



A BRIGHT FUTURE





**TRANSFORMING
LIVES AND
LIVELIHOODS**



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VICE CHANCELLOR'S INTRODUCTION

VICE CHANCELLOR'S INTRODUCTION

We are the University of Cumbria, for and from Cumbria and our localities, rooted in and serving our communities, with people, place and partnership at our heart.



Professor Julie Mennell DL
Vice Chancellor

OUR VISION

Transforming lives and livelihoods through learning, applied research and practice – for now and for our future generations.

OUR MISSION

Inspiring and equipping our graduates, communities, economy and environment to thrive.

Headquartered in and from the incredible landscape and natural environment of Cumbria, with campuses in Carlisle, Lancaster, Ambleside, and our capital city London (and Barrow from 2025), our academic, practice-based and applied research focus, and our approach to student and staff wellbeing, work environments and practices, draws on and respects this privileged position.

- We raise education aspirations, attainment and participation from the young through to our working population.
- We open up life, as well as career opportunities, for our students.
- We care for our students, each other, ourselves, our communities, environment, region and world.
- We value and recognise our student and staff expertise, contributions, views and achievements.
- We contribute to our local economies, providing jobs, community resource and benefit.
- We bring new talent, expertise and perspectives into our county and region.
- We support our businesses, sectors and economies to thrive.
- We value and undertake applied research that reinforces our place, people and practice roles.
- We contribute to progressive health and wellbeing, inclusivity and sustainable practices and outcomes.

We were established in Cumbria for a reason, and this drives us: to positively impact on our students; increase higher education participation in our county; address higher-level skills, sector and place needs; co-create and apply new knowledge; and positively embrace our civic responsibilities. This role spans our geography, our public services, industry and regional sectors through to the arts and culture.

We are ambitious, progressive and keen to continually improve, whilst respecting our *raison d'être* and deep roots in the arts, education and the church.

Our county's low population size, dispersed and polycentric employment, skills and sectors' landscape, declining working age population and cold spots of higher-level skills and labour supply provide us with continued demands and challenges. This reinforces our need to continue to address high-level skills demands across our public services and region's businesses and sectors, from new skills, upskilling and reskilling to attracting new talent into Cumbria. We will continue to fulfil this role, growing our student numbers on and off our campuses and in the workplace through outstanding apprenticeship provision. We will do this whilst maturing further as a research-active university, with research-informed curricula.

Our county's employers and sectors will provide further local and demand-led opportunities. These include areas such as digital transformation, advanced manufacturing, supply chain and logistics, the low-carbon economy and health and wellbeing, requiring new skills, knowledge exchange and applied research. We will take a long-term view to developing the capability to realise these opportunities, investing in the short- to medium-term and for longer-term benefits. This includes the establishment of the Centre for Digital Transformation and the Institute of Engineering, Computing and Advanced Manufacturing.

We are engaged, adaptable and agile in fulfilling our role and we do not, and we should not, work alone. Why would we even try? We have a rich and world-class asset base of people, practices and places to draw on.

We work in and through student, educational, employer, sector and place-based partnerships and collaborations, co-creating approaches, content and solutions which meet our student and stakeholder needs.

As we look 'Towards 2030', our role in Cumbria will intensify and impact further. Cumbria needs us and, with £63 million from the Borderlands Growth Deal Initiative, Carlisle Town Deal and Barrow Town Deal to address skills and productivity needs across Cumbria and the Borderlands region, this is visibly recognised and reinforced. Our new Citadels campus, Carlisle Business Exchange, a joint medical school with Imperial College London, and Learning Quarter presence in Barrow demonstrate the confidence and expectations which regional stakeholders and government are placing on us. We will measure our success, in part, on how well we deliver against this, for our county and region. However, this is only part of our role and ambition. With campuses in Lancaster and London, we extend beyond our county's boundaries, providing routes into higher education, graduate employment and career advancement across public and professional services.

**WE VALUE AND
RECOGNISE OUR
STUDENT AND
STAFF EXPERTISE,
CONTRIBUTIONS,
VIEWS AND
ACHIEVEMENTS.**



WE HAVE
GLOBAL REACH
AND IMPACT,
SUPPORTING
OUR UNIVERSITY,
GRADUATES
AND REGION
TO THRIVE.



Together with our applied research foci, our graduates contribute to communities and practice in over 100 countries across the world. We will further this reach by:

- Exporting our expertise, growing our income streams and enhancing our national and international reputation.
- Importing innovative ideas, perspectives, skills and talent into our university and into our region's workforce and communities.

We recognise the current and emerging landscape we operate in and its influence on our focus, priorities and outcomes, including:

- Shifting education and skills priorities and policy areas, which may bring both risks and opportunities, with new models, providers and types of delivery required or desired.
- Our responsibility to proactively address carbon-reduction and sustainability practices.

- Proactively supporting the positive mental health and wellbeing of our students and staff.
- Addressing inequalities between individuals and within communities.
- Embracing the transformational reality and potential of digital applications and technologies, and inequalities that can result, as the fourth industrial revolution accelerates further and the fifth begins.
- The establishment of Cumberland and Westmorland & Furness as local government and economic areas and possible changes to bodies focused on our economy and region.
- The polycentric nature of Cumbria's economy and the challenges this and our working population size, profile and distribution presents.
- Considering how the classes of the 2020s, from early years to graduates, have been affected by the pandemic, and the many implications for them in the short term and as they progress through their education.

We understand and embrace the responsibilities we have to our future generations and these responsibilities drive our operations, interactions, practice, curriculum, research and role-modelling. Our 'Towards 2030' strategy sets out this intent and our priorities and ambition with emphasis on:

- Our students and graduates – to equip them with the skills, confidence and attributes to realise their potential, to succeed in their workplace and careers, and to be active global citizens;
- Our academic and applied research focus – to address region- and demand-led opportunities, to accelerate and increase the expertise we export nationally and internationally and to co-create and apply new knowledge and practice;
- People, practices and places – the why, how, where and for whom, driving our thinking, culture and operations.

These are informed by cross-cutting themes covering digital, sustainability and carbon reduction, health and wellbeing and partnerships.



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'TOWARDS 2030' STRATEGY SUCCESS

We have purpose, we have ambition, for our university and for our students and graduates, staff, region, communities and localities, environment and economy. Strategy success and measures will come in many forms, both in the journey to 2030 and reaching 2030.



