

# 2011 Annual Review

# Introduction

At a challenging time for higher education, our University has enjoyed a year of tremendous achievement.

The role of our universities is in the spotlight – in particular how they add value to people's lives, the organisations they engage with, and the communities they serve. Looking back on my first year as Vice-Chancellor I'm proud to report that our University is contributing in all these areas and with a renewed sense of purpose.

Quite rightly, our students want genuine value for money from their degrees, in terms of their learning and life experience, and ultimately their employability. Those thinking of joining us can take confidence from the many awards our staff and students have won for excellence and innovation. These are a direct reflection of their talent as well as our drive to continuously improve the quality of our learning and teaching. The environment in which our students learn, supports their experience and we have a rich heritage of creating facilities which simulate the professional workplace, the new £10m Law Court Building is a good example.

Graduates are leaving us with the attributes and cultural understanding to succeed. Despite the current difficult marketplace, they are securing jobs, starting businesses, and contributing to the economy. Supporting business remains one of our top priorities, so it was particularly pleasing to be named the 2010 Times Higher Education Entrepreneurial University of the Year.

Our improved performance in both the latest National Student Survey and the Times Higher Education World University Rankings is also cause for celebration. We are taking our distinctive international brand further and wider through franchise and recruitment activities, and cultural and research collaborations.

Closer to home, I'm inspired time and again by our communities' public spiritedness, whether that means practical help for others less fortunate, fundraising for good causes, or involvement in community projects. It's also satisfying to see so many local residents enjoying the University's arts scene and sports facilities.

This review gives a snapshot of how the University is contributing in ways big and small – from researching issues relevant to everyone's lives to helping individuals to fulfil their potential. All this is only possible thanks to the hard work of people who make up the University. With their ongoing support I'm confident that we will continue to be known for the outstanding value that the University adds to people, the community and our country.

Professor Quintin McKellar  
Vice-Chancellor



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# Employability and entrepreneurship

As our business-facing agenda goes from strength to strength, our students, staff and alumni have more opportunity than ever to flex their entrepreneurial muscle.

Enterprise training, incubation facilities and proof of concept funding are just some of the many ways we are supporting people in getting their ideas off the ground. Consolidating knowledge and life skills through work experience and voluntary projects makes sure our students are ready to contribute effectively to the prosperity of UK plc and the nation's well-being. This vibrant culture of employability and entrepreneurialism spans the University, and connects us with business, industry, the third sector, and the community. As well as leading to start-ups and spin-outs, it's opening many interesting doors for our graduates.

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# Ambition realised

Winning the prestigious 2010 Times Higher Education Entrepreneurial University of the Year Award cements our position as a powerhouse of original thinking.



Receiving the 2010 Times Higher Education Entrepreneurial University of the Year Award is particularly gratifying for everyone involved in making us the thriving business-facing university we are today. Much of the credit, however, must go to Professor Tim Wilson, who stepped down as Vice-Chancellor at the end of 2010.

Professor Quintin McKellar who took over the reins pays tribute to Professor Wilson's original vision and inspired leadership during his seven years at the helm: 'This award recognises the successful outcome of Professor Wilson's original ground-breaking agenda to transform our identity and create a true exemplar of a business-facing university. With entrepreneurship now fully integrated into university life and work, both on and off campus, we are better placed than ever to make a difference to society's well-being and contribute to economic prosperity.'

In winning the coveted title against competition from five other worthy finalists, we demonstrated strength in all four of the judging criteria – the institutional environment, student engagement, innovative and entrepreneurial staff, and entrepreneurial impact.

Many different strands of activity and numerous achievements uphold our position as the UK's leading entrepreneurial university. For example, around three-quarters of our income now stems from our commercial activities. In addition to major research and development contracts at home and abroad, revenue comes from Uno, the world's largest university-owned bus company; and our consultancy company, Exemplas Ltd through which we annually engage with 250,000 SMEs and support the creation of 10,000 new businesses.

We encourage staff, students and alumni to pursue their entrepreneurial dreams. To help them on their journey we provide wide-ranging practical support, from business planning advice through to investment funding for spin-out opportunities. At our BioPark in Welwyn Garden City, for example, we work directly with fledgling enterprises and more established businesses to test and develop ideas, and solve industry problems.

We have Knowledge Transfer Partnerships (KTPs) running with twenty-four companies and a further sixteen short KTP projects taking place with SME partners. This makes us one of the most KTP-active universities in our region.

All our Faculties, Schools and Departments have now firmly embedded employability and enterprise into the curricula. For business and vocational disciplines, such as engineering, this had traditionally been an intrinsic element in teaching, learning and research. In others, such as humanities, people have initiated new approaches to foster an alternative outlook. The de Havilland Aerodrome Community Heritage project illustrates the beneficial impact of this type of social and cultural entrepreneurialism (read the full story on page 35).

We also run several regular events to stimulate student entrepreneurship, a cornerstone of which is our annual business start-up competition 'flare'. (The story of last year's winner is featured on page 09).

Our Pro Vice-Chancellor for Enterprise, Julie Newlan, explains how winning this particular Times Higher Education award is influencing future developments: 'As well as enhancing our profile on the national and international

stage, it is inspiring us to find ever-more innovative ways of promoting entrepreneurial thinking and practice so we make the most of our intellectual capital.'

The award is sponsored by the National Council for Graduate Entrepreneurship.



**“ We demonstrated strength in all four of the judging criteria – the institutional environment, student engagement, innovative and entrepreneurial staff and entrepreneurial impact. ”**





## Green power

As the Evalu8 project rolls out, Hertfordshire is fast becoming a haven for owners of electric vehicles and a leader in sustainable transport.

The University's not-for-profit company, Evalu8 Transport Innovations started work in spring 2011 on installing a network of around six-hundred double-headed smart recharging posts across the East of England. As a designated cluster hot spot, the Luton and Hertfordshire area will have over a hundred plug-in points.

Managing Director Dr Keith Bevis is encouraged by the project's success to date: 'In the summer we launched the source east network to parallel the London offering. By the end of the year charging posts were active in Hertfordshire, Essex, Norfolk, Peterborough and Luton. Many of these are hosted by local authorities, others by the Environment Agency, BT and Harwich Port, which is significant from an international perspective. We're on track to complete the Evalu8 network in early 2013. It will link up with existing projects to create an integrated network stretching from London to the north Norfolk coast, and from Milton Keynes to Felixstowe. All businesses and residents in the region will be within 40 km of a recharging post.'

The bid team won the £7m Evalu8 project against fierce competition. It is being funded by the government's 'Plugged in Places' programme, the European Union, the East of England Development Agency, and public and private matched funding. For the duration of the installation phase, project sponsors Ecotricity are providing free energy from renewable sources.

Managing the successful delivery of this infrastructure is just one aspect of the project. As Dr Bevis explains, Evalu8 Transport Innovations is working with businesses to accelerate consumer take-up of electric vehicles: 'Our region's network provides a test bed for businesses in the transport, built environment, and digital and energy sectors to develop new technologies, products and services. For example, we're working with car manufacturers and dealerships to promote home charging solutions.'

The project is breathing new life into the region's economy and creating jobs; Evalu8 Transport Innovations is creating a centre of excellence, with the specialist skills and experience to lead other projects and advising clients on sustainable transport initiatives.

**“ All businesses and residents in the region will be within 40 km of a recharging post. ”**



**“ All in all, it's a very rewarding experience. ”**

Betina Andersen

## Baby business

Betina Andersen's bright idea for attaching foetal monitoring systems is set to revolutionise the lives and labours of pregnant women. It's also a great example of the mutual value of work experience.

When Midwifery student Betina Andersen saw the problems expectant mothers often experience with traditional foetal monitoring systems she set out to solve them. The result is a unique adhesive strap called Fetofit. For her innovative design she was awarded a proof of concept grant from the University, and also won the top prize 'Business of the Year' 2011 in 'flare' – our annual business start-up competition for students and graduates. Following clinical trials of the Fetofit strap in Scotland, Betina hopes to fully launch her product in the UK during 2012.

'Current systems, which attach sensors to the mother's midriff using an elasticated fabric wrap-round belt, present a number of issues around comfort, mobility and hygiene,' explains Betina. 'Instead, the Fetofit strap is attached directly onto the front of the abdomen via flexible adhesive patches. This allows women of all body shapes and sizes to move around comfortably before and during birth, and eliminates the possibility of sensors losing contact with the foetal heartbeat. Also the strap can be easily repositioned as frequently as necessary and washed after use.'

Developing any new healthcare product is a rigorous process, but for someone like Betina who had no previous business experience, it has been even more challenging. The success of the Fetofit project is a tribute to both her entrepreneurial mindset, and to her passion for her product and making a difference to the lives and labours of pregnant women.

'It's been a steep learning curve, but I've received great support and advice from the team at the University's Centre for Lifespan and Chronic Illness Research and the Enterprise Team. All in all, it's a very rewarding experience,' says Betina.





Levi Roots

# Sharing secrets

Enterprise Spotlight events seek to inspire young minds, whilst providing prime networking opportunities at the same time.

Every year the University invites successful entrepreneurs to share their wisdom, knowledge and expertise with our students, alumni, staff and local companies. These popular 'Enterprise Spotlight' events inspire people to make the most of their ideas and capabilities, and seek out new business opportunities through networking.

Audiences have recently enjoyed listening to motivational speaker Marc Hogan, and to Julie Meyer, who runs an investment advisory company and is a venture capitalist on the BBC's Dragons Den Online. Jamaican-born Levi Roots also spoke of his journey from selling homemade sauces at the Notting Hill Carnival to securing an investment on the Dragons' Den television show, and seeing his brand become worth £30m.

Our graduates have also provided insight into their own entrepreneurial success. Applied Arts and Marketing alumnus, Alyssa Smith, is set to be the next speaker in the Enterprise Spotlight series, sharing her experiences of building two flourishing businesses - a bespoke jewellery company with celebrity clients, and a social media consultancy. Alyssa is now also the resident entrepreneur at the new Peter Jones Academy in Hitchin, mentoring aspiring students on their business ideas.

In the months ahead, Education postgraduates Sareeta Pattni and Mary Westlake will talk about forming RECRO, a successful social enterprise that teaches primary school children about sustainability. Alumnus Mitesh Patel will also be telling his story of starting up his IT business Fifiosys while studying for his Masters degree in Computer Science. He has grown it to a £2m turnover company without borrowing any money, and he is now looking at expanding into international markets.



Simon Cole

# Well placed

Simon Cole made the grade thanks to a year working in a NHS Trust.

Accounting and Finance graduate Simon Cole believes a year's placement with the East and North Hertfordshire NHS Trust is one of the main reasons he achieved a first-class honours degree, rather than the 2:2 predicted based on his Second Year grades. He is also convinced that the experience gave him a stronger platform from which to enter the job market, helping him to secure a role in the Accounts Payable Department of the FTSE 100-listed TUI Travel Plc.

