



University of Brighton



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WELCOME	01
PRACTICAL WISDOM	02–03
OUR MISSION	04
OUR VALUES	05
OUR VISION	06–07
PUTTING STUDENTS AT THE HEART OF EVERYTHING WE DO	08–11
MAKING A DIFFERENCE THROUGH RESEARCH AND ENTERPRISE	12–13
ENABLING OUR STAFF AND LIBERATING TALENT	14–15
A GREAT PLACE TO WORK AND LEARN	16–17
INVESTING IN OUR FUTURE	18–19

WELCOME TO THE UNIVERSITY'S FIVE-YEAR STRATEGY 2016–2021



Dear Colleague

I'm delighted to present the University of Brighton's five-year Strategy for the period 2016–2021.

With the involvement of the whole university community in its development, this Strategy sets out our objectives for the coming five years. We will focus on enhancing the quality of all we do, investing in our future and above all enabling the talents of our students and staff to realise our ambitions.

The University of Brighton is a great university with a dedicated, diverse and passionate community of students, staff and alumni. The university was founded on the basis of becoming a multidisciplinary institution, enabling us to work across academic disciplines to address the complex challenges faced by individuals, communities and societies. We take pride in making a significant impact in our local community and reaching out globally, based on our strong commitment to partnership working.

At the time of writing the country and the education sector is responding to a very specific set of economic, social and political challenges. Over the next five years there will doubtless be further change and new and complex questions to grapple with but I'm confident we have the talent and flexibility to enable us to continue to evolve.

The proof will be in how we all work together; to deliver our ambitions and manifest the pride we all feel in our university. This is a five-year strategy and year by year we will define priorities and deliver on our ambitions. I believe that if we can live the values underpinning our Strategy – inclusivity, sustainability, creativity and partnership – then we are well equipped to flourish and to deal with what lies ahead.

A handwritten signature in black ink that reads "Debra Humphris". The signature is written in a cursive, flowing style.

Professor Debra Humphris
Vice Chancellor

PRACTICAL



***Practical Wisdom (Greek *phronesis*)**

“is a true and reasoned state of capacity to act with regard to the things that are good or bad (Nicomachean Ethics VI.5) ... it involves the knowledge of what is good or bad, ... not merely theoretical knowledge, but a capacity to act on such knowledge as well.”

WISDOM*

AT THE UNIVERSITY OF BRIGHTON
WE **LEARN, WORK AND CREATE KNOWLEDGE.**

WHAT MAKES US DIFFERENT IS
HOW WE ACHIEVE THAT.

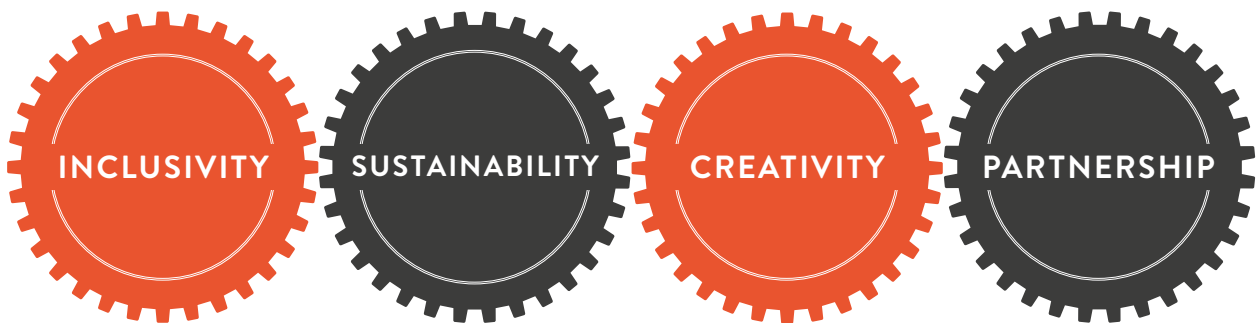
We create knowledge through practice – academic practice, professional practice and creative practice – and that practice takes place in partnership. Through partnership we create our distinctive educational programmes, we share and disseminate our research and enterprise and we create mutual benefit for our city, our region and globally. As a university with a strong community heritage we actively choose to look beyond the institution to enrich and embolden our teaching and research.

We aspire to become a learning community of students, staff and partners – a community where learning, teaching, research and practice are equally valued and mutually enhancing.