By 2030 – quantifiable indicators of success:

1. We will have gained national standing and reputation for the relevance and quality of our student experience, student outcomes and applied research and knowledge exchange.
2. We will have raised higher education participation in our region from the young through to our working age population and increased the numbers of new entrants into Cumbria.
3. We will have increased national and international market share in areas of strength.
4. We will be making a strategic and demonstrable societal and economic impact to Cumbria and our wider region, increasing the high-level skills capability and productivity of our key sectors.
5. We will be financially prosperous.
6. We will have reduced our carbon emissions and delivered against targets which challenge us.
7. We will have established, with growing reputation and impact:
 - The Carlisle Business Exchange Centre.
 - The Citadels Campus in Carlisle.
 - Cumbria School of Medicine with Imperial College London.
 - Ambleside as an internationally recognised place of scholarly excellence for sustainable practices and the natural environment, bringing Scale How and Hill Top back into use.
 - The Barrow Learning Quarter.
 - Institute of Engineering, Computing and Advanced Manufacturing.
8. A diverse student base of c. 20,000 comprising those who are young, mature, on campus, off campus, living at home, studying away, learning through working, learning whilst working, full-time or part-time, online or flexible, from our county or the other side of the world.

Above all, we will have national standing and reputation as a progressive and leading regionally-engaged university, with national and international reach, well-known and/or sought out for:

- our outstanding and sector-leading apprenticeship provision and models of working;
- our ability and agility to create access points and pathways into and through higher education, to meet a diversity of student, employer, place and societal needs;
- equipping our graduates for life and careers and as digitally-enabled and global citizens;
- our applied research focus and its impact on people, practices and places;
- delivering significant and quantifiable impact to our regional economy, sectors and workforce;

**WHATEVER YOUR ROLE,
INVOLVEMENT OR CONNECTION
TO US, WE HOPE YOU FEEL PART
OF THE UNIVERSITY OF CUMBRIA
AND OUR ROLE AND AMBITION
– WITH PEOPLE, PLACE AND
PARTNERSHIPS AT OUR HEART.**



OUR VISION, MISSION AND VALUES

OUR VISION

Transforming lives and livelihoods through learning, applied research and practice – for now and for our future generations.

OUR MISSION

Inspiring and equipping our graduates, communities, economy and environment to thrive.



OUR MISSION IN ACTION

- » **WE OPEN UP LIFE, AS WELL AS CAREER OPPORTUNITIES, FOR OUR STUDENTS.**
- » **WE DRAW ON OUR PRACTICE AND APPLIED RESEARCH BASE, PEOPLE, DISTINCTIVE LOCATIONS, ENVIRONMENT, LANDSCAPES AND PARTNERS.**
- » **WE BUILD CAPABILITY FOR THE COUNTY AND LOCALITIES WE SERVE.**
- » **WE EXPORT OUR EXPERTISE BEYOND OUR GEOGRAPHICAL BOUNDARIES.**
- » **WE ARE DIGITALLY ENABLED AND DRIVEN.**
- » **WE CARE FOR OUR STUDENTS, EACH OTHER, OURSELVES, OUR COMMUNITIES, ENVIRONMENT, REGION AND WORLD.**

OUR VALUES

Shape the way we work, our culture and environment.

WE ARE PERSONAL

Individuals are at the heart of what we do. Our culture of belonging recognises and supports every person.

Personal in action:

- We have mutual respect for those we work with and for.
- We care about understanding each other's challenges and helping one another to thrive.
- We have trust-based and honest conversations that take our performance and practices to the next level.

WE ARE PROGRESSIVE

A determination to deliver our mission keeps us open to opportunities in front of us.

Progressive in action:

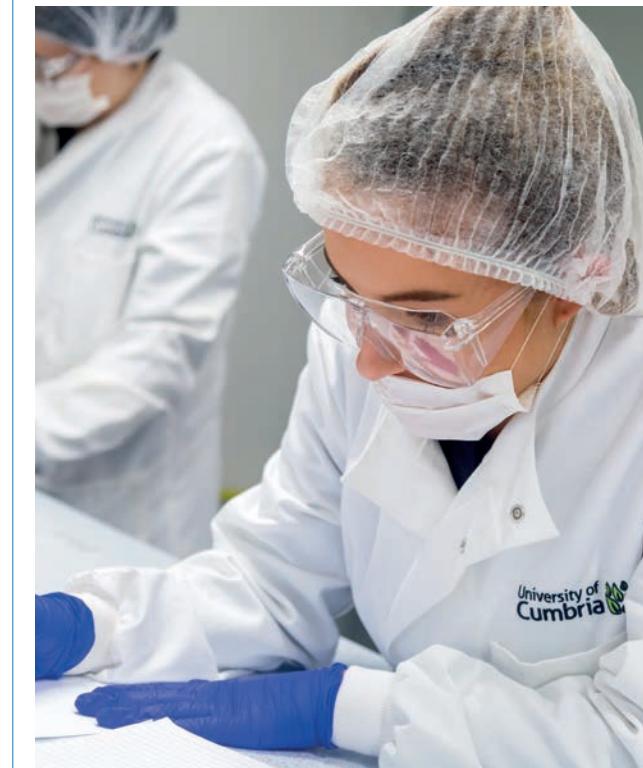
- We focus on the solution, not the problem.
- We work with and through others, not on our own.
- We encourage thoughtful and inspirational ideas, from everywhere and everyone.
- We tackle problems proactively, with optimism, creativity and courage.
- We find ways to overcome challenges.

WE ARE ENGAGED

As stewards of knowledge and place, it is our privilege to champion the region and advocate for the value of education.

Engaged in action:

- We are welcoming and open to different perspectives, expertise and experiences.
- We value the critical thinking and debate that stretches us beyond ourselves.
- We build and nurture strong links with our communities.





**INDIVIDUALS ARE AT THE
HEART OF WHAT WE DO.
OUR CULTURE OF BELONGING
RECOGNISES AND SUPPORTS
EVERY PERSON.**



OUR STRATEGIC FOCUS TOWARDS 2030

We fulfil our local and global roles and ambition, to positively impact on our students, to increase higher education participation in our county, to address higher-level skills and sector needs, to co-create and apply new knowledge and to positively embrace our civic responsibilities through our students and graduates, our academic and applied research focus, people, practices and places. Informed by our cross-cutting themes covering digital, sustainability and carbon reduction, health and wellbeing, and partnerships.



3 P R O F



OUR STUDENTS AND GRADUATES



OUR STUDENTS AND GRADUATES

The University of Cumbria's student and graduate focus towards 2030 recognises a complex, transforming landscape and changing needs and expectations. Our student body and make-up will continue to grow and diversify, reflecting our role, locations and the needs of learners, employers and the economy. Students will study on our campuses, in their workplace, flexibly, remotely, online and through our educational partnerships.

Our students will be young, mature, on campus, off campus, living at home, studying away, learning through working, learning whilst working, full-time or part-time, online or flexible, from our county or the other side of the world. Our approach to their varied needs and expectations will reflect this, as will the way we measure their satisfaction and outcomes.

Supported by strong partnership-working with our students and Students' Union, we will equip our graduates with the skills, confidence and attributes to realise their potential, to succeed in their workplace and careers and to be active global citizens. Our taught programmes, learning and teaching approach, curricula, research and practice focus, student support and wider student value proposition will support us in doing this.





