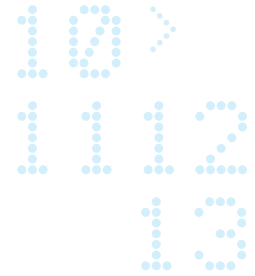


STRATEGIC PLAN
2010/2013

TRANSFORMING LIVES
MEETING NEEDS
BUILDING CAREERS

10
15
15



INTRODUCTION

TRANSFORMING LIVES,
MEETING NEEDS,
BUILDING CAREERS

London Metropolitan University was formed in 2002 through the merger of London Guildhall University (LGU) and the University of North London (UNL), both of which had been constituted as universities in 1992. LGU's origins date from 1848 with the establishment of Metropolitan Evening Classes for Young Men. UNL's origins date from 1896 with the founding of the Northern Polytechnic Institute.

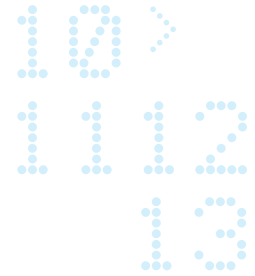
London Metropolitan University teaches in more than a dozen sites in The City of London, and the Boroughs of Islington and Tower Hamlets. Our student population consists of around 30,000 students, of whom approximately one quarter are postgraduates and one quarter are international students from over 160 countries (with just under 6,000 of these on-campus and approximately 1,000 off-campus). London Metropolitan University directly employs approximately 3,000 people, equating to around 2100 FTEs.

During the period 2007-9 London Metropolitan University experienced much turbulence as a result of discrepancies on student data with the Higher Education Funding Council of England. This caused a substantial reduction in our teaching grant and coupled with a rapidly changing national economy led to a reassessment of our strategic directions. Although a new Strategic Plan for the period 2009-19

was developed to final draft stage during 2008, changes both internally and in the external environment meant it was then not substantially implemented.

This Strategic Plan, drawn up through extensive university-wide consultation during February-April 2010, presents a three-year transformational plan for the period August 2010 to July 2013. It is based in the realities of increasingly constrained public funds and the need for substantial repayments to the Funding Council in each of the three years 2010/11 to 2012/13. It builds upon the achievements of the University since 2002, and the many proposals that came forward through earlier strategic planning work in 2008.

➤ **Malcolm Gillies**
Vice-Chancellor and Chief Executive



LONDON METROPOLITAN
UNIVERSITY CONSISTS
OF 8 ACADEMIC
FACULTIES,

SPECIALIST RESEARCH
INSTITUTES,

AND PROFESSIONAL
SERVICE DEPARTMENTS



**London Metropolitan University
consists of eight academic faculties >**

- *Applied Social Sciences*
- *Architecture and Spatial Design*
- *Art, Media and Design
(Sir John Cass)*
- *Business (London Metropolitan
Business School)*
- *Computing*
- *Life Sciences (Psychology;
Human Sciences)*
- *Humanities, Arts, Languages
and Education*
- *Law, Governance and
International Relations*

**Specialist Research Institutes at London
Metropolitan University include >**

- *Cities Institute*
- *Human Rights and Social Justice
Research Institute*
- *Institute for Policy Studies in
Education*
- *Institute for the Study of
European Transformations*
- *Working Lives Research Institute*
- *Learning Technology
Research Institute*
- *The Global Policy Institute*

**Professional Service
Departments include >**

- *Academic Development
and Review*
- *Academic Registry*
- *Campus Services*
- *Estates*
- *Finance*
- *Human Resources*
- *Information, Systems
and Services*
- *Library Services*
- *Marketing and Communications*
- *Planning Office*
- *Procurement*
- *Research and Graduate School*
- *Strategic Programme Office*
- *Student Recruitment and
International Development*
- *Student Services*



TRANSFORMING LIVES
THROUGH EDUCATION
AND RESEARCH OF QUALITY,

MEETING SOCIETY'S NEEDS
THROUGH OUR SOCIALLY
RESPONSIBLE AGENDA,

BUILDING REWARDING
CAREERS
FOR OUR STUDENTS,
STAFF AND PARTNERS



MISSION

OUR PEOPLE,
VALUES,
AND CORE PURPOSES

Mission

London Metropolitan University transforms lives through education and research of quality, meets society's needs through our socially responsible agenda, and builds rewarding careers for our students, staff and partners.