OUR MISSION

IS TO REALISE POTENTIAL AND SHAPE
FUTURES THROUGH **HIGH-QUALITY**,
PRACTICE-BASED LEARNING, TEACHING,
RESEARCH AND ENTERPRISE.

OUR CORE VALUES



OUR VISION FOR THE NEXT FIVE YEARS

We will become the university of choice for people who want to live and learn in a unique city setting as part of a dynamic, diverse and creative community that embraces partnership working and wants to make a positive difference to society.

Building on our rich heritage of practice-based education and research, in the next five years our community of students and staff will be bold. We'll create the new, the radical and the exciting, with a strong focus on quality and improvement. We'll devise innovative approaches to address current and emerging challenges. And we'll acquire, develop and apply knowledge to make an impact in our chosen fields.

We'll strengthen our relationships with partners. We'll work with them to shape the professions – and the professionals – of the future and to advance knowledge and learning around the world. By joining forces, we'll increase our profile, become more influential and extend our global reach. By working in partnership, we'll make a difference.

TURNING VISION INTO REALITY

PUTTING STUDENTS AT THE HEART OF EVERYTHING WE DO

- We will provide an innovative curriculum designed to meet the needs of our diverse student population.
- We will work in partnership with our students to deliver a high-quality experience and ensure they flourish during their time with us.
- We will support our students to make a positive contribution to society and to their chosen fields.

MAKING A DIFFERENCE THROUGH RESEARCH AND ENTERPRISE

- We will establish an integrated research and enterprise offer, strategically focused on research excellence.
- Within key thematic priorities we will raise the quality, volume, reach and impact of our research.
- Our research activity will lead to regional, national and global impact via a complementary enterprise portfolio with a diverse range of commercial, public sector and community-based partnerships.

ENABLING OUR STAFF AND LIBERATING TALENT

- The delivery of our strategy depends on all of us – we are one university informed by our shared values. We will actively engage staff in the leadership and delivery of our strategy.
- We will work together to streamline our processes and systems, based on clear accountability and governance, to ensure we have effective, professional practices supporting our students and staff.
- We will foster a culture that puts people first.

A GREAT PLACE TO WORK AND LEARN

- Over the next five years we will focus on consolidating and improving our campuses and facilities in Brighton and Eastbourne.
- We will grow capacity for student residential accommodation.
- We will continue to develop long-term plans for each of our campuses, framing our investment decisions around a 15–20 year view of development options.

INVESTING IN OUR FUTURE

- The delivery of our strategy will be underpinned by a sustainable financial plan that ensures we can continue to make strategic investments in order to achieve our ambition.
- Partnerships are critical to the success of our education, research and enterprise and we will invest in those that can deliver the greatest benefit, reach and influence.
- We will enhance our reputation and influence in the higher education sector and beyond.

PUTTING STUDENTS AT THE HEART OF EVERYTHING WE DO

REALISING POTENTIAL

We will provide an innovative curriculum designed to meet the needs of our diverse student population.

- Over the next five years we will strategically re-shape our academic offer to ensure a focus on quality, academic strength and sustainability, maintaining our overall student numbers.
- Our courses will continue to evolve and excite, building on the academic and professional strengths of our disciplines. They will be enquiry-led, offering opportunities for active participation in the process of research at all levels and will draw on our institutional values.
- Through strategic education, professional and employer partnerships we will develop accessible programmes of learning that enable a wide range of people of all ages to realise their potential and develop their future employability.
- We will strengthen our partnerships with schools, academies' trusts and further education colleges to enable access and support progression to higher education. We will develop a proposition for a University Centre in partnership with Sussex Coast College Hastings to open in autumn 2017.
- We will meet the needs of learners with diverse entry qualifications who wish to enter higher education, further developing our widening participation plan to support all of our students to progress and succeed.
- We will enable innovative and flexible models of learning to suit student needs, including block learning, in-work learning, online and accelerated courses, at both undergraduate and postgraduate levels.
- We will develop courses in response to the development of new professions and career pathways, and focus our postgraduate taught provision on professional and specialist development delivered in partnership with employers.
- To engage our students with the complexity and inter-connected nature of knowledge and practice we will work to develop leading interdisciplinary and interprofessional educational opportunities.



Widening participation is a major focus of the university. Professor C Gull, designed by award-winning alumnus Chris Riddell, is used in a number of ways to promote widening participation activities which reach out to 1,000s of young people every year.



