

**University of East London**

*Innovation and Renewal*

**Strategic Plan 2002-2007**

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## **Foreword:**

### ***Culture, Vision and Recovery***

*I am delighted that we at the University of East London have been able to work together since my arrival to face up to the challenges before us and to achieve so much in such a short space of time. The very simple enabler behind this has been a determination to involve as many people as possible in sharing their expertise and energy in addressing issues and in contributing to the way forward, both short and long term. I believe we have also shown an unprecedented capacity for working together in a manner which not only respects the different perspectives our hugely diverse community brings, but also makes the most of that diversity of view. By pulling together we have taken a major step towards achieving the institution-wide culture change necessary if we are to achieve the ambitious goals we very much want to set ourselves on behalf of the unique student community and the very special social, cultural and economic context in which we sit. Work on our emerging vision is most encouraging and certainly not lacking in ambition for either our institution or the communities we serve; a clear sense of purpose is emerging. And, last but not least, we have outperformed against our recovery plan and are as ready as we can be to face up to the challenges of the next year of the plan, starting from a much better baseline, both in terms of student numbers and finances, than the plan envisaged. We therefore hope you will enjoy reading this Strategic Plan and appreciate its key message of our determined sense of our own future. Many, many colleagues have contributed to this document, but still not nearly enough. I am of course immensely grateful to them for all their hard work, but as you read it, we shall be working on improving our strategic planning process for the next round!*

**Professor Michael Thorne, Vice Chancellor**

# **1. Executive Summary**

## **1.1 Context**

**1.1.1** Our strategic aims for 2002-7 arise from the sound foundations laid in 2001-2. Our Corporate Plan 2000-2010, while succinctly expressing many of the underlying values that currently inform our actions, was superseded by the necessity to recover our financial position. Equally, since the Funding Council's approval of our Recovery Plan, we have made considerable progress in developing a renewed vision and an integrated academic, financial, services and estate strategy. As our focus shifts from recovery to renewal, the key aims and themes of the Recovery Plan must be viewed within the framework of a new integrated strategy. This Strategic Plan, therefore, updates and replaces both our Corporate Plan 2000-2010 and the Recovery Plan approved in June 2001.

**1.1.2** In considering our external environment we see ourselves as a London University, situated within the Thames Gateway. The diversity of our local communities is reflected in our diverse student population in terms of ethnicity, age and social class. We anticipate that the projected population growth of London will result in an employment profile showing significant growth in the business services and public sector services, notably health and education, with much of the growth concentrated within the Thames Gateway. We are optimally positioned to meet the demands that this growth will bring. We will meet the educational needs of both new and existing local and regional communities by providing:

- innovative programmes of study from sub-degree to postgraduate levels, increasingly in partnership with local colleges and universities and other key agencies
- an environment within which we support our students to achieve successfully their learning and employment goals
- incubator support, networks, and consultancy services to local business, as well as to regional and national agencies and public sector organisations.

**1.1.3** As a regional university, we aim to be an expert connector of need to opportunity.

## **1.2 Vision and Values**

**1.2.1** Our vision is to be an inclusive regional university, focussed on students, committed to enterprise and to new models of learning which help students change their lives; to exploit our research in social, cultural and economic development; and to achieve national and international recognition for our achievements.

1.2.2 This vision is underpinned by our values:

**We are student centred:** we identify, anticipate and meet student needs to enable them to achieve their potential.

**We are really useful:** we are building a truly dynamic vocational university, one which prepares people for vocations and itself has a vocation.

**We are challenging:** we are ready to challenge orthodoxy and we foster a spirit of critical enquiry and innovation to achieve our goals.

**We are inclusive:** we strive to create a friendly, collaborative and trusting environment, where individuals are treated with respect and where a sense of community prevails.

**We are open, honest and accountable:** we share information, ideas and aims in a climate of fairness and openness.

### 1.3 Key Achievements in 2001-02

In the past year we have made considerable progress in addressing the targets for 2001-2 identified in our Recovery Plan. We have achieved:

- Successful recruitment of targeted HEFCE funded student numbers
- Significant growth in the recruitment of overseas students, providing an additional 350 full-time students above Recovery Plan target
- Rationalisation and closure of courses in areas such as Engineering, Biosciences and Social Sciences; development of over thirty new programmes in the cultural and creative industries and public and private services.
- Reduction of our funding gap, from the £2 million gap which was budgeted for 2001-02 to a gap of only £300,000, which is the basis of our 2002-03 budget. In this year's voluntary severance exercise we were successful in achieving cost savings £300,000 greater than planned; we have now achieved all of the savings planned for the first two years of the Recovery Plan.
- Development of an Estates Strategy that achieves a reduction from 91,000 sq. metres in 2001/2 to 68,000 sq. metres in 2005.

### 1.4 Corporate Planning

This strategic plan integrates academic, financial, organisational and estate strategies to create a cohesive framework for the development of our role. Improved academic planning is central to our strategic plan and continues to

remodel the academic portfolio around a demand-led market in which increased participation is the cornerstone of our role in UK higher education.

Our plan focuses on growth (20% increase in student numbers over the plan period) and expansion of our course provision in such areas as: Education (Teacher Training Agency); Health Studies and Sports Science (Health and Community Care); professional programmes in Psychology, Law and Business Studies; and interdisciplinary programmes in Cultural and Media Studies, Computing and Information Technology.

The principles underpinning the plan include:

- Widening participation in higher education, in line with the government's goal of 50% participation, through the provision of academic programmes that attract, and enhance the employability of, applicants from lower socio-economic groups and diverse multicultural communities in the Thames Gateway region
- Meeting the educational needs of a population in the Greater London and Thames Gateway Regions that is projected to expand by approximately 20% over the next fifteen years
- Developing partnerships with local FE and Sixth Form Colleges to establish a seamless transition through all levels of post-compulsory education, including delivery of HE programmes within our partner institutions where appropriate
- Establishing new academic programmes that provide the skills and knowledge required by the key professions and occupations engaged in public services, private enterprises and those engaged in the creation of the new knowledge-based economy
- Providing an academic portfolio that contributes to the economic regeneration of our region and the social and economic inclusion of all its residents
- Developing flexible modes of course provision to facilitate participation and meet the needs of enterprise and public and voluntary sector institutions
- Enhancing our research profile and capacity by building on our areas of excellence and ensuring that teaching and learning is informed by innovative and creative activity in research and scholarship.

By the end of the plan period our Schools of Biosciences and Health Sciences, Psychology, Law and Education (postgraduate) will be located at the refurbished Stratford campus: this will be a regional centre for professional

programmes in public and private sectors. The schools of Architecture, Art and Design, Cultural and Innovation Studies, Social Sciences, Computing and Technology, the Business School and Education (undergraduate) will be based at our expanded Docklands campus, which will serve 7,500 students and become a 24/7 campus focused on the creative and cultural industries and sectors associated with the economic, social and entrepreneurial regeneration of our region. By September 2005 we will have opened our new Lifelong Learning Centre in Barking town centre, built in an innovative partnership with the London Borough of Barking & Dagenham and Barking College. The Centre will offer seamless progression to undergraduate programmes and its target market will be local adults who lack the education and skills to access jobs in the rapidly changing east London labour market. It is anticipated that the Centre will complement the Centre for Manufacturing Excellence and focus its programmes on the service and public sectors.

Our academic planning integrates with other key strategies in the areas of:

- Learning and Teaching;
- Research & Scholarship;
- International;
- Diversity;
- Employability;
- Learning Resources;
- Services and Support;
- Human Resources
- Estates Plan

These strategies supply the secure foundations underpinning our integrated approach to corporate planning, facilitating confident and evidence-based future institutional development.

## **2.0 Context**

**2.1** As a London university, with a highly diverse student intake involved in the many different 'Londons' - global city, national capital, region in itself -, UEL is directly engaged with the complex reality of global change from community to international level. We therefore see our public roles in terms of a set of linked themes:

- the global knowledge economy
- a sustainable, multi-cultural society
- London's business and population growth
- regeneration of the Thames Gateway
- effective knowledge transfer.

**2.2** The history of business decline and social exclusion in the Thames Gateway, and the slow subsequent emergence of large-scale development opportunities,

is a story of how massive economic and cultural change has huge local consequences. The combination of this continuing transition from industrial to knowledge economy, combined with large-scale demographic change in the area, presents an extraordinary set of challenges therefore.

- 2.3 The Mayor of London's draft spatial development strategy predicts London population growth of 730,000 people in the next fifteen years and 600,000 net new jobs, with 249,000 of those being created in East London. The demographic profile anticipates a steady process of divergence between an affluent graduate-educated population and a low-skill population engaged in low paid service work. The latter currently maps strongly on to London's ethnic minority communities. This has major implications for the residential communities in UEL's hinterland, and we are working with regional and local government and our FE partners to ensure that progression partnerships and pathways are in place to enable local people to access the new employment opportunities.
- 2.4 The employment profile is strongly driven by business service growth (450,000) and public sector services, notably health and education (100,000), with further decline in low skill manufacturing employment. This business service growth builds out from the three main centres of West End, City and Canary Wharf, i.e. down the Thames Gateway into areas already vacated by older industries and towards areas still important for manufacturing employment. It is linked to another of London's economic strengths – creative industry - which will continue to be an engine of knowledge economy development, spreading eastwards, and has important linkages with high value manufacturing, e.g. through design.
- 2.5 London contributes upwards of £20 billion net annually to the national exchequer. Any action of Higher Education which assists this is clearly a general good. However, as the Mayor of London states, "the globalisation of the world economy is increasing rapidly. Sustaining London's position requires continued and massive investment in the social and economic infrastructure, of a different order from anywhere else in the UK. This must mean that investment in London is a national priority."
- 2.6 Externally, therefore, the challenges to London are to support its global position while accommodating its anticipated growth. Internally, the challenges are to ensure a distribution of opportunity which narrows, rather than exacerbates, social exclusion. We see ourselves playing a significant role in both.
- 2.7 We have therefore recognised a number of strategic challenges:
  - providing opportunity for Londoners to access higher education, whatever their formal educational starting point
  - ensuring student employability in the new economy via acquisition of appropriate knowledge and skill sets

- supporting new economy business development and supporting the sustainability of the manufacturing sector, local government and key public services, particularly health and education
- contributing through research to the evolution of London's business and community life
- developing the inclusivity of UEL and ensuring the quality of our work
- working in close partnership with local colleges, universities and other key agencies

**2.8** Meeting these challenges translates into development priorities. We have considerable strength, for example, in running access programmes, whilst in other areas we are building a new role: small and medium-sized business, a constituency not historically well served by HE in London, is a particular target. Within the Thames Gateway, our strategy commits us to the development of vocational and professional education, with a strong public sector emphasis at our Stratford Campus and development of new economy skills and research at our Docklands campus. This directly addresses London's economic agenda and both Docklands and Stratford are identified in the London Plan as key growth centres for population and jobs.

**2.9** The Thames Gateway Technology Centre, through the roll-out of the Knowledge Dock Network, is becoming increasingly important in connecting business to expertise and providing new facilities and services. It is emerging as an important partner for the London Development Agency's thinking about innovation. Higher Education Funding Council for England (HEFCE) funding - in particular, the HEROBAC and HEIF initiatives - is contributing directly to development, as is funding from other UK and EU sources. Further HEFCE money, ie deriving from the recently won New Technology Institute (NTI) bid, is the next stage in developing this approach, again in collaboration with regional partners. The outcome of the Research Assessment Exercise (RAE), though positive in many respects, will not adequately fund research development. We shall therefore seek other sources of support.

**2.10** We shall continue to play a leading partnership role, building on our careful interventions which have secured the basis of cross-HEI collaboration at Thames Gateway London and pan-Thames Gateway levels. We have established the Thames Gateway London HE Task Group, a partnership of 5 universities (UEL, Queen Mary, Greenwich, London Guildhall, Goldsmiths College). We are working together to maximise the regeneration impact of our various successful funding bids. UEL has led a successful bid for a London Thames Gateway NTI, in partnership with Greenwich University and Lewisham and Newham FE Colleges.

**2.11** We have also initiated the Thames Gateway Further and Higher Education Action Group, a group now chaired by Rt. Hon. Margaret Hodge, Minister for Lifelong Learning and Higher Education. This group has been joined by all the universities in Thames Gateway and most of the specialist colleges of higher education, and now includes representatives from the three Thames Gateway

Regional Development Agencies. The partners have jointly funded a secondee (from UEL) to the Thames Gateway Strategic Executive, the officer group which supports the work of Thames Gateway Strategic Partnership, which is attended by Ministers from a range of Government Departments.

- 2.12** We intend to continue to develop our local role and play a major role in raising local participation. In much of the Thames Gateway, there is a local legacy of low participation that needs to be addressed and in some local communities participation rates are below 8%. In this environment, the Government's 50% target is particularly challenging, and we are working with LEAs and further education providers in our region to develop innovative programmes to address this agenda. The Barking Lifelong Learning Centre, which forms part of our Estates strategy, will play a major role in raising the skills levels in outer East London, with a particular focus on enabling local people to acquire the professional qualifications needed for a range of posts in the public sector.
- 2.13** Our student population largely reflects the multi-cultural and socio-demographic characteristics of the local community. Our agreed Estates Strategy will concentrate our estate into the London Borough of Newham, which has an ethnically diverse population including, in particular, residents of Indian, Pakistani, African-Caribbean and African origins. Ethnic minorities make up over 50% of Newham's population. Groups that are traditionally under-represented in HE constitute a significant proportion of our student population, e.g. African-Caribbean men constitute 1.2% of the sector-wide population, yet make up 7% of UEL student population.
- 2.14** There is a strong correlation between residence in East London, on the one hand, and non-white ethnicity, poor qualifications, poor employability and deprivation, on the other. The recent Callender report for the Mayor of London demonstrates unequivocally how such disadvantage continues, even as London's non-white residents reach higher education. We are therefore conscious that our engagement with London's diverse communities should be more than an outcome of location. Our HEFCE-funded Widening Participation programme has developed an extended advice and guidance programme, delivered in community outreach centres and successfully reaching some of the most under-represented groups in HE: white working class men, Bangladeshi men and women, African men and women. We are a leading institution in tackling London's social agenda. In parallel, we aim to extend our recruitment of overseas students, not exclusively for financial reasons, but because this sustains our reputation as a true world city university.
- 2.15** Our relationship with London and the Thames Gateway strongly informs our sense of being a regional university and of the national contribution that we can make. 'Regional', far from being a simple geographical term, we define as meaning engaged in the redistribution of opportunity in an area that has been profoundly and negatively affected by economic change and which has major new growth opportunities. Thus, whilst continuing to take a significant proportion of our students from our local communities, we shall also work in

partnership with other HEIs and Further Education Colleges in the south Essex corridor to meet the education needs of the growing residential and business communities in that part of Thames Gateway. The history of HE in England is of successive waves of university institutions developing robust social and economic roles, premised on both teaching and research, fitting the times and conditions of their founding. We intend to continue in this tradition. As a regional university, we aim to be an expert connector of need to opportunity.

- 2.16** This role necessarily has to be forward facing and sensitive to change, oriented both to research and development and to teaching. It has to be experimental, engaging with new ideas and new markets from which outcomes of wider than regional significance may emerge. The diverse expertise of academic staff - in European innovation systems, pharmacology, palaeobotany, control systems, industrial design, and advertising, for example - make important contributions to, and maintain significant linkages with, global knowledge networks. We see ourselves as not just part of the 'knowledge potential' of the Thames Gateway, but as making a growing and dynamic contribution to the needs of London, the UK and wider.
- 2.17** UEL thus has a clear sense of its context and of the important contribution it can make. It recognises its distinctiveness and therefore its limitations, as well as its strengths. We are determined to grow our capacities and succeed because much hinges on our being able to do so, not just for our university community, but for life and work in our area.