Developing our students' employability is one of our highest priorities, and prior exposure

to the world of work is an integral element of our study programmes. In Simon's case, his placement role involved supporting the income and costing activities within the Finance Department and working within the Trust's management accounts function. He says the experience opened his eyes and has been extremely valuable: 'The stricter routine of office hours did change my attitude to my studies. Also my NHS supervisor arranged for me to attend advanced Excel skills training, and when I put these new skills into practice I could see they helped my team to be more efficient.'

In his Final Year at our Business School, Simon volunteered to run a workshop on advanced Excel skills for members of the Accounting and Finance Students Society.

Simon also received the 2011 Reed Accounting Prize which is awarded annually to our most improved Accounting undergraduate following a placement year.



# Films and festivals

Students' creativity shines on the big screen and at the Big Chill.

Breaking into the creative industries is tough and competition for work placements is equally intense. Thanks to our close links with leading names in these sectors, many of our arts and music students are enjoying opportunities to work on live projects and gain valuable first-hand experience. Far from waiting in the wings for their talents to be discovered, they are actively boosting their chances of getting the graduate job of their dreams.

Undergraduates from our Model Design and Special Effects course have worked on high-profile productions such as: Ridley Scott's *Alien* prequel; Tim Burton's 3D black and white stop motion film *Frankenweenie*; a remake of the Samurai fantasy-adventure film *47 Ronin* starring Keanu Reeves; Jonathan Liebesman's *Clash of the Titans 2*; and the modern-day fairy tale *Jack the Giant Killer* starring Ewan McGregor. Students and graduates from the University also had their names mentioned in the credits of the film *Captain America: The First Avenger* that they worked on.

For several of our Digital Animation graduates work experience was their springboard to becoming part of the team behind the Oscar-winning visual effects in Christopher Nolan's blockbuster film *Inception*.

In the world of music some of our students have honed their skills at annual festivals such as *Reading*, *Latitude* and the *Big Chill*. Others have bolstered their industry insight and experience through placements with the Music Publishers Association, and record and promotions companies. These include the Warner Music Group, Domino, and Lucid PR.



Nathan Ghann

# One to watch

University energised Nathan Ghann to achieve great things.

Nathan Ghann left school with only two GCSEs to his name. Determined to pursue his educational ambitions he re-sat exams and despite facing serious health problems and difficult family circumstances during his Final Year at the University, he went on to achieve a first-class honours degree in Economics and Marketing.

While proving his academic abilities, Nathan was also developing his entrepreneurial talents. In his Final Year of study he was inspired to set up [www.findmyhouse.co.uk](http://www.findmyhouse.co.uk) which allows students around the world to search for and view properties in their chosen university town. The business won investment from the University's 'Angels' competition and received a Federation of Small Businesses award. Nathan also co-founded UH Entrepreneurs which has become our biggest student society with more than two-thousand members, and is sponsored by Microsoft.

Passionate about the millennial generation, Nathan has recently toured six universities to talk to undergraduates about the secrets and principles behind his success. He has also released an audio-book with tips on how to get the highest degree while preparing for the job market; and has set up 1st Class Advice, a social enterprise where first-class graduates help underachieving students.

Now, in addition to working as an analyst for the investment and advisory firm Ariadne Capital, he pursues his own business and research interests in social media, clean technology and digital consumer behaviour. Nathan Ghann is certainly one to watch over the coming months and years.



# Learning and teaching

Teaching excellence, innovative learning methods and high-quality resources give our students the best possible start to their careers. In all these areas we are making real headway.

Eleven members of our staff are now National Teaching Fellows, making us one of the top-performing universities for this prestigious award. Across the disciplines many of our academics have been recognised for their contributions – from ground-breaking projects to finding new ways of engaging students in learning. Exciting developments are transforming our environment too. We have opened our £10m Law Court Building and, as part of our Vision 2020, major plans are underway to make our campus an even better place to study and live.



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# Award winners

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Irene Anderson



Amanda Jefferies

Dr Amanda Jefferies, Reader in Technology Enhanced Learning and Irene Anderson, Reader in Learning and Teaching in Healthcare Practice have been recognised for their outstanding contribution to teaching and support for learning. Twelve of our staff have now been presented with National Teaching Fellowships since the current scheme was established in 2001, making us one of the top performing universities in terms of the total number of awards won.

This year, there were fifty-five winners of the accolade, chosen from over two-hundred nominations from institutions across England, Northern Ireland and Wales. At a ceremony in London in October, each was presented with an award of £10,000 for use in their professional development in Learning and Teaching.

Dr Amanda Jefferies joined the University in 1991. She was appointed one of our first Teaching Fellows in 2001 in recognition of her teaching skills and support for students and colleagues in the School of Computer Science. She also played a key role in our Blended Learning Unit (BLU).

Her enthusiasm for technology-enhanced learning grew as web technologies evolved, and she quickly adopted blended learning into her teaching. She says: 'Coming from a computing background, I'm concerned that systems should be developed with potential users firmly in mind. Much of my work has focused on evaluating the impact of technology on students, including the University's managed learning environment.'

Dr Jon Alltree, Director of the Learning and Teaching Unit, says: 'Amanda has a passion for understanding the students' experiences and works tirelessly to use this knowledge to enhance learning and effect positive change in teaching practice.'

Dr Jefferies has led much of the University's scholarship and evaluation work in this area, and recently investigated students' changing use of technology through their own video and audio diaries for a project sponsored by JISC as part of their national E-learning Programme.

This appreciation and knowledge, together with her conversational style, makes her an inspiring tutor. One former student commented: 'I always looked forward to her lectures – they were well-presented, fun, interesting and full of discussion.'

Irene Anderson, Principal Lecturer in the School of Nursing, Midwifery and Social Work, has also championed blended learning within the University. She managed a four-year project, involving over a hundred staff and twenty-five students, to transform learning and teaching practice in different disciplines.

In her own field – tissue viability and, in particular, leg ulcer management – she has made her mark as a teacher, facilitator and leader. Working predominantly with qualified nurses, Irene organises many bespoke events for UK healthcare trusts and was invited to run a wound care course in Romania. She contributes more broadly to education and practice development as Chair of the National Leg Ulcer Forum, through involvement in a range of initiatives.

Her knowledge and approach are widely respected. A colleague from Leeds Metropolitan University says of her, 'Irene is willing to share ideas and resources openly with others, enhancing the quality of students' experiences way beyond her own institution.'

Irene says: 'It is a real honour to be awarded the Fellowship. It will enable me to continue my professional development, including my doctorate studies looking at issues related to competence in tissue viability practice, and to develop my knowledge and experience of change management in learning and teaching.'

**“ This year there were fifty-five winners chosen from over two-hundred nominations from institutions across England, Northern Ireland and Wales. ”**





HRH The Duke of Gloucester

# Patient care

We are helping to build a better and safer healthcare system by expanding our capabilities in medical simulation teaching and training.

Modern medical care is both complex and fast changing, demanding the highest standards of training and professional development. Our Clinical Simulation Centre, one of the largest and most advanced centres of its type in Europe, is playing a lead role in healthcare simulation teaching and training; an area the government considers vital in improving the quality and safety of patient care.

Our Centre is an established provider of courses for doctors, nurses, midwives, paramedics, pharmacists, physiotherapists, psychiatrists, and radiographers. We have recently commenced the UK's first master's degree in medical and healthcare simulation, which is attended by healthcare professionals across a range of specialities including: anaesthetists, physicians, paediatricians, resuscitation officers and neonatal practitioners.

Associate Dean and Head of our Postgraduate Medical School, Cheri Hunter explains why this type of training is so important: 'We know from studies that it improves performance and reduces errors. Unlike real life, simulation-based training affords a controlled learning environment, with more time for reflection, assessment and feedback.'

'Our Centre has simulated adult and paediatric intensive care units, hospital ward areas, community and hospital pharmacies, a GP surgery, and counselling and observation rooms. These facilities provide healthcare practitioners repeatable opportunities to develop their ability to manage critical illness.'

'With the number of medical graduates having doubled in recent years, today's junior doctors, have fewer 'real-life' opportunities to practise medical procedures, emergencies and work with multi-disciplinary teams. They also have less time to spend with patients than their predecessors. Our training courses are helping to bridge this gap.'

Our work in this field has also contributed to some important developments in clinical simulation technology, in particular to design enhancements in the interactive manikins we use for training sessions. These advances will benefit many other training providers, students and professionals.



# Legal move

With the opening of our iconic new Law Court Building we are making the training of future lawyers more exciting.

Our School of Law consistently scores ninety per cent or more for overall satisfaction in the annual National Student Survey, and is one of the UK's top-performing schools for graduate employability. Following its relocation from St Albans to a brand new £10m building at our de Havilland Campus, our School is now also one of the country's most innovative.

HRH The Duke of Gloucester formally opened the building in November 2011, unveiling a plaque before touring the 'state-of-art' learning and teaching facilities with our Vice-Chancellor, Professor Quintin McKellar. The architecturally-striking building hosts a fully-functioning courtroom with public gallery, a dedicated continuing professional development suite, and a purpose-built mediation centre, which also acts as a regional hub for training mediators.

The simulated courtroom provides important skills development opportunities, explains Head of our School of Law Dr Charles Wild: 'We now have one of the best-equipped mock courtroom environments of any university in the country; a truly sector-leading facility that supports the moot and mock trial activities of our students as well as the training needs

of the wider legal and business community. Our students are not only being given a head-start in terms of progressing on to the Legal Practice Course or Bar but also the opportunity to work with members of the School's alumni and legal sector to hone their skills. This new facility has also enabled us to develop a series of courses which will include the training of experts witnesses, members of the police force as well as the engagement of pupils from local schools and colleges with legal education.'

Our new courtroom provided a fitting forum for the first-ever University of Hertfordshire/Blackstones National Criminal Advocacy Competition which took place in July (read the full story on page 42) and was sponsored by Oxford University Press, UKCLE and 15 New Bridge Street Chambers, London. We are delighted to be coordinating this national event again in 2012 and to invite students from other universities to visit us.

The Law Court Building is also home to our law clinic which we originally set up in 2005 and, at the time, was the UK's first truly regional pro bono university advice centre for the general public.



“ **The architecturally-striking building hosts a fully-functioning courtroom with public gallery, a dedicated continuing professional development suite and a purpose built mediation centre.** ”





# Focus on success

## Creative thinking encourages learning and engages students.

Our Faculty of Health and Human Sciences is known for cutting-edge programmes. To enhance students' educational experience, staff also put great emphasis on excellence in teaching and learning. In 2011, the Faculty presented the following members with Quality Enhancement Awards for their creative approaches:

- Jenny Lorimer, School of Health and Emergency Professions – her restructuring of a large and complex module for inter-professional education is improving student engagement and achievement.

- Dr James Jenkins, School of Life Sciences – his new six-point approach to assessment is helping students to overcome learning pressures, and engage more effectively in the process.

- Dr Phil Porter, School of Life Sciences – his advanced PowerPoint animations aid understanding of complex concepts. The techniques, which particularly benefit overseas students and visual learners, are now being used across the University with great effect.

