

# AN YEAR OF IMPACT

The Open University  
Annual Report  
2012/13



The Open  
University

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**WE HAVE  
IMPACT ON  
INDIVIDUALS,  
ON BUSINESS  
AND ON THE  
WORLD**

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# WELCOME



## VICE-CHANCELLOR

Martin Bean

Whenever anyone asks me what the best part of my job is, I don't even have to stop and think about it. Nothing beats attending one of the 26 degree ceremonies held each year across the UK and Europe. They're a unique opportunity to see and meet the people whose worlds have been changed by The Open University, and to tell our graduates how important it is for them to take what they've learned and change the wider world, too.

That's not hyperbole – the impact we have on our students, their families, their employers and their communities cannot be overstated. You just need to read through this report to see how The Open University's innovative approach to education makes a real impact on the world in which we all live.

For more than four decades we have been using the latest technology to deliver the very best in teaching and learning, an approach that was graphically illustrated this year with the successful launch of FutureLearn. We announced our plans for the platform at the end of 2012 and, as you can see on page 6, barely nine months later the first free online courses opened for registrations. People around the globe have signed up, with 160 nations

represented so far. Massive open online courses, or MOOCs, are changing the way the world of education works, and thanks to The Open University the UK is right at the forefront of this exciting development.

But the innovation doesn't end there. This year also saw the full roll-out of OU Anywhere, making almost all our undergraduate course materials available online in a smartphone and tablet friendly format. This project, the first of its kind anywhere in the world, allows students to study when and where suits them best, making an OU education more accessible and open than ever.

Our commitment to world-changing innovation extends to our research. Whether it's cutting-edge work on the causes of climate change or a study that helps student doctors learn from their counterparts in the ancient world, research is yet another area where the OU leads the way. You can find out more about some of our recent projects throughout the report.

We're also using our unparalleled expertise to solve some of the biggest problems facing the developing world. As you can read on page 39, our distance learning programmes in Africa have already trained hundreds of thousands

Another year of  
world-changing  
innovation



## CHANCELLOR

Lord Puttnam of Queensgate, CBE

I'm coming toward the end of seven immensely happy years as the proud Chancellor of The Open University.

During that time I've met any number of exceptional tutors, personally congratulated and graduated many thousands of students, and had the opportunity to visit inspiring departments and other institutions in developed and developing countries alike.

I've experienced at first hand the impact the OU's world-leading research is having on individuals from all walks of life. Equally, I'm proud of the extent to which the OU embraces such a variety of students, particularly when, in the UK at least, there are real concerns about access to higher education for people from disadvantaged backgrounds.

The OU has developed a sophisticated diversity policy which, I believe, should serve as a trailblazer for others across education and in the public sector.

I genuinely believe that learning with the OU can make a huge difference to an individual's opportunities with employers, adding to the contribution they bring to the businesses they work for.

I've certainly enjoyed witnessing the University's ability to make a life-changing impact on the individuals who have studied with us.

As a longstanding and passionate advocate of the value and impact of online learning, and its capacity to further widen participation, I'm proud of the way the OU is seizing the opportunities presented by digital technologies.

Equally, however, we need to recognise that there are many new, bold and ambitious providers moving into the online space. The OU will need to ensure that it constantly "raises its game" if it is to remain relevant and engaging for students faced with an increasing cornucopia of choice.

The kind of pedagogical innovation which took the OU from the fringes of the BBC schedule to a prominent place on the internet will be need to be more focused than ever in the digital age.

As I hope is obvious, I've enjoyed my time as Chancellor of the OU enormously.

Thanks to the efforts of the hugely talented and hardworking people across the institution I believe that my successor can face the future with an extraordinary degree of confidence, notwithstanding the many and varied challenges that lie ahead.

In short, I believe the OU has a more vital role than ever to play in the complex and highly competitive world that is unfurling around us.



## PRO-CHANCELLOR

Lord Haskins of Skidby

The past year has seen the tentative economic recovery of the UK gather momentum, and brought stronger growth across a number of sectors. To meet the challenge of driving that growth in an increasingly global and competitive market, and ensure that the UK maintains its standing in the world, it is critical that the UK population continually updates its skills and expertise.

Without an educated workforce we will fail to develop the next generation of innovators who will be so vital to building our position in the global marketplace. The OU remains uniquely positioned to meet the requirement of continually up-skilling and re-skilling the workforce. The vast majority of our students both contribute to economic recovery by continuing to work while studying, and apply those skills as they learn, from the very first day of their studies.

Higher-level skills not only benefit employers, but also improve the lives of students and their families. Last year, 80% of FTSE100 companies had staff on OU courses. The OU has provided staff training to more than 30,000 organisations, and nearly 1,000 employers have been sponsoring staff on OU courses for more than 10 years. We remain open to all – no one is excluded.

# 92%

The OU's student satisfaction rating, measured by the National Student Survey 2013

# 20,374

students with disabilities\*

# 20,550

of OU new students started university without standard **entry qualifications**

**INDIVIDUAL  
MORE THAN  
70% OF OU  
STUDENTS  
WORK AND  
STUDY**

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**Above:** Luke Beaman is studying Begin programming: build your first mobile game, part of the OU's FutureLearn offering





FutureLearn is delivering the OU's high quality content where and when users want it, free and worldwide

# MASSIVE, OPEN AND ONLINE

A decade and a half after The Open University made history by launching an exclusively online course, its latest offering, FutureLearn, shows that not only has the OU been ahead of the learning-technology curve in the past, but it remains at the forefront of online education today.

FutureLearn is the first UK-led provider of massive open online courses (MOOCs), the new model for online learning offering unlimited and interactive learning to all. Wholly-owned by the OU, FutureLearn combines OU content with that of partner universities, carrying other courses to enhance the learning experience. It enables learners all over the world to follow and complete courses from top universities and institutions – and is entirely free.

It takes the OU's high-quality content and first-class approach and delivery to where users are, in just one place, rather than asking them to source it. And it comes seven years after the launch of OpenLearn, the OU's own free, online learning platform where students can access both free higher-education courses and bitesize learning pieces.

The day of FutureLearn's launch, it attracted more registrations than The Open University had in its first year of operation, with learners from more than 160 countries signing up.

"The OU's great achievement was to make higher education open to people without qualifications, and to make it accessible to people with different abilities. That was a huge achievement," says Professor Mike Sharples, Chair in Educational Technology, and the Academic Lead for FutureLearn. "The next step beyond that is to make it free and available to all – wherever you are, whatever device you are using."

The fact that FutureLearn's CEO is the pioneering architect of BBC iPlayer, Simon Nelson, demonstrates its commitment to embracing the newest technologies and latest thinking on teaching and learning. "Since I joined FutureLearn, I've been absolutely clear that above all, our product will be designed 100% for students," says Nelson. "This isn't as easy as it sounds. Our students will be a broad, international group with diverse educational, cultural and social backgrounds and differing attitudes to learning and technology. But by drawing on more than 40 years of Open University expertise in teaching and learning at a distance, we have an opportunity to offer something very different.

"To start with, we're looking at highly user-focused searching and browsing, so people can find exactly the right course for them. Teaching and learning

will be powered by the OU's experience and will present material through a blend of video and other media, combined with opportunities for social learning with others who are studying the same course."

FutureLearn is at the forefront of a new wave of MOOCs. They are a completely new way of learning, and are being described both as education's saviour and its nemesis. Like all well-known industry disrupters, such as Amazon for publishing and Napster for record labels, the underlying concept is simple: university courses online, for free, for anyone, anywhere. While there are no qualifications at the end, people can use MOOCs for continuing professional development, general learning, or for assessing prior, or work-based, learning.

Yet if millions around the world are to benefit from MOOCs, they need to be effective. Engaging people who aren't paying, and therefore have nothing to lose by failing to complete a course, is about much more than simply talking at them. FutureLearn goes way beyond YouTube lectures, or hastily transcribed

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**"We are reinventing ourselves in terms of what 'openness' means"**

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notes. The internet may be relatively recent but "blended learning" – delivering information through varied media in different ways – is a school of thought that the OU has pioneered since its inception nearly 50 years ago.

More than 20 universities are already on board with FutureLearn, and the full list of partners comprises: University of Auckland, University of Bath, University of Birmingham, University of Bristol, Cardiff University, University of East Anglia, University of Edinburgh, University of Exeter, University of Glasgow, King's College London, Lancaster University, University of Leeds, University of Leicester, University of Liverpool, Loughborough University, Monash University, Newcastle

University, The University of Nottingham, The Open University, Queen's University Belfast, University of Reading, The University of Sheffield, University of Southampton, University of Strathclyde, Trinity College Dublin, and The University of Warwick, as well as the British Council, British Library and British Museum.

New partners are joining all the time and tens of thousands of learners worldwide have signed up. As Professor Don Nutbeam, Vice-Chancellor at the University of Southampton, says: "We are delighted to join the OU as one of the foundation partners in FutureLearn. We are a university with a strong global outlook and can foresee many potential benefits to making our educational resources and materials available and accessible to people around the world as part of this excellent initiative for UK higher education."

#### Changing education

"These free courses are already changing things," says Patrick McAndrew, Acting Director Institute of Educational Technology. "Why should we insist that people come to buildings for a particular period of time and work through things, when there are more flexible ways? They are breaking down geographical boundaries. Education is about change. We shouldn't be trying to stand still."

"There are going to be 1.4 million tablets in schools in a few years time," says Mark Lester, Head of UK Education Partnerships at FutureLearn. "My one-year-old uses one. It's second nature to her to scroll down. People learning in the future are going to be much more used to tablets and clouds. They'll expect to do things anywhere. If things are going to be disrupted, be the disrupter. If the world is going to change, be the one who's changing it."

Whatever the future holds for online learning, there's no doubt that the OU will play a significant part. "Over the past 10 years, I've come to realise that we got lucky with our name," says Professor Martin Weller, Professor of Educational Technology. "The University of the Airwaves would have dated somewhat! Openness has become an increasingly important topic: open-access publishing, open tools online, open educational resources. We are just reinventing ourselves in terms of what 'openness' means."