### **3.0 *Vision and Values***

- 3.1** We are engaged in developing a new vision and mission for ourselves, underpinned by a set of values to which all can subscribe and which support and determine the direction of our corporate strategy. The statements below, therefore, represent our thinking at the time of preparing this plan and will continue to evolve.

#### **3.2 OUR VISION**

- 3.2.1** To be an inclusive regional university, focussed on students, committed to enterprise and to new models of learning which help students change their lives; to exploit our research in social, cultural and economic development; and to achieve national and international recognition for our achievements.

#### **3.3 OUR VALUES**

##### **3.3.1 *Student centred***

Identifying, anticipating and meeting student needs to enable them to achieve their potential by providing a range of distinctive educational opportunities within a sensitive, supportive and forward-looking learning environment;

offering an educational and social experience which enlarges the mind and maximises opportunity.

### **3.3.2 *Really useful***

Building a truly dynamic vocational university, one which both prepares people for vocations and itself has a vocation: to be an agent of change through transformational learning; welcoming people from backgrounds where traditionally few people have entered higher education and emphasising the importance of values alongside the utility of knowledge; contributing to the regeneration of the Thames Gateway, providing qualifications focused on entrepreneurial skills and commanding a high reputation amongst employers.

### **3.3.3 *Inclusive***

Striving to create a friendly, collaborative and trusting environment, where diversity is valued, individuals are treated with respect and a sense of community, imbued with the spirit of social justice, prevails; sharing pride in our collective identity as a university with a radical past and innovatory future, where everyone is encouraged to develop their potential and make their contribution

### **3.3.4 *Challenging***

Being ready to challenge orthodoxy, fostering a spirit of critical enquiry and innovation to achieve our goals and being prepared to accept challenges to the manner in which we conduct our affairs from colleagues, students and stakeholders; carrying out our individual and institutional roles to the very best of our abilities.

### **3.3.5 *Open, honest and accountable***

Sharing information, ideas and aims in a climate of fairness and openness; taking individual and collective ownership of our work, always acting in our university's best interests; building an enabling culture in which devolved authority is underpinned by a clear understanding of individual and collective accountability for decisions and actions and a ready acceptance that these must be enacted within our agreed framework of regulations, policies and principles.

## **4.0 *Achieving our vision***

### **4.1 To achieve our vision we shall:**

- Support social, cultural and economic inclusion, diversity and development in East London

- Build on existing research and teaching strengths and narrow our focus in order to improve quality
- Build on our international partnership activity in teaching, research and academic development to match the levels of such activity in universities in Australia
- Seek increased academic distinctiveness, beginning by becoming the London centre for the new academic disciplines of Alternative Living, the Attention Economy, Computer Games, Business Transformation, Leisure and Tourism, the Popular Sciences, Refugee Studies, and Social Enterprise
- Build on our tradition of offering mould-breaking educational opportunities, and develop much more multi-mode provision (with the aim of becoming the UK's leading multi-mode university), in order better to support our goals of social inclusion and widening participation
- Through innovative partnerships with schools and FE colleges and other education and training providers, provide seamless access from all FE colleges in our six local boroughs, including through shared premises
- Establish a consortium of Higher Education providers both in London and East Anglia so that, in partnership, we can maximise economic regeneration and promote Higher Education overseas
- Promote self-employment and entrepreneurial skills energetically and systematically throughout the curriculum so that our students are exceptionally able to succeed in the job market and contribute to the business birth rate
- Aim to be the UK centre for the development of problem-based learning
- Offer students a distinctive administration experience through online registration and enrolment, offering direct access to online records of academic performance
- Innovate in the way in which we provide services to students and other stakeholders, especially through the use of IT, and seek to gain national recognition for this.

## **5.0 Key Achievements in 2001-2**

**5.1** As our response to the under-recruitment of HEFCE-funded student numbers and an increasing funding gap, we were required to produce a Recovery Plan in April 2001. The plan was accepted by the Higher Education Funding Council (HEFCE) in June 2001. The Recovery Plan covered the period 2001 to 2005. Our achievements over the year since the submission of the Recovery Plan have provided the framework for the emergence of an institution that has a renewed confidence in its capacity to plan positively and strategically for the future. This Strategic Plan reflects that renewed confidence.

**5.2** The past year has primarily focused on achieving academic and financial stability; the focus of the next five years will be on developing our capacity to be innovative and mould-breaking in implementing our mission to promote

access to higher education, participate in the regeneration of our region and build on our areas of excellence in research and teaching.

**5.3** The Plan identified the following key areas to be addressed:

- Under-recruitment against the growth trajectory in student numbers set during the period of expansion in the mid-1990s
- An urgent requirement to rebalance and renew our academic portfolio
- A funding gap of £7 million over three years if no management action was taken to offset the deficit
- An expanding estates portfolio arising from the opening of the Docklands campus and the retention of other dispersed and ageing properties
- Inadequacies in management information systems and a lack of transparency in our financial information
- Staffing policies that failed to produce cost-savings and lacked coherence in promoting effective human resource development
- A need to reform institutional structures and systems of governance.

**5.4** In the past year we have made considerable progress in addressing these areas by achieving the targets for 2001-2 identified in our Recovery Plan. We achieved:

- Successful recruitment of HEFCE funded student target numbers:

Target 2001-2		Actual 2001-2	
Ft	Pt	Ft	Pt
6405	2180	6734	2643

- Significant growth in the recruitment of overseas students, providing an additional 350 full-time students above Recovery Plan target
- Rationalisation and closure of courses in areas such as Engineering, Biosciences and Social Sciences; development of over thirty new programmes in the cultural and creative industries and public and private services, representing a progressive shift toward a programme portfolio that addresses the needs of our communities and the ‘new’ local and global economies; re-alignment of our School structure to facilitate greater equity in size and student numbers and a more demand-led focus for future programme development
- Reduction of our funding gap, from the £2 million gap which was budgeted for 2001-02 to a gap of only £300,000, which is the basis of our 2002-03 budget. In this year's voluntary severance exercise we were successful in achieving cost savings £300,000 greater than planned. We

have now achieved all of the savings planned for the first two years of the recovery plan

- Development of an Estates Strategy that achieves a reduction from 91,000 sq metres in 2001/2 to 68,000 sq metres in 2005 involving: the sale of Holbrook (2003); closure of the Barking campus by 2005; consolidation at two campuses in Docklands and Stratford (including Duncan House); the development of a new shared facility dedicated to lifelong learning and professional development in co-operation with regional partners in Barking town centre
- Introduction and implementation of a new financial model for the management of academic schools and university services and significant development of the capability of our management information system
- Completion and submission of our Human Resources Strategy, together with a detailed implementation plan
- Completion of business process reengineering exercises and institutional changes set in train accordingly

## **6.0 Corporate Planning**

This Strategic Plan builds on the achievements arising from our first year of implementing the Recovery Plan. Improved academic planning is at the centre of the Strategic Plan and continues to remodel the academic portfolio around a demand-led market in which increased participation is the cornerstone of our role in UK higher education. In recent years, our academic planning has been imperfectly aligned with the development of estates and financial plans. This plan, however, elaborates our integrated approach to all spheres of activities. In particular, the Plan integrates academic, financial, organisational and estates strategies to create a cohesive framework for the development of our regional role. Our strategic aims flow from the steps we have identified as essential to achieving our vision and are embodied in the areas of strategic priority and their associated objectives detailed below.

### **6.1 Academic Planning**

#### **6.1.1 Our academic planning is informed by the following guiding principles:**

- Widening participation in higher education, in line with the government's goal of 50% participation, through the provision of academic programmes that attract and enhance the employability of applicants from lower socio-economic groups and diverse multicultural communities in the Thames Gateway region

- Meeting the educational needs of a population in the Greater London and Thames Gateway Regions that is projected to expand by approximately 20% over the next fifteen years
- Developing partnerships with local FE and Sixth Form Colleges to establish a seamless transition through all levels of post-compulsory education, including delivery of HE programmes within our partner institutions where appropriate
- Establishing new academic programmes that provide the skills and knowledge required by the key professions and occupations engaged in public services, private enterprises and those engaged in the creation of the new knowledge-based economy
- Providing an academic portfolio that contributes to the economic regeneration of our region and the social and economic inclusion of all its residents
- Developing flexible modes of course provision to facilitate participation and meet the needs of enterprise and public and voluntary sector institutions
- Enhancing our research profile and capacity by building on our areas of excellence and ensuring that teaching and learning is informed by innovative and creative activity in research and scholarship.

**6.1.2** The planning process for 2002-3 identified a number of new programme developments and engaged directly with a broad spectrum of the academic community. The process facilitated several positive outcomes, which will continue to inform academic planning for the Strategic Plan period 2002-7. These outcomes include:

- A growth trajectory of 20% in our student numbers over the period of the plan
- Clarification of strengths and weaknesses in the current academic offering
- Commitments to increase part-time, combined honours, postgraduate and mixed modes of course provision
- Development of more strategic market-oriented and ‘externally’ focused School and university-wide initiatives in programme development and provision; taking steps to re-establish our reputation for innovative approaches to course development and modes of provision

**6.1.3** Our academic programmes have focused upon increased recruitment and expansion of course provision in such areas as Education (Teacher Training Agency); Health Studies and Sports Science (Health and Community Care); professional programmes in Psychology, Law and Business Studies; interdisciplinary programmes in Cultural and Media Studies, Computing and Information Technology.

**6.1.4** The progress achieved in reshaping the academic portfolio has strongly informed our approach to the development of our Estates Strategy (see section 6.10).

**6.1.5** The table below indicates the proposed location of our Schools, consistent with our current estates strategy:

<b>Stratford Campus (including Duncan House)</b>	<b>Docklands Campus</b>
– a regional centre for professional programmes in public and private sectors; served by excellent transport links between East London and the East Anglia corridor	– a full facility 24/7 campus focused on the creative and cultural industries and sectors associated with the economic, social and entrepreneurial regeneration of our region
School of Health and Biosciences	School of Architecture, Art and Design
School of Psychology	School of Cultural and Innovation Studies
School of Law	East London Business School
	School of Social Sciences
School of Education and Community Studies (TTA & professional programmes)	School of Computing and Technology
<b>Duncan House</b> – key location for professional development programmes with part-time and short course provision	School of Education and Community Studies (combined honours programmes)

**6.1.6** A School-by School analysis can be found in appendix A, which briefly outlines the achievements of the Schools in 2001-2, identifying their academic trajectories for subsequent years. Financial projections for the Schools will continue to achieve the total cost savings required by the Recovery Plan. There will, however, be some potential for moderation of precise savings/investment per School arising from student recruitment in 2002-3 and the reconfiguration of School structures. Those schools which are not currently covering their expenditure with income will need to improve their efficiency at a faster rate than the university as a whole.

## **6.2 Learning and Teaching**

**6.2.1** Our learning and teaching strategy is currently being revised and achievement against key targets for 2002-03 has already been submitted to HEFCE as part of our report on our use of the Teaching Quality Enhancement Funding (April 2002). The development of this Strategy has been influenced by important trends that impact on the Higher Education sector and on the University of East London. In particular:

- The Government has declared its intention to support widening participation in higher education and commitment to the concept of ‘lifelong learning’. We have a long tradition of providing higher education for under-represented groups in our region and wish to build on this well-established strength. We recognise that the achievement of our widening participation objectives has significant implications for increasing flexibility in the way that courses are designed, taught and delivered
- The diversification of the educational and cultural background of the students we recruit both presents opportunities relating specifically to the methods of teaching used and highlights the need for improved support systems for students. We seek to demonstrate that we value cultural diversity and are committed to achieving equality of opportunity for our students
- Student retention and graduate employability have been identified as priorities for the institution. Both issues are critically influenced by learning and teaching. We have developed a separate strategy for employability, but reflect the strategic actions that support employability as an integral part of the learning and teaching strategy
- Advances in learning technologies and the opportunities for networking information are creating new opportunities for enhancing both learning and teaching. Potentially, these technological advances will have a considerable impact on changing the teacher's role. We recognise the need to be more pro-active in ensuring that we maximise the benefits afforded by communication and information technologies for learning and teaching.

**6.2.2** The key themes of our learning and teaching strategy can be summarised as:

- Ensuring fair access to higher education
- Maintaining and improving retention rates
- Enhancing the employability of our graduates
- Developing a flexible learning offer
- Staff recognition and reward

**6.2.3** The principal activities to support these five themes are detailed below.

#### **6.2.3.1 Ensuring fair access to higher education**

Many actions under this theme are joined with those undertaken as part of our Widening Participation strategy. Those actions specific to the learning and teaching strategy include:

- Developing and extending the successful accreditation of prior experiential learning as a service to be aimed at both potential undergraduate and postgraduate students and organisations wishing to achieve formal recognition and accreditation of employee skills and knowledge
- Support for the development of more foundation degrees with partner further education colleges to ensure that these new programmes are

developed with reference to the best in vocational pedagogy and that there is a seamless transition for graduating students who wish to transfer to either a BA or BSc

- Development of level 0 programmes as lock-on foundation elements to existing programmes in Schools where there are no comparable entry level programmes either within the School or provided by local further education providers.

### **6.2.3.2 Maintaining and improving retention rates and enhancing the employability of our graduates**

We have conducted research to look at the strengths and weaknesses of our approach to improving retention of students and to enhancing graduate employability. We recognise that there are actions we can take that will have a positive affect on both retention and employability. The first three actions below will be taken in support of these dual themes:

- Extending first year focus on study skills. We will work through Schools to embed study skill units in level 1 provision, ‘kite-marking’ those units where study skills are explicitly addressed. We will also monitor the progression patterns of students from these units and ensure structured links with the Skillszone
- Introducing systematic personal development planning for all undergraduate students. This will be offered to students with the support of a personal tutor as a means of continuously developing a personal development plan as a permanent record of their wider experience whilst at university, as well as a summative CV to assist when applying for jobs on graduation
- Supporting students to establish the ‘vocational relevance’ of their higher education experience. This might include a student undertaking a work placement as a structured part of their programme, or undertaking a work-based learning module that requires the student to reflect on their (part-time or voluntary) work practice. To further support this activity we will map and audit the development and assessment of employability skills identified through our SEEC key skills profile.

In addition, to provide extra support to the strategic theme of enhancing employability, we shall:

- focus on supporting self-employment and entrepreneurship amongst our graduates. This will be achieved through the development of level 3 work-related modules that enable students to plan for self-employment. We will undertake systematic promotion of the Centre for Enterprise at key points in the taught curriculum and within the scheme of Personal Development Planning, to enable students to build structured links with the centre as early as possible.

### **6.2.3.3 Developing a flexible learning offer**

We wish to develop our learning offer so that it reaches more people in more convenient ways. Programmes need to be designed to cater for a more diverse range of learners, learning styles, needs and interests than those generally anticipated amongst more traditional HE students. The activities we will undertake to improve the flexibility of our learning offer include:

- Development of multi-mode delivery programmes. The initial focus for development will be in print-based distance learning materials for the Schools of Business and Computing and Technology. We have a long term aim of becoming a leading multi-mode university
- Development of a problem-based learning curriculum. PBL is an approach to curricula characterised by flexibility and diversity and combining features of a process-led curriculum with a rationally planned curriculum. Our ambition is to become a leading UK centre for problem-based learning; to achieve this aim extensive development of both staff and curriculum will be required. We have exemplars of this approach, for example in our School of Architecture; however, the focus will be to organise the curricular content around problem scenarios. An institutional audit and widespread staff development programme will be initiated with targets developed through school learning and teaching action plans
- Development and expansion of our work-based learning provision to: increase our student recruitment; meet employer need with bespoke programmes which can be ‘delivered’ in the workplace; and better deploy our substantial expertise in the accreditation of prior experiential learning
- Increased use of WebCT for curriculum development and programme delivery. Learning Technology Advisers have been appointed in each School to accelerate use of e learning.