- Lucy Annett, School of Psychology – her changes to the content, delivery and assessment of a biological psychology module encourages students to follow up lectures promptly with coursework, and build their knowledge.

- Nina Walker, Laura Kravitz, Kelly Letteri and Beti Wyn Evans – for their innovative use of observed structured clinical examinations in pharmacy. The improvements, which include peers giving feedback supervised by a tutor, are very successful in terms of student satisfaction and staff input.

Jo Cahill, the Faculty's Deputy Associate Dean (Quality Assurance and Enhancement) says: 'These innovations reflect our focus on enhancing the learning experience and also on supporting student engagement. All the winning submissions were developed, implemented and assessed with the involvement of students.'



Howard Berry

# Top tutor

## Howard Berry gets the student vote in the Vice-Chancellor's Awards.

Howard Berry from our School of Film, Music and Media was named Tutor of the Year in the 2011 Vice-Chancellor's Awards. The awards celebrate the tremendous contribution made by staff to the University's continued success, and highlight the effort they put in to realising our vision and values.

Howard studied for a Master's degree in 3D Digital Animation at the University and now works as an animator and composer, as well as lecturing. He is Joint Programme Leader and Senior Lecturer in Post-Production on our BA Film and Television degree course, and is immensely popular with his students.

Enthusiastic, organised, supportive, and dedicated are just some of the words they used to describe him in the many nominations sent in on his behalf. Students appreciate the passionate and stimulating way he teaches his subject; his constructive feedback and the lengths he goes to in order to secure big industry names to give presentations on the course. Students also see him as someone who is friendly, fun and patient, and who genuinely has their best interests at heart. Many of them gave examples of how Howard has gone out of his way to help them personally.

'Howard is clearly an exceptional tutor who is an asset to the course and to the University. I am delighted to recognise his contribution to maintaining the excellent reputation we have in this exciting creative field,' says Vice-Chancellor, Professor Quintin McKellar.



Professor Tim Hitchcock

# Making history

Professor honoured for ground-breaking digital project.

Professor Tim Hitchcock from our School of Humanities received the prestigious History Today Trustees Award 2010 for his ongoing contribution to promoting history. Along with his long-time collaborator, Professor Robert Shoemaker of the University of Sheffield, he was presented with the award at History Today's 60th anniversary annual award ceremony held at the Museum of London.

The award recognises the Professors' work in creating the Old Bailey Online and London Lives websites. These projects have had an unparalleled impact on the way history can be researched, taught in universities and enjoyed by the general public.

The Old Bailey database contains the records of almost 200,000 trials which took place from 1674 to 1913. Previously, such detailed information could only be retrieved through painstaking reading in a handful of libraries, requiring months, even years of research. Now it can be called up in seconds anywhere in the world. This ground-breaking digital resource has also provided the inspiration and source material for radio and television series, including the BBC drama Garrow's Law.

On receiving the award Professor Hitchcock said: 'It has been a great honour to be recognised in this way. London Lives and Old Bailey Online were designed to make good history more available to more people, and I hope they have achieved just this.'

# In the zone

New learning spaces are transforming our students' experience.

In a move to give students and staff more space and opportunity to meet, work and study we've created a series of flexible learning zones across the University. As well as making learning more visible, these shared spaces are adding to our sense of community.

In designing and developing the zones we've taken on board what our students tell us about where and how they want to learn. For instance, their convenient location close to teaching areas enables students to continue their learning more easily between timetabled activities. Their informality also encourages learning through conversation and social interaction.



So far, we've introduced two covered outdoor and six indoor zones, including spaces in the Lindop, Hutton and Wright Buildings, and the Chapman Lounge. Their design not only supports full use of online learning resources, but takes account of personal well-being, safety and security. All the zones offer good lighting, comfortable seating, tables and Wi-Fi access.

In addition to making better use of previously under-utilised space to provide quiet and pleasurable places to study, this pilot project meets extra demand for study space following the relocation of our School of Law students from St Albans to our DeHavilland Campus.

'We're already seeing good usage of the learning zones, particularly in thoroughfares like the Lindop foyer,' says Penny Charlish-Jackson, Head of Operations and Customer Service.

If the new-style zones prove to be a popular and effective learning concept, we plan to add more in the coming months. Longer term this will support Vision 2020, the University's comprehensive programme of construction and renewal.





# International engagement

On and off campus we're building a culture and infrastructure that supports our ambitions to strengthen our international profile.

Our University remains a popular choice for students and staff from overseas. On campus over ten per cent of our student population comes from abroad, while a further 2,500 students are taking our courses at partner colleges and universities around the world. In research and consultancy we pursue issues of global importance such as environmental sustainability and improving healthcare; and in making progress we are increasingly collaborating with business and public sector organisations outside the UK. These links lead to many opportunities for our students, staff and alumni to study and work in different countries.

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#### Eastern promise

Working with our partners in Malaysia, we are helping to transform higher education, as the Vice-Chancellor saw on his first official visit to the country.

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#### Healthy progress

Expanding our international partnerships, we are meeting growing demand for professional healthcare training in Greece, Cyprus and Singapore.

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#### Officially top class

Our reputation both as a world-class university and one of the UK's top-performing new universities was reinforced by the 2011-12 Times Higher Education World University Rankings.

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#### Growing globally

Our strong international brand keeps attracting students. With students from over eighty-five countries on campus and an expanding overseas alumni network, the University is a truly global community.

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#### Artistic exchange

Marty St James' work transcends international borders. He of our School of Creative Arts was one of several international artists invited by the Argentine government to create artworks on the bases in Antarctica in 2010.

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#### Changing futures

The Study Abroad programme opens eyes and opens doors as more of our students are broadening their outlook by spending time abroad.

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#### Europe Week

Students and staff widen their cultural horizons. Now in its seventh year, Europe Week proved once again to be a stimulating and much enjoyed event in our cultural calendar.



# Eastern promise

Working with our partners in Malaysia, we are helping to transform higher education, as the Vice-Chancellor saw on his first official visit to the country.

As a university with a global perspective, we enjoy particularly close ties with Malaysia, which shares our belief in education and training as a key to social and economic progress. Over the past two decades around two and half thousand of the country's students have furthered their education at Hatfield. Last year alone, we welcomed more than 197 Malaysian students to study subjects as diverse as engineering, business, mass communications, law, art and design and bioscience.

For several years, we have also been closely involved with government and academic organisations in Malaysia in developing quality higher education programmes. Students are now able to take courses accredited by the University in subjects such as business, design and nursing, as well as emerging areas such as healthcare and education. This is as a result of our successful partnerships with SRI College, INTI International University, The One Academy, HELP College of Arts and Technology, and IACT College, as well as recognition agreements with more than twenty other institutions.

The breadth and depth of these relationships was evident when the Vice-Chancellor, Professor Quintin McKellar met University of Hertfordshire graduates both old and new on a visit to Malaysia in summer 2011. At INTI International University he took part in the graduation ceremony, which was attended by 280 graduates. Impressively, eighty-eight per cent had achieved a good honours degree and ninety-one per cent had found employment.

Professor McKellar, together with Dr Aziz Boussofiane, Head, UH Global and Dr John Beamish, Regional Director, South East Asia, and Jean Monteiro, Director, Partnership Alumni, Business Development, UH Regional Office, S.E. Asia, also hosted a dinner for key members of the University of Hertfordshire Alumni Association of Malaysia (UHAAM), some of whom graduated in the 1960s and 1970s.

The UHAAM is not only the longest-established branch of our international network but also one of the most active. For example, in response to a call to set up a scholarship fund for Malaysian students, it has already raised over £6,000 towards its target of providing an endowment of £23,000 over three years.

Another significant milestone was the graduation of the first cohort of Bachelor of Education Studies students in Kuala Lumpur. Since 2005 our School of Education has been supporting the Malaysian Ministry of Education in its drive to make primary school teaching an all graduate profession. Working collaboratively with colleagues in two partner institutions we designed and implemented a degree programme for initial teacher training in primary mathematics.

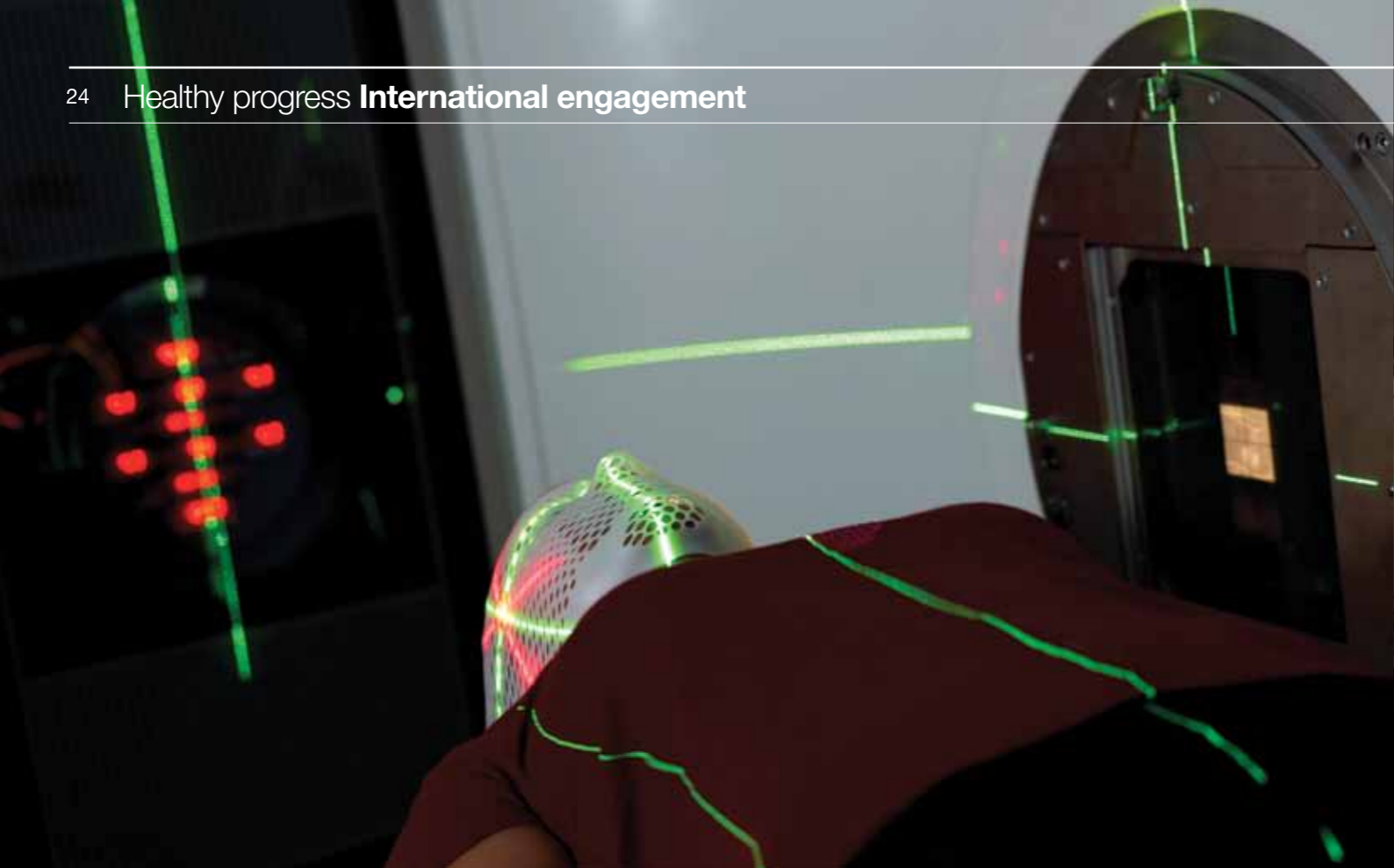
The programme was constructed to allow colleagues to deliver the University degree initially, then to develop and run their own degree course. Action, reflection and modelling were all key elements in the learning and teaching approach, and guided both the interactions between lecturers and student teachers and between students and pupils.

