



Looking forward

Strategic Plan 2008-2015

INSPIRING PEOPLE

Supporting the Scottish Government's objectives for a wealthier and fairer, smarter, healthier, safer, stronger and greener Scotland.

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UWS UNIVERSITY OF THE
WEST of SCOTLAND

CAMPUSES IN AYR / DUMFRIES / HAMILTON / PAISLEY

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The new University of the West of Scotland aims to be an innovative provider of accessible higher education across the West of Scotland, an inspiring place to study and a rewarding place to work.

The University has a distinctive and important regional role. Our purpose is to work in partnership across the regions in which we are based to make them more successful; and to create opportunities for all to participate and contribute to securing a better future. To achieve this we need to position UWS effectively within what is, increasingly, a global higher education sector and create an environment which recognises and rewards our staff, supports them and enables them to develop in their skills and their careers.

This plan outlines how the University intends to fulfil this purpose and the role which you can play in helping us to do that - whether you are a student, a member of our staff, a partner helping us to provide more learning opportunities, a small business wanting help to get an idea off the ground, or an employer wanting to employ our highly skilled graduates and benefit from our research.

It is important for us to be open in what we do and to listen and respond; it is also important that we are accountable to the communities we serve. To achieve this we will publish occasional reports on how we are delivering against the stretching targets in this plan, how we are working with our partners, and how that is impacting on local and national and international outcomes.

I hope that you enjoy reading our plan and look forward to working with you to achieve our goals.

Professor Seamus McDaid
Principal and Vice-Chancellor

June 2008

“Our time is now”

Vision

University of the West of Scotland will have a transformational influence on the economic, social and cultural development of the West of Scotland and beyond by providing relevant, high quality, inclusive higher education and innovative and useful research.

Mission

Our mission is to provide distinctive higher education, through inspirational teaching and learning, and excellent research and knowledge transfer. Distinctive also in our responsiveness to individual needs and those of the regions we serve, we will transform people, and through them their communities and organisations. Through the relevance of our provision and our professionalism, we will increasingly become a partner of choice across the West of Scotland, nationally and internationally.

Values

We aim to inspire people not only to achieve their full potential but to exercise leadership in their communities and professional lives. To do this we adhere to a set of values in everything that we do, in learning and teaching, in research and knowledge transfer, and in our relationships.

We will be a University which is:

Inspiring, Achieving, Professional and Rewarding

We will develop our reputation for:

Ambition, Creativity, Leadership, Responsiveness and Excellence

And we will create an environment in which our students and staff feel:

Engaged, Challenged, Supported and Proud of our University

Outcomes

University of the West of Scotland aims to achieve following high level outcomes for 2020 and beyond:

- improving Scotland's success and economic performance
- assisting Scotland and its regions in the West to avoid any major high level skill shortages
- useful and used research and knowledge transfer for Scotland and beyond
- confident, enterprising, creative graduates fully contributing to Scotland and the West's economic growth and prosperity
- educated, culturally aware, socially responsible, active and participating citizens throughout our regions
- a high reputation for UWS research, education and learning internationally and nationally
- wider and deeper participation in higher education by those in under-represented groups and the equivalence of their academic and other achievement including employability
- improved understanding of health behaviours and more effective health care in the West of Scotland and beyond
- a sustainable coherent UWS system, responsive to market demands and needs, which makes best use of public investment
- an organisation of highly motivated, highly skilled individuals creating universally high quality education, research and other services

“What will impact on the future of UWS”

Context

There are many aspects of the external environment which will impact on the development of University of the West of Scotland.

Critical issues for the University to consider include:¹

- Scottish Government and Scottish Funding Council priorities and how these will be resourced, including any new funding methodology
- declining² numbers of school leavers and increasing competition from employers and other learning providers
- changing needs and demands for employability skills
- personalisation and customisation of services and development of future communications and other technologies
- globalisation, global competition and post-Bologna developments
- the post RAE 2008 landscape in the UK

Scottish Government and Scottish Funding Council priorities

The University's mission and goals are fully aligned with Scotland's National Performance Framework. We will provide academic programmes, useful research and relevant knowledge transfer in support of Scotland's drive to increase sustainable economic growth. The Government's strategic objectives are to create a wealthier and fairer, smarter, healthier, safer, stronger and greener Scotland. Everything we do supports these objectives directly or indirectly, locally, nationally and internationally.

This plan is published during a period when Scotland is considering the future of its universities and the funding methods to enable universities and colleges to deliver.

This is a time when demands, and the associated costs, are increasing; and the available resources are not. Learners want more accessible services; 21st century learning environments require major work on infrastructure; partnership working, in Scotland and beyond, needs significant investment of time; and the development of skills in and for work results in different types of engagement with employers, many of whom are small and medium sized enterprises.

In addition, because of the approach to funding in Scotland through the Funding Council (see research section below), modern universities receive significantly less support than older institutions, and the gap in available resources is not narrowing but getting wider³.

These financial pressures mean that UWS must be as effective and efficient as possible in its delivery; that it maximises opportunities to diversify its funding sources; and works to ensure that the resources it receives from Government through the Scottish Funding Council genuinely relate to our costs of delivery.

¹ This section does not address in detail the impact of the current global economic situation. UWS anticipates that, amongst other impacts, this will result in short-term changes in demand for programmes, particularly part-time, and financial pressures which constrain employers' ability to invest in training and development.

² In this section, our assumption is that, although inward migration is resulting in an increase in Scottish population totals and births, this is a temporary, fluctuating phenomenon and will probably not result in a stable increase in the school-leaving population over the period of this plan.

³ The 2008 Main Grant letter from SFC in March indicated that all of the “post '92” universities in Scotland were to receive an increase of less than inflation and significantly less than other universities, in a year when costs pressures are much higher than general inflation in the economy.

Declining numbers of school leavers

UWS faces three particular challenges in relation to the decline in 18 year-olds in the Scottish population:

1. As a University which predominantly recruits rather than selects to programmes – although for an increasing number of our degrees that is not the case – UWS is likely to be affected relatively badly by the inevitable decrease in demand resulting from the decline in the number of qualified school leavers. The University will not only be competing with other Scottish universities and our local colleges in this regard but also with employers who will increasingly look to attract well-qualified young people into the workforce straight from school.
2. UWS has positioned itself as a regional university, bringing higher education closer to learners in the regions it serves, and so contributing to increasing access to university education in these regions. Our main catchment local authority areas, with the exception of East Renfrewshire, have significantly lower participation rates in higher education than the Scottish average, ranging from 30% to 38% against a Scottish average of just under 50%. There is currently a challenge for us and our local authorities in supporting young people into our programmes, as is currently reflected in our difficulty in meeting student number targets across many of our subject areas. This problem can only be exacerbated by decreasing numbers of young people⁴.
3. Our commitment to withdrawal from sub-degree programmes in Hamilton which will be virtually complete by 2009/10 will result in reduced student demand unless we take remedial action.