### **6.2.3.4 Staff recognition and reward**

The strategy has specific human resource implications that will be addressed as an integral part of the Learning and Teaching strategy:

- We have offered Readerships in Educational Development for some time and will take steps to incorporate this scheme into the mainstream promotion structures to strengthen the recognition of teaching excellence as a basis for promotion. To complement this scheme we will also develop Teaching Fellowships to recognise teaching excellence and progress specific projects
- Our PG Cert in Learning and Teaching in Higher Education and the MA in Learning and Teaching will be reviewed in 2002-03 with a view to seeking greater programme synergy and progression as well as achieving Institute of Learning and Teaching accreditation
- We shall introduce Professional Development Plans as an integral part of appraisal with earmarked time for educational development and

innovation, supported by a transparent workload allocation model and professional development funding.

### **6.3 Research and Scholarship**

- 6.3.1** We are strongly committed to the development of research and scholarly activity in order to create a culture of staff and students engaging with new knowledge and new learning in all academic areas. Recognising that research and scholarship underpin the attainment of excellence in teaching and learning, we see as vital our engagement in the creation of knowledge as well as its dissemination. This ensures that teaching is academically challenging and up to date, and that it promotes the transfer of commercially useful knowledge and technology to business and industry. In the academic year 2001-2 extensive consultation has taken place concerning the development of our research and scholarship profile.
- 6.3.2** Our achievements in the 2001 Research Assessment Exercise were good and consistent with those of the sector as a whole, with improved performances in nine of the fifteen subject areas in which submissions were made. We have improved the quality of our research as well as the quantity, building on the successes of the previous RAE. In particular, research of international standing was recognised in Communication, Media and Cultural Studies (5), Art and Design (4) and Sociology (4). Our annual research income of approximately £1.4 million in 2001-2 represented an increase over the previous year and our RAE funding arising for 2002-3 of circa £1.3 million also represented an increase over previous years. It is essential that we develop the former to reduce our dependency on the funding council. Plans are being developed to increase funding from a wide range of sources including the British Council, EC funds, charitable bodies such as Carnegie and Leverhulme, and the research councils
- 6.3.3** We also recognise that the uncertainties relating to future funding arrangements for research in new universities create significant challenges. We are seeking to diversify further our sources of research funding. We have to generate significant growth in non-HEFCE research income. We are developing new partnerships with external funding agencies to support innovative research in areas such as health and social care, psychology, biosciences, business and computing and technology. Our areas of research excellence, with international and national reputations as defined by the latest RAE results, will be co-located on the Docklands campus by 2005. This co-location improves our capacity to provide effective support structures for these areas in order to establish and expand vibrant postgraduate and doctoral programmes and further develop inter- and cross-disciplinary research projects.
- 6.3.4** Our developing research and scholarship strategy will have three broad aims to pursue: a culture of research and scholarship; a limited number of centres of research excellence in selected areas; and to ensure that all our activities take

place in an atmosphere informed by scholarship. Our approach will be to aim for increased volume of output and improved quality. Recognising that it takes time to grow research and scholarly activity, the axiom that people are the most valuable resource in achieving the growth we seek will underpin policy developments in this area. We shall therefore look closely at each of the following in relation to the promotion of research and scholarly activity: institutional staffing policy; staff development policy; research training and development; career planning for researchers; support for research students. We shall also need to develop activity planning which supports the production of outputs and puts in place related staff development, as well as introducing a mentoring system to provide informal help, advice and encouragement from peers.

**6.3.5** It is essential that we set objectives to ensure that our aims are achieved, and it is envisaged that these will embrace a wide range of different outputs and activities. The strategy will be underpinned by our commitment to:

- Focus research activities around areas of excellence as defined by the 2001 RAE results: cultural and creative industries, art and design, health and social care, economic and social regeneration, psychology and law
- Develop our research and scholarship activities in all subject areas to enhance our reputation and competitiveness, consistent with our mission; in particular, research that is relevant to our region
- Increase the number of academic staff active in research and scholarly activity ('active' being defined as producing something which appears in the public arena).
- Establish alliances and partnerships with other institutions and local agencies such as NHS Trusts, local authorities and public and private sector organisations and enterprises
- Secure a significant increase in non-RAE funded research income: 10% per annum
- Increase the standing of our university in national league tables and also against internationally accepted criteria, such as the Carnegie Indicators, thus becoming one of the leading UK modern universities in the field of research and scholarly activity.

**6.3.6** To achieve these objectives, we will in the year ahead:

- Put in place our new research and scholarly strategy
- Refine our approach to activity planning and output targets via our staff development and appraisal programmes and procedures, and by reviewing workloads
- Increase our support infrastructure for research and scholarly activity
- Develop the proactive role of our Graduate School in matching areas of research interest and activity to appropriate sources of funding

- Develop communication between researchers within the university and with external partners through our new website and research conference series
- Establish our Masters in Research (MRes) programme to enhance support for postgraduate students and increase their numbers in areas of research excellence.

## 6.4 International

**6.4.1** Internationalisation and the related thread of diversity have a particular importance in UEL, with a student body that is remarkable in its diversity in all its dimensions: culture, ethnicity, language and belief. Turning that resource into an essential feature of the UEL learning experience will positively add to the employability of our students. We are also a university which provides opportunities for students from all over the world: we have 1,200 overseas students based on our campuses and 700 off-shore on UEL franchised programmes, with 500 EU students. Overall, this is 20% of the student population. Approximately 1-in-7 of our EU students are drawn from outside the UK. Our long-term aspiration is to draw approximately 3,000 (25%) of our UK campus-based students from overseas. Given the turbulence that affects overseas recruitment, we have decided to base our medium-term plans on recruiting the more prudent figure of 1600 students to study on our UK campuses by 2005-06.

**6.4.2** The medium-term focus of growth in overseas recruitment will be in the East London Business School and the School of Computing & Technology which, together, are likely to account for approximately 60% of overseas student numbers. There will also be proportionate growth in other areas of academic strength: Architecture, Art and Design; Media & Multi-Media; Psychology. The key components of our strategy are:

- To support major subject-based programmes using various feeder links: internally, to articulate with undergraduate and postgraduate 'foundation' courses via, e.g., Pre-Sessional English programmes; externally, through articulations with international feeder colleges
- To extend and build upon the School of Architecture's relationships in North Asia (Japan, Taiwan & Korea) and in addition target growth in Africa and North America
- Recognising the linkage between student support and the recruitment process, and in order to improve communications with local markets, to establish Regional Offices to provide enhanced pre-departure information and support to international students recruited
- To establish an *International Centre for English Language* [ICEL] with a strong commitment to providing English language support to the new communities of international students, delivering in London and in partnership with institutions in key markets where this need is well established, such as China and Japan

- Each School to demonstrate its commitment with nominated international 'champions', tasked to lead a focussed international effort within the framework of our international strategy.

## 6.5 Diversity

- 6.5.1** Our Corporate Plan published in July 1999 stated our firm intent to continue to be a multicultural university committed to the promotion of cultural diversity, and to build a learning community of staff and students where diversity is valued, racism is not tolerated and equality of opportunity is paramount. This policy continues to be a key part of our vision and ethos.
- 6.5.2** UEL is located in the middle of a diverse and multi-cultural community, and our student population largely reflects the multi-cultural and socio-demographic characteristics of our geographic location. Many groups traditionally under-represented in higher education constitute a significant proportion of our student population; for instance, African-Caribbean men constitute 1.2% of the HE sector-wide population, yet make up 7% of UEL student population.
- 6.5.3** HEFCE 01/48 disability capital will provide much needed funding to bring our buildings up to the standards of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act 2001. Our project, as approved by HEFCE, is designed to ensure that our buildings are accessible to students with disabilities; that any barriers on free circulation around the buildings are removed; that the amenities offered to students with disabilities place them at no disadvantage compared with students without disabilities; and that there is safety of regress in all circumstances. The project will complete all the priority 1 works identified in the access audits of our main campuses at Docklands and Stratford, since these two campuses will be the focus of our future estates strategy. At Barking we are proposing to keep implementation of priority 1 items to the absolute minimum necessary to ensure compliance, as we expect to vacate the Longbridge Road campus in 2005.
- 6.5.4** A key objective of our Learning & Teaching Strategy and of our Widening Participation Strategy is to ensure that our programmes, policies and learning environment meet the needs of our ethnic minority students. We recognise that we have a multi-faith, multi-national and multi-racial student profile. 56% of our students are bilingual, and 49% speak between 2 and 5 languages. We value the richness this student profile brings, yet this very diversity poses critical questions for programme planning and student support services. The challenge for us is to bring this richness into the curriculum. The diversity of our students leads us to re-examine the taken-for-granted assumptions which lie behind conventional patterns of course design and delivery, induction and retention, student support and employment outcomes. Some notable successes are: our MA Refugee Studies; our New Beginnings 1 extended *Advice and Guidance* programme, with specific courses targeted at groups from ethnic

minority communities; our New Beginnings 2 *Preparing for HE* course, which includes cultural familiarisation modules for people not educated within the British school system; and our study skills support programme, which offers language support for students who do not have English as their first language.

**6.5.5** A step change occurred in our approach to equality and diversity when we were visited in September 2001 by the Equality Challenge Unit. The report which resulted from that visit forms the basis of our equality action plan, which has as its twin aims to promote and celebrate the rich diversity of our community, and to root out any discriminatory practices which deny opportunities to persons from under-represented groups to progress within that community on a fair and equal basis. Our five-year vision includes the following steps:

- Establish Equality and Diversity Unit (January 2002)
- Approve Race Equality Policy and Procedure (May 2002)
- Approve institutional equality action plan (June 2002)
- Appoint equality and diversity advocates (September 2002)
- Approve equality action plans in every school and service (December 2002)
- Implement annual programme of events celebrating diversity (September 2002)
- Arrange equality and diversity training for every member of staff (2002/2003)
- Introduce auditing, monitoring, publication and review of all key diversity data, with targets for improvement (January 2003)
- Set up equal pay review (December 2002)
- Introduce job evaluation (September 2003).

## **6.6 Employability**

**6.6.1** Our recent performance in this area, benchmarked against our comparators within the sector, has been relatively weak, and reflects the challenges we face in enabling our non-traditional HE students to succeed in the labour market. We have analysed our first destinations returns and these demonstrate that our graduate employment outcomes are influenced by age, ethnicity and class of degree; these findings are confirmed by national studies on graduate un/employment. We have, therefore, established employability as a high priority in the implementation of our Strategic Plan because of its importance to our students' future careers and the impact it has on our recruitment and our reputation. UEL is a multi-ethnic and multi-cultural institution and the diversity of our student profile largely reflects the socio-demographic characteristics of our locality. We have high representation from groups under-represented in HE and, in turn, these groups are over-represented in unemployment statistics, and in the national statistics on graduate unemployment.

**6.6.2** Our student profile presents us with particular employability challenges. Over half our students are from ethnic minority communities; over half are mature; over half are from social classes 3m – 5; the majority are from inner and outer East London where there is no cultural tradition of participation in HE, low aspirations on the part of pupils and families are common and, too often, equally low expectations are held by teachers and educators.

**6.6.3** The specific issues facing us in relation to enhancing the employability of our local student population may be summarised as follows:

#### **6.6.3.1 Mature students**

- Many enter UEL with non-traditional HE entrance qualifications, and with a qualification portfolio not readily recognised by employers. Large companies and the civil service still see A level and first degree at 21 as the gold standard for employment.
- Many have chequered career patterns: some have been made redundant from the declining traditional manufacturing industries and are seeking new skills. Although single careers are becoming increasingly rare, employers do not always recognise the value of experience gained on the shop floor, or knowledge gained through apprenticeship rather than study.
- Some have been out of the labour market, or in part-time work, because of caring responsibilities.
- Many have English as a second (or indeed third or fourth) language, and their English oral communication skills can present a barrier at job interview.

#### **6.6.3.2 Black and ethnic minority students**

- Numerous research reports have demonstrated the prejudice that black and ethnic minority graduates encounter in the labour market, both from large private sector corporations, and small and medium size enterprises.
- Our student profile shows significant numbers from groups over-represented in unemployment data.

#### **6.6.3.3 Social class and location of students**

- Employer perception of capabilities of people from east London is frequently negative.
- Recent research on employment of Oxbridge graduates indicated lower earning potential for their students from lower social classes.

**6.6.4** Our structured approach to the development of employability skills is delivered as part of the core curriculum, with additional support activity from our Learning Support Services (Skillszone), business-focussed services within the TGTC and our HEROBAC initiatives. We recognise that, at a time of changing work patterns, employability skills are as important as the academic

and technical skills addressed in the curriculum. Our enhanced strategic planning function, under the new organisational structure, will provide us with local and regional labour market information and trend analysis which will assist us in ensuring that we have, or can develop, the programmes that deliver the skills and knowledge needed by employers.

#### 6.6.5 Our employability agenda involves several initiatives:

- Our first Foundation Degree (Modern Manufacturing, with Ford as the employer partner) recruits from September 2002. We are developing a Foundation Degree in Creative Business Technologies as part of our NTI and other Foundation and extended degrees in creative industries and business are in the early stages of development. Although the impact of Foundation Degrees on graduate employment has still to be evaluated, it is hoped that increased vocational content and employer involvement will enhance our student employment prospects.
- We have a long tradition of developing work based learning routes to qualifications working with the employer and employee for mutual benefit. A successful MA and PG Diploma have been running for 3 years. We are expanding and up-dating our work-based learning framework to build in more flexibility and to allow undergraduates to have a work-based learning module as part of their full-time study. We now have such modules at levels 1, 2 and 3 in our undergraduate programmes.
- Most of our students have to work part-time to finance their studies. We have developed an *Earn & Learn* work-based learning elective module which enables students to use this experience to analyse and demonstrate achievement of key employability skills.
- We are embedding key skills within the curriculum, and additional support for their development is available through Skillzone. Skillzone offers students a different model of learner support from pre-entry to graduation. It brings together a number of services that enhance employability: English language and numeracy support, study skills, career planning and information, information skills, APL/APEL, entrepreneurship and enterprise programmes, videoed interview practice, job application and CV writing workshops.
- We are developing an employability module that will form part of all programmes offered.
- We recognise that many of our students face prejudice in the formal labour market because of ethnicity or class; to combat this we offer through Skillzone self-employment and start-up business programmes and advice.
- Several new initiatives, such as Design Lab, Talent Lab and Media Hub, actively seek employer involvement in programme development and ensure that our graduates have industry-ready skills and experience; our business start-up units in our Royal Docks Business Centre, and our joint venture Thames Gateway Manufacturing Centre, offer undergraduates real work experience which enhances their CVs.

- In line with NTI objectives, our Thames Gateway NTI will build employability skills into the full and part-time programmes which are to be developed.

