

University of Greenwich Strategic Plan 2017-22: Making Greenwich Great II



UNIVERSITY *of*
GREENWICH



University of Greenwich at a glance

STUDENT NUMBERS

38,096 Total students

17,450 students studying wholly overseas

20,646 students studying in the UK

78% Undergraduate
Postgraduate **22%**



STAFF

183

EU staff
(10% of total staff)



145

International staff
(8% of total staff)



EMPLOYABILITY

91% Students in employment
or further study 6 months after graduation



INTERNATIONAL

2,523 International students
2,842 EU students

International students from
168 countries

One of the world's

Top 150

international universities, according
to Times Higher Education

47 Overseas
partner organisations

FINANCE



£204 million

Annual turnover



ENVIRONMENT 1st class

Rating by the People & Planet University League for our environmental and ethical performance



TEACHING



TEF Silver

Silver rating in the Teaching Excellence Framework



‘Outstanding’

Ofsted rating for quality of training in primary education



RESEARCH



£20.4 million

External research and enterprise revenue each year

Ranked **2nd** in University Alliance tables for Research Grant and Contract Income (2015–16)

10,000+



Article citations for our research each year



4

Queen’s Anniversary Prizes for Higher & Further Education



What makes Greenwich great?

Outstanding students with limitless potential: we specialise in providing leverage to our diverse student body, many of whom are drawn from the local community and are first-generation undergraduate students. Our graduates are highly sought after in a 21st-century professional world that demands employees of high academic calibre who are self-sufficient, enterprising and savvy.

Exceptional staff: at Greenwich, we know that to create graduates of high academic distinction and to produce groundbreaking research that tackles the most pressing global problems, we must nurture our colleagues and provide an intellectual environment in which all can flourish. We are determined to build on the foundations already laid to create a university which is competitive in opportunity.

Transformative teaching: our academic portfolio is distinguished by the high proportion of advanced professionally-accredited subjects, including accountancy, architecture, chemistry, computer science, education, engineering, law, marketing, nursing, pharmacy, psychology and social work.

Our teaching is recognised by the sector as being outstanding in these important areas and is changing the way people view the world and operate within it.

Life-changing research: all areas of the university produce high-impact research outcomes that provide new understanding and insight to a number of challenging global issues, bringing a vitality and relevance to our teaching. We have exceptional teams in the areas of natural resources and computational modelling.

An inspiring learning environment: the university is based on three historically rich campuses: the Old Royal Naval College, Greenwich, a World Heritage Site; Avery Hill, Eltham, comprised of beautiful 19th- and 20th-century buildings listed by English Heritage; and Medway at Chatham, a splendid Edwardian redbrick campus dating back to 1903. The rich heritage of these buildings, combined with the significant investment in high-tech learning and research facilities, provides an environment which stimulates enquiry, celebrates scientific endeavour, and promotes wellbeing.

Great progress at Greenwich

We look back on the last five years with a sense of pride at the progress made and the impact that the university has had on people in our hinterland and beyond.

There have been many highlights including:

- Silver rating in the Teaching Excellence Framework
- Queen's Anniversary Prize for Higher and Further Education awarded for changing the lives of African farmers
- Queen's Award for Enterprise: Innovation 2017 for the creation of carbon-negative building materials
- Two Guardian newspaper awards for research impact in the areas of fire safety engineering and subsistence agriculture
- Rockefeller Grand Challenge prize for cassava food innovation
- Two Times Higher Education Awards for 'International Collaboration of the Year' and 'Outstanding Contribution to Sustainable Development'
- Stonewall and Athena Swan awards for our approach to HR diversity
- 1st class rating by the People & Planet University League for our environmental and ethical performance
- Ofsted Outstanding award for Primary Education
- Top marks for national student satisfaction achieved by Accounting and Finance, Engineering, Law, Mathematics and Nursing
- Development of Greenwich Stockwell Street library/academic building and Daniel Defoe halls of residence, Medway Student Hub, and Avery Hill sports facilities
- Numerous individual student and staff prizes, and distinguished alumni achievements.

Vice-Chancellor's foreword

The University of Greenwich is one of the top 3% of universities in the world¹ and we have an excellent and growing reputation for the high quality of our research and teaching. Our university is a special place of scholarship where people achieve extraordinary things, often exceeding their own expectations of themselves. Some of our graduates go on to become luminaries in their field of endeavour and we count among their number winners of a Nobel Prize, an Oscar, and an Olympic gold medal; many are leading lights in the arenas of business, charity, education and politics. Today we continue to equip our graduates with both the capabilities and confidence to excel in their chosen field.

At Greenwich our research forges new ideas and brings them to bear on some of the world's most challenging problems, including alternative energy, drug development, fire safety, food security and political economic futures. Additionally, we make imaginative and significant contributions to the creative industries. A substantial body of our research is regarded as world class and is much in demand both at home and overseas.

The university is extremely proud of the exceptional calibre of the students we recruit and the staff we employ; they provide the essential impetus behind our continuous drive to make the university one of the most highly regarded universities in the UK with a strong international reputation. Since the launch of the last strategic plan five years ago (which we now regard as the first phase of a ten-year plan), we have worked hard collectively to achieve this aim, which has paid dividends through a host of awards

and prizes. I am delighted and enormously proud that the bold initiatives and targets we set ourselves in 2012 have resulted in a university which is renowned for delivering a stimulating, professionally-informed learning experience for our students. The university's recent silver Teaching Excellence Framework rating is an endorsement of the strides we have made during this period, and it is very rewarding to have the recognition of the higher education sector and of our peers for the high-quality education which we provide to our students.

