FACULTY OF HUMANITIES

ANNUAL PERFORMANCE REVIEW 2022/23

06 NOVEMBER 2023

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1) Vice-President and Dean's Accountability Statement

1a Overview

The academic year 2022/23 witnessed the return of all students to face-to-face teaching on campus in the Faculty of Humanities for the first time since COVID reached our shores in March 2020. After nearly three years of delivering teaching online, notably for international students, a new vibrancy returned to our campus as students attended lectures and seminars and used our libraries, study spaces and cafes once again. Academic and professional services staff continued with hybrid working, albeit with a greater mix of online and face-to-face meetings, rekindling the sociable aspects of the workplace that facilitate creativity and innovation. Industrial action, including a marking and assessment boycott, cast a shadow over the second half of the academic year, although huge efforts across the Faculty saw the vast majority of our third-year students graduate with a degree and equipped for the next chapter in their lives. Our graduations were still joyful occasions for our new alumni, their family and friends, with colleagues proud of all they had achieved during challenging times. Staff and student alike were assured by the University's handling of a cyber incident in the closing months of the year.

Challenges present themselves every year of course, and yet the Faculty of Humanities continues to perform at a very high level with a strong commitment to continuous improvement, seizing opportunities where they arise, building on strengths and addressing weaknesses. Work continues on building a high-performance research culture, recruiting top scholars and creating the environment in which they perform to their best whether they publish in highly esteemed outlets, generate research income, or have a wider societal impact. The Faculty continues to enjoy very high demand for its portfolio of degree programmes, recruiting high numbers of top students from a diverse range of backgrounds from home and abroad. Our students enjoy a great teaching and learning experience, equipping them well for further study or graduate employment in high-level professional and managerial occupations. The development of new programmes continues apace, with considerable agility, under the auspices of our Size and Shape project. The high level of applications suggest that most programmes will launch successfully and underpin Humanities' strong contribution to University finances. Staff remain deeply committed to the University's Social Responsibility goal, embedding it in their research and teaching while supporting particular initiatives. This success comes from a community of academic and PS staff who appreciate the interdependence and value of each other in everything we do. As ever, the Faculty generated an excellent financial contribution to the University at £163.1M which was +£0.8M over budget.

Not everything goes as well as we want it to, however, although we always look to mitigate our weaknesses and shortcomings where we can. Research performance remains uneven across the Faculty. The quality of output needs to be better across the board as does professional support for grant holders. Further attention will be given to workforce planning across the Faculty and particular disciplines that need support ahead of REF 2028. While we enjoy huge demand for our programmes, we do not secure the internationally diverse student body that we want, and it is hugely regrettable that we do not attract more talented students from disadvantaged backgrounds. Our NSS results show that the student experience is not as it should be and we need to step back and review our large, complex portfolio of programmes. Whilst our performance in the familiar areas of marking and assessment and student voice remain a disappointment, there is evidence of progress for some of our programmes but still much more to be done. The EDI agenda is not advancing as swiftly as it

should. That said, the University and Faculty oversaw the smooth transition of new colleagues into senior positions with the appointment of a new Dean and two new Heads in AMBS and SoSS which has improved the diversity of the FLT.

1b Research and Discovery

In 2022/23, we have embedded a refreshed approach to research support and the development of a Faculty research culture by working more closely with researchers and research teams. This includes the research institutes and platforms that are likely to form an increasingly important part of the funding landscape in the years ahead, and large-scale projects such as the African Cities Research Consortium and The Productivity Institute. We have developed frameworks for Faculty-led funding initiatives in addition to sustaining the momentum of external grant capture. We have also been working with Schools to identify researcher support requirements in relation to REF2028 and future-proofing the quality and momentum of our research and research culture. We have done this by:

- Providing new internal funding frameworks which take advantage of existing external grant capture initiatives, reshaping these to go beyond the usual 'start up' or 'seed corn' funding.
- Each School reflecting proactively on their REF2021 successes and weaknesses and working on developing their research strategies, identifying future priorities and challenges.
- Initiating a Faculty-wide working group for research impact which is overseeing a major review of ongoing research to identify REF2028 case studies, and to better identify need in terms of additional support in the coming years.
- Embedding and adapting our new pre- and post-award support structure. This year we have emphasised our enhanced support for complex projects which has enabled quicker and more effective solutions to project-based issues.
- Continuing and extending a programme of training for early and mid-career researchers which will be further developed by a new mentoring project in 2023/24.
- Facilitating workshops and networking events to develop frameworks for connecting the work of platforms and institutes across the Faculty, so as to encourage and support cross-pollination of research and researcher activity.
- Embedding the Doctoral Academy (DA) and connecting its work to a potential post-doctoral offer. We ran a scheme for continuation of funding post-submission to allow for research development over a three-month period. This pilot has been successful and is ripe for further development by the new Associate Dean for PGR and their team in 2023/24.

Key achievements and activities

i   Grant applications and awards

The value of our applications for external grants increased by over £5.5m compared to last year and, as of June 2023's data, we expect our final figure to be close to the £29m awarded in 2021-22. We have continued our strategy of submitting fewer, higher quality bids following internal review and selection processes, and targeting higher value projects. Major award success this year include an AHRC Discovery Grant to Hutchings and Tolz (SALC), a Wellcome Discovery Grant to Taithe (SALC), an NIHR award to Walshe (AMBS), a UKRI Advancing Adolescent Mental Health and Wellbeing Research award to Panayiotou (SEED), and an ERC Investigator award to Koukiadaki (SoSS).

Three of our four applications to ESRC and UKRI Centres have been shortlisted, and we have four ESRC Large Grants through to the final stage, which is more than any other UK institution. In line with our strategic strengths, applications to cross-council interdisciplinary schemes have increased and we have major applications under review from EPSRC and MRC in collaboration with FSE and FBMH. We have also received 'stepping stone' awards in health (Parry) and digital security (Lord) which will lead to larger consortia opportunities.

Our efforts to better exploit charity funding opportunities are starting to show results. Following a refresh of the Wellcome Trust's strategy, and in line with the University's focus on addressing health inequalities, we submitted three Discovery Award applications spanning career stages. One (Taithe) was successful, another (Parker) is ranked outstanding and awaiting outcome, and the final (Benton) reached interview but was unsuccessful. We have also secured five Leverhulme Research Fellowships and have a strong pipeline of applicants to the Leverhulme Early Career Fellowships for submission in Autumn 2023. Finally, our Strategic Funding Team delivered a deep dive into the British Academy which has revealed useful trends, helping us to refine our approach in the future.

ii   Impact, awards and prizes

Our Faculty's research impact was a major contribution to the University's first place finish in the Times Higher Education University Impact Ranking. Humanities researchers have also been finalists for the ESRC Celebrating Impact Prize in two consecutive rounds, with Duncan Shaw (AMBS) awaiting the result in November 2023 after David Gadd (SoSS) and Philip McCann (AMBS) made it to the final last year. This year, Gary Younge won the Orwell Prize for Journalism, David Olusoga received a BAFTA Special Award, and Raquel Ortega-Argiles (AMBS) was awarded a Fellowship of the Academy of Social Sciences.

iii   Business engagement

Corporate partnerships held in the Faculty, with Arup and Fujitsu, have now achieved University-level 'strategic partnership' status, and business research income has increased from £330k in 2021-22 to £554k in 2022/23 (against a target of £590k) with a further £400k in consultancy fees. The Vice Dean for Research reviewed activity in the LegalTech and FinTech fields which have seen significant development of activity in recent years. The report made recommendations on how to further build on success to date through more proactive promotion to bring new industry partners onboard. Academic leads have also been asked to consider where and how these areas can work together to benefit from the overlaps in academic disciplines and business audiences. A range of events have also taken place to proactively develop and promote the themes of Crea-Tech and Placemaking following their identification by the Business Engagement and Knowledge Exchange (BEKE) team as strategic focus areas.

iv   International activity

Engagement with University international strategic partners has grown significantly across the Faculty with each School now hosting seed-fund research projects (seven in SEED, three in SoSS, three in SALC, two in AMBS). Moreover, researchers are engaged with a range of strategic partners including Melbourne, Toronto, Tel Aviv, and KTH in Stockholm. Researchers have benefitted from the Faculty Internationalisation Global Scholars Fund and external funding to engage with Indiana University and Heidelberg University, both key international partners. Following a Faculty-wide consultation, collaborations are beginning with O.P. Jindal University and Ashoka University in India. A similar consultation was held to review research collaborations in Latin America with the outcome expected in the first semester of 2023/24.

v   Postgraduate research

Completion rates

Our work to improve PGR completion rates continues but it is still a struggle for Humanities to reach the University-level target. Enhanced interventions have been implemented to identify first-year PGRs who may be struggling and either provide the right support to help them get back on track or leave a programme. As reported at last year's APR, we have implemented a completion register, managed by the DA, to identify PGRs due for completion and engaging them where required.

Doctoral Training Programme Recommissioning

Our ESRC DTP recommissioning was submitted successfully on time and we have received confirmation that this has been approved for another five years. We are awaiting final details of the full award. We are preparing for next year's AHRC recommissioning, which has seen substantial changes. The AHRC has restructured its funding model for the successor to the current NWCDTP, dividing funding among a slimmed down DTP (50%), CDTs (30%), and CTPs (20%). We have scoped out the implication of the changes, which could mean we receive only three or four DTP-based studentships compared to current levels of 16-20, and are preparing to respond to the CDT call, which is expected in November 2023. We are leveraging on this shift in the funding landscape to think creatively about how we use available resources, including reallocating current matched funding.

Leadership and the Doctoral Academy

A detailed handover took place to prepare for the new Associate Dean to take up their post in September 2023, alongside further work to embed the DA. Whilst the establishment of the Academy has faced challenges as a result of organisational charge, we are continuing with the estates project to co-locate staff in the Ellen Wilkinson Building which will enhance the service provided to PGRs. PS staff from across the Faculty are working collaboratively to improve the interface between the Academy and Schools in regards to student number planning, admissions and researcher development.

Future priorities and challenges

A key challenge continues to be the instability and pace of change in the regional, national and global funding landscape. For example, the AHRC's changes to studentship funding will require theme and challenge-focussed applications on a more regular basis moving forward, meaning we must build capacity within teams to manage and respond to any future CDT calls.

Leadership capacity and succession planning also remain a challenge and we need to widen the pool of researchers who can win and manage large grants. There have been, in some cases radical, changes in staffing of some key Units of Assessments (UoAs) and we need to ensure succession in research leadership. Whilst these are challenges for every Russell Group university, our aim to move UoAs into the national top 10 and maintain or improve the position of those already in the top 10, means that we will need to refine and implement a clear and ambitious REF2028 workforce strategy moving forward. In meeting this challenge, we are faced with increased complexity in the proposed new REF2028 framework. This proposes a changed balance between individual and team-based research with an emphasis on EDI and encourages institutions to submit the 'best' research from the 'best' researchers. Alongside this, it would remove both the requirement to submit all researchers, and the 2* threshold for research underpinning impact case studies.