## **6.7 Learning Resources**

**6.7.1** Our Learning Resources Strategy, a major part of our Information Strategy, is being revised and expanded to support:

- established and new academic priorities and programmes (including the acquisition of selected archive collections to support research specialisms)
- developing cross-sectoral partnerships and widening participation initiatives (this includes schools, FE and LEA liaison and community activities)
- a more proactive approach to the recruitment, retention, progression and employability of students as exemplified by the Skillzone development, a skills assessment and development collaborative initiative, based in our Learning Resource Centres (LRCs)
- the imperatives of our new Estates Strategy.

**6.7.2** The Information Strategy is overseen by the Information Strategy Steering Group which, in turn, is advised by a number of sub-groups, including the Managed Learning Environment Project Steering Group.

**6.7.3** The increased LRC space allocation plans outlined in our Estates Strategy (see Section 6.10) acknowledges the growing importance of Learning Support Services to students in the 24/7 learning culture, where the Learning Resource Centres are the 'hub' of the campus. The enhanced accommodation plans take account of the Skillzone and archive developments as well as reflecting changes in teaching methods (with a reduction in staff/student contact time) and the increase in self-directed learning and project-based student assignments respectively.

**6.7.4** Our approach remains one of working towards the creation of a student-centred Managed Learning Environment (MLE), based on the JISC definition, as a framework for a range of learning and administrative activities and resources, accessed via a student portal front end. Our approach is informed by internal and external consultation and a series of pilot projects with other HEIs and groups of users (based on and off campus) to:

- ascertain perceived information needs and access requirements
- ensure best practice concerning re-engineering of processes
- achieve efficiency and effectiveness in information acquisition, access, delivery and support to facilitate learning, teaching, research and outreach activities.

One outcome of our JISC-funded joint project with two other HEIs (University of North London and Anglia Polytechnic University), utilising the same Virtual Learning Environment (VLE: WebCT) and student administration system (Delta), will be a written case study report during 2002-3. It will highlight shared problems, enabling us jointly to put pressure on VLE and MIS suppliers concerning interoperability and to establish best practice concerning re-engineering of processes.

#### 6.7.5 Key strategies in our approach include:

- Facilitating access to appropriate systems and applications on and off campus by simplifying authentication and authorisation. This includes investigating portal solutions to single sign-on and user session management, and addressing implications of 24 x 7 access in terms of staff support, infrastructure, budgetary and security issues.
- Extending Learning Support Services' flexible service provision to support on and off campus-based students. LSS will utilise the HEFCE Learning and Teaching Capital Project funds to progress this student-focused agenda (automated telephone renewals of learning materials, self-issue and self-return facilities, and management of reading lists and electronic resources in integrated fashion with WebCT).
- Increasing access to learning materials to support multi-mode delivery by exploiting copyright and loan status options, and by extending reciprocal arrangements for access.
- Improving quality of collection management of learning materials by regular stock editing and formulation of collection development policies by LSS and academic staff.
- Encouraging new delivery (e.g. roll-out of WebCT - see Section 6.2) and support mechanisms (electronic communication and support, including exploitation of multi-media developments), with a view to achieving the desired balance between enhanced face-to-face tuition and total distance e-learning, plus all the hybrid modes in between.
- Seeking strategic partners (e.g. other educational institutions and publishers) for development / acquisition of electronic content and resources.
- Developing an integrated research environment, supporting planning, obtaining funds and resources, and providing tools for research and publication. Planned developments include expanded research web pages, creation of a staff publications database (as a subset of the LRC catalogue), and the acquisition of selected archive collections to support research specialisms: for example, The Refugee Council Archive.
- Continuing staff development and training to enhance IT skills (via computer based-training and ECDL self-learning packages), information skills (via LSS subject specialists), and WebCT skills (via Centre for Learning Technologies and the Learning Technology Advisers).
- On-going development of the technological infrastructure and facilities to provide access to the systems, independent of time or space, to authorised

users. This involves supporting the new Estates Strategy, desktop developments and a review of applications used, and revisiting technical support arrangements for students and staff at each campus to achieve benchmark.

## **6.8 Services**

**6.8.1** Over the period of the strategic plan, we intend to make our services more professional, more student-focused and more efficient. As a measure of this we are planning to be awarded the Charter Mark during the 2004-05 academic year.

**6.8.2** From August 2002, twenty departments and units will become nine services and two functions. Almost £1 million of efficiency gains have been built into our 2002-03 budget. Our strategic plan calls for a further five per cent efficiency gain in these areas, to be delivered for the 2003-04 academic year.

**6.8.3** Academic services will be managed by the Pro Vice Chancellor (Academic) and contain:

International Development Services  
Learning Development Services  
Learning Support Services  
Student Services  
The Combined Honours Office

**6.8.4** Within the context of an overall reduction in service expenditure, International Development Services has been strengthened by an increase in permitted expenditure and the planned appointment of a new director. This area will support the Schools in achieving a 25% increase in overseas students, to 1,600 full-time overseas students based in our UK campuses by 2007.

**6.8.5** The creation of a Learning Development Services team will support our mission to become the UK's leading multi-mode university. In the first instance this will be driven forward by the development of primarily print-based open and distance learning materials.

**6.8.6** The strategy of Learning Support Services is set out in section 6.7.

**6.8.7** The new Student Services team will bring together a variety of currently fragmented services, including sports, careers, counselling, medical, child care, spiritual and student financial support services. The service will have a key role to play in delivering our inclusiveness agenda and improving retention.

**6.8.8** Nationally, a smaller proportion of students wish to pursue traditional single honours disciplines. Our predecessor institutions played a leading role in supporting and legitimating such patterns of study, but this initial impetus has

not been maintained in recent years. The Combined Honours Office will support the choice of students who wish to study across traditional subject boundaries and ensure that we no longer have a falling market share in this area.

- 6.8.9** The infrastructure services of facilities, personnel and information technology will be managed by the Pro Vice Chancellor (Research, Outreach & Infrastructure). As the title suggests, this role will also have line-management responsibility for the corporate and external affairs directorate and for the graduate school.
- 6.8.10** Facilities will have the joint role of providing an appropriate environment in which learning can take place and also of bearing the main burden of ensuring that we achieve our strategic mission with regard to our estate. An early activity will be to bring our security service in-house and make it more student-friendly. We have decided to achieve a substantially better utilisation of our space and the achievement of this will be managed by our facilities service. Facilities are also responsible for catering and for student accommodation. The management of student accommodation may be contracted-in as a consequence of our estates strategy over the period of the plan. The facilities service will make an additional contribution to our strategy by increasing our profits from conferencing over the period of the plan.
- 6.8.11** The new personnel service will bring together personnel, staff development and health and safety. It has line management responsibility for the project staff bought in with HEFCE special funding to help us address the equality agenda. Our human resources strategy is set out in section 6.9.
- 6.8.12** The information technology service not only supports our teaching and learning strategy through its provision of information technology in support of student learning, but also supports our main administration systems and the development of a management information system.
- 6.8.13** The Corporate and External Affairs directorate has a variety of key responsibilities. These include: promoting the university; leading, developing and maintaining our external relationships and partnerships, including those with schools and colleges, other universities, industry and commerce; and enhancing the full range of our planning and marketing capabilities. Our organisational structure is based on the principle of division of responsibilities. Hence, Quality Assurance is placed in this service to ensure its independence from the primary quality assurance function, Internal Audit is not managed by Finance, and so on. Most of the statistical information provided to HESA will be produced by this team, based on their analysis of data held in our administrative systems. This directorate will lead on our widening participation strategy and activities, and our partnerships for progression plan, and is also responsible for our alumni and development teams; it will be expected to generate a significant sum in support of our estates strategy.

**6.8.14** The principal responsibility of the Graduate School will be to support the nine Schools in delivering our research strategy, which is in the process of development (see section 6.3).

**6.8.15** The last main area is the Finance Directorate. This directorate is responsible for the maintenance of student information databases and all the traditional financial functions, except for payroll, which is part of personnel services. In addition to the housekeeping role, this directorate has four key strategic tasks over the life of the plan:

- a) Ensuring that financial information is understood and acted on across the university (see section 7)
- b) Raising the loan finance needed to deliver the estates strategy
- c) Improving our debt collection practices to the London modern university average
- d) Ensuring that every student will have on-line access to a student information system that accurately reports their academic progress.

This area is also responsible for supporting our purchasing function. A key part of the overall financial savings we will achieve over the plan period will come from the diffusion of good practice in purchasing to all areas.

## **6.9 Human Resources Strategy**

We are seeking to raise the profile of our Human Resources (HR) policy as a key change agent to support step changes in the institution's performance. Our main priority is to recruit and retain high quality staff against a full analysis of our Strategic Plan. To achieve this we are:

- Reviewing our ability to utilise salary ranges more flexibly, and to create new grading categories in order to compete in the current labour market and to encourage younger people to join UEL.
- Developing corporate, School and Services HR plans which set out staff development priorities, outputs and outcomes, and which plan future staffing needs.
- Seeking to achieve *Investors in People* accreditation by end 2003.
- Celebrating and promoting equality and diversity, identifying discriminatory practices through effective monitoring systems, and implementing equality action plans.
- Establishing an integrated system for determining pay and progression for all staff using an equal pay review, an analytical job evaluation system and market and performance data.
- Working with staff to achieve a stronger performance management component within the appraisal scheme in order to achieve a better alignment between our corporate objectives and the work of our staff in delivering high quality teaching, learning, research and services.

- Establishing an annual process through which we can reward performance through a comprehensive review of all staff, informed by the appraisal scheme.
- Taking all appropriate action to train and support managers in managing staff whose performance falls below a defined acceptable standard.

## **6.10 Estates Plan**

**6.10.1** In January 2002 we adopted a new estates strategy. The new estates strategy was informed by work undertaken for us by GVA Grimley and by a process of internal consultation and work with external partners. A benchmarking study confirmed our judgement that we were over-provided with space.

**6.10.2** In summary, our new estates strategy requires us to expand our activity at our Docklands campus to a viable size, to retain our Stratford location, to relinquish our Longbridge Road site and to open a new facility in Barking town centre. We intend to reduce the amount of space we use for teaching, learning, administration and social activities from its current value of 91,000m<sup>2</sup> to 68,000m<sup>2</sup> over a four-year period. (In the first year of the recovery plan we had already shed 4,800m<sup>2</sup> through the sale of Greengate.)

**6.10.3** We intend to develop our Docklands campus to provide a focus for our activities centred on the new economy: the creative and cultural industries. The campus will house the architecture, art & design, cultural studies, innovation studies, computing, technology, business studies and social science disciplines. All our research rated 4 and 5 in the recent RAE will be housed in this campus. It is intended that Docklands will be our 24/7 campus. Its architectural significance as a new, innovative complex symbolises our role in the regeneration of the Thames Gateway. It houses the multi-media production centre, incubator units and talent lab, and will provide the hub for our NTI work. We wish also to establish a learning centre in Canary Wharf, possibly in partnership with other local HEIs, and are exploring the feasibility of this with Canary Wharf management.

**6.10.4** Stratford is the premier public-transport node in Thames Gateway, predicted to have 30,000 new jobs by 2016. We intend to build on this location to provide a focus for those of our programmes which support professional development and the public services, and for our part-time evening programme. Residential and night-time activity will have a lower profile in this campus than at Docklands. Stratford might be better characterised as an eight-till-late campus, providing a focus for our part-time evening provision. The campus will house our science (including psychology and sports science), health, law and teacher training disciplines. It is estimated that our Stratford campus requires £6 million of refurbishment to make it "fit-for-purpose". It is intended to invest £3 million towards this goal over the next three years.

- 6.10.5** We intend to develop a lifelong learning centre in Barking town centre with a wide range of partners including Barking College and Barking & Dagenham Council. Whilst notionally the space we intend to occupy will only amount to 1,000m<sup>2</sup> the total size of the lifelong learning centre, taking account of the space required by our partners, is likely to be at least 5,000m<sup>2</sup>. The London Borough of Barking and Dagenham has one of the lowest levels of participation in higher education in the country: 3.7% in 2000 and targeted to rise to 20% by 2010. It is intended that the centre will become a reference point for good practice in the field of widening participation.
- 6.10.6** The sale of Longbridge Road will result in the loss of 508 study bedrooms. Park Village no longer forms part of our strategic space holding. Its disposal would result in the loss of 541 study bedrooms. We do not believe that our balance sheet is, or in the near future will be, strong enough for us to finance the development of replacement accommodation. We therefore intend to develop third-party provision of student accommodation on our Stratford and Docklands campuses. Such accommodation must be no worse than self-financing. The third parties might be either not-for-profit social landlords or commercial undertakings, or a combination.

6.10.7 An alternative numerical way of presenting our estates strategy is shown in the table below:

<b>University of East London: planned space holdings 2001-2005</b>					
	<b>Sep-01</b>	<b>Sep-02</b>	<b>Sep-03</b>	<b>Sep-04</b>	<b>Sep-05</b>
<b>LONGBRIDGE ROAD</b>	41,700	41,700	41,700	41,700	
Barking Lifelong Learning Centre				1,000	1,000
<b>DOCKLANDS</b>	18,900	18,900	18,900	18,900	18,900
Phase 2a			3,000	3,000	3,000
Phase 2b					25,600
<b>STRATFORD</b>					
Core Campus	15,800	15,800	15,800	15,800	15,800
Unsuitable	2,400	2,400	0	0	0
Holbrook	4,500	4,500	4,500	0	0
Maryland	3,600	0	0	0	0
Duncan House	4,200	4,200	4,200	4,200	4,200
<b>GRAND TOTAL</b>	<b>91,100</b>	<b>87,500</b>	<b>83,600</b>	<b>84,600</b>	<b>68,500</b>
Dedicated teaching space	28,000				21,600
Pool teaching Rooms	10,000				7,000
Support space	20,100				11,000
Learning Support Services	7,200				8,900
Unallocated	1,500				1,000
Incubator units	1,000				1,000
<b>Sub-total of useful Space</b>	<b>67,800</b>				<b>50,500</b>
Balance	23,300				17,500
<b>GRAND TOTAL</b>	<b>91,100</b>				<b>68,000</b>

6.10.8 It should be noted that this vision of our future places a higher priority on learning support services than is currently afforded them, and not only by increasing the proportion of the university given over to this activity. The proportion will rise from 8% to 13% through an additional space allocation of 1,700m<sup>2</sup>, despite an overall reduction of 23,100m<sup>2</sup>.

6.10.9 We recognise that achieving the estates strategy will require not only the efficient co-ordination of a significant number of professional disciplines and close and effective working relationships with a number of external partners, but also raising significant sums through capital grants, disposals and loan finance. Our new Pro Vice Chancellor (Research, Outreach and Infrastructure) will co-ordinate most of this work.

## 7.0 *Financial Projections*

7.1 Our financial position is now significantly better than it was when the recovery plan was prepared; see table below:

### **Income and expenditure projections 2000-2003**

<b>£'000s - income and expenditure surplus</b>	<b>Recovery plan</b>	<b>Latest projection</b>	<b>Improvement</b>
2000-01	178	1500	1322
2001-02	-5898	- 781	5117
2002-03	- 942	- 200	742

7.2 Our financial projections are based on the following five key assumptions:

- United Kingdom Gross Domestic Product deflator: 2.5% pa.
- Average increase in the price of goods and services purchased: 2.5% pa.
- Average increase in payroll costs, including employers pension contributions, national insurance liabilities and incremental drift: 4.0% pa.
- Average increase in HEFCE grant-in-aid teaching funding for constant student activity: 2.0% pa.
- Average Bank of England repo rate over period: 5.25%.