Specifically, we will ensure the following:

- Our curricula, in addition to key subject-based knowledge, includes an emphasis and focus on inclusivity, equality and diversity, climate change, internationalisation, health and wellbeing, coaching and leadership, digital applications and skills.
- This will be informed and enriched by our research, locations, employer links and partnerships, and with practice and community-based inputs.
- All students, irrespective of their programme of study, have access and the opportunity to benefit from work, volunteer and practice placements, personal, professional or practice mentorship masterclasses, providing off- and on-campus social experiences and networks access for all.
- In addition, students are encouraged to engage with their local and global communities through volunteering and outreach activity and through membership of external groups and networks.
- Our Teaching, Learning and Assessment approach facilitates students to develop the required graduate knowledge, abilities and skills through:
 - co-creation of curricula and assessment practices, involving learners and employers;
 - designing engagement to allow students to become independent learners;
 - utilising further new digital and technology-based methods;
 - designing effective assessment practices which allow students to continually improve their understanding.
- Our students are provided with opportunities and resources to develop their ability to utilise learning technologies, virtual-learning resources, and contemporary and relevant pedagogies.
- Our students have access to academics, each other, knowledge, perspectives and practice wherever they are studying.
- Our research students are supported to provide new knowledge, which is informative, relevant and can influence practices.
- We proactively support our learners throughout their educational and personal journey with us, with an emphasis on positive mental health, wellbeing and key transition and interaction points, to meet their generic and bespoke needs through a combination of face-to-face, online and digital-enabled resource.
- We promote an environment in which student voices and opinions are proactively sought, encouraged and valued, through opportunities for students to engage informally and formally.
- We recognise the diversity of our student body, their personal circumstances, locations and environments.
- We offer appropriate and flexible modes of study and locations and align our accommodation arrangements accordingly.
- Our student value proposition clearly reflects our statement of intent with regards to students and graduates. It is visible to both students and staff, capitalising on our locations and partnerships, recognising the changing needs and expectations of our students and preparing them for their future careers and to succeed.

WE WILL EQUIP OUR GRADUATES WITH THE SKILLS, CONFIDENCE AND ATTRIBUTES TO REALISE THEIR POTENTIAL, TO SUCCEED IN THEIR WORKPLACE AND CAREERS AND TO BE ACTIVE GLOBAL CITIZENS.

DATA RE



ACADEMIC AND APPLIED RESEARCH FOCUS

We were established to play a significant role in increasing higher education participation and addressing the higher-level education and skills needs of Cumbria and in co-creating and applying new knowledge. This continues to drive us, with a goal to be recognised as sector-leading for our apprenticeships.



As we look to the future, our county's employers and sectors will provide even more local- and demand-led opportunities for us to pursue and, in doing so, enable us to accelerate the development of expertise we can export nationally and internationally. These include areas such as digital transformation, advanced manufacturing, supply chain and logistics, the low-carbon economy, health and wellbeing, requiring new skills, knowledge exchange and applied research. We will take a long-term view to developing the academic capability to realise these opportunities, investing in the short to medium term for longer-term benefits.

Our five academic institutes provide the core elements of our academic focus and strengths, drawing on applied research, practice, place and partnerships to equip our students and to support our region and beyond.

Our academic institutes are:

- Institute of Arts;
- Institute of Business, Industry & Leadership;
- Institute of Education;
- Institute of Health;
- Institute of Science and Environment.

Over the short to medium term, we will add a sixth academic institute for engineering, computing and advanced manufacturing, building on our strategic partnership with BAE, the supply chain and the sectors these represent.





Towards 2030, we will place a strong emphasis on the following:

- Enhancing our academic capability and growing as a research-active university, with research-active staff, applying new knowledge and approaches into practice and curricula.
- Addressing the workforce needs of Cumbria's economy across digital transformation, advanced manufacturing, supply chain and logistics, low-carbon, rural, visitor and professional services sectors and pursuing national and international markets for export.
- Building sector-leading reputation and standing for apprenticeships.
- Establishing a Centre for Digital Transformation, working with and across academic institutes and services, to:
 - facilitate new programme development;
 - support digital transformation in business and provide education and upskilling opportunities for employees;
 - increase community engagement and digital literacy;
 - deliver a digitally-driven, informed portfolio with the application of digital technologies, applications and approaches embedded throughout.
- Maintaining and growing our public services portfolio, contributing to practice, strategy and policy, and providing education for nurses, paramedics, medics, allied health and social care practitioners, teachers and police officers. This is achieved from our Carlisle, Lancaster, London and Barrow campuses, and through our off-campus apprenticeship and Continuing Professional Development (CPD) provision.
- Developing academic areas of study across the arts and creative sectors, drawing from our unique locations and heritage, Cumbria's 'natural creativity' and digital capability, with distinctive programmes of study to equip our graduates to thrive in their chosen field of practice and/or careers.
- Establishing Ambleside as an internationally recognised place of scholarly excellence for sustainable practices and the natural environment, bringing Scale How and Hill Top back into use.
- Establishing a University of Cumbria Centre for Arts and Participation to work in and with our communities.
- Recognising the challenges of an ageing population and the immediate and increasing skills gap in Cumbria and the wider region.
- Developing our focus in supporting new entrants to higher education and into Cumbria.
- Offering traditional on-campus undergraduate and postgraduate programmes, flexible and online learning programmes, degree apprenticeships and CPD provision and the optimisation of the associated delivery frameworks.
- Supporting business innovation, workforce development and expansion and economic growth, to include:
 - the Carlisle Business Exchange Centre, in collaboration with Lancaster University Management School, to provide business development and incubation opportunities in and from Carlisle;
 - a campus-locations and partnership focus on workforce transformation in the public services, to identify skills and development needs and provide upskilling/reskilling solutions;
- Cumbria School of Medicine with Imperial College London to attract and retain Cumbria-based medical staff and to develop areas of applied research in areas such as health and social inequality;
- BAE Systems collaboration and the establishment of the Barrow Learning Quarter and Institute of Engineering, Computing and Advanced Manufacturing.
- An applied research and knowledge exchange, to improve outcomes and solve problems with success measured by impact and contribution first. This would be relevant to our students' learning and their future employers, informed by our mission and cross-cutting themes and informing our taught portfolio, with a resulting emphasis on our practice and regional sectors, health and wellbeing, environment and sustainability.
- Working with regional bodies, employers, other universities, FE colleges and partners to shape and support the delivery of Cumbria's economic and skills strategies.
- Developing our academic portfolio, and the access and engagement opportunities we provide, to ensure it is both relevant and contemporary, and recognised as such by our students and employers.
- Increasing our national and international activities through scaling-up our existing expertise, operations and offer and responding to new development opportunities across sectors to grow our income and reputation. Particular emphasis would be placed on public services, advanced manufacturing, supply chain and logistics, digital transformation, upskilling, and reskilling opportunities, and through international student recruitment and partnerships.