The university has been recognised by the British Council as one of the top universities for english language teaching from around 600 accredited centres.



Peer Assisted Study Sessions (PASS) were introduced by the Centre for Learning and Teaching in 2009 and today the centre trains 130 volunteer students annually in peer leadership. PASS leaders provide individual academic and transitional support to around 1,400 first-year students across 48 courses.



Our annual Graduate Show showcases the best examples of creativity from our students in the College of Arts and Humanities. Each year around 12,000 visitors attend, examining the work of more than 500 final year students.



FLIPPED LEARNING – EMBRACING STUDENT-LED LEARNING

Flipped learning is an innovative learning model, championed by Dr Bhavik Patel in the School of Pharmacy and Biomolecular Sciences. The concept requires students to study components within an online learning package in their own time and to have done so before a taught lecture workshop. Students have scope to structure the workshop around areas of difficulty and to apply knowledge through quizzes and exercises. This innovative blended learning package has given impressive results, showing significant improvement in student engagement, attendance, satisfaction and attainment with 89% of students finding this more effective than standard teaching methods.



USING DATA TO INFORM STUDENT SUPPORT

Learning analytics is a new and exciting prospect to the UK higher education sector that has enormous potential to improve the student experience. The University of Brighton is one of 50 universities to pilot the use of analytics, which began with a series of readiness assessments led by JISC in 2016. The assessment suggested a number of pilot schemes, one of which will begin with the Brighton Business School in autumn 2016 providing staff and first-year students with an overview page showing their progress and engagement. Through analytics, we can gain greater insight into how our students interact with our university by using data already captured in our systems. This data can be used to provide staff with insights into a student's learning habits so we can deliver the right proactive support to maintain engagement and success.

PRACTICAL WISDOM

FOCUSING ON QUALITY

We will work in partnership with our students to deliver a high-quality experience and ensure they flourish during their time with us.

- Through our partnership with our students we will broaden and deepen student involvement in decision-making across the university by developing a student engagement plan and a cooperation agreement with their Students' Union. We will actively listen to feedback from our students about their educational experience by implementing consistent evaluation mechanisms; working with them on a relentless process of improvement.
- We will celebrate and promote the diversity of our student body; ensuring our students are supported and enabled to succeed by continuing to enhance services that support their success and wellbeing.
- We will promote the internationalisation of our curriculum and effective learning between our staff and students from all over the world.
- As part of our learning culture we will create a physical and digital environment designed around our students and how they choose to learn. Our learning spaces will be upgraded and modernised, informed by the needs of our students.
- Teaching excellence will have parity with research excellence as a professional practice that the institution values. We will explicitly recognise effective teaching and the facilitation of learning, and expect and support all academic staff to achieve and maintain professional recognition.
- We will actively engage with, and influence, sector developments in pedagogic practice, and establish a reputation for enhancing student achievements through a distinctive learning experience.

SHAPING FUTURES

We will support our students to make a positive contribution to society and to their chosen fields.

- We will support our students towards their destinations of choice – graduate employment, enterprise and entrepreneurship, and rewarding careers.
- In preparation for lifelong learning we will develop our students' qualities of critical thinking, reflection, self-reliance, responsibility and commitment.
- Our students will be offered opportunities in a range of settings - to make a contribution to the community and to apply and develop what they have learned in preparation for their future careers.
- We will actively work with our extensive alumni network to further develop provision of role modelling, mentoring and support for career development.



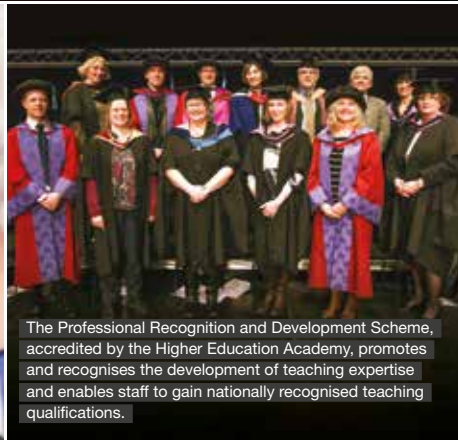
Every year, the Students' Union celebrates the success of more than 1,000 course representatives, excellent teaching and support staff across the university through their Excellence Awards.



The introduction of MyGrades highlights our commitment to improving assessment and feedback for our students. MyGrades is helping to coordinate and centralise student marks and feedback in a single, easily accessible and secure place on studentcentral.