Our People

London Metropolitan University is a learning community consisting of >

- *Our students, whose learning is our greatest charge*
- *Our staff, who are our greatest asset*
- *Our partners, who sustain and challenge us*

Our Values

- **Sustainability** _ in our use of resources
- **Quality** _ in our educational, research and enabling services
- **Diversity** _ in our people, our courses, our methodologies
- **Responsibility** _ to a socially inclusive world, the environment, and ourselves

- **Collaboration** _ with each other, as a learning community, and as a proud member of public higher education
- **Flexibility** _ to the needs of our students, staff and partners
- **Openness** _ our willingness to change, adapt and trust one another

Our Core Purposes

At London Metropolitan University we seek to build on both our polytechnic and our university traditions. We believe there must be a demonstrated synergy between education and research.

Our core purposes are >

- **Education** _ in particular the quality of learning of our students drawn from highly diverse backgrounds
- **Research** _ in particular its applications through education, knowledge transfer and enterprise activities

These core purposes are delivered by teaching and research staff.

These core purposes are sustained by professional support staff.





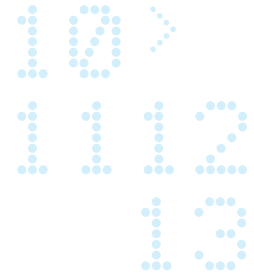
EDUCATION

PROVIDING A QUALITY LEARNING EXPERIENCE FOR OUR STUDENTS

The quality of learning experience of our students is our highest priority. That experience involves both formal and informal learning.

(Key measures are shown in bold.)

Aims	Actions	Specific measures of this priority
<p>To transform our students' views of their world and its opportunities</p> <p>To develop the specialist and generic skills that enable students to engage in rewarding careers</p> <p>To support the distinctive learning needs of our undergraduate students and our postgraduate students</p> <p>To produce proud alumni, with useful life-long skills, thereby furthering the University's reputation and its enduring community support</p> <p>To empower staff as teachers and guides of student learning</p> <p>To achieve an enduring sense of university community, across place and time</p> <p>To emphasise internationalism as a means of enhancing employability</p>	<p>We will review all aspects of undergraduate education, including student and employer demand; the shape, purpose and structure of the curriculum; modes of assessment; formats of learning; financial sustainability (2010/11, with implementation in 2012/13)</p> <p>We will review all aspects of postgraduate education and research training, including student and employer demand; the shape, purpose and structure of the curriculum; modes of assessment; formats of learning; financial sustainability (2011/12, with implementation in 2013/14)</p> <p>We will review business processes, as they affect student experience, to achieve greater efficiency and effectiveness of student support, at central and distributed levels (2010/11, with implementation from 2011/12)</p> <p>We will implement new-generation technology to enhance access to learning resources and provide learning environments wherever our students are located</p> <p>We will enhance the opportunities for social, cultural, linguistic and sporting experiences of our students, and for taking part in student democracy</p> <p>We will publish a Student Charter and elicit, measure and respond to student feedback</p>	<p>Results of QAA audits and professional body accreditation; and external examiner reports and standards of awards (each year)</p> <p>Results of the National Student Survey and OpinionPanel (or similar) survey</p> <p>Successful updating and implementation of the Learning and Teaching Strategy</p> <p>Uptake of blended learning, by module and course</p> <p>Effective targeting of financial resource to educational priorities</p> <p>Implementation of and training in new IT systems</p> <p>Participation in staff professional development</p> <p>Employability and starting salary statistics</p> <p>Establishment of the Students' Union as a Charitable Incorporated Organisation, and consequent development of its partnership with the University</p>



EDUCATION

ENHANCING STUDENT PARTICIPATION AND ENSURING FAIR ACCESS

London Metropolitan University is committed to offering educational opportunity, on equitable principles, to a diverse range of national, European Union and international students.

(Key measures are shown in bold.)