These pressures on student numbers mean that it is essential for UWS to continue to diversify its student base and grow new markets. Principally, these will be part-time students and students already in work, although we also need to enable those students in our local communities who may find it difficult to access to our programmes for a variety of social and financial reasons. We must also continue to grow the numbers of students we attract from further afield in Scotland, the wider UK, Europe and internationally.

Changing needs and demands for employability skills

From 2.3 million jobs in 1981, to 2.5 million in 2004, by 2014 total employment in Scotland is expected to reach 2.57 million. It is projected that there will be significant replacement demand for workers, as well as new job openings, and that the number of new job opportunities will be high for every occupational group. It is anticipated, however, that the most highly skilled occupations, such as managerial and professional jobs, will account for almost half of all jobs openings⁵.

Increasingly, employers are looking for new types of skills and associated qualifications. New professions are developing, especially across the public sector, and there is significant growth in the need for skilled employees in other sectors, such as construction, as a result of increasing demand for products or services. Changes to the regulatory environment also require individuals to develop higher levels of knowledge and skills. In developing areas, such as health, new approaches and technologies require constant review and updating of educational provision to ensure their currency and relevance. Moreover, advancement in science and related technologies require educational qualifications to underpin their uses, as in developing areas such as sensors in engineering.

As a consequence of the demographic dip affecting Scotland earlier than the rest of the UK and the existing low skills base, there is an overwhelming economic imperative for all education and training providers to grow Scotland's skills and meet the skills needs of the 21st century. If we do not, there will not be enough people to do the work which we need to be done in 20 years time, as our elderly population increases and our workforce declines. Despite the fact that Scotland has had a higher participation rate in higher education than the rest of the UK for decades, its productivity is still lower. The skills of our graduates are often under-used by employers, and in Scotland this is, in part, symptomatic of the much higher proportion of small-to-medium-sized enterprises than in other parts of the UK, notably the south-east.

⁴ Our calculations, based on the Scottish Government's estimates of the decline in Scottish secondary school enrolments, and building in a series of UWS-related assumptions, indicate that this could reduce our intake by as much as 700 full-time equivalent students or more.

⁵ Report to Universities Scotland 'Drivers of Change in the Scottish Economy and Society and Future Development Scenarios: Frameworks for the Higher Education Sector' by Professor Mike Danson.

Scotland does not have a sufficient number of individuals with higher level skills to meet the future needs of the knowledge economy. 70% of the 2020 workforce are in the workplace already, many with low level skills, and employers are less likely to invest in education and training for this group. If Scotland is to compete effectively in the world economy, it will be essential to ensure that an ageing population has the knowledge and skills necessary to do so.

If UWS is to achieve its mission to contribute fully to the economic, social and cultural development of the regions it serves, we must do several things in response to these circumstances:

1. Ensure through active dialogue with employers and other partners that our academic provision, learning and teaching, research and knowledge transfer are relevant to employer needs, and continually refreshed and that our graduates have appropriate transferable and other skills
2. Reach learners who currently have lower skills and are in the workplace to enable them to improve their skills and make a greater contribution and achieve a greater reward
3. Use horizon-scanning and our relationships with employers, large and small, to anticipate need and plan for it, developing and rolling-out customised provision where possible and desirable
4. Work directly with employers, especially SMEs, to help them to access skills and knowledge using our own networks and through our partner colleges
5. Manage our employer relationships in a professional and coherent way which meets their needs

Personalisation of services, future communications and other technologies

The 21st century can be characterised as a century in which multi-national consumerism and the related range of product choices have developed to such an extent that successful companies are those which differentiate their products or allow their customers to do so. Increasingly, consumers are expecting personalised services, products which they can customise to their own specifications, and access to these products and services at times and in ways which suit them rather than the producer – all facilitated by the internet as can be seen from the dramatic increase in internet shopping.

Higher education is no exception to this trend and students and employers both want and need approaches to learning which suit their needs. If institutions cannot provide this, along with excellence in the quality of the learning experience, learners will go elsewhere, as is evidenced by the growth in international higher education discussed below.

The nature of learning and teaching is changing at a remarkable rate, driven by technological advances in two principal ways:

1. Universities are no longer the custodians, gatekeepers and disseminators of information – through the world wide web, in most parts of the world, individuals can access information directly. In an environment in which information is almost infinite, the bedrock of a university education, the development of higher level skills of conceptualisation, analysis, questioning, synthesis and the creation of understanding and meaning become ever more important.
2. Technology has resulted in a step change in the techniques which may be used to support learning and teaching and associated communications. Blended learning enables a range of learning styles and no longer requires students physically to attend the university for set periods of time as their primary mode of learning. Use of technologies make distance learning a more practical option for many, and distributed provision, at home and overseas, a much more affordable option for institutions. Shared content development and delivery becomes easier, and electronic access to material previously only available in print form can drive down cost whilst significantly increasing accessibility.

The implications for UWS are profound – the University must differentiate its provision to be attractive to new markets as identified above. One of the principal ways for us to do so is to design and deliver our degrees and academic services in a way which is uniquely responsive to learner need. This means that we define and deliver the UWS experience in a way which allows learners to learn at a time, and a place and a pace, which suits them. And provide consistently excellent support in the same way, across all of our campuses and beyond.

The University is already well-placed to do this – our multi-campus, regional geography; the opportunities through our £200m new estates and ICT programme; our trimester academic structure and leading-edge use of credit accumulation and transfer and some of our existing learning technologies and techniques all provide a good foundation. The challenge during the planning period is for the university to make a step-change across the entirety of its delivery to achieve the kind of flexibility and responsiveness, and the kind of learning environments and associated infrastructure identified above, so that it is widely regarded as the university of choice for learners and employers.

Globalisation, global competition and post-Bologna developments

Scottish universities now operate in a global market, in which higher education is perceived increasingly by aspirational governments, employers, parents and individuals as a global commodity. The UK, which for decades has traded on the high reputation of its higher education and research outputs, is faced with rapidly increasing competition from other countries and individual institutions, ever more sophisticated in their approaches to international marketing and delivery, offering degrees of high quality, which offer excellent value for money in terms of return on investment.