**WE WILL PLACE A STRONG EMPHASIS
ON BUILDING SECTOR-LEADING
REPUTATION AND STANDING FOR
APPRENTICESHIPS.**

OUR FIVE ACADEMIC INSTITUTES PROVIDE THE CORE ELEMENTS OF OUR ACADEMIC FOCUS AND STRENGTHS, DRAWING ON APPLIED RESEARCH, PRACTICE, PLACE AND PARTNERSHIPS.

Our actions and approaches will ensure we are able to:

- increase participation rates in higher education provision across Cumbria and beyond;
- facilitate physical and virtual access into and through higher education and graduate employment;
- attract more learners from outside Cumbria and our region;
- grow our student numbers;
- complement our areas of strength and expertise, and to support capacity, capability and reputation-building;
- facilitate collaborative research and technology transfer;
- strengthen and improve our research capacity, capability and reputation.



L P T P D A R E



PEOPLE, PRACTICES AND PLACES

The 'why', 'how', 'where' and 'for whom' we do things is as important as the 'what'. Simply, we care.

We care about our students, graduates, staff, university, communities, region, environment and world – in the here and now, and in relation to future generations. Our approach to our staff and our physical and digital resources and operations exemplifies this, coupled with the need to increase agility, adaptability and productivity and to generate headroom for continued investment.



OUR PEOPLE



With an emphasis on health and wellbeing, and work-life balance, we will continue to and enhance how we:

- value, respect and equip our staff and students to succeed in their role and career development;
- create the environment for staff and students to innovate, seek new ideas and perform to their absolute best;
- recognise that our differences are our strength, fostering and nurturing a culture of inclusivity, seeking and valuing different perspectives and ideas;
- promote a culture where people understand and can clearly articulate how they contribute to our objectives and ambition, and how we can collectively celebrate our successes.

Our intent is to:

- build leadership capacity, capability and autonomy at all levels of our operations, being clear about what a leader at the University of Cumbria is and what we expect from them;
- establish a university culture and environment that places wellbeing and mental health at its heart, implementing the university-wide Health and Wellbeing Strategy that sets the context and importance of health and wellbeing, equipping students and staff with the insight to support their own wellbeing and that of their peers and colleagues;
- encourage and enable our staff to engage with local community-based initiatives and projects, promoting staff volunteering days;
- facilitate the digital skills and capabilities needed by staff to deliver our digital goals, including the expertise to design and deliver digital education and learning, and to support digital leadership.

OUR DIFFERENCES ARE OUR STRENGTH, AND WE FOSTER AND NURTURE A CULTURE OF INCLUSIVITY, SEEKING AND VALUING DIFFERENT PERSPECTIVES AND IDEAS.

OUR PRACTICES

Our future organisation will recognise the challenges that the world faces, and the practices needed to innovate and adapt to support our operational delivery and enable us to achieve our goals. How we seek to innovate and adapt will enable us to actively contribute to solving those challenges.

We will focus on:

- building on recent learning which has led to changes in our thinking as to how we can work more efficiently and with better student, staff and university outcomes;
- realising the benefits to be gained from working with agility, and continuing with practices to encourage and enable staff, as well as students, to work flexibly, on and off campuses;
- designing and adapting our resources, systems and processes to meet new and changing requirements with improved efficacy;
- creating financial capacity for continued and planned long-term investment, enabling us to grow, improve, innovate and adapt;
- developing a digital strategy that looks to bring together our thinking around our portfolio, our systems, the digital skills, knowledge and attributes that both our staff and students need for the future, and our role as a university, in digital leadership, for our students, for businesses and the region. As part of this development, we will incorporate design that enables remote and digital delivery into places, systems, processes and programmes;
- carbon reduction and sustainability
 - the primary challenges of our age. We understand and embrace our local and global responsibilities, both to our environment and our future generations. These responsibilities will drive our operations, interactions, practices, curriculum, research and role-modelling. In doing so, we will recognise:
 - the importance of carbon literacy and individual accountability throughout our staff and student base;
 - Cumbria's goal and demand for net carbon zero in 2037 and our role in this;
 - sustainability as a global challenge, and the need to look to achieve a better and more sustainable future for all, aligning our practices and goals to the United Nation's sustainable development goals.

CUMBRIA'S GOAL AND DEMAND FOR NET CARBON ZERO

2037



OUR PLACES

We are a university for our region. Our campuses in Carlisle, Ambleside, Barrow (from 2025), Lancaster and London, and our presence on the west coast of Cumbria, provide us with the physical environment, digital infrastructure and geographical reach to deliver our strategic aims.

We are investing and are being invested in. With £63 million capital funding from the Borderlands Growth Deal Initiative, Carlisle Town Deal and Barrow Town Deal, we will transform our university presence, visibility and impact in Carlisle and Barrow. Increasing participation, access and routes into higher education, addressing skills and productivity needs across Cumbria and the Borderlands region and making a demonstrable impact to place vibrancy and to local economies, communities and culture.



Each campus will:

- have a visible academic identity and focus which capitalises on place;
- serve to increase the proportion of students who study locally, while supporting the retention of younger people and skills in our region and localities;
- be recognised as part of the local community, supplying campus facilities and resources;
- supply a base to grow national and/or international student recruitment and reputation, relevant to campus portfolio offer and location;
- operate to minimise our carbon footprint across all aspects of activity, including sourcing goods and services from local suppliers;
- support flexible student learning and staff working practices (on and off campuses);
- provide a vibrant and stimulating environment for students, staff and visitors, highlighting innovative practices and partnership-working;
- have visible (internal and external) place-based and campus-focused leadership, with the accountability and autonomy needed to deliver our plans.

We understand each campus has a distinctive, as well as shared, identity, role, impact and roots. We will build further on and from these locations to ensure we have a clear role and identity as part of the Cumberland and Westmorland & Furness local government and economic areas.

With new campuses planned in Carlisle and Barrow, we will refresh our Ambleside, Lancaster and London campus strategies and extend our relevance and reach on the west coast of Cumbria. We will articulate our place-based focus and ambition in line with local, employer and sectoral needs. In doing so, we will embrace our collective role in promoting arts and culture, place attractiveness, 'stickability' and vibrancy.

INSPIRING AND EQUIPPING OUR GRADUATES, COMMUNITIES AND ENVIRONMENT TO THRIVE.

All of these sites are anchor institutes – bases for on-campus, work-based and remote learners and apprenticeships, with co-delivery and sharing of assets and expertise across campuses. Every location also has local links to FE colleges for HE delivery sites and pathways, and to employers for work-based delivery sites.



A vertical collage of four photographs. The top two photos show children's hands and faces as they draw with colored pencils on paper. The bottom two photos are close-ups of children's faces, with large white rectangular boxes redacting their identities.



CROSS-CUTTING THEMES



DIGITAL

One of the university's key strategic aims is to be recognised as a digitally-driven and enabled organisation, able to thrive in a virtual world of data and information technologies that drives an increasing proportion of economic activity and social interaction. The realisation of this aim will allow the university to implement our 'Towards 2030' strategy and generate a Digital USP which is externally recognised.