To meet these challenges, we will:

1. Make better use of informal frameworks, and where appropriate develop effective formal structures, for research mentoring and monitoring around the production of high-quality research, publications and impact case studies for REF2028.
2. Integrate research workforce planning more centrally into the Faculty planning cycle.
3. Develop robust frameworks for the 2023/24 Research Review Exercise (RRE) self-assessment by providing training in assessment and an effective, formal structure for the calibration of internally generated grades.
4. Ensure that we have the ability to be both robust and flexible in providing high-quality, appropriate research support infrastructure. We have already identified areas of the research strategy in need of a refresh moving forward in terms of our thematic priorities.
5. Ensure that we reflect on process and practice regularly so that we can adapt accordingly rather than operating through legacy practices. This includes horizon scanning for large international interdisciplinary research grants in order to be prepared for global research challenge calls.
6. Increase the frequency of our outreach to researchers around grant capture in order to meet the target to increase in external income and enhance the generational and career-stage profile of our applicants.

1c Teaching, Learning and Student Experience

The 2022/23 academic year has posed several challenges to academic and PS colleagues seeking to deliver the highest possible standard of teaching, learning and student experience. We remain a hugely popular institution across home and international recruitment markets and are starting to see the results of our labours in meeting key strategic milestones. Our activity includes:

- Launching the first suite of Size and Shape programmes and being on track to deliver the next wave in 2024.
- Continued recruitment of high-quality home and international, UGT and PGT students.
- Making progress against our diversification targets, including through an enhanced marketing strategy, agreed country targets by School and some positive movement in recruitment from emerging markets.
- Coping with unprecedented levels of industrial action to minimise the impact on students, particularly around graduation.
- Publishing a collaboratively produced timetable through the timetabling project.
- Responding to the cyber incident and mitigating its impacts, including on the planned new system for course unit selection.
- Exceeding our OfS TEF benchmark in home UGT continuation and progression for almost all our programmes.
- Improving our NSS response rate from 59% to 73% and demonstrating strong positivity scores in teaching, academic support and learning resources, and equalling or exceeding the University scores in all themes.
- Although year on year scores are not directly comparable, some improvement in assessment and feedback and student voice positivity scores when compared with satisfaction scores from previous years.

- Supporting 51 colleagues to achieve AdvanceHE fellowships via LEAP awards, an increase of 11% on last year.

Key achievements and activities

i   Admissions

Applications to the Faculty continue to rise year-on-year, reflecting the strength of our offering across both UGT and PGT markets as well as demographic trends. Consistent with 2021/22, the Faculty accounts for 46% of the University's UGT and 66% of all PGT applications in this cycle. Managing the balance between our student number and diversification targets remains a major challenge in this area, primarily driven by continued rapid growth in demand from China. Our two-year growth rate in PGT applications from China has risen from 25% in the previous cycle to 45% in this cycle, driven by the introduction of new programmes. These targeted international students but we have been impacted by the scale of the Chinese demand. At the same time, our Home PGT applications are yet to reach post-pandemic target levels, which is placing pressure on some programmes to recruit more students from other markets, including China.

In this context, it is a major achievement to have maintained progress towards our scorecard metric in diversification. Our demand management strategy has included continuing to make fewer offers, increased academic requirements, requiring deposits, and staging admissions throughout the year. Our Humanities International Excellence Scholarships are providing a strategic focus on courses where diversity needs to improve. This work is starting to bear fruit and we are seeing incredibly rapid growth in applications from key PGT target markets over the last two years, including Nigeria (185%), Ghana (227%), Pakistan (105%) and Indonesia (154%). We are seeing substantial increases in the number of offers made to applications in these markets, facilitated by Campus Solutions reporting enhancements this last year which enable us to focus on diversifying our offers and converting those offer-holders. All of this will take time to build from a much smaller base and for markets that are more susceptible to the impact of economic and political factors than China. Conversion rates from diversifying markets are lower than for China-domiciled applicants and the Faculty still has to balance the drive for diversity with meeting financial targets.

The launch of our Size and Shape programmes has been a major success for the Faculty. We have had over 4,000 applications for the 10 new on-campus PGT programmes that we launched for 2023. Whilst these programmes will take some time to establish themselves, have proven to be extremely popular with international students in particular. For example, the MSc in Creative and Cultural Industries (SALC) was targeting 15 international students. From 762 applications we are estimating 41 international registrations. The MSc Climate Change: Science, Society and Solutions (SEED) is estimating 43 international students against a target of 15. Our PGT portfolio has been affected by sector-wide challenges in home recruitment. Our international success has created further challenges for our diversification plans as demand is dominated, as anticipated, by China-domiciled applicants and there is further work to do to increase demand in other markets.

Given our continuing popularity as a student destination, we are having to manage demand accordingly, and we recognise that current fluctuations in student numbers tend to be those who will be based on campus. This is a complex and holistic issue to manage, and its presence as a significant risk on the Faculty risk register recognises the particular challenges we face in this area.

Undergraduate

The year-on-year growth rate in UGT applications, driven by demographic shift, has continued although it has slowed, in line with the sector. Our offer making strategy was aligned to signals, given by the UK Government at the start of the year, that A-level results would return to 2019 levels of grade distribution. This has played out and we were able to utilise our confirmation and clearing strategy. Our clearing efforts focused on SALC, utilising the benefits brought by SEP of having a single faculty-wide admissions team to ensure our resources were focused where they were needed the most.

Whist we were able to flex for many WP applicants, which had not been possible in recent years, many were also too far away for us to confirm and be assured they can succeed at Manchester. As such, we will not meet our 2023/24 access targets and will need to focus on further measures to attract applications and secure offer holders from this pool.

Postgraduate taught

Home PGT recruitment continues to be a challenge for Humanities and whilst there has been an increase in applications this year, we are still not back to pre-pandemic intake. Many of this year's graduating undergraduate cohort have been impacted by industrial action and Covid-19 during their studies in the UK, and we are still competing with a strong employment market. Whilst demographic data indicates a potential growth in home PGT demand, this is not necessarily translating into actual demand.

International application numbers have increased, as would be expected with eight new on-campus programmes on offer and we are encouraged by the diversity of our applicant pool (addressed above). The Faculty anticipates that by 1 December we will have exceeded our international PGT targets but not by enough to mitigate home shortfalls, which are being covered by our undergraduate overshoots.

The faculty is encountering some challenges in meeting targets for some of our Transnational Education Programmes (TNE) and has had to recruit more international campus-based students to mitigate the financial impact. Schools continue to review these programmes and their targets, and to work with the TNE team to improve student numbers through market insight analysis as well as increased targeted marketing.

ii   Industrial action

Ongoing industrial action and the marking and assessment boycott (MAB) have affected Humanities more than any other Faculty, in terms of staff involved and impact on assessment. Whilst this has posed real challenges to staff and student morale, the response from TLSE colleagues has been outstanding in mitigating the unprecedented impacts of the MAB in particular. We were able to graduate the vast majority of our students and were only unable to do so by September for 176 students across SoSS and SALC, despite significant numbers affected by the MAB. Having Assessment and Progression focused teams has facilitated the agile redeployment of staff and cross-team working, supported by innovative use of management information. We are learning lessons from this exercise for any of the future challenges presented by marking and assessment boycotts.

iii   Student satisfaction

We are committed to improving student satisfaction across the Faculty and have been bolstered by the appointment of Rebecca Hodgson as Associate Dean in this area, ongoing development of

Student Experience Action Plans (SEAPs), better use of management information and the initiation of several projects. Ongoing analysis will examine how we compare to subject competitors, but initial analysis of the 2023 NSS results showed that:

- SEED performed above the University average in all areas,
- AMBS only dipped 1% below in 'teaching on my course' but above the University in all other themes.
- The Faculty is at or above the University results in 'Teaching on my course', 'assessment & feedback' and 'organisation and management.'
- SALC and SEED dropped below the University on 'learning opportunities' and 'learning resources.'

After the 2022 NSS results, seven programmes were identified for attention and support as part of the Faculty's Review and Refresh process. As referred to above, year-on-year comparisons are difficult but six of these appear to have made good progress in overall scores but also in specific theme areas. For example, BSocSci Sociology improved assessment and feedback by 29%. We will be working with Schools to ascertain what may have worked for these programmes and sharing more widely.

Assessment and feedback
In common with the wider University, this remains a challenging area for us and has been a focus of development for Humanities work during 2022/23, in which time we have:

- Agreed a policy to reduce assessment loads for students. This will be phased in over the next few years so that staff are able to redesign assessments to fit the reduced load and design new assessments with AI in mind.
- Had a Power BI report developed to identify units late in providing feedback to students. This has been developed for testing to support increased monitoring of adherence to the University's feedback policy.
- Focused on our online examinations, improving guidance, principles, and operation of online examinations.
- Piloted CADMUS, working in partnership with our students.
- Removed the awarding of marks for attendance or participation only.
- Put in place plans to pilot automatic extensions, building on that used during semester 2 of 20/21 to reduce mitigating circumstances cases and improve the student experience.

Initial results are promising as noted above in Sociology – targeted developments there include specific sessions in away days and guidance for TAs sharing 'best practice' on how to structure feedback, as well as piloting a scheme where students were able to book 1-1 appointments with their Senior Tutor to discuss feedback and draft essays. Further impact of this work will take a few years to show in NSS results and there is clearly more to do.

Student Voice
In collaboration with UMSU, we used our Faculty Forum to engage with the student population this year. Co-lead between the UMSU Humanities Education Officer and our Associate Dean for Realising Student Potential, it took the form of a 'town hall' meeting, to create an opportunity to explore the student experience with our students. The Faculty has also been pro-active in better engaging our UMSU Officers and student representatives in our task and finish group work this year, and held

regular meetings between the UMSU Officers and our TLSE academic leaders, in addition to our usual student representation within governance structures. The HUMS Education Officer for 2022/23 led her election campaign with a pledge to improve course unit selection. The Vice Dean for TLS has involved the Education Officer in multiple discussions and updates to support her aim, and to recognise what our students felt strongly about. To date, course unit selection has been relatively smooth, with anecdotal positive feedback from students reported to the Faculty. We will work with Schools, such as SEED, who revamped their approach to student engagement and had the highest student voice positivity score across the University, to focus on closing that feedback loop more regularly, consistently and clearly in the year ahead.

iv Access and participation

Awarding gaps

Our biggest challenge is the awarding gap between all students and those in the Index of Multiple Deprivation (IMD) group. On race, we have seen a positive reduction in the awarding gap between white and black students, though face some challenges with other ethnic groups. We have seen a greater positive movement in closing the gap between disabled and non-disabled students, though it has risen slightly for those with a mental health condition which we will need to address.