For a University such as UWS, which has taken significant strides in recent years in increasing its international student recruitment and other international activities, but is starting from an historically low base, this is a major challenge.

UWS has to operate internationally in a way which fully supports the university's goals of providing high quality, responsive support for learners and improving the quality and volume of its research and knowledge transfer. Overseas, our principal approach must be to build our international activities through partnership working, ensuring that we use our institutional relationships to develop the whole range of our offering with our international partners.

This approach must be fully reflected at home, in the design of our curricula, the support we offer incoming international students and staff, and our support for the outward mobility of students and staff based in UWS. The University must also use every opportunity to participate in activities which can raise its profile internationally such as projects stemming from the Prime Minister's Initiative on international education (PMI), government initiatives such as the UKIERI research programme in India and Fresh Talent, now across the UK, and research pooling. There is significant development work to be undertaken over the planning period to deliver this whilst managing the associated reputational and financial risks.

The post RAE 2008 landscape in the UK

The UK's 10 year science strategy, framed by Lord Sainsbury in 2005, and Scotland's related science strategy, which is currently being updated, are the bases for the governments' approaches to the funding of research and knowledge transfer, known as the dual support system. Scotland's universities are part of the competitive UK system of funding allocated through the Research Councils and also receive research funding (QR) directly from the Scottish Funding Council, based on the quality of research as measured, until now, by the Research Assessment Exercise (RAE).

The UK government is reviewing its approach to funding research activity because it is concerned that the way in which research is currently measured, and consequently funded, does not fully reflect its priorities. In December 2008 the results of the most recent RAE will be published and, immediately following that, a new research measurement system, metrics-based rather than peer-reviewed, will be introduced, with a much more frequent cyclical review process, called the Research Excellence Framework (REF).

Scotland's Funding Council has taken a different approach to funding research to the English Funding Council with less concentration of resources on universities with top research ratings. This has meant, until now, that newer universities and newer areas of research have had the opportunity to receive development funding for research activity, albeit at a much lower rate than older institutions. The SFC's research pooling initiative has also enabled the newer and other universities which may not have critical mass in research areas to participate in jointly-funded research pools and UWS is participating in more of these than any other modern Scottish university.

The risk is that with increased pressure from government to concentrate funding on top-quality international research, or research-intensive institutions which can compete at the top of the global league tables, and its desire to concentrate on particular areas of research, institutions such as UWS may find it even harder to secure research funding in future.⁶

Consequently, UWS must put a significant effort into growing its research and KT activity as a core part of the mission of a university. We need to invest to enable staff to develop their research expertise, and support growth of activity in areas of excellence and economic relevance. We also need to ensure that we fully participate in research pooling and exploit all of the opportunities created by such linkages.

⁶ We submitted 70 FTE staff to the last RAE, approximately 15% of our academic staff, a much lower proportion than all other Scottish universities.

“What sort of a University is UWS?”

The UWS Strategy

The principal theme for the planning period is:

- **Excellence in the Student Experience**

This will be supported through:

- Growing, developing and diversifying attractive niche academic programmes for home, EU and overseas markets
- Increasing research and knowledge transfer (KT) activity and associated income and other revenues
- Improving the UWS estate and information and communications technology (ICT) capacity and use
- Our change programme for organisational development (capacity and culture)

In achieving these goals, the University recognises the critical need to –

- work responsively with partners to innovate
- reach learners who currently do not have access to higher education

Our regional focus is designed around partnership working and our campus hubs aim to provide greater access to learning, research and knowledge transfer for those learners and organisations that currently do not have such access. UWS’s approach to our regional role and multi-campus model during the planning period are outlined below.

UWS aims to be uniquely responsive in our approach to partnership working and new demands. To do so we will anticipate the needs of our learners and our partners, and ensure that we adapt in order to meet these needs. That will include ensuring that our delivery is speedy, professional and fit for purpose as well as in accordance with streamlined University processes and procedures.

What is UWS’s regional role?

The University’s vision is to have a transformational influence on the economic, social and cultural development of the West of Scotland and beyond by providing relevant, high quality, inclusive higher education and innovative and useful research.

In order to do so, the University needs to reach deep into the communities it serves, creating opportunities for learners who might otherwise not consider that higher education is for them and for employers who think likewise. In doing so, the University will support its regions by:

- increasing the numbers of individuals achieving a higher education qualification in areas with historically lower than average participation rates such as Lanarkshire
- ensuring that individuals who cannot travel for their educational experience, such as those with dependants or those in remote and rural areas, still have the opportunity
- helping local employers large and small by encouraging graduates to remain in their local areas, or return, by offering locally provided educational opportunities
- being close enough to organisations of all kinds, especially local public services and small and medium sized enterprises, to be able in a real and meaningful way to contribute to supporting their business needs, for education, relevant research and knowledge transfer

Employability and skills

A specific aspect of this which the University will continue to develop is what has been an historic strength, our relationship with employers. The University aims to deliver the kind of continuing professional development (CPD) and upskilling that supports the skills strategy for Scotland and drives the national and regional economic agendas.

We will do this through:

- sustained employer engagement
- diversifying our delivery into real blended learning, work-based and work-place learning (ie learning through work and learning in work)
- a focus on part-time learning and learners
- high quality CPD
- easily accessible recognition of prior learning (RPL) provision including accreditation of work-place learning

In order to improve employment opportunities, UWS will produce graduates with skills relevant to all types of employer. This requires a range of co-ordinated activity designed to ensure that our qualifications and the associated learning experiences develop the skills in our graduates which employers seek. The activities include:

- programme design and accreditation/removal
- customising programmes explicitly to meet employer needs
- systematic engagement with professional bodies, sector skills councils, large employers, and colleges to feed into programme design
- use of work experience and work-based learning in all programmes, ideally in an international context
- use of personal development planning
- offering a wide range of opportunities to enhance the curriculum, including for international experience and other accredited learning

To achieve this vision, systematic and sustained engagement with strategic partners such as local and national businesses and industry, local authorities, community planning partnerships, local enterprise organisations, the voluntary sector, and the NHS, as well as other stakeholders, is essential.

The University will ensure high standards in its partnership working and will develop its approach through a plan for stakeholder engagement and the management of these relationships for mutual benefit.

Wherever possible, the University will share resources and services and enable access to its facilities from the communities it serves.

What is UWS as a multi-campus University?

The four campus University model assumes that the University will operate in each of its regions and build a regional reputation. This will require the development of the campuses as regional hubs with related stakeholder engagement.