## LEARNING ON THE GO

**MyOU, which will launch next year, will provide a personalised, customisable virtual learning environment for paying students, working across the whole range of devices.**

**"Students will be able to browse forums or do quizzes on their phone while they're on the train, then seamlessly switch to their laptops to write essays," says Niall Sclater, MyOU Project Manager and Director of Learning and Teaching. "Everything will be designed to hit them at the right points when they log on. They will see what their module is, the different things they will be required to do as part of that module, and a calendar with links to the different content – all of which will be available as e-books. Plus, we will bring the library far more into their core online experience."**

**Key to MyOU will be OU Anywhere, a project to convert all existing texts to ebooks or PDFs and make them, together with modular audiovisual resources, available to students via an app. "The OU has always been at the forefront of tracking technological developments and using them to optimise our students' study experiences," says Nicholas Watson, Director of Corporate and Learning Environments. "OU Anywhere is the first step down the road of making the OU a truly mobile university. It has also created the opportunity to think afresh about how we put together and deliver our teaching and learning for best effect in a mobile world."**

**Right:** Twin exhibitions demonstrating the depth of Anglo-Indian history included images such as women's rights activist Sophia Duleep Singh selling copies of 'Suffragette' outside Hampton Court Palace.

## THE OTHER SIDE OF THE RAJ

Archival research from the OU examines the political, cultural and social context of a multicultural Britain

“Essential knowledge for every British diplomat coming to India.” That is how Foreign Office officials in India described a new exhibition that draws on extensive research by the OU's Faculty of Arts, proving the University's research continues to have an impact right around the world.

The twin exhibitions, “Beyond the Frame: India in Britain” and “Beyond the Frame: Indian British Connections”, increased public awareness of the depth of South Asian contributions to contemporary British life. Drawing on archival research from the three-year OU project “Making Britain: South Asian Visions of Home and Abroad, 1870-1950”, the touring exhibition, alongside a catalogue, talks, workshops,



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learning materials for schools and a dedicated website, aims to stimulate debates on heritage and deepen cross-cultural understanding between Britain and India.

The activities have directed attention to the depth of research underpinning the project, and the many stories of political, social and cultural consequence that Making Britain uncovered. “It's a story the audience didn't know before I started the project,” says Professor Susheila Nasta, principal investigator, “and it's an important story.”

In India the tour attracted more than 6,000 visitors, while the project's UK website received up to 3,000 unique visits every month. The public engagement project was shortlisted for

the prestigious Times Higher Education Awards 2013, in the International Collaboration of the Year category.

Professor Nasta is quick to point out that the exhibitions have an immediate impact on our everyday life – particularly in Britain's current political climate. “People don't know much about the extent of Indian involvement during the world wars, nor of their civil participation in Britain, such as the ambulance corps, air raid patrols – many Indians took part in that,” she explains. “It shifts the feeling about immigrants and migration to participation rather than just a problem,” she says. “It's also a good way of bringing together academic expertise with curators at the British Library and with the visual material.”

# LEADERS OF TOMORROW

How companies can take advantage of the OU's managers in the making

OU graduates bring an invaluable level of commitment, skill and experience to the organisations they work for, making a very real impact. Our graduates are known for their drive, and their passion for their chosen area of study. But many of them are also making themselves indispensable within the companies they work for – not only enhancing their own credentials, but also bringing an invaluable level of commitment, skill and experience to their workplace. From future-proofing careers to nurturing new businesses, learning with The Open University helps people get the most out of their working lives – and put the most in.



Above: Jamie Campbell is the founder of d3t and studied an MBA at The Open University



**Jamie Campbell**  
**Founder, d3t**  
**Studied an MBA**

By the time he was made redundant by a major American video games studio in 2011, Jamie Campbell had seen the

writing on the wall. While working his way up from computer programmer to technical director, he'd already earned an MBA with the OU a year earlier to prepare him for an uncertain future.

"Digital games changed the market for everyone," he explains. "Knowing things were changing, the decision to do an MBA was deliberate. I wanted to make myself more employable in a very volatile industry, and demonstrate that I was willing to learn and adapt."

Jamie hoped the MBA would help him succeed as a freelance and gradually build a business model. It gave him the skills and confidence to immediately found his own company, d3t, along with another co-owning director and an employee. "It was a huge step, but an opportunity I couldn't pass up," he says. "Where we are now proves it was the right thing to do, and I can attribute that decision in part to the MBA."



**Mary O'Sullivan**  
**HR manager, GE Healthcare**  
**Studied Psychology**

Mary O'Sullivan says that studying with the OU gave her the confidence and qualifications she needed to fulfill her potential at work. Now an HR manager with GE Healthcare, her OU degree in Psychology allowed her to approach HR in a way that led to success.

"I started at GE Healthcare 20 years ago in operations and moved into finance and payroll, but I quickly realised it was the people side of the business I loved, rather than the numbers," she remembers. "And when I arrived in HR, I was actively encouraged to find a qualification to enhance my career progression."

She knew she needed a course that inspired her, so when a friend who was studying Psychology gave her some textbooks, it all fell into place. "If I was going to study something at home related to what I was doing for eight hours a day at work – and with two small kids – I had to choose something that excited me," she says.

Mary spread her degree over six years, during which time she gained a promotion to HR manager, graduating

in 2012. "I love it, it's where I want to be," she says. "I don't think I'd have been promoted without a degree; the third-level qualification shows you have a certain level of understanding, and I'd not have been so confident otherwise. I'm not sure I would have been able to do my job without the OU degree."



**Sandra McDowell**  
**Acting Domiciliary Area Manager**  
**at South Eastern Health and Social**  
**Care Trust (Northern Ireland)**  
**Studied Health and Social Care**

Sandra McDowell puts her workplace success down to studying with the OU, after a back injury forced her to rethink her career as a community care worker.

Beginning with the Return to Learn programme offered by the OU and Unison, Britain's biggest trade union, she completed a Bachelor of Science (Honours) in Health and Social Care in 2012, while working full-time and bringing up her two sons. This allowed her to stay in a field she loves and gave her opportunities for promotion – and her OU qualification means she's now in a position to inspire and lead the next generation of care workers. "I'm in my fifties now, and I'm working with a lot of younger domiciliary care workers," says Sandra. "It lets them see they can do it too."

In a demanding, but often undervalued profession, making sure her staff members believe in themselves is crucial to delivering great care to clients. "I try to be a proactive manager, to lead by example. It's important that all staff feel valued and know their job is valuable, and education and training comes into that," she explains.

"It pains me when I hear them say 'we're only care workers', because they're on the front line and the first face many service users see. I've done that job and the reputation of the Trust, as well as our jobs higher up, depend on what they deliver. I give to the Trust 110% to achieve a good service, and I aim to make it somewhere care staff are proud to work. I believe they have a good manager in me because of the training and knowledge I gained through the OU."





# FACE TO FACE

Distance learning at the OU is anything but distant, as this tutor and student partnership shows

Like all the 6,397 tutors at The Open University engaging students face to face, Yasar Eltaf has taught dozens of students and read hundreds of essays. But his first student, Lorna Coelho, and her first essay sticks in his mind. “I remember her first essay to this day because it needed plenty of work!” says Yasar. “The passion in it was terrific, but she wrote it like a short story.”

Lorna, who was working as a cook in a nursing home when she started her OU course in health and social care, was devastated to learn that her essay wasn’t up to scratch. “I had only been here for three years and was struggling with English, my third language,” she says. “In the Philippines I was always a student who got distinctions. I wanted to quit.”

It was a call from her tutor that made the difference. Over the next three years, through the sort of face-to-face meetings that the OU specialises in, as well as emails and phone calls, the pair developed a rewarding working relationship that helped turn Lorna’s passion into academic achievement.

Lorna’s final essay earned her the highest mark in her group – success she attributes to her tutor. “We’re still in touch, and when I got my degree he said he was really proud that I’d finished the course. He’s part of my success, because without him I wouldn’t have my degree.”

Yasar believes the credit is all hers. “It’s flattering that she puts some of her success down to me, but she made great sacrifices for her education,” he says. “She got the bug and she enjoyed learning. You have to with the OU, because students are responsible for their own study.

“A successful relationship fosters ambition, but it’s a two-way street,” continues Yasar. “But most importantly, she had a passion for learning, and that’s a vital prerequisite for success.”

Now a senior care assistant, Lorna wants to continue studying and become a mental health nurse. And for her tutor, Lorna’s success is its own reward. “It’s a privilege and a pleasure to stimulate a love of learning in so many people,” says Yasar. “She is the most striking example.”

**Above:** OU tutor Yasar Eltaf with his student Lorna Coelho

## Professor Eileen Scanlon

Associate Director  
(Research and Innovation)  
Institute of Educational  
Technology

**Professor Eileen Scanlon, on behalf of The Open University's Institute of Educational Technology (IET), received the first ever Regius Professorship in Open Education in January 2013. Just two other Regius Professorship awards have been made in the past century, and IET is one of only twelve university departments ever to have received this prestigious accolade, bestowed to mark the Queen's Diamond Jubilee.**

It has been 50 years since the idea of a "university of the air" – The Open University – was first mentioned. We feel that our work in educational technology has made a critical contribution over the decades, so I was thrilled this year that the University was awarded a Regius Professorship in Open Education, and delighted to be the first holder of this chair. It's a great recognition of the strides we've made in this area. I'm proud that my unit has played a part in this award, which recognises the OU's excellence in open education.

The notion of accessible, engaging science is an important feature of the work of The Open University, not just for its students but also for the wider public. It's important that people see how science is meaningful and relevant to their lives. Part of the impact that my unit, the Institute of Educational Technology (IET), makes is to conduct research in technology-enhanced learning – not technology for its own sake, but technology that inspires both teachers and learners alike.

Take the work of the OpenScience Laboratory, a joint initiative between the Faculty of Science and the Wolfson Foundation. It is transforming approaches to practical science – how science can be taught online with virtual experiments

# OPENING SCIENCE TO LEARNERS OF ALL AGES



## Accessible science is an important feature of the work of the OU

and remotely controlled equipment. These days you don't need to be in a laboratory to connect to real scientific equipment; students can operate an astronomical telescope or a virtual microscope from their computer, from anywhere in the world.