To achieve our digital aim, we will develop and create:

- innovative online teaching and learning opportunities;
- a digital programme portfolio, including the introduction of new programme areas, aligned to graduate and employer needs, with the development of a more digital curriculum. The key aim is to develop a portfolio of programmes which are digitally focused, in terms of content, delivery and pedagogy, that ensure students can develop their individual generic digital skills and benefit from a digitally informed, subject-specific curriculum;
- digitally proficient students and staff who can survive and prosper in their chosen careers;
- the internal infrastructure and systems to deliver business processes and services, digitally, by developing a unified and coherent online learning platform and offering supporting education and learning services;
- more flexible ways of studying at the university for our varied student cohorts, which will include a spectrum of delivery options, from fully online through different blended modes to face-to-face, on-campus education;
- digital leadership to support businesses to upgrade and enhance their digital capability through: i) the creation and operation of a digital transformation development programme; and ii) the extension of our digital portfolio to employees in businesses.

Complementing and building on the work of our Centre for Academic Practice Enhancement and IT services, the establishment of the University of Cumbria's Centre for Digital Transformation (CDT) in 2022 will play a lead role in achieving our digital objectives and targets.



SUSTAINABILITY AND CARBON REDUCTION

As a university situated in one of the largest National Parks in the UK – the Lake District – we recognise the importance of carbon reduction and sustainability. We believe our social and corporate responsibility in this portfolio extends to our research, our curriculum and our operations, ensuring that our communities are educated, understand and can run in a manner that supports the vision to reduce our carbon footprint and live in a more sustainable environment.

To achieve our sustainability and carbon reduction aims, we will:

- facilitate significant learning opportunities for all our students and staff to gain a deeper understanding about their role in the global challenges of making our planet more sustainable;
- ensure our breadth of curricula appropriately reflects the United Nations 17 Sustainable Development Goals;
- contribute to the growing evidence and research base around sustainability and carbon reduction and capitalise on our Centre for National Parks and Protected Areas Research Centre;
- develop a plan to achieve Scope 3 net zero (GHG) emissions no later than 2050 and agree and implement a new 10-year Carbon Management Plan, also incorporating targets to reduce Scope 1 & 2 carbon emissions by 40% over the next ten years;
- be a role model in and for our society, utilising students and staff to educate and inform those around us.

REDUCE SCOPE 1 & 2 CARBON EMISSIONS BY

40%



HEALTH AND WELLBEING

As a modern and thriving university, we recognise the pivotal significance and importance of health and wellbeing for our students, staff and communities. It is our strategic intention to ensure our students and staff are equipped with knowledge and skills that are enduring and transferable in managing their health and wellbeing.

As part of our 'Towards 2030' strategy, we will achieve our intention by:

- implementing a university-wide health and wellbeing strategy that sets the context and importance of health and wellbeing, supported by a range of opportunities for our university community to access;
- ensure that all students have access, as part of their learning experience at the university, to develop insight and skills to better manage their own health and wellbeing;
- providing a range of learning and practical opportunities for our staff and students to equip them with the necessary insight to support their own wellbeing and that of their peers and colleagues;
- establishing a university culture and environment that creatively places wellbeing and mental health at the heart of its strategy;
- supplying the right support services to our staff and students that promote and deliver a culture of wellbeing, education and practice in relation to individuals' health and wellbeing;
- training our staff to be aware of and to respond to mental health difficulties that others might be experiencing, and to act appropriately;
- ensuring that our staff and student leaders are educated, informed and inclusive in their roles;
- seeking opportunities, as part of our civic responsibility, to work with our local communities to promote health and wellbeing in practical supportive ways: education, volunteering, engagement.

A UNIVERSITY CULTURE
AND ENVIRONMENT
THAT CREATIVELY PLACES
WELLBEING AND MENTAL
HEALTH AT THE HEART
OF ITS STRATEGY.





STRATEGIC PARTNERSHIPS AND STAKEHOLDER ENGAGEMENT

We are the University of Cumbria, rooted in and serving our community, with a strong emphasis on partnerships.



As part of our 'Towards 2030' strategy, we will work with and through others in the following ways, establishing a new role to oversee and co-ordinate this activity.

- Our civic engagement and our relationships with third sector, regional, national and international stakeholders will shape our activity. It will address the societal issues and challenges for our stakeholders with a commitment to ensuring the existence of a sustainable portfolio, research, innovation and enterprise culture and environment. Our partners will be recognised and engaged as part of our portfolio development, research, knowledge exchange and innovation activity.
- Our priorities will be informed by the development of our Local Enterprise Partnerships' industrial strategies and skills plans, and our work with employers (both locally and nationally, with a specific emphasis on public services), to develop and deliver provision to support the industries and employers of our region and beyond. Where appropriate, we will seek and involve strategic partnerships with external organisations, including other higher education institutions to meet these priorities.
- We will look to grow and raise aspirations and educational attainment and contribute to the social, cultural and economic wellbeing and prosperity of our communities. In supporting this ambition, we will set up new and continue existing strong partnerships with colleges and other providers to ensure that there is a cohesive progression of academic, experiential and vocational opportunities for learning that raises aspiration.
- We will develop partnerships where the opportunity for new business exists, and where franchising and validation approaches will be encouraged, with careful consideration given to strategic partnerships to develop feeder programmes for our own courses, especially with other providers in Cumbria and North Lancashire.
- We will enter into academic collaborations and partnerships with relevant and appropriate institutional partners, including formal partnerships, enabling us to extend our reach locally, regionally, nationally and internationally. We will always look to ensure partnerships deliver a high-quality student experience, environment and outcomes.
- We will use our role as the University of Cumbria to raise the profile of the region, to make connections, to support regional aims and to support our communities.

DATA
TECHNOLOGY
INNOVATION



STRATEGIC FOCUS 1

STUDENTS AND GRADUATES: SUCCESS MEASURES AND KPIs



Vice Chancellor Executive Owner(s):
DVCs

Governance and Oversight:
Academic Board, Vice Chancellor's Executive, Academic Governance Committee, University Board

OBJECTIVES

1. Our curricula, in addition to key subject-based knowledge, includes an emphasis and focus on inclusivity, equality and diversity, climate change, internationalisation, health and wellbeing, coaching and leadership, digital applications and skills. This will be informed and enriched by our research, locations, employer links and partnerships, and with practice- and community-based inputs.
2. All students, irrespective of their programme of study, have access and the opportunity to benefit from work and practice placements, personal, professional or practice mentorship masterclasses, providing off- and on-campus social experiences and networks access for all. In addition, students are encouraged to engage with their local and global communities through volunteering and outreach activity and through membership of external groups and networks.
3. Our teaching, learning and assessment approach facilitates students to develop the required graduate knowledge, abilities and skills through:
 - co-creation of curricula and assessment practices, involving learners and employers;
 - designing engagement to allow students to become independent learners;
 - utilising further new digital and technology-based methods;
 - designing effective assessment practices which allow students to continually improve their understanding.
4. Our students are provided with opportunities and resources to develop their ability to utilise learning technologies, virtual-learning resources, and contemporary and relevant pedagogies.
5. Our students have access to academics, each other, knowledge, perspectives and practice, wherever they are studying.
6. Our research students are supported to provide new knowledge which is informative, relevant and can influence practices.
7. We proactively support our learners throughout their educational and personal journey with us, with an emphasis on positive mental health, wellbeing and key transition and interaction points, to meet their generic and bespoke needs through a combination of face-to-face, online and digitally-enabled resource.
8. We recognise the diversity of our student body, their personal circumstances, locations and environments.
9. We offer appropriate and flexible modes of study and locations and align our accommodation arrangements accordingly.
10. Our student value proposition clearly reflects our statement of intent with regards to students and graduates and is visible to both students and staff – capitalising on our locations and partnerships, recognising the changing needs and expectations of our students and preparing them for their future careers and to succeed.