The UWS approach to achieving this includes:

- offering core disciplines across all four campuses
- distinct academic strengths in particular fields on each campus
- working with and learning from colleges about how to reach deeper into our communities
- increasing the ability of learners and partners to access our provision from whatever their geographic location
- working more effectively with schools and colleges to ensure that “mid-range” students consider and have HE opportunities
- growing our opportunities for learners with colleges through bespoke routes and sustained partnerships
- developing local in-work learning (see section on Employability and Skills above)
- high quality facilities on all campuses to create a 21st century learning environment (negotiating shared use of specialist facilities with partners where this is the most efficient option)
- corporate responsibility for stakeholder engagement shared across the University
- a strong regional element to overall strategic, campus and school plans
- stakeholder engagement, marketing and communications plans

Whilst recognising that universities and colleges exist in a competitive environment, the University aims to work with other universities, colleges and other institutional partners in a way which is to the benefit of the individual learner and the mutual benefit of the institutions.

A key challenge in delivering across a multi-campus institution is to ensure consistently high standards of the student learning and wider experience, without losing the distinctive strengths and opportunities of each of our campus locations. Our approach to learning and teaching outlined in this document will be equivalent across all UWS provision, wherever it is located, and we are re-designing our support services to ensure that for students and staff access to services is appropriate for their location, and of a high and appropriate standard wherever that is.

“How will we attract, retain and produce successful learners?”

Creating the UWS student experience

Strategic approach: achieving excellence in the student experience

The University's reputation derives in a large part from the academic and related experience of our students. UWS's approach to learning and teaching, and the quality of that learning and teaching, is critical in ensuring the accessibility of provision and success for learners.

The principal way in which we will develop our reputation for learning is through the distinctiveness and quality of the learning experience we offer to students as a result of curriculum design and our approaches to learning and teaching and associated staff development.

What is a UWS degree?

The underpinning assumption is that the diversity of UWS students must continue to increase, in part to address the demographic challenge identified in Section 2, and in part to ensure that the University is not overly dependent on particular aspects of our provision.

This will require the University to respond and design programmes which are responsive to the needs of a wide variety of learners and we aim to be distinctively focused on learner need. This is a critical factor in making UWS a university of choice and, consequently, improving student recruitment. The mix of our students will include full and part-time, school leavers and non-traditional learners, learners in the workplace, and increasing numbers of new Scots, EU and international students.

Programme mix - the range of qualifications we offer - is a highly important aspect of how we define a UWS degree and is discussed in Section 5. There are three other key aspects to how we define our degree experience - curriculum design, internationalisation, and our approaches to learning and teaching. We will support these developments through strategically targeted staff development.

Curriculum design

To ensure the attractiveness, relevance and accessibility of our provision, over the planning period, the University will consider the following approaches to curriculum design:

- migration from SVQ/HN to all-degree provision at Hamilton
- offering Honours options for all/appropriate undergraduate programmes
- growing Masters level and differently packaged programmes for different markets including international
- designing programmes for workplace markets
- enabling and promoting differing rates of learning through use of the SCQF and credit transfer, the trimester system, and flexibility to shift from part-time to full-time or vice versa
- customising provision to meet student needs in our design of time, place and mode of learning (in marketing speak developing a “channels strategy”)
- creating learning opportunities which do not require concentrated periods of attendance but include significant levels of personal, individualised contact
- increasing delivery in and with partners – colleges and workplaces are the main regional drivers and a separate approach is necessary for international activities
- designing entry routes for learners without traditional entry qualifications
- internationalising the curriculum and our programme content
- building in core student experiences to all programmes eg international, work experience/work-based learning, projects, research methods, ICT skills development, team working

Internationalisation

International curriculum development is part of the University's broader goal to internationalise across all of our activities. UWS aims to have an international approach to its delivery to:

- improve the relevance of our learning and teaching
- diversify our student base
- increase revenues
- contribute to the global development agenda as part of our corporate social responsibilities

The University needs an international strategy to build on the significant improvements in recent years in international engagement and student recruitment. Possible strategic approaches include:

- concentrate on/develop a country strategy for a limited number of international markets either geographic or subject specialism
- build on existing opportunities across entire portfolio
- build international strategy into individual school plans across the entire range of school activities
- use individual campus advantages to target particular markets eg potential attractiveness of the Ayr location in the US
- develop programmes for particular international markets taking full account of the Bologna frameworks eg 3+2 qualifications
- work in partnership wherever possible to underpin the strategy eg with Scottish Government, Scottish Enterprise, SQA, colleges, other universities
- ensure that international strategy is built into all other UWS activities eg estates development, marketing, HR development etc
- have a sustained approach to international student support and support for home students, and our staff, to participate in exchange and outward mobility
- ensure this activity is incentivised and supported through the resource allocation model
- develop metrics to ensure spread of activity is monitored

Learning and teaching

The University's reputation derives principally from the experience of its students and so UWS's approach to learning and teaching is critical in ensuring the accessibility of provision and success for learners.

This will require the University to agree a consistent approach to learning and teaching in relation to aspects such as active learning, student-centred learning, problem-based learning and ensure that this permeates across all types of delivery and programme.

Priorities are to ensure excellence in student retention and achievement through:

- quality of teaching eg through recognition and reward (teaching fellowships/professorships etc), academic staff career development, management of workload, recruitment of new staff, etc
- distinctive pedagogy – blended learning, e-learning, joined-up provision, customisation and student choice of when, where and how, employability
- the right student experience – use of customer insight, design of curriculum, practical facilities such as a housing guarantee for students in their first year (subject to certain criteria), fitness and cultural facilities, student support services, accessibility to staff and services at a time, place and form that suits, flexible work-study provision to guarantee income
- communications and related uses of technology to assist learning - wireless, personal, accessible, leading edge software and hardware, staff available and trained (see Section 8 on organisational development and change)
- state-of-the-art learning and teaching facilities – building and refurbishment design which reflects leading edge in employment, classroom of the future etc
- improving access to appropriate curricula through all campuses
- approaches to quality enhancement which delivers a high standard of student learning experience irrespective of type of student or style of learning

Student representation

It is essential for UWS to listen to its students, and others, to inform how we design, develop and enhance our programmes. Key to this is good student representation. The University will work in partnership with our Students' Association across all of our campuses to ensure that they have the necessary professional and financial support to provide consistently high quality student representation and a range of other services for all of our students, wherever and however they are studying. The University and the Students' Association will design a new partnership agreement on working together to ensure clarity in our mutual expectations.

“And what will our academic programmes look like?”