Our decision to keep the majority of examinations online post-Covid is thought to have contributed to closing this gap and our approach receives mostly positive feedback from students when consulted. We have undertaken some work this year to improve our approach to online examinations, in partnership with our students, so that we maintain our position and potentially impact awarding gaps for other student groups. This has focused on operational guidance as well as guidance on designing online examinations, building on what is working well and receiving positive feedback from students.

During this past year, Humanities has focused attention on commuter students, increasing in number year-on-year, and a group which represents many students from different underrepresented backgrounds (BAME, Quintile 1, IMD, etc). Three events have been held, co-led with colleagues from the Student Union, to bring this group of students together. The Faculty has also supported a pilot event in AMBS focused on diversity in entrepreneurship and career pathways, and SEED have been hosting employability networks. The Manchester 10/10 programme continues to focus on black students in Humanities and will be entering its third year in 2023/24.

The Humanities Access, Success and Progression Group has been created to ensure that the Faculty and its schools maintain a focus on our APP targets and closing gaps.

Widening participation

Given the high UGT applicant grade attainment for 2022 entry, it was difficult to reach our Faculty-level targets in POLAR4 Q 5:1 ratio, although we did make some progress on our 2021 position (from 5.5:1 to 5.4:1) though this masks variations across the Schools: AMBS and SEED exceeded their targets whilst progress is more challenging in SALC and SoSS.

For entry 2023 we introduced WP mentors for all our WP offer holders, held an offer holder event in London targeting WP applicants who had not been able to travel to a visit day at Manchester and continued with our payment of visit day travel expenses, giving automatic contextual offers in line with the University policy, and encouraging participation in MAP, MDAS, the Arthur Lewis Assignment and Pathways to Law so as to increase eligibility for a contextual offer. Unfortunately, as detailed

above, further progression for entry 2023 is not anticipated and further tactics will be required to attract more applicants and convert more offer holders.

v   Graduate outcomes

We have been working closely with the Directorate of Student Experience and each School employability lead on student outcomes and have made improvements this year in our approach. Our performance against the OfS benchmark is strong and there is a positive trend across the Faculty over recent years including notable improvements in SEED and SALC. We have built on this in 2022/23 with the development and delivery of a new Employability Framework, and in the year ahead we are looking to enhance our focus on data analytics, particularly in linked analysis of exam board data to identify students who may require additional support.

vi   Internationalisation

This 2022/23 academic year saw the 'soft launch' of the Humanities Global Classrooms initiative with an increased awareness of possibilities for teaching collaboration with University and Faculty international partners Toronto and Melbourne. The formal launch will be in September 2023, with Global Classroom courses beginning 2023/24 academic year. This initiative aims to:

- enhance the international experience, global awareness and intercultural growth of all our students;
- encourage global networked learning opportunities with institutional partners;
- facilitate world-leading, research-led learning;
- reflect our strategic environmental goals while increasing international learning opportunities for every student.

Future priorities and challenges

We have a number of significant challenges to face in the year ahead, notably in ongoing impact of industrial action and the MAB, our ongoing response to the themes coming from the revised NSS, and maintaining progress against key milestones whilst implementing significant change programmes. Our priorities include:

1. Supporting students who have been affected by the MAB.
2. Continuing focused efforts on demand management whilst responding to the various factors influencing the behaviour of recruitment markets.
3. Engaging with areas of the Faculty where student experience as measured by the NSS – particularly in 'assessment and feedback' and 'student voice' – have fallen back and developing Student Experience Action Plans (SEAPs) in response.
4. Embedding the learning from the 2023 cohort of Size and Shape cohorts into the development of the 2024 cohort.
5. Recovering from the cyber incident including in its impact on technologically-driven change at the Faculty-level, including course unit selection.
6. Launching a piece of work to look at curriculum efficiency and sustainability building on recommendations made by the Curriculum Review Group.
7. Building on the positives of the SEP, including learnings on Course Unit Selection and admissions.

1d Social Responsibility

The Faculty of Humanities makes a substantial contribution to the University's Social Responsibility (SR) and Equality, Diversity and Inclusion (EDI) activity.

Over the course of this year, we have:

- Refreshed the two key governance committees overseeing this area and held more regular meetings to drive activity forward across the Faculty.
- The establishment of a PS EDI Group with representatives from all Schools and the Faculty Office with a three-year action plan.
- Raised the profile of our two key SR strategic funding streams, substantially increasing applications to both.
- Supported innovative, interdisciplinary and intersectional projects such as the Samosa Media Project, working across Schools and research institutes.
- Conducted a census of SR&I activity across the Faculty, mapping current areas of best practice and areas of development in the future.

Key achievements and activities

i Governance and oversight

A key priority over the last year has been to update, refine and bring consistency to the governance of the third Core Goal across the Faculty. We have focused on developing the EDI and SR committees to bring together available resource to share best practice. Both groups have been refreshed and have met monthly, which is more regularly than in previous years. We have introduced a thematic approach to the meeting agendas, which has helped bring more focus. In the EDI Committee, priorities have included the Faculty's contribution to the University's Race Equality Charter submission, improving inclusive teaching practices, and our support for the Academic Returners Scheme, which will be launched across the University in September 2023.

The PS Group has focused on four main priorities: recruitment and progression of staff from ethnic minority backgrounds with targets of 20% grades 2-5 and 14% for grade 6 and above; respectful behaviour, including empowering staff to call-out non-respectful behaviour; disability including mental health focusing on training managers to better support staff with disabilities; outreach – engaging with local secondary schools to provide work experience opportunities to help break down the barriers to the local community seeing the University as a good place to work. These priorities all support the University's EDI Strategy. The focus is very much on practical initiatives, for example a practical guide for recruitment has been produced to focus on EDI best practice, to sit alongside the University recruitment policies. Further initiatives focus on active bystander and disability training for managers. It is expected that there will be more momentum over the next year as the committee becomes more established.

The SR Committee's focus areas have included a census of activity across SR and civic engagement, the relaunch of the SR in the Curriculum funding stream, and our forthcoming Environmental Sustainability strategy. This will ensure we understand our current practice in order to develop best practice in the years ahead.

At the Faculty level, we have invested in an additional appointment focusing on SR and ES. Whilst we have seen some additional resource allocated in Schools, this remains inconsistent in terms of

seniority, visibility and accountability. Given this landscape, maintaining momentum and focus across the Faculty is an ongoing priority for us.

Enhancing our governance and leadership will put us in a strong position for the future by harnessing cross-cutting themes and projects, such as our innovative work this year on the Samosa Media Project, co-funded by the Faculty SR team and led out of SoSS and SALC alongside the Ahmed Iqbal Ullah RACE Centre & Education Trust. A group of six Humanities students from diverse backgrounds worked with Samosa Media, an arts and media production company, led by Anwar Akhtar, to learn about media commissioning and produce two short films that drew attention to and analysing issues relating to race, culture, youth, equality, and integration in the North West.

ii   Social responsibility and civic engagement

Funding activities across Humanities
We manage two funding streams: the Humanities Strategic Civic Engagement Fund (HSCEF), and the Social Responsibility in the Curriculum Fund (SRCF). We have strategically focused on raising the profile of both over the course of the year and seen a substantial rise in interest in applications.

The HSCEF funds projects which support the University's Social Responsibility and Civic Engagement five-year plan. Projects demonstrate how our work is inspired and enhanced by our location in Greater Manchester, have been developed collaboratively with local partners, and informed by the needs of local communities. The five 2022/23 projects are across three of our Schools and focus on areas including civic engagement in secondary schools, enhancing the resilience of local communities, work with Ukrainian refugees and empowering women and girls in Greater Manchester.

The SRCF funds projects encouraging students to think how their enthusiasm for their subject can be relevant beyond the immediate demands of their course. The 12 projects funded this year include modules looking at Kinship, Gender, and Sex; Race, Migration & Humanitarianism; Young People in Conflict and Displacement; and International Human Rights Law.

We have already allocated funds to the 2023/24 academic year. 17 applications were received for HSCEF, an increase of over 40% on the entire 2022/23 cycle, with almost £30,000 provisionally allocated to four projects. We received 18 applications for SRCF, with over £8,000 being allocated across eight projects. We are delighted that three of these projects have been provided with additional matched funding from their Schools, and we will be opening another call for applications in the autumn, for projects taking place in Semester 2.

Civic engagement
Humanities was well represented at the 2023 edition of the Making a Difference Awards, with three award winners and another four highly commended. We plan to both enhance our support post-award in order to maintain momentum and demonstrate our appreciation to those who have submitted applications, as well as provide additional support to potential applicants to increase the number of submissions from Humanities. The Community Festival involved several colleagues from across the Faculty, several in partnership with community partners. Creative Manchester's Linguistic Diversity Collective helped attendees understand their relationship with the many languages and dialects of Manchester, the Department of Philosophy raised awareness of the relevance of critical thinking in identifying flaws in advertising, and the Global Development Institute engaged the public

in their innovative One World Together social enterprise. The Faculty also organised the 2022 ESRC Festival of Social Sciences, holding 19 events and engaging over 700 attendees.

iii Equality, diversity, inclusion and access

Athena SWAN
Following last year's success for SoSS, we were delighted that SALC was awarded an Athena SWAN Bronze Award in June 2023. We are currently awaiting the results of SEED's submission for a Silver Award and AMBS are planning a 2024 submission.

Race and ethnicity
The Faculty made a substantial contribution to the University's Race Equality Charter Silver level submission and we have been making progress against our targets in regards to race and ethnicity.

We have seen the largest relative increase at the University for the proportion of BAME Academic and Research staff. This has risen from 17.7% in 2020 to 22.1% as of August 2023. In PS, the proportion of BAME colleagues has increased from 8.7% to 15.6%. Whilst these are undoubtedly successes to be celebrated, we do face challenges in ensuring better representation at more senior levels (particularly at Professorial grades and above Grade 7). BAME staff representation also varies substantially across the Schools. In order to address some of these issues we commissioned the Centre on Dynamics of Ethnicity (CoDE) to produce a report to provide us with a better understanding of the interconnection between gender and ethnicity with grade. Best practice was identified by SEED and AMBS which will be shared across the Faculty.

Following a successful pilot of the Manchester 10/10 Programme in SoSS and SALC, we are delighted to see the scheme being rolled out across the University and we will be focusing on this in the year ahead. We have also appointed Chris Godden as a new Associate Dean to support Student Access and Success.

