

UNIVERSITY DISCUSSION PAPER



University of the
West of England

Investing for Future Growth

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1. Introduction

The purpose of this paper is to outline how we will establish the foundations that are required to enable UWE to realise its full potential. Two fundamental objectives must be achieved in order to support our vision and mission, namely:

- ***Releasing more financial resources to support investment in the University's academic provision***
- ***Establishing a more coherent, and efficient, organisational structure to support academic innovation and quality enhancement***

This paper is the product of much listening, learning and reflecting, and it serves as the basis for further consultation. The paper recognises that it is critical that we build on the significant staff strengths that UWE has; mobilising staff to support the vision and mission of the University. To deliver the proposed changes will require a dedicated change management project, and change managers. These staff will be supported and developed to ensure they have the necessary knowledge, skills and attributes to drive the change process. A strong priority will be to provide effective communication channels for staff.

2. Background

Since 2006 we have focused on four main priorities:

- Enhancing the student experience, including the quality of L&T
- Developing an innovative approach to Knowledge Exchange (KE), enterprise and public engagement
- Sustaining a globally excellent research base in selected areas
- Establishing the UWE Federation, extending recruitment and progression opportunities to a more diverse student population

An additional priority was added in 2007 to capture the centrality of enhancing the staff experience, in order to support delivery of the above.

During this time, we have developed our brand as '**The Partnership University**', in order to stand out in an increasingly competitive higher education market. This reflects our intention to become more 'client-focused'¹ and more responsive to the external environment. We must be seen as 'attractive', by a variety of users; that is if we are to be sustainable in the long-term.

¹ Clients include students, staff, external organisations and the partners that we engage with.

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3. Context

The most significant challenges we face are finance, competition, and the quality and market attractiveness of our academic provision.² Our desire to deliver high quality learning and teaching, research and exchange, in a modern and vibrant university setting, informs our approach to these challenges, as reflected in our 25yr masterplanning process. The plan is designed to deliver flexible environments and infrastructure to support our learning, teaching, and research needs. The plan sets out our vision to create a vibrant and connected community of scholars working alongside students, commercial enterprises and other external organisations. The design enables us to link academic disciplines, reduce artificial boundaries and barriers, and to maximise the utilisation of resources. We are trying to bring people together in creative ways to drive innovation in our academic programmes and research areas. The Master Plan will be presented to the Board of Governors in October in preparation for submission to South Gloucestershire Council in January.

Our investment plan over the first 10 years is in the order of £200 million. This investment is in both physical infrastructure, and in the implementation of our new Human Resources strategy, staff recruitment, retention and development, and academic innovation. The significant investment required can only be released if we systematically deal with our constraints and risks.

3.1 Finance

- The traditional undergraduate market (18-21yr olds) will reduce over the next 10 years
- The costs of pensions are increasing and will need to be addressed
- Public-funding for universities is decreasing and will continue to fall, probably by about 15-20% by 2012/13
- We must find ways to reduce our pay and non-pay costs due to the above financial pressures and rising payroll and energy costs

3.2 Competition

- The higher education market is becoming increasingly competitive, seeing a rise in private, international and UK providers offering more to their users
- The government is stressing that we must be more demand-led, meeting the needs of employers, the professions and the market in general; as opposed to the expectations of individual academic practitioners
- There are rising expectations among all University users; students, employers, and the community. They will be attracted to the universities that are best equipped to meet their needs, especially in terms of employability skills.³ How we meet these needs must be clear to users
- There is intense competition for new non-publicly funded income streams, whether through research, consultancy or CPD, for international, national, and commercial organisations

3.3 Our academic provision

- UWE's 2009 planning round analysis suggests there are some discipline areas where we are losing student numbers and market share to the point where the area is not financially viable or good for the student experience. In **some** subject areas:
 - We are not being innovative enough in our course offering and delivery, meaning we are less attractive to students and losing market share
 - We are not managing to increase our tariff on entry points as fast as our competitor set, and we may not be keeping pace with the year on year improvements in the performance of A level students
 - We are not reducing our exposure to clearing
 - We are not improving student performance in terms of progression, degree classifications, and employability
 - We are not systematically sharing best practice across the University

² The 'Choices and Opportunities' paper, published earlier in the year, sets out the context in more detail.