7.3 In our recovery plan we set out 12 strategic financial objectives. These were as follows:

#### **7.3.1 Cash and solvency**

- A1 To maintain minimum cash holding of £2 million at all times.
- A2 To generate from operations each year more than sufficient cash to meet the cash outflows arising from debt servicing.

#### **7.3.2 Operating**

- B1 To at least break even each year, measured on the operating surplus basis.
- B2 To adopt a risk-averse strategy.
- B3 To avoid all unplanned deficits by individual schools when measured by a financial contribution model and to significantly reduce the size of planned deficits.

### **7.3.3 Investment**

- C1 That all land and buildings investment is financed by grant, long-term loans and capital disposals until our current ratio rises to a minimum level of 1:1.

### **7.3.4 Process**

- D1 The contribution made by service directorates will be subject to an explicit annual review.
- D2 That we will eliminate low value activities from our portfolio and address failures of budgetary control more rapidly than an "average" university.
- D3 That we will have a model for measuring the financial contribution of schools that is based on a common understanding across its staff.
- D4 That we will have a model for measuring the financial contribution of "marginal" activities that is based on a common understanding across its staff.
- D5 That the assessment of our financial position is based on a sound measurement of its position.
- D6 That our financial position is well understood by staff.

## **7.4 Cash and solvency**

The financial projections show that we shall retain a minimum cash holding of £2 million throughout the plan period, but will be unable to generate sufficient cash from operations to cover all the cash outflows arising from debt servicing until implementation of the estates strategy. The first year when cash generation is projected to more than cover the cash outflows from debt servicing is 2005-06.

## **7.5 Operating**

We made a surplus in 2000-01 and are projected to come close to breaking even in 2001-02, 2002-03 and 2005-06, but a sustained period of operating surpluses is not predicted until 2006-07 and onwards. We have created a financial contribution model and identified those Schools that are not currently covering both their direct and indirect costs. The size of the deficits made by the Schools of Engineering, Bioscience and Social Science is projected to reduce significantly in 2002-03. Further progress with these and other schools in deficit is expected in future years.

## 7.6 Investment

The current version of the financing model for the estates strategy has UEL with a current ratio of 1:1 from the point at which it sells its Longbridge Road campus in the summer of 2003. All of the planned capital programme is to be financed by grant, long term loans and capital disposals.

## 7.7 Process

For the 2002-03 budgets, the costs of the service directorates were compared with the average for modern London universities by means of a study conducted by Ben-Johnson Hill Associates. This year most of the work involved in eliminating low value activities has concentrated on improving processes to add value to them, with only a small number of low value activities eliminated. This work will continue over the plan period. We intend to continue our recently adopted practice of replacing the managers of units that do not achieve their budgetary targets. Our financial contribution model has been developed using staff from across our university and its results have been widely disseminated. We have yet to develop a marginal costing model. A recent improvement in our internal audit service has highlighted a number of areas where we need to improve to ensure that our decisions are based on a sound understanding of our position. Progress has been made in ensuring that our financial position is well understood across the community.

## 8.0 Objectives and Milestones: implementation and monitoring

8.1 The strategic priorities discussed within the framework of this plan generate the objectives and milestones identified in the following table; they will be progressed through detailed implementation plans.

STRATEGIC OBJECTIVE	KEY MILESTONE	TIMESCALE
<b>Academic Planning (6.1)</b>		<b>Responsibility: PVC (Academic)</b>
20% growth in student numbers over period of plan	Audit of recruitment performance 2002-03	November 2002
Increased establishment of strategic partnerships & alliances	e.g. MOC signed, compacts agreed, foundation degrees established	Ongoing
Significant number of new programmes developed	Validation of all programmes for 2003-04 complete by June 2003	June 2003
Substantial growth in programmes offered in PT mode	75% of new programmes offered for study by dual mode (FT, PT, distance learning)	June 2005
To grow programmes offered in distance learning mode	Establish operational strategy and set targets	March 2003
Increased number of contracts with NHS Workforce Confederations and local Primary Care Trusts	Minimum of 413 NHS students studying by 2004-05	February 2005
Relocate and consolidate Schools on the Stratford campus	Successful relocation of School of Education PG activities, School of	September 2005

	Law, Sports Science to University House.	
	Establish new, shared lab space for School of Health and Bioscience	September 2002
Relocate and consolidate Schools on the Docklands campus	Successful relocation of School of Social Sciences, East London Business School, School of Computing & Technology to the Docklands campus	September 2005
School efficiencies achieved	£900,000 efficiency gain	July 2003
<b>Learning &amp; Teaching (6.2)</b>		<b>Responsibility: PVC (Academic)</b>
Fair access to Higher Education	Expansion of APEL service 10% year-on-year increase in use	June 2003
	Validation of minimum 3 more foundation degrees	September 2004
	Development of year 0 lock-on to standard programmes for all major UG subject areas	September 2005
Maintaining and improving our retention rate	Progression rate in line with HEFCE benchmark	July 2007
	Personal Development Planning templates developed and piloted	January 2003
	Skills units identified and kitemarked	July 2003
Enhancing the employability of our graduates	10% increase in the number of students taking WBL modules.	July 2003
	Development of modules focused on self-employment skills and entrepreneurship	Jan 2004
	Increased trend of graduates achieving a 1 <sup>st</sup> or 2:1 degree classification	July 2007
	Improved employability rate in line with HEFCE benchmark	July 2007
Developing a flexible learning offer	10% increase in the number of modules offered by WebCT	September 2003
	5 new multi-mode programmes developed in each of the Schools of Business and Computing & Technology	September 2004
	Audit of problem-based learning curriculum and development of related School action plans	September 2004
	25% increase in the number of students studying wholly or mainly in the workplace	September 2005
Staff recognition and reward	New level M qualification (with accreditation from ILT) validated and offered to all new academic staff	September 2004
	Teaching Fellowship scheme developed	September 2005
<b>Research and Scholarship (6.3)</b>		<b>Responsibility: PVC (Research, Outreach)</b>

		<b>and Infrastructure)</b>
Diversify sources of research funding	10% per annum increase in income from sources other than HEFCE	July 2007
Establish and invest in Centres of Research Excellence	Minimum of £200K per annum investment in research to be allocated in 2003-04 budget	May 2003
Establish new alliances and partnerships to support research and consultancy	10% increase in profitable consultancy activity	July 2003
<b>International (6.4)</b>		<b>Responsibility: Director of International Development Services</b>
Establish new Directorate of International Development Services	Appointment of Director	July 2002
Increase the number of international students on campus	1600 international students enrolled	July 2006
Establish International Centre for English Language	Staff Appointed 1 <sup>st</sup> cohort of students enrolled	July 2002 September 2002
<b>Diversity (6.5)</b>		<b>Responsibility: Secretary &amp; Registrar</b>
Build culture for staff and students where diversity is valued and racism is not tolerated	<ul style="list-style-type: none"> <li>- Establish Equality and Diversity Unit</li> <li>- Approve Race Equality Policy and Procedure</li> <li>- Approve institutional equality action plan</li> <li>- Appoint equality and diversity advocates</li> <li>- Implement annual programme of events celebrating diversity</li> <li>- Arrange equality and diversity training for every member of staff</li> </ul>	<p>January 2002</p> <p>May 2002</p> <p>June 2002</p> <p>September 2002</p> <p>September 2002</p> <p>2002/2003</p>
Ensure programmes, policies and the learning environment meet the needs of our ethnic minority students	<ul style="list-style-type: none"> <li>- Approve equality action plans in every School and Service</li> <li>- Introduce auditing, monitoring, publication and review of all key diversity data</li> </ul>	<p>December 2002</p> <p>January 2003</p>
Better align staff profile to reflect the diversity of student profile	Establish baseline and set targets to improve the recruitment and retention of ethnic minority staff	July 2003
<b>Employability (6.6)</b>		<b>Responsibility: PVC (Academic)</b>
Decreasing proportion of graduates unemployed 6 months following graduation	<ul style="list-style-type: none"> <li>- Employability module offered</li> <li>- Improved performance in employability performance indicators</li> <li>- Increased number of undergraduates gaining work experience through course</li> </ul>	<p>September 2003</p> <p>July 2007</p> <p>July 2004</p>
Enhance student employment prospects by increasing vocational	Minimum of 3 new foundation degrees developed with partners	September 2003

content of programmes and employer involvement in programme development and delivery		
<b>Learning Resources (6.7)</b>		
Establish a managed learning environment	Investment model developed and agreed for 2003-04 budget	May 2003
Develop further cross-sectoral partnerships to expand access to University learning resources	Agreements signed with Barking & Dagenham LBC, Barking College, Barking & Havering Primary Care Trust	2002-03
Establish LRCs as new hubs of Docklands campus and the redeveloped Stratford campus	<ul style="list-style-type: none"> <li>- Agreed design brief for Docklands Architects</li> <li>- Opening of Stratford LRC</li> <li>- Space use audit and user survey</li> <li>- Opening of Docklands LRC</li> <li>- Space use audit and user survey</li> </ul>	September 2002 September 2002 July 2003 September 2005 July 2006
<b>Support Services (6.8)</b>		
Improved efficiency of support services	5% efficiency gain achieved	July 2003
Establish new directorates	<ul style="list-style-type: none"> <li>- Heads of new directorates appointed</li> <li>- Service structures approved</li> <li>- Service strategies and plans approved</li> </ul>	September 2002 September 2002 May 2003
<b>Human Resources (6.9)</b>		<b>Responsibility: PVC (Research, Outreach and Infrastructure)</b>
Recruit and retain high quality staff	<ul style="list-style-type: none"> <li>- Implementation of equality action plans</li> <li>- Agreement of School and Services HR plans</li> <li>- Review of capacity to utilise salary scales and grading categories complete and integrated system for determining pay and progression for all staff established</li> <li>- Improved performance management element in all staff appraisals introduced</li> <li>- Reward element in pay discussions introduced</li> </ul>	December 2002 December 2002 July 2003  July 2003  2003-04
Achieve <i>Investors in People</i> Status	Agree project board and action plan Submission of IIP application	December 2003
<b>Estates (6.10)</b>		<b>Responsibility: PVC (Research, Outreach and Infrastructure)</b>
Reduce space used for teaching, learning, administration and social activities	Agree revised space allocations with all Schools and Services	July 2002
Redevelop Stratford campus	- Open new LRC	September 2002

	- Agree refurbishment plans for University House	July 2003
Develop second phase of Docklands campus	- Agree design and build plans - Gain planning permission - Raise capital finance	July 2003
Sell Longbridge Rd site	- Offer property to market - Vacate property	July 2003
Establish new Barking Lifelong Learning Centre	- Sign agreement with Barking and Dagenham LBC - Agree design and build plans	2002-2003

**8.2** Progress will be monitored through the annual planning cycle and driven by a revised and enhanced corporate planning process.

## 9. Appendices

### 9.1 Appendix A - Individual School Profiles

#### 9.1.1 School of Architecture (part of School of Architecture, Art and Design from 2003-4)

##### Student Number Targets

Location	2001-02 Actual				2002-03 Target				2003-04 Target				2004-05 Target			
	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO
UEL Campus	234	97	76	1	223	115	28	4	248	95	64	4	254	95	64	4

- Our financial model shows that the merged School will receive substantial financial support from the rest of the university. Over the period of the strategic plan the school is expected to address this situation by a significant increase in its student numbers.

##### Summary

The quality of the School of Architecture's provision is excellent and its market share of first degree students has increased across the sector. The School achieved its recovery plan student number targets in 2001-2 and is set to continue its modest growth strategy for full-time and part-time home student numbers in 2002-3. Architecture continues to recruit a significant number of overseas full-time students. The Extended Degree programme in Design and Architecture recruits strongly to undergraduate degree programmes in the School of Art & Design and the School of Architecture and target numbers for 2002-3 have been increased. Following the completion of the university's Estate Strategy, it was decided that the School of Architecture should move to the Docklands campus and not to Stratford as envisaged in the Recovery Plan. The move to Docklands in 2003 will lead to the merger of Art & Design and Architecture into the School of Architecture, Art and Design. This will enable these programme areas to exploit the teaching and research synergies arising from their co-location; reduce the costs of studio-based teaching through the closure of Holbrook and the construction of fit-for-purpose facilities at Docklands and support the development of new programmes in the areas of continuing professional development and under- and post-graduate provision.

#### 9.1.2 School of Art & Design (School of Architecture, Art and Design from 2003-4)

##### Student Number Targets

Location	2001-02 Actual				2002-03 Target				2003-04 Target				2004-05 Target			
	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO
UEL Campus	602	25	99	4	736	54	109	4	756	59	112	4	786	58	109	4
UK Franchise	4	0	0	0	5	0	0	0	5	0	0	0	5	0	0	0

- Our financial model shows that the merged School will receive substantial financial support from the rest of the university. Over the period of the strategic plan the school is expected to address this situation by a significant increase in its student numbers.

### Summary

The School achieved a 4 rating in the 2001 RAE, up from the 3a achieved in 1996. The quality of teaching is good (21/24 in most recent TQA) and the School continues to retain, and in some areas - Design Studies - increase, its full-time first degree market share within the London region. The School did not, however, achieve the level of growth in student target numbers as set down in the Recovery Plan. It was about 40 FTE below target level. The School Management Team under the guidance of the Acting Head of School has established realistic target growth for 2002-3. The School is exploring more flexible and cost effective forms of programme delivery, including the introduction of part-time programmes and the shift, where possible, to workshop rather than studio-based provision, to realise increased efficiencies in space utilisation, staffing and other resources. The principal challenge facing Art and Design is to develop a portfolio of expensive and less-expensive academic provision so that costs may balance out across the range of programmes. The School is developing new course provision in Photography, Film and Animation and Digital Cultures and is also planning the introduction of a Residency Art in Partnership programme; it is actively pursuing overseas links with partners in China and South East Asia. The School's management team has been reconfigured under the guidance of the Vice Chancellor's office and the Director of Finance to improve its capacity to establish effective financial and academic management. It is anticipated in 2002-3 that the School will begin to achieve its real potential as an area of high quality research and teaching.

### 9.1.3 School of Cultural & Innovation Studies

#### Student Number Targets

Location	2001-02 Actual				2002-03 Target				2003-04 Target				2004-05 Target			
	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO
UEL Campus	1187	52	188	4	1379	72	245	11	1586	87	317	15	1719	104	401	25
UK Franchise	27	0	33	0	24	0	32	0	24	0	32	0	24	0	32	0

- Our financial model shows that this school makes a significant contribution to our finances. Over the period of the strategic plan we intend to invest in additional staff for the school in order that the school can continue to develop innovative and high quality programmes.

### Summary

The School retained its 5 rating in the Cultural, Media and Communications Studies subject area in the 2001 RAE. It also achieved its growth in student target numbers in 2001-2. The School's strengths continue to be in Media Studies, Media and Advertising, Media Production and Information Communication Studies programme areas. The School has increased its student numbers in line with the rapid growth within the sector; it also successfully introduced new degree

programmes in Journalism and Print Media, Modern Humanities and Cinematics and has new undergraduate programme developments in Computer Games and Interactive Entertainment and IT part-time for 2002-3. The School is developing partnerships with local sixth form and FE colleges and will be introducing an extended degree programme with these partners in the Cultural and Creative Industries in 2003-4. The School is the home of the Multimedia Production Centre (MPC). The MPC is expanding its income generation activity and has successfully introduced *Talent Lab* and *Media Hub* projects in cooperation with our Thames Gateway Technology Centre (TGTC). These projects have realised substantial European Union Funding to support the appointment of Creative Associates who work with local SMEs to develop new media products designed to enhance economic regeneration within our region. The School plans to expand its undergraduate and postgraduate provision and deepen overseas links and relations. Cultural and Innovation Studies embodies the positive ethos of our new campus at Docklands; this is reflected in our commitment to invest in the continued expansion of this School.

