UNIVERSITY OF THE WEST of SCOTLAND

UWS

EDUCATION ENABLING PLAN

2015 – 2020

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EDUCATION ENABLING PLAN

2015 – 2020

THE EXPERIENCES AND SUCCESS OF OUR STUDENTS ARE FUNDAMENTAL TO OUR EDUCATION ENABLING PLAN (**THE PLAN**) WHICH OUTLINES OUR APPROACH TO MEETING THE ACHIEVEMENTS FOR **STUDENT SUCCESS** SET OUT IN THE UWS CORPORATE STRATEGY 2014/20 (**THE STRATEGY**). IT IS INTENDED TO CREATE CIRCUMSTANCES THAT ENABLE SCHOOLS AND PROFESSIONAL SERVICES DEPARTMENTS/DIRECTORATES TO DELIVER THE CORPORATE STRATEGY, COGNISANT OF THE CHALLENGES AND POSSIBILITIES UNIQUE TO EACH SCHOOL AND STUDENT.

As a University community, we will contribute through the Plan to the achievements approved in our Strategy in four ways:

1. Investment in student opportunities

2. Enhancement of assessment and learning activities

3. Design formal and informal learning environments and technologies to centralise our students' experiences, and successes

4. Work in tandem with the other enabling plans: *Global Reach (approved December 2014); Research, Enterprise and Engagement (approved April 2015); and People, Money and Infrastructure*

This Plan draws upon the achievements and approaches of the UWS Learning, Teaching and Assessment Strategy 2011 – 2015 (LTAS 1.1), which it now supersedes.

The Plan exemplifies the Strategy's ambitions to produce work-ready, globally-skilled graduates by taking responsibility for all levels, locations and modes of student engagement within UWS and by providing students with an innovative, personalised and transformative higher education experience and by encouraging participation in extra-curricular activities to widen proficiencies.

Whilst centrally-led initiatives itemised in the Plan will be embedded across the University, both these, and locally derived activities, will be visible in annual Operational Plans, overseen by Directors/Heads of Professional Services and other experts to ensure coherence and reach. The Executive lead for this Plan and each of the Assistant Deans (Education) will form a Steering Group to ensure our ambitions take account of and inform sectoral, local, regional, national and international imperatives. The University's Education Advisory Committee (EAC) is responsible for reporting progress on the Plan to Senate and the Depute Principal has Executive responsibility for the leadership and delivery of the Plan.

STUDENT SUCCESS IS A CONTINUOUS, MORAL IMPERATIVE FOR UWS AND A VITAL REQUIREMENT IF WE ARE TO ACHIEVE THE ASPIRATIONS STATED IN THE STRATEGY. FOR THIS TO HAPPEN, THE ACTIVITIES UNDERTAKEN AND MEASURES OF SUCCESS CHOSEN MUST BE TESTED AGAINST THE THREE CROSSCUTTING "ACHIEVEMENTS" FOR STUDENT SUCCESS IN THE STRATEGY AND REPEATED BELOW:

TRANSFORM OPPORTUNITIES FOR OUR STUDENTS THROUGH THE DELIVERY OF OUTSTANDING, DISTINCTIVE AND PROGRESSIVE HIGHER EDUCATION

We deliver teaching based on contemporary approaches to learning; scanning for innovation and improvements enabling our students to transfer knowledge into practice. We ensure our approaches and policies empower student success. We work closely with secondary schools, colleges and other educational providers and facilitate seamless transitions into, within and beyond UWS. Investment in learning and teaching infrastructure including information technology, libraries and social provision supports our ambitions to become a sector leader in personalised learning.

A SUBSTANTIAL CHANGE IN OUR STUDENTS' LEVEL OF SUCCESS

We provide student centred learner pathways and facilitate academic progress where (for undergraduates) aspirations to Honours qualification is their expected norm. Accessible opportunities into postgraduate and doctoral studies ensure that our students realise the benefits of further study. We provide a supportive learning environment facilitating maximum student engagement and promoting pride in being a UWS student. Student engagement is maximised through involvement in programme development, co-creation of learning, advocacy and sport and well-being initiatives through partnership working with SAUWS.

ENSURE THAT OUR GRADUATES WILL BE HIGHLY EMPLOYABLE AND ABLE TO MAKE A DIFFERENCE LOCALLY AND GLOBALLY

We build working partnerships with supportive employers and communities to assist the development and delivery of our programmes, offering placements and other learning opportunities, producing work-ready students.