One eye-catching example is Treezilla, an ambitious project to map all of Britain's trees and record vital data about tree disease and the environmental benefits that trees provide. The OpenScience Lab has developed apps so that people can contribute to this research project using mobile technology. In the

IET we are contributing by conducting research on technology-supported inquiry learning in science.

For a teacher, it's an exciting prospect. There are so many challenges in teaching science and engaging children. We think it's important to connect children's experiences in the classroom with learning in other settings and to support inquiry learning. We have developed software, called nQuire, which helps to design and run enquiries at school, at home and on the move. It guides students throughout the stages and phases of enquiry and allows teachers to design activities and support their students. It can be used to support learners through the process of developing and testing a hypothesis and help them through the enquiry.

For example, we have piloted a project with a school to examine the urban heat island effect in Milton Keynes and Northampton. Working with teachers using a combination of mobile and sensor technology, we have both supported and extended the activity.

Mobile technology – netbooks, sensors, voice recorders and data probes – allows you to connect the classroom with fieldwork and home study. Teachers found it very worthwhile and students loved learning in this way. We worked with two schools on this project, but many others have expressed an interest in this approach and the software is now available freely on the web.

Open education is a huge UK success story – it is important to make good quality learning resources more widely available. Communication technology has given us a platform for teaching at distance and on a large scale. It reaches more people and it transforms learning.

**Ray Taylor**

LLM Masters of Law,  
started in 2012  
London

**Prison officer Ray never**

imagined he'd one day swap  
cell keys for a desk. Now  
at the National Offender  
Management Service,  
**Ray says:** "My degree has  
given a new dimension to  
everything I do."





Belinda Daniels  
Open degree, including  
English Literature,  
graduated in 2013  
Kingston upon Thames

Belinda is about to realise  
her dream of being a teacher.  
**“The OU has opened my eyes**  
to the sorts of opportunities  
that might be available to me  
in the future.”



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David Tait  
BSc (Hons) Design  
and Innovation,  
started in 2010  
Edinburgh

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David's design course taught him the value of fresh **thinking**. **"The focus was on innovative ways to approach problems, and that was instrumental in helping me get a new job."**



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Shane Jordan  
Understanding  
Human Nutrition,  
studied in 2012  
Bristol

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Shane is focused on the social outcomes of food, with a book out next **year. "The course opened my mind to the social problems of nutrition in low income families."**



**77%**

of students said they were studying to increase their career or employment prospects

**75%**

of OU students are in employment six months after graduation\*

**30,000**

employers sponsored staff to undertake study with the OU

**BUSINESS**

**80% OF FTSE  
100 HAVE  
DEVELOPED  
STAFF WITH  
THE OU**

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# STEM: THE NEXT GENERATION

Dr Natalie Starkey says that the OU's excellence in STEM subjects – science, technology, engineering and maths – is producing world-class scientists on a global scale

Dr Natalie Starkey's parents may not have seen the destruction of their lawn as a scientific breakthrough that would help unveil the secrets of the universe, but there is a chance that the death of their grass could yet play a small part in landmark discoveries.

The young Dr Starkey turned the turf from green to brown with her DIY volcano kit, taking unusual first steps on the road to a career as a geologist. And it is just this kind of exploration and experimentation that The Open University hopes to nurture in students, whether through its excellence in STEM (science, technology, engineering and maths) teaching, or through the cutting-edge online OpenScience Laboratory.

The OU is Europe's largest provider of university-level online STEM programmes; its innovation and research includes all relevant aspects of pedagogy with a strong emphasis on e-learning. Its eSTeEM unit brings together STEM academics to promote innovation, scholarship and enterprise in open and distance learning.

As well as leading the way in the use of electronic media in teaching STEM

## The OU is Europe's largest provider of online STEM programmes

subjects, particularly through the OpenScience Laboratory that will allow students to carry out authentic practical science activities online, the OU also influences teaching developments worldwide through its partnership with academics from many countries.

Dr Starkey is now Postdoctoral Research Associate in Planetary and Space Sciences at the OU, an ambassador for STEMNET, a UK Government-funded organisation that creates opportunities to inspire young

people in STEM subjects, and print and broadcast media's go-to scientist for stories on asteroids and meteors.

But she has never forgotten her own youthful trial-and-error experiments, and it was her passion for chemistry that first brought her to The Open University. Her research has since seen her working on moon rock, comet and asteroid samples, and she credits The Open University's investment in technology as having made that possible.

"I was using an instrument for my PhD in Edinburgh called a secondary ionisation mass spectrometer, or SIMS," she says. "You get really precise results from very small samples and the OU uses a new, highly advanced generation of these instruments. If you want to do world-leading science you need world-leading instruments. We can get out some amazing data and rival labs in the US or Japan."

She may be the current face of the OU's depth of excellence in STEM subjects, but the innovative work the University continues to do ensures there will be many more groundbreaking stories to come, from others just like Dr Starkey.



**Above:** Dr Natalie Starkey is Postdoctoral Research Associate in Planetary and Space Sciences at the OU

# THE INTERNET OF THINGS

New device puts the OU at the centre of a digital revolution



**Above:** Graeme George, teacher at Simon Langton Grammar School for Boys in Canterbury, with his computer science students



It looks as though it could have been run up in a school electronics class: a small blue circuit board, complete with sockets, LEDs and two features helpfully marked “button” and “sound”. Stamped in the middle is The Open University’s instantly recognisable logo. At a time when we’re used to technology that’s packaged in sleek, brushed aluminium and fronted by shiny glass, it appears perversely simple.

Yet this modest device – the SenseBoard – has the potential to make a huge impact. It is putting the OU, its students, and schoolteachers and pupils

across Britain at the forefront of the next wave of the digital revolution, dubbed the “Internet of Things”.

The term refers to technology that is capable of interacting with us, and with other devices. As of May 2013, that’s more than 10 billion wirelessly connected devices around the globe. By the end of the decade, predictions put the figure at 30 billion.

The SenseBoard works by allowing users to explore some of the different ways technology can sense us and the world (such as sound, touch, temperature

and remarkable potential of the Internet of Things beyond its own cohort of nearly 11,000 students who have enrolled in TU100 since it launched in October 2011 – and into schools and businesses.

Take the University’s decision this summer to share the content of the TU100 course pack as a teaching resource. That’s because when the new school year begins in 2014, schoolchildren in England and Wales will be expected to master comprehensive computing skills under a revised curriculum. In Northern Ireland, the Department of Education is planning a new A-level in computing and software development.

One teacher who has seen how the OU’s approach to the Internet of Things enthuses younger learners is Graeme George, Subject Leader for Computer Science and Informatics at Simon Langton Grammar School for Boys in Canterbury. “My school became involved with The Open University when I noticed that students were keen to understand not just what a computer does, but how it works,” he says. “It allows them to see a purpose to the theory and practical knowledge they are learning.”

### Engaging businesses

In another initiative, the OU has teamed up with major business partners including chip producers Intel and Xively Cloud Services to engage with schools beyond the TU100 material. They have formed the Distance consortium, which is devising an “Internet of School Things” project to carry the concept directly into the classroom.

Among eight teams being backed by the UK Government-funded Technology Strategy Board, only Distance and one other “have specific educational components,” according to the board’s spokesperson, Simon Napper. The eight groups will, he says, together explore “how collaboration can make the Internet of Things ecosystem more effective.” Distance completed an initial pilot with eight schools this summer, and will be rolling out the project through 2014.

We’re all already immersed in the Internet of Things. But we’re only just beginning to realise how our connected phones and computers “are useful not just for looking up facts on Wikipedia and for social networking,” as Gerd Kortuem, Professor of Computing and Communications, says. “They are tools with which to understand the world.”

## Future applications seem limited only by our imagination

and light) and by letting them program it to respond accordingly. Future applications of the Internet of Things founded on these basic principles seem limited only by our imagination. Already patented, for example, is a wireless medicine bottle that detects if the volume of liquid hasn’t gone down and texts you a reminder to take your dose. It won a global award for healthcare innovation earlier this year.

It’s visionary stuff. As James Rainsborough, who studied the Internet of Things on The Open University’s TU100 course “My Digital Life” explains: “I not only gained a ‘proper’ understanding of IT and computing, but the course also helped me conceptualise several ideas about where technology is heading.”

Course Co-chair John Woodthorpe points out that among those studying the Internet of Things through TU100 have been apprentices from the multinational companies Capgemini and Visa Europe. Course graduate Rainsborough works in finance, and says that besides improving his own skills and understanding, the course has given him “an insight into the sort of business I might invest in when tech people come knocking on my door to raise money.”

Now, The Open University is rolling out several strategies to take the



# SKILLS FOR THE FUTURE

The OU is working closely with employers to make sure the workforce of tomorrow has the skills to make a difference

The needs of the UK's employers are complex and ever-changing – therefore, so are the skills they require. And employers don't just want their workers to have a standard qualification. They also need industry-specific practical skills, delivered in a way that allows employees to earn and learn at the same time. After all, the impact of acquiring the right skills can be massive – for employers, for employees and for the wider economy.

That's where The Open University – with more than 40 years' experience of delivering flexible learning – steps in. Working in partnership with employers across the UK, it's equipping more adults with high level skills than any other provider. Four out of five FTSE 100 companies have sponsored staff on OU programmes, and it is one of the biggest providers of MBAs in Europe. It works across the public and private sectors; the OU is the UK's largest developer of nurses, paramedics and social workers in higher education institutions, for example.