#### 9.1.4 School of Education & Community Studies

##### HEFCE Student Number Targets

Location	2001-02 Actual				2002-03 Target				2003-04 Target				2004-05 Target			
	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO
UEL Campus	287	5	127	1	373	31	143	0	411	30	167	0	424	28	172	0
UK Franchise	31	0	5	0	40	0	0	0	40	0	0	0	40	0	0	0

##### TTA Student Number Targets

Location	2001-02 Actual				2002-03 Target				2003-04 Target				2004-05 Target			
	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO
UEL Campus	151	1	35	0	158	0	104	0	180	0	105	0	225	0	108	0

- Our financial model shows that this school is receiving significant internal financial support. Over the period of the strategic plan it is intended that this situation should be addressed by a substantial growth in student numbers

#### Summary

The School exceeded student number targets for 2001-2 and has significant growth potential, particularly in Teacher Training Agency (TTA) funded provision. The recruitment trend in this School has been rising since 1998-9, particularly at full time undergraduate level, where it recruits the largest number of students across the sector in Academic Studies in Education (HESA Cost Centre, X3). In 2002-3 the School is introducing a PGCE (FE) with 30 places, continuing to modestly expand its PGCE (Secondary) and is introducing new programmes in Early Childhood Studies for classroom assistants and a BA Hons (TESOL). Expansion in student numbers is also planned in Language in Education and IT, Education and Training, the latter in conjunction with the School of Cultural and Innovation Studies. In non-TTA provision, the School is planning to

expand its combined honours offering and part-time provision. The School has effectively deepened its links with local education authorities in East London and has expanded its market share in PGCE provision. The School is also actively engaged in developing its overseas links in south east Asia, thereby increasing the number of overseas applicants to UEL and increasing its income generation capacity.

### 9.1.5 East London Business School

#### Student Number Targets

Location	2001-02 Actual				2002-03 Target				2003-04 Target				2004-05 Target			
	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO
UEL Campus	1726	587	785	101	913	288	655	56	955	315	665	66	996	344	690	76
UK Franchise	0	0	81	0	0	0	75	0	0	0	75	0	0	0	75	0

- Our financial model shows that the viability of this school was dependent on its computing courses which are shortly to be transferred to the new school of computing and technology. We will need to redress this situation over the period of the strategic plan.

#### Summary

The School achieved its student number targets for 2001-2. The Business School is restructuring, with Business Information Systems combining with Engineering to form a new School of Computing and Technology. The three main subject areas remaining within the School are Business Studies, Economics and Accounting and Finance. At undergraduate level, Business Studies recruitment has grown in accordance with the overall sector growth, whereas in Economics and Accounting and Finance recruitment has remained relatively static in a stable market. At postgraduate level, full-time postgraduate recruitment has grown significantly in a rapidly expanding sector. The restructuring has been accompanied by a strategic review of the School's academic offering. The School is developing new programmes at all levels of the post-compulsory curriculum: developing an extended degree programme in Business Studies with local sixth form and FE colleges (2003-4); developing undergraduate programmes in Financial Services and a BA Hons Tourism degree with Social Sciences. Further innovations relate to the professional development field with new programmes planned – MSc Risk Management for the Chartered Institute of Secretaries and Administrators; accredited short courses in Performance Management with Newham local authority; MBA Creative Industries; and the accreditation of work-based programmes in the public and voluntary service sectors. Programme renewal is designed to take advantage of the proposed move of the Business School to the Docklands campus, with its proximity both to the City and to our subject areas associated with the cultural and creative industries. The School has continued with its very successful overseas strategy, expanding its provision in key markets such as China and South East Asia and developing its links with other European partner institutions and enterprises. In China, a recent breakthrough involved the securing of a state licence in Beijing for the provision of MBA courses. The School's overseas student intake to East London rose from 406.5 FTE in 2000-1 to 637.5 FTE in 2001-2. The overseas provision, with local partners, includes the development of distance learning programmes at undergraduate level in Business Studies.

### 9.1.6 School of Engineering (School of Computing and Technology from September 2002)

#### Student Number Targets

Location	2001-02 Actual				2002-03 Target				2003-04 Target				2004-05 Target			
	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO
UEL Campus	481	137	263	11	1266	409	495	60	1317	419	478	58	1355	440	506	59

- Our financial model shows that this school is making a contribution to our finances. The costs of traditional engineering courses have been reduced and this process should continue in order to release resources for the computing programmes delivered by the school.

#### Summary

The School of Engineering had a significant set of challenges arising from the Recovery Plan. It has made considerable progress in 2001-2, exceeding its revised student number targets and achieving cost savings of £700,000 out of the projected £1.15 million savings required over the whole recovery plan period. The School has made real progress toward the modernisation and renewal of its programme offering, shifting focus from the 'old' economy toward the 'new', while also developing a new focus for its manufacturing provision through joining a partnership with Ford UK and Havering and Barking Colleges of FE to establish by 2003-4 a Centre Of Manufacturing Excellence. This partnership will create a Modern Manufacturing foundation degree programme to be introduced in 2003-4. In relation to the 'new economy', the creative and cultural industries, the School is providing a pathway in programming on the BSc Hons Computer Games and Interactive Entertainment (2002-3), in co-operation with the School of Cultural and Innovation Studies. The School has merged its Surveying subject area with Civil Engineering, an area that attracts over 27% of students in the London region, and is integrating Business Information Systems (from the Business School) to form a new School of Computing and Technology. The new School provides us with an important opportunity to integrate its computing programmes and establish a more coherent and market-oriented academic offering at undergraduate and post-graduate levels. The School has closed in 2001-2 approximately 12 degree, BTEC and HND programmes and pathways and is steadily reviewing the mode of academic delivery to ensure efficient student numbers at unit level. Finally, the school has established a successful programme of overseas student recruitment, with student numbers rising from 116.5 FTE in 2000-1 to 142.5 FTE in 2001-2.

### 9.1.7 School of Health Sciences (part of School of Biosciences and Health Sciences from 2002-3)

#### HEFCE Student Number Targets

	2001-02 Actual				2002-03 Target				2003-04 Target				2004-05 Target			
Location	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO
UEL Campus	251	23	139	7	307	21	114	4	390	12	117	4	440	15	125	4

#### NHS Student Number Targets

	2001-02 Actual				2002-03 Target				2003-04 Target				2004-05 Target			
Location	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO
UEL Campus	251	1	1	0	262	2	0	0	292	2	0	0	350	3	0	0

- Significant cost reductions have been made in the Life Sciences area over the past two years as uneconomic courses have been closed. Despite this progress the school still receives significant internal financial support. This situation will be redressed over the period of the strategic plan. During 2002-03 the school is planning a significant reduction in the cost of the technical staff used to support its programme and in its demand for space.

#### Summary

The School achieved its student target numbers in 2001-2 and retains approximately 12% of the London region. The School is taking the lead in developing UEL's strategy in relation to the Health and Social Care agenda, through our *Health 2020* initiative, in a context in which NHS training provision is being restructured to include multidisciplinary as well as professional (Physiotherapy) course provision. It is the multidisciplinary area that provides real opportunities for the School and this approach has realised a 'Ladder of Learning' framework and training contract to be developed with Newham Health Care Trust. We recognise that the strategic development of our Health and Community care provision within the NHS has been impeded by the closure of our nursing provision in the late 1990s, however, the School is establishing several pan-institutional initiatives designed to re-establish us in this very important area of social and professional course provision. The move of Sports Sciences from our Barking campus to Stratford in September 2002 will assist the School to integrate its activities and realise the potential growth in student numbers in the Sports Science and related programme areas.

### 9.1.8 School of Law

#### Student Number Targets

	2001-02 Actual				2002-03 Target				2003-04 Target				2004-05 Target			
Location	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO
UEL Campus	446	51	219	11	427	50	232	14	450	53	261	14	446	63	243	15

- Our financial model shows that the School receives internal financial support. Over the period of the strategic plan the level of this support will be reduced as new programmes are developed and additional students are recruited to this area of study.

#### Summary

The School made significant progress in reversing the decline in undergraduate student numbers experienced since 1996. The School achieved a rise in student numbers in 2001-2 that exceeded the target for the whole recovery plan period and has now recovered to its-1996 recruitment level. The School has successfully reasserted its position as one of the major London institutions providing full time Law first degrees. The School has also developed a highly successful part-time evening degree at our Stratford campus and is introducing new programmes (2002-3) in BA Criminology and Criminal Justice part-time; BA Hons Human Rights full time (in conjunction with Social Sciences); LLM Human Rights and BA Legal Studies. Collaborations with other Schools will also realise new programme developments in BSc Hons Forensic Sciences (with Biosciences); BA Financial Services (with Business School) and BSc Hons Psychology and Criminology (with Psychology). In addition, professional development programmes are planned for 2002-3 with the Institute of Legal Executives (ILEX) and the National Health Service.

The School has made huge strides in 2001-2 to renew its programme provision and expand undergraduate full-and part-time student numbers. Also the School has achieved its financial savings target. Our contingency scenario involving the possible closure of the School has now been reviewed and rescinded in the light of the School's achievements over the past year and the future potential offered by the new programmes to be offered in 2002-3.

### 9.1.9 School of Biosciences (previously Life & Environmental Sciences; part of School of Biosciences and Health Sciences from 2002-3)

#### Student Number Targets

	2001-02 Actual				2002-03 Target				2003-04 Target				2004-05 Target			
Location	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO
UEL Campus	459	34	92	7	477	57	77	8	490	53	88	15	580	65	99	21

- Significant cost reductions have been made in the Life Sciences area over the past two years as uneconomic courses have been closed. Despite this progress the school still receives significant internal financial support. This situation will be redressed over the period of the strategic plan. During 2002-03 the school is planning a significant reduction in the cost of the technical staff used to support its programme and in its demand for space.

## **Summary**

The School achieved its recovery plan student number targets and retains its market share especially in the areas of Pharmacology, Microbiology and Biochemistry within the London region. The School continues to recruit effectively to its BSc Hons Science extended degree programme. It is developing a Science Centre with local schools to be based at Stratford. This initiative arises from our commitment to support the continuation and renewal of the teaching of science subjects at all levels of UK education provision. Given this context, and its commitment to 'popularise' the study of science, the School is re-focusing its academic programmes to encompass all levels of the post-compulsory curriculum as well as developing new interdisciplinary programmes in Forensic Sciences (2002-3 with the School of Law) and Toxicology (2003-4). The School is also developing new programmes in herbal medicine with Hailsham College of Phytotherapy, validating Hailsham's provision and establishing a programme on-site in East London. The School has made considerable progress in achieving its financial savings targets by reducing staff numbers and re-modelling its space usage at the Stratford campus. Renewal of academic programmes has taken place alongside the closure of pathways in Archaeology (part- and full-time); Environmental Sciences (M level) and Infectious Diseases (undergraduate pathway). The School is currently reviewing its postgraduate provision and recognises the necessity to continue its programme of academic rationalisation and renewal in 2002-3.

### 9.1.10 School of Psychology

#### HEFCE Student Number Targets

Location	2001-02 Actual				2002-03 Target				2003-04 Target				2004-05 Target			
	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO
UEL Campus	408	21	459	7	397	31	512	17	392	32	620	14	385	37	658	18
UK Franchise	0	0	195	16	0	0	184*	0	0	0	184*	0	0	0	184*	0

\* target excludes confirmation from HEFCE regarding fundability of a UK franchise programme.

#### NHS Student Number Targets

Location	2001-02 Actual				2002-03 Target				2003-04 Target				2004-05 Target			
	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO
UEL Campus	55	0	1	0	56	0	0	0	59	0	0	0	63	0	0	0

- Our financial model shows that the School makes a contribution to our finances. It is intended that this position should be maintained over the period of the strategic plan.

#### Summary

The School has maintained its market position in London, continuing to recruit the largest number of undergraduates in Psychology in the region. It continues to be the largest recruiter of part-time postgraduates within the HE sector and dominates the London region with over 56% of the market. The School achieved its student target numbers in 2001-2. Consistent with the requirements of the recovery plan, the School significantly increased its part-time undergraduate student intake in Psychology, recruiting over 80 students in 2001-2. To safeguard the excellent quality of its provision, the School will not be seeking to significantly increase its full-time undergraduate target intake in 2002-3, but will focus on maintaining its part-time student numbers and supporting new developments in interdisciplinary course provision through its support of, for example, the new programme in BSc Hons Forensic Sciences (with Biosciences). The School has successfully developed franchise programmes with prestigious external organisations such as Relate and has a strategic plan to expand its postgraduate market through professional training and development programmes with, for example, East London & City Mental Health Trust and the Psychosynthesis Educational Trust (PET). The School is proposing to develop a centre for all consultancy activity undertaken within the School, thus providing a driver for an expanding income generation strategy that could compensate for the reduction of HEFCE supported RAE funds (the School achieved a 3a in 2001 up from 2 in the 1996 RAE Exercise).

### 9.1.11 School of Social Sciences

#### Student Number Targets

Location	2001-02 Actual				2002-03 Target				2003-04 Target				2004-05 Target			
	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO	FTH	FTO	PTH	PTO
UEL Campus	653	20	196	3	645	38	155	0	695	38	167	0	727	40	180	0
	0	0	821	25	0	0	647*	7	0	0	647*	7	0	0	647*	7

- Our financial model shows that the School receives significant internal financial support. During the current year the staff base of the school has been reduced. Further substantial progress is also required in this area during 2002-03. The viability of a number of programme areas within the school will be assessed during the academic planning round for 2003-04.

#### Summary

The School obtained a 4 rating in the 2001 RAE (up from 3a in 1996) and with a high number of research active staff. It also achieved its student target numbers in 2001-2 with strong recruitment in Anthropology, Psychosocial Studies, Social Work and Sociology areas. Student recruitment in some subject areas, such as Politics and Languages, continued to be relatively weak, reflecting a decline in recruitment that is consistent across the sector. Overall, however, the School retains its market share in social sciences in the London region as a result of the declining overall student population undertaking these subjects.

For 2002-3 the School management team is planning prudent and modest growth in student target numbers. In 2001-2, German and Italian pathways were closed and the School has remodelled its Politics provision with a view to introducing two new pathways in 2002-3 (Politics and Human Rights and Citizenship). Unless these new developments indicate real potential and actual growth in student numbers, Politics will be closed as a subject area by the end of the academic year 2002-3. As part of its rationalisation and renewal, the School has developed new programme proposals for introduction in 2002-3, several of these being interdisciplinary and cross-School developments designed to promote the employability of the School's graduates. New programmes have been developed, for example in Tourism; Psychosocial Studies and Business (with the Business School); Health and Social Care and Visual Cultures.

The collaborative programme in postgraduate Psychoanalytic studies, provided in conjunction with the Tavistock Institute, continues to be a considerable success and is very important both to the School and to the institution as a whole. There was a prolific increase in Tavistock enrolments in 2001-2, rising from 704 part-time postgraduate students in 2000-1 to 857 in 2001-2.