However, we are not complacent as we move into the second five-year phase of our Strategic Plan. We have big ideas to continue the improvements seen over the past five years. We are also acutely aware of the political challenges ahead, which will have an impact on our students and graduates, and the institution itself. Our drive to provide the best possible education with which to equip our students so that they can face these challenges head-on continues unabated. We will continue to build our research base and use our community of knowledge to navigate the world before us, providing solutions to some of the most pressing issues of our time.



Professor David Maguire
Vice-Chancellor, University of Greenwich



¹QS World University Rankings 2018

Introduction

Five years ago, we set a new course for the University of Greenwich. Proud of our 125 years of history as an educational organisation that provides opportunities for people of potential, regardless of background, we recognised that the world had changed and that we needed to blend this historic mission with a clear and powerful commitment to excellence in all that we do. In the last five years, standards at the university have been raised across the board and we have improved our profile and reputation considerably. Many key indicators now position us favourably in the middle rank of UK universities, one of the most highly regarded HE systems anywhere in the world.

The academic achievements of our students and staff have also been transformed: for five consecutive years, both the student entry standards and degree outcomes have improved. Average Greenwich entry standards are now in the top half of all universities in the country. There has also been spectacular progress in student employability, with 91% now in employment or further study using the traditional measure at six months after graduation. The level of research work by staff is also at an all-time high, and our academic staff are now more qualified than ever before. Students are taught by well-qualified experts who are actively engaged in creating new knowledge in their field.

In the last five years, there have been major changes in the environment in which universities

operate. There have been two government white papers, one of which is now the Higher Education and Research Act 2017. We have also seen a revolution in funding, continued globalisation and much greater competition at home and overseas. We recognise that higher education is changing and becoming much more competitive: students, research funders and partners have more choices than ever before and they are being encouraged to exercise that choice. Along with challenge comes opportunity and we must, and will, continue to adapt to new circumstances.

Without doubt, Greenwich is a different and better university than it was five years ago. Although the university has made giant strides, there is much more to be done, and we remain as intensely ambitious for the future as ever. This plan seeks to embrace change and develop the university so that we can flourish in this new world, and thus better serve our students, staff and other stakeholders.

We will achieve our core mission of ‘Transforming lives through inspired teaching and research’ by:

1. Changing student lives through outstanding teaching and learning.
2. Enhancing science and society with excellent research and enterprise.
3. Delivering a high-quality university experience through engaging campus environments and services.

4. Supporting and developing our staff so that they can reach their full potential and maximise their contribution.
5. Enhancing student employability to optimise prospects for graduate employment and further study.
6. Internationalising Greenwich so that we take our place in a global society.
7. Embedding our values – ambition, creativity, determination, excellence, and inclusivity – in all that we do.

We will know if we have succeeded in 2022 if:

1. There is significant improvement in the quality of our teaching and learning, indicated by raising the current Teaching Excellence Framework (TEF) Silver rating to Gold.
2. A major increase in our research outcomes has been demonstrated by at least 150 full-time equivalent staff achieving world-leading/international quality (3*/4* level) outputs in the Research Excellence Framework 2020–21 (it was 84 in the last REF in 2014).
3. The performance of our support services in meeting the needs of our students and staff has improved as measured by three quarters of staff being engaged with our mission, and national student satisfaction being above the TEF benchmarks.



Strategic objectives

We have identified six strategic objectives that will enable us to implement our mission to transform lives:

- Changing student lives through outstanding teaching and learning
- Enhancing science and society through inspiring research and enterprise
- Creating engaging campus environments and services
- Supporting and developing our staff
- Internationalising Greenwich
- Enhancing student employability.

Changing student lives through outstanding teaching and learning

The University of Greenwich has a long and proud history of delivering excellent teaching and learning, and of widening access to higher education to ensure that all who have the motivation and ability to succeed have the opportunity to realise their ambitions. This ideal remains at our core today.

We provide high-quality and distinctive undergraduate and postgraduate education at Greenwich. Our programmes of study are research led, technology enhanced and professionally relevant: over 100 of them are accredited by external professional statutory and regulatory bodies (PSRBs), covering just over half of all students. They are taught to the highest standards by well-qualified expert lecturers and professors. Our graduates go out into the world with strong subject knowledge, an ability to apply that knowledge in a practical way and with a determination and resilience to succeed.

Successful Greenwich students are those that come equipped with the necessary academic prerequisites for advanced learning and are motivated to better themselves. We will continue our extensive outreach programme to prepare potential students for success and raise average entry standards so that we become increasingly selective in our recruitment, commensurate with our goal of combining excellence with widening access to those with potential.

In the increasingly competitive world of higher education it is imperative that we provide renowned teaching and learning that offers both academic challenge and access to graduate-level careers. The Teaching Excellence Framework (TEF) is an important external validation exercise that combines a number of key indicators, and we will use the TEF to assess our academic performance and drive the appropriate outcomes.