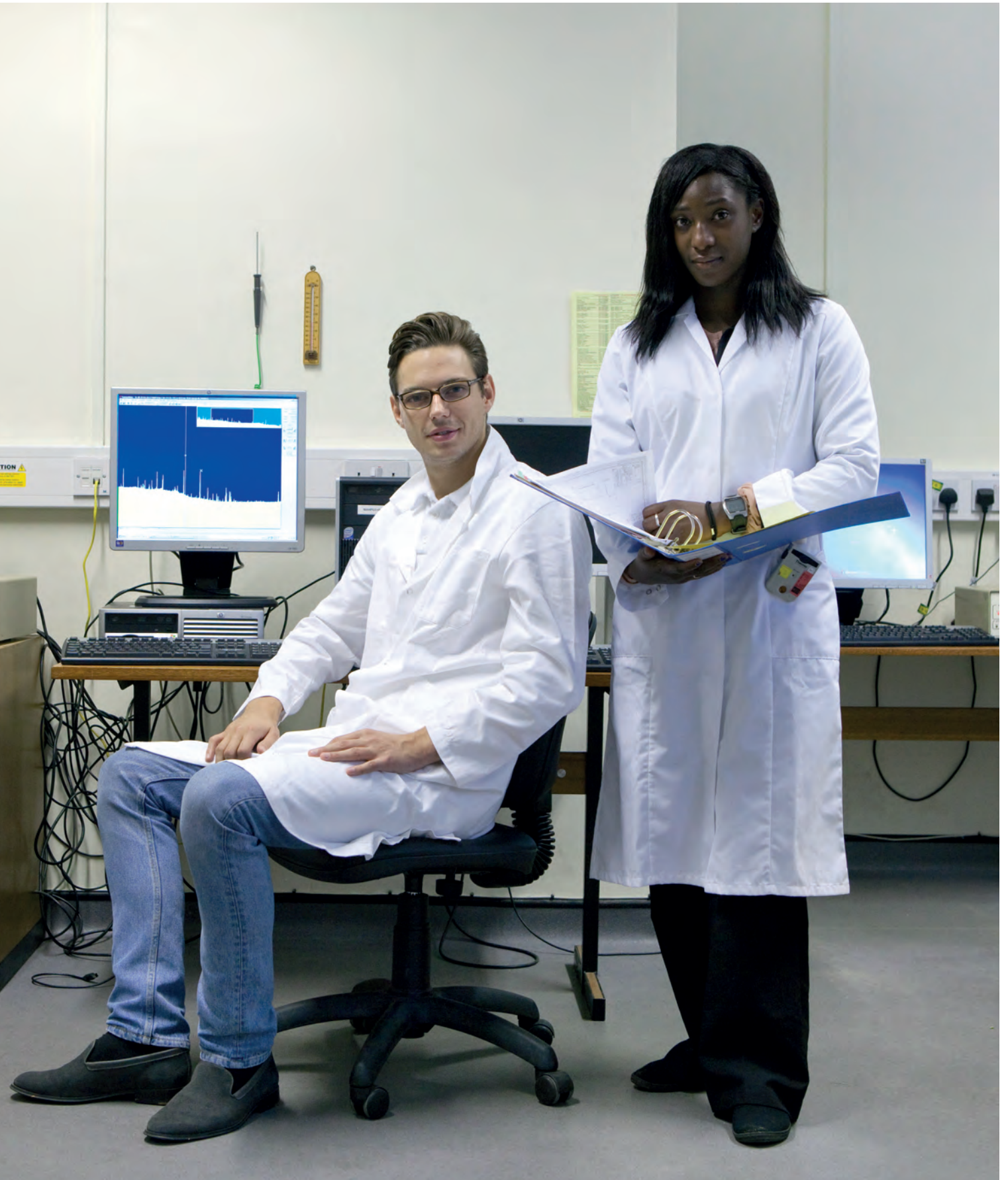
"Some employers have asked me what happens if they educate a worker only to see them leave," says Martin Bean, the OU's Vice-Chancellor. "Surely the bigger question is what will happen if you don't educate your staff and they stay? If we're going to rebuild

and maintain our economic edge, we need to make it easier for our workers to develop higher skills so that businesses can remain competitive. We're working with industry to determine demand, understand skills gaps and deliver the kind of qualifications that can really help to drive economic growth."

The impact of effective upskilling through the OU for employees – and therefore, by extension, for employers – is huge. Organisations very quickly see changes in behaviour and activity once they have sponsored people on OU modules, says Steve Bradley, Corporate Development Manager. "Employers say that if they walk into a group of people, they can tell who's done the OU Certificate in Management. They act differently, they ask the right questions. They think more methodically, and the people that they manage notice an improvement because their management skills are better."

The key to the OU's upskilling work is tailoring its solutions to employer needs. Perhaps an employer needs an entirely new qualification? The OU can deliver here, too. Take the UK's nuclear industry, which employs more than 40,000 people and generates almost a fifth of the country's electricity. As older nuclear power plants were decommissioned and





**Above:** Magnox workers Michael Lunt and Kandiece Manyan are studying with the OU

new ones started to be built, the industry found that it needed new ways to equip engineers with the necessary skills.

“Employers were having skills issues with graduate entrants,” explains Jean Llewellyn, Chief Executive of the National Skills Academy for Nuclear (NSA Nuclear) and Open University collaboration. “They were not getting ‘work-ready’ graduates with the skills they needed – specifically around communication, project management, team leadership, commercial awareness and some technical nuclear skills.”

With its UK-wide reach, expertise in engineering, awarding-body accreditation and very high accessibility, the OU was the ideal partner to design and deliver the Certificate of Nuclear Professionalism (CoNP). It’s a seven-module qualification set exclusively in the

## The impact of upskilling is huge for both employees and employers

nuclear context and developed entirely from employer responses.

“The feedback we have been getting from employers is that the development of ‘soft’ skills in the nuclear context has been very powerful,” says Llewellyn. “We had our first students pilot the course in 2012 and so far in 2013, we have had 60 people register for the course. For a specialist area like nuclear, this is a very promising start.”

Nuclear management and operations contractor Magnox has so far enrolled more than 30 graduates on the course, and Learning and Development Manager Mandy Walker is just one of the employers singing its praises: “The CoNP forms a major part in an accelerated professional development programme for our high-potential graduates. What makes the programme different to others is its ability to support us in developing and instilling ‘nuclear professionalism’ within the graduates. This is achieved because all of the modules have been developed, and are delivered, within the

context of the nuclear industry – this is a key differential.”

There’s little doubt that the UK’s skills gap is a huge issue, and it is a problem that spans professions. According to the CBI, the UK will fail to close its chronic skills gap if it relies on traditional university courses.

Crucially, the skills gap has real-world effects. If UK companies don’t have the expertise to launch new products or offer new services, their international competitors will. How best to close the gap? It’s not simple. More than 70% of the 2020 working-age population is already working. They can’t take time out to train, and they may not have entry-level qualifications necessary for the next training step.

### Closing the gap

NHS Wales Informatics Service, Swansea University and the OU recently worked together on the health informatics development pathway using the OU’s foundation degree in Combined Professional Studies. The pathway adapts an existing foundation degree framework for the specific NHS informatics context. It’s a hugely important area. Patient records moving from paper to electronic brings up a whole new set of issues – such as privacy – and demands an up-to-date skill set.

“The NHS employers are already seeing that it’s building confidence in their employees,” says Mark Palmer, a member of the OU in Wales development team, who worked on devising the course. “At least one student has gained promotion through the confidence that the training gave her. It’s building loyalty and retention, as well. Employees can see that their career isn’t going to stall because they don’t have a qualification.” The flexibility of the course has also made a significant contribution to encouraging greater female engagement in a previously male-dominated field.

In a rapidly changing economic climate, few things are certain. But there’s no doubt that closing the UK’s skills gap can only have a positive outcome. “Our mission is to be ‘open to people, places and ideas,’” says the OU’s Vice-Chancellor Martin Bean. “We’re here to help today’s workplaces grow, develop, and achieve success.” From the nuclear industry to the NHS, employers and the OU are ensuring that skills really do make a difference.

## DEVELOPING LEADERS

**In the transport industry, flexibility is crucial. Ground passenger transport company First Group plc has around 120,000 employees throughout the UK and North America and annual revenues of more than £6 billion. It has sponsored students at the OU for more than 10 years, and now offers a graduate programme including a fully funded MBA from the OU.**

**The nature of the transport industry means that graduate managers work shifts and travel frequently. The OU’s mix of learning, both face-to-face and online, means that staff can fit their upskilling around their work and life commitments.**

**A traditional classroom course every Wednesday night would just not work for First Group, explains graduate recruitment manager Kay Devine. “Once our staff have completed the OU MBA, combined with the experience they’ve already gained with us, it puts them in a great position to progress more quickly,” says Devine. “It is a great way to develop our leadership succession plan and to retain our talented employees.”**

## Professor Jean Hartley

Professor in Public Leadership  
Department of Public Leadership  
and Social Enterprise, Open  
University Business School

# LEADING THE WAY IN THE PUBLIC SECTOR

Here at The Open University, a committed group of academics within the Business School's Department of Public Leadership and Social Enterprise (PuLSE) are researching the spectrum of public and third-sector organisations.

Through this process, OU academics influence a wide range of public bodies – from prisons, police forces and hospitals, to local authorities and central government – and all kinds of leaders, including chief executives, politicians, doctors, public managers, trade union officials, church leaders and citizens.

This work really matters. Great public services need great leadership. And great leadership requires a better understanding of what kinds of leadership the public sector requires. If you try and solve problems in too simple a way – changing leaders, for example – this can cause problems elsewhere. I became fascinated with public leadership when I began action research with a large local authority that was facing the challenge of a major restructure and needing to forge a new identity. It was intriguing, with many different viewpoints and agendas.

It takes an exceptional leader to relish the sheer complexity of some public problems. From the global financial crisis to climate change, improving healthcare, running a fair tax system and rehabilitating prisoners, not everyone will agree on how to tackle such challenges. And governments and public services often can't solve these problems alone, so leaders may have to involve business partners or community groups, or encourage citizens to change their behaviour. Alongside the necessary softer collaborative skills, public leaders need to know how to be tough, how to




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## Our work has a real-world impact and can help to create a better society

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negotiate with vigour, and cannot afford to shy away from conflict.

This is where the OU comes in. We research how leaders actually lead, in what are often complex and contentious circumstances. Public leaders need to lead within a democratic context. It's not just about running an effective organisation – there's a societal and moral dimension, and their achievements need to be for the public good. You can't lead simply by passing laws or issuing a diktat. You need to enthuse, negotiate and inspire to get citizens, businesses and communities on board.

Our work sometimes takes us into difficult areas, analysing tragedies such as the unnecessary deaths of patients in hospitals, working out how to prevent this happening again, and advising the government on how to improve patient safety.