³ The CBI's report 'Future Fit' identifies key employability skills as: Self-management; Team-working; Business and customer awareness; Problem solving; Communication and literacy; Application of numeracy; Application of information technology; Positive attitude; Entrepreneurship/enterprise

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All of these factors significantly influence student choice and our league table position, which has only marginally improved over the last three years. The work undertaken in the portfolio reviews will continue to inform how we move forward. Further refinement of our academic offer to improve the quality, attractiveness and performance of programmes will be managed through a Portfolio Project Board. An overarching theme will be to reduce the number of programmes in order to give our portfolio sharper definition in the market place, and to create the headroom required to develop new programmes.

4. Moving Forward

It is in light of the above that we must:

- Strengthen our reputation by continually focusing on quality and improvement in our academic offer, developing the knowledge, skills and attributes of UWE graduates
- Stand out from the crowd through the realisation of our vision and mission
- Increase our postgraduate, research, CPD and consultancy activity (and full cost recovery from these activities)
- Move into the top 50 in the UK league tables⁴

To do this, we must:

- Create a financial base that can be used to invest in our estate and infrastructure to support our academic vision and ambition. To do this we need to reduce our overall pay and non pay running costs and/or increase income and contribution by 15%-20% over the next three years
- Establish a more coherent, and efficient, organisational processes and structure that supports our academic activities by:
 - 1) Improving communication, understanding, and relationships between Faculties and Central Services, in particular to simplify and enhance processes
 - 2) Clarifying responsibilities, accountabilities and decision making lines⁵
 - 3) Implementing a more academically logical organisational structure

To achieve these goals will require careful project management, but more importantly it will require significant staff engagement, in both consultation and implementation.

Some of the above objectives can be met in part through:

- Improving our market analysis, our capacity to respond to market changes effectively (e.g. by streamlining our internal validation and academic review processes), and our market promotion capability and capacity. We are already committed to portfolio review and more streamlined programme validation being built into ongoing planning processes (rather than being major one off annual events). This must be further advanced and embedded.
- Working more effectively as '**One University**', with clearly aligned Central Service hubs. The opportunity to cluster technical and professional services as part of the re-design of our campus, and in so doing re-engineer our processes to eradicate duplication and complexity, must not be missed.
- Further work to implement a '**One University**' hub and spoke⁶ model across UWE. I am particularly keen to continue to explore with colleagues how we achieve better

⁴ Whilst I agree that we must continue to lobby for more sensitive ways of measuring the performance and impact of university activities, league tables, in their current form, **do** matter since they to increase our ability to recruit high calibre students (undergraduate, postgraduate and international) and attract high calibre partners.

⁵ This reflects the findings of the recent UWE staff survey.

⁶ Arrangements in which professional support services are centrally overseen in order to ensure compliance with UWE-wide standards, values and practices, but are managed and delivered locally in order to be as responsive as possible to the needs of faculties and stakeholders.

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connectivity, recognition and parity of esteem between Services and Faculties. Together we must continually question what is best done centrally and what is better devolved. We must understand how processes and teams could be better connected, and not assume that this can only be achieved through a linear model of line management.⁷ We are currently implementing hub and spoke for IT and technical services. This will be followed by Admissions, Registry, Student Support, and Marketing and Communications.

- Making sure our business processes, policies and regulations, structures and estate developments fully support our academic activities and stakeholder needs.
- Delivering some of our core services more efficiently. A more commercial approach will allow us to respond to a range of pressures which will impact on the University.
- Investing in our marketing and promotion, internal communications, health and safety, and project management capacity and capability.
- Ensuring all academic staff from lecturer to Professor contribute to learning and teaching, and programme innovation and development, as well as the wider components of the UWE Academic.⁸
- Managing 'UWE funded and supported scholarship and research' down from the current 15%-40% of staff time as reported through TRAC, to a more sustainable and equitable level of 18% across the university. Additional research and scholarship time over the 18% can only be met by additional, new and non-core income streams.