We will achieve our teaching and learning ambitions by:

1. Enhancing the academic portfolio by undertaking a detailed review at subject level to ensure that all subjects are maximising their outcomes in terms of teaching, research and resource utilisation.
2. Implementing the second phase of the current initiative, Greenwich Connect, to expand the use of technology-enhanced learning, in particular developing a suite of new Master's-level online programmes.
3. Extending the range of work experience and entrepreneurship activities.
4. Enhancing our portfolio of professionally-accredited and vocational programmes, especially through the development of new Degree Apprenticeships in response to employer demand.
5. Strengthening our committed partnership with students and the Students' Union to encourage higher levels of student engagement.
6. Improving further our academic, social, and health and wellbeing support structures by unifying them into a coherent, high-quality service.
7. Developing and promoting greater utilisation of our student analytics ecosystem, which tracks engagement with personal tutoring, virtual learning, library usage and timetabled classes.
8. Continuing to invest in existing and new staff to ensure that we have highly qualified, motivated and effective educators. The vast majority of staff will have a doctorate (research), a professional teaching qualification (teaching), and membership of a relevant professional body (professional expertise).
9. Ensuring staff have access to high-quality and stimulating continuing professional development opportunities that support the development of expertise in teaching in higher education.
10. Enriching our physical and virtual teaching and learning facilities such that they engage and inspire students and facilitate the delivery of teaching excellence.
11. Reviewing our partnership strategy and the associated infrastructure to ensure that it delivers excellence to all Greenwich students wherever they study.

In 2022, we will know we have succeeded if:

1. Three quarters of our students graduate with a good honours degree.
2. All our key academic staff either hold or are studying for an accredited teaching qualification, and three quarters either hold or are studying towards a doctoral qualification.
3. The average tariff entry score for the institution consistently exceeds the annual sector median.
4. We consistently perform above our annual benchmarks for all the TEF metric indicators.

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The best thing about the university is the relationship with lecturers and the support they give. It was 100% important to my development.

Mete Coban

BA Hons Politics 2014, CEO, MYLIFEMYSAY



Enhancing science and society through inspiring research and enterprise

Research and enterprise that serves society and underpins our teaching is central to the work of the University of Greenwich. We have made significant progress in delivering high-quality outcomes over the last five years, enabled in part by a significant rise of over 50% in external research and enterprise funding per year (from £13.4 million to £20.4 million). Almost 40% of our research outputs are the result of collaborations with international authors and institutions, and our combined body of research is attracting over 10,000 citations each year from authors across the world. There has also been a growth in non-journal outputs such as curated exhibitions and creative works. This level of research achievement is improving the recognition of our university across the world.

In the last Research Excellence Framework, conducted in 2014, the university achieved notable successes, especially in the area of impact, which measures the very considerable societal benefits arising from our work. This type of impact-driven research has led to many awards and distinctions over the last five years, including a Queen's Anniversary Prize for Higher and Further Education for the research undertaken by the Natural

Resources Institute. We have also sought to model enterprise activity in our research, for example through the university's spin-out company, Carbon8, which received a Queen's Award for Enterprise: Innovation 2017 for its patented Accelerated Carbonation Technology.

In order to develop further, our five-year research strategy aims to increase the prominence of research and enterprise activities across the institution and ensure that these activities are more closely embedded within our teaching and learning. The main focus is to: improve our position significantly as a leading UK university by undertaking high-quality research and enterprise that is driven by its beneficial impact in society; extend the global reach of our reputation; strengthen our local roots in the region; and enrich the contents of our educational programmes. We recognise that the innovative, creative, enterprising and entrepreneurial qualities of our staff, students and partners are essential to achieving this vision.

We will achieve our research and enterprise ambitions by:

1. Establishing the Research & Enterprise Training Institute (RETI) to drive through and deliver improvements in research and enterprise outcomes at all levels, from postgraduate students to research group leaders.
2. Creating a Student and Graduate Enterprise Hub capable of incubating at least 25 new business and social enterprises and engaging 1,000 students per annum.

3. Increasing the percentage of staff actively involved in producing research outputs, and the percentage producing outputs of internationally excellent quality.
4. Increasing research and enterprise funding by around 50% to reach £30 million per annum by 2022.
5. Growing the number of doctoral completions per annum significantly.
6. Increasing the publications in the top quartile journals, growing from 200 to 300 per year.

In 2022, we will know if we have succeeded if:

1. Three quarters of our academic staff are identified as research active with at least one output per year.
2. The number of REF2021 staff at 3*/4* has increased from 84 to 150 FTE (78% increase).
3. The university consistently achieves a 10% increase in research income per year.
4. 1,000 students engage in business entrepreneurship every year.

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Pfizer has collaborated with the University of Greenwich on a range of pharmaceutical science and technology projects over the years and the relationship continues to be a very positive one. Working together, the parties have explored exciting areas of science and technology.

Pfizer



Case study

International food waste research at NRI

From its base at the university's Medway Campus, the Natural Resources Institute (NRI) engages in world-leading research and development projects across the globe. It discovers, applies and shares knowledge to support sustainable development, economic growth and global food security, as well as delivering cutting-edge, research-informed teaching.