Public leaders are pivotal in supporting staff and in helping them improve patient care. They have to find ways to inspire staff and communicate what healthcare can achieve, and to encourage all parties to perform at their best.

My latest research examined the "political astuteness" skills of more than 1,000 senior and mid-level public servants in the UK, Australia and New Zealand. We looked at leaders working not only with elected politicians, but also with a wide range of stakeholders such as partner agencies, business, the media and the public.

Politics is sometimes seen as a dirty word to be avoided by professionals, but those we interviewed have a positive understanding of its purpose – it is key to their success as managers in resolving conflicts and getting work done while recognising the formal authority of elected politicians.

Political astuteness involves not only personal and interpersonal skills but also "reading" people and situations, building alignment and alliances, and having a sense of strategic direction and scanning. Our findings are particularly relevant and timely, given that the roles of, and relationships between, public servants and politicians are the focus of several current UK policy debates.

Countries without good government and public services struggle economically and socially. I find it incredibly satisfying that my work has a real-world impact and can help to create a better society.

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Jamie Whysall  
Environmental Studies,  
graduated in 2013  
Peak District

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**“There’s no way I would**  
be in this position without  
the OU,” says Jamie, who  
added seven years of study  
to existing management  
and voluntary experience  
**and secured his “dream job”**  
with Natural England.



Emma Sargent  
BSc (Hons),  
graduated in 2012  
North Wales

Over 12 months Emma  
**has had a fifth child and**  
completed a third of her  
degree on her way to  
**becoming a teacher.** "It's  
been full on, but I can't  
recommend it enough."



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Freddie Lavender  
BA Education,  
graduated in 1973  
Bedford

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As a teacher trainer in the  
Seventies, and part of the  
**first group of OU graduates,**  
Freddie credits his OU  
course for making him a  
**“different and better teacher”.**





Amanda Davidson  
BA (Hons) in Social Work,  
graduated in 2013  
Belfast

Her OU studies gave Amanda a fresh lease of life as an **education welfare officer**. **“I’ve got more confidence now; it’s having a really positive impact on the families that I deal with.”**



**500k**

teachers and students from 10 African countries are using materials produced by Teacher Education in Sub-Saharan Africa (TESSA)

**1500**

young women have enrolled on the Malawi Access into Teaching project

**7m**

downloads of OU on iTunes U from outside the UK

**THE WORLD**

**WE HAVE**

**STUDENTS**

**FROM MORE**

**THAN 130**

**COUNTRIES**

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# LEARNING FOR EVERYONE, ANYWHERE

Whether or not you're enrolled on a course, the OU is a force for educational change

Imagine an education provider with more than five million learners sitting in on lessons each year. Now imagine them seated not in a lecture hall but on trains or buses, wearing headphones and looking at a mobile phone as they commute; or in front of a home computer, with family members peering over their shoulders. They may be in Dublin, Denver or Dubai, and more than half are outside the United Kingdom.

This is the reality of The Open University's free learning offering, through which the OU shares its expertise with millions around the globe who are not formally enrolled students. And technology is continually extending the ways in which the University engages with the public. That's because The Open University's mission to educate the public and enhance lives isn't just about using the internet to "push" out content to users. It's also about building networks and databases that "pull" people in, inviting them to contribute their own experience, curiosity and expertise.

In doing so, it opens a door into further education for many who might never otherwise have found their way through. They are accessing OU content via the the University's bespoke website OpenLearn (which had more than five million visitors in 2012/13), iTunes U (which has seen more than 63 million downloads of OU material to date), and

on YouTube (where 85% of viewers of OU content are from outside the UK). For most, that knowledge will simply enrich their lives. But for 10% of those visiting OpenLearn, for example, it will lead to a formal enquiry about advanced study with The Open University.

"One thing we're really excited about with YouTube is that the demographic profile of those who find us there is so wide and varied," says Andrew Law, Director of the University's Open Media Unit. "We're reaching millions of people each year. There's no logging in, no joining a club. That's because the OU charter says it's our job to engage the public with learning. And my definition of the public? Anybody. Anybody who wants to learn."

## University of the air

It's no coincidence that Law invokes The Open University's 1969 charter when describing its digital offerings. That's because although the internet as we know it wasn't dreamed of back then, the essence of the OU's identity as "a university of the air" was enshrined in its very beginnings. But decades before the University's official genesis, the BBC Director of Education, JC Stobart, wrote a memo in 1926 advocating the creation of a "wireless university". That was "wireless" as in "radio", of course, but

**Right:** Professor Jonathan Silvertown is spearheading the iSpot project, which encourages the general public to identify and share images of the natural world.



today the concept has come full circle, with content not only disseminated to students and the public but submitted by them over wireless internet.

Take iSpot, a groundbreaking website for sharing images and sightings reports from the natural world – everything from birds and butterflies to trees and fungi – that was created by OU Professor of Ecology Jonathan Silvertown. The premise is simple. If you've spotted an unfamiliar species, you upload a photograph to the site, noting where and when it was seen. It's then identified by a fellow iSpot user who may live anywhere in the world. You get your identification and the iSpot database gets one more piece of information that helps build up a global map of species distribution.

"iSpot grew out of an idea that we should turn the distance between students from a liability for the OU into an asset," explains Professor Silvertown. "Nobody had tried this before, and it wasn't at all obvious that it would work."

Fortunately, others saw the promise in his crowd-sourced science, and with a grant from the Big Lottery Fund, iSpot

The Open University's invitation to the public not only to learn and consume, but also to teach and share, is present in two complementary projects related to reading and listening (see box, right). At the heart of the Reading and Listening Experience databases (RED and LED respectively), which are attracting overseas scholars interested in developing their own national equivalents, is what RED Research Associate Dr Edmund King describes as "a belief in 'history from below' and the intellectual powers of ordinary people."

A further database initiative is proceeding in partnership with other organisations that have a mission to educate and delight: museums and galleries. The OU Open Arts Archive, headed by Professor Gill Perry, captures, stores and shares one-off events such as curator's talks, artist interviews, seminars and study days. The result is an unrivalled resource for those studying with the University, she says, but "we're also reaching not just our student constituency, but way beyond." The archive has had visitors from more than 100 countries.

#### Complementary offers

Dr Caroline Ogilvie, the OU's Head of Broadcast, points out that the university doesn't just drive flagship documentary series such as *Frozen Planet*, but also formats that will reach different audiences, such as 2013's hugely successful *Stargazing Live* and *Airport Live* on BBC, or *Health Check* on the World Service. When these programmes also include a "call to action" – an invitation to find out more – up to half a million viewers a year will follow it up by visiting OU sites online.

For some of those, that journey will lead them all the way to a formal degree course. Mr Niall Sclater, the University's Director of Learning and Teaching, says the OU's formal and non-formal offers have always been complementary. But the future brings yet another innovation: MOOCs and FutureLearn, hybrids between the in-your-own-time opportunities offered by OpenLearn and the database projects, and a full, accredited degree course.

"Wherever people are, that's where we want to be, offering them ways to learn," says the Open Media Unit's Andrew Law. "That's what The Open University does."

## WORLD-CLASS RESOURCE

**The Reading and Listening Experience databases (RED and LED) have both won funding from the Arts and Humanities Research Council of £800,000 apiece. As RED Research Associate Dr Edmund King explains, these two initiatives "collect any piece of evidence that exists anywhere" of people reading or listening.**

**So if you've come across a piece of text that contains a description of an individual reading or listening to music, you can go to the RED or LED homepage and enter the text itself and a description of it, including such details as date and location. Private and unpublished sources are especially prized by the scholars, and the contributions join a huge, searchable online database of similar records, a resource valued by researchers from across the spectrum, including from many other universities.**

**The public is essential to the success of the databases, says Dr Helen Barlow, Research Associate on LED. "They will be able to help us in a number of ways, for example by submitting sources we don't know about and would never otherwise be able to find: things like family letters and unpublished diaries."**

## The OU's mission to educate and enhance lives isn't just about pushing out content

was born. ("It was going to be called the Biodiversity Observatory," admits its creator, "but I quickly realised we needed a better name for it.")

Today, iSpot's 30,000 users have made more than 275,000 observations of 18,000 species, and 96% of all submissions are identified. "Sometimes people ask me why iSpot is run by The Open University rather than a big museum or wildlife organisation," says Professor Silvertown. "The reason is simple: iSpot is not just about learning for our students and users. It is also a test bed for new educational technology and a laboratory in which we can learn about learning."



## DELIVERING A GLOBAL MESSAGE

Four years in the making, the Why Poverty? film project's global reach was truly amazing

We're used to seeing images of poverty on our television screens, but a new series of films produced by The Open University and the BBC has put the topic back on the agenda at the very highest level, testament to the University's commitment to education and social justice.

Eight documentaries featuring countries from around the world were commissioned from award-winning filmmakers as part of the "Why Poverty?" project, as well as 30 shorts from new and emerging talents.

"The aim of the project was to create a dialogue around why poverty exists, as well as a tool for people to use to continue that dialogue," says Dr Helen Yanacopulos, the project's Academic Consultant. "In asking the provocative question 'why poverty?' the films link poverty to global processes of economic, political and social change, and the everyday choices and uncertainties we all face. This project was launched at the UN initially, so there was policy engagement with this."

From a behind-the-scenes look at Bob Geldof and Bono's 30 year campaign to end poverty, and the moving story of illiterate women becoming solar engineers, to films exploring the impact

of multinationals in Zambia and the privatisation of education in China, the series featured a diverse range of voices from around the world and kickstarted a new debate about contemporary poverty.

The films were shown on national channels in more than 200 countries around the world in November 2012, with a potential global audience in excess of 300 million. The YouTube channel had more than one million hits in the first six months; there were 30,000 subscribers and more than 35 million tweets worldwide.

In Denmark, for example, around a third of the country's 5.6m population watched the films as they were shown on TV, while in Iceland, 50 per cent of the population tuned in. In China, 2.6m people downloaded, watched and tweeted about the content. As a result the project won a prestigious Peabody Award for excellence in public service broadcasting and, since launch, the films have inspired a UK-specific spin-off series titled "Living with Poverty".

"This series emphasises that there are structural issues behind poverty, and that's where a lot of the problems lie," says Dr Yanacopulos. "Unless we change, those things are not going to get better. Getting that debate out there is the impact that we were hoping for."