These factors alone will not be enough to meet our key objectives. We have to go further and change our Faculty structures. In particular we must address the repeated concern that the multiple layering in faculties causes confusion and delay in both decision-making and action.

The re-structuring and proposed reduction of layers will help us achieve our objectives by promoting collaboration and developing leadership capability and capacity, to reduce duplication and costs.

4.1 Collaboration

Our size and academic span gives us a regional, national and in some instances international advantage; but only if we can make effective connections between the different elements of the University. We must build activity around our current strengths and use them as a platform to create new futures – bringing together different academic disciplines, combining and mixing offers based on our strengths and market needs. In particular we must continue to support developments in major industry sectors and professions which are, and will remain, important to UWE including:

- applied engineering, science and technology
- biosciences and sustainability industries
- business and law
- creative industries and media technologies
- health and social care, education and the public and voluntary sectors
- planning and construction

Our success will be determined by how fast and how well staff teams can work together to lead and respond to new market areas that build on our strengths. Collaboration across Faculties and Services is key, as it will:

- Benefit our students, through our innovative portfolio provision, and in terms of preparedness for life after graduation
- Provide new opportunities for staff
- Enable us to better engage with and serve the markets that are important to us, by reflecting the complex and multi-disciplinary issues of society

Much of this must of course be achieved regardless of further re-structuring. We have been realising opportunities, for example, in the following areas:

⁷ Line management will be determined by what sort of relationships and processes we are trying to create and embed.

⁸ A Revised UWE Academic will be issued shortly setting out a range of University expectations.

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- Linking media practice, games technology and cultural studies has offered some innovative cross-disciplinary possibilities.
- Developments in History and English are also beginning to address different market and stakeholder needs.

However, there are several areas which will be better served by increasing the academic coherence of our Faculties. I am conscious that the move of drama to Creative Arts has provided a significant boost by encouraging the examination of the subject from the perspective of practice and performance as well as theory. Further success through relocation has been achieved with regards to both Journalism and Economics. These successes certainly provide an impetus to consider which other subjects would benefit from relocation.

4.1.1 Areas where we might improve

- Business and Law:

Our academic provision in Law and Business risks exposure to major national and international private education providers such as BPP and the College of Law. They are offering degrees and professional development provision which may undermine our own provision and challenge our business models and viability. I am convinced that that we haven't made the most of connections between Law and Business and between business and the wider academic disciplines across the University. I note that other institutions nationally and internationally have linked Business and Law, providing a range of cultural, professional and academic connections which serve both the business and professional sectors, as well as the academic disciplines that underpin them. This has been achieved without loss of identity or focus and has led to faster innovation, greater market penetration and impact, within national and international markets. Both Business and Law at UWE have strengths but they also need to develop and gain better market awareness and growth in postgraduate, professional and international programme activities as well as improving their research strengths and impact. This will require ongoing investment in both human and physical resources to allow us to position the University.

- Leadership and management across all sectors:

This is a major national and international priority. Ensuring our business programmes are designed to meet the needs of specific audiences as well as supporting generalists is important and something we can readily respond to. In terms of academic renewal, much more emphasis could be given to linking business, leadership and management, into engineering, science, technology and creative industries, education, health and social care, would appear to play to our multiple strengths.

- Health and Social Care:

A further sector important to UWE is health and social care. Whilst there are pressures in funding in this sector, there continues to be a significant opportunity to provide a skilled workforce for one of the biggest employers in Europe. The NHS requirements for skilled graduates cross many discipline areas and are not just confined to health care. Policies within governments link health, social care and education. This again provides an opportunity for us to explore a range of agendas including healthy living, obesity, sport, child health, education, exclusion and socialisation. Encouraging and incentivising cross-university developments designed to address these areas is essential.⁹ This does not need to be driven by co-location in a single Faculty but does require leadership, and a willingness to work across organisational boundaries. If achieved it affords us new opportunities to innovate and develop new areas of activity which could support the private, public, and voluntary sector organisations delivering health and social care, and education services.