OUR STUDENTS HAVE ACCESS TO ACADEMICS, EACH OTHER, KNOWLEDGE, PERSPECTIVES AND PRACTICE, WHEREVER THEY ARE STUDYING.





Our academic strategy, and the support strategies and plans which deliver it, will be the prime vehicle in achieving our objectives and ambition (covering academic, practice-based, applied research and knowledge exchange focus, portfolio focus, academic and employer partnerships and pipelines, programme design, learning and teaching, curriculum focus, student value proposition, student support, and academic career and development).

Each academic institute, professional service and campus (Ambleside, London and Lancaster) will have three-year plans which include alignment to relevant university plans and objectives for SF1.

Progress will be informed through strategic performance indicators, with annual and rolling targets.

BY THE END OF 2024/25

- The enhanced experience we provide for our students, and the increased outcomes that we support them in achieving, will be reflected through:
 - our NSS (National Student Survey) scores, which will be above the sector average;
 - our graduate employment outcomes, which will place us in the upper quartile of the sector;
 - our position within the top 90 of The Guardian's university league table.
- Our academic portfolio and our curriculum will be contemporary and relevant, covering specific subject-based knowledge and generic knowledge and skills which, informed by our research and practice, will ensure our students have knowledge and skills that are aligned with the requirements of future job markets.
- Our students' learning and career prospects will be significantly enhanced through placements, mentorship, and masterclass opportunities.

OUR STUDENTS' LEARNING AND CAREER PROSPECTS WILL BE SIGNIFICANTLY ENHANCED THROUGH PLACEMENTS, MENTORSHIP, AND MASTERCLASS OPPORTUNITIES.



**BY THE END OF 2024/25 (CONTINUED)**

- Our research students will be timely in completing their research programmes and be recognised for their research outcomes and their impact on practice.
- The support we provide for our students is based upon their needs and is structured and flexible in its approach and access to recognise the key points in their journey, the diversity of individual needs and their study location.
- Our student value proposition will:
 - be distinctive, capitalising on our locations and partnerships;
 - recognise the changing needs and expectations of our students and help prepare them for their future careers;
 - recognise that students will study in various places, and we will supply the teaching and learning resources, access and support they need to engage and succeed, irrespective of their location.

BY THE END OF 2027/28

- We will sustain and enhance our curriculum and portfolio developments, student career development opportunities, student support and our distinctive student value proposition to reflect changes in the external environment and student needs and expectations.
- We will continue in our efforts to further enhance the experience we provide for our students, and the increased outcomes that we support them in achieving, will be reflected through:
 - improving our TEF (Teaching Excellence Framework) rating to 'Silver' equivalent;
 - our NSS scores, which will be in the upper quartile;
 - our graduate employment outcomes, which will remain in the upper quartile of the sector;
 - our position within the top 75 of The Guardian's university league table.

BY THE END OF 2030/31

- We will sustain and enhance our curriculum and portfolio developments, student career development opportunities, student support and our distinctive student value proposition to reflect changes in the external environment and student needs and expectations.
- We will continue in our efforts to further enhance the experience we provide for our students, and the increased outcomes that we support them in achieving, will be reflected through:
 - improving our TEF rating to 'Gold' equivalent;
 - our NSS scores, which will be consistent and remain in the upper quartile;
 - our graduate employment outcomes, which will remain in the upper quartile of the sector;
 - our position within the top 60 of The Guardian's university league table.



STRATEGIC FOCUS 2

ACADEMIC AND APPLIED RESEARCH FOCUS: SUCCESS MEASURES AND KPIs



VCE Owner(s):
DVCs

Governance and Oversight:
Academic Board, Vice Chancellor's Executive, Academic Governance Committee, University Board

ACADEMIC AND APPLIED RESEARCH FOCUS

We will place a strong emphasis on the following:

1. Enhancing our academic capability and growing as a research-active university, with research-active staff, applying new knowledge and approaches into practice and curricula.
2. Addressing workforce needs of Cumbria's economy across digital transformation, advanced manufacturing, supply chain and logistics, low-carbon, rural, visitor and professional services sectors and pursuing national and international markets for export.
3. Building sector-leading reputation and standing for apprenticeships.
 - Establishing a Centre for Digital Transformation, working with and across academic institutes and services, to:
 - facilitate new programme development;
 - support digital transformation in business and provide education and upskilling opportunities for employees;
 - increase community engagement and digital literacy;
 - deliver a digitally-driven, informed portfolio with the application of digital technologies, applications, and approaches embedded throughout.
4. Maintaining and growing our public services portfolio, contributing to practice, strategy and policy, and providing education for nurses, paramedics, medics, allied health and social care practitioners, teachers, and police officers. This is achieved from our Carlisle, Lancaster, London and Barrow campuses, and through our off-campus apprenticeship and Continuing Professional Development (CPD) provision.
5. Academic areas of study across the arts and creative sectors, drawing from our unique locations and heritage, Cumbria's 'natural creativity' and digital capability, with distinctive programmes of study to equip our graduates to thrive in their chosen field of practice and/or careers.
6. Establishing Ambleside as an internationally recognised place of scholarly excellence for sustainable practices and the natural environment, bringing Scale How and Hill Top back into use.
7. Establishing a University of Cumbria, Centre for Arts and Participation to work in and with our communities.
8. Recognising the challenges of an ageing population and the immediate and increasing higher-level skills' gap in Cumbria and the wider region.
9. Developing our focus in supporting new entrants to higher education and into Cumbria.
10. Offering traditional on-campus undergraduate and postgraduate programmes, flexible and online learning programmes, degree apprenticeships and CPD provision and the optimisation of the associated delivery frameworks.
11. Supporting business innovation, workforce development and expansion and economic growth, to include the Carlisle Business Exchange Centre, in collaboration with Lancaster University Management School, to provide business development and incubation opportunities.
12. A campus-locations and partnership focus on workforce transformation in the public services, to identify skill and development needs and provide upskilling/reskilling solutions.
13. Imperial College collaboration to attract and retain Cumbria-based medics and to develop areas of applied research in areas such as health inequalities.
14. BAE Systems collaboration and the establishment of the Barrow Learning Quarter.
15. An applied research and knowledge exchange, to improve outcomes and solve problems with success measured by impact and contribution first. This would be relevant to our students' learning and their future employers, informed by our mission and cross-cutting themes and informing our taught portfolio, with a resulting emphasis on our practice and regional sectors, health and wellbeing, environment, and sustainability.
16. Working with regional bodies, employers, other universities, FE colleges and partners to shape and support the delivery of Cumbria's economic and skills strategies.
17. Developing our academic portfolio, and the access and engagement opportunities we provide, to ensure it is both relevant and contemporary, and recognised as such by our students and employers.
18. Increasing our national and international activities through scaling-up our existing expertise, operations and offer and responding to new development opportunities across sectors to grow our income and reputation. Particular emphasis would be placed on public services, advanced manufacturing, supply chain and logistics, digital transformation, upskilling, and reskilling opportunities, and through international student recruitment and partnerships.