**Above:** An image from *Stealing Africa*, one of eight documentaries looking at why poverty exists.



Thinkstock

# OPEN ACCESS

The OU is championing free information for all

Every student has experienced the frustration of unearthing a paper relevant to their research, only to find that they need to pay an expensive subscription to view the full text. However, in recent years there has been a major shift towards open access, making the content of a huge number of academic papers freely available for reuse.

The OU is a leader in the creation of technology that promotes this culture of knowledge sharing. Although there's

now a huge amount of research output available under open access agreements, you need a reliable and efficient search facility to turn up high-quality, free alternatives to the material behind paywalls. CORE (Connecting REpositories), a group of technologies in development since 2011 at the OU's Knowledge Media Institute, is exactly this.

CORE enables users to search millions of publications in free-to-access research repositories and journals around the world, and is already proving very popular, with more than 500,000 visits every month to its website. It has been adopted by several high-profile organisations, such as the European Library and UNESCO, and is listed among the top 10 academic search engines by Jisc, the education sector IT champion.

While commercial academic search engines do not differentiate between free and subscription-only content, CORE's users will find their search results contain only free papers. When the technology identifies a suitable paper that is behind a

paywall, it will use metadata – the content descriptors – to source similar papers that are available without charge.

It's not just a vital tool for researchers but for software developers too, explains Petr Knoth, OU Research Associate and CORE creator. "CORE's huge corpus of freely available knowledge can be used to write software that can, for example, help to organise documents according to the chemical compounds mentioned in research articles, or to discover relationships between genes and diseases in medical papers."

It is, he adds, an important step in the transition from the old restricted scholarly publishing model to the culture of openness and knowledge-sharing that will characterise the future.

And it's far more than just a search engine. CORE's ability to "text mine", or conduct a deep analysis of content, means it can help bring to light links between seemingly disparate areas of research – a cross-pollination of ideas that is putting the OU at the heart of some exciting discoveries and innovations.



## Daniel Nti

Director of International  
Development,  
Development Office

The Open University has been committed to international development for more than two decades, and one of its biggest advantages is the way in which it can deliver solutions at scale where they are most needed.

Africa, for example, needs more than three million teachers by 2015, while India needs more than a million. Ethiopia must upgrade the training of its 30,000 health extension workers. These are big numbers, so how can these countries meet these targets?

This is where The Open University has huge impact, delivering high quality work and school-based programmes, driven by our social justice mission. We are experts at blended learning and through our extensive partnerships we're leveraging the OU's areas of strength – such as designing effective technology-enhanced learning programmes – to help developing nations reach the United Nations' Millennium Development Goals (MDGs), eight targets to reduce global poverty and suffering by 2015.

Our strategy in Africa and elsewhere in the global South is built around four pillars: education of teachers; improving health provision; boosting educational leadership; and strengthening higher-education systems. Our resources and technical assistance are tailored for real people in real situations, whether these involve teachers in Africa sharing resources online with their colleagues thousands of miles away, or Ghanaian business schools updating their curriculum in collaboration with real businesses to prepare students more effectively for work. Numbers of women in classrooms are low, but now you'll find rural girls in Malawi being encouraged to stay at school to reach the academic level they need to become teachers.

# BUILDING HUMAN CAPITAL IN AFRICA AND ASIA



**We've reached  
more than 500,000  
teachers across 10  
countries in Africa**

Universal primary education is a key MDG. Through collaborative programmes such as TESSA (Teacher Education in Sub-Saharan Africa), we've reached more than 500,000 teachers across 10 countries in Africa, with materials in four different languages. This pioneering project has already won the prestigious Queen's Anniversary Prize for world class excellence in higher and further education. Now, through TESS-India, we are extending this innovative programme into South Asia.

In Bangladesh, English In Action (EIA), a groundbreaking development

programme, is using simple mobile phones with preloaded resources, designed to train and develop teachers in order to improve classroom lessons. Critics say the developing world suffers from lack of online connectivity, but acclaimed programmes such as EIA are finding innovative ways around this. High-quality audio and visual content can be stored and accessed on the memory card of an inexpensive phone. The OU's flexible, high quality learning methodology utilises this technology, meaning education can now reach those in previously inaccessible, remote areas.

We are working with governments in Nigeria, Ethiopia and Ghana, all with overstretched higher-education institutions, to help build university capacity. Bricks and mortar simply can't keep up with the demand for higher education. Distance learning allows more people to study. Quality blended learning at scale requires upfront investment and a long-term strategy.

We have developed health education and training resources to support the upgrading of 30,000 health extension workers in Ethiopia – these essential members of rural communities are saving the lives of millions of people, including vulnerable women and their babies during and after birth. Ethiopian authorities have adapted these same resources to educate other cadres of the health community, such as paramedics. All of our high-quality resources are flexible and freely available to all.

Future success depends on our forward thinking partners supporting our projects, and building the right local partnerships to ensure that these programmes are sustainable. Together, we really are enabling people to change their lives.

OU across the UK

## ROYAL APPROVAL

Duke of York visits Milton Keynes

The OU's progress in distance learning and innovation aimed at tackling the UK's skills gap was given a royal seal of approval this year, with a visit from HRH Prince Andrew, Duke of York. On his visit to the Milton Keynes campus, His Royal Highness

learned how the OU's global reach is being advanced by technology such as its highly successful iTunes U platform and OU Anywhere, and how the University's research and design in teaching and learning is improving access to study materials.



OU in Northern Ireland

## URBAN EXPERTISE

OU delivers local history project

Against the backdrop of the 400th anniversary of the granting of the Royal Charter to 14 towns across Northern Ireland, the OU in Northern Ireland, in partnership with the Public Records Office of Northern Ireland (PRONI) ran a second series of popular learning events on local history, titled Exploring Urban History in Ulster. Lecturers from the University demonstrated their research expertise by using public records and sources, allowing

the public to gain a greater understanding of urban history since 1613, the year the Royal Charter was granted. Dr Janice Holmes from The Open University in Northern Ireland, who organised the programme for a second time owing to popular demand, said: "We hope that this lecture series will help people to understand the historical origins of their towns, and to begin thinking about how we might want our urban spaces to look in the future."



## OU in Scotland

**“INSPIRED” OU**

## University feted by Henry McLeish

The OU has been described by former First Minister of Scotland, Henry McLeish, as a “triumph of progressive thinking” which has “inspired, enthused and educated” for nearly 50 years.

McLeish was attending a degree ceremony in Edinburgh’s Usher Hall, and his view was echoed at a later ceremony by the former Lord Advocate of Scotland, Dame

Elish Angiolini, who received an honorary Doctorate for Public Services.

“It was sheer genius to introduce the concept of distance learning and to trash the notion that entry to university required formal qualifications,” said Dame Elish. “The creation of The Open University was not only insightful, but way ahead of its time.”



## OU across the UK

**IN. THREE. WORDS.**

**“Scary. Challenging. Awesome.” and “Best. Thing. Ever.”: just two of the responses to the OU’s call for students to sum up their study experience in three words. Inspiring students formed the basis for the campaign, and a partnership with the Metro newspaper, along with use of social media, maximised the activity. Gone were outdated perceptions of bearded professors and isolated students, as people met the world’s coolest academic (Dr Mark Brandon), the RAF’s first female fighter pilot (Jo Salter, now an OU tutor) and inspirational students.**



## OU in Wales

**CARER SUPPORT**

The award-winning Access to Learning for Carers project, which promotes learning opportunities through carers’ groups in Wales and runs a bursary programme for carers not eligible for other forms of financial support, went from strength to strength this year. Launched in 2010, the project increases opportunities for carers to enter higher education, thereby raising aspirations. It has also enabled the OU in Wales to build on its existing widening access programme, largely focused on those living in areas of high deprivation. To date, 125 carers across Wales have taken part, with more than 60 going on to formal accredited OU study.



## OU across the UK

**AWARD WINS**

It’s been another incredible year for OU people. Special mention, among many, many others, is due to Dr Mark Brandon, Senior Lecturer in Environmental Science at The Open University, who won Most Innovative Teacher of the Year at the Times Higher Education Awards for his work as Principal Scientific Advisor to the Frozen Planet BBC TV series. Dr Aarón Alzola-Romero, a Classical Studies lecturer and tutor, won the Journal of Distance Education Editor’s Award for research into how ICT access affects student performance. To top it off, the OU itself won the HR Excellence in Research Award from the European Commission.



## OU in Wales

## PERFECT PARTNERS

### OU's collaboration with unions praised

The OU in Wales's work with trade unions was nationally recognised in 2010 with a prestigious Times Higher Education Award for Outstanding Widening Access Initiative in the Workplace, and this year saw the 1,500th trades union-supported learner register for an OU course.

The OU in Wales is proud of its partnership with the Wales TUC and other individual trade unions, designed to build skills and develop careers. It is the only higher education provider in Wales to have received the Wales TUC quality award. The

NHS in Wales, for instance, has been particularly effective in providing career progression pathways for support workers who start learning via Unison or the Royal College of Nursing.

The dynamic partnership is built on OU's extensive network of volunteer workplace Union Learning Representatives (ULRs). Working closely with ULRs across Wales, the University is able to provide workplace-based advice, guidance and information. Six years after the launch, many ULRs themselves have first-hand experience of studying with the OU.



## OU across the UK

## BEING DIGITAL GRABS AWARD

OU Library Services has won a prestigious award for Being Digital, named best new digital resource promoting information literacy. The resource is a collection of short activities about finding, using and sharing information online, designed to help

students develop skills for study, work and life. Being Digital, and the accompanying Digital Information Literacy framework, won the award at LILAC (Librarians' Information Literacy Annual Conference), one of the library sector's biggest conferences.

## OU in Scotland

## BOOSTING INTERNS

### Award-winning scheme creates hundreds of new opportunities for students

The number of internships made available through the award-winning Third Sector Internships Scotland (TSIS) scheme broke through the 100 barrier this year, creating what Mike Russell, the Cabinet Secretary for Education and Lifelong Learning, described as a "win-win-win for students, third sector organisations and Scotland".