- Creative Arts, Humanities and Education:

I believe that further growth and quality improvement can also be made by building on the work already undertaken – for example in English, perhaps by linking to illustration, journalism and regional history. I also believe that the connections between those involved in the production of culture and commentary on society may benefit from a stronger alliance that

⁹ Importantly it also supports the University's commitment to developing a 'healthy and sustainable university'.

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allows exploration across disciplines, generations and social frameworks. There may also be significant potential in creating a new Institute that brings together our innovative applied research, enterprise and teaching, around new media and creative technologies. This would build on our strong partnerships with the broadcasting, animation and pervasive technologies in the city and region. This cluster of disciplines might provide opportunities to innovate in undergraduate, postgraduate, research, and KE. Developing an Institute will also support linkages across the Bower Ashton, City and Frenchay Campuses.

4.1.2 Risks we must address, partly through enhanced collaboration

Some of the academic disciplines in the humanities and social sciences are under threat in terms of market and sustainability. This is regrettable, but it has been apparent for some time, and is likely to remain the case over the immediate short to medium term. The competition is strong and we need to be able to differentiate and compete more effectively, by changing and re-defining what we offer.

We have made a start by developing a revised proposition for Languages at UWE. It is clear that if we do not take further action there is significant risk that some other aspects of Humanities and Social Sciences may continue to be challenged at UWE in the long term. It is essential that we take action to mitigate the risks. In particular I am concerned about Politics and Sociology. The outcome of the RAE was disappointing and this together with poor performance against a range of other indicators, suggests that there is a clear need to urgently revisit our curricula content and delivery, as well as structures and relationships.

I am clear that the potential contribution of Humanities and Social Sciences to the University is significant if we can get this right; they have the potential to add academically and culturally to the life of UWE and our region. They are an important component of UWE and add significant value to the development of our student and staff community.

4.2 Leadership

Achieving better collaboration and mitigating the above risks will involve both investment and cost saving. This is required in order to reposition the University. This is not going to be easy and will require courage, determination, leadership and focused management, where we are able to engage in honest and open debate to co-create solutions. This is not time to defer and avoid making decisions.

We will need to focus on areas that are performing poorly and target action to address the deficiencies. As we move forward we will need to ensure our 'Management of Change' Policy is used effectively to support the complex process of growth in staffing in some areas, against managed and phased reductions in others.

We need to develop leadership capacity and capability (in both Faculties and Central Services) to support the major change programme. Our current levels of leadership begin with the Board of Governors; then the Vice-Chancellor and Executive, then Faculties and Services. Developing leadership capacity and capability does not mean increasing the number of managers – instead we must empower leadership and management teams to make decisions at a local level, and so they can foster a 'can do' approach throughout UWE.

5. Proposal for New Faculty Structures

In light of the above, the new structure will be based on:

- Faculties¹⁰ – strategic units
- Departments – externally facing
- Programme Clusters
- Postgraduate and Professional Development Schools
- Research and Knowledge Exchange Centres

¹⁰ Although Faculties will be the strategic unit, where there is a national or international market / brand advantage we may choose to use School in place of Faculty, e.g. BBS.

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- Professional Support and Technical services
- UWE Institutes – cross-cutting

5.1 Faculties

I propose to re-define Faculties as significant strategic units. They will contribute to the overall academic leadership in the University, and will engage with a broad range of internally driven initiatives, policies and innovation agendas, designed to meet the demands of a range of University 'client' groups. The Faculties will be strategic in their function and direction, but they will also be charged with the operation and implementation of many of the University's policies and processes (in partnership with the Central Services). In considering the composition of the Faculties I have been mindful of academic linkages and, where possible, estate practicalities, given the opportunities our master plan provides over the next 5, 10, 15 and 20 years. Where possible I have attempted to avoid cross-campus Faculty structures, although I recognise that we need to be operating without walls and boundaries, drawing on the expertise available to support our academic offer wherever that might be located.