Brighton and Sussex Medical School rated an impressive 95% overall satisfaction in the National Student Survey (National Student Survey: 2015).



The Professional Recognition and Development Scheme, accredited by the Higher Education Academy, promotes and recognises the development of teaching expertise and enables staff to gain nationally recognised teaching qualifications.



As part of the Active Student programme, Fine Art Painting students Rosie Hancock and Hannah Kynoch helped to paint a reading zone for pupils at Moulsecoomb primary school in Brighton.



93% of our graduates are working, studying or training within six months of completing their course (Destination of Leavers from Higher Education survey: 2014–2015).



Virginia Mzunzu became one of the first students to take part in the Forward Bound scholarship programme which enables health professionals from low and lower-middle income countries to benefit from an international study experience.



As of 2014–2015 over 9,000 students are enrolled on one of 231 courses which are accredited by professional bodies.



MOMENTUM MENTORING PROGRAMME

The Momentum mentoring programme, run by the Careers Service, began life over ten years ago. Over time our scheme has grown, matching more of our students then ever with industry partners and university staff who have volunteered to become mentors. The mentors gain professional development from receiving mentoring training and from the rewards of providing mentoring. The programme has created great schemes that address local issues around under-represented groups of students including the American Express LGBT Partnership Programme, shortlisted for a Association of Graduate Careers Advisory Services Award for Career Service Engagement.

Most recently a pilot in the School of Education has been developed to address local issues around black, Asian, and minority ethnic recruitment and retention in schools. Feedback from the pilot showed that 75% of students said the programme helped them engage more fully with their course.

MAKING A DIFFERENCE THROUGH RESEARCH AND ENTERPRISE

REALISING POTENTIAL

We will establish an integrated research and enterprise offer, strategically focused on research excellence.

- A research and enterprise plan will be developed during academic year 2016–17 and implemented over the lifetime of the strategy through continued engagement with the university community.
- We will develop academic recruitment and career frameworks to attract, retain, develop and recognise excellence in research and enterprise alongside excellence in teaching and professional practice.

FOCUSING ON QUALITY

Within key thematic priorities we will raise the quality, volume, reach and impact of our research.

- We will prioritise investment in high-quality research and related enterprise activities within cross-cutting, strategic research themes which reflect our mission and values, research strengths and link to the global grand challenges.
- Performance against these research themes will ensure our global reputation in terms of quality, reach and influence.
- Our research and enterprise will focus on themes which have the greatest potential to deliver a positive socioeconomic impact, regionally, nationally and globally.

SHAPING FUTURES

Our research activity will lead to regional, national and global impact via a complementary enterprise portfolio with a diverse range of commercial, public sector and community-based partnerships.

- We will further develop high-quality, and mutually beneficial, strategic research partnerships to enhance the quality and impact of our research.
- We will build on the Research Development Concordat to fully embed best practice in researcher development to shape the future careers of our early career researchers, mid-career researchers and members of our Professoriate.



A knowledge exchange programme with PSM Instrumentation applied university research to support company innovation and growth. The project developed a novel family of fluid sensors to meet the exacting requirements of the marine sector, whilst operating in a hostile environment.



Professor Andre Viljoen and Katrin Bohn are helping cities to grow their own food and thereby greening the cities; using less oil, creating less greenhouse gas and improving people's wellbeing.



Professor Huw Taylor and Dr James Ebdon were commissioned by UNICEF and funded by a grant from the Body Shop Foundation to investigate options for the provision of safe water in rural Malawi. The work won national recognition being Highly Commended at the Times Higher Education Awards in 2015.



PhD student Chantal Nobs left her lab to stand on a soapbox at London's Southbank to explain her research on nuclear physics to members of the public and to help address gender inequality in science.



The university is developing innovative new curriculum by working closely with major employers. A new credit-bearing module Leadership in Action has been developed in collaboration with insurance company Hastings Direct to give students first-hand experience of working in industry.



The Advanced Engineering Building, due to be completed in 2017, will support the expansion of the Advanced Engineering Centre and further enhance the 20-year partnership between Ricardo and the University of Brighton.



Professor Marina Novelli has consulted on tourism and international development projects funded by organisations including the World Bank, United Nations and NGOs. She explores how tourism can play a key role in sustainable development by stimulating local economies, conserving the environment, developing people and changing lives.