A recent research report, Learning together through international collaboration in teacher education in Malaysia, highlights the project's success. The many positive comments underline the benefits for all concerned, including those developing the degree; the student teachers on placements; and school mentors. Senior managers describe it as 'beyond an academic collaboration, very fruitful, much more equal.'



“ We enjoy particularly close ties with Malaysia, which shares our belief in education and training as a key to social and economic progress. ”





# Healthy progress

Expanding our international partnerships, we are meeting growing demand for professional healthcare training in Greece, Cyprus and Singapore.

“ They pave the way for student and staff exchanges and collaborative research, as well as opportunities for us to play a part in the lifelong learning of professionals in these countries. ”

In many countries ageing populations are boosting the need for qualified healthcare professionals, particularly in areas like medical imaging, dietetics and physiotherapy. Our School of Health and Emergency Professions has a strong reputation in these areas, with most of its academic staff being registered practitioners. A UK centre of excellence for education and training, the School is partnering with institutions in Greece, Cyprus and Singapore, enabling students to achieve or upgrade their qualifications through our accredited undergraduate programmes.

Our relationship with IST College in Athens, which began almost twenty years ago, has been strengthened with the introduction of degree courses in dietetics and physiotherapy. These programmes are also being offered in Cyprus by Intercollege, part of the University of Nicosia; and there are plans for a radiography course at its Larnaca college, starting in September 2012. Solomon Papadopoulos, a Greek-speaking member of our staff, has relocated to Nicosia to lead the physiotherapy

programme and act as liaison between the University and our partners in the eastern Mediterranean region.

We have also teamed up with Parkway College in Singapore, where there is a significant shortage of radiographers. The second cohort studying diagnostic radiography and imaging began in July 2011 and, thanks to collaboration with Philips Medical Systems, will undertake part of their training at the company's Learning Centre, the largest facility of its kind in the Asia Pacific region.

Commenting on these developments, Head of our School Dr Richard Price says: 'While satisfying the need for quality higher education in healthcare, these strategic partnerships have much greater potential to add to our world standing. They pave the way for student and staff exchanges and collaborative research, as well as opportunities for us to play a part in the lifelong learning of professionals in these countries.'

# Officially top class

Our reputation both as a world-class university and one of the UK's top-performing new universities was reinforced by the 2011-12 Times Higher Education World University Rankings.

In what are widely considered the gold standard in international university performance comparisons, we rank in the top four per cent of the 18,000 universities listed, placing us above Loughborough, Aston and Strathclyde. Our position in the top three of the UK's new universities makes us the only post-92 university to appear twice in these world rankings in the last nineteen years.

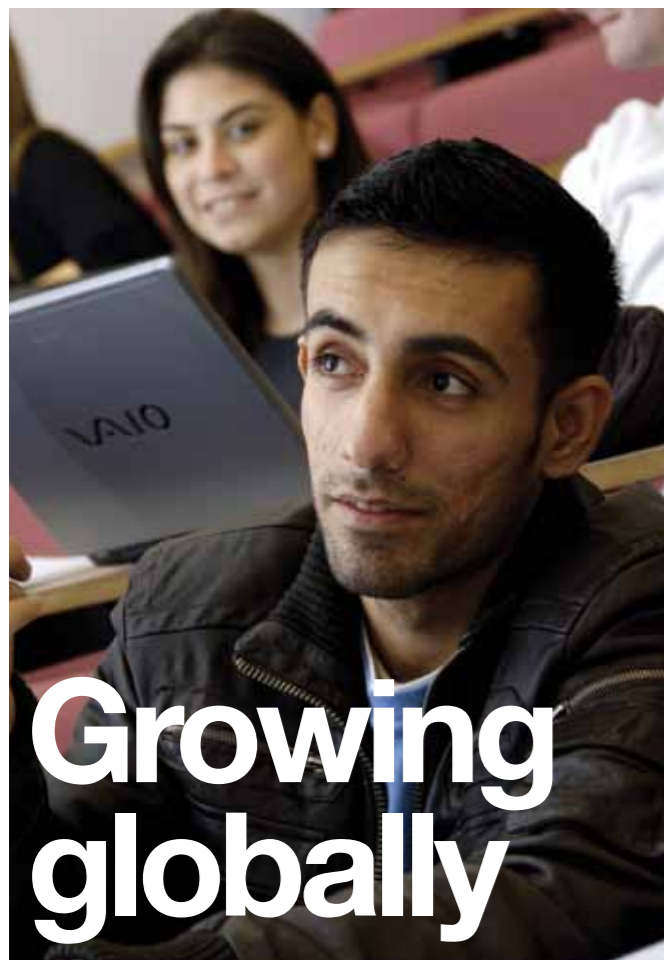
The 2011-2012 rankings are also excellent news for the country's universities in general, with the UK firmly holding on to its title as the second most represented country with twenty-three universities in the top 200.

The University's performance reflects the tremendous commitment of staff, students and alumni, explains Tim Longden our former Director of Marketing and Communications: 'To be rated so highly in global and national rankings is a real tribute to people's energy and dedication. Prospective students, employees, and public and private sector organisations often consult the Times Higher Education listings to help in their decision-making, so these latest results are particularly welcome.'

The Times Higher Education World University Rankings are developed with expert input from more than fifty leading figures in the sector from fifteen countries across every continent. They use thirteen separate performance indicators, such as diversity and links with industry, to capture the full range of university activities. These elements are then brought together into five headline categories: The learning environment; research volume, income and reputation; and research influence, each accounts for thirty per cent of the overall ranking. Industry income and a university's international outlook account for the remaining ten per cent.







# Growing globally

Our strong international brand keeps attracting students.

With students from over eighty-five countries on campus and an expanding overseas alumni network, the University is a truly global community. This gives all our students a richer, culturally-diverse experience. It also helps to internationalise our curriculum, and strengthen our many partnerships with public and private organisations worldwide.

The Times Higher Education now ranks us the seventh largest UK recruiter of international students, with only the traditional red-brick universities recruiting higher 2010/2011 intakes.

This achievement is all the more remarkable given the difficult economic conditions worldwide and recent changes to immigration policy affecting visa regulations and language requirements. While both issues have undoubtedly impacted the sector, our University has bucked the trend, with the international team achieving 110 per cent of its 2010/2011 recruitment target.

Our global brand is one reason for this strong performance, says Kathryn Shaw of our International Office: 'The University has always had a large number of overseas students: our programmes are seen to offer value for money, the skills that employers are looking for and flexibility in terms of credit transfers and entry dates.'

She also stresses that students are well looked after once they arrive here: 'A dedicated support team is on hand to provide help and advice with immigration, financial and personal matters, as well as organising great social activities.'

The international team recruits students via an established network of agents active in over thirty countries, as well as by making regular overseas visits. New advertising campaigns, Facebook and Skype are some of the more innovative ways we are now communicating with prospective students.



# Artistic exchange

Marty St James' work transcends international borders.

Professor Marty St James of our School of Creative Arts was one of several international artists invited by the Argentine government to create artworks on the bases in Antarctica in 2010.

As an artist and academic, Professor St James has redefined the portrait for today's contemporary and digital world. His seminal video artworks are characterised by a strong performative element, the notion of journey and his hallmark sense of time and space. His work has been shown extensively in world-leading venues in Paris, New York, Moscow and Tokyo.

During the residency in Antarctica he made and recorded a giant, non-toxic image in the snow and ice, based on photographic memory. His work and that of the other artists, representing Argentina, Australia, Canada and Spain, featured in an autumn exhibition at our Lindop Building. Polar South, Art in Antarctica, a visual art exhibition of photography, sound and video, was a unique exchange between our University and the Cultural Projects for National Antarctic Affairs Argentine Chancellery. Before the private view there was a research lecture given by the Argentine curator, Andrea Juan.

Another recent work by Marty St James was on display during the summer at the Chi-Wen Gallery in Taipei. *Adagio No 8*, a digital video and set of eight drawings, explores the movements of ballet within a virtual and actual world.

Professor St James says, '*Adagio No 8* is a kaleidoscope of movement, a visual dance, a portrait, an assemblage. I set myself the challenge of working with the figure within a classical form, physical landscape through the use of moving image, digital media, sound and drawing.'



Study Abroad opens up a world of possibilities for our students.

More of our students are broadening their outlook by spending time abroad during their courses. This year, over a hundred and eighty studied in nineteen countries on five continents – more than double the number five years ago and twenty per cent up on the previous year.

Director of the University's Study Abroad programmes, Michael Rosier says, 'Living and studying overseas can be a rewarding and life-changing experience. It provides a different perspective, and the chance to learn a language, forge new friendships and develop personally. More importantly, international

experience is shown to improve job prospects, whilst HEFCE data evidence study abroad students achieve better degrees and earn higher salaries.'

Astrophysics student, Samuel Richards, gained more than just valuable skills on his placement at the University of Sydney. As part of the Astrophotonics Research Group he played a key role in commissioning a new type of instrument on the Anglo-Australian telescope. The instrument, used to take rapid spectral images of tens of galaxies at the same time, was named SAMI in recognition of his hard work.

Study Abroad is open to full-time students on most of our undergraduate courses, and typically involves one semester or a year overseas. Our students obtain financial support under the EU Erasmus programme and we offer Santander Bank and our own studentships. To encourage students to take up this opportunity, the University has waived tuition fees on Third Year placements. New partnerships in Japan, Malaysia and Latin America are increasing the choices available. Students can also attend summer schools around the world, at partner universities in Europe and the University's own summer schools in Korea and Thailand.



Europe week offers students and staff the opportunity to widen their cultural horizons.

Now in its seventh year, Europe week proved once again to be a stimulating and much enjoyed event in our cultural calendar. In a packed programme, guest lecturers from fifteen of our European partner institutions spoke about topics ranging from ethics in global marketing, and the structure of Spain's music industry, to the Danish labour policy and pensions systems, and corporate social responsibility in Poland.