Faculties will coordinate academic deliberative and executive decision-making, as well as professional, technical and administrative services across the Departments and Institutes. Faculties will retain the budget, for the reasons of flexibility, and their ability to set up inter-faculty institutes. Over time more will be devolved to Departments as the University's infrastructure matures and is better able to support Departmental staffing, budgetary and academic planning and quality assurance and enhancement frameworks.

Faculties will be led by a **Pro Vice-Chancellor/Executive Dean** who will provide overall academic leadership and coordination, quality and financial assurance, to a cognate grouping of disciplines. This will be supported by a common governance framework, and a professional administrative and technical infrastructure connected to the wider University structures. The Pro Vice-Chancellor/Executive Dean will be a member of the V-C's University-wide Leadership Group, and will therefore also lead a range of University wide corporate projects. The PVC will Chair the Faculty Board, which will flow from and be part of the deliberative committee structures of the University. The Faculty internal Committee structure will be in line with the University-wide deliberative and Executive Committee structures to ensure alignment and accountability. The PVC/Executive Dean will be responsible for leading and promoting the Faculty in support of the University's vision and mission. They will bring senior strategic leadership capability and capacity to the University.

Faculties will also have **Faculty Associate Deans** who will have intra-Faculty portfolios designed around – Strategic Planning and Business Development; Learning and Teaching and the Student Experience; Research, Enterprise and Public Engagement; International, Partnerships and External Relations. A **Deputy Executive Dean** may carry one of the Faculty wide portfolios, or may have a wider operational overview role focusing on the change management and organisational development process.

In addition, there will be a **Faculty Head of Administration**, accountable to the Executive Dean. They will be locally responsible for ensuring professional services meet the needs of the Faculty and they will coordinate closely with Directors of Central Services.

The Associates Deans and Faculty Heads of Administration will form part of an 'executive forum' for the AVC and PVC leads of their working areas. This approach will increase alignment and enable Faculties and Central Services to work better together.

Faculties will interface with Central Services through a 'hub and spoke' model, rather than duplicate activities and roles. This model will support the core business of the University, including for example, the coordination of partnerships with external organisations, and coordinating aspects of our internationalisation agenda.

Faculties will need to give further consideration to the role of Directors or Coordinators undertaking Faculty-wide roles within matrix management structures; ensuring that management responsibilities continue to be clear and supportive of the Faculty's operational needs.

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5.2 Departments

I propose to re-establish Departments within Faculties to support and strengthen leadership and management. They would normally be externally-facing, interacting with different clients, market sectors, disciplines and professional/statutory organisations. In this respect, the **Departments will be seen as the external face of the University for the particular discipline, or subject area/market sector.**¹¹ The Department will offer a strong and dynamic teaching unit which is the engine for research and knowledge exchange. The Departments, where appropriate, will also support University quality assurance mechanisms, and may be co-terminous with Fields. The Departments will be substantial staff units normally with a minimum of 30fte academic staff with long-term common interests and/or a common focus and academic coherence. **Departments will be led by substantive Heads of Department** (J+ grades) who will be an integral part of the Faculty Executive and accountable to the PVC/Executive Dean of the Faculty. The Head of Department will be responsible for the leadership of cognate academic disciplines, external partnerships and quality enhancement for their Department. In larger Departments the Head may be assisted by a Programme Cluster leader, co-ordinating smaller staff teams.

5.3 Programme or Project Clusters

In larger Departments, programme or project clusters will be small, internally focused, staff groupings. They will provide a discipline or cluster specific identity where required. They will be led by **Programme or project Cluster Leaders** (I or J grades), who will work closely with the Heads of Department through devolved academic staff leadership and management. In some instances they will work with the Associate Deans or Heads of Department on the academic quality assurance of modules and programmes. Where required, they will be the leadership and management level that connects with academic staff and students at a daily operational level.