A major challenge to global food security is the fact that one third of all food is lost or wasted every year. In the developing world, losses typically take place after harvest, as crops travel from farm to market. To ensure that there is enough safe and nutritious food for the world's growing population, NRI is looking for solutions to food waste and loss. Its research and development on cassava earned NRI a Queen's Anniversary Prize for Higher and Further Education in 2015.

NRI's ongoing work on cassava includes the development of 'NRI Cassavabag' – a bag with built-in curing technology designed to tackle cassava's short shelf life, keeping roots fresh for at least eight days after harvest. This is a potentially life-changing innovation in Africa, where cassava is essential for food and nutrition security. In 2017, NRI Cassavabag was named the most promising solution in the Rockefeller Foundation Cassava Innovation Challenge, beating off 600 rival applications to win funding of up to \$500,000.

Other food waste research includes an update of the African Postharvest Losses Information System (APHLIS), which uses a scientific model to produce calculated estimates of losses of food crops in sub-Saharan Africa. Through funding from the Bill & Melinda Gates Foundation, the improved version of the project, APHLIS+, will increase the crop varieties it covers, examine the losses in terms of nutritional composition, improve modelling techniques and provide public access to the data and algorithms.





Case study

Identifying super-recognisers

Super-recognisers have an exceptional ability to recognise and recall faces, often after catching just a fleeting glimpse of a subject. It is an innate ability and super-recognisers make up less than 1% of the population, which makes finding them something of a challenge.

Dr Josh Davis, Reader in Applied Psychology at the university, has received worldwide interest and recognition for his research into identifying super-recognisers, which has led to changes in the management and distribution of CCTV images by the Metropolitan Police Service. This has led to better policing outcomes.

Part of his work is the creation of a five-minute teaser test that can identify potential super-recognisers. To date, over three million people have taken this teaser test and those who score highly are invited to take part in further tests. This has led to more than 100,000 people contributing to the research, with Dr Davis and his team creating different tests to gain a better understanding of why people are super-recognisers. They have worked with police forces in the UK and Singapore, and Yoti, a tech firm that recruits super-recognisers, developing tests and advising them on best practice.

New research with Oxford Brookes University focuses on the genetics of super-recognisers to see whether a gene can be isolated that is responsible for this ability. Following a pilot test, it seems that facial recognition ability is inherited, and the team is now taking this further, using funding from the Economic and Social Research Council.

Similar research is examining if a super voice-recogniser ability exists and if it is related to face recognition; the Dutch Forensic Science Department has already expressed an interest.

Creating engaging campus environments and services

The teaching and research achievements of our students and staff are in no small part dependent upon having access to engaging campus environments and services. We are fortunate to have some of the most outstanding university buildings and facilities in the country. Our goal is to create a stimulating, active and exciting campus life which encompasses high-quality spaces, situations and services that make users proud because they have a strong sense of ownership and real influence.

We need to complete the integration of the various services' functions in order to deliver joined-up, streamlined and coherent processes that provide an efficient support infrastructure. This will make it easier to study and work at Greenwich and allow a focus on learning and research outcomes in pursuit of the excellence which we are committed to achieving.

A key goal for the next five years is to develop the expertise and commitment of all our staff to further the ambitions of the university, specifically in the areas of innovative teaching, research and service delivery. We will target investment in excellence, both realised and potential, focusing on the recruitment of new staff of the highest calibre and helping them to realise their ambitions. The launch of a revitalised reward and recognition scheme will illuminate the work of those colleagues who strive to achieve our mission and practise and embed the university's values in all that they do. Moreover, we will continue to employ staff who are professionally accredited and who remain engaged with their professional bodies, and we will seek to extend our

Matrix-accredited status across all our student-facing support teams.

The University of Greenwich is privileged to own and occupy three outstanding campuses with state-of-the-art facilities, located in iconic settings, spanning five centuries. New estates developments at all three campuses have had a major impact upon our campus life, but there is more to be done to animate our estate to inspire and excite our students and staff. A new ten-year estates strategy will consider the longer-term future of all facilities and services. A key principle of the strategy will be to continue to concentrate the university further in and around Greenwich Campus, shortly to be home to around 65% of all staff and students.

Recognising the impact sport can have on the wellbeing of staff, students and the local community is the key impetus behind the development of Avery Hill Campus as a London-based sporting hub, making the university distinct from other institutions in the city. Our successful partnerships with Charlton Athletic Football Club and Trust are a vital component of our community engagement, while opening up a myriad of opportunities for our students.

We will achieve our campus environments and services ambitions by:

1. Creating a stimulating and exciting campus life that exceeds student and staff expectations.
2. Improving service provision by unifying existing services and enhancing overall delivery.

3. Significantly enhancing the capabilities and commitment of academic and professional services staff through the introduction of a comprehensive development framework and an HR centre of excellence.
4. Implementing a long-term master plan for the university that seeks both to improve the facilities and services and reduce their cost, while identifying opportunities to concentrate activities in Greenwich.
5. Further promoting and embedding the application and effective use of digital technologies in our teaching and research practice.
6. Ensuring financial sustainability for the next five years while maintaining a commitment to a risk-management approach to investment in our strategic projects.