It was also a chance for staff and students to find out about some of the latest European research; and to discuss study and work placements, and other exchange opportunities through the Erasmus Mobility Scheme. Daily screenings of European languages films and a festival of national cuisines added a rich cultural diversity to campus life during the week.

Principal Lecturer at our Business School, Anne Favier-Townsend, who organises the event each year sums up its powerful

message: 'The University is justifiably proud of its international character. Europe Week is all about promoting cross-cultural understanding. We know from feedback from previous years that the experience really inspires people to make the most of educational and employment opportunities in the global marketplace.'

In recognition of Europe Week's continued success and her superb organisation of the event, Anne received a Vice-Chancellor's award.





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# Research, innovation and enterprise

We are more passionate than ever about tackling important issues in society, and contributing to economic and cultural developments.

The impact of our achievements over the past year in areas such as health and well-being, the digital world, global change, sustainability and heritage underlines our strength in original and entrepreneurial thinking. Some of these successes are world firsts; others represent real breakthroughs with cause for optimism. One particular project has led to the commercial development of a potentially life-saving product, while others are actively influencing policy and practice at home and abroad. All demonstrate the high calibre of our people, and our culture of partner collaboration and teamwork.

## Page

**30** **KASPAR therapy**  
Many more children with autism could have a brighter future if a larger-scale evaluation study of our KASPAR robot proves successful. Our researchers are working towards commercialising this ground-breaking form of therapy.

**32** **Change of course**  
People with intellectual disabilities who are also living with chronic illnesses can now get better support from the Expert Patients Programme, thanks to a study by our researchers.

**33** **Dancing for health**  
New research by our School of Psychology may ultimately improve the physical and psychological well-being of people with Parkinson's Disease.

**34** **The Cube**  
Thinking 'inside the box' sparked debate about affordable eco-homes. An extremely compact yet fully-functioning home – aptly named the Cube – has prompted people to think more seriously about environmentally-friendly housing and low-carbon living.

**34** **Award for economist**  
International honour recognises influential business research, Geoffrey Hodgson, Research Professor at our Business School, has been honoured with the prestigious 2012 Veblen-Commons award.

**35** **Hatfield heritage**  
Successful social history project strengthens community partnerships. The de Havilland Aerodrome Community Heritage Project, which ran over eighteen months during 2010 and 2011 was hailed as a tremendous success in bringing alive Hatfield's cultural, social and economic past.



# KASPAR therapy

Many more children with autism could have a brighter future if a larger-scale evaluation study of our KASPAR robot proves successful. Our researchers are working towards commercialising this ground-breaking form of therapy.



When Professor Kerstin Dautenhahn and her team first designed the KASPAR robot in 2005 for the European Union RobotCub project, they were both excited and optimistic about its therapeutic potential for children with autism. KASPAR (short for Kinesics and Synchronisation in Personal Assistant Robotics) has come a long way since those early days. The future of this friendly child-sized humanoid robot now appears particularly bright.

The results of field trials so far with over fifty children across the autistic spectrum are extremely promising. Our team is now looking to build at least thirty more robots so it can undertake a larger-scale evaluation study, with a view to moving the project towards commercialisation.

In the UK autism directly affects around one in a hundred people. There's mounting evidence that early intervention can bring benefits in terms of how this incurable disorder develops in later life. Our team has now developed KASPAR into a highly-versatile therapeutic 'toy' that can be controlled and tailored to meet each child's needs. The robot is capable of producing arm gestures and speech, and playing drumming and computer games by means of a wii remote control. Its face has robotic skin with sensors, can show expressions and has eyelids that can blink.

Parents and teachers who have been involved in the initial field trials are amazed at the transformation in children's behaviour – some seeing them make eye contact, seek to share experiences or mimic actions for the first time. These breakthroughs have clearly resonated with autism professionals and the media.

KASPAR has been showcased at several national science exhibitions and on BBC TV's *The One Show*. It also features in *Big Ideas for the Future*, a recent report published jointly by Research Councils UK and Universities UK, as an important and pioneering project that could ultimately improve the quality of life of thousands of people with autism.

No other university or research team has developed such advanced work into robots and autism. With ten years' experience in this specialist field and excellent working partnerships with schools and hospitals, our team is in a strong position to take the project forward.

'We need to build at least thirty robots for a larger-scale evaluation study over five years, working with around 200 children,' explains Professor Dautenhahn. 'The project has recently been given a tremendous boost towards this goal, receiving a £150,000 donation from the Garfield Weston Foundation. The first stage of our plan is to produce around fifteen KASPARs in its current form, run trials in UK schools and assess these results over a three-year period. We will then use this research data to reconfigure and produce a further fifteen next-generation KASPARs, and will share these findings with the wider research community.'

As well as creating an affordable and widely available form of therapy that can help children with autism develop social and communication skills, the KASPAR project also has an important role in furthering our understanding of the psychology of this disabling and distressing condition.



**“ In the UK autism directly affects around one in a hundred people. There's mounting evidence that early intervention can bring benefits in terms of how this incurable disorder develops in later life. ”**





**“ Making it easier for people with intellectual disabilities to access these courses and to put self-care into practice may go some way to improving their day-to-day lives and to relieving the burden on our already stretched health services. ”**

## Change of course

People with intellectual disabilities who are also living with chronic illnesses can now get better support from the Expert Patients Programme, thanks to a study by our researchers.

Chronic illnesses, such as arthritis, diabetes and heart disease, are a major health challenge in terms of their impact on people's quality of life and on the nation's healthcare resources. The Expert Patients Programme (EPP), introduced by the NHS in the early 2000s, helps people to become more confident in managing their own long-term conditions.

In England, over a million people have a mild or moderate learning difficulty and are much more likely to have a chronic disease than the general population. It follows that these often hard-to-reach groups stand to gain much from self-care support initiatives. While the EPP programme generally works well, it has been criticised in the past for failing to meet the needs of marginalised groups.

Senior Research Fellow Dr Patricia Wilson from our Centre for Research in Primary and Community Care recently led a study evaluating four Expert Patients Programmes across England. 'EPP courses are led by trained volunteers and so they are a cost-

effective form of support. Making it easier for people with intellectual disabilities to access these courses and to put self-care into practice may go some way to improving their day-to-day lives and to relieving the burden on our already-stretched health services. Our findings show that modifying standard EPP courses does help to motivate people with learning difficulties to change not only how they manage their chronic disease, but also how they use healthcare services', explains Dr Wilson.

As a direct result of the study, The Expert Patients Programme Community Interest Company has already made a number of positive changes to course content and delivery. Our team's research also provides a solid base for future development of EPP courses, and other self management programmes for this group.

The team's report has been published online in the Journal of Nursing and Healthcare of Chronic Illness.



Dr Peter Lovatt

## Dancing for health

New research by our School of Psychology may ultimately improve the physical and psychological well-being of people with Parkinson's Disease.

In the first UK study of its kind, Dr Peter Lovatt is looking at how people with Parkinson's Disease respond to different types of dance. Dr Lovatt says: 'Some recent American research papers have highlighted the potential benefits of dance for people with Parkinson's Disease, and that certain types of dancing are good for relieving some symptoms. For example, after several weeks of tango dancing, people showed measurable improvements in their balance and walking – progress that wasn't evident after doing other forms of dance and gym-based exercises for a similar period.'

'We now want to build on these findings and work done on mental problem-solving at our Dance Psychology Lab, to explore this link in more detail. For instance, we need to understand which types of dance work best, how much treatment is needed and how long the effects last.'

In a pilot study, groups of people with mild to moderate Parkinson's Disease participated in a series of ten dance classes. Their mobility, quality of life and cognitive skills were assessed both beforehand and after they had completed the final session by a multi-disciplinary team from the University. This included neuroscientists, physiotherapists, sports scientists, cognitive psychologists and dance teachers.

The researchers were able to replicate some but not all elements of the findings from previous studies while making some new observations. They found that people with Parkinson's Disease showed improvements in their mobility, such as becoming faster at standing from a sitting position. The test scores also pointed to increased emotional well-being and less bodily discomfort, as well as better ability to solve divergent thinking tasks, where there are multiple correct answers.

Dr Lovatt and his team are now running a second, larger study to delve deeper into how people with Parkinson's Disease can dance their way to better health.



**“ After several weeks of tango dancing, people showed measurable improvements in their balance and walking. ”**





# The cube

Thinking 'inside the box' sparked debate about affordable eco-homes.

An extremely compact yet fully-functioning home – aptly named the Cube – has prompted people to think more seriously about environmentally-friendly housing and low-carbon living. It is built from sustainable materials and uses readily-available, energy-saving technologies. Other compact pods have been made but this is the first to integrate the technology into the building to make it carbon-neutral over the year.

The project is the brainchild of Dr Mike Page, reader in Cognitive Psychology at the University and a former engineer. 'All of the technologies and materials that we used could be scaled up for a larger footprint, low-carbon home. Indeed, we have applied the same thinking to a family home based on a seven-metre Cube. In its current form the Cube costs around £50,000 to build and furnish. It's designed to generate as much energy as it uses, and under Great Britain's feed-in tariff scheme it would raise an annual income of around £600, with no fuel bills', says Dr Page.

Despite providing just twenty-seven cubic metres of accommodation, with a two metre head height throughout, the Cube provides everything someone needs to live comfortably. The lounge has a table and a bespoke sofa that can be configured as two chairs; there is a small (120cm wide) double bed; and there is a fully-equipped kitchen, a shower and a composting toilet.

Since we first showcased the concept at the 2011 Edinburgh International Science Festival, several companies have shown interest in building it. We are currently designing a somewhat modified version for wider production. We have academic staff living in the Cube for short periods of time so they can give us feedback about usability. If the trial is a success, the Cube, in its various versions, could become one solution to the pressing demand for more affordable eco-homes.



Professor Geoffrey Hodgson

# Award for economist

International honour recognises influential business research.

Geoffrey Hodgson, Research Professor at our Business School, has been honoured with the prestigious 2012 Veblen-Commons award, to be presented in Chicago.

For over thirty years Professor Hodgson has studied how organisations evolve and interact. His work has been widely published in books, articles and lectures, and has important lessons for business, particularly in terms of the understanding of learning, routines, technological change and economic development.

Professor Hodgson is only the second European in over forty years to receive the international award, and joins the ranks of the celebrated economists, Gunnar Myrdal and John Kenneth Galbraith.

The award, which is given annually by the Association of Evolutionary Economics, recognises Professor Hodgson's substantial contribution as one of the UK's most respected institutional economists. It also underlines the world standing of our Group for Organisational Evolution (GROE), which he heads up.

Commenting on the award, Professor Hodgson says: 'Institutional economics is less developed in UK universities than in the USA and continental Europe, so it is particularly gratifying to be recognised in this way. I hope that my work has helped to provide insight into how institutions function in the economy, and has inspired others going down this research route in pursuit of solutions to problems.'



# Hatfield heritage

Successful social history project strengthens community partnerships.