Mentoring and development
We have continued to support engagement in mentoring schemes and colleagues with disabilities and women are well represented in the cohort of Faculty staff taking part in the Manchester Gold mentoring scheme. 79 colleagues took part this year which, whilst slightly lower than last year, represents substantial growth compared to 2021, and we will be looking to push this again in the year ahead. We are looking to further engage with BAME colleagues to increase participation in the future. As well as Faculty participation in StellarHE, the Faculty will have six places on next year's AdvanceHE Aurora mentoring programme as SEED have purchased extra places.

iv Environmental sustainability

We appointed Dr Anke Bernau to the new post of Associate Dean for Environmental Sustainability and we are in the process of developing a new Environmental Sustainability strategy, dovetailing with the University's recently published strategy. The key focus of this activity has been on sustainable travel and there are best practice examples in SEED we are looking to learn from and roll out across the Faculty.

Future priorities and challenges

Having spent much of 2022/23 developing the SR, civic engagement and EDI governance across the Faculty, we are preparing to build on these foundations in 2023/24. We will focus on five key priorities:

1. Across our SR and civic engagement activity, we will evaluate and enhance our funding initiatives to become more sustainable. We will continue towards our ambition of building four signature programmes for the Faculty by 2025.
2. We will further develop our student volunteering opportunities and our service-learning provision. We will share lessons learned across our Faculty, by engaging with long-standing initiatives like the Justice Hub, and develop this culture in other subjects.
3. Building on the University-level strategy, and with the appointment of our Associate Dean, we will develop and launch our new Environmental Sustainability strategy in autumn 2023.
4. We will monitor the implementation of the three existing Athena SWAN action plans, and support AMBS in making their bronze submission in 2024, whilst feeding into the University-level submission in September 2023.
5. The Faculty EDI committee will also bring a particular focus to supporting staff with disabilities, developing the inclusivity of our teaching, learning and employability activity (at both UGT and PGT level), and exploring how we could better support the PGR community.

1e Professional Services

The Faculty's PS teams have demonstrated extraordinary levels of resilience, innovative thinking, and creativity over the course of 2022/23. Whilst we have emerged from many of the operational challenges posed by the pandemic in the two previous years, the pace of change and the effect of major incidents have been profound in several key areas. The PS teams have continued to work in partnership with students and academic colleagues to deliver the academic mission of the Faculty and to ensure the provision of high quality operational services to all our stakeholders, monitoring standards of service delivery and the efficient deployment of resources to ensure consistent and high quality operational performance. At the same time, we have played a major role in delivering institution wide change through projects such as SEP, Timetabling and the People & OD Tactical work stream.

Key highlights in 2022/23 include:

- Continued delivery of high-quality operational support to academic colleagues and students.
- A cross Faculty collegiate and collaborative response to major incidents including MAB, Cyber and student occupations.
- Transition to the new teams and roles for the final cohort of SEP colleagues, embedding substantial change in how we deliver operational support to academic staff and students across the Faculty.
- PS support for the Faculty Size and Shape project, including the launch of, and recruitment to, a suite of new programmes, and embedding the Size & Shape processes including the Review and Refresh work stream.
- A smooth transition to a new Vice President and Dean, and two new Heads of School.
- Development of a new three-year Faculty plan, building the Faculty's contribution to *Our Future*.
- A number of changes and achievements across the Research support provided by PS colleagues across the Faculty. Linked to the Research Life Project, the Research Facilitation and Researcher Development functions are now well embedded and providing better support to mobilise research grants.

- Engagement in the development of business cases, business readiness activities, early adopter activities, business change and implementation activities of a range of SCO projects including P&OD, FTP, SEP, Timetabling Project, Data Analytics etc.
- Successful delivery of a range of Estates projects including the conversion of the Humanities Bridgeford Street Kantorowich Library to a Student Support Hub, new Music practice rooms, refreshed student hubs in the other three Schools and the scoping work on the redevelopments of the Rutherford Building for the Department of Geography.
- Successful move to more frequent and themed committees for both SR and EDI.
- Embedded SR and EDI into PS roles within Faculty team, including a proportion of a dedicated PS role for Environmental Sustainability.

Key achievements and activities

i Team development

In 2022/23 we have continued our focus on the Faculty of Humanities PS teams being a place where people can achieve great things and where they are proud to belong. Engaging the Leadership community across the Faculty PS is a key priority for us, and we have invested in team development across key teams and leadership groups.

ii Wellbeing

We have taken proactive action to ensure high levels of workplace wellbeing across our teams, creating psychologically safe workplaces, allowing flexibility in how and where people work, role modelling healthy behaviours and promoting workplace wellbeing. The Faculty of Humanities Social and Wellbeing Actions Group (FoHSWAG) has had a successful year, improving the Faculty's offer to colleagues in this vital area.

iii Equality, Diversity and Inclusion

EDI remains a key area of focus with a PS action plan in place focused on ensuring the Faculty PS team is an inclusive place to work and where all a sense of belonging, characterised by equality and how we value diversity.

iv Culture of employee engagement

We continue to grow a culture of employee engagement, listening and working with our teams in a range of forums and ensuring we are visibly taking action on feedback, ideas and input we receive. The staff survey has provided a wealth of feedback on areas which are working well and others which need to be a focus as we go forward.

Future priorities and challenges

Whilst there is a huge amount to celebrate, and much more could have been submitted, we face a number of challenges. These include:

1. Ongoing impact of MAB. Whilst referenced in earlier sections of this document, it is worth emphasising the huge impact of industrial action and the MAB on PS colleagues across the Faculty. Cross-functional teams were brought together both to mitigate the impact on graduating cohorts and develop recovery work as marks have started to come in over the summer.
2. Continued pressure in providing resilient research finance support.
3. Establishment of the Doctoral Academy and need to better articulate the value it brings to PGRs across Humanities

4. More generally, concerns from colleagues around workload and support for wellbeing.

Our priorities for the year ahead for PS include:

1. Further progress on supporting Faculty improvements in NSS and our support for the student experience, alongside embedding the SEP changes.
2. Support for academic workforce planning and early-stage planning for future REF activities.
3. Strategic workforce planning for the PS teams across the Faculty.
4. A focus on managing workloads with a target to remove 20% workload from the Faculty.
5. To establish service KPIs for PS teams across the Faculty to ensure that service performance is well diagnosed, improvement priorities are clear, and that any blockers to short term service improvement are removed.

1f Financial Sustainability

The financial performance of the Faculty remained strong in 2022/23 with robust cost controls across all four schools, offsetting a slight adversity across tuition fee income and unbudgeted pay award increases. Total income for the year was £362m, which is +£12m ahead of 2021/22, albeit (£2.5m) adverse to budget.

Other operating expenditure has increased year on year directly related to student number growth and in line with the Size and Shape strategy, including student support, scholarships, marketing, and academic allowances (linked to additional academic staff), while pay costs have increased by £13.4m, reflecting both additional academic posts aligned to student numbers, investment posts in areas such as Executive Education and Health and Safety, along with the cost of living and nationally agreed pay awards.

Total contribution for the financial year was £163.1m, +£0.8m above budget.

1g Updates on Actions from Faculty of Humanities APR 2022

Action ID	Action	Progress to 31 July 2023	Any concerns / risks / contingencies / notes	BRAG[1]
82	Acknowledging AMBS's success in diversification, the Faculty was asked to share best practice with the University, in relation to managing demand in admissions, regarding overall volume and international student diversification.	AMBS practice has been shared and high demand programmes in FSE and across HUMS are now employing the same staged admissions approach.		Blue
83	To confirm through the Size and Shape work: i. limitations on estates capacity ii. the assumptions (in relation to teaching spaces and office spaces) that underpin this capacity limit iii. any further spaces across the estate that should be considered for Faculty use.	i. Three detailed reviews have taken place to map requirements against S&S plan and 2023 estates plans are on track to be delivered. ii. Regular dependency reviews are taking place, bringing in Timetabling, Library, residences etc. Estates also involved in new programme development process to calculate impact on estates requirements. iii. Interim space solutions across estate are in use in advance of Coupland 1 development finalised.		Blue
84	To look at other universities' practice on distance learning.	Initial research report produced in 31 July and some further work being done to gather accurate data on other institutions' practice. Work with the Student Marketing and Insights team also taking place in early autumn 2023.	Some challenges in availability of accurate data on DL and OBL.	Green
85	To report back on the approach and initiatives for increasing NSS response rate.	Each School developed an action plan to improve response rate, which resulted in significant increase from 59% to 73%.	Further work will be done to analyse this at a more granular level across the Faculty and cross referenced to identify areas where successful process has resulted in increased participation.	Green

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[1] Blue=complete, Red=significant issues, Amber=some risk, Green=on track

Action ID	Action	Progress to 31 July 2023	Any concerns / risks / contingencies / notes	BRAG[1]
86	The Head of SALC to review the number of course units offered to students and reduce to release pressure on timetabling and mitigate risks that students were being offered choice which could not in fact be provided.	It has not been possible to reduce course units for the 2023/24 academic year as planning was well underway when action was raised. However, work has continued to simplify the selection process for students, which has received positive feedback and went very smoothly this year.	Implementation of a planned new system for course unit selection was significantly impacted by the cyber incident. A broader look at modular provision and indeed at the range of programmes we offer is beginning under Size & Shape in 23/24.	Green
87	To clarify student expectations on feedback from academics as well as the University expectation on student feedback to academics. To provide student guidance on providing constructive feedback to academics.	Have been able to clarify student expectations and communicate these to students and academics.		Blue
88	To work with the University to ensure the policy on feedback is appropriate and to share best practice.	The recommendations of a task and finish group are being examined by AD for TLSE to look at options for the year ahead.	There has been some delay due to resource in this area but work is ongoing	Green
89	To identify how to work out objective measure of timeliness.	A PowerBI app has been developed to identify units for which feedback is late. The app requires testing and piloting in 23/24.		Green
90	To update on the plans to reduce the overall volume of marking	Humanities Teaching and Learning Committee have approved changes as recommended by a T&F group on this topic.	Resource limitations are affecting our ability to implement guidance and required changes.	Amber
91	To ensure staff are aware of the various research funding models and to provide additional RBE PS oversight for the stewardship of these.	Communications have gone out from VD-R Faculty RBES team to raise awareness.		Blue
92	To share with the V-P R a list of the live large and complex awards which are receiving additional oversight to ensure smooth running of post-award support.	List was shared following meeting.		Blue

Action ID	Action	Progress to 31 July 2023	Any concerns / risks / contingencies / notes	BRAG[1]
93	To further clarify and communicate to PGT students about the limited availability of conference funding support.	Faculty funding is promoted annually and £5,000 distributed to support PGT research (travel, conference attendance). SSSD to identify opportunities in Schools and work with Student Communications on promotion.	This is an ongoing priority.	Green
94	To liaise with the Library regarding the provision of data on publications by PGT students.	Action completed but extracting this data is a manual, labour-intensive process requiring additional resource.		Blue
95	To report back on the activities identified to strengthen the role of the special collections in research and teaching activity, including engagement with academics for more exposure of the collections.	A new academic management team is in place at the JRRI who have expertise across digital/heritage/book histories and scientific approaches to collections research – part of their remit is to enhance cross-university engagement with collections.	A new cross university advisory board has been established with the John Rylands Library special collections team to identify potential means of 'strengthening the role of the special collections in research and teaching activity, including engagement with academics for more exposure of the collections' Chair: Colette Fagan	Blue
96	To report back on plans to leverage local creative industries through enhanced business engagement.	Work initiated with Creative Manchester, projects delivered include: SALC-led project on inclusive place-making with Bruntwood at Stretford Mall, plus exploratory projects with partners in fashion, digital mapping, theatre and music initiated via an HEIF-funded Innovation Lab delivered by BE. Faculty also hosted a Crea-Tech Showcase event targeted at a non-academic audience. The showcase and Innovation Lab will be repeated in 2023/34 with a view to increase collaborative research and KE projects with new partners, with a focus on private sector opportunities.		Green