Our academic strategy, and the support strategies and plans which deliver it, will be the prime vehicle in achieving our objectives and ambition (covering academic, practice-based, applied research and knowledge exchange focus, portfolio focus, academic and employer partnerships and pipelines, programme design, learning and teaching, curriculum focus, student value proposition, student support, and academic career and development).

Each academic institute, professional service and campus (Ambleside, London and Lancaster) will have three-year plans which include alignment to relevant university plans and objectives for SF2.

Progress will be informed through strategic performance indicators, with annual and rolling targets.

- create innovative forms of learning that are not constrained by mode of delivery;

BY THE END OF 2024/25

- All academic institutes' academic portfolio will:
 - demonstrate clear alignment to relevant regional, national, global and strategic skills needs (new entrant, reskilling and upskilling), and embed digital knowledge, skills and technologies;
 - seek to address the specific workforce needs of Cumbria's economy and reduce the higher-level skills gap;
 - provide flexible delivery modes, allowing remote, on-campus or blended delivery and transition between delivery modes;
 - create innovative forms of learning that are not constrained by mode of delivery;
 - enable students to understand their role in the global challenges of making our world a more sustainable planet, and appropriately reflect the United Nations 17 Sustainable Development Goals.

- We will be well under way with the development of our new campuses in Carlisle and Barrow and the setting-up of our key university centres, including the Carlisle Business Exchange Centre, the Centre for Digital Transformation and Institute of Engineering, Computing and Advanced Manufacturing.
- Our plans to establish Ambleside as an internationally recognised place of scholarly excellence for sustainable practices and the natural environment, bringing Scale How and Hill Top back into use, will be under way.
- Our Centre for Arts and Participation will be supporting community engagement and university take-up across Cumbria.
- Our Research and Knowledge Exchange outputs will:
 - demonstrate clear practice and regional impact;
 - inform all our programmes and cross-cutting themes.

BY THE END OF 2027/28

- Our ambition is to have 16,300 students, comprising:
 - 5,250 full-time students on our campuses (including School Direct);
 - 2,500 apprentices;
 - 3,800 part-time students;
 - 4,750 students studying through our FE and TNE partnerships.
 - We will have:
 - increased participation rates in higher education provision across Cumbria;
 - attracted more learners from outside Cumbria and our region.
 - We will have developed and implemented our approach to achieving an Ofsted 'Outstanding' outcome for our apprenticeship provision.
 - We will have attained the UN Sustainable Development Goals upper quartile position.
 - We will have achieved a King's Anniversary Prize for Higher and Further Education.
 - Our research outputs and number of staff actively involved in research will enable us to increase the quality of our submission to the next REF (or its successor).
 - Our ambition is to have 18,000 students, comprising:
 - 6,000 full-time students on our campuses (including School Direct);
 - 2,700 apprentices;
 - 4,300 part-time students;
 - 5,000 students studying through our FE and TNE partnerships.
 - We will have increased our market share of students in higher education, and participation rates in Cumbria will have increased.
 - We will have achieved an Ofsted 'Outstanding' outcome for our apprenticeship provision.

BY THE END OF 2030/31

- Our ambition is to have 20,000 students, comprising:
 - 7,100 full-time students on our campuses (including School Direct);
 - 2,900 apprentices;
 - 4,800 part-time students;
 - 5,200 students studying through our FE and TNE partnerships.
 - We will have increased our market share of students in higher education, and participation rates in Cumbria will have increased, having closed half the gap to the Northwest.
 - Our research portfolio across the university will continue to build on the outcomes from the last REF.
 - We will have established Ambleside as an internationally recognised place of scholarly excellence for sustainable practices and the natural environment, bringing Scale How and Hill Top back into use.
 - We will have maintained our Ofsted 'Outstanding' outcome for our apprenticeship provision.

20K

STUDENTS BY END OF 2030/31



STRATEGIC FOCUS 3

PEOPLE, PRACTICES AND PLACES: SUCCESS MEASURES AND KPIs



VCE Owner(s):
VCE & Deputy Chief Operating Officer

Governance and Oversight:
Vice Chancellor's Executive, Finance & Resource Committee, People, Performance & Culture Committee, University Board

PEOPLE



Our intent is as follows:

1. Build leadership capacity, capability and autonomy at all levels of our operations, being clear about what a leader at the University of Cumbria is and what we expect from them.
2. Establish a university culture and environment that places wellbeing and mental health at its heart, implementing the university-wide health and wellbeing strategy that sets the context and importance of health and wellbeing, equipping students and staff with the insight to support their own wellbeing and that of their peers and colleagues.
3. Create an inclusive environment where staff, students and visitors are encouraged to be their true self, to enhance the individual and collective experience. In doing so, they share the social responsibility of enabling this, valuing, respecting and celebrating difference, to ensure that we generate a sense of understanding and belonging.
4. Provide an environment in which staff voices and opinions are heard, through opportunities for staff to engage informally and formally with the Vice Chancellor's Executive team, senior colleagues and across teams, as well as using surveys and focus groups.
5. Develop the pedagogical, research and partnership engagement skills of our staff to further enhance our university reach.
6. Organise and equip our staff base to be agile, to anticipate and to respond to changing demand levels and type.
7. Encourage and enable our staff to engage with local community-based initiatives and projects, promoting staff volunteering days.
8. Implement a behavioural and value-based competency framework and performance management process that sets clear individual expectations and objectives and agrees support needed, to develop our staff to reach their full potential, encouraging innovation and enabling career progression.
9. Facilitate the digital skills and capabilities needed by staff to deliver our digital goals, including the expertise to design and deliver digital education and learning, and to support digital leadership.



AN INCLUSIVE ENVIRONMENT WHERE STAFF, STUDENTS AND VISITORS ARE ENCOURAGED TO BE THEIR TRUE SELF, TO ENHANCE THE INDIVIDUAL AND COLLECTIVE EXPERIENCE.