RP	699	11	62	0	541	6	70	0	553	9	76	0	562	11	82	0	428	28	180	0	432	28	182	0	
Education	Student Nos	287	5	127	1	373	31	143	0	411	30	167	0	424	28	172	0	428	28	180	0	432	28	182	0
RP		225	0	85	0	273	0	93	0	292	0	102	0	301	0	111	0								
Law	Student Nos	446	51	219	11	427	50	232	14	450	53	261	14	446	63	243	15	448	69	247	20	457	70	252	20
RP		292	31	161	9	262	35	171	9	265	38	176	9	269	44	180	11								
<b>HEFCE Funded Students</b>	SUBTO TAL	6734	1052	2643	157	7143	1167	2765	179	7690	1193	3054	195	8113	1290	3248	227	8323	1356	3296	243	8460	1378	3346	247
RP		6405	695	2180	109	6663	775	2314	129	6913	842	2466	142	7127	915	2630	159								
<b>NHS Funded Programmes</b>	Student Nos	308	1	1	0	318	2			351	2			413	3			473	3			473	3		
RP		320	2	0	0	371	3			415	3			458	3										
<b>TTA Funded Programmes</b>	Student Nos	151	1	35	0	158		104		180		105		225		108		225		110		225		110	
RP		191	0	80	0	190		102		190		105		190		108									
<b>UEL BASED STUDENTS</b>	TOTAL	7193	1054	2679	157	7619	1169	2869	179	8221	1195	3159	195	8751	1293	3356	227	9021	1359	3406	243	9158	1381	3456	247
RP		6916	697	2260	109	7224	778	2416	129	7518	845	2571	142	7775	918	2738	159								
<b>UK Franchise Students</b>	Student Nos	64	0	1119	59	69	0	977	1	69	0	977	1	69	0	977	1	69	0	977	1	69	0	977	1
RP		56	0	712	19	60		749	19	63		792	21	64		849	25								
<b>Offshore Franchise Students</b>	Student Nos	0	572	0	117	0	572	0	42	0	800	0	40	0	1120	0	40	0	1568	0	40	0	2038	0	56
RP			366		52		342		0		325				330										
<b>FRANCHISED PROGRAMMES</b>	TOTAL	64	572	1119	176	69	572	977	43	69	800	977	41	69	1120	977	41	69	1568	977	41	69	2038	977	57
RP		56	366	712	71	60	342	749	19	63	325	792	21	64	330	849	25								
<b>UNIVERSITY TOTAL</b>	TOTAL	7257	1626	3798	333	7688	1741	3846	222	8290	1995	4136	236	8820	2413	4333	268	9090	2927	4383	284	9227	3419	4433	304
RP		6972	1063	2972	180	7284	1120	3165	148	7581	1170	3363	163	7839	1248	3587	184								

**Notes:**

- 1) \*RP - Recovery Plan target
- 2) Recovery Plan targets have been adjusted to take account of changes in the revised academic structure

## 9.3 Appendix C - Demographic Data

### 9.3.1 HEFCE Statagic Plan 2002-2007 - Demographic Data

#### 9.3.1.1 UCAS Applications by Age

Age of UCAS Applicants	1999/00 Academic Year		2000/01 Academic Year		2001/02 Academic Year		2002/03 Academic Year	
	n	%	N	%	n	%	n	%
Under 21 years	9731	66.2	8933	69.5	8870	73.9	7028	73.8
Over 21 years	4967	33.8	3921	30.5	3127	26.1	2490	26.2
<b>Total</b>	<b>14698</b>	<b>100</b>	<b>12854</b>	<b>100</b>	<b>11997</b>	<b>100</b>	<b>9518*</b>	<b>100</b>

\* Applications to date (May 2001)

### 9.3.2 UEL Student Profile

#### 9.3.2.1 Student Profile by Ethnicity (All years)

Ethnicity	1998/99 Academic Year			1999/00 Academic Year			2000/01 Academic Year			2001/02 Academic Year	
	n	%	Sector (%)	N	%	Sector (%)	n	%	Sector (%)	n	%
Bangladeshi	282	2.9	0.4	332	3.3	0.5	413	3.8	0.5	489	4.1
Black African	1600	16.6	2.1	1670	16.8	2.0	1758	16.4	2.3	2031	17.0
Black Caribbean	679	7.1	1.4	662	6.6	1.3	685	6.4	1.3	770	6.5
Black Other	219	2.3	0.7	229	2.3	0.6	280	2.6	0.7	296	2.4
Chinese	148	1.5	0.9	157	1.6	0.9	178	1.7	0.9	234	2.0
Indian	638	6.6	3.2	658	6.6	3.2	714	6.6	3.2	892	7.5
Other	431	4.5	1.7	453	4.6	1.7	508	4.7	1.8	681	5.7
Other Asian	412	4.3	1.1	403	4.0	1.1	441	4.1	1.2	551	4.6
Pakistani	524	5.4	1.7	570	5.7	1.7	585	5.4	1.8	677	5.7
White	4698	48.8	86.8	4840	48.5	87.0	5188	48.3	86.3	5308	44.5
<b>Total</b>	<b>9631</b>	<b>100</b>	<b>100</b>	<b>9974</b>	<b>100</b>	<b>100</b>	<b>10750</b>	<b>100</b>	<b>100</b>	<b>11929</b>	<b>100</b>

Note: Sector data is not yet available for the 2001/02 entry cohort.

### 9.3.2.2 Full-time First Degree Entrants by Highest Qualification on Entry

Highest Qualification on Entry	1998/99 Academic Year			1999/00 Academic Year			2000/01 Academic Year			2001/02 Academic Year	
	n	%	Sector (%)	n	%	Sector (%)	n	%	Sector (%)	n	%
Postgraduate	27	1.4	0.2	6	0.3	0.2	17	0.8	0.2	48	1.9
First Degree & equivalent	135	7.2	1.0	86	5.2	1.2	66	3.0	1.2	73	2.9
Other HE & Professional	266	14.1	8.8	198	11.9	8.6	208	9.6	8.2	160	6.3
A levels & equivalents	1055	55.9	79.9	966	58.4	80.3	1299	59.7	81.5	1563	61.6
Access Courses	197	10.4	3.6	104	6.3	3.5	179	8.2	3.4	127	5.0
Other qualifications	202	10.7	4.8	291	17.6	4.6	400	18.4	4.1	551	21.7
No formal qualifications	5	0.3	1.7	6	0.3	1.6	6	0.3	1.4	15	0.6
<b>Total</b>	<b>1887</b>	<b>100</b>	<b>100</b>	<b>1657</b>	<b>100</b>	<b>100</b>	<b>2175</b>	<b>100</b>	<b>100</b>	<b>2537</b>	<b>100</b>

#### Note

- 1) Other HE & Professional comprise aggregated data for entrants with HNC/D, Cert/Dip HE, Professional Qualifications, etc).
- 2) Other qualifications comprise aggregated data for entrants with BTEC National, Foundation Courses at FE level, Access qualifications, GCSE/O level or equivalent and other non-UK qualifications.

### 9.3.2.3 Full-time First Degree students by Gender on Entry

Gender	1998/99 Academic Year			1999/00 Academic Year			2000/01 Academic Year			2001/02 Academic Year	
	n	%	Sector (%)	n	%	Sector (%)	n	%	Sector (%)	N	%
Female	1368	53.1	51.4	1255	52.2	52.0	1301	53.9	52.7	1461	53.7
Male	1207	46.9	48.6	1148	47.8	48.0	1111	46.1	47.3	1261	46.3
	2575	100	100	2403	100	100	2412	100	100	2722	100

Note: Sector data is not yet available for the 2001/02 entry cohort.

### 9.3.2.4 Full-time First Degree students by Age on Entry

Age Range	1998/99 Academic Year			1999/00 Academic Year			2000/01 Academic Year			2001/02 Academic Year	
	n	%	Sector (%)	n	%	Sector (%)	n	%	Sector (%)	n	%
Under 21 years	1228	47.8	76.7	1254	52.3	78.3	1275	53.0	78.9	1360	50.6
21-24 years	538	20.9	10.9	513	21.4	10.2	478	19.9	10.2	617	22.9
25-29 years	341	13.3	4.9	246	10.3	4.4	247	10.3	4.0	274	10.2
30+	462	18.0	7.5	385	16.0	7.1	405	16.8	6.9	438	16.3
	2569	100	100	2398	100	100	2405	100	100	2689	100

Note: Sector data is not yet available for the 2001/02 entry cohort.

### 9.3.2.5 Full-time First Degree students by Geographical Origin on Entry

Geographical Origin	1998/99 Academic Year		1999/00 Academic Year		2000/01 Academic Year		2001/02 Academic Year	
	n	%	n	%	n	%	n	%
East London	1128	53.4	1088	54.6	1041	53.9	1180	52.6
North London	209	9.9	189	9.5	179	9.2	217	9.7
South London	84	4.0	92	4.6	91	4.7	102	4.5
SE London	177	8.4	162	8.1	150	7.7	201	8.9
West London	78	3.7	47	2.4	51	2.6	71	3.2
Home Counties	187	8.9	181	9.1	186	9.6	201	8.9
Rest of England	217	10.3	198	9.9	221	11.4	248	11.0
Scotland	7	0.3	6	0.3	1	0.1	6	0.3
Wales	16	0.8	22	1.1	13	0.7	11	0.5
	8	0.3	9	0.4	3	0.1	8	0.4
	2111	100	1994	100	1936	100	2245	100

## 9.4 Appendix D - 2001 RAE Results

UoA	Title	1992 Rating	1996 Rating	2001 Rating
1	Clinical Laboratory Sciences			3b
8	Pharmacology		1	
11	Other Studies and Professions Allied to Medicine	1	1	2
13	Psychology	2	2	3a
14	Biological Sciences	1	2	2
20	Earth Sciences	2	3b	2
22	Pure Mathematics		3b	
26	General Engineering			2
28	Civil Engineering	2	1	
29	Electrical and Electronic Engineering	1	1	
30	Mechanical, Aeronautical and Manufacturing Engineering		1	
32	Metallurgy and Materials	2	2	
33	Built Environment		1	
34	Town and Country Planning	1	2	
35	Geography			2
36	Law	1	2	3a
38	Economics and Econometrics	2	3a	3a
41	Social Work			3b
42	Sociology	3	3a	4
43	Business and Management Studies		2	2
56	Linguistics		1	
64	Art and Design	2	3a	4
65	Communication, Media and Cultural Studies	3	5	5
68	Education	3	3b	3b

## 9.5 Appendix E : Financial Forecasts - 2002

<b>Table 1: Income and expenditure account</b>						
<b>Institution : University of East London</b>						
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
	£000	£000	£000	£000	£000	£000
<b>Income</b>						
1. Funding council grants	34,861	36,454	36,111	36,613	35,984	36,604
2. Academic fees and support grants	18,687	18,544	19,930	22,115	24,394	25,798
3. Research grants and contracts	1,357	1,400	1,584	1,750	1,920	2,100
4. Other operating income	10,631	11,537	11,243	11,530	11,800	10,740
5. Endowment income and interest receivable	358	257	209	150	150	400
6. Total income	65,894	68,192	69,077	72,158	74,248	75,642
<b>Expenditure</b>						
7. Staff costs	37,507	38,780	38,471	38,824	40,411	41,186
8. Depreciation	2,413	2,498	2,400	2,235	2,666	3,290
9. Other operating expenses	23,592	25,369	27,106	30,535	31,030	28,421
10. Interest payable	1,965	1,501	1,400	1,813	1,991	1,870
11. Total expenditure	65,477	68,148	69,377	73,407	76,098	74,767
12. Exceptional items	1,083	-423	-500	0	0	0
13. Surplus/(deficit) after depreciation of assets at valuation and before tax	1,500	-379	-800	-1,250	-1,850	875
14. Taxation	0	0	0	0	0	0
15. Minority interest	0	0	0	0	0	0
16. Surplus/(deficit) after depreciation of assets at valuation and tax	1,500	-379	-800	-1,250	-1,850	875
<b>Note of historical cost surpluses and deficits</b>						
17. Surplus/(deficit) after depreciation of assets at valuation and tax	1,500	-379	-800	-1,250	-1,850	875
18. Difference between a historical cost depreciation charge and the actual depreciation charge for the year calculated on the revalued amount	570	576	433	129	129	129
19. Realisation of property revaluation gains of previous years	1,370	1,244	908	11,105	0	0
20. Historical costs surplus/(deficit) after tax	3,440	1,441	541	9,985	-1,721	1,004

**Table 2: Analysis of income****Institution : University of East London**

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
	£000	£000	£000	£000	£000	£000
1. Funding council grants						
1a. i) HEFCE: teaching grant	28,943	28,914	29,475	30,065	30,666	31,279
1a. ii) HEFCE: teaching - additional student numbers grant				0	0	0
1b. HEFCE: research grant	1,486	1,546	1,386	1,420	1,470	1,500
1c. HEFCE: special funding	2,585	3,579	2,981	2,848	1,558	1,400
1d. HEFCE: release of deferred capital grants	383	430	430	430	430	555
1e. HEFCE: other grants	0	0	0	0	0	0
1f. LSC: recurrent grants	0	29	0	0	0	0
1g. TTA: mainstream ITT funding	629	763	629	640	650	660
1h. TTA: INSET funding	40	41	110	110	110	110
1i. TTA: partnership funding	22	11	0	0	0	0
1j. TTA: other funding	773	1,141	1,100	1,100	1,100	1,100
1k. Total funding council grants	34,861	36,454	36,111	36,613	35,984	36,604
2. Academic fees and support grants						
2a. Full-time UG home and EU	6,171	7,141	7,991	8,846	9,631	10,169
2b. Full-time postgraduate home and EU	800	1,544	1,054	1,146	1,304	1,397
2c. Part-time fees - home and EU	1,449	2,138	2,327	2,685	2,915	3,039
2d. Overseas students	4,291	5,218	6,015	6,552	7,308	7,885
2e. Fees from NHS contracts	2,017	2,140	2,193	2,536	2,886	2,958
2f. Other fees and support grants	3,959	363	350	350	350	350
2g. Total academic fees and support grants	18,687	18,544	19,930	22,115	24,394	25,798
3. Research grants and contracts						
3a. Research Councils	203	200	200	220	240	260
3b. UK based charities	235	250	250	280	310	340
3c. Other research grants and contracts	919	950	1,134	1,250	1,370	1,500
3d. Total research grants and contracts	1,357	1,400	1,584	1,750	1,920	2,100
4. Other operating income						
4a. Other services rendered	1,634	1,462	1,662	1,690	1,730	1,770
4b. Residences and catering operations	4,693	4,801	5,030	5,160	5,300	4,100
4c. Income from health and hospital authorities	90	80	71	70	70	70
4d. Other operating income	4,214	5,194	4,480	4,610	4,700	4,800
4e. Total other operating income	10,631	11,537	11,243	11,530	11,800	10,740
5. Total endowment income and interest receivable	358	257	209	150	150	400
6. Total income	65,894	68,192	69,077	72,158	74,248	75,642

**Table 3: Analysis of separable activities****Institution : University of East London**

	Required to Complete ? Yes or No *	2000-01 £000	2001-02 £000	2002-03 £000	2003-04 £000	2004-05 £000	2005-06 £000
1. Research Councils	NO						
1a. Income		203	200	200	220	240	260
1b. Expenditure (including depreciation and interest)		0	0	0	0	0	0
1c. Contribution to indirect costs		203	200	200	220	240	260
2. UK based charities	NO						
2a. Income		235	250	250	280	310	340
2b. Expenditure (including depreciation and interest)		0	0	0	0	0	0
2c. Contribution to indirect costs		235	250	250	280	310	340
3. Other research grants and contracts	NO						
3a. Income		919	950	1,134	1,250	1,370	1,500
3b. Expenditure (including depreciation and interest)		0	0	0	0	0	0
3c. Contribution to indirect costs		919	950	1,134	1,250	1,370	1,500
4. Residences and catering operations	YES						
4a. Income		4,693	4,801	5,030	5,160	5,300	4,100
4b. Expenditure (including depreciation and interest)		4,693	4,801	5,030	5,160	5,300	4,100
4c. Contribution to indirect costs		0	0	0	0	0	0
5. Fees and other income from health authorities and NHS trusts	NO						
5a. Income		2,107	2,220	2,264	2,606	2,956	3,028
5b. Expenditure (including depreciation and interest)		0	0	0	0	0	0
5c. Contribution to indirect costs		2,107	2,220	2,264	2,606	2,956	3,028

\* Heads 1 to 5 to be completed if income is &gt;5% of total income.