In 2022, we will know if we have succeeded if:

1. Our employee engagement and pulse surveys reveal over two thirds of the university's staff population are engaged with our mission.
2. Student satisfaction in the National Student Survey exceeds the TEF benchmarks.
3. The number of staff engaging in extracurricular and sporting activities increases by 50%.
4. We have continued to maintain our position of financial sustainability.



Students' Union

Representing and supporting Greenwich students

The Students' Union University of Greenwich (SU) is key to engaging students fully and to delivering outstanding student experiences. The SU works in close partnership with academic and professional services staff to build student communities through co- and extra-curricula support to all students.

They empower students to have life-changing experiences which help them shape their futures and the world around them. As the student membership body, the SU represents students' academic interests through constructive debate and challenge in order to create transformative services and outcomes for all students.

The SU has been active in the design of the Avery Hill sports pitches and the new Dreadnought development, which will be their new home. Society and club membership is presently at an all-time high, and there is more student representation on programmes and university-wide groups and committees than ever before.

With excellent sporting results last season and recent awards for Best Bar, Green Impact and Number 1 Freshers in London, the SU is demonstrating that it makes a big difference for Greenwich students.

Case study

Enriching students' on-campus experience

The university is investing heavily in its facilities across all three campuses. January 2017 saw the opening of the £4.6-million Medway Student Hub, a new entertainment and social space at Medway Campus. Key features of the renovated building include a café/bar, catering facilities and a quiet area for students to read or work on laptops.

Two floodlit, all-weather sports pitches costing £1.7 million are the latest additions to Avery Hill Campus. They enable the development of a range of sports, including American football, hockey, lacrosse, football and rugby, and are part of the university's strategy to turn the campus into a London-based sporting hub.

A £25-million project is also under way to convert the Dreadnought Building into a central hub for students, with state-of-the-art learning, teaching and social spaces. It will house enhanced computing facilities and teaching space for several programmes offered by the Faculty of Education & Health. The development will also provide a new home for the Students' Union at Greenwich. The building is scheduled to reopen in 2018 and includes the addition of new mezzanine floors and a courtyard atrium.





THE
DEEP END

Supporting and developing our staff

Supporting and developing our staff so that they can make their best possible contribution is crucial to the success of this strategy. The work of all universities is inextricably bound up in the successes of their academic and professional services staff. People establish the culture, set the tone, transform lives and deliver inspired contributions to science and society. We want to maximise the capability and commitment of all our staff to the pursuit of excellence in teaching and research.

We will achieve this by:

1. Working with teaching staff to help them maximise their contribution and development. We will enable them to hold three key attributes of teaching quality: a formal teaching qualification, a doctorate and, where relevant, membership of a professional body.
2. Introducing a staff development framework designed to help all staff excel that includes Appraisal, Balanced Academic Workload (academic staff only), and Career Pathways, plus a stimulating programme of continuing professional development opportunities.
3. Enhancing our culture of research across the university by increasing the percentage of staff actively involved in producing research outputs.
4. Ensuring that we recruit staff of the highest calibre and enable them to achieve their full potential.

5. Training, supporting and developing our community of researchers across all career stages through the work of the Research & Enterprise Training Institute.
6. Forming an HR 'centre of excellence' that defines best practice and establishes appropriate expectations, allowing us to take a more holistic approach to how we develop the skills of our staff and realise economies of scale.

In 2022, we will know if we have succeeded if:

1. A majority of our academic staff hold a formal teaching qualification, a doctorate and membership of a professional body.
2. The vast majority of our staff have engaged meaningfully with the staff development framework.
3. Our employee engagement surveys reveal over two thirds of the university's staff population are engaged with our mission.

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The university PGCert in HE really helped me improve my teaching by putting new ideas into practice.

Ryan Flynn

Principal Lecturer in Games & Multimedia Technologies





Case study

National recognition for an inspiring teacher trainer

Outstanding work in mathematics education has earned Jenny Field, principal lecturer in the Department of Primary Education, a Higher Education National Teaching Fellowship. It's the UK's most prestigious award for excellence in higher education teaching, and she is one of just 55 lecturers and learning support staff across the country to be recognised in 2017, having been chosen from hundreds of nominations.

A University of Greenwich alumna, Jenny explains: "My passion for mathematics came about at a relatively late stage in my education, while I was training to be a primary school teacher at the university. The inspiring teaching methods I gained under my lecturer Professor Mike Askew set me on the path to change attitudes towards maths, not only of student teachers, but also experienced teachers and, ultimately, the children we teach."

"Being part of a primary education department with a strong sense of collegiality, one where we inspire and support each other, has allowed me not only to develop my ideas and research for the benefit of student teachers, but also for local authorities and schools. I successfully bid for MAST, a national government-funded programme aimed at experienced teachers and designed to create leading maths specialist teachers in schools."

Over its five-year period, Jenny trained about 80 teachers across five local authorities. When the MAST programme ended, she stayed in contact with the teachers she trained, many of whom now mentor her student teachers. "My hope is that by maintaining strong relationships between the university and schools, my work will continue to influence maths teaching across the UK."

Internationalising Greenwich

We live in a global age in which education and research span traditional national and international boundaries. Competition for students, ideas and resources is greater than ever before. Greenwich's future, like its past, must mark us out as a beacon in a network of international collaborators. We want to consolidate and enhance our global presence across all our activities.