Aims	Actions	Specific measures
<p>To provide fair access to our courses, and to encourage participation from all segments of society</p> <p>To tailor our educational provision to the learning strengths and needs of students so that they attain their full potential</p> <p>To build partnerships, with schools, colleges, other validated partner institutions and employers to enhance access pathways</p> <p>To engage with the learning and employment needs of local communities in London</p>	<p>We will only admit students whose prior learning or experience should be sufficient to succeed on our courses</p> <p>We will offer a range of supplementary learning advice, support and environments to assist learners from many different educational backgrounds</p> <p>We will model the financial implications of our admission, retention and completion policies and only offer courses of study that have medium-term financial sustainability</p> <p>We will develop long-term partnerships and community links to further our strategies for participation and fair access</p>	<p>Admission, retention, completion and award statistics</p> <p>Implementation of further academic support to at risk students</p> <p>Development and implementation of financial information at course level</p> <p>Diversity statistics of student populations</p> <p>Student satisfaction and complaint statistics</p> <p>Destination of Leavers of HE (DLHE) survey</p>





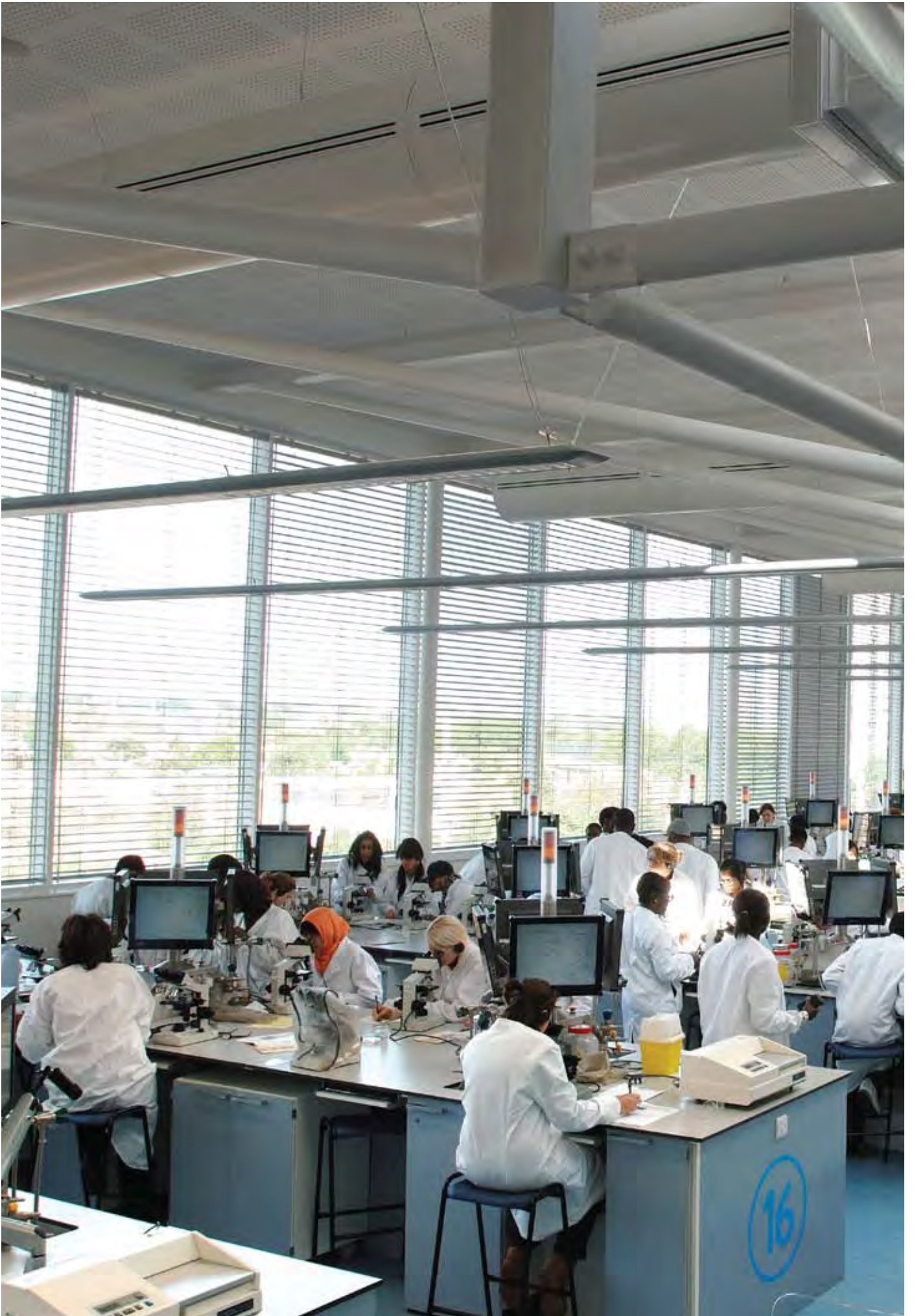
RESEARCH AND ENTERPRISE

ADVANCING NEW KNOWLEDGE AND ITS APPLICATIONS

London Metropolitan University promotes research, in particular its applications through education, knowledge transfer and enterprise activity.

