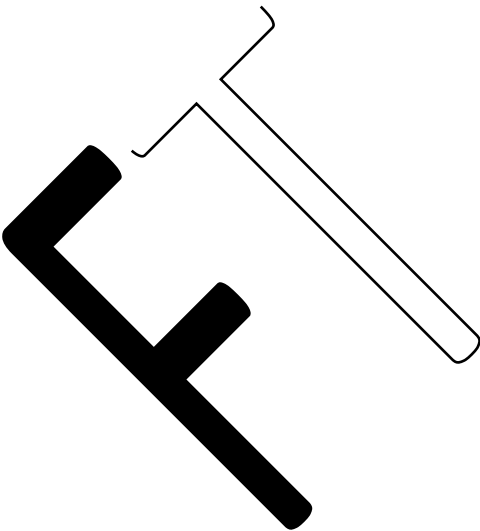




“Making students partners in the big decisions that shape our University’s future”

Enhanced Curriculum and Pedagogy

We will offer a distinctive, inter-disciplinary, and dynamic curriculum that is deeply embedded in principles

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We will continue to provide leadership in higher education pedagogic development through innovation and enrichment for colleagues across the University and beyond. We are committed to not only helping our University colleagues gain external recognition through the Higher Education Academy Fellowship programme, but we will increase the percentage of staff in our own school that are Senior and Principal Fellows and

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programme evaluations that are responsive to emergent policy and practice agendas. These strands of work will inform and enrich each other, enabling the independence and rigour necessary to challenge conventional wisdom and reconfigure understanding of complex societal issues, whether locally, across the UK or internationally.

Our commitment to methodological innovation, to post- and trans-disciplinary collaboration, and to the development and execution of high-risk/high-gain research involves critical engagement with complex and often politicised research agendas. In turn, this engagement will form part of a school culture that builds our scholars' confidence, courage, and capacity to disrupt dominant paradigms and discourses – in research, teaching and engagement beyond the academy.

Supporting our People

To ensure an equitable environment in which research careers can thrive, we will build on existing structures for support and mentoring to enable researchers at all career stages to fulfil their potential. This entails support for planning and implementing excellent research from inception of ideas, to project management and the delivery of outputs, and impact. Building on strong foundations of value-based mentoring, we will develop supportive and inclusive systems designed to engender a sense of enjoyment in research, a space to think creatively and disruptively about disciplines, epistemologies and methodologies, and to celebrate individual and collective research achievements.

We will continue to build and review systems and support mechanisms, ensuring they are robust, address research development and research planning needs and encompassing individual research plans. This includes transparent approaches to appraisals, study leave, training of researchers and professional staff, quality assurance of bids and outputs, and careful workload management. As well as support for faculty, our focus on building the next generation of research leaders encompasses attention to postgraduate research provision, enhancing existing work on supervision frameworks and progress review, training and support for doctoral supervisors and students, and building further equitable opportunities for postgraduate research students to engage in funded research and teaching. We will also prioritise the development of expert professional staff (in relation to research support, communication and impact) in order to enable researchers to work to their strengths, and to access and engage key publics.

Finally, recognising that an increasingly competitive research environment will

environment. This will be achieved in part through engagement with appropriate internal and external training and external charter mark processes. Realising the potential of our diverse students and colleagues to work together to address inequalities in student attainment and staff progression around protected characteristics and their intersections will be a major focus. We will reinvigorate our efforts and our commitment to working to achieve greater diversity within our staff and student bodies, progression and leadership structures.

We will create opportunities to welcome our students from diverse backgrounds into our academic School community, to foster a culture of value, inclusiveness and belonging. We remain committed to building on our current achievements in diversity of student profile, including through our existing efforts to recruit and retain students with non-traditional academic backgrounds such as Access, BTec, and professional experience routes. Part of this is committing to Widening Participation (WP) and aligning our work with that of the University's WP team, including recognising that accessibility and inclusion continues beyond admission, and extends to degree experience, attainment and career outcomes.

Developing positive and respectful relationships are integral to every aspect of our work as staff and students in ESW. As such, we will continue to work actively to foster a positive culture of kindness, dignity and respect in relationships between staff and students, and that is intolerant of bullying and harassment; including through development of resources, clarity of processes, and appropriate support structures. We will approach research relationships with all partners and participants in sensitive ways that recognise power dynamics and seek to maximise democracy of process and benefits.

Building on our strengths is about providing the right support so all our staff and students can flourish. We recognise that the uniqueness in backgrounds, skills and needs of diverse students and staff will necessitate different levels and kinds of support to facilitate success, including development of appropriate technologies and training. We will develop training, mentoring and professional development opportunities to support the progression and well-being of staff in diverse roles including professional services, research staff and teaching only staff as well as continuing to embed engagement and evidence around equality and diversity in progression and reward processes including appointments, promotions and discretionary pay awards.

We will acknowledge and act upon awareness of the barriers faced by many individuals including those with seen and unseen disabilities. It is important that we develop and publicise clear channels for staff and students who have experienced equality issues to take these forward to the appropriate person and develop positive opportunities to celebrate our diversity including through bringing together academic and professional service staff in diverse roles. A specific focus will be to develop an inclusive environment that is conducive to the mental health and wellbeing of staff and students, including addressing ongoing stigma surrounding disclosure.

We are committed to being an institutional leader in supporting work-life balance and creating a more flexible workplace for staff including professional service colleagues, and recognising the benefits of the productivity and wellbeing of all.