TLD
b) Work with DDAR to deliver a review of current SEED discipline alumni networks to establish areas of growth, for example, capitalising on the alumni community of the new Global Development Institute.	July 2017	DHOSA
c) Continue to support Faculty groups including the China Strategy Group and USA Strategy Group and lead SEED in collaborating across the directorial functions in delivering SEED's contribution to Faculty strategy in this area.	July 2017	SRD/RD/TLD/PGRD
d) Implement aims of Goal 1, Priority 1	July 2017	HOS/HOSA
e) Implement aims of Goal 2, Priority 3	July 2017	HOS/HOSA
f) Implement aims of Goal 3, Priority 1	July 2017	HOS/HOSA

Enabling strategy 6: Quality services

Priority One		
To optimise implementation of new business processes and systems		
Target	**Outcome** (to be reported at year end)	
(i) *Implement findings of ITT review*		
Key Actions	**Target Date**	**Lead Responsibility**
a) Implement the findings of the 15-16 review of Initial Teacher Training PSS support.	March 2017	DHOSA/PGCE Support Manager
b) Ensure that SEED's specialist teaching provision will be supported during the implementation of the new Student Information System. Providing information to pilot teams and ensuring representation on relevant groups.	July 2017	HOSA/DHOSA
c) Ensure the effective implementation of the SEED Workload Allocation Model (WAM) across the School, in order to manage staff workloads.	September 2016	

Priority Two *To ensure that SEED is robust in its responsibilities linked to all issues of compliance*		
Target	**Outcome** (to be reported at year end)	
(i) *Increase in academic staff completing Data Protection on-line course* *(ii)* *Increase in Grade 6 and above staff submitting up-to-date register of Interests forms*		
Key Actions	**Target Date**	**Lead Responsibility**
a) Review current capacity issues with tracking and monitoring all ongoing compliance issues (Data Protection, Health and Safety, Risk Assessments, Register of Interests) develop a clear route forward to increase compliance completion rates.	December 2016	