(Key measures are shown in bold.)

Aims	Actions	Specific measures
<p>To enrich student learning through systematic transfer of staff research skills and knowledge, both within and across disciplines</p> <p>To further the University's long-standing commitment to social responsibility and social justice, particularly through specialist Research Institutes and units</p> <p>To demonstrate the value of investment in research and scholarship, both within the community of scholars and the wider working community</p> <p>To encourage consultancy, contract research, CPD and public commentary</p>	<p>We will review the University's research and knowledge transfer, including excellence, impact, environment, sustainability and educational relevance (2011/12, with implementation from 2012/13)</p> <p>We will, as part of the review of postgraduate education, review research training (2011/12, with implementation in 2013/14)</p> <p>We will review business processes, as they affect research and its applications, to achieve greater efficiency and effectiveness of research support, at central and distributed levels (2010/11, with implementation from 2011/12)</p> <p>We will regularly evaluate the financial sustainability of all research activities, including Research Institutes, and determine any levels of cross-subsidy</p> <p>We will clarify and simplify University regulations relating to enterprise activity including consultancy, contract research, CPD, and commercial use of University facilities</p> <p>We will encourage staff, through specialist support, to apply for external grants and engage in community-based applications of new knowledge</p> <p>We will encourage staff to pursue the widest application of their specialist scholarship and research expertise</p> <p>We will plan our participation in external exercises of research assessment on the basis of demonstrated excellence of performance by individuals or groups</p>	<p>Number and depth of research and knowledge transfer engagements</p> <p>Research and enterprise income, including consultancy, contract research and CPD income, as currently measured in HEBCIS</p> <p>Success rate with peer-reviewed research applications</p> <p>Admission, retention, completion and award statistics for research and research training qualifications</p> <p>Regular meeting of financial sustainability criteria, including all expected returns on investment</p> <p>Estimated results from Research Excellence Framework assessments</p>





SUSTAINABILITY

DRIVING RESOURCES HARDER

A. Institutional Sustainability

London Metropolitan University is committed to using all its resources effectively, efficiently and sustainably. Thereby, we give maximum support to our core purposes in education and research.

(Key measures are shown in bold.)

Aims	Actions	Specific measures
<p>To achieve greater institutional coherence between courses offered, teaching capacity, student demand, and employability, while recognising the demands of academic freedom and collegiality</p> <p>To produce more reliable, accurate and timely data to support decision-making in all areas of operation</p> <p>To achieve better targeting of scarce resources, through improved efficiency and effectiveness of all support services, at central and distributed levels</p> <p>To achieve staff recognition and reward structures that enable staff to contribute at an optimal level</p> <p>To provide a good quality of working environment in buildings that are fit for the purpose and accord in space usage with strategic priorities</p> <p>To minimise the environmental damage caused by our operations</p> <p>To address all forms of risks within a considered and responsive framework</p>	<p>We will review business processes (2010/11, for implementation from 2011/12), undergraduate education (2010/11, for implementation from 2012/13 and postgraduate education (2011/12, for implementation from 2013/14)</p> <p>We will successfully deliver the Data Quality Process Improvement Project, with phased implementation from 2010/11, and so better meet business information and monitoring needs across the institution</p> <p>We will review the effectiveness of staff reward structures - including pay, pensions and other benefits, PADAS, performance-related pay, merit pay and other schemes of staff incentivisation, as well as Flexible Working policies (2010/11, for implementation in 2011/12) – to meet the changing needs of the University, our staff and students</p> <p>We will engage in an Estates master-planning exercise (2010/11, for subsequent implementation) including reducing the total number of buildings and implementing the SUMS timetabling review</p> <p>We will develop and implement a long-term strategy for environmental sustainability as members of the HE Carbon Management Programme</p> <p>We will regularly update the University's risk register, recognising all forms of strategic, financial and reputational risk</p>	<p>Completion of all reviews, and subsequent implementations</p> <p>Staff data, including cost as percentage of total expenditure; staff turnover; targeted expenditure on staff development; staff satisfaction; pension liabilities; leadership training of senior management</p> <p>Revised estates masterplan, including utilisation (square metres per student), return on assets, building maintenance condition, percentage of usable teaching space</p> <p>Carbon management data, including carbon reduction targets</p> <p>'Live' risk register, updated monthly</p>