5.4 Postgraduate and Professional Development Schools

Each Faculty should consider whether there is a need to create a Faculty-wide Postgraduate and Professional Development School which would coordinate and support PgR and possibly PgT/ CPD activity. The focus would be around ensuring PgR students are well supported in their development and training needs and offer enhanced support for our menu of postgraduate / professional activities. The Schools would work closely with Departments, Research and Knowledge Exchange Centres and Institutes to support supervisory teams and staff development. If adopted the Schools would work together to share best practice, and potentially support the development of a new Postgraduate and Professional Development Resource Centre within the new Master Plan. This resource would be a new build, which would be designed specifically to support postgraduate and professional / executive programme delivery, researchers and visiting Fellows on the Frenchay Campus. This would further support our ambition to expand this part of our academic provision. An alternative model to consider would be the provision of a single University Postgraduate School which would support all PgR students and researchers.

5.5 Research and Knowledge Exchange Centres

Research and Knowledge Exchange Centres will be groupings of distinctive expertise within Faculty and Departmental boundaries. Their creation is subject to Academic Board approval against explicit criteria which sets out required standards and critical mass. These Centres will normally work with the Postgraduate School to support PgR and PgT students. Such Centres will normally be led by Professors or Readers. Visiting Research and KE Fellows and Professors will be attached to Centres. These centres must feed into and enrich the undergraduate and postgraduate curriculum to support our drive for quality and innovation in our academic offering. They will also have an important role in external facing Knowledge Exchange and Public Engagement.

5.6 Professional Support and Technical services

These services will be planning and budgetary units, providing a professional infrastructure located within both Faculties and the Central University. Where appropriate the organisational

¹¹ In some academic disciplines it may be more appropriate to co-ordinate this function at the level of the Faculty, for example in the Bristol Business School. N.B. The Bristol Business School will be designated as a Faculty in this structure, however, it will retain the School nomenclature.

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model will be a 'hub and spoke' one, designed to reduce duplication and locate activity at the most appropriate level. This will serve to foster better ownership, accountability, quality of service to users, and improved efficiency. The concept of '**One University**' must be progressed as a priority to ensure that our business processes, data collection, and analysis, are aligned and used to support decision-making and operational efficiencies.

5.7 UWE Institutes

Cutting across these structures are the Institutes. They are relatively large units, each with a distinctive cross-disciplinary focus. They are normally cross-faculty and potentially cross-institutional, and may be focused on an industry/sector, a profession, or an area of academic work. Institutes will be used to drive cross-disciplinary developments in a way that interfaces with teaching, research, enterprise and public engagement, through knowledge exchange. Again they will support PgR and PgT students, active research staff, and visiting researchers and fellows.

Each Institute will be led by a Director, and normally Co-director (senior Professors or Readers), who represent at least two UWE Faculties, and preferably have links to external organisations. The accountability line for the Directors sits with PVC Research, Enterprise and KE. This PVC will normally be the V-C's nominee on the Institute's Advisory Board, which will draw representation from the host Faculties, industry and external stakeholders. The Chair of each Institute's Advisory Board will be external to the University and an expert in the Field.

Each Institute is a cost centre in its own right and will be supported by external funding streams, and strategic development funding measured against robust business cases. This will be monitored by the PVC and the Advisory Board.

The Institutes currently in place are:

1. Countryside and Community Research
2. Biosensing Technology
3. Sustainability, Health and the Environment
4. Robotics

Future Institutes might include, for example:

1. Creative Technologies
2. Leadership and Enterprise

The following proposal has been developed following feedback from Faculty Executives, Heads of Service, Heads of Department, Heads of School, and the Trade Unions, on three possible alternatives. In addition colleagues were invited to put forward any alternatives they would like to see explored.

6. PROPOSAL FOR DISCUSSION

Following consultation, the key principles underpinning the re-structuring proposal below are:

- Creation of a 2 tier management structure
- Alignment of Faculty Executives to Directorate leads
- Building capacity and capability of management teams
- Providing clarity of decision-making and accountability lines
- Reduction of management costs

This will involve a move to 4 Faculties, each with 5-7 Departments. The number of substantive Departments will be reduced and current sub Faculty School structures will be dissolved.