**Table 4: Balance sheet****Institution : University of East London**

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
	£000	£000	£000	£000	£000	£000
1. Fixed assets						
1a. Tangible assets	90,203	73,471	78,603	74,718	88,002	86,712
1b. Investments	0	0	0	0	0	0
1c. Total fixed assets	90,203	73,471	78,603	74,718	88,002	86,712
2. Endowment asset investments	0	0	0	0	0	0
3. Current assets						
3a. Stocks and stores in hand	44	40	41	42	44	45
3b. Debtors	7,280	7,197	7,338	7,623	7,923	8,059
3c. Investments	0	0	0	0	0	0
3d. Cash in hand and at bank	4,902	3,899	2,648	5,712	8,381	6,735
3e. Total current assets	12,226	11,136	10,027	13,377	16,348	14,839
4. Creditors: amounts falling due within one year						
4a. Creditors	11,215	10,893	10,920	12,321	12,381	10,785
4b. Current portion of long-term liabilities	1,403	1,208	1,700	1,700	1,700	1,700
4c. Bank overdrafts	72	0	0	0	0	0
4d. Total amounts falling due within one year	12,690	12,101	12,620	14,021	14,081	12,485
5. Net current assets/(liabilities)	-464	-965	-2,593	-645	2,267	2,354
6. Total assets less current liabilities	89,739	72,506	76,010	74,074	90,269	89,066
7. Creditors: amounts falling due after more than one year						
7a. Reimbursable by the funding council	0	0	0	0	0	0
7b. External borrowing	21,001	19,262	18,054	16,354	24,654	22,954
7c. Other long-term creditors	0	0	0	0	0	0
7d. Total amounts due after more than one year	21,001	19,262	18,054	16,354	24,654	22,954
8. Provisions for liabilities and charges (from Table 11 total)	8,055	7,401	7,603	7,746	7,922	8,099
9. Total net assets	60,683	45,843	50,353	49,974	57,693	58,013
10. Deferred capital grants	17,773	17,502	22,812	23,682	33,252	32,697
11. Endowments						
12. Reserves						
12a. Revaluation reserve	32,918	16,908	15,567	4,333	4,204	4,075
12b. Minority interest	0	0	0	0	0	0
12c. Income and expenditure account	9,992	11,433	11,974	21,959	20,237	21,241
12d. Total reserves	42,910	28,341	27,541	26,292	24,441	25,316
13. Total funds	60,683	45,843	50,353	49,974	57,693	58,013

**Table 5: Cash flow statement****Institution : University of East London**

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
	£000	£000	£000	£000	£000	£000
1. Cash flow from operating activities (from Table 6 head 15)	2,137	-307	2,440	3,477	2,161	3,524
2. Returns on investments and servicing of finance						
2a. Income from endowments	0	0	0	0	0	0
2b. Income from short-term investments	0	0	0	0	0	0
2c. Other interest received	358	257	209	150	150	400
2d. Interest paid	-1,965	-1,501	-1,400	-1,813	-1,991	-1,870
2e. Other items	0	0	0	0	0	0
2f. Net cash flow from returns on investments and servicing of finance	-1,607	-1,244	-1,191	-1,663	-1,841	-1,470
3. Taxation	0	0	0	0	0	0
4. Capital expenditure and financial investment						
4a. Payments to acquire tangible assets	-1,601	-1,200	-8,440	-14,350	-15,950	-2,000
4b. Payments to acquire endowment asset investments	0	0	0	0	0	0
4c. Total payments to acquire fixed/endowment assets	-1,601	-1,200	-8,440	-14,350	-15,950	-2,000
4d. Receipts from sale of tangible assets	2,300	3,400	1,408	16,000	0	0
4e. Receipts from sale of endowment assets	0	0	0	0	0	0
4f. Deferred capital grants received	974	159	5,740	1,300	10,000	0
4g. Endowments received	0	0	0	0	0	0
4h. Other items	459	0	0	0	0	0
4i. Net cash flow from capital expenditure and financial investment	2,132	2,359	-1,292	2,950	-5,950	-2,000
5. Acquisitions and disposals	0	0	0	0	0	0
6. Cash flow before use of liquid resources and financing	2,662	808	-43	4,764	-5,630	54
7. Management of liquid resources	0	0	0	0	0	0
8. Financing						
8a. Capital element of finance lease repayments						
8b. Mortgages and loans acquired	0	0	0	0	10,000	0
8c. Mortgage and loan capital repayments	-1,944	-1,739	-1,208	-1,700	-1,700	-1,700
8d. Other items	0	0	0	0	0	0
8e. Net cash flow from financing	-1,944	-1,739	-1,208	-1,700	8,300	-1,700
9. Increase/(decrease) in cash in the period	718	-931	-1,251	3,064	2,670	-1,646

**Table 6: Reconciliation of surplus/(deficit) for the year to net cash flow**  
**Institution : University of East London**

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
	£000	£000	£000	£000	£000	£000
1. Surplus/(deficit) after depreciation of assets at valuation and before tax (from Table 1 head 13)	1,500	-379	-800	-1,250	-1,850	875
2. Depreciation (from Table 1 head 8)	2,413	2,498	2,400	2,235	2,666	3,290
3. Deferred capital grants released to income	-541	-430	-430	-430	-430	-555
4. (Increase)/decrease stocks (from Table 4 head 3a except 2000-01)	-10	4	-1	-1	-2	-1
5. (Increase)/decrease in debtors (from Table 4 head 3b except 2000-01)	100	83	-141	-285	-300	-136
6. Increase/(decrease) in creditors (from Table 4 head 4a 2000-01)	-3,662	-322	27	1,401	60	-1,596
7. Increase/(decrease) in provisions (from Table 4 head 8 except 2000-01)	1,263	-654	202	143	176	177
8. Interest payable (from Table 1 head 10)	1,965	1,501	1,400	1,813	1,991	1,870
9. Investment income	-358	-257	-209	-150	-150	-400
10. Profit on sale of endowment assets	0	0	0	0	0	0
11. Increase (Decrease) in creditors - current portion of long-term loans	550	-195	492	0	0	0
12. Profit on sale of properties	-1,083	-2,156	-500	0	0	0
13. Details	0	0	0	0	0	0
14. Details	0	0	0	0	0	0
15. Net cash flow from operating activities	2,137	-307	2,440	3,477	2,161	3,524

**Table 7: Major assumptions****Institution : University of East London**

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
1. Staff numbers (FTEs academic + other)	1,168	1,156	1,106	1,076	1,076	1,056
		%	%	%	%	%
2. Inflation						
2a. Pay		3.50	2.50	2.50	2.50	2.50
2b. Non-pay		2.50	2.50	2.50	2.50	2.50
3. Incremental drift		1.50	1.50	1.50	1.50	1.50
4. Interest rates						
4a. Received: short term		3.75	3.75	3.75	3.75	3.75
4b. Received long term		0.00	0.00	0.00	0.00	0.00
4c. Payable: short term		5.50	6.50	6.50	6.50	6.50
4d. Payable long term		0.00	6.50	6.50	6.50	6.50
5. Contribution rates						
5a. Research grants - Research Councils		40.00	40.00	40.00	40.00	40.00
5b. Research grants - UK charities		0.00	0.00	0.00	0.00	0.00
5c. Research grants - other		40.00	40.00	40.00	40.00	40.00
5d. Residences and catering		0.00	0.00	0.00	0.00	0.00
5e. Fees and other income from health authorities and NHS trusts		0.00	0.00	0.00	0.00	0.00
6. Real terms reduction in unit funding (ENTER AS POSITIVE)						
6a. HEFCE teaching funding		0.50	0.50	0.50	0.50	0.50
6b. HEFCE research funding		0.00	0.00	0.00	0.00	0.00
6c. LSC funding		0.00	0.00	0.00	0.00	0.00
6d. TTA funding		0.00	0.00	0.00	0.00	0.00

**Table 8: Analysis of staff cost movements (using above assumptions)**  
**Institution : University of East London**

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
1. Staff numbers (from Table 7 head 1)	1,168	1,156	1,106	1,076	1,076	1,056
2. Total staff costs (from Table 1 head 7) (£000)	37,507	38,780	38,471	38,824	40,411	41,186
3. Cost per employee (£)	32,112	33,547	34,784	36,082	37,557	39,002
Year on year % increases		%	%	%	%	%
4. Staff numbers (from Table 7 head 1)		-1.0	-4.3	-2.7	0.0	-1.9
5. Pay inflation (from Table 7 head 2a)		3.5	2.5	2.5	2.5	2.5
6. Incremental drift (from Table 7 head 3)		1.5	1.5	1.5	1.5	1.5
7 Other movement *		-0.6	-0.5	-0.4	0.1	-0.2
8 Total movement in staff costs		3.4	-0.8	0.9	4.1	1.9

\* 'Other movement' is calculated as a balancing figure reconciling staff cost movements to supporting assumptions.

**Table 9: Analysis of fee income from home and EU undergraduates**  
**Institution : University of East London**

	2001-02	2002-03	2003-04	2004-05	2005-06
1. Fee income (£000)					
1a. Undergraduate fee income (from Table 2 head 2a)	7,141	7,991	8,846	9,631	10,169
1b. Postgraduate fee income (from Table 2 head 2b)	1,544	1,054	1,146	1,304	1,397
1c. Part-time fee income (from Table 2 head 2c)	2,138	2,327	2,685	2,915	3,039
1d. Overseas fee income (from Table 2 head 2d)	5,218	6,015	6,552	7,308	7,885
2. Student numbers (headcount)					
2a. Full time undergraduate student numbers (from Table 14)	6,643	7,252	7,832	8,319	8,570
2b. Full time postgraduate student numbers (from Table 14)	550	367	389	432	451
2c. Part-time student numbers (UG and PG) (from Table 15)	2,679	2,869	3,159	3,356	3,369
2d. Overseas student numbers (from Tables 14 and 15)	1,211	1,348	1,390	1,520	1,602
3. Average fee rates (£000)					
3a. Average fee per full-time undergraduate student	1.075	1.102	1.129	1.158	1.187
3b. Average fee per full-time postgraduate student	2.807	2.872	2.946	3.019	3.098
3c. Average fee per part-time student	0.798	0.811	0.850	0.869	0.902
3d. Average fee per overseas student	4.309	4.462	4.714	4.808	4.922
4. Increase in average fee rates (£000)					
4a. Increase in full-time undergraduate fee rate		0.027	0.028	0.028	0.029
4b. Increase in full-time postgraduate fee rate		0.065	0.074	0.073	0.079
4c. Increase in part-time fee rate		0.013	0.039	0.019	0.033
4d. Increase in overseas fee rate		0.153	0.252	0.094	0.114
5. Increase in average fee rates as percentage (%)					
5a. Increase in full-time undergraduate fee rate		2.5	2.5	2.5	2.5
5b. Increase in full-time postgraduate fee rate		2.3	2.6	2.5	2.6
5c. Increase in part-time fee rate		1.6	4.8	2.2	3.9
5d. Increase in overseas fee rate		3.6	5.6	2.0	2.4

**Table 10: Miscellaneous expenditure**  
**Institution : University of East London**

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
	£000	£000	£000	£000	£000	£000
1. Identification of items included in other operating expenses (Table 1 head 9)						
1a. Maintenance expenditure	2,251	1,112	1,614	1,655	1,700	1,109
1b. Long term operating expense commitments	0	403	350	500	500	500
1c. Annual contract cost of PFI deals	0	0	0	0	0	0

**Table 11: Analysis of provisions**  
**Institution : University of East London**

	31/7/01	31/7/02	31/7/03	31/7/04	31/7/05	31/7/06
	£000	£000	£000	£000	£000	£000
Pension costs	7,231	7,401	7,603	7,746	7,922	8,099
Restructuring costs	0	0	0	0	0	0
Relocation	824	0	0	0	0	0
Other	0	0	0	0	0	0
<b>Total</b>	<b>8,055</b>	<b>7,401</b>	<b>7,603</b>	<b>7,746</b>	<b>7,922</b>	<b>8,099</b>

**Table 12: Capital expenditure and expected method of financing**  
**Institution : University of East London**

	Total project expenditure £000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
		£000	£000	£000	£000	£000	£000
1. Forecast capital expenditure							
1a. Details of specific land and buildings projects							
Stratford Phase 1	2,700	1,100	1,000	600	0	0	0
Stratford Phase 2 fees	1,500	0	0	300	600	600	0
Stratford Phase 2 construction	1,500	0	0	0	750	750	0
Architecture, Art & Design phase 1	2,800	0	200	2,600	0	0	0
Architecture, Art & Design phase 2	3,000	0	0	0	0	3,000	0
Docklands phase 2b fees	2,800	0	0	600	1,100	1,100	0
Docklands phase 2b construction	18,500	0	0	0	8,000	10,500	0
Barking Lifelong Learning Centre	1,800	0	0	0	1,800	0	0
NTI (UEL portion)		0	0		0	0	0
Stratford Laboratories	300	0	0	300	0	0	0
Passmore Edwards	400	0	0	400	0	0	0
HEFCE Disability Access	600	0	0	300	300	0	0
HEFCE capital equipment 2		0	0			0	0
Other estates	1,340	0	0	1,340	0	0	0
SRIF		0	0		0	0	0
Total other projects	1,000	0	0	0	0	0	1,000
Total land and buildings	38,240	1,100	1,200	6,440	12,550	15,950	1,000
1b. Equipment capitalised		501		2,000	1,800	0	1,000
1c. Total tangible assets		1,601	1,200	8,440	14,350	15,950	2,000
2. Method of financing							
2a. Internal funds		627	0	0	0	0	2,000
2b. Loans/leasing		0	0	0	0	10,000	0
2c. Donations/lottery funds		0	0	0	0	0	0
2d. Specific capital grants		974	0	5,740	1,300	10,000	0
2e. Other		0	1,200	2,700	13,050	-4,050	0
2f. Total financing		1,601	1,200	8,440	14,350	15,950	2,000

**Table 13: Long-term borrowing****Institution : University of East London**

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
	£000	£000	£000	£000	£000	£000
1. Total income (from Table 1 head 6)	65,894	68,192	69,077	72,158	74,248	75,642
2. Less interest reimbursed by the HEFCE	0	0	0	0	0	0
3. Adjusted total income	65,894	68,192	69,077	72,158	74,248	75,642
4. Annualised servicing costs (ASC) of borrowing	2,769	3,237	2,208	3,113	3,291	3,170
5. ASC as % of adjusted total income *	4.2	4.7	3.2	4.3	4.4	4.2

The above table calculates percentages with reference to income in the same year.

\* Please note however that for Financial Memorandum purposes the annualised servicing cost percentage is calculated with reference to the income reported in the latest audited financial statements, or the estimated amount for the current year if that is lower.

**9.6. Appendix F - Organisational Chart 2002**