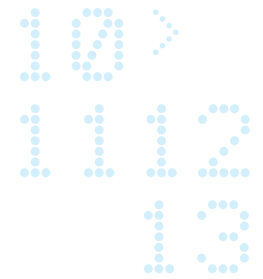
B. Financial Sustainability

London Metropolitan University recognises the special challenge to financial sustainability during the three years of this transformational plan. During 2010-2014, the University will be repaying £34 million to the Funding Council (2010/11 £4m; 2011/12 £10m; 2012/13 £10m; 2013/14 £10m) and must plan to address other likely public funding reductions, which will put real pressure on our cost management. This occurs at a time when we are also seeking to build a more inclusive and trusting culture.

(Key measures are shown in bold.)

Aims	Actions	Specific measures
<p>To keep our staff and students regularly informed of all impending issues of financial sustainability over the period of the Plan</p> <p>To model for financial sustainability according to regularly updated financial assumptions, and design a sustainability action plan</p> <p>To provide adequate financial resource to support all the activities of the University according to our strategic priorities</p> <p>To achieve a break-even operating budget in 2011/12, an operating surplus of at least 1 per cent of income in 2012/13, and subsequent surpluses for investment in areas of strategic priority</p> <p>To effect a planned rebalancing of University expenditure from non-core to core (education and research) purposes, and to effect planned cross-subsidisation of research from surplus educational revenue</p>	<p>We will include financial management and planning information in quarterly briefings to staff and students</p> <p>We will achieve our financial targets, as necessary, by all forms of cost reduction and income generation, in keeping with our strategic priorities, latest financial assumptions and sustainability action plan</p> <p>We will develop and implement the University-wide resource allocation model</p> <p>We will improve the effectiveness of monthly budget monitoring for all budget holders</p> <p>We will regularly monitor, at central and at departmental level, the rebalancing of use of resources</p>	<p>Achievement of budget and forecasts, at all structural levels</p> <p>Operating surplus/deficit</p> <p>Return on assets and cash generated</p> <p>Current assets to liabilities ratio</p> <p>Liquidity</p> <p>Consolidated retained surplus/deficit</p> <p>Income growth, diversity and security</p> <p>Efficiency and cost improvement measures</p>





INVESTMENT

ACCELERATING OUR TRANSFORMATION THROUGH ICT

The state of ICT at London Metropolitan University has held back the integration of the institution, since merger, and also limited the effectiveness of education, the sophistication of research, the accuracy of data and the targeting of support services. Transforming our interactions with students and the supporting business processes will be underpinned by structured investment in ICT.

(Key measures are shown in bold.)

Aims	Actions	Specific measures
<p>To forge 'One University' through the inter-operability of all systems</p> <p>To establish an accurate and effective student record system which inspires confidence inside and outside the University</p> <p>To utilise current and emerging technologies so as radically to enhance education and research</p> <p>To transform the student and staff experience by enriching the ways in which students and staff communicate with the University and with each other</p> <p>To improve business processes, reduce costs and divert more resources towards education and research through structured ICT investment</p> <p>To establish a fit-for-purpose management information system to support decision making at all levels within the University</p> <p>To position the University to collaborate with other HE providers in shared service provision</p>	<p>We will ensure every student has Web-based access to every module of their course and, eventually, to every University operation with which they need to engage for successful achievement of their award and as a member of the alumni</p> <p>We will implement individualised Staff and Student Portals, as the gateway to academic and professional work</p> <p>We will help departments define their processes and data, and implement procedures to ensure that ICT services are aligned to strategic priorities and provide optimum support to business processes</p> <p>We will improve technology support for business and student processes through automated workflows and portal technologies</p> <p>We will provide accurate and timely management information and easily used reporting tools based on definitive, integrated and accurate data sources</p> <p>We will enable more innovative approaches to blended learning, tailored to the individual needs of students, and accessible from anywhere at any time</p>	<p>Establishment of an effective Virtual Learning Environment</p> <p>Achievement of a single technical platform, with a cloud hosted e-mail system</p> <p>Implementation of a rationalised and integrated student administration and course information system</p> <p>Automation of workflows for admissions and enrolment processes</p> <p>Delivery of a business intelligence strategy and management information reports for identifying at risk students and dashboards for monitoring University performance</p> <p>Successful delivery of the Data Quality Process Improvement Project</p>