This cross-cutting theme will bring together all our international work in the following areas:

1. Continuing the process of internationalising our academic portfolio with content and delivery modes appropriate for on-campus and distance learning.
2. Providing access to student and staff exchange options to give international experiences and stimulate further interactions.
3. Increasing on-campus student numbers through development of an innovative 'one-term' student

exchange project, establishing an international foundation college to complement that already in operation for home students, and investing in recruitment channels and activities.

4. Enhancing international transnational education partnerships to ensure that they deliver both high-quality academic outcomes and financial success.
5. Developing collaborative research with international partners that increases funding and output citation rates.

In 2022, we will know if we have succeeded if:

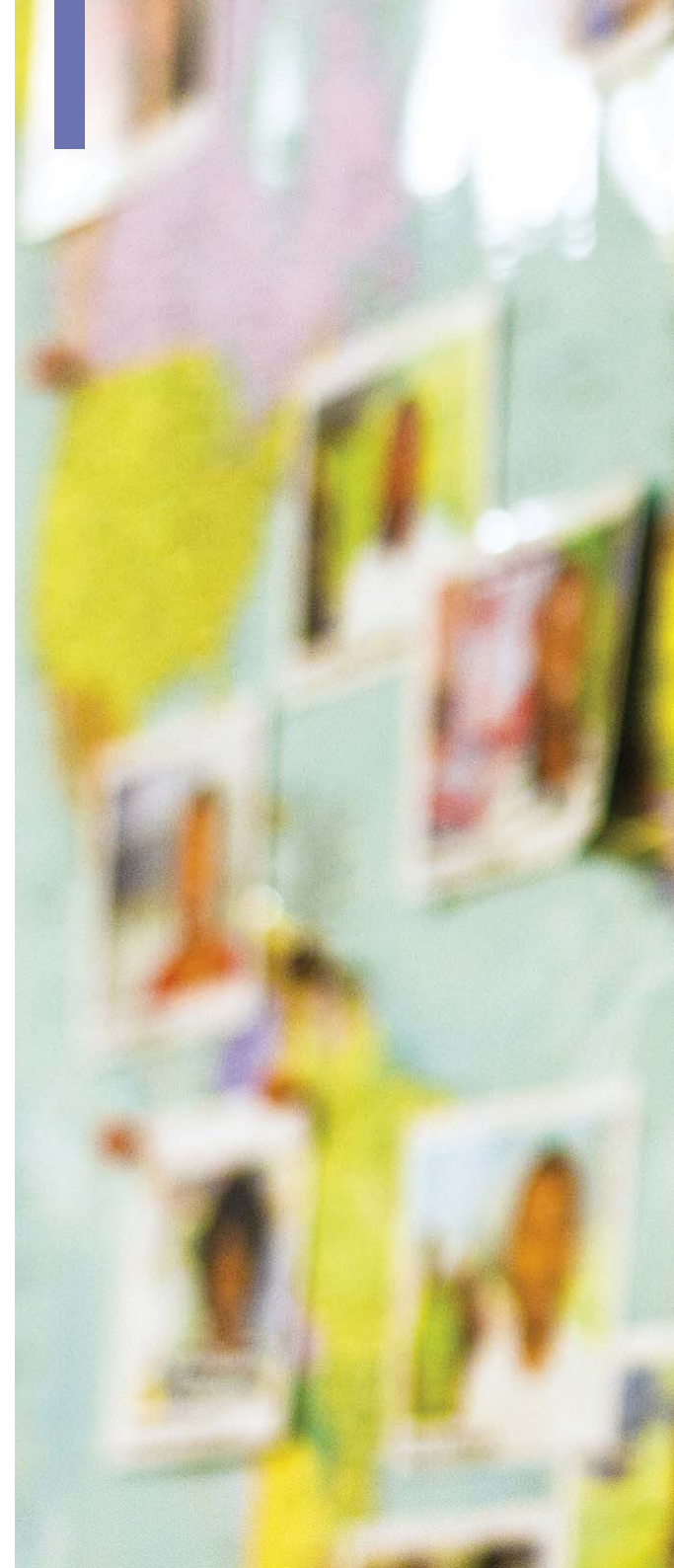
1. The number of on-campus international students has increased by a quarter.
2. Collaborative research with international partners has increased by a third.
3. The curricula of the vast majority of our programmes feature meaningful international content.

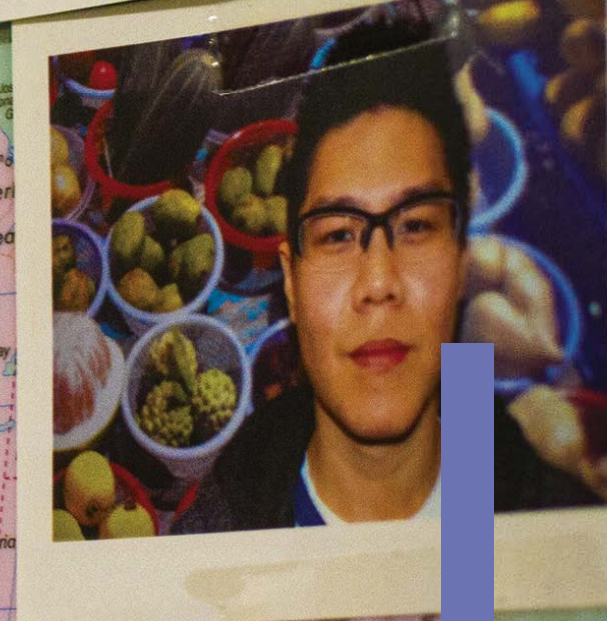
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It was a completely different way of learning from what I had experienced in China. There was more interaction with the teachers and I spent more time researching in the library.