The Cabinet Secretary was speaking as he joined MSPs, participating organisations and individuals at a reception at the Scottish Parliament to celebrate the successes of the scheme, which is co-ordinated by The Open University in Scotland,

the Scottish Council for Voluntary Organisations and Queen Margaret University.

Third Sector Internships Scotland is a national, collaborative partnership between higher education and the third sector, and offers paid internships in voluntary organisations to students at any Scottish university, enabling them to develop their skills and experience while contributing to the vital work of Scotland's third sector. It also offers support and guidance to voluntary organisations, charities and social enterprises to help them develop and host quality internships.

## OU in England

# CARE TRANSFORMED

## OU leads on dementia training

The Milton Keynes Hospital NHS Foundation Trust is sponsoring 50 healthcare assistants embarking on the OU course in dementia care, reflecting the OU's commitment to responding to this national priority, and to working with employers to transform care.

Around 800,000 people in the UK are thought to have dementia, but despite significant investment in research into its causes, no successful treatment is yet available.

As a national provider, the University is playing an important role in raising

awareness and understanding of dementia, and devising learning resources to improve the quality of care.

This is the latest example of The Open University's development of teaching and research aimed at addressing the needs of society's most vulnerable adults and transforming the experience of giving and receiving care.

In making high quality learning more accessible to ever more people, whatever their circumstances, the University continues to play a significant role in meeting the urgent need for dementia awareness and training.



## OU across the UK

## SATISFACTION GUARANTEED

The Open University has once again achieved one of the highest ratings for student satisfaction among UK universities in the 2013 National Student Survey, receiving an overall satisfaction rate of 92%. It leads the way in Scotland and Wales, where the OU comes in at number one, with the highest overall satisfaction rating. And as in previous years, The Open University was also the highest rated university for student satisfaction in Northern Ireland.

The result means the OU has been in the top five every year since the first survey in 2005. Commissioned by the Higher Education Funding Council for England, the survey gives the University one of the five highest satisfaction ratings for assessment and feedback. Moreover, 94% of OU students find their courses intellectually stimulating.

Two million and counting  
Almost two million students have now studied with the OU in the 40 years since the first degree ceremony at Alexandra Palace in 1973.

Never too late  
Former engineer Clifford Dadson, aged 93, has become The Open University's oldest graduate, with a BA Open degree in Arts.

## OU in Northern Ireland

## NORTHERN IRELAND ASSEMBLY SHOWCASE

### High-profile event demonstrates breadth of OU expertise in distance learning

The OU's wide-ranging contribution to policy agendas across Northern Ireland has been recognised at a showcase event held at Parliament Buildings, Stormont. A number of key stakeholders and political representatives were at the event, including the First Minister of Northern Ireland, the Rt. Hon. Peter Robinson MLA.

The occasion highlighted the work done by the OU in areas such as widening participation, workforce development and social mobility. It was one of the best attended events ever hosted by the Committee for

Employment and Learning. Academic staff provided a number of interactive and online activities for guests to try out, demonstrating the flexible, distance learning methods that the OU offers in all subject areas.

Students and graduates came along on the day to talk about their positive experiences studying with The Open University in Northern Ireland, while employers such as Mary Hinds (Public Health Agency) and Louise Ormsby (Youth Justice Agency) spoke about their successful partnerships with the OU in work-based learning provision.

# GIFTS TO SECURE A BETTER FUTURE

Since its foundation, The Open University has made a difference to the lives of millions of people – and they are making a difference to the OU. This year almost 8,000 donors – students, graduates, foundations, trusts and companies – contributed more than £3.3 million. The University is immensely grateful to its supporters.

## Gifts from trusts, foundations and companies

Everyone knows that OU students are ambitious, but a hugely generous £1m pledge from The Exilarch's Foundation will soon enable its learners to aim for the moon.

The pledge will make it possible for the University to create a new strand of free-to-access, science-related Massive Open Online Courses (MOOCs). These innovative courses have the potential to change the way millions of people access science education.

"We are delighted to be able to create these opportunities, and in particular to engage and excite people about science," says David Dangoor of The Exilarch's Foundation. "The world needs scientists and we hope that this innovative and truly accessible way of learning will encourage people to develop their interests."

Content will cover topics as diverse as the moon and investigations into autism and cancer, and will be delivered through iTunes U, OpenLearn and FutureLearn, the OU's new online MOOC platform. As the OU's Vice-Chancellor, Martin Bean, explains: "This is an investment in the future that will have an impact on millions of lives for many years to come".

## Increasing skills and confidence

At the heart of the OU's work is a belief that education – whether a degree course or a one-hour television programme – has the power to change lives. And that's why a gift to conduct research into financial literacy and create free and accessible education modules on money matters has proven inspirational.

The True Potential Centre for the Public Understanding of Finance has been created in partnership and with the support of financial services organisation True Potential LLP.

Professor Rebecca Taylor, Dean of The Open University Business School, says its impact cannot be overstated. "It will provide individuals with the skills and confidence to take control of their finances," she says, "building from the basics of understanding personal finance products, to understanding investment and risk."

True Potential managing partner David Harrison, himself an OU MBA alumnus, says: "Many people in Britain have a very uneasy relationship with money. We want to arm people with the knowledge and information they need to embrace their financial dealings, to ask the right questions of the right people, and to eventually fix the savings gap that is presenting an incredibly serious problem to the UK."

## Gifts from alumni and friends

Many individuals have felt the unique impact an Open University course can have, and a great number of them are keen to put something back. This year a record-breaking total of £735,000 was given by individual donors, many of whom have personal experience of the difference the OU can make.

Russell Wood is one such donor, having used the springboard of an OU Social Sciences degree to switch from being a chef of 28 years to teaching. He now heads the Business and ICT department of a Merseyside secondary school.

"It's much more fulfilling," he says. "I get huge satisfaction from seeing young people develop and achieve. I couldn't have got here without The Open University. The feedback and encouragement I received from the tutors, especially in that foundation year, gave me the confidence and self-belief to succeed. I think what the OU does is marvellous and that's why I support it whenever I can."

For Patience Tuckwell, the OU opened up the world at a time when she felt it was closing in. She began her degree after being diagnosed with



suspected multiple sclerosis. “I was in a lot of pain and tired all the time. When they’re not sure what’s wrong with you, you really begin to think it’s all in your head. Studying with the University helped me realise I wasn’t going mad. Although I always read a lot, I never realised I could study, so it came as quite a shock when I got a First.”

She now donates to help others enjoy the same opportunity. “It’s a very worthwhile cause as it opens doors for people who thought they were closed.”

### Legacies

The Open University has been changing lives for more than 40 years, and some of its earliest graduates are among the generous donors to remember the University in their Wills. This year the OU received a total of £645,000 in bequests.

The year also saw a historic walled garden at the campus centre transformed into the new Legacy Garden. Plaques will celebrate donors’ lives and achievements, serving as a symbolic reminder of the way their legacies will help others to grow and blossom in the future.

One of the OU’s early graduates, Alma Seaton, served as a nurse in the Royal Navy before becoming a midwife. She studied Arts and Humanities with the OU, gaining her BA in 1978. Her passion for learning never left her. Staff at the Royal Star and Garter veterans’ home where she spent her last years remember her as a voracious reader, devouring several books each week and delighting in quizzes. The OU’s impact on Alma was such that she left the University a legacy of more than £500,000.

Neville Burkett left school at 15 without qualifications and began a 50-year career as a printer. But he wasn’t content with setting out the words of others and, in 1971, he began studying Arts and Social Sciences with the OU, graduating in 1977. Neville’s legacy will help ensure that the lives of others can be similarly enriched by learning.

## SUPPORT THE OU AND MAKE AN IMPACT

A full list of donors can be found online at: [www.open.ac.uk/donors](http://www.open.ac.uk/donors).

To make a donation to the OU please visit: [www.open.ac.uk/giving](http://www.open.ac.uk/giving)

If you would like to learn more about remembering the OU in your Will visit: [www.open.ac.uk/legacies](http://www.open.ac.uk/legacies)

### Vice-Chancellor’s Circle

**The University recognises the exceptionally generous support of the following named individuals, trusts, foundations and companies, as well as one anonymous donor:**

The 29th May 1961  
Charitable Trust  
Banco Santander  
Mr Howard Brown  
Mrs Faith Clarke  
Mr Richard Delbridge  
The Ernest Cook Trust  
The Esmée Fairbairn  
Foundation  
The Exilarch’s Foundation  
Mr David Godson  
Lord and Lady Haskins  
Mrs Joanna Hunt  
Mr Kenneth Hydon  
InterMarine Offshore Services  
J Paul Getty Jnr  
Charitable Trust  
Lloyd’s Register Foundation  
OPITO Ltd  
PF Charitable Trust  
Mr Peter Prior  
Baron Thyssen  
Miss Daisy Vassallo  
Mrs Rachael Webb  
The Shears  
Charitable Foundation  
True Potential LLP  
The Waterloo Foundation  
The Wolfson Foundation

**The University recognises the following who have made donations of between £1,000 and £5,000 in 2012/13:**

Mr George Ahier  
Mr J Alexander  
Mrs Carol Archbold  
Mr Martin Bean  
Bombardier  
Aerospace Foundation  
Mrs Penelope Butterworth  
Canon Lloyd Caddick  
Dr Kenneth Cameron  
Mrs Kay Catherall  
Dr Audrey Cieslakowska  
Mrs Mayonne Coldicott  
Dr David Day  
Mr Joseph Devlin  
Dr John Drysdale  
Mr John Emberson  
Professor Raoul Franklin  
Dr Anthony Freeling  
Mrs Elizabeth Gibbs  
Mrs Janet Harper  
Miss Dorothy Hind  
Mr Colin Hume  
Dr Tim Hunt  
The Joffe Charitable Trust  
Dr Catherine Keogh  
Mr James King  
Mrs Monika Mann  
Dr David McGibney  
Ms Linda McIntyre  
Ms Claire Moran  
Mustard Market  
Research Limited  
Mrs Fiona Mylchreest  
National Institute of  
Adult Continuing Education  
Mrs Anna Nasmyth  
Mrs Tracey Norris  
Mr Patrick O’Connor  
Miss Joan Popovic  
Ms Laurel Powers-Freeling  
Mr John Price  
Mr William Reid  
Ms Glynis Rumley  
Miss Helen Rust  
Mrs Sybil Shean  
Mr Edward Smith  
Soroptimist International  
Solihull & District  
Mr Nicholas Sparks  
Mr Michael Steen  
Professor Mary Stuart  
Mr Paul Todd  
Mr Richard Trounson  
Mr Ian Urquhart  
Mr Robert Wheatley  
Mr Ian Wright

# FINANCIAL HIGHLIGHTS FOR 2012/13

In 2012/13, changes to the funding regime in England were introduced. These changes have affected many facets of the financial statements, most notably funding body grants, tuition fees, new items of expenditure, debtors, creditors and cash flow. The changes have only been implemented in England but, since the market in England makes up such a significant proportion of the University's total market, the overall results have been affected.