We embed employability, intended graduate attributes, work experience, volunteering opportunities and citizenship education across all of our programmes. Students are encouraged to be enterprising whatever their intended career destination. We facilitate and foster recognition of recorded professional development as a vital element of contemporary employability.

- A 25% increase in the number of undergraduate students progressing from Level 9 (Ordinary Degree) to Level 10 (Honours Degree) by Annual Year (AY) 19/20. *[Source: UWS Student Records]*

- 90% of full-time, first degree students projected to receive an award by AY 19/20. *[Source: Higher Education Statistics Agency (HESA) annual projections]*

- 80% of graduates entering professional/managerial employment by AY 19/20. *[Source: Destinations of Leavers from Higher Education (DLHE) Annual Survey]*

- 95% of students expressing 'overall satisfaction' in the National Student Survey (NSS) by AY 19/20. *[Source: NSS annually]*

- 20% of students undertaking postgraduate/doctoral studies by AY 19/20. *[Source: DLHE Annual Survey]*

- 100% of academic staff with Higher Education Academy (HEA) Fellowship by AY 19/20. *[Source: HEA annual Institutional Report]*

- 3000 students registered via Trans National Education (TNE) or online. *[Source: UWS registrations data]*

To deliver the cross-cutting objectives and the targets embedded in the KPIs, the Plan now proposes five objectives to provide logic and coherence to the delivery of both the Student Success and other relevant sections of the Strategy. It should be noted that KPIs are only "indicators" and are not, alone, the necessary conditions to deliver fully this Plan or the Strategy.

THE FOLLOWING KEY PERFORMANCE INDICATORS (KPI'S) HAVE BEEN AGREED BY SENATE AND ARE DIRECTLY RELEVANT TO THIS PLAN. OBJECTIVE SOURCES OF THE UNDERLYING INFORMATION FOR THESE KPI'S ARE ALSO NOTED:

The objectives are to:

- offer inspirational and transformative learning within a flexible and personalised curriculum

- ensure transitions into, within and beyond UWS that raise the horizons for all involved

- maximise staff and student engagement in a culture and environment of support and development

- ensure high-quality information, supporting effective interventions in engagement

- ensure that our graduates are highly employable and able to make a difference locally and globally

THE PLAN

1 OFFER INSPIRATIONAL AND TRANSFORMATIVE LEARNING WITHIN A FLEXIBLE AND PERSONALISED CURRICULUM

We will increase student attainment through inspirational and transformative learning practices, sufficiently flexible to meet student needs, irrespective of mode/level of study or place of learning. This will include the development of digital literacies and eLearning across the curriculum and the provision of social learning spaces. This will transform UWS into a "go to" university for students for best practice in learning, teaching and assessment.

KEY PERFORMANCE INDICATORS FROM UWS STRATEGY FOR - OFFER INSPIRATIONAL AND TRANSFORMATIVE LEARNING WITHIN A FLEXIBLE AND PERSONALISED CURRICULUM

		13/14 %	14/15 %	15/16 %	16/17 %	17/18 %	18/19 %	19/20 %
100% of academic staff with Higher Education Academy (HEA) Fellowship by annual year 19/20 *(HEA Annual Institutional Report)*	ACTUAL	58.4						
	TARGET		65.3	72.2	79.1	86	93	100
90% of full-time, first-degree students projected to receive an award by annual year 19/20. *(Higher Education Statistics Agency (HESA) projection)*	ACTUAL	71.4						
	TARGET		74.8	77.8	80.9	83.9	87	90

FURTHER MEASURES OF SUCCESS FOR: OFFER INSPIRATIONAL AND TRANSFORMATIVE LEARNING WITHIN A FLEXIBLE AND PERSONALISED CURRICULUM:

- Increase in the percentage of Library Book Budget spent on eBooks to 85% by 2019/20 – currently 60%
- Increase in percentage occupancy of library learning stations to 80% by 2019/20 – currently 40%
- Increase in the percentage of UWS modules in the digital content programme to 75% by 2019/20 – currently 5%
- Increase in percentage of VLE sites receiving Silver recognition to 100% by 2019/2 – currently 28%
- Increase in percentage of VLE sites receiving Gold recognition to 33% by 2018/20 – currently 0
- Increase to 90% agree/strongly agree in all pertinent National Student Survey scores by 2019/20
- Increase to 90% agree/strongly agree in all pertinent Postgraduate Teaching Experience Survey scores by 2019/20
- 95% of modules with pass rates of 90% or greater in four consecutive sessions as follows:

SCHOOL	2010/11		2011/12		2012/13		2013/14	
	No. Modules assessed	%≥90%	No. Modules assessed	%≥90%	No. Modules assessed	%≥90%	No. Modules assessed	%≥90%
Business & Enterprise	109	58	129	62	166	62	185	65.4
Engineering & Computing	209	29.2	222	40.5	257	50.6	277	49.8
Science & Sport	146	39.7	158	55.7	172	66.2	188	73.4
Health, Nursing & Midwifery	102	45	125	44	166	56.6	202	70
Education	95	82	111	83	129	85	172	80
Media, Culture & Society	259	59	291	57.7	302	64.5	328	74.3

Module results – summary report for 2013-14, 2012-13, 2011-12 and 2010-1

ACTIVITIES FOR: OFFER INSPIRATIONAL AND TRANSFORMATIVE LEARNING WITHIN A FLEXIBLE AND PERSONALISED CURRICULUM

- Primacy of the programme secured and the role of the Programme Leader defined, supported and valued
- Review of Regulation 5 to enable flexibility and personalisation of curriculum
- Primacy of the programme secured and the role of the Programme Leader defined and valued
- Structure of the academic year revised to enable greater flexibility of delivery and personalisation of learning
- Support Programme Leaders in the development and enhancement of curricula to maximise the potential that the changes to Regulation 5 and the academic year structure present for innovative approaches to learning
- Capture of lectures and other learning opportunities
- Student gateways open 24/7 on all UK campuses
- Clear statement of the responsibilities of both UWS and of academic staff for their professional development in learning and teaching incorporated in Professional Development Review
- Mapping the timing of assessments across the year, type of assessments, balance of formative/summative assessments etc. to get a programmatic picture of assessment across the student journey
- Suite of bespoke credit-bearing professional academic development courses in place
- Review and revisions of library spaces and role of the service in innovative and partnership delivery of student success
- Continuous review of the academic portfolio offering by subject, by mode and by location
- Digital literacy and eLearning development programme
- Increase the legal and open source content embedded in the VLE
- Continue shift to e-service delivery in Library

2 ENSURE TRANSITIONS INTO, WITHIN AND BEYOND UWS THAT RAISE THE HORIZONS FOR ALL STAKEHOLDERS

We will ensure that transitions into UWS are smooth and efficient by focusing upon the delivery of a student-centred approach to transition management. We will maximise both information and opportunity in a range of forms to communicate a personal and dedicated plan for each individual within a modularised UWS transitions offering. We will define "transitions" as being any movement of the learning environment or context for our students, such as changes in location, level of study, mode of study or move to employment or further study. As any such "transitions" can have the possible effect of disengaging students, we shall ensure a supportive and sensitive approach by engaging an individual support system. Schools will take further necessary and local actions beyond central University responsibilities to ensure the smooth assimilation of their students.

KEY PERFORMANCE INDICATORS FROM THE UWS STRATEGY FOR - ENSURE TRANSITIONS INTO, WITHIN AND BEYOND UWS THAT RAISE THE HORIZONS FOR ALL STAKEHOLDERS

		13/14	14/15	15/16	16/17	17/18	18/19	19/20
Percentage of undergraduate students progressing from Level 9 to Level 10	ACTUAL	54.5	58.7					
	TARGET		56.7	59	61.3	63.5	65.8	68.1
Percentage of students progressing to postgraduate or doctoral study	ACTUAL	8.7	8.3					
	TARGET		8.7	10.6	13.0	15.3	17.7	20
Percentage of students progressing to professional or managerial employment	ACTUAL	57.6	58.5					
	TARGET		61.3	65.1	68.8	72.5	76.3	80

FURTHER MEASURES OF SUCCESS FOR: ENSURE TRANSITIONS INTO, WITHIN AND BEYOND UWS THAT RAISE THE HORIZONS FOR ALL STAKEHOLDERS

- Increase module pass rates after second diet at Level 7 to 98% by 2019/20 - currently 92.4%
- Increase module pass rates after second diet at Level 8 to 98% by 2019/20 - currently 90.7%
- Increase in pass rates at Level 11 to 98% by 2019/20 - currently 92%
- Increase to 90% agree/strongly agree in all pertinent National Student Survey scores by 2019/20
- Increase to 90% agree/strongly agree in all pertinent Postgraduate Teaching Experience Survey scores by 2019/20
- Increase to 90% answering well or very well in Section E of Destination of Leavers from Higher Education Survey scores by 2019/20