ADVANCING ENGINEERING

The Advanced Engineering Building will house the expansion of the university's Advanced Engineering Centre. It will further the design, development and research of novel low-carbon internal combustion systems, with the wider objectives of advancing technological knowledge; supporting the training needs of the next generation of engineers for the region. The Advanced Engineering Centre is a spoke of the Government's Advanced Propulsion Centre, formed in 2013 from a commitment between the Government and automotive industry to bring together those with good ideas and those who can bring them to market.

ENABLING OUR STAFF AND LIBERATING TALENT

REALISING POTENTIAL

The delivery of our strategy depends on all of us – we are one university informed by our shared values. We will actively engage staff in the leadership and delivery of our strategy.

- We will build and value leadership and management capacity and capability within the organisation, ensuring the appropriate level of investment in development.
- We will develop and celebrate a more diverse staff community. We will achieve external recognition for our commitment to equality and diversity, including through the Athena SWAN, Stonewall and Race Equality charters.
- We will ensure that individuals have the skills and capability to work to the best of their abilities through professional and personal development. Arrangements to identify development needs, set objectives and clarify expectations will be put in place.
- We will ensure that there are clear career structures, and that promotions processes are based on best practice and embrace recognised standards for demonstrating the highest commitment to equality and diversity.

FOCUSING ON QUALITY

We will work together to streamline our processes and systems, based on clear accountability and governance, to ensure we have effective, professional practices supporting our students and staff.

- We will enable our professional services staff to work effectively in cross-departmental teams and enhance student-centred services.
- We will require and support visible, accountable and approachable management.
- We will continue to develop and enhance effective staff communications and engagement.

SHAPING FUTURES

We will foster a culture that puts people first.

- We will develop succession planning arrangements such that when key roles become vacant, talented successors can be found from within the university as well as the wider employment market.
- We will develop high-quality apprenticeship and in-house graduate schemes to attract the best candidates in these areas with expected delivery for 2017–2018 and 2018–2019 respectively.



The Make it Happen conference was aimed at women looking to take the initiative to develop their own careers, as well as colleagues wishing to support women in their professional development.



As one of the largest employers in the city, University of Brighton researchers have supported the Brighton & Hove Fairness Commission to produce a major report analysing evidence from nearly 1,500 residents, 70 groups and 25 experts on how "organisations and communities can work together to make the city a fairer and more accessible place.



The inaugural nominees and winners of the Crampton Remarkable Colleague Awards were invited to attend an afternoon tea on the terrace of the Checkland Building. Professor Debra Humphris introduced the awards and spoke about the university's commitment to putting people first and enabling good people to do great things.



The Equality Network Groups help to create an inclusive workplace for all staff and raise awareness about equality issues – both internally and externally within our diverse communities.



HR EXCELLENCE IN RESEARCH

The university retained its Vitae HR Excellence in Research Award in 2014 which recognises the steps the university has put in place to enhance working conditions for researchers.



MAKE IT HAPPEN CONFERENCE

In March 2016 the university held its first conference to support, promote and celebrate the careers of women. The Make it Happen conference came as a direct response to the work of the Athena SWAN steering group who were looking at ways to support women in leadership. Gavin Wright, Director of Human Resources, said: "Career development for women is an issue that the university takes very seriously and this excellent conference was a clear demonstration of that. The passion and enthusiasm shown by the participants during the day highlighted areas of good practice that are already in place and also where the university needs to develop its approach further."



CELEBRATING OUR REMARKABLE COLLEAGUES

In 2016 the university created the Crampton Remarkable Colleague Awards. These awards highlight the work of unsung stars amongst the staff community who have demonstrated excellence in the way they have undertaken their duties and have gone above and beyond. In total, 83 nominations were received for 38 individual colleagues and a panel of staff reviewed these in order to identify the inaugural winners. The Crampton Remarkable Colleague Awards were established as a result of a personal charitable donation made by former Vice-Chancellor, Professor Julian Crampton CBE DL, after he retired from the university in 2015.

A GREAT PLACE TO WORK AND LEARN

REALISING POTENTIAL

Over the next five years we will focus on consolidating and improving our campuses and facilities in Brighton and Eastbourne.

- We will create vibrant, green and sustainable campus environments in partnership with our staff and students.
- We will create a physical presence that is visible and distinctive, which we can be proud of, through a programme of investment in branding, signage and wayfinding across all campuses.