The de Havilland Aerodrome Community Heritage Project, which ran over eighteen months during 2010 and 2011 was hailed as a tremendous success in bringing alive Hatfield's cultural, social and economic past. Connecting the local community with its roots really strengthened people's sense of identity and history.

The venture, which was partly funded by the Heritage Lottery Fund, also left many lasting legacies for future generations to enjoy. As well as restoring the iconic pre-World War Two Hatfield Beacon – now resplendent on our campus – the project created a heritage walk, and oral history recordings capturing the memories of former de Havilland employees.

The various working partnerships formed during this experience inspired the development of our new Heritage Hub, which is chaired by Reader in History Dr Sarah Lloyd. The Hub brings together experts across a whole range of disciplines from within the University, and from local organisations, community groups and businesses to explore Hertfordshire's history and heritage. The launch of a new professional doctorate in heritage will develop exciting new synergies.

Dr Lloyd explains how these activities are leading to fresh learning opportunities and fascinating research directions for our students: 'A current area of interest for the Hub is the First World War. We are collaborating with community groups across Hertfordshire on plans to mark the centenary of 1914. At a time when the impact of humanities research is a topic of national debate, this is a good example of our University taking a lead.'



# Fresher air

We are making vital headway in climate science and air quality.

Experts at our Centre for Atmospheric and Instrumentation Research are behind important national and international developments in advancing knowledge and understanding of climate science, and the impact of air pollution. Their work is also pioneering practical solutions for industry and the science community.

For example, we are leading research and development of the world's first portable detector of airborne asbestos fibres. The ALERT monitor will have the potential to save the lives of the many trades-people who are unknowingly exposed to asbestos dust. It is also thought that widespread use of the detector could reduce the future cost of worker compensation claims in the European Union by around £255m.

In other collaborative studies with the UK Met Office and international environment agencies, our scientists are using high-resolution modelling techniques to predict more accurately the effects of climate change on air quality over the UK and Europe. During the recent Icelandic volcanic eruptions, we also provided the Met Office with expertise and novel balloon-borne particle probes to detect volcanic ash layers in the atmosphere and help validate the models used to justify UK airspace closures. Our team is now exploring the possibility of producing the probes commercially.

We are strengthening our capabilities in observing aerosols, clouds and any future volcanic ash plumes with the development of a new atmospheric remote sensing station at our Bayfordbury Observatory. This facility will house several highly sophisticated instruments, including one which profiles atmospheric composition up to an altitude of 20 km, and others that will make Bayfordbury unique in the world. (Further details are available at the facility's website at [strc.herts.ac.uk/cair/bayford.html](http://strc.herts.ac.uk/cair/bayford.html)).



# 05 Student experience

Putting our students' welfare and success at the heart of everything we do makes our graduates highly sought after.

In encouraging our students to reach great heights we listen, innovate and provide first-class facilities and support. As they develop personally and intellectually, our students are exploring new directions, testing their abilities and helping others. Many of our undergraduates have won industry awards and prizes for their original thinking, technical skills and competitive edge. Several of our postgraduates are using their talents to give public and private sector organisations a fresh perspective on solving problems. More of our students are making a positive difference in our local community by getting involved in volunteering and enterprising projects.



## Page

**38** **Winning formula**  
The UH Racing team enjoyed huge success in the 2011 season. They were the top UK team in the annual Formula Student competition at Silverstone; and achieved third overall, the highest-ever placing for a UK university.

**40** **Creative careers**  
Within weeks of graduating, some of our graphic design students are working with major London creative agencies. Winning industry awards helped to launch their careers.

**41** **Sporting chance**  
As a main sponsor of the Hertfordshire Talented Athletes Programme, we are proud to be helping some of our county's most promising young athletes to fulfil their sporting ambitions.

**42** **Business matters**  
Working on live projects gives our post graduates a vital edge.

**42** **Trial victory**  
Winners of the 2011 University of Hertfordshire/Blackstone's National Criminal Advocacy Competition.

**43** **Going up**  
Results of the 2011 National Student Survey are welcome news. University of Hertfordshire students are increasingly satisfied with their learning experience according to the 2011 National Student Survey.

**43** **Helping hands**  
Students are discovering the value of volunteering in the community.





# Winning formula

The UH Racing team enjoyed huge success in the 2011 season. They were the top UK team in the annual Formula Student competition at Silverstone; and achieved third overall, the highest-ever placing for a UK university.

Just like Formula 1 professionals, our Formula Student team always has its eyes on the top prize. At the biggest Formula Student event yet, held in July at the Silverstone circuit, the team beat off stiff competition from 109 teams from thirty-four countries. Coming joint first for business presentation, second for endurance, and third overall for Formula Student Class 1, won them the title of top UK team.

Dr Howard Ash, Senior Lecturer at our School of Engineering and Technology explains how the event is a testing ground for the next generation of engineers: 'Students have to assume that a manufacturer is engaging them to produce a prototype car for evaluation. The competition challenges them to design, engineer and build a single-seat racing car, and then put it to the test in static and dynamic events. To be the highest ranking UK team is a true testament to our students' advanced technical skills and excellent business presentation. In fact, several companies are very keen to discuss opportunities with our budding engineers after they graduate.'

This year our team set the bar particularly high, deciding to develop their most technologically advanced, most powerful and most driveable car to date. To rise to the challenge of designing and building a single Class 1 racing model to compete in the combustion class, they expanded the team's knowledge base by combining Final Year Master's students and undergraduates. This merger enabled the team to explore a much wider range of design concepts and complete a thorough testing plan.

UH Racing team leader Clare Cletheroe says: 'The UH14 model was not only the best UK contender but performed well in the design, endurance and fuel economy tests. We used Cruden simulator technology to analyse different vehicle set-ups before the car hit the test track. The drivers also used the simulator to perfect their style and improve their performance on track.'

Following the success at Silverstone, the team took the optimised UH14 model to the Formula Student competition in Germany, the home of precision engineering. Once again, they claimed the title of the top UK team; having come second in business presentation and cost review, fourth in design, and seventh overall in the Formula Student Class 1. The team is now working on its 2012 entry, the UH15 model.

'Taking part in the competition is a great way for us to put our engineering knowledge and skills into practice. But the experience is about much more than building a car. We learn how to work with different people, raise sponsorship, manage projects and deliver on our plans. Talking with graduate employers in the industry, it's clear that they place a high value on these workplace skills,' says Clare.

Formula Student is Europe's longest-running educational motor sport competition; and has been held in the UK since 1998 and at the Silverstone circuit since 2007. It is run by the Institution of Mechanical Engineers and is backed by industry and high-profile engineers. One of the event's main aims is to address skills shortages in engineering.



“ Following the success at Silverstone, the team took the optimised UH14 model to the Formula Student competition in Germany’ the home of precision engineering. Once again they claimed the title of top UK team. ”





# Creative careers

Within weeks of graduating, some of our graphic design students are working with major London creative agencies. Winning industry awards helped to launch their careers.

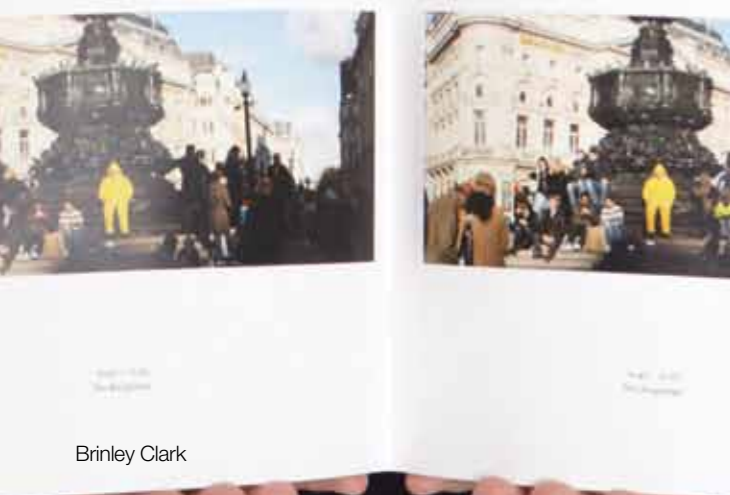
Competing against entries from Asia, Europe and the USA, Catherine Perrott won a coveted First Yellow Pencil in the 2011 D&AD Student Design Awards' branding/graphics category. Yellow Pencil awards are recognised the world over as a symbol of true creative achievement. Her entry featured a campaign branding themed 'Temporarily Admitted' for a series of exhibitions touring hospitals. Throughout her degree studies Catherine worked as an Intern Graphic Designer at creative agency Devilfish. She is now busy building her professional reputation through a series of graduate internships with high-profile design studios.

Graphic design graduate, Brinley Clark also won two coveted industry awards in 2011. He received the Business Design Centre New Designer of the Year Award for work which judges described as inspiring and intelligent. He also picked up the New Designers Virgin Atlantic Award for Graphic Design for his playful and visually exciting observation work. 'My tutors taught me how to take a conceptual approach. A lot of my work is light-hearted and humorous but it also has a strong message. I now want to use my design to change how people approach issues like sustainability,' says Brinley. He already has his dream job, working as a Junior Designer at the London-based creative branding agency, The Partners.

Catherine and Brinley's awards add to the total of around forty commendations, placements and awards won by our graphic design and illustration students in major national and international competitions since 2005.

Leader of our BA (Hons) Graphic Design and Illustration programme Martin Schooley says: 'In winning these awards students are attracting the attention of juries drawn from some of the UK's most progressive design consultancies. Their success reflects the excellent quality of work produced on our programme, and the high calibre of teaching staff. A combination of creative talent, professional skills and work experience makes these students immensely employable; in a crowded job market being an award-winner boosts their profile and brings opportunities.'

**“ Their success reflects the excellent quality of work produced on our programme and the high calibre of teaching staff. ”**



Brinley Clark



# Sporting chance

As a main sponsor of the Hertfordshire Talented Athletes Programme, we are proud to be helping some of our county's most promising young athletes to fulfil their sporting ambitions.

Twenty-five teenage athletes from Hertfordshire, selected for their potential to represent England or Great Britain in their chosen sport, are being given the chance to grow their talents with support from the Hertfordshire Talented Athletes Programme (HTAP). These local youngsters are amongst the highest nationally- and internationally-ranked athletes in their age group. Their sporting interests range from the traditional – badminton, golf, judo and sailing – to the more unusual, such as ski-racing and para-kayaking.

The programme aims to nurture each athlete's individual abilities, giving them a solid foundation for their sporting ambitions from which they can progress to the next level. As well as free membership at the Hertfordshire Sports Village at our de Havilland Campus, this structured development programme provides the athletes with specialist support services including: personalised strength and conditioning training, advice on nutrition, diet, time management and lifestyle, media training and sports physiotherapy.

Easier access to specialist sports psychology, in particular, is making a big difference to national U17 pole-vault champion Daniel Gardner, now in his third year on the programme. In 2011 he achieved a new personal best of 4.86 m, won a silver medal in the U20 National Indoor Championship and was placed 8th in the World Youth Games. His 2012 goals include achieving a personal best of at least 5.10 m and to be ranked first in the U20 age group.