ACTIVITIES FOR: ENSURE TRANSITIONS INTO, WITHIN AND BEYOND UWS THAT RAISE THE HORIZONS FOR ALL STAKEHOLDERS

- Review and refresh of the Personal Tutor system
- Review and refresh of centrally-led Induction (Welcome and Welcome Back) and engagement with School Induction, to include TNE, International Pathway Centre and branch campus requirements
- Standardise and refresh arrangements for engagement with secondary schools, Scotland's colleges and other "feeder" institutions
- Review of Regulation 7 to ensure maximum benefits for continuation and momentum of study and to reflect programme and level outcomes
- Introduce approaches to timetabling that ensure effective transitions, monitoring of attendance and early knowledge of future expectations upon students
- Ensure effective engagement with businesses, employers, potential employers and other outlets for students after completion
- Increase, record, recognise and incentivise opportunities for volunteering by students
- Support for second or additional diet/Back on Track

3 MAXIMISE STAFF AND STUDENT ENGAGEMENT IN A CULTURE AND ENVIRONMENT OF SUPPORT AND DEVELOPMENT

We will ensure that all involved with UWS benefit from the encouragement of values, attitudes and behaviours that support the need for positive encounters in the learning environment. We will do this by demonstrably recognising improvements and successes among our staff and students, by prioritising engagement with information about our performance and ourselves and by exposure to best practice elsewhere – within and beyond higher education environments. We shall celebrate staff and students as co-creators of learning, co-solvers of learning challenges and co-beneficiaries of the positive outcomes that ensue.

FURTHER MEASURES OF SUCCESS FOR: MAXIMISE STUDENT AND STAFF ENGAGEMENT IN A CULTURE AND ENVIRONMENT OF SUPPORT AND DEVELOPMENT

- Increase to 90% agree/strongly agree in all pertinent National Student Survey scores by 2019/20
- Increase to 90% agree/strongly agree in all pertinent Postgraduate Teaching Experience Survey scores by 2019/20

ACTIVITIES FOR: MAXIMISE STAFF AND STUDENT ENGAGEMENT IN A CULTURE AND ENVIRONMENT OF SUPPORT AND DEVELOPMENT

- Development of a shared, Student Partnership Agreement
- Development of "dashboard" for students and student advocacy project (funded by Higher Education Academy as part of the National Strategic Excellence Initiative)
- Implement student attendance policy and introduce attendance monitoring for all stakeholders at formal learning events
- Effective sharing and disseminating good practice in learning, teaching and assessment
- Ensure uptake of HEAR (Higher Education Achievement Record)
- Introduce GPA (Grade Point Average) alongside existing methods of recording student achievements and concomitant impact upon assessment strategies
- Re-energise campus social spaces and activities (to include Storie Street Student Gateway and comparable projects on other campuses and branch campuses) to enable a one-stop shop for advice
- Libraries upgraded to become student-centred learning environments for the 21st century
- Programme specifications and learning outcomes reviewed to ensure visibility of graduate attributes
- All staff will communicate to students and colleagues their availability and ensure visibility of this for informal engagement with students on academic and support issues

KEY PERFORMANCE INDICATORS FROM THE UWS STRATEGY FOR - MAXIMISE STAFF AND STUDENT ENGAGEMENT IN A CULTURE AND ENVIRONMENT OF SUPPORT AND DEVELOPMENT

		13/14	14/15	15/16	16/17	17/18	18/19	19/20
100% of academic staff with Higher Education Academy (HEA) Fellowship by annual year 19/20 *HEA Annual Institutional Report*	ACTUAL	58.4						
	TARGET		65.3	72.2	79.1	86	93	100
Percentage of students expressing "overall satisfaction" in National Student Survey *National Student Survey results annually*	ACTUAL	84.4						
	TARGET		86.2	87.9	89.7	91.5	93.2	95

4 ENSURE HIGH-QUALITY INFORMATION TO SUPPORT EFFECTIVE INTERVENTIONS IN ENGAGEMENT

We shall ensure that information about the performance of modules and programmes and about students, professional services and campuses is made widely available to all. This information will enable effective interventions by staff at all levels and by students themselves to promote partnership in the development of learning opportunities. It will support continuous improvement of our portfolio, our staff development and our external engagement. We will actively encourage students to participate in experience/satisfaction surveys (e.g. National Student Survey, Postgraduate Teaching Experience Survey, National Survey of Student Experience, and International Student Barometer) the results of which will inform, improve and enhance our provision.