PERFORMANCE

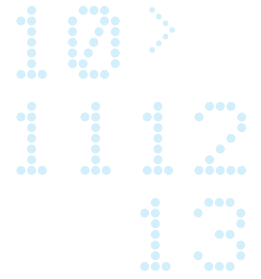
STRATEGIC KEY PERFORMANCE INDICATORS

London Metropolitan University now adopts the ten-point schema recommended by the Committee of University Chairs in November 2006 (*CUC Report on the Monitoring of Institutional Performance and the Use of Key Performance Indicators*) and reviewed in *CUC Report on the Implementation of Key Performance Indicators: Case Study Experience* (June 2008). Detailed below are the ten 'top-level' KPIs, as strategic indicators of institutional health, and how the specific measures of the five strategic priorities map across to these categories.

(Key measures are shown in bold.)

1. Institutional Sustainability	2. Academic profile and positioning	3. The student experience
<p>Results of QAA audits and professional body accreditation; and external examiner reports and standard of awards (Strategic Priority 1)</p> <p>Results of the NSS and OpinionPanel (or similar) survey (SP1)</p> <p>Pension liabilities (SP4)</p> <p>Consolidated retained surplus/deficit (SP4)</p> <p>Income growth, diversity and security (SP4)</p> <p>Return on assets and cash generated (SP4)</p> <p>'Live' risk register, updated monthly (SP4)</p>	<p>Effective targeting of financial resource to educational priorities (SP1)</p> <p>Development and implementation of financial information at course level (SP1)</p> <p>Diversity statistics of student populations (SP2)</p> <p>Balance between research and teaching (aggregate of various measures across priorities)</p> <p>Position in peer group and league tables (aggregate of various measures across priorities)</p>	<p>Results of QAA audits and professional body accreditation; and external examiner reports and standard of awards (SP1)</p> <p>Results of the NSS and OpinionPanel (or similar) survey (SP1)</p> <p>Uptake of blended learning (SP1)</p> <p>Employability and starting salary statistics (SP1)</p> <p>Introduction of a Student Charter (SP1)</p> <p>Admission, retention, completion and award statistics (SP2)</p> <p>Implementation of further academic support to at risk students (SP2)</p> <p>Student satisfaction and complaint statistics (SP2)</p> <p>Destination of Leavers of HE (DLHE) survey (SP2)</p> <p>Successful updating and implementation of the Learning and Teaching strategy (SP1)</p>
4. Research	5. Knowledge transfer and relationships	6. Financial health
<p>Number and depth of research and knowledge transfer engagements (SP3)</p> <p>Research and enterprise income, including consultancy, contract research and CPD income, as measured in HEBCIS (SP3)</p> <p>Success rate with peer-reviewed research applications (SP3)</p> <p>Admission, retention, completion and award statistics for research and research training qualifications (SP3)</p> <p>Regular meeting of financial sustainability criteria, including all expected returns on investment (SP3)</p> <p>Estimated results from Research Excellence Framework assessments (SP3)</p>	<p>Number and depth of research and knowledge transfer engagements (SP3)</p> <p>Regular meeting of financial sustainability criteria, including all expected returns on investment (SP3)</p> <p>Research and enterprise income, including consultancy, contract research and CPD income, as measured in HEBCIS (SP3)</p>	<p>Achievement of budget and forecast, at all structured levels (SP4)</p> <p>Operating surplus/deficit (SP4)</p> <p>Return on assets and cash generated (SP4)</p> <p>Current assets to liabilities ratio (SP4)</p> <p>Liquidity (SP4)</p> <p>Efficiency and cost improvement measures (SP4)</p> <p>Delivered surpluses for future investment in strategic priorities (SP4)</p> <p>Cost of staff as % of total costs (SP4)</p>