Nick Brooking, the University's Director of Sport, says: 'Daniel is one of our most focused and committed athletes. As well as training up to six days a week and studying hard for his A-levels, he takes every opportunity to learn more about his event and what it takes to improve as an athlete.'

Since the HTAP was launched in 2006 it has helped sixty-two athletes, of whom twenty have progressed to programmes which offer further support. These include the national, government-funded, Talented Athlete Scholarship Scheme (TASS) and various Sports Governing Body or university sports scholarship programmes. By helping our young athletes to become the best they can be in the sports they are passionate about, we hope to increase their chances of success in national and world competitions.

**“ Twenty-five teenage athletes from Hertfordshire... are being given the chance to grow their talents with support from the Hertfordshire Talented Athletes Programme (HTAP). ”**

Daniel Gardner





# Business matters

Working on live projects gives our post graduates a vital edge.

One of many innovative ways we help our post graduates to get their careers off the ground is by connecting them to public and private sector organisations needing specialist expertise to complete live research and consulting projects.

Since we launched our Graduate Consulting Unit (GCU) in 2007, over a hundred graduates have participated in the initiative. The eighty-seven strategic and operational projects our graduates have completed to date include: designing and building database systems, developing HR procedures, carrying out new product development research, and creating marketing strategies. A further eleven projects are in the pipeline.

Nigel Culkin, Director of our Centre for Innovation and Enterprise, explains why the initiative is proving successful: 'Our graduates get the chance to put their knowledge and skills into practice with mentoring support from industry practitioners and academics. Our clients receive fresh input and excellent quality output at affordable rates, while building the expertise they need to move forward. For many organisations, being able to mobilise resources quickly has made all the difference in solving problems and taking advantage of market opportunities.'

Finance and Corporate Governance postgraduate Masood Janeh, who recently led a project to develop strategic and marketing plans for St Albans City and District Council, says: 'This type of project is excellent and helps me to further develop my consultancy and project management skills whilst gaining in-depth understanding of diverse industries.'

Case studies of selected GCU projects feature in our learning and teaching; and our experiences have been published in a recent article, 'Producing work-ready graduates: the role of the entrepreneurial university' for the International Journal of Market Research.



# Trial victory

Winners of the 2011 University of Hertfordshire/Blackstone's National Criminal Advocacy Competition.

Our School of Law not only created and hosted the first-ever national university advocacy competition, sponsored by Oxford University Press and 15 New Bridge Street Chambers, but also won the competition. The participating students were Dr Gregory Burke and Farah Chaumoo.

Over two days, teams of undergraduate LLB and GDL students from twelve universities across England and Wales competed in several rounds consisting of pre-trial applications and full mock trials in front of crown court judges and practising barristers. The competition took place in our state-of-the-art replica crown courtroom in the University's new £10m Law Court Building.

Senior Lecturers and competition creators, Neal Geach and Nicola Monaghan, explain why teaching advocacy to undergraduates and GDL students is an integral part of the School's teaching and learning activities: 'Through role-play in a realistic environment our students gain practical insight into the intense work and discipline involved in a career in the legal profession. They also have the opportunity to develop their advocacy skills, and even just improve their confidence in public speaking. Additionally, by participating they add something unique to their CV and therefore, enhance their employability prospects. For example, following his participation in the competition and the School's internal advocacy activities, Dr Gregory Burke has secured a pupillage with 7 Bedford Row Chambers immediately after the completion of his studies.'

Prior to the competition, all teams attended an advocacy training session led by Ken Aylett, a barrister from 15 New Bridge Street Chambers and an advocacy trainer from Inner Temple. The final was judged by HHJ Peter Murphy of Woolwich Crown Court, founding editor of Blackstone's Criminal Practice, Lord MacDonald QC, the former Director of Public Prosecutions, and Patrick Upward QC, head of 15 New Bridge Street Chambers.

The University of Hertfordshire/Blackstone's National Criminal Advocacy Competition will be an annual event, run with an extended format from 2012. The School will host the final stages of the 2012 competition in June.



# Going up

Results of the 2011 National Student Survey are welcome news.

University of Hertfordshire students are increasingly satisfied with their learning experience according to the 2011 National Student Survey (NSS). Our overall satisfaction rating, which includes students taking our courses at other institutions, went up to eighty-three per cent, a two per cent improvement on 2010.

The survey covers course teaching, assessment and feedback, academic support, organisation and management, learning resources, personal development and overall satisfaction. For the first time, and

to make the results more reliable and robust, the 2011 survey benchmarks indicate the overall satisfaction rating you would expect an institution to get, taking account of the types of students and mix of subjects. With our University's overall satisfaction benchmark set at eighty-two per cent, we are pleased to report our performance exceeded expectations.

Pro Vice-Chancellor for Student Experience, Dr Andrew Clutterbuck, believes that the University's positive approach to gathering and responding to student feedback is likely to be one of the reasons behind this steady upward

trend: 'With fees increasing it is more important than ever that our students are involved in shaping their curriculum, and that we listen to their concerns. Everyone involved in bringing about these performance improvements deserves credit.'

This year 154 higher education institutions took part in the survey and there was a response rate of sixty-five per cent, the highest in the seven years that the NSS has been running. This makes it a really good barometer of opinion, and valuable reading for prospective students and parents.



# Helping hands

Students are discovering the value of volunteering in the community.

Each year over eight hundred of our students are inspired to get involved in community volunteering work. In devoting their time and energy to organisations, charities and schools, they are gaining valuable life experience that will help them compete in the graduate job market and contribute in the workplace.

Volunteering engages our students in fresh challenges, stimulates new interests, and brings them into contact with people of all ages, abilities and backgrounds. They become more confident, develop leadership and decision-making skills, and leave us better equipped to make the most of future opportunities.

During Student Volunteer Week, for example, a group of students gave up their time to redecorate a communal lounge at Abbeyfield House, a sheltered house for older people in Stevenage. Abbeyfield's Regional Housing

Head, Anne Duddy said: 'The students did a great job; we could not have wished for a nicer bunch. The money they saved us can now be spent on something else to make life more comfortable for our residents.'

Students from our environmental studies programme rolled up their sleeves to help with conservation work at Batford Springs, a nature reserve in Harpenden popular with families. Others ran dance classes in schools and retirement homes; got involved in befriending schemes; and supported KitAid, a charity which recycles unwanted sports kit and distributes it to disadvantaged young people in the UK and overseas.

For so many of our students volunteering is now part of who they are. We are immensely proud of them and the difference they are making.







# Profiles of Honorary graduates

Every year we award Honorary degrees and Fellowships to people who have made an outstanding contribution to academic disciplines, charity, professions or public service. In 2011 we honoured sixteen individuals who have made a difference in the arts, education, engineering, healthcare, science, sport, and the community.



**Emeritus Professor Fateh Singh Bhinder**  
*Fellow*

During his sixty-year career in industry and academia, Emeritus Professor Fateh Singh Bhinder has contributed enormously in the field of applied engineering research, particularly for the transport and power generation sectors. As Associate Dean at our Faculty of Engineering, he led many ground-breaking projects which established us on the world stage as a leading institution in turbo machinery and internal combustion engine research.



**Professor John Burland, CBE**  
*Honorary Doctor of Science*

Professor John Burland is a distinguished British civil engineer and an expert of international repute in how structures respond to movement in the ground. He is best known for masterminding the plan that saved the leaning Tower of Pisa from collapse, for which he received the Order of the Star of Italy. During the 1960s and 1970s he worked for consultants Ove, Arup and Partners, and the Building Research Establishment. Since 1980 John has lectured at Imperial College, London. He is a Fellow of the Royal Society.



**Emeritus Professor Howard Burrell**  
*Fellow*

Talented composer and conductor, Emeritus Professor Howard Burrell is largely responsible for building our University's thriving music department. Howard introduced the UK's first degree course in electronic music, and also founded UH Recordings, the University's professional record label. He now serves Stevenage Borough Council as portfolio holder for Children and Young People, Culture, Sport and Leisure.



**Larry Elliott**  
*Honorary Doctor of Letters*

Larry Elliott has contributed greatly to the public understanding of financial issues for over twenty years, both as the Guardian's Economics Editor and the author of four books. A resident of St Albans, Larry is active in the local community as a magistrate and has been a Visiting Fellow at the University since the 1990s.



**The Right Reverend Christopher Foster**  
*Honorary Doctor of Letters*

The Bishop of Portsmouth, The Right Reverend Christopher Foster previously served in the St Albans diocese for sixteen years. As Sub Dean at the Cathedral and then Bishop of Hertford, he earned a reputation both for his pastoral work and community service. Particularly active in widening links with educational institutions, he was a valued member of our board of governors and several University committees.



**Professor Thom Hanahoe**  
*Honorary Doctor of Science*

Previously, he spent twenty years at our University, initially as Director of Studies in Biological Sciences, then as the foundation Dean of our Faculty of Health and Human Sciences, and later as Pro Vice-Chancellor. Thom led the groundwork that established the University as a centre of excellence for research, learning and teaching for health and social care professionals.



**Jan Harlan**  
*Honorary Doctor of Arts*

Jan Harlan is one of the most prominent executive film producers of his generation. He is especially recognised for producing films for the late Stanley Kubrick, including Barry Lyndon, The Shining, Full Metal Jacket and Eyes Wide Shut. He has overseen the creation of the Kubrick Archives, and has led the staging of an international exhibition celebrating Kubrick's life's work. As a regular guest lecturer at film schools, Jan inspires budding film-makers. He has also lent his support to our School of Creative Arts.



**David James**  
*Honorary Master of Science*

In his successful football career, goalkeeper David James has played for several Premiership clubs and been capped more than fifty times by England. He is also known for his charity work, particularly with young people. His own trust focuses on alleviating food poverty in Africa, and he is involved in sports-related initiatives as an ambassador for the Special Olympics, Access Sport and the Bristol City Community Trust.



**Tony Marchant**  
*Honorary Doctor of Letters*

Tony Marchant is one of Britain's most distinguished playwrights and television dramatists. He has won many awards for his work, which includes The Mark of Cain and the acclaimed series, Holding On. He also scripted the BBC drama, Garrow's Law which is based on Old Bailey Online, a searchable database of the trial proceedings that was co-developed by our School of Humanities.



**Philip Mayo**  
*Honorary Master of Science*

Founder of the leading electronic design automation company Premier EDA Solutions, Philip Mayo is keen to encourage the industry's next generation of engineers. He supports our own students by providing expertise and advice, placement opportunities and technological resources. His firm also sponsors the national Headstart programme which is resulting in more Hertfordshire sixth-formers taking up technology courses.



**Jean Monteiro**  
*Fellow*

Jean Monteiro was the University's representative in Malaysia for two decades. In that time her firm arranged for over two-thousand students to come to Hatfield. She also helped to establish successful partnerships with local educational institutions to offer our accredited courses. As Associate Manager of International Development based in our Kuala Lumpur office, Jean is now involved with our regional alumni network.



