Introduction - Lee Sanders

Defining Our Identity – Cathy Gilbert, Director of External Relations, Jo Kite, Director of Marketing & Communications and Olivia Kew-Fickus, Director of Strategic Planning

The University of Birmingham School – Michael Roden, School Principal

Setting up the NHS Leadership Academy – Claire Bylo, Operations Manager, School of Social Policy

Policy Affirmation System – Carolyn Pike, Director of Legal Services

Cyber Security – Nick Foley, Head of Customer IT Support

Questions
Project Objective

- To identify and capture the ‘essence’ of the University
  - Resonate with a wide range of audiences
  - Act as a unifying element for internal activities
  - Project a clearer identity to the outside world
  - Inform the 2015-2020 Strategic Framework
What does success look like?

- Develop a concise summary statement that answers the question “So, what’s special about Birmingham?”
- To do so in a way that is:
  - authentic (not exaggerated or generic puffery)
  - different (creates a distinctive point of view)
  - engaging (relevant to multiple interests)
  - simple and memorable
An iterative process

☐ Following extensive briefings from External Relations we have undertaken:
  – An initial meeting with the Executive Board
  – Five two-hour workshops with academic and professional service staff plus an awayday session with RLG
  – 15* interviews with ‘friends’ of the University
  – A programme of Social Listening
  – Five validation sessions with College Boards

☐ Three initial concepts went through 12 iterations before being narrowed down to a final approach

*to date
“Purposeful (and/or) Pragmatic Pioneers”

- Universal approbation for ‘Pioneers’
- ‘Purposeful’ and ‘Pragmatic’ accurately embody the University’s authentic qualities and distinct personality (through contrast with ‘Pioneers’)
- Each has its supporters and detractors; ‘Pragmatic’ is more divisive internally
- Recognition that the two or three word essence is a starting point for narrative development, not a strapline
- Debate remains whether to adopt a simple duality or use the ‘power of triplets’ as the headline version
Purposeful, Pragmatic Pioneers

For more than a century, Birmingham has thrived by being purposeful, pragmatic and pioneering; a trio of qualities that reinforce each other to strengthen our position as a leading global university.

We develop innovative solutions to address big issues; combining original thinking with clear focus and rigour, intellectual curiosity with practical application. We enjoy being the first to do things; navigating complexity, opening access and unlocking value so that others can follow and benefit.

We’re well-resourced and well-grounded, persuasive and persistent, ambitious and independent minded. We encourage and empower people to turn their ingenuity into reality and make important things happen.
Next Actions

- Executive Board endorsement of overall approach
- Crafting of full essence (if needed)
- Present to College Assemblies and Professional Service fora
  - Present to Birmingham Professional on 7th November
  - Present to ULF on 18th November
  - Present to Council on 25th & 26th November
- Co-ordination with Strategic Framework team
- Internal roll-out to departments for development of specific narratives and relevant collateral material
Purposeful, Pragmatic Pioneers

We encourage and empower people to turn their ingenuity into reality and make important things happen.

Enhanced research power
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Distinctive student experience
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Sustainable financial strength
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Community Engagement
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Destination of choice
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History, Russell Group, location and campus, leadership, range of courses, track record of innovation and ‘firsts’, league table rankings, academic results, alumni, industry contacts …
Strategic Framework

- Shaping Our Future 2010-2015 underpinned tremendous achievements
- Time to *refresh* and *refocus*
- Identity work part of that refocusing
- Tone and flavour
Feeding into the Strategic Framework

- November:
  - Focus groups – nominees and volunteers
  - Questionnaire
  - Email: strategicframework@contacts.bham.ac.uk

- December: Reflect and REF results

- January/February: Targeted engagement around particular issues

- April: Draft to Council

- July: Final to Council and Launch
A New School for Birmingham
‘a school for everyone’

Michael Roden
Principal, University of Birmingham School
University of the Year
Our building
Passive monitoring
. . . . early 2016
Specialist Facilities
(Science)
Specialist Facilities (Design Technology)
Specialist Facilities (Music)
Our 11-16 School

Year 7  Key Stage 3
Year 8  Key Stage 3
Year 9  Key Stage 3
Year 10 Key Stage 4/GCSEs
Year 11 Key stage 4/GCSEs
Year 7 Curriculum

Sciences
- Mathematics
- Biology
- Chemistry
- Physics
- Computer Science
- Design Technology

Humanities
- English
- Geography
- History
- Religious Education
- A foreign language

Culture & Sport
- Character Education
- Dance
- Art
- Drama
- Music
- Physical Education
Character education

Moral virtues
- Compassion
- Empathy
- Honesty
- Humility
- Loyalty
- Sensitivity

Performance virtues
- Ambition
- Creativity
- Curiosity
- Determination
- Resilience

UNIVERSITY OF BIRMINGHAM SCHOOL
A Taught Course in Character Education
Character can and should be taught in school, says Hunt

Shadow education secretary Tristram Hunt says character, creativity and resilience should be taught in England’s schools.

In a speech in London, he said there was "growing evidence that character can be taught".

He argued the qualities are "vitaliy important in preparing young people for the economy of the future".

A cross-party parliamentary group earlier this week had also called for more emphasis on building character.

Mr Hunt, in a speech to AQA’s Creative Education conference in London, set out broad themes of Labour’s education policy ahead of next year’s general election.

Related Stories

'Look beyond exams,' schools urged
Education 'failing economic needs'
What’s the point of school?
Teach team spirit, character and the meaning of work, business urges

Schools need to teach character to children and be judged on this by Ofsted, the head of British business has insisted in a hard-hitting report.