FACULTY OF HUMANITIES APR 2023

Action ID	Action	Progress to 31 July 2023	Any concerns / risks / contingencies / notes	BRAG[1]
97	To continue to review and develop environmental sustainability plans, including embedding environmental sustainability in the delivery of teaching (for example programme-level assessments).	Have appointed new AD for ES and begun process of developing a Faculty strategy, dovetailing with University strategy.		Green
98	To increase engagement with EDI from a wide range of colleagues, making it clear in comms and actions that EDI is a fundamental part of the effective running of the Faculty's activities so that people want to join; and to ensure that a disproportionate workload does not fall on those with protected characteristics.	FHUM EDI committee has been refreshed this year with more engagement from across the Faculty. EDI is also being embedded in curriculum design.		Green
99	To conduct root cause analysis and follow up actions to address issues of lack of diversity in promotions and recruitment processes including: -To extend data capture to early promotion journey at school / department level in addition to current data capture only at faculty level, -To explicitly encourage BAME staff to apply for promotion, -To develop granular data linkage between promotion data and staff complaint incidents.	Making progress on this but still much to do. Lots of work done on inslucivity in recruitment Action plan produced on reviewing all of the processes underpinning academic pay and performance, recruirtment and promotion including EDI lens		Amber
100	To investigate and report back on whether there is a reluctance from managers to deal with grievances at an informal level.	Consultation has confirmed that this is the case.		Blue
101	To consider additional training for managers on handling grievances informally and involving P&OD early.	A wide-ranging plan has been developed for 2023-24 which will include support for managers.		Blue
102	To continue to feedback to relevant University decision making bodies ideas that could reduce workload but which require University-level decisions, and any best practice/ success the Faculty has had in this regard.	Some progress made and University has identified workload as a priority following staff survey results.		Amber

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Action ID	Action	Progress to 31 July 2023	Any concerns / risks / contingencies / notes	BRAG[1]
103	To follow up additional staff retention effort to address resources managing student applications.	Fixed term posts made permanent. Additional posts approved but not yet recruited to. Processes under review with a view to enhancing staff experience. Significant level of turnover expected in the role		Amber
104	To work with the University on the next iteration of the risk register to ensure views on options analysis and mitigation plans are considered.	Risk Register updated following comprehensive review of process, and then submitted to central risk team.		Blue
105	To continue to investigate opportunities to explore premium pricing on selected programmes more extensively and consider the role of discounts/scholarships.	Enhanced offer has been developed for E2023 with longer term strategy for 2024 onwards being developed by working group.		Green

2) Faculty of Humanities SWOT Analysis

Strengths	Weaknesses
1. World-leading research performance overall, as witnessed by excellent REF2021 results in output, impact and environment. 2. High-demand, research-led teaching, supported by a new comprehensive curriculum design process, enabling diverse and cutting-edge programmes. 3. Strong commitment to deliver social responsibility as evidenced by Humanities' major contribution to the University's THE Impact ranking. 4. Dedicated leadership and engaged colleagues across the breadth of School and Faculty activity, working constructively and highly effectively. 5. Very strong financial performance enabling a continued healthy contribution to the University.	6. Uneven research performance across subject areas, particularly in research income per FTE and industry research income. 7. Ongoing challenges in improving student experience, particularly in Assessment and Feedback and Student Voice, compounded by impact of ongoing industrial action on our students. 8. Slow progress on Environmental Sustainability leading to the 2038 carbon zero target being under significant threat. 9. Our technology environment has grown organically with no long-term planning. This has resulted in an IT environment that has unstable services that negativity impacts the experience of students and colleagues. 10. Underdeveloped in-year and long-term Estates strategies, in the context of hybrid-working and three Schools across multiple locations.
Opportunities	**Threats**
11. Growing grant income via collaborative and strategic funding for research that tackles grand challenges in line with funder and government priorities. 12. Using AI, curriculum development and design, and flexible learning to develop innovative ways to engage and assess students. 13. Increasing Environment Sustainability led by a recently appointed Associate Dean, developing existing pockets of best practice across the Faculty. 14. Increasing financial sustainability through expansion of income streams including UCAE, Executive Education, spin out businesses, and philanthropy. 15. Engaging wider audiences, deepening work with key stakeholders, and raising philanthropic income through bicentenary anniversary and campaign.	16. Anticipated changes in workforce driven by demographics affecting planning for REF2028 submission and succession in shortage areas. 17. Increasing numbers of applications difficult to manage within existing systems and resource, impacting student numbers and diversity. 18. Decline in staff and student morale and wellbeing in wider context of challenging economic environment and uncertainty in HE sector. 19. Effects of continued industrial action on delivery of core objectives, with particular impact on student experience, which may continue across sector. 20. Exposure to geopolitical uncertainty due to over-reliance on China for international student intake.

2a Actions to Mitigate Weaknesses and Threats:

Weaknesses

6.   Uneven research performance across subject areas, particularly in research income per FTE and industry research income (relates to Risk 3).

Implementation of University Research Expectations and Faculty Research Strategy, along with targeted action plan to bring all disciplines in line with minimum expectations for performance and research culture; measures in place to improve our response to specific funders where we have historically lagged behind competitors (e.g. targeted action to improve success rates for British Academy and Wellcome Trust opportunities); a selective submission strategy, pump priming in key target areas and future-proofing key areas of strategic importance.

7.   Ongoing challenges in improving student experience, particularly in Assessment and Feedback and Student Voice, compounded by impact of ongoing industrial action on our students (Relates to Risk 4).

Continued monitoring of Student Experience Action Plans; monitoring the timeliness of feedback; reduction of assessment loads; focus on assessment design within review and refresh; implement enhanced guidance on open book exams; broader pilot of Cadmus in semester 1 23/24.

8.   Limited progress on Environmental Sustainability leading to the 2038 carbon zero target being under significant threat (relates to Risk 14).

A new ES strategy to be implemented from January 2024. It will include actions on due consideration of ES on programme design and delivery, specific measures in reducing business travel emissions and LEAF accreditation for all labs operating in the Faculty. The Faculty appointed an Associate Dean for ES in January 2023 who is supported by a member of PS staff in the Faculty Office (one day a week).

9.   An IT environment that has unstable services that negativity impacts the experience of students and colleagues (relates to Risk 15).

Working with central Directorates to support the rollout of the enhanced IT framework and improve digital processes by way of effectively using current platforms to enable more efficiencies. Recognising the exceptional work from IT during cyber, there remains a weak IT infrastructure that limits efficient and effective working across the University.

10.   Underdeveloped in-year and long-term Estates strategies, at both Faculty and University level, in context of hybrid-working and three Schools across multiple locations (relates to Risk 16).

Faculty Planning working with the Directorate of Planning for an Estates planning cycle to incorporate in-year and longer-term estate planning, including maintenance, investment and better use of current estate within the Faculty. Developing flexible work and study spaces across our estate with the aim to improve staff and student experience and an optimum working environment.

Threats

16.   Anticipated changes in workforce driven by demographics affecting planning for REF2028 submission and succession in shortage areas (relates to Risk 3 and 13).

A 4-year internal investment programme to target key career stages to build capacity and trajectory from ECR through mid-career and to big hitters. The programme provides additional opportunities for colleagues to gain experience and credibility to be a PI on large projects; enhancing our researcher support structure/mentoring provision; early planning and capture of impact case studies to prioritise resource and support timeline for next submission in line with Faculty Research Strategy.

17.   Increasing numbers of applications cannot be managed within existing systems and resource, impacting student numbers, experience and diversity (relates to Risk 17).

Develop comprehensive and sophisticated market insight to drive our intake strategies and planning; review use of application fees, deposits, entry requirement changes (increase in grades, entry tests, interviews, pre-requisite subjects, top institution lists), pricing (for PGT/International and UG international) and IELTs requirements; explore outsourcing enquiry management; revisions to our web content/prospectus; changes to our agent strategies; taster/pre-application events/ conversion activity (screening as well as capturing leads) and reviewing capability in CS.

18.   Decline in staff and student morale and wellbeing in wider context of challenging economic environment and uncertainty in HE sector (relates to Risks 3, 4 and 5).

Faculty further investment in wellbeing activity, support and communication. Priority for 2023-24 is finalising Faculty Wellbeing Plan. Morale – continuous focus on staff survey feedback. A much broader continuous cycle of performance management including 121s, P&DR, talent and succession planning and a focus on career pathways.

19.   Effects of continued industrial action on delivery of core objectives, with particular impact on student experience, likely to continue across sector (relates to Risks 4 and 13).

Open engagement and communication about the matters under dispute, including the decoupling of local matters from issues of national concern (e.g. pay and pensions); effective leadership and leadership team capability; continued focus on improving employee relations; continued development of IA BCP and MAB working models to mitigate impact on students should IA continue.

20.   Exposure to geopolitical uncertainty due to over-reliance on China for international student intake (relates to Risk 1).

Faculty diversification strategy fully rolled out, supported by targeted marketing to enhance increased application numbers and thus recruitment from diversifying markets; implement the promotion of a new suite of financial incentives; continue staged admissions and focus on key strategic markets. Ensure an attractive portfolio that appeal to our key markets. Continuous review of and response to world events impacting demand; Vacancy Review Group and Finance team for review of financial controls.