FOCUSING ON QUALITY

We will grow capacity for student residential accommodation.

- We will expand provision of student accommodation to provide a guaranteed offer for all first year undergraduates by 2021.
- We will complete the current programme of major capital work focused on the Moulsecoomb campus which will provide new student residential accommodation and academic spaces for the Brighton Business School. We will also enhance our existing buildings by increasing investment to reduce the backlog of repairs.

SHAPING FUTURES

We will continue to develop long-term plans for each of our campuses, framing our investment decisions around a 15–20 year view of development options.

- We will engage with students and staff to stimulate work on improving sustainability, and will embed this work across the university.
- We will improve the linkages between our campuses in partnership with local councils, focusing on sustainable transport and improving digital communication.



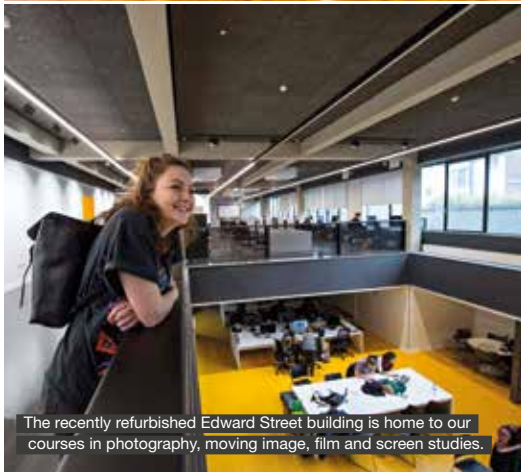
The final phase of redevelopment of Varley Park will provide 564 bed spaces for our students, opening in September 2017.



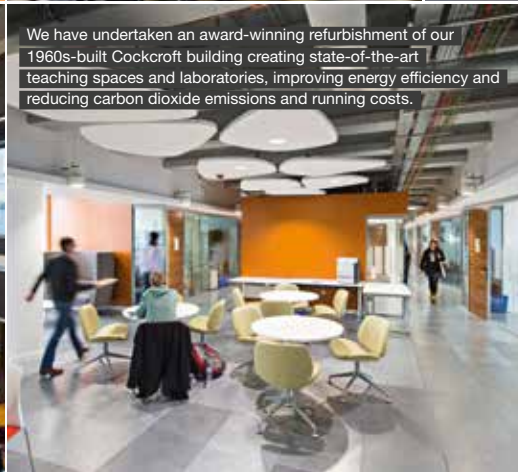
Our university's power-bike rental service for staff and students took to the streets of Eastbourne for the first time in 2016. The project is investigating whether e-bikes are the answer to congestion, health and transport issues.



This photovoltaic array on the roof of Cockcroft is the largest generator of renewable power in Brighton & Hove, generating approximately 34,000kWh of electricity a year, and saving 18 tonnes of carbon. Photovoltaic arrays are also fitted on our Falmer campus and Varley Park residences.



The recently refurbished Edward Street building is home to our courses in photography, moving image, film and screen studies.



We have undertaken an award-winning refurbishment of our 1960s-built Cockcroft building creating state-of-the-art teaching spaces and laboratories, improving energy efficiency and reducing carbon dioxide emissions and running costs.



As part of the award-winning social and informal learning spaces project, a new breakout space has been developed in the Watts Building.



A joint planning application for three sites, the Watts and Mithras House car parks and neighbouring Preston Barracks, will be submitted to the city Planning Department by U+I Plc and the university in 2016.

MOULSECOOMB DEVELOPMENT

The university is working on a development to transform the Moulsecoomb campus, providing accommodation for our students and spaces for teaching, learning and research. The ambitious scheme will help us achieve our aspirations to provide a great place for students and staff to work and learn.

The development, in partnership with Brighton & Hove City Council and developer U+I Plc, is also planning to develop facilities at the Preston Barracks site for the city's residents, including 350 new homes, retail spaces and a 'central research laboratory', providing support for new, hi-tech and design-led manufacturing start-up companies and entrepreneurs.

INVESTING IN OUR FUTURE

REALISING POTENTIAL

The delivery of our strategy will be underpinned by a sustainable financial plan that ensures we can continue to make strategic investments in order to achieve our ambition.