John Cridland, director-general of the CBI, told The Times that schools were too focused on exam results and should teach pupils resilience and how to be “rounded and grounded”.
Character Reference

There is a lot more to making students ready for work than academic prowess.

Published at 12:01AM, August 9 2014

For as long as there has been compulsory education in Britain there has been a dispute about what ought to be taught in schools. That argument became intense under Michael Gove, the former education secretary, who had strong views on the content of the curriculum, which he insisted, not without right on his side, should become more rigorously academic.

That is only part of what makes for a good, rounded education, though. Yesterday John Cridland, director-general of the Confederation of British Industry, said that the British education system placed far too great an emphasis on examinations and qualifications. Even those students leaving school full of facts had precious little understanding of the vital skills needed in the workplace. Mr Cridland called on the government to introduce the teaching of character and resilience into the mainstream curriculum. He wants this changed emphasis to be reflected in a new inspection regime and rewarded in the school league tables.

It might be thought that character is an attribute that people just have or do not have rather than a commodity that can be taught. In fact, there has been a great deal of work into how character is formed and how young people can be initiated in the softer skills of being a good member of a team as well as the more formal academic disciplines. The methods of character formation typical in the days of Tom Brown's Schooldays — a hard cross-country run and a cold shower — have been replaced by sophisticated pedagogical techniques.

Being adept at work demands emotional control, empathy, motivation, the ability to apply oneself with a single mind and to defer gratification. These things are second nature to many people. But employers are consistently pointing out that many young people are coming out of the education system without these basic attributes of what is called, in summary, “character”.

Some of this takes place in the family home. There is evidence that different styles of parenting lead to differing levels of self-discipline and empathy in the child. The tough love of a consistent parent is a more important determinant of a child’s character than the background, income or social class of the family.

There are some limited things the government can do to help. The policy of nursery and early years education is a mess that needs to be reformed. Health visitors could do a lot more to ensure that children are getting the right start in their earliest days. When children get to primary school, a curriculum has been developed which helps them to work in teams, learn how to persevere at tasks that seem initially daunting and take responsibility for unfamiliar work.

There are also some more traditional reforms that could meet the challenge laid down by Mr Cridland for an economy in which half of all jobs will by 2022 require a high level of skill. The technical or vocational education on offer for those students whose first aptitude is not academic remains poor. Careers advice is not good enough and work experience schemes are disparate.

Though the language of character can sound like a novel initiative, it has a long and noble heritage. In the Nicomachean Ethics, Aristotle describes the same ideas that he sees as vital for full human flourishing. This ancient idea has never seemed so modern.
Schools to be given £5 million fund to offer character-building activities such as debating and sports coaching

- Education Secretary Nicky Morgan will announce the scheme today
- Money will help state schools offer extra-curricular clubs
- Schools will be encouraged to run the clubs at lunchtime and after classes

All schools should ensure children are given character-building activities as well as a core academic curriculum, Education Secretary Nicky Morgan will say today.

She will announce a £5 million fund to help state schools offer debating competitions, sports coaching, theatre productions and musical instrument tuition.

The scheme is intended to help equip state school pupils with the values and character traits needed to succeed in the workplace and compete with youngsters educated at private schools.

Mrs Morgan wants to build on reforms to the school curriculum to ensure that youngsters also receive a broad education and develop wider skills.

Schools will be encouraged to offer debating, sport, drama and other clubs at lunchtimes and after-school to instil attributes such as resilience, perseverance and the ability to work in teams.

The Coalition is already encouraging schools to consider offering longer days to allow pupils to take part in extra-curricular activities and complete homework under supervision.

With a tough new curriculum being implemented in schools this academic year, Mrs Morgan now wants to emphasise the role schools can play in equipping pupils with broader skills and attributes.

Announcing the £5 million fund, Mrs Morgan said: ‘Our plan for education is to ensure all young people leave school prepared for life in modern Britain. That means not only ensuring that young people learn core academic skills and knowledge, but also that they develop the values and attributes to succeed in employment, further study and later life.

‘That’s why I want all children to experience the type of activities which develop character and resilience, both in and beyond the classroom.

‘Whether it is the teamwork and resilience that come from playing sport, the dedication and perseverance it takes to learn an instrument or the confidence and self-expression which they may find on the stage, the fund will mean every child has the opportunity to receive a broad and balanced education.’
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Extended school day

**Clubs & Societies**
- Film making
- Musical theatre
- Gardening
- Charity committee
- Choir, Beatboxing
- Pilates
- Scrabble

**Local trips**
- Barber, Lapworth
- Library of Birmingham
- CBSO, RSC, Rep, Ikon
- Soho House
- HTRC, JLR

**House competitions**
- Swimming, rugby, running, netball.
- Art, drama, music
- Quiz, debating
- Bake off, Masterchef

**International trips**
- European capitals
- WW1 battlefields
- Skiing
- Sports & music tours
- Foreign exchanges

**UK trips**
- London - Museums
- Lake District – Outdoor Pursuits
- Cornwall – Surfing
- Edinburgh Festival
Character + Enrichment = Transformation

School
- Lapworth Museum
- Wren’s Nest
- Wenlock Edge

Sixth Form
- Geological Museum – London
- Robin Hood’s Bay
- Jurassic Coast

Adulthood
- Smithsonian Museum
- Hawaii – Manua Loa
- Vesuvius, Herculaneum & Pompeii

Aspiration
University links
A University Training School
NHS Leadership Academy

An unexpected journey
In the beginning
What we knew
### Cohort Numbers

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Our stakeholders
Partnership critical
New administrative dynamic
Challenges
Administrative Evolution
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