Academic programme development

Strategic approach: growing, developing and diversifying attractive niche academic programmes for home, EU and overseas markets

As well as responding to learner demand, UWS's portfolio and curriculum content must look forward and take full account of employer needs, Scotland's and the UK's skills strategies, Sector Skills Council priorities, and European developments. As well as responding to demand, the University must be pro-active in shaping it through comprehensive employer and community engagement.

To ensure competitive advantage, UWS will need to identify and build niche expertise and niche markets as well as diversifying its provision. The University will also need to consider the place of work-based learning and what priority it accords to developing new provision in this area whilst maintaining a strong focus on core undergraduate learning and teaching.

UWS has considerable opportunity to work across Schools to design programmes which draw on expertise across a range of subject areas. This will be facilitated by the move to a 3 Faculty structure. The model of core provision with different exit routes in areas such as health, media and computing, and sports is an attractive one and will be explored further. In addition, there are clearly areas of expertise in the University which can contribute to the UWS degree experience of all students where we wish universal underpinning in areas such as IT skills and creativity and entrepreneurship.

Below are examples of areas in which University of the West of Scotland (UWS) will consider broadening and diversifying the curriculum during the planning period. It is not exhaustive and more detail on programme development is contained in the Strategic Plan Targets. This plan will be regularly updated to reflect the updating of our portfolio of programmes.

Creativity, Culture and Design – In this area, we have developed our provision very rapidly in the Schools of Media, Language and Music, Computing and Business across three campuses and shortly in Pacific Quay for knowledge transfer work. Our current offering in Journalism in Hamilton is over-subscribed; our multi-media approaches blending content development and use of technologies, including in design and production, are leading edge for industry; and performance is an area which is starting to grow. All of Scotland's devolved governments have set great store in creativity and culture as essential to Scotland's development in the world in the 21st century. Creativity and design, under the agency of the new Creative Scotland, are now recognised as significant drivers of the creative economy. This is through innovation, entrepreneurship and productivity, as well as contributing to cultural life in Scotland, tourism and heritage, and our self-esteem as a nation. ***This is a growing area of demand in the part of Scotland which is the hub for the creative industries and is an area in which we should grow our provision, working collaboratively across schools.***

Education – The University has a good reputation and high demand in primary and secondary teacher education, currently offered in Ayr Campus. We have developed programmes such as the BA Hons Mathematical and Professional Education in response to need for qualified teachers in priority subject areas. Student numbers are controlled by the Education Directorate through the SFC. The Childhood Studies programme runs in Ayr and Dumfries. The School has anticipated the personal development needs of teachers in work, through the Chartered Teacher Programme, and other CPD. Consequently, it has a sizeable number of part-time learners and offers distance learning provision. Education across all ages and levels is at the top of the political priority list after health, driven by social imperatives to involve young people and maximise their contribution to their communities. ***Potential areas of diversification to meet new/growing needs and/or demands include – early years/childhood studies; community learning and development; informal learning and youth work; adult education; and tertiary education.***

Health – UWS has a strong offering in nursing, midwifery, adult and mental health across all campuses. Nursing and midwifery education numbers are controlled by the Health Directorate which contracts through the Scottish Funding Council (SFC) for nursing education. Local NHS Trusts are expressing a desire and need for locally trained learners across the entire range of health professions and in new areas such as “hybrid posts” and individual specialisms such as endoscopy and audiology. There is no control on student numbers in such areas. There is also a strong and growing market within the NHS for locally designed and delivered continuing professional development (CPD) to support the professionalisation and upskilling of health workers. We have service level agreements with five regional Health Boards and we will maintain and, where possible, expand these. ***UWS will target delivery to meet the needs of the Health Boards we serve. We can develop as a niche provider of locally-delivered composite health programme with different specialist exit routes and act as a gateway for the NHS in our regions into specialisms offered by other educational providers.***

Sport – With over 400 students, UWS is the third biggest provider of undergraduate sports education in Scotland. Our provision is based across Education, Engineering and Science, and Social Sciences – and potentially Business – and on three campuses. We also have potentially a strong linkage with community-based health provision and preventative medicine. Sport is a growing political priority for economic, social, and cultural reasons. This is particularly the case in the West of Scotland with its poor health economics and the Commonwealth Games in the east of Glasgow in 2014. We need more educational provision in sports to support several aspects of the “sports industry” – including physical and mental health and fitness; exercise science; school-based education; informal learning; youth participation; and tourism. ***There is an opportunity to differentiate our provision from other Universities by developing teaching and research specialism in sports participation and healthy lives as part of a multi-dimensional sports degree offering.***

Prioritising activity

An important aspect of optimising our portfolio is to ensure that the University has mechanisms and criteria in place to prioritise programmes. This is necessary to ensure that programmes are sustainable over time, and that we are making most effective use of our resources and avoiding proliferating provision where there is limited or dropping demand.

In order to assist us to prioritise in a transparent, consistent, fair and evidence-based way, through our decision-making mechanisms, the University will take the following criteria into account:

- robust market research and competitor analysis
- relevance of programme to current strategic plan and targets
- support of strategic goal to develop attractive, niche provision
- absolute student numbers/past trends in student demand
- likely future demand from learners and employers
- breadth of delivery
- costs of entry/affordability of delivery
- international relevance
- fit with KT activities
- fit with and contribution to/from research profile
- economic, social or cultural contribution regionally or beyond
- HR succession-planning/overall sustainability/risk re-staffing profile
- contribution to partnership-working and links with business, industry, public sector and other employers
- availability of suitably qualified staff

The criteria above require UWS to use a significantly more robust evidence base and so the targets in this document include reference to capacity-building in market research and other aspects of this type of analysis. The main programme development clusters proposed are all contingent upon detailed feasibility studies being undertaken prior to new programme development.

“How will we drive up research and KT activity?”

Research and knowledge transfer

Strategic approach: increasing research and knowledge transfer (KT) activity and associated income and other revenues

UWS aims to become an academic institution with a significant profile and reputation for national and international excellence in applied research in strategically important academic areas.

We will do this by concentrating and building on our current research strengths and increasing the volume of our internationally excellent research outputs by 2015.

The University will develop a vibrant research and knowledge transfer (KT) culture which attracts and retains research active and productive staff and outstanding research students. This culture will underpin and support academic, applied, basic, clinical and professional research for the economic, cultural and social benefit of the communities of the West of Scotland and beyond.

It is critical for the University's success that we support all of our staff to develop in this area and ensure that research activity is closely linked with the development of our learning and teaching portfolio. The University has areas of real strength in both and also the opportunity to grow new areas by harnessing expertise across subject areas and through new blood appointments.