- We will manage our resources and finances to provide sustainability of income and expenditure
- We will continue to manage our finances within agreed benchmarks based on sector good practice as set out in our financial plan.
- We will manage our surpluses year on year to enable investment in our future.
- We will earmark a proportion of our budget each year for investment against explicit objectives set out in this strategy. We will work to maximise income and manage down our costs in order to achieve this.

FOCUSING ON QUALITY

Partnerships are critical to the success of our education, research and enterprise and we will invest in those that can deliver the greatest benefit, reach and influence.

- We will articulate a framework that clearly defines the purpose, resource and mutual benefit of our current and future partnerships to enhance and embolden our core activities.

SHAPING FUTURES

We will enhance our reputation and influence in the higher education sector and beyond.

- The University of Brighton has much to be proud of. Over the next five years we will celebrate and promote our successes, enhance our visibility and increase our conspicuous influence locally, nationally and globally.



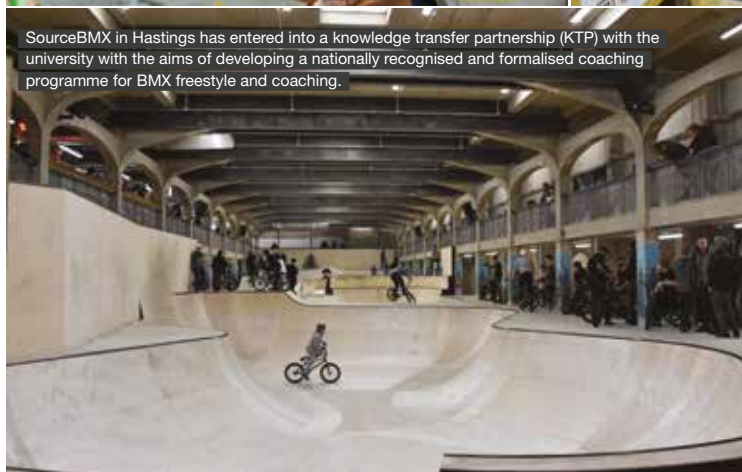
STEM Sussex works in partnership with businesses and schools to enthuse the scientists, technologists, engineers and mathematicians of tomorrow. In 2014–2015 STEM Sussex activities engaged with 45,000 young people and almost 200 companies in the south east.



Community21 develops tools to address community issues such as planning, sustainability, youth engagement, citizenship and resilience, working with US, Canadian and European partners.



Professor Gillian Bendelow was named NHS Outstanding Collaborative Leader of the Year. Professor Bendelow had been working with Sussex Partnership NHS Trust and Sussex Police on rates of detention of vulnerable people since 2013.



SourceBMX in Hastings has entered into a knowledge transfer partnership (KTP) with the university with the aims of developing a nationally recognised and formalised coaching programme for BMX freestyle and coaching.



The university's Green Growth Platform is working in partnership with Kent, East Sussex and Essex county councils, Southend-on-Sea Borough Council and Thurrock Council to launch an £8million initiative to support the growth of regional green business funded by the European Regional Development Fund. Nacfi Environmental Research is developing a process that will enable the company to produce a white paper pulp that rivals the use of hardwood in paper production.

CASE STUDY



In September 2016, the Prime Minister, Theresa May MP, praised the university for its commitment and track record in raising the aspirations of school students through its support for academy schools.

ACADEMIES TRUST

The university plays a leading role in the higher education sector for establishing successful partnerships with academies. It supports or sponsors a total of fourteen infant, primary and secondary academies – five in the University of Brighton Academies Trust and nine in the university-sponsored Hastings Academies Trust. With planned expansion on the horizon, including a new secondary school for Brighton, we are committed to helping every child in our academies reach their full potential, by drawing on our substantial education expertise.

Our academies have seen significant improvements in the quality of education they provide. The Hastings Academy and The St Leonards Academy were formed from three under-performing schools and have now seen dramatic improvement in the quality of education they provide. In 2016 there was a 6% overall increase in the proportion of students gaining five or more A*–C GCSEs including English and maths at The Hastings Academy, whilst at The St Leonards Academy 18.5% of all GCSE grades achieved were at A or A* bucking the national trend.

Practical Wisdom (*Greek phronesis*)

“is a true and reasoned state of capacity to act with regard to the things that are good or bad (Nicomachean Ethics VI.5) ... it involves the knowledge of what is good or bad, ... not merely theoretical knowledge, but a capacity to act on such knowledge as well.”





OUR MISSION

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