Bao Chenming

BA Hons Business Administration 2002,
now Managing Director, Achieve Education





Enhancing student employability

Access to graduate outcomes is a key determinant of institutional choice for prospective students and an external yardstick of success, and so we must continue to excel in this area.

We will build on our successes to date by combining the following strands of work:

1. Extending the range of programmes that include a significant element of professional practice and providing our graduates with the professional accreditations and attributes that are much in demand by employers.
2. Increasing the proportion of staff with membership of professional bodies so that they can build beneficial links with employers and draw on examples of real-world best practice.
3. Securing graduate outcomes for our students by building deep and meaningful employability into all our programmes of study. This will be complemented by an expanded Employability &

Careers Service that, among other things, will target those most in need.

4. Emphasising work experience and entrepreneurship, especially via the new Student and Graduate Enterprise Hub, which will bring together everyone at the university with a research, teaching and support interest in business and social enterprise.
5. Developing our involvement in degree apprenticeships in line with employer demand.

In 2022, we will know if we have succeeded if:

1. Scores in the Destination of Leavers from Higher Education (and Teaching Excellence Framework derivative) are above the benchmark threshold.
2. Over 1,000 students are engaging with the Student and Graduate Enterprise Hub each year.
3. Over 400 students are registered on Degree Apprenticeships at the university.

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There is one secret behind the successful partnership between the University of Greenwich and Enterprise Rent-A-Car – the university’s students. We have found them to be academically excellent, highly driven and dynamic students with an exceptional flair for enterprise.

Tomas Christodoulou

Talent Acquisition Specialist, Enterprise Rent-A-Car



Case study

Mentoring students for career success

A hallmark of successful universities is how they prepare their students for their future careers during their studies. Our mentoring scheme offers students one-to-one meetings with industry professionals over a six-month period, which includes career advice, job search guidance and support with the application process. In 2015–16, 375 students took part in our mentoring scheme, one of whom was Terayi Chisepo.

Terayi graduated with a first class BA Hons in business management in 2016 and is now an analyst at Northern Trust Corporation. He credits the mentoring scheme and the university's strong relationships with business for his success. After attending a Greenwich networking event, he joined the university's mentoring scheme.

"My mentor advised me how to write a CV and organised a mock panel interview, which gave me a lot of confidence," says Terayi. Armed with this experience, he applied for an internship at Northern Trust. There were 36 candidates for two positions and the process was tough, comprising a number of interviews and psychometric tests, but he was fully prepared, thanks to the help of his mentor and careers advice from the university.

"The internship opened my mind," says Terayi. "I saw how people in a team can thrive and I learned a lot about investment and mutual funds. There are some things that you can only learn in a workplace." Three weeks before graduation, he was invited to apply for a permanent position.

It is no coincidence that Wilson Leech, CEO for Northern Trust's businesses in the EMEA, is a former student. Wilson is just one of many of our outstanding alumni who support students through mentoring schemes and work experience.

Case study

Greenwich Portraits celebrates outstanding alumni

Nothing is beyond the reach of a Greenwich graduate. A remarkable set of portraits shows just why we are #ProudtobeGre. Launched in 2016 and shortlisted for the Times Higher Education Leadership and Management Awards in 2017, Greenwich Portraits celebrates some of our most outstanding and influential alumni. The aim is to capture personal stories that will inspire the students of today and tomorrow.

Coming from a wide range of different backgrounds and disciplines, the alumni had their portrait taken on our beautiful campuses by award-winning photographer Diane Patrice. The photographs then went on permanent display at the university and online.

The result has been something special, inspiring students, staff and alumni alike. The portraits and personal stories highlight how incredibly talented, humble and driven so many of our graduates are. They include four CEOs of national and international corporations, a MOBO-nominated grime artist and a Nobel Prize winner. Other featured alumni include the man behind *Lara Croft: Tomb Raider*, a British-Nigerian actress who has made over 70 Nollywood films, and a fashion designer whose clothes are championed by the likes of Taylor Swift.

But Greenwich Portraits is about celebrating success in all its forms, not just those in the public eye. It is about overcoming challenges and living life to its fullest. The alumni featured make a difference in so many ways, from teachers and nurses to engineers and entrepreneurs. Some have overcome the challenges of disability to excel academically and support other students facing similar difficulties.

The Greenwich Portraits experience has brought these alumni closer to the university, with many getting involved in advising and helping our current students. Holly Wang (pictured right) graduated with a BA Hons in business studies in 2008 and is founder of UK-based fashion brand Miss Patina. She says: “My favourite experience was being a student ambassador at local schools and colleges. It gave me new skills and experiences, improved my English, and helped me understand the importance of giving back.” This has translated to her business life, where she donates profit to Great Ormond Street Hospital on a regular basis.