The names of Faculties, Departments and the exact combinations are provided for illustrative purposes and are open to further consultation.

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Faculty of Creative Arts, Humanities and Education

Department of Art and Design
Department of Culture, Media and Drama
Department of English and Communication¹²
Department of History, Philosophy, Politics and International Relations
Department of Education

Bristol Old Vic Theatre School (external associate School)

Faculty of Health and Life Sciences

Department of Nursing and Midwifery
Department of Allied Health
Department of Applied Sciences (including Sport Sciences)
Department of Applied Social and Community Studies¹³
Department of Psychology

Faculty of Environment and Technology

Department of Construction, Civil Engineering and Property
Department of Geography, Environmental Management & Sustainability
Department of Planning & Architecture
Department of Computer Science and Digital Technology
Department of Engineering, Mathematics and Design

Bristol Business School¹⁴

Department of Accountancy and Finance
Department of Economics
Department of HRM and Organisational Studies
Department of Marketing
Department of Strategy and Ops Management
Department of Law and Society (including Criminology)¹⁵
Bristol Institute of Legal Practice¹⁶

Note: In the above model a review of Sociology and Social Policy needs to be undertaken to determine what our offer is, and where it is best located. As part of this review we should consider the future location of psycho-social studies and CICC.

Hartpury College will remain an Associate Faculty¹⁷ of UWE, and the UWE Federation will continue to develop.

7. Next Steps

Where appropriate the appointment of staff to roles will be undertaken no later than Easter 2010 and will build, where possible, on appointments already made. Where this is not possible, or where it is felt that in order to deliver the growth or cost savings required, it is necessary to do so, the University will adopt its 'Management of Change' Policy.

We will, as part of the restructuring, consider how **services and business processes should be aligned to support the academic structures and our core teaching, research, and KE agendas**. This will be taken forward by project groups made up from representatives from across the University. This may lead to further proposals around the configuration of Central Services or how we might deliver certain aspects of Central Services in the future.

We will review business processes, and academic portfolios as we implement 'One University' working, with a view to freeing resources so that they can be made available for re-investment. This will be once we have made sufficient savings to safeguard the future financial sustainability of the institution.

¹² Includes English Literature, Linguistics, Intercultural Communication and Languages provision. The suggested name should be debated.

¹³ To be considered as part of a review of sociology, social policy and psycho-social studies

¹⁴ The Bristol Business School will be designated as a Faculty, however it will retain the School nomenclature

¹⁵ Combined with BILP the 'Brand' and public face externally would be the Bristol Law School

¹⁶ If current links with external organisations are secured BILP + partners could be rebranded as a separate organisation called the Bristol Law School

¹⁷ Subject to clarification and agreement with UWE Academic Board, Board of Governors and Hartpury College

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Earlier versions of this paper have been considered and commented upon by management teams; this has informed this version. Following further feedback, reflection and modification to this paper the next steps will be to establish an interim project group to:

- a. Undertake appropriate impact assessments and mitigation plans for dealing with identified adverse impacts
- b. Clarify the communication and consultation frameworks and time frames
- c. Identify external and internal capacity and capability to lead and manage the change process
- d. Develop a Project Initiation Document detailing:
 - i. Project Aims
 - ii. Project Board Chair, membership and reporting framework
 - iii. Project Board Terms of Reference
 - iv. Project activities and milestones, including staff and union engagement and communication strategy
 - v. Resource requirements
 - vi. Critical success factors
 - vii. Risk management and control through mitigation
 - viii. Time lines, accountabilities and responsibilities

When this is progressed it will be a major change project and as such will require dedicated leadership and management time at a number of different levels. It is likely that the 'change manager' leading the project will be working full-time on this, working closely with the HR and the Senior Management Team.