The University made a strategic decision to submit 15% of its academic staff (70 FTEs) in the Research Assessment Exercise (RAE), considering their research output to be of national/international excellence; 32 of these are in science, technology, engineering and maths subjects (STEM) and 38 are in other disciplines.

UWS will have to undertake a range of activities to achieve the aspiration above, increasing research and KT capacity and, as a result, research and KT income.

Strategic choices will include:

- focus for the University to develop/enhance research excellence; new/green field activities; research pooling priorities
- amount of other research/KT staff will be expected to undertake
- number of research supervisors; areas for concentration; approaches to increasing the number of research supervisors, including through external arrangements.
- number and academic discipline of research postgraduate students
- options for increasing the numbers and proportion of research active staff e.g. new blood recruitment, use of normal recruitment processes, support for staff undertaking PhDs
- options for ensuring time for research and knowledge transfer activity
- research leadership and role of deans, professorial staff and others
- relationship between research/KT activity and learning and teaching
- how new and enhanced activity is resourced and to what level

The University will undertake a range of activities to support our growth in productive research in strategically important areas. These will include:

- targeting resources to develop relevant research pools/clusters
- using strategic partnership such as research pooling and other collaboration to grow our research profile, share resources and spread risks
- commissioning work to identify useful/relevant interdisciplinary and niche research areas
- growing our capability in research funding applications, small grant applications, expertise in European Funding etc

In relation to knowledge transfer activities, there are additional UWS priorities:

- extending the range and volume of KT – each School plan will include its approach in relation to KT
- ensuring that KT activity is happening in all subject areas, particularly those seen as “non-vocational”
- identifying staff to manage employer relations on a geographic and sector basis (linked to stakeholder management plan, see Section 3)
- targeting KT activities which have highest impact re SFC and other metrics

Prioritising activity

The University will also need to identify priorities for allocation of limited resources in support of research and KT activity. For decisions on entry or continuation of research and KT activity, the evidence we will consider will include:

- current or projected research outputs and income generated based on the track record
- impact on institutional and national reputation of the University
- achieved position in RAE2008
- international and national relevance and/or competitiveness
- economic, social or cultural contribution regionally and/or nationally
- contribution to current or future strategic collaborative and/or partnership-working
- consistency and volume of external non-SFC income/potential income generated
- costs of entry/affordability of delivery
- contribution to strategic goals of developing excellence and niche provision

Estates and information and communications technology

Strategic approach: improving the UWS estate and information and communications technology (ICT) capacity and use

In order to achieve the goals outlined above, every area of our delivery, academic and support, needs to work collaboratively to enable the developments that we have identified.

Building our reputation for excellence and our successes in learning, teaching, research and knowledge transfer will depend on UWS developing high quality facilities and services on all campuses to create a 21st century environment. This environment must make each of our campuses, and the other locations in which we operate, fit for purpose and attractive to students, staff and our external communities.

We will upgrade our physical infrastructure and develop high quality facilities and services accessible to students, staff and the local community in each of our campuses.

An underpinning assumption in the development of new learning and teaching environments is that we will build in more informal and flexible learning environments and that academic areas will share space to ensure optimal utilisation and student integration.

- the new campus building in Ayr will be complete in 2011 and will transform the learning experience on the campus, the environment for staff, and the opportunities for new developments
- in Hamilton we will plan for the upgrading/replacement of the Almada building
- the Dumfries Campus, on the Crichton site, will be reconfigured in the short-term to save space and costs and share facilities with Dumfries and Galloway College and Glasgow University. In the longer term, the University will consider whether or not the estate is fit for purpose and whether new build would be appropriate, potentially with local partners such as the NHS
- for Paisley Campus we will develop an estates strategy which will turn the campus into a welcoming and inspiring location designed around our staff and students and integrating our services and facilities to create a heart to the campus

And in all campuses we will ensure that we provide suitable student residential accommodation and access to health and fitness facilities.

Across all of our campuses, we will work with our partner colleges and others to share facilities. In developing student residential and sports facilities, for instance, we will look for partnership with local authorities, other institutions and other partners to make our developments vibrant and viable.

Information and communication technologies are essential tools which the University will need to exploit fully over the planning period in support of the approaches to learning and teaching outlined above.

They are also an essential part of operating across multiple locations effectively and efficiently, maximising our impact and minimising our carbon footprint. We already have excellent examples of good practice in the use of such technologies across the University – for example, in Health our approach to clinical skills simulation, actual and virtual, and our use of web-enabled technology locally and internationally, is leading edge, and is a model which we will explore and potentially roll-out more widely across the University.

Over the planning period, we will make significant capital investment in:

- infrastructure support for learning technologies particularly for cross-campus communications, blended and distributed learning
- improvements to our learning and teaching environments, with classroom upgrades a priority, and on-going modifications to improve accessibility and enable learning
- facilities and services for students, staff and external users including residential and recreational provision across all campuses

The University will also explore how it can work collaboratively with partners to secure use of other facilities and locations in support of learning (e.g. delivery in the work-place and in colleges) when appropriate.

It will also put in place an environmental strategy and develop a plan to ensure that our four campuses are green, and all new buildings meet excellence environmental standards.

And we need the support and capacity building identified in Section 8 to allow all students and staff to make the most of the opportunities which will be presented by the developments above, academically and personally.

Organisational culture and development

Strategic approach: rolling out our organisational development and culture change programme

Universities, and UWS is no exception, depend entirely on their staff for the creation and dissemination of knowledge, which is our core activity. We aim to inspire people not only to achieve their full potential but to exercise leadership in their communities and professional lives – and this applies to ourselves as much as to our learners and our communities. Our values commit us to being an organisation which is inspiring, achieving, professional and rewarding; and we must create an environment for our students and staff which makes us feel engaged, challenged, supported and proud of our University.

It is therefore essential that the University takes the organisation forward and develops our shared culture in a sustained and consistent way. Having a shared culture is of particular importance in an organisation as diverse and dispersed as UWS as it is a critical driver in the consistency of the experience of our students, wherever and however they are learning. It is also an important component in ensuring consistency of our approach to everything else we do, including providing high quality internal services for each other and our partnership working. Success in all of these is about building and maintaining our relationships in a mutually supportive and respectful way.

This means that every one of our staff must work and act in a way which supports the values and contributes to changing our organisation for the better. This change must percolate through the entire organisation to become a recognisable part of the UWS experience.

Our approach must make clear what we expect of our colleagues and ourselves and recognise and reward our achievements in support of the University's goals.

This approach must also support staff to develop in their roles, helping to drive up the quality of our activities and create opportunities for career and personal development.