Total income decreased by £6.1 million or 1% to £447.5 million. Funding body grants decreased by £34.8 million or 15% to £198.1 million largely as a result of the reduction in recurrent grant from the Higher Education Funding Council for England (HEFCE). This decreased by £31.0 million or 17% to £154.8 million, but still represents 83% of all recurrent grants from the various funding bodies. The University also received recurrent teaching grants from the Scottish Funding Council (£20.8m), the Higher Education Funding Council for Wales (£9.6m), the National College for Teaching and Leadership (0.7m) and the Department of Employment and Learning (Northern Ireland) (£0.1m). In total the grants from these four funding bodies decreased by £0.4m from the total in 2011/12 to £31.2m.

Fee income increased by £32.5 million or 19% to £206.5 million. The majority of the increase was in respect of fees paid by students, or on their behalf by their employers or the Student Loans Company, in England, which increased by £31.2 million or 24% to £159.0 million. This increase is a result of the changes in funding regime. The combined increase in fee income outside England was £1.3 million.

Income from research grants and contracts increased by £0.9 million or 7% to £14.7 million, due to increased value of work funded from Research Councils and other sources. Other income decreased by £3.8 million to £24.5 million. Endowment and investment income decreased by £0.9 million or 20% to £3.7 million.

Total expenditure increased by £13.0 million or 3% to £428.7 million. Total staff costs increased by £3.7 million or 1% to £274.9 million. An increase of £6.4 million resulted from nationally negotiated pay awards and progression of staff up incremental pay scales and £3.5 million from a change in the mix of full-time, part-time and temporary staff. This was offset by £4.2 million from a reduction in the number of full-time equivalent staff, £1.3 million from a reduction in early retirement and severance payments, and £0.7 million from the release of a provision related to historic overseas social security liabilities.

Other (non-pay) operating expenses, excluding depreciation and interest, increased by £10.9 million or 8% to £144.2 million.

The net result was a surplus before tax of £18.8 million compared to £37.9 million last year.

The 2012/13 surplus as a percentage of income was just under 5%. At a time of significant change in funding this highly creditable result was due to a combination of factors affecting both income and expenditure.

The small decrease in income of 1% arose from a combination of the reduction in funding council grants not being fully replaced by increased tuition fee income, together with a small reduction in income derived from other

sources. The most significant reason for this reduction in income was the reduction in student numbers from last year of 15% in headcount and 8% in full-time equivalents. As income is largely dependent on number of FTEs, and the fall in FTEs has been relatively small, this is not a cause for concern. The OU planned for a decline in new undergraduate students in England following changes to HE funding and our actual student number was ahead of targets set.

Expenditure for the year included an increase of £7.0 million on strategic projects and activities to position the University for the new funding environment, along with expenditure in the set up phase of FutureLearn Limited of £1.9 million, additional costs relating to the introduction of the new funding regime in England of £5.7 million and a one-off provision for Value Added Tax of £2.8 million following a back-dated decision by HM Revenue and Customs in respect of one of the University's suppliers. Therefore the increase of 3% in overall expenditure represents a decrease of 1% in underlying recurrent expenditure.

**For a full understanding of the University's financial position please refer to the audited financial statements, which can be found at [www.open.ac.uk/foi/main/expenditures](http://www.open.ac.uk/foi/main/expenditures)**



**206,300**

Total number of students

**79,586**

Number of full-time equivalent students

**92%**

**Students who are satisfied** with the quality of their course, as measured by the National Student Survey 2013

	<b>Year ended 31 July 2013 £m</b>	Year ended 31 July 2012 £m
<b>Results, cash flows, assets and reserves</b>		
Funding body grants	198.1	232.9
Tuition fees and education contracts	206.5	174.0
Research grants and contracts	14.7	13.8
Other income	24.5	28.3
Endowment and investment income	3.7	4.6
<b>Total income</b>	<b>447.5</b>	453.6
<b>Total expenditure</b>	<b>428.7</b>	415.7
<b>Surplus for the year before taxation</b>	<b>18.8</b>	37.9
Net cash flow from operating activities	16.5	32.6
Net returns on investments and servicing of finance	4.1	4.5
<b>Net cash flow before investing activities and tax</b>	<b>20.6</b>	37.1
Fixed assets	154.4	163.5
Endowment assets	0.6	0.5
Net current assets	256.7	237.1
<b>Total assets less current liabilities</b>	<b>411.7</b>	401.1
<b>Total reserves</b>	<b>271.6</b>	252.8
<b>Other key statistics</b>		
Number of full-time equivalent students	<b>79,586</b>	86,173
Total number of students	<b>206,300</b>	242,802
Percentage of students satisfied with the quality of their course (taken from respondents to the National Student Survey)	<b>92</b>	93

# ALUMNI VOICES

The Open University offers not just a fantastic education but also personal development and increased confidence



**Darren Imrie, Professional Certificate in Management, Project Manager**

“The course has put a lot of theory behind what I do as a project manager. The course was split in two. The first module was managing people, which I found very useful for picking up techniques on how to deal with conflict, for example. The second module was about finance and marketing, things I don’t have a lot of experience of, so it was useful to absorb the knowledge and learn how to apply it to my day-to-day job.”



**Rachel Napper, BA History, Community Support Officer**

“The best bit about studying with the OU was that I was on my own – but not on my own. I had other people I could ask for help, but for the majority of it I was doing it all by myself. Everything I did, I pushed myself to get done on time. The OU was a constant that stayed with me no matter what happened, and that was what kept me going.”



**Chris Moore, BSc (Hons) Computing, Technical Manager**

“My experience with the OU has taught me that I can achieve far more than I initially expect, if I approach things methodically and stay motivated. I gained a First-class honours for the BSc (Hons) in Computing, and as well as technical proficiencies, I have also gained the skills of time management and task prioritisation. I have learnt how to stay motivated and use reflective practice to improve the way I learn. The achievement has motivated me to explore postgraduate study, too.”



**Roger Dewell, MBA, Space and Technology Expert**

“The courses were excellent, especially the tutorials. Absorbing the written material in my own time then being able to come together to discuss the concepts was a good way of working, especially while holding down a full-time job and seeing our daughter arrive as well. Years afterwards, the same MBA concepts come to mind when facing business challenges, and I’m sure I will continue to benefit from the OU experience in business far into the future.”



**Kate Seymour, PGCE, Teacher**

“As a result of my studies I have now gone into teaching full time, because the school that took me for my placement offered to take me on as an unqualified teacher while I was training with the OU. I literally got the best of both worlds – a lot of time in school, a lot of experience from teachers, as well as all the theory from the OU. I’m finishing my NQT now and things couldn’t be going better!”



**Stuart Shaw, Psychology, Health and Wellbeing Manager**

“What I learnt in my degree has an impact on everything I do. I have a team of people to manage, and psychology is very helpful with that. For people who are thinking of studying with The Open University, I’d say “absolutely, do it”. It’s a brilliant, brilliant thing to do – it is flexible and the support you get from tutors is fantastically good. Increasingly, the technology is good, and you won’t regret learning.”



**Hanna Wood, BSc (Honours) IT and Computing, Computer Programmer**

“The OU worked really well because it was flexible, so I could do my essays in the evenings and at weekends. Along the way it’s helped me to get some excellent jobs, and I know that in each of my interviews they’ve been really impressed with my own commitment to study. I now work as a computer programmer, and my degree has given me chance to do things in the job which I wouldn’t have understood before.”



**Belinda Daniels, BA English Literature, Teacher**

“The course was fantastic because you could study at night and don’t have to go to tutorials all the time – especially helpful if you’re a busy mum. There will be times when everything goes smoothly, and there will be times when it’s chaotic, but there are always people to help – especially your tutor. It’s particularly great for people who didn’t get the opportunity to attend a mainstream university.”

## COUNCIL MEMBERSHIP

The University's Governing Council comprises:

Lord Haskins  
Pro-Chancellor & Chair of the Council

Mr Martin Bean  
Vice-Chancellor

Mr Michael Steen  
Treasurer

### Ex-officio members

Mrs M Cantieri

### Appointed members


Dr S Ding (to 31.04.13)  
Mrs S Dutton  
Mr B Heil  
Professor K Hetherington (from 01.07.2013)  
Mr R Humphreys  
Dr I Falconer  
Dr C Lloyd  
Dr T O'Neil  
Professor J Taylor  
Mr C Shaw


### Co-opted members

Mr H Brown  
Mr E Briffa  
Dr A Freeling  
Ms C Ighodaro  
Mr B Larkman  
Mrs S Macpherson  
Mr P Mantle  
Ms R McCool  
Mrs R Spellman  
Professor W Stevely, Vice-Chair  
Dr G Walker

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SUP017726

**Jamie Whysall, Peak District**  
Environmental Studies, graduated in 2013

**Freddie Lavender, Bedford**  
BA Education, graduated in 1973

**Shane Jordan, Bristol**  
Understanding Human Nutrition, studied in 2012

**Ray Taylor LL.M., London**  
LL.M. Masters of Law, started in 2012

**David Tait, Edinburgh**  
BSc (Hons) Design, and Innovation, started in 2010

**Belinda Daniels, Kingston upon Thames**  
Open degree, graduated in 2013

**Emma Sargent, North Wales**  
BSc (Hons), graduated in 2012

**Amanda Davidson, Belfast**  
BA (Hons) in Social Work, graduated in 2013