Metric	20/21 Actual	21/22 Actual	22/23 Actual	22/23 Target	25/26 Target	20/21 Actual	21/22 Actual	22/23 Actual	22/23 Target	25/26 Target	20/21 Actual	21/22 Actual	22/23 Actual	22/23 Target	25/26 Target	20/21 Actual	21/22 Actual	22/23 Actual	22/23 Target	25/26 Target	20/21 Actual	21/22 Actual	22/23 Actual	22/23 Target	25/26 Target
Our People Our Values																									
85% Staff Agree Good Place to Work			61	75	85			65	75	85			55	75	85			62	75	85			56	75	85
EDI academic staff progression - % BAME at Professor level	11.5	11.7	12.2	13.5	16.5																				
EDI academic staff progression - % BAME at SL/Reader level	13.7	14.9	21.3	17.7	23.7																				
EDI academic staff progression - % female at Professor level	33.6	35	37.3	35.6	38.6																				
EDI academic staff progression - % female at SL/Reader level	40.5	42	42.2	44.5	50.5																				
EDI academic staff progression - % known disability at SL level or above	4.7	5.8	6.8	5.7	7.2																				
Research and Discovery																									
Number of UoAs (of 18) in top 5 for research income per FTE	1	2	2	1	5																				
Number of UoAs (of 18) meeting top 5 threshold for PGR per FTE	14	14	15																						
Proportion of PGRs completing within five years (excluding interruptions and extensions)	77.1	80.2	73.4	83	90	84.9	78	63.2	87	90	71.9	87.8	71.4	81	90	74.6	83.3	74.1	82	90	79.7	70	79.5	84	90
Citations % items in top decile	24.2	22.9	22.9			27.6	25.4	25.5			15.6	16.2	17.1			26.9	25.3	23.5			21.7	20.8	22.3		
Revenue Research Income (£m)	17.9	20.7	22.4			2.2	3.6				4.0	4.2				4.5	5.3				7.1	7.4			
Underlying Research Contribution (£m)		8.9	7.2	5.5			2.1					1.6					1.8					3.4			
Teaching and Learning																									
POLAR4 Q5:1 ratio (internal data)	6	5.5	5.4	5		6.3	6.6	4.2	4.9		7.4	6.1		6.4	6.6	8.1	6.4	5	6.4		4.5	4.8	4.6	3.8	
Awarding gap - Index of Multiple Deprivation Q5 to IMD Q1 (internal)	11	9.8		8.8																					
Awarding gap - Not disabled to Disabled (internal)	2.8	3		2																					
Awarding gap - White to Asian (internal)	4.2	6.5		9																					
Awarding gap - White to Black (internal)	16.5	7		10																					
Delivery of intake plan - undergraduate and postgraduate taught	10,559	10,340	9,303	9,568	11,246	2,321	2,095	2,009	2,388	2,609	2,081	2,151	2,321	2,061	2,855	3,089	3,029	2,421	2,690	2,961	3,068	3,065	2,552	2,429	2,822
Taught FTE	17,592	18,364	18,176	19,203	20,009	3,433	3,503	3,564	4,556	4,501	4,644	4,799	5,074	4,871	5,905	3,570	3,717	3,220	3,678	4,086	5,944	6,346	6,318	6,267	5,700
OfS continuation (%)	95.9	96.7	95.7			96.5	96.5	95.9			95.2	96.3	95.8			97.5	97	95.6			96	97	96.1		
NSS response rate	62.7	59.1				56.1	48.3	71.0			62.4	55.7	74.0			66.1	74.2	79.0			65.1	63.3	71.0		
Undergraduate (NSS) overall satisfaction %	71.4	74.3		77	87.6	72.2	84.5		77.5	87	72.2	68.1		78	88	74.3	75.8		79	90	70	75.4		75.5	87
NSS Assessment and Feedback - absolute satisfaction %	59	60.8		64.5	72	53	63.9		55	68	63	61.9		71	76	67	66.6		71	76.5	56	58.1		55	68
OfS progression (%)	71.9	75.5	79.3			83.6	88.2	85.1			70.1	73.3	78.6			73.9	69.6	83.2			70	77.2	77.6		
Innovation																									
Industry Research Income (£m)	0.11	0.31	0.59	0.60	1.00																				
Strategic Risk Mitigation																									
Diversity of international intake (overseas fee UG/PGT FT only)	77	67	64	66	51	67	42	39			59	63	78			91	86	81			74	66	64		
Diversity of international student population	56	54	53			52	40	39			25	35	52			81	81	75			51	52	53		

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4) Other summary data

	HUMS TOTAL 20/21 Actual	21/22 Actual	22/23 Actual	AMBS 20/21 Actual	21/22 Actual	22/23 Actual	SALC 20/21 Actual	21/22 Actual	22/23 Actual	SEED 20/21 Actual	21/22 Actual	22/23 Actual	SOSS 20/21 Actual	21/22 Actual	22/23 Actual
Intake (headcount)															
UG Home	3,204	3,394	2,793	376	362	264	1,312	1,243	1,302	287	306	294	1,229	1,483	933
UG Overseas	1,259	1,262	1,279	455	369	375	90	134	119	102	134	171	612	625	614
UG Total	4,463	4,656	4,072	831	731	639	1,402	1,377	1,421	389	440	465	1,841	2,108	1,547
PGT Home	2,392	1,792	1,448	350	357	288	485	421	303	1,057	715	629	500	299	228
PGT Overseas	3,704	3,892	3,783	1,140	1,007	1,082	194	353	597	1,643	1,874	1,327	727	658	777
PGT Total	6,096	5,684	5,231	1,490	1,364	1,370	679	774	900	2,700	2,589	1,956	1,227	957	1,005
PGR Home	119	143	116	14	4	7	27	58	34	44	50	46	34	31	29
PGR Overseas	86	162	135	32	35	28	11	26	19	19	58	49	24	43	39
PGR Total	205	305	251	46	39	35	38	84	53	63	108	95	58	74	68
Intake Total	10,764	10,645	9,554	2,367	2,134	2,044	2,119	2,235	2,374	3,152	3,137	2,516	3,126	3,139	2,620
Student Population FTE															
UG Home	8,771	9,398	9,447	1,007	1,042	1,038	3,782	3,787	3,910	736	830	931	3,246	3,739	3,569
UG Overseas	2,937	3,306	3,595	1,000	1,093	1,155	231	269	286	203	290	399	1,503	1,654	1,756
UG Total	11,708	12,704	13,042	2,007	2,135	2,192	4,013	4,056	4,196	939	1,120	1,330	4,749	5,393	5,325
PGT Home	2,293	1,784	1,390	319	315	242	450	418	299	1,055	755	620	469	296	228
PGT Overseas	3,623	3,876	3,744	1,107	1,054	1,130	183	324	578	1,607	1,842	1,271	726	656	765
PGT Total	5,917	5,661	5,134	1,427	1,369	1,372	633	742	878	2,662	2,597	1,891	1,195	953	993
PGR Home	466	407	378	46	29	22	130	123	119	150	146	139	140	109	100
PGR Overseas	285	349	367	90	94	90	43	54	49	69	105	122	83	96	107
PGR Total	751	755	745	136	123	111	173	177	167	219	250	261	223	205	207
Population FTE Total	18,372	19,120	18,921	3,569	3,627	3,676	4,818	4,975	5,241	3,819	3,967	3,481	6,166	6,551	6,524
Proportion of all students as overseas	37%	39%	41%	62%	62%	65%	9%	13%	17%	49%	56%	51%	37%	37%	40%
Proportion of all students postgraduate	36%	34%	31%	44%	41%	40%	17%	18%	20%	75%	72%	62%	23%	18%	18%
Substantive Staff FTE															
Core and matched staff FTE															
T FTE	312	365		70	86		77	89		106	97		59	92	
T&R FTE	705	757		156	170		207	213		121	138		220	235	
R only FTE	50	51		10	17		10	16		15	11		14	6	
PS FTE	556	636		170	184		86	105		53	67		80	98	
Other FTE (e.g. technicians)	18	18		4	2		5	6		9	10		1	1	
Externally funded staff FTE															
T FTE	4	4		0	0		2	3		0	0		2	1	
T&R FTE	7	6		1	1		2	1		2	2		2	2	
R only FTE	122	137		21	14		26	29		28	41		47	53	
PS FTE	24	22		6	8		4	1		7	7		6	6	
Other FTE (e.g. technicians)	0	1		0	0		0	0		0	1		0	0	

FACULTY OF HUMANITIES APR 2023

5) Finance data

Faculty of Humanities
Annual Performance Review 2022/23

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Directorate of Finance

In 2022/23, Humanities delivered a strong contribution of £163.1m, +£0.8m favourable to budget. Performance was largely driven by strong cost controls across all four Schools and Faculty Office, offsetting a slight income adversity and unbudgeted pay award increases.

Tuition fee income remained relatively static year on year, although marginally adverse to budget, as undergraduate recruitment was impacted by fewer returning students and placement years. Home PGT income experienced the biggest adversity to budget (£6.1m) with all schools contributing to this adversity, however this was partially offset by an increase in overseas PGT income at +£4.5m favourable, along with favourability across other tuition fee income.

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FACULTY OF HUMANITIES APR 2023

Faculty of Humanities– Financial Summary

Faculty of Humanities	Prior Yr Actual FY2021	Prior Yr Actual FY2122	Actual YTD Jul FY2223	Budget YTD Jul FY2223	Variance YTD Jul FY2223
	£m	£m	£m	£m	£m
Tuition Fees	275.6	299.1	308.8	313.2	(4.3)
Funding Body Grant Income	15.3	18.8	20.5	19.6	1.0
Other Income	4.6	4.5	3.8	3.5	0.3
Total Core Income	295.4	322.4	333.2	336.2	(3.0)
Pay Costs	(106.0)	(120.9)	(134.3)	(131.2)	(3.1)
Other Operating Expenses	(19.7)	(41.3)	(44.2)	(48.6)	4.5
Interest Payable	-	-	-	-	-
Total Core Expenditure	(125.7)	(162.2)	(178.4)	(179.8)	1.4
Total Core Contribution	169.7	160.2	154.7	156.4	(1.6)
Total Core Contribution %	57.5%	49.7%	46.4%	46.5%	(0.1%)
Total Matched Income	5.0	6.7	6.3	5.7	0.6
Total Matched Expenditure	(4.7)	(4.4)	(5.1)	(5.3)	0.2
Total Matched Contribution	0.3	2.2	1.2	0.4	0.8
Total Matched Contribution %	6.9%	33.5%	19.6%	7.1%	12.6%
Total Research Income	18.0	20.8	22.3	22.4	(0.1)
Total Research Expenditure	(11.7)	(11.9)	(15.2)	(16.9)	1.7
Total Research Contribution	6.3	8.9	7.2	5.5	1.6
Total Research Contribution %	35.0%	42.8%	32.0%	24.6%	7.4%
Total Contribution / Deficit £m	176.4	171.3	163.1	162.3	0.8
Total Contribution %	55.4%	49.0%	45.1%	44.5%	0.5%

Faculty Performance Headlines

Tuition fee income was (£4.3m) adverse to budget, taking the total tuition fee income leve to £308.8m. Performance was driven by slower than expected new custom programme income within Exec Education, and under recruitment c PGT students in SEED. Overall, total income for the year across the faculty was £361.8m (including matched and research), (£2.5m) adverse to budget, albeit £11.0m favourable to 2021/22.

Pay costs were (£3.1m) adverse to budget, drive primarily by unbudgeted cost of living payments (£2.0m) and nationally agreed pay awards (£1.5m).