The University will develop its approaches and policies to ensure that we are a flexible and responsive employer, working in partnership with our staff to enable and support them to be more flexible in the way they work to accommodate their personal needs whilst also creating working models which underpin our critical aspiration to meet better the needs and expectations of a widening range of learners.

Informal feedback indicates that UWS has endemic challenges, as faced by many large organisations going through major change. These are in areas such as communication, consistency of approach by management, consistency and equity across our various campuses and between different groups of staff, and ensuring opportunities for personal and career development. All of these aspects of the experience of our institution must change dramatically and measurably over the planning period for the University to become a truly inspiring place to be.

The University is committed to rolling out a comprehensive programme of organisational capacity building and staff development in support of our change processes which will begin with a climate survey to identify systematically our organisational challenges and provide baseline information for planning purposes.

To achieve the changes in our approaches to work and employment required to deliver this plan fully, it is essential for us to work in partnership with our campus Trade Unions and staff across the organisation, and to be open and systematic in our communications.

The programme will involve a range of activities, some of which are identified below and which are detailed through the 15 targets in this area.

- staff training and development
- HR modernisation in the widest sense to ensure flexibility of contracts and conditions
- quality culture and delegation of responsibility - ownership by all at the point of delivery and commitment to improvements on a continuing basis
- strategy for culture change and organisational development
- internal communications
- fit for purpose management and accountability processes
- consistency and reliability of reporting and compliance with University processes and procedures
- restructuring to support academic goals
- related voluntary severance and retirement and new blood appointments
- academic and support staff restructuring to support strategic goals
- academic and support staff development
- innovative approaches to becoming an employer of choice
- design strategy (relating to marketing and communications)

Dec 08

It is critical for the new University of the West of Scotland to establish itself quickly as a modern and attractive University with a high reputation for the quality of its provision.

The 2008-2015 Strategic Plan should contain stretching targets to ensure that UWS positions itself for the future. If we look at the 2005-2009 Strategic Plan, the majority of the commitments have been achieved or will be by 2009, but it is clear that there is considerably more to be done to position the University for a sustainable future.

The 4 strategic approaches, against which all targets should be tested, will be:

- a) identifying academic and services excellence and growing/enhancing
- b) developing niche areas/differentiating and diversifying our provision
- c) withdrawing from programmes and other activities in support of a) and b)
- d) partnership working to enhance delivery

The principal theme for the planning period is:

- **Excellence in the Student Experience**

This will be supported through:

- growing, developing and diversifying attractive niche academic programmes for home, EU and overseas markets
- increasing research and knowledge transfer (KT) activity and associated income and other revenues
- improving the UWS estate and information and communications technology (ICT) capacity and use
- change programme for organisational development (capacity and culture)

Dec 08

- Target 1:** 80% of full-time degree entrants complete to degree level by 2014/15¹; each subject area will develop a profiling plan to model student progression and design interventions and monitoring arrangements to ensure that significant annual improvement is made; the University will review overall trend annually
- Target 2:** All² work-based learning (WBL) will be credit-rated by 2008/09
- Target 3:** All programmes offer a credit-rated work placement or work-based learning by 2010/11
- Target 4:** All programmes offered on a flexible learning basis and in at least one delivery mode other than day-time attendance by 2011/12
- Target 5:** Market research project to determine which programmes should be offered on a blended learning basis by 2009/10
- Target 6:** All undergraduate programmes offered on a part-time and an accelerated basis by 2011-12 (subject to professional body constraints); maintain current proportion³ of full-time to part-time students across all programmes
- Target 7:** All subject areas to increase recruitment of non-EU and EU non-UK students by 10% per year
- Target 8:** Majority of HN diplomates in all partner colleges can progress onto Level 9 UWS programmes by 2012; all by 2015 including programmes offered by partner institutions
- Target 9:** One-stop-shop for all student services available on all campuses and on-line by 2010-11; review of support for research students completed by summer 2009
- Target 10:** Complete review of graduate employability of all programmes by summer 2009; feed into portfolio review process 2009/10; and improve to at least 65% graduate level employment
- Target 11:** Establish an effective alumni network/tracking system in 2008/09 to enable a longitudinal graduate destination survey 3-5 years post graduation commencing 2009/10
- Target 12:** Reflective quality enhancement self-assessment completed by summer 2009

¹ Aided by focus on knowledge creation and personal development, better pre-entry guidance, greater selection of students, better academic guidance and support, more accessible student support, and more diverse programmes and students

² Use of "all" throughout the targets indicates that this will be universal provision across the university unless unavoidably constrained eg by professional body requirements

³ 50% of headcount average across UWS but not necessarily within all programmes

Growing and developing attractive niche academic programmes

Dec 08

- Target 1:** Improve the programmes design and approval process: build market research capacity; ensure new programme development is fully resourced; explicitly link programme proposals to strategic plan goals; speed up approval process – all by 2009/10
- Target 2:** All academic plans from 2009 onwards to include assessment of scope and associated targets to increase employer links including those with business, industry, the public sector and the third⁴ sector
- Target 3:** New Programme Feasibility and Development –
- i) **Construction Management** and consultation with construction industry (inc SSC – Construction Skills) in 2008/09; aim is to offer Construction 2+2 offered with two Colleges from 2010
 - ii) **Culture and Creativity and Design** scoping study – including media, computing and business/entrepreneurship - completed December 2008; new programmes design 2009; delivery from 2010
 - iii) **Education diversification** – education programmes in Hamilton from 2009/10; feasibility study undertaken in 2008/09 on Education programmes in Paisley; develop leadership and management programmes in Education eg MEd in Advanced Professional Studies – aim for CPD delivery in Renfrewshire from 2009/10; scope and develop new community learning and development (CLD) qualification potentially offered across all campuses from 2010
 - iv) **Executive Education/Public Sector management** – develop a business plan for building Public Sector Management and Private Sector Management Executive Education activities by spring 2009
 - v) **Health diversification** – completed 2008 including consideration of Pharmacy from 2010/11; rural Pre-reg Nursing in Dumfries and beyond from 2008/09; applied Health and Social Care research programme
 - vi) **Law/Legal studies** – undergraduate LLB or alternative niche law offering – study completed in 2008/09
 - vii) **Social Sciences** – explore extending single Honours provision in Social Sciences in 2008/09; introduce Social Work programme to Dumfries in 2009/10; new programme proposal in 2008/09 for Policing and Criminal Justice u/g and p/g provision from Hamilton
 - viii) **Sports business, health and lifestyle** feasibility study across all levels including CPD completed December 2008; new programme design 2009; aiming for TPG Programme in Sports and Exercise Psychology from 2009; delivery from Sept 2010
- Target 4:** Small Business Degree offered across all campuses from 2009/10
- Target 5:** Review computing science, software engineering, and information systems undergraduate programmes to assess future demand in the UK and wider Europe in 2008/09
- Target 6:** Develop the UWS taught postgraduate (TPG) portfolio to increase TPG student numbers by 1,000 by 2010 and 2,000 by 2015; all programmes offer Masters progression routes (including into other institutions' programmes) by 2011-12
- Target 7:** All programmes have international plan and targets (curriculum, research and KT, and recruitment) in place from 2009/10