7. Estates and infrastructure	8. Staff & HRD	9. Governance, leadership and management
<p>Revised estates masterplan (SP4)</p> <p>Building maintenance condition (SP4)</p> <p>Utilisation – square metres per student (SP4)</p> <p>Percentage of useable teaching space (SP4)</p> <p>Carbon management data and carbon reduction targets (SP4)</p>	<p>Participation in staff professional development (SP1)</p> <p>Introduction of a Staff Charter (SP4)</p> <p>Staff turnover (SP4)</p> <p>Targeted expenditure on staff development (SP4)</p> <p>Staff satisfaction (SP4)</p> <p>Cost of staff as % of total costs (SP4)</p>	<p>Senior management relationship with the Board of Governors (as per Implementation Section)</p> <p>Completion of all reviews and subsequent implementations (SP4)</p> <p>Leadership training of senior management (SP4)</p>
10. Institutional projects		
<p>Effective targeting of financial resource to educational priorities (SP1)</p> <p>Implementation of and training in new IT systems (SP1)</p> <p>Establishment of the Students' Union as a Charitable Incorporated Organisation and consequent development of its relationship with the University (SP1)</p> <p>Establishment of an effective Virtual Learning Environment (SP5)</p> <p>Achievement of a single technical platform, with a cloud hosted e-mail system (SP5)</p>	<p>Implementation of a rationalised and integrated student administration and course information system (SP5)</p> <p>Automation of workflows for admissions and enrolment processes (SP5)</p> <p>Delivery of a business intelligence strategy and management information reports for identifying at risk students and dashboards for monitoring University performance (SP5)</p> <p>Successful delivery of the Data Quality Process Improvement Project (SP5)</p>	



IMPLEMENTATION

THE IMPLEMENTATION OF OUR STRATEGIC PLAN

The successful implementation of the Strategic Plan 2010-13 also involves >

- *Development of an overall institutional implementation schedule, including ownership of each action (by the start of the Strategic Plan period)*
- *Consistent adaptation of current plans at faculty/department and PSD levels to support the implementation of the University's new Strategic Plan (adaptations completed by 31 December 2010)*
- *Sufficient resourcing and planning for a major ICT initiative to be implemented, consistent with the University's new Strategic Plan (HEFCE SDF bid to be submitted and the result known by the start of the Strategic Plan period; all other planning in place by 31 December 2010)*
- *Adaptation of pre-existing academic and resource plans (adaptations completed by 31 December 2010)*
- *Adaptation of other University-wide plans, including international, student recruitment, employability, governance and management (adaptations completed by 31 December 2010)*

- *Adaptation of current financial forecasts, and regular updating of financial assumptions (on-going updating)*

Schedule of Reviews

London Metropolitan University enters a three-year transformational period, from academic year 2010/11 to 2012/13.

By the start of this Strategic Plan (1 August 2010), we will have confirmed >

- *Senior management arrangements, including Executive Group and Senior Management Group composition and their relationship with the Board of Governors (for implementation in 2010/11)*
- *Membership of Academic Board (for implementation in 2010/11)*
- *Nomenclature of existing Faculties/ Departments (for implementation in 2010/11) and determined reporting lines of Research Institutes*
- *Academic promotion and progression procedures (for implementation in 2010/11)*



We commit, during the three years of the Plan, to a systematic cycle of major reviews of our operations. These reviews will involve students and staff, as well as external stakeholders and specialists. They will take account of all necessary legal obligations, including Equality Impact Assessments.

The most crucial reviews to the transformation of the University are shown in bold.

2010/11 >

- *Review of business processes of all support services, wherever located, to achieve greater efficiency and effectiveness of delivery of our strategic priorities, at central and distributed levels (review report by 31 January 2011, for implementation from 2011/12)*
- ***Review of undergraduate education, including student and employer demand; the shape, purpose and structure of the curriculum; modes of assessment; formats of learning; financial sustainability (review report by 31 March 2011, for implementation from 2011/12)***
- *Review of governance arrangements (review report by 31 March 2011, for implementation in 2011/12)*
- *Review of the effectiveness of staff reward structures - including pay, pensions and other benefits, PADAS, performance-related pay, merit pay and other schemes of staff incentivisation, as well as Flexible Working policies (review report by 31 May 2011, for implementation in 2011/12)*
- *Estates master-planning exercise, undertaken within strategic parameters (exercise completed by 31 July 2011, for subsequent implementation)*

2011/12 >

- ***Review of postgraduate education and research training, including student and employer demand; the shape, purpose and structure of the curriculum; modes of assessment; formats of learning; financial sustainability (review report by 31 March 2012, for implementation for 2013/14)***
- *Review of research, knowledge transfer and enterprise activity, including excellence, impact, environment, sustainability and educational connection (review report by 31 July 2012, for implementation from 2012/13)*

2012/13 >

- *Review of academic structures, including faculties/departments and Research Institutes (review report by 31 January 2013, for implementation in 2013/14)*
- *Review of community and employer engagement and inter-institutional collaboration (review report by 31 July 2013, for implementation in 2013/14)*

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