Greenwich greats

Our alumni have found success in all walks of life:

Jez Frampton

BA Hons International Business 1992, HonDBus 2017. Brand expert and Global CEO Interbrand.

Baroness Heyhoe Flint (1939-2017)

CertEd 1960, HonDSc 2003. England cricket captain and campaigner.

Sir Charles Kao

BSc Hons Electrical Engineering 1957, HonDSc 2003. Nobel Prize winner and father of fibre optics.

Baroness Lawrence

BA Hons Humanities 1995, PGCert Therapeutic Counselling 1999, HonDUniv 2006. Mother and equality campaigner.

Ian Livingstone

CertEd 1974, HonDTech 2014. Games guru, author and entrepreneur.

Please visit alumni.gre.ac.uk/greenwich-portraits to view our Greenwich Portraits and to read more about our alumni.



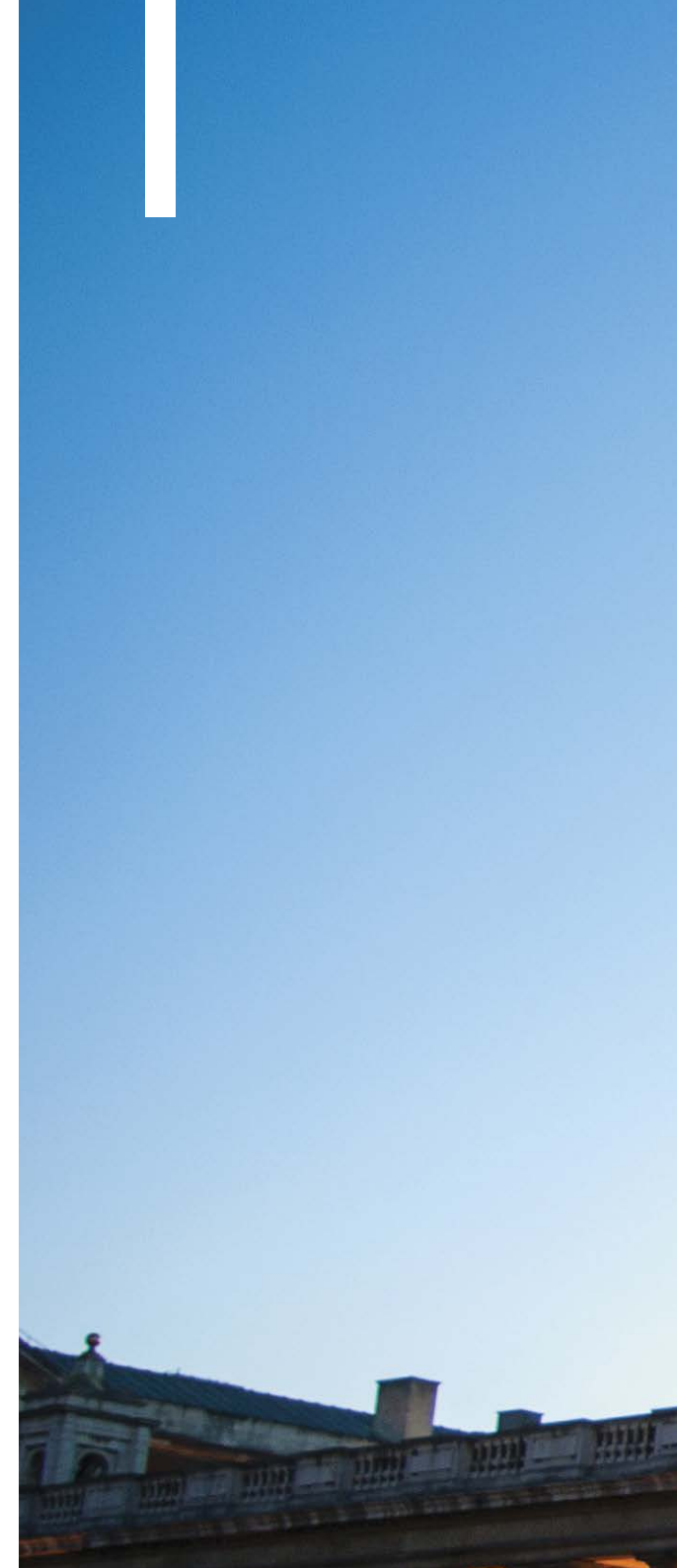
Summary and future

This strategic plan builds on the many achievements of the last five years and reaffirms the commitment to excellence everywhere. It is best thought of as a continuation phase of our work on 'Making Greenwich Great'. While the major leitmotif is continuity, there are important new themes around continuing to transform student lives through outstanding teaching and learning, enhancing science and society through inspirational research and enterprise, and creating engaging campus environments and services.

There are also important activities to support and develop our staff, enhance student employability, and internationalise Greenwich. This second part of Making Greenwich Great is no less aspirational and challenging than the first, and achieving our strategy will require concerted effort and clever thinking over a number of years. We believe that if we are to transform lives through inspired teaching and research, and be further recognised as a well-respected, high-quality university, then we must follow the course set out in this plan.

Credits

Image on page 11 by Roman Zipaj.
Image on page 25 by Diane Patrice.





Contact us

University of Greenwich
Old Royal Naval College
Park Row
London SE10 9LS
United Kingdom

vice-chancellor@gre.ac.uk



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