To support the increased pay awards and lowe than anticipated tuition fee income, the facult has driven cost savings across other operating expenses, with each school targeting a 10% cos reduction verses budget.

Research contribution remained strong at +£1. favourable to budget (+7.4%), with favourabilit across every school.

This resulted in total contribution for the finan year of £163.1m, £0.8m above budget.

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Faculty of Humanities– Walkthrough

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FACULTY OF HUMANITIES APR 2023
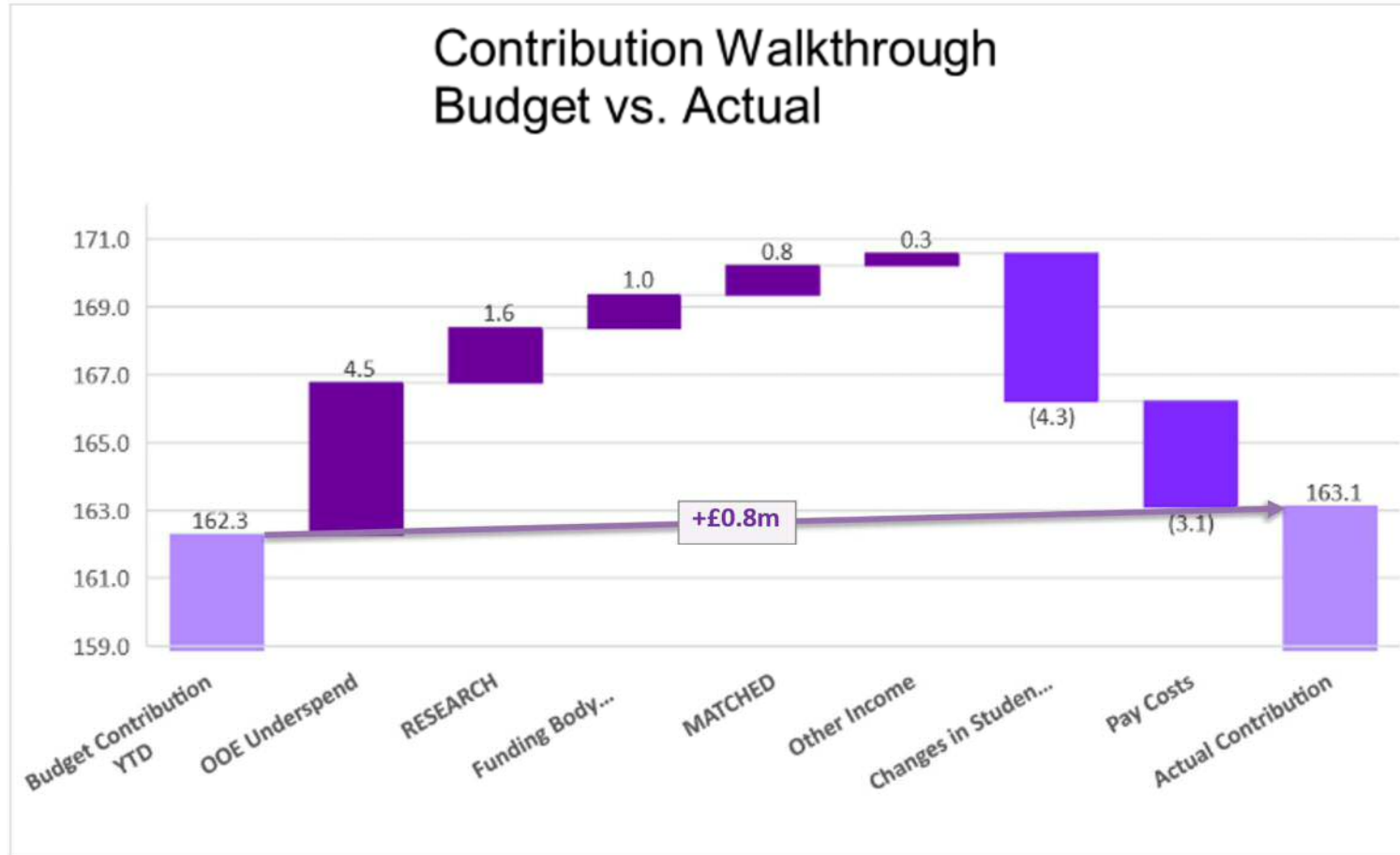
Faculty of Humanities– Ratios

Faculty of Humanities	Prior Yr Actual FY2021	Prior Yr Actual FY2122	Actual YTD Jul FY2223	Budget YTD Jul FY2223	Variance YTD Jul FY2223
Total Contribution £m	176.4	171.3	163.1	162.3	0.8
Total Contribution %	55.4%	49.0%	45.1%	44.5%	0.5%
Teaching Income / Total Income %	86.6%	85.3%	85.3%	85.8%	-0.5%
Research Income / Total Income %	10.4%	11.4%	12.0%	11.6%	0.4%
Other Income / Total Income %	3.0%	3.2%	2.7%	2.6%	0.1%
Total Pay Costs / Total Income %	36.2%	37.5%	40.2%	38.7%	-1.5%
Total Operating Expenditure / Total Income %	8.4%	13.6%	14.7%	16.8%	2.1%
PS Pay Costs / Total Pay	20.4%	19.9%	20.8%	21.1%	0.3%
Home Tuition Fee / Total Fees %	38.8%	36.4%	34.4%	36.1%	-1.7%
Overseas Tuition Fee / Total Fees %	57.0%	58.8%	61.0%	57.9%	3.0%
Other Tuition Fee & CFTA / Total Fees %	4.2%	4.8%	4.6%	6.0%	-1.4%

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FACULTY OF HUMANITIES APR 2023

Faculty of Humanities– FY2223 Variance by School

Faculty of Humanities	Actual YTD Jul FY2223	Budget YTD Jul FY2223	Variance YTD Jul FY2223	Variance FO	Variance AMBS	Variance SEED	Variance SoSS	Variance SALC
	£m	£m	£m	£m	£m	£m	£m	£m
Tuition Fees	308.8	313.2	(4.3)	0.0	(4.2)	(1.9)	0.5	1.3
Funding Body Grant Income	20.5	19.6	1.0	-	0.3	0.3	0.8	(0.4)
Other Income	3.8	3.5	0.3	0.0	(0.0)	0.3	0.1	(0.1)
Total Core Income	**333.2**	**336.2**	**(3.0)**	**0.0**	**(3.9)**	**(1.3)**	**1.4**	**0.8**
Pay Costs	(134.3)	(131.2)	(3.1)	(2.4)	0.2	(0.4)	0.6	(1.1)
Other Operating Expenses	(44.2)	(48.6)	4.5	1.6	(0.4)	1.4	0.4	1.5
Interest Payable	-	-	-	-	-	-	-	-
Total Core Expenditure	**(178.4)**	**(179.8)**	**1.4**	**(0.8)**	**(0.2)**	**1.0**	**1.1**	**0.4**
Total Core Contribution	**154.7**	**156.4**	**(1.6)**	**(0.8)**	**(4.1)**	**(0.3)**	**2.5**	**1.2**
Total Core Contribution %	**46.4%**	**46.5%**	**(0.1%)**					
Total Matched Income	**6.3**	**5.7**	**0.6**	**0.7**	**(0.9)**	**0.0**	**0.2**	**0.5**
Total Matched Expenditure	**(5.1)**	**(5.3)**	**0.2**	**0.2**	**(0.1)**	**(0.1)**	**0.3**	**(0.0)**
Total Matched Contribution	**1.2**	**0.4**	**0.8**	**0.9**	**(1.0)**	**(0.1)**	**0.5**	**0.5**
Total Matched Contribution %	**19.6%**	**7.1%**	**12.6%**					
Total Research Income	**22.3**	**22.4**	**(0.1)**	**0.0**	**(2.4)**	**1.0**	**0.6**	**0.7**
Total Research Expenditure	**(15.2)**	**(16.9)**	**1.7**	**(0.0)**	**2.5**	**(0.9)**	**0.5**	**(0.4)**
Total Research Contribution	**7.2**	**5.5**	**1.6**	**(0.0)**	**0.1**	**0.1**	**1.1**	**0.3**
Total Research Contribution %	**32.0%**	**24.6%**	**7.4%**					
Total Contribution / Deficit £m	**163.1**	**162.3**	**0.8**	**0.1**	**(5.0)**	**(0.3)**	**4.1**	**2.0**
Total Contribution %	**45.1%**	**44.5%**	**0.5%**					

School Performance Headlines:

AMBS:
- Contribution has been primarily driven by tuition fee income with slower than expected growth in Executive Education Income, both new custom programmes as well as repeat business from existing clients;
- Other operating expenses (OOE) has been impacted by the recalculation of the hotel provision due to changes in VAT treatment;

SEED:
- Contribution broadly inline with budget, with tuition fee adversity from under -recruitment of PGT students, mitigated by strong cost controls (supporting the faculty cost challenge), along with reduced costs due to the under-recruitment outlined above ;

SoSS:
- A strong income performance supported by over-recruitment in overseas PGT students, combined with strong cost controls to support the faculty cost challenge have contributed to a +£2.5m favourable variance;
- Performance has been further supported by Research Contribution with several additional projects occurring in year;

SALC:
- Income favourability supported by over - recruitment of overseas students, offsetting the impact of lower pre -sessional courses for UCAE;
- Pay and OOE costs driven by savings in UCAE payroll and targeted OOE savings supporting the faculty cost challenge.

FACULTY OF HUMANITIES APR 2023

Faculty of Humanities
Tuition Fees & Associated Other Income & Expenditure

Faculty of Humanities - Teaching Analysis	Prior Yr Actual FY2021	Prior Yr Actual FY2122	Actual YTD Jul FY2223	Budget YTD Jul FY2223	Variance YTD Jul FY2223
	£m	£m	£m	£m	£m
Home UG Fee Income	79.6	83.3	83.6	85.0	(1.4)
Home PGT Fee Income	26.8	25.2	21.6	27.7	(6.1)
Home PGR Fee Income	2.4	2.4	2.4	2.6	(0.2)
Home Fee Discounts	(1.8)	(1.9)	(1.3)	(2.4)	1.1
Home Tuition Fees	**106.9**	**109.0**	**106.3**	**113.0**	**(6.7)**
Overseas UG Fee Income	63.5	73.2	83.0	82.0	1.0
Overseas PGT Fee Income	91.9	101.2	103.6	99.1	4.5
Overseas PGR Fee Income	5.3	6.2	7.0	5.9	1.1
Overseas Fee Discounts	(3.6)	(4.9)	(5.3)	(5.6)	0.3
Overseas Tuition Fees	**157.1**	**175.8**	**188.3**	**181.5**	**6.8**
Other Tuition Fee Income	6.8	9.4	8.2	13.7	(5.5)
Other Fee Discounts	0.0	0.0	0.0	-	0.0
Other Tuition Fees	**6.9**	**9.4**	**8.3**	**13.7**	**(5.5)**
Load Transfer	**4.7**	**5.0**	**6.0**	**5.0**	**1.0**
Total Core Tuition Fees	**275.6**	**299.1**	**308.8**	**313.2**	**(4.3)**
OfS Grant Income	**0.9**	**0.2**	**0.2**	**0.2**	**(0.0)**
Other Non Core Tuition Fees	**(0.6)**	**(0.8)**	**(0.3)**	**(0.8)**	**0.5**
Student Support Expenditure	**(2.5)**	**(6.2)**	**(8.7)**	**(13.0)**	**4.3**

Headline Commentary

Home tuition fee adversity of (£6.7m) was driven by several factors including:

- UG adversity impacted by a (£0.9m) volume impact with fewer returning students, and (£0.5m) price and mix variance driven by Placement Years and Years Abroad;

- PGT adversity was experienced across all 4 schools with student numbers a primary driver in SALC (£1.9m) and SEED (£2.5m) while Exec Education (£1.1m) was a key driver within AMBS;

Overseas tuition fees offset the home adversity at +£6.8m favourable, with SALC the primary driver of overseas PGT income favourability at +£5.3m favourable, with an additional 254 students.