PRACTICE

We will focus on the following:

1. Creating financial capacity for continued and planned long-term investment, enabling us to grow, improve, innovate and adapt.
2. Building on recent learning, which has led to changes in our thinking as to how we can work more efficiently and with better student, staff and university outcomes.
3. Realising the benefits to be gained from working with agility, and continuing with practices to encourage and enable staff, as well as students, to work flexibly, on and off campuses.
4. Designing and adapting our resources, systems and processes to meet new and changing requirements with improved efficacy.
5. Developing a digital strategy that looks to bring together our thinking around our portfolio, our systems, the digital skills, knowledge and attributes that both our staff and students need for the future, and our role as a university, in digital leadership, for our students, for businesses and the region. As part of this development, we will incorporate design that enables remote and digital delivery into places, systems, processes and programmes.
6. Carbon reduction and sustainability
 - the primary challenges of our age. We understand and embrace our local and global responsibilities, both to our environment and our future generations. These responsibilities will drive our operations, interactions, practices, curriculum, research, and role-modelling. In doing so, we will recognise:
 - the importance of carbon literacy and individual accountability throughout our staff and student base;
 - Cumbria's goal and demand for net carbon zero in 2037 and our role in this;
 - sustainability as a global challenge, and the need to look to achieve a better and more sustainable future for all, aligning our practices and goals to the United Nation's sustainable development goals.

WE UNDERSTAND AND EMBRACE OUR LOCAL AND GLOBAL RESPONSIBILITIES, BOTH TO OUR ENVIRONMENT AND OUR FUTURE GENERATIONS. THESE RESPONSIBILITIES WILL DRIVE OUR OPERATIONS, INTERACTIONS, PRACTICES, CURRICULUM, RESEARCH, AND ROLE-MODELLING.





PLACE

We understand each campus has a distinctive, as well as shared, identity, role, impact and roots. We will build further on and from these locations to ensure we have a clear role and identity as part of the Cumberland and Westmorland & Furness local governance and economic areas. With new campuses planned in Carlisle and Barrow, we will refresh our Ambleside, Lancaster, and London campus strategies and extend our relevance and reach on the west coast of Cumbria. We will articulate our place-based focus and ambition in line with local, employer and sectoral needs. In doing so, we will embrace our collective role in promoting arts and culture, place attractiveness, 'stickability' and vibrancy.

Informing refreshed estates and student accommodation plans, each campus will:

1. have a visible academic identity and focus, which capitalises on place;
2. serve to increase the proportion of students who study locally, supporting the retention of younger people and skills in our region and localities;
3. be recognised as part of the local community, supplying campus facilities and resources;
4. supply a base to grow national and/or international student recruitment and reputation, relevant to campus portfolio offer and location;
5. operate to minimise our carbon footprint across all aspects of activity, including sourcing goods and services from local suppliers;
6. support flexible student learning and staff working practices (on and off campuses);
7. provide a vibrant and stimulating environment for students, staff and visitors, highlighting innovative practices and partnership-working;
8. have visible (internal and external) place-based and campus-focused leadership, with the accountability and autonomy needed to deliver our plans.



BY THE END OF 2024/25**People**

- Staff survey results will show high levels of confidence in senior management, and staff will recognise they are part of a university that embraces diversity.
- Every staff member will be able to clearly articulate how they contribute to our goals and achievements.
- We will have revised our performance development processes to include:
 - a competency framework to support our staff skills and development;
 - a behavioural framework to support our culture and values.
- Our academic staff will have defined career and development pathways.
- Diversity of the university staff will have increased, and we will have achieved one of the nationally recognised awards for inclusivity.
- Every staff member will know how to support their own health and wellbeing, and how to seek support, and managers will feel that they have the skills to support staff health and wellbeing.
- Every staff member will feel that they have the digital skills necessary to support their work.
- We will have defined career and development pathways for professional and academic staff; 75% of academic staff will have gained Advance HE fellowship, and we will have increased the percentage of staff who have a PhD or equivalent and are research-active.
- Our staffing arrangements will be aligned to the delivery of our diverse portfolio.

Practices

- Our finance will generate a 9% operating surplus.
- We will be on track to deliver our 10-year Carbon Management Plan and our Net Zero Carbon Roadmap.
- Our staff will be fully enabled to work in an agile and flexible way.
- Our systems will all be cloud hosted.

Places

- We will have broken ground at the new Citadels Campus, and our Barrow Campus will be complete.
- We will have developed workable campus plans, and:
 - at Ambleside, development will be under way;
 - in London, we will have implemented our future space solution.

BY THE END OF 2027/28**People**

- Staff survey results will show high levels of confidence in senior management, and staff will recognise they are part of a university that embraces diversity.
- We will have achieved our diversity objectives, set in 2021.
- There will be unambiguous evidence of staff development and progression, with 85% of academic staff gaining Advance HE fellowship, and we will continue to increase the percentage of staff who have a PhD or equivalent and are research-active.
- We will have grown our academic staff numbers and, as a result, improved our ratio of academic to professional service staff.

Practices

- Our finance will generate a 10% operating surplus.
- We will be on track to deliver our 10-year Carbon Management Plan and our Net Zero Carbon Roadmap.
- Our staff and students will be seen as digital leaders, and we will be halfway through delivering our digital strategy.

Places

- We will have opened the Citadels Campus, and our Barrow Campus will be delivering its target numbers.
- Our campus plans will be refreshed.
- We will have completed our Ambleside development, and this will be delivering its target outputs.
- A stakeholder survey will show that they see the university as a partner of choice for developing business.

BY THE END OF 2030/31**People**

- Staff survey results will show high levels of confidence in senior management, and staff will recognise they are part of a university that embraces diversity.
- We will have agreed a new diversity plan and be on track to deliver our updated diversity objectives.
- There will be sustained staff development and progression, with over 95% of academic staff gaining Advance HE fellowship, and we will have continued to increase the percentage of staff who have a PhD or equivalent and are research-active.

Practices

- We will have delivered our 10-year Carbon Management Plan and will be on track to deliver our Net Zero Carbon Roadmap.
- Our staff and students will be seen as digital leaders, and we will have delivered our digital strategy.

Places

- We will be recognised as a leading university for contribution to region, public services and key sectors and applications of digital technologies and skills.
- Our people & culture and finance strategies, together with the support strategies and plans which deliver them, will be the primary vehicles to achieve our objectives and ambition.
- Each academic institute, professional service and campus (Ambleside, London and Lancaster) will have three-year plans which include alignment to relevant university plans and objectives for SF3.
- Progress will be informed through strategic performance indicators, with annual and rolling targets.



PROGRESS WILL BE INFORMED THROUGH STRATEGIC PERFORMANCE INDICATORS, WITH ANNUAL AND ROLLING TARGETS.



**FOR MORE INFORMATION:
CUMBRIA.AC.UK**



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