**Iain Nicolson**  
*Fellow*

Iain Nicolson has pursued his special interest in astronomical education, both as a member of our academic staff for twenty-five years, and also as a writer, lecturer and broadcaster. He co-founded the Astronomy Now magazine, but is perhaps best known as the author of twenty books and as a frequent guest on the BBC's Sky at Night.



**Dr Paul Robinson**  
*Honorary Doctor of Science*

As Medical Director of Merck, Sharp & Dohme in the UK, Dr Paul Robinson is at the leading edge of pharmaceutical research and development. He originally qualified as a doctor and spent ten years working in general medicine, cardiology practice and clinical trials at NHS hospitals in London and the Home Counties. Paul is an Honorary Visiting Professor at our University.



**Naomi Simmons**  
*Honorary Master of Letters*

Naomi Simmons is a best-selling children's author, specialising in writing English language teaching (ELT) materials for two- to eleven-year-olds. To date she has published over a hundred and twenty books for international markets. Her New Standard English series is China's second most popular ELT course. Before becoming a full-time writer, Naomi worked overseas as an English teacher and as an Editor and Marketing Manager for a publishing house.



**Dr Steve Stott**  
*Fellow*

Between the mid-1980s and late 1990s Steve Stott served as Dean of Information Sciences and also had wider responsibility for learning and teaching. His many achievements and innovations helped create the world-class organisation we are today. They include the development of forward-looking computer science programmes; securing funding for short courses for industry; and introducing more participative lectures.



**Dr Wang Kim Ha**  
*Honorary Doctor of Education*

Self-made entrepreneur, Dr Wang Kim Ha has revolutionised 'early years' teaching and learning in her native Malaysia. She has built a multi-million dollar education empire, SmartReader® Worldwide, incorporating a franchise network of over four hundred and fifty child enrichment centres, and a number of higher education colleges and eco-friendly primary and secondary schools. Through the National One Child One Hope Education Scholarship Programme, she also sponsors the education of underprivileged children.



# Vice-Chancellor's Awards 2011

The Vice-Chancellor's Awards are an annual staff recognition scheme.

## Enjoyment in work and promoting a culture of mutual respect and confidence

**Winner**  
Helen Bennett – Academic Registry

**Highly commended**  
Siegrid Beck – Business School  
Brenda Costigan – School of Creative Arts  
Clare Serafinowicz – Academic Registry

## Providing an outstanding service

**Winner**  
de Havilland Campus Refectory Team - Department of Estates, Hospitality and Contract Services

**Highly commended**  
Anabel Condon – Information Hertfordshire  
Karen Lakin – Marketing and Communications

## Enhancing the quality of the student experience and the success of our graduates

**Winner**  
BA Digital Animation Team – School of Creative Arts

**Highly commended**  
Nick Clarke – Graduate Futures  
Mimi Tessier – School of Humanities

## Research supporting engagement with business, the professions and partner organisations

**Winner**  
Dr Sarah Lloyd – School of Humanities

**Highly commended**  
Dr Christopher Brown – Business School  
Professor Simeon Lockhart-Nelson – School of Creative Arts

## Educational engagement with business and the professions

**Winner**  
Dr Geraldine Byrne – School of Nursing, Midwifery and Social Work

**Highly commended**  
Mr Andrew Francis – Business School  
Business Development Co-ordinators – Enterprise and Business Development

## Community engagement

**Winner**  
Social Enterprise Unit - Business School

**Highly commended**  
Geoff Wood – Hertfordshire Sports Village

## Engagement with international and European partners

**Winner**  
Anne Favier-Townsend – Business School

## Caring for the environment

**Winner**  
Waste Porters – Department of Estates, Hospitality and Contract Services

**Highly commended**  
David Gilder - Department of Estates, Hospitality and Contract Services

## Tutor of the year

**Winner**  
Howard Berry – School of Creative Arts

**Highly commended**  
Dr Suzanne Fergus – School of Pharmacy  
Yvonne Mitchell – School of Nursing, Midwifery and Social Work  
Michael Wright – School

## Outstanding service in support of students

**Winner**  
Anabel Condon – Information Hertfordshire

## Alumnus of the year

**Winner**  
Rachel Dixon

**Highly commended**  
Matthew King

## Strategic Business Unit of the year

**Winner**  
Department of Estates, Hospitality and Contract Services

**Highly commended**  
Marketing and Communications  
Physics, Astronomy and Mathematics

## Board of governors

### Independent Members

Mrs J L Connell (Chairman)  
His Honour Judge Baker  
Ms Y Batliwala  
Mr P L Block  
Professor M Elves (to 31/08/11)  
Mr D J Goodridge  
Mr C J Gordon  
Mr A P Graham  
Mr J K Heywood  
Mr N F Matthews  
Mr G Morrison  
Mr J F H Park  
Lady Staughton

### Vice Chancellor

Professor Q A McKellar (from 01/01/11)

### Member nominated by the Academic Board

Mrs L Karstadt

### Students' Union

Ms P F de Koenigswarter (to 30/06/11)  
Ms E Masefield (from 1/07/11)

### Co-opted members

Professor Sir Graeme Davies (from 1/09/11)  
Mr R I N Gordon  
Mr N B Lawler (to 31/08/11)  
Mrs S D Harrison-Barker (from 1/09/11)  
Miss J L McCue  
Dr L Mitchell  
Dr D A Neil  
Dr A V Stokes (to 31/08/11)

## Development committee

Lady Staughton  
Mrs J L Connell (Mr C J Gordon)  
Mr A P Graham  
Professor Q A McKellar  
Ms K Bellingham (Mrs K Hale)  
Ms M Lillie  
Mr R Tunnicliffe  
Mr S T Smyth  
Mrs J Wentworth-Stanley

### Officers in Attendance

Mrs Julie Newlan  
Ms A Martyn  
Mrs A Courtney

## Senior management team



**Professor Quintin McKellar**  
*Vice-Chancellor*



**Graham Galbraith**  
*Deputy Vice-Chancellor*



**Julie Newlan**  
*Pro Vice-Chancellor (Enterprise) and Director of Marketing and Communications*



**Andrew Clutterbuck**  
*Pro Vice-Chancellor (Student Experience)*



**John Senior**  
*Pro Vice-Chancellor (Research)*



**Steven Boffey**  
*Pro Vice-Chancellor (Regional Affairs)*



**Professor Barry Hunt**  
*Pro Vice-Chancellor (International)*



**Philip Waters**  
*Secretary and Registrar*



# Student information

For the academic year 2010/2011

## Mode and level

2010/11	Full-time and Sandwich				Part-time				Grand total
	PGR	PGT	UG	Total	PGR	PGT	UG	Total	
	230	3,020	17,160	<b>20,410</b>	280	2,710	4,310	<b>7,290</b>	<b>27,700</b>

Note: UG includes first degree, Foundation and Other UG levels

## Mode and level

	2010/11
FT and S	20,410
PT	7,290
<b>Total</b>	<b>27,700</b>

## Gender

	2010/11	%
Female	15,390	56%
Male	12,310	44%
<b>Total</b>	<b>27,700</b>	<b>100%</b>

## Regional student count

	2010/11	%
North East	50	0.2%
North West	170	0.6%
Yorkshire and The Humber	190	0.7%
East Midlands	510	1.8%
West Midlands	340	1.2%
East of England	9,730	35.1%
London	7,960	28.7%
South East	1,690	6.1%
South West	350	1.3%
UK region unknown	10	0.0%
England region unknown	900	3.3%
Wales	120	0.4%
Scotland	60	0.2%
Northern Ireland	30	0.1%
Guernsey, Jersey and the Isle of Man	10	0.1%
Geographic region - Other European Union	760	2.7%
Geographic region - Africa	880	3.2%
Geographic region - Asia	3,220	11.6%
Geographic region - Australasia	10	0.0%
Geographic region - Middle East	500	1.8%
Geographic region - North America	80	0.3%
Geographic region - Other Europe	140	0.5%
Geographic region - Non-European Union unknown	20	0.1%
<b>Total</b>	<b>27,700</b>	<b>100%</b>

KEY	
PGR	Postgraduate Research
PGT	Postgraduate Taught
UG	Undergraduate
PT	Part-time
FT and S	Full-time and Sandwich

## Ethnicity

	2010/11	%
White	13,150	47%
Black/Black British	4,490	16%
Asian/Asian British	5,620	20%
Chinese	1,630	6%
Other (including mixed)	2,050	7%
Not known (includes code 'information refused')	750	3%
<b>Total</b>	<b>27,700</b>	<b>100%</b>

## Subject area

	2010/11	%
Medicine & dentistry	20	0.1%
Subjects allied to medicine	6,130	22.1%
Biological sciences	2,030	7.3%
Agriculture & related subjects	40	0.1%
Physical sciences	440	1.6%
Mathematical sciences	250	0.9%
Computer science	1,840	6.6%
Engineering & technology	1,860	6.7%
Architecture, building & planning	90	0.3%
Social studies	810	2.9%
Law	1,660	6.0%
Business & administrative studies	5,590	20.2%
Mass communications & documentation	230	0.8%
Languages	830	3.0%
Historical & philosophical studies	270	1.0%
Creative arts & design	3,010	10.9%
Education	2,320	8.4%
Combined	300	1.1%
<b>Total</b>	<b>27,700</b>	<b>100%</b>

## International student count

Over 5,600 of the University's students studying in the UK originate from outside the UK.

	2010/11	%
England	21,890	79.0%
Scotland	60	0.2%
Wales	120	0.4%
Northern Ireland	30	0.1%
Guernsey, Jersey and the Isle of Man	10	0.1%
Other European Union	760	2.7%
International - Non-European Union	4,840	17.5%
<b>Total</b>	<b>27,700</b>	<b>100%</b>

## Country - Top 10

	2010/11	%
England	21,670	78%
China	1,230	4%
India	630	2%
Nigeria	620	2%
Saudi Arabia	310	1%
Pakistan	290	1%
Philippines	260	1%
Malaysia	250	1%
United Kingdom, not otherwise specified	230	1%
Ireland	190	1%
<b>Total</b>	<b>27,700</b>	<b>100%</b>

# Financial information

For the academic year 2010/2011

	2011 £'000	2010 £'000
<b>Income</b>		
Funding council grants	66,595	64,621
Tuition fees and education contracts	99,035	96,305
Research grants and contracts	8,323	11,124
Other operating income	80,481	90,535
Endowment and investment income	298	260
	<b>54,732</b>	<b>262,845</b>
<b>Less: Share of income from joint ventures</b>	<b>(23,898)</b>	<b>(28,219)</b>
<b>Total income</b>	<b>230,834</b>	<b>234,626</b>
<b>Expenditure</b>		
Staff costs	110,747	112,877
Other operating expenses	89,464	100,651
Depreciation	18,147	12,447
Interest and other finance costs	3,468	6,122
<b>Total expenditure</b>	<b>221,826</b>	<b>232,097</b>