Other tuition fee adversity was driven by Exec Education non-credit bearing income (£3.7m) adverse with slower than expected growth in new custom programme and repeat business, while UCAE income drove a (£1.7m) adversity with fewer students on pre-sessional courses.

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FACULTY OF HUMANITIES APR 2023

Faculty of Humanities
Research Income & Associated Other Income

Faculty of Humanities	Prior Yr Actual FY2021	Prior Yr Actual FY2122	Actual YTD Jul FY2223	Budget YTD Jul FY2223	Variance YTD Jul FY2223
	£m	£m	£m	£m	£m
UK Research and Innovation	12.2	13.4	14.1	15.7	(1.6)
UK Charities	1.2	1.7	2.2	1.9	0.3
UK Industry	0.1	0.3	0.3	0.5	(0.2)
UK Govt	2.1	2.6	3.3	2.3	0.9
EU Gov	1.6	2.0	1.3	1.9	(0.6)
Other International	0.3	0.4	0.6	0.6	0.1
Other	0.6	0.5	0.6	(0.5)	1.1
Total Research Grant Income	**18.0**	**20.9**	**22.4**	**22.4**	**(0.0)**
Total Other Income	**0.0**	**-**	**0.0**	**-**	**0.0**
Total PGR Fee Discounts	**(0.0)**	**(0.0)**	**(0.1)**	**-**	**(0.1)**
Total Research Income	**18.0**	**20.8**	**22.3**	**22.4**	**(0.1)**
Total RE Grant Income	**15.0**	**19.2**	**21.2**	**19.9**	**1.3**
Other Capital Research Income	**0.4**	**-**	**-**	**-**	**-**
Income generated from Research (incl. Capital Income)	**33.4**	**40.0**	**43.5**	**42.3**	**1.2**

Headline Commentary:

- UK Research and innovation is (£1.6m) adverse due to lower than budgeted activity on TPI; the project is currently being reprofiled;

- UK Govt is +£0.9m favourable; this is due to activity on African Cities (+£0.3m favourable) and an IAA project in AMBS. A DFID funded project in SALC was extended after the budget was set giving another favourable +£0.1m variance;

- The (£0.6m) adverse Research Income variance in EU Gov has been driven by a couple of large projects in SoSS, where we are awaiting timesheet information from investigators;

- RE grant income is +£1.3m favourable due to additional income allocated to Humanities.

HUMS Research Performance

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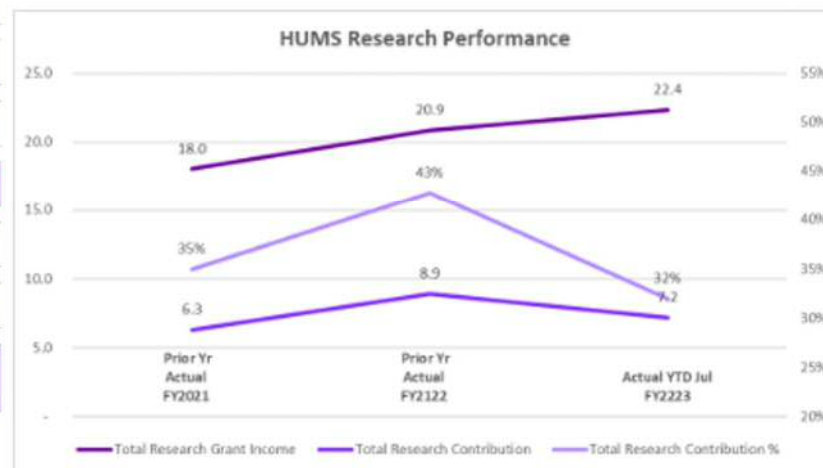
Faculty of Humanities
Research Contribution

Faculty of Humanities	Prior Yr Actual FY2021	Prior Yr Actual FY2122	Actual YTD Jul FY2223	Budget YTD Jul FY2223	Variance YTD Jul FY2223
	£m	£m	£m	£m	£m
UK Research and Innovation	4.7	6.3	5.1	4.4	0.7
UK Charities	0.1	0.0	0.0	0.1	(0.1)
UK Industry	0.0	0.2	0.2	0.2	(0.0)
UK Govt	0.9	1.6	1.2	0.6	0.6
EU Gov	0.4	1.0	0.4	0.8	(0.5)
Other International	0.3	0.1	0.3	0.3	0.0
Other	(0.1)	(0.2)	0.0	(0.9)	0.9
Total Research Contribution	**6.3**	**8.9**	**7.2**	**5.5**	**1.6**

Faculty of Humanities	Prior Yr Actual FY2021	Prior Yr Actual FY2122	Actual YTD Jul FY2223	Budget YTD Jul FY2223	Variance YTD Jul FY2223
	%	%	%	%	%
UK Research and Innovation	38%	47%	36%	28%	8%
UK Charities	12%	2%	1%	5%	(4%)
UK Industry	15%	60%	50%	38%	12%
UK Govt	45%	61%	37%	26%	11%
EU Gov	25%	47%	28%	43%	(15%)
Other International	83%	17%	46%	46%	0%
Other	(21%)	(51%)	0%	179%	(179%)
Total Research Contribution %	**35%**	**43%**	**32%**	**25%**	**7%**

Headline Commentary:

- The favourable Research Contribution variance of £1.6m across the faculty has largely been driven by a greater number of projects than budgeted throughout the year in SoSS (£1.1m favourable);

- In UKRI, the contribution % is back to FY2021 levels after significant fEC catchup from prior years in FY2122 pushed the contribution % up last year;

- Half of the favourable Research Contribution variance of £0.6m in UK Government is driven by a SALC project (R123422) that was granted a costed extension after the budget was set;

- The adverse Research Contribution variance of (£0.5m) in EU Gov has been driven by a couple of large projects in SoSS awaiting timesheet information from investigators.

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FACULTY OF HUMANITIES APR 2023

Appendices

Likelihood & Impact
(Net risk scores, i.e. post-mitigation)

IMPACT		Rare	Possible	Likely	Very likely	Almost certain
Catastrophic >£100m	4.1					
Major £50-100m			1 5 7 / 4 6			
			1.3	4.2		
Serious £20 - 50m					3	
			2.1		1.4	1.1
				2	8	
Moderate £10 - 20m			1.3	4.3		1.2
Minor <£10m						

LIKELIHOOD (next three years)

Key

| No. | Strategic risk |
| No. | Sub-risk |

Velocity

	High	Impact felt less than 3 months after occurrence. Little or no time to react and plan.
	Medium	Impact felt 3 to 9 months after occurrence. Limited time to react and plan.
	Low	Impact felt more than 9 months after occurrence. Reasonable time to react and plan.

Risks - Ranked by total risk score	Rank	Impact	Change	Likelihood	Change	Current	Target	Δ
1.1 Cyber and related risk	1	3	-	5	-	15	6	9
1.2 Major incident related to information security and data protection	=2	3	-	4	-	12	6	6
1.4 Risks around achieving 2038 targets for zero carbon	=2	3	-	4	-	12	4	8
3. Challenges recruiting and retaining great people	=2	3	-	4	-	12	6	6
1. Major incident and crisis management	=5	4	-	2	-	8	8	0
4. Failure to provide a quality teaching and learning environment	=5	4	-	2	-	8	6	2
4.2 Failure to provide a high-quality teaching and learning and co-curricular experience	=5	4	-	2	-	8	3	5
5. Geopolitical/Over-reliance risks in relation to key countries	=5	4	-	2	-	8	6	2
6. Failure to meet research ambitions	=5	4	-	2	-	8	8	0
7. Failure of operating model	=5	4	-	2	-	8	4	4
2. Regulatory risks impacting HE	=11	2	-	3	-	6	4	2
2.1 International Partnerships (Research)	=11	3	-	2	-	6	3	3
4.1 Failure to recruit a sufficient high-quality student cohort	=13	5	-	1	-	5	3	2
1.3 Pandemic	=14	2	▼	2	-	4	4	0
4.3 Risk of not providing throughout the academic year opportunities and support to allow all students to thrive and develop a sense of belonging	=14	2	-	2		4	2	2

Risks - Ranked by difference between current and target risk scores (Risk "Delta")	Rank	Current	Target	Δ
1.1 Cyber and related risk	1	15	6	9
1.4 Risks around achieving 2038 targets for zero carbon	2	12	4	8
1.2 Major incident related to information security and data protection	=3	12	6	6
3. Challenges recruiting and retaining great people	=3	12	6	6
4.2 Failure to provide a high-quality teaching and learning and co-curricular experience	5	8	3	5
7. Failure of operating model	6	8	4	4
2.1 International Partnerships (Research)	7	3	3	3
2. Regulatory risks impacting HE	=8	6	4	2
4. Failure to provide a quality teaching and learning environment	=8	8	6	2
4.1 Failure to recruit a sufficient high-quality student cohort	=8	5	3	2
4.3 Risk of not providing throughout the academic year opportunities and support to allow all students to thrive and develop a sense of belonging	=8	4	2	2
5. Geopolitical/Over-reliance risks in relation to key countries	=8	8	6	2
1. Major incident and crisis management	=13	8	8	0
1.3 Pandemic	=13	4	4	0
6. Failure to meet research ambitions	=13	8	8	0

Top 5 Risks, ranked by Delta: Past, Current and Target Risk Scores

Legend: —◆— 1.1 Cyber —●— 1.4 Zero Carbon —●— 1.2 Info Sec —●— 3 Recruitment/retention —●— 4.2 High quality T&L

NB: Recruitment/retention risk only described as such from Dec '21

Labels: Cyber, Info Security/DP, Recruitment/Retention, Zero carbon, High quality T&L