⁴ The voluntary and not-for-profit sector

Increasing research and KT activity and associated income

Dec 08

- Target 1:** Development programme in place by 2009 to ensure all academic staff are supported to build their research⁵ and KT expertise and activity
- Target 2:** All subject areas to increase the numbers of staff engaged in productive research by a minimum of 10%⁶ in each year of the plan so that all major subject areas in UWS will be submitted for the next UK research measurement exercise
- Target 3:** Increase by at least 50% external research funding and KT funding by 2014/15
- Target 4:** Total number of research student registrations to reach 200 by 2010 and 350 by 2015 with registrations across all major subject areas
- Target 5:** Introduce one year MRes by 2010/11
- Target 6:** A minimum of 20% of research outputs of all research groups should involve external national and international partner collaboration from 2010/11 onwards
- Target 7:** Establish development funding from 2008/09 onwards to enable growth in selected research areas of national and international excellence
- Target 8:** Support current research pooling in areas of research excellence for the period of the plan and join new initiatives as appropriate

⁵ In this section, "research" is defined by UWS as research and knowledge transfer activity, consistent with Funding and Research Council definitions, to achieve UWS strategic goals. These are, principally, improving the quality and relevance of the university's learning and teaching, and developing links with local and national employers to support them to achieve economic, social and cultural development. The Strategic Plan will be reviewed in the light of the December 2008 RAE outcomes to determine its future priorities and strategic investment in relation to activity contributing to the next research measurement exercise (under the Research Excellence Framework)

⁶ This would result in an increase to at least 200 staff (if the total were 600 in 2015) who would meet the criteria of national excellence set by UK research measurement metrics

Dec 08

- Target 1:** UWS values and corporate brand reflected in all campuses and buildings by end of the planning period at the latest
- Target 2:** Ayr Campus open by January 2011; Ayr student accommodation open summer 2011; plan for optimal use of Craigie House/Ayrshire Management Centre by Spring 2009
- Target 3:** Estates plan for short-term reconfiguration of space in Dumfries Campus complete by summer 2008; longer term estates strategy complete by summer 2009
- Target 4:** Hamilton Almada building replaced/rebuilt by 2014; Outline Business Case approved by January 2009; Nursery/Exam block substituted by September 2009
- Target 5:** Paisley Campus estates and ICT plan to include upgrade of all current classrooms to minimum standard by summer 2009, more informal learning space, learning resource centre/campus hub building, and student accommodation developed in 2009 and commissioned in 2011 at the latest
- Target 6:** All campuses with access to quality health and fitness facilities on or near to campus by 2011
- Target 7:** All campuses with blanket wireless by 2010 at the latest (Ayr 2011)
- Target 8:** Web-based face-to-face communications technology (e.g. desk-top cameras and SMOTS) rolled out across all campuses and all other learning locations (e.g. colleges and work places) by 2011; pilot in Dumfries and between Hamilton and Paisley in 2008/09
- Target 9:** Plan for campus of the future by summer 2009; 21st century learning and teaching facilities roll-out complete across all campuses by summer 2010 [Ayr 2011]; upgraded by summer 2013; pilot in Dumfries in 2008/09
- Target 10:** UWS environmental strategy and action plan in place by 2009

Change programme for organisational development (capacity and culture)

Dec 08

Staff support and development

- Target 1:** The Staff Development and Career Review (SDCR) process to be reviewed, and a revised process to be put in place by 2009/10
- Target 2:** All staff have at least one objective and appropriate time allocation for activity in support of the full range of corporate goals or related University development (e.g. participation in change projects) in each year of the planning period⁷
- Target 3:** Recognition and rewards programme, recognising quality in delivery as well as achievement of strategic plan goals, in place by 2009/10
- Target 4:** All academic and professional staff required to have a plan for individual professional updating, for external recognition and internal career development purposes – in place by 2010/2011; support to be put in place in 2008/09 for staff to develop their expertise in blended learning and associated use of technologies
- Target 5:** All first line management staff and above participate in a personal management and leadership development programme by 2010/11
- Target 6:** All staff promoted or recruited to Senior Lecturer posts from 2008 onwards to have PhD or equivalent doctoral level qualifications; or significant experience of leadership in excellence in learning and teaching or research; or significant management or lead professional experience
- Target 7:** Each local area to have at least one member of staff at first line manager level or above trained in project management by 2009
- Target 8:** "Self-help service" for all staff services available on-line by 2009/10

Organisational change

- Target 9:** New academic and support structures and outcomes of review of committee processes in place by August 2009
- Target 10:** All support departments to have a quality improvement plan and new review programme cycle in place by summer 2009
- Target 11:** HR Strategy including workforce and succession plans to be introduced in 2008/09 to allow delegation of appointment decisions within budget
- Target 12:** Stakeholder management plan in place with named responsibilities for each contact by 2009/10
- Target 13:** Updated internal communications plan in place and implemented from autumn 2008; evaluated and improved by 2010/11 and periodically thereafter
- Target 14:** Develop and implement a single Equality Scheme covering the six equality strands by 2010
- Target 15:** Develop and implement a Corporate Social Responsibility plan from 2009/10
- Target 16:** Fundraising strategy and alumni service in place by summer 2009; income from direct fundraising to rise by 20% in each year of the plan
- Target 17:** Trade Union and University agreement on partnership working in place by 2009
- Target 18:** The Students' Association and the University will put in place a new Service Level Agreement during 2008/09 which will be reviewed by both on an annual basis

⁷ This target is designed to ensure that all staff have a "line of sight" from their personal objectives to the achievement of strategic plan targets; it is also designed to ensure that there is an expectation across UWS that all staff actively contribute towards the achievement of the range of goals outlined in the strategic plan; and that staff are appropriately recognised and rewarded for working outwith their immediate areas of responsibility to achieve these goals

The full strategic plan can be found at:

www.uws.ac.uk/strategicplan

NB: This guide is available electronically and in other formats if required.

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