In addition to the changes outlined in this paper we will continue with the current projects that are developing:

- Academic structures and the future roles and location of the Centre for Intercultural Communication, EFL and the University Language Centre/University-wide Language provision
- Institutes, Research and KE Centres, and investment in research and KE through 2008 RAE funding streams
- Internationalisation and the role of the International Development Office and Faculty Administration Offices, as the 'hub and spoke' model is rolled out
- Launching the new UWE Academic and UWE Professional
- Development of career pathways for academic and research staff which value and recognise excellence in a number of different domains: teaching and learning, and the underpinning scholarship, research, business, social enterprise, and public engagement. This will be within a framework which offers the potential to introduce new nomenclature and contracts for academic staff that better reflects the global knowledge economy we now operate in. This framework will offer opportunity for internal promotion against defined university needs, as they are highlighted through the annual planning round.
- Development of the 'Hub and Spoke' model with explicit proposals for how each main Service area will connect to and support the Faculty infrastructure.
- How and where we will realise the 15%-20% cost savings or growth we are expected to deliver by 2012 through a range of interventions.

Time Line

w/c. - 7th September – revised paper to go to PVCs, AVCs, Executive Deans, Heads of Services, Associate Deans, Heads of Department and Joint Union Forum.

w/c. - 14th September – paper to be issued to all staff. Discussions and debates to be held within Schools, Departments, and Services. School and Departmental level debate should feed into discussions at Faculty Board level. Chairs of Faculty Boards and Heads of Services to each coordinate feedback to the V-C. This will inform revisions ahead of presentation to Academic Board on 28th October.

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8. Conclusion

Restructuring in itself will not deliver our two key objectives of releasing resources for investment and developing a more coherent and efficient structure. Any organisational change must be flexible. We must ensure that colleagues continue to be encouraged to work across organisational boundaries wherever they are.

In listening to feedback on an earlier set of options, I accept that previous restructurings were not as effective as they might have been and that they can consume a great deal of intellectual and emotional energy. I have, however, rejected the 'no change' option. I have instead introduced a variation where we focus structural adjustments mainly within the existing Faculty configurations, and concentrate on business process reconfiguration to drive out inefficiencies.

The proposal provides a structure within which to deliver some efficiencies, alongside encouraging Faculties to continue to develop and deliver cross-University innovations and new programmes. It provides the opportunity to build on the work that was started in 2006, during the last restructuring, but provides a means for acceleration. It also focuses on the need to create savings and/or grow new income streams.

The imperative is to identify how we drive the required savings, enhance our quality and brand, and deliver on our vision, particularly in terms of innovation in programme design and delivery by better working across Faculties and Services. To do any of this requires action now.

UNIVERSITY DISCUSSION PAPER

Annexe 1

Vision and Mission

Our vision is to be the UK's best Knowledge and Learning Partnership University.

Our mission is to make a **positive** difference to our students, business and society.

Our ethos of genuine partnership working enables U+WE to successfully promote and drive opportunity, social justice, creativity and innovation.

Together U+WE will INSPIRE

Our Focus:

- **INNOVATION – to pioneer and advance in all we do.** We will be connected, engaged and enterprising
- **NURTURING TALENT – to provide an excellent staff experience.** We will encourage development and value excellence across the broad range of activities that are important at UWE. We will make sure we achieve this in a healthy and sustainable working environment
- **STUDENT EXPERIENCE – to provide an excellent student experience.** We will be the best for student representation; the best for preparing graduates for work and life after graduation; and the best for supporting student learning and well-being in a vibrant, healthy and sustainable learning environment
- **PARTICIPATION – to raise aspirations and widen participation in higher education.** We will engage and excite learners with the opportunities of an innovative and dynamic university experience
- **INTERNATIONALISATION – to be globally connected through our staff, students and curriculum.** We will be a regional University with a strong global outlook. We will provide international opportunities, and experience for our students and staff, both at home and abroad
- **RESEARCH – to produce world-class research in areas of growth.** We will engage in research that is relevant to society and which feeds back into our learning, teaching, and knowledge exchange
- **EXCHANGE – to make knowledge exchange and public engagement thrive throughout the university.** We will ensure we are a first-rate partner for businesses, the public-sector and communities. We will work with our partners to produce choices and solutions for today, and for tomorrow's world