KEY PERFORMANCE INDICATORS FROM THE UWS STRATEGY FOR - ENSURE HIGH-QUALITY INFORMATION TO SUPPORT EFFECTIVE INTERVENTIONS IN ENGAGEMENT									
		13/14	14/15	15/16	16/17	17/18	18/19	19/20
Percentage of students expressing "overall satisfaction" in National Student Survey *National Student Survey results annually*	ACTUAL	84.4						
	TARGET		86.2	87.9	89.7	91.5	93.2	95

FURTHER MEASURES OF SUCCESS FOR: ENSURE HIGH-QUALITY INFORMATION TO SUPPORT EFFECTIVE INTERVENTIONS IN ENGAGEMENT

- Sample sizes in main surveys grows annually to 2019/20
- Number of awards of grants in HE Institutional Research rises to £100k by 2019/20 - currently £30k
- Submission of HE research in REF 2018 - no separate submission in REF 2014

ACTIVITIES FOR: ENSURE HIGH-QUALITY INFORMATION TO SUPPORT EFFECTIVE INTERVENTIONS IN ENGAGEMENT

- Grow sample sizes in all student and alumni surveys (to greater than UK averages) in which UWS participates to ensure confidence in results
- Establish Annual Action Plans and follow through for results from: NSS; PTES; DLHE and ISB. Continue with Annual NSS, PTES and DLHE Conference for staff and students
- Roll out EVASYS results for all modules to institutional dashboard, including student dashboard
- Establish a support team to assist Programme Leaders in areas where data suggests that learning innovation or effectiveness may need to be developed
- Annual Learning and Teaching Conference to showcase, disseminate, discuss and review innovative practice within and beyond UWS. Open to staff and students outside UWS
- Establish and maintain an Education portal on the staff intranet to allow sharing of good practice, access to key documents, access to exemplars of innovative practice in learning, teaching and assessment
- Annual Programme Leaders Conference led by Programme Leaders
- Institutionally owned Reflective Analysis for Enhancement-led Institutional Review
- UWS REF submission in the area of Higher Education Research
- Introduce a business partnership model to interactions between the Library, Student Services, Centre for Academic Practice and Learning Development, Quality Enhancement Unit and Student Engagement Team and academic Schools
- Periodically refresh Education Enabling Plan taking account of progress and challenges in meeting KPIs and institutional objectives
- Prepare an implementation manual for this Enabling Plan

5 ENSURE THAT OUR GRADUATES ARE HIGHLY EMPLOYABLE AND ABLE TO MAKE A DIFFERENCE LOCALLY AND GLOBALLY

We will develop a range of strategies to link our students to the world of work by embedding employability, graduate attributes, volunteering, work experience and global citizenship across all programmes. The strategies will include the development of effective links with the UWS Global Reach and Research, Enterprise and Engagement ambitions.

MEASURES OF SUCCESS FOR: ENSURE THAT OUR GRADUATES WILL BE HIGHLY EMPLOYABLE AND ABLE TO MAKE A DIFFERENCE LOCALLY AND GLOBALLY

- Increase to 90% agree/strongly agree in all pertinent National Student Survey scores by 2019/20
- Increase to 90% agree/strongly agree in all pertinent Postgraduate Teaching Experience Survey scores by 2019/20
- Increase to 90% answering well or very well in Section E of Destination of Leavers from Higher Education Survey scores by 2019/20

ACTIVITIES FOR: ENSURE THAT OUR GRADUATES WILL BE HIGHLY EMPLOYABLE AND ABLE TO MAKE A DIFFERENCE LOCALLY AND GLOBALLY

- Grow, record and support work based-learning and placement opportunities for all students, whether in the UK or abroad
- Develop a programme of Peer Assisted Learning where students support others in the library environment and beyond
- Promote to students the DLHE process, emphasising its importance with respect to league tables and support the student services team in gathering this information
- Structured volunteering opportunities that are credit bearing/badges
- Employability is directly addressed and monitored in the curriculum and learning outcomes of all programmes by mapping employability across assessments at the programme level
- Campus-based employer engagement activities to secure effective work-based learning for all students
- "Employable me" programme for all students
- Student Fellowship Scheme

KEY PERFORMANCE INDICATOR FROM THE UWS CORPRATE STRATEGY FOR - ENSURE THAT OUR GRADUATES WILL BE HIGHLY EMPLOYABLE AND ABLE TO MAKE A DIFFERENCE LOCALLY AND GLOBALLY									
		13/14 %	14/15 %	15/16 %	16/17 %	17/18 %	18/19 %	19/20 %	
Percentage of students progressing to professional or managerial employment	ACTUAL	57.6	58.5						
	TARGET		61.3	65.1	68.8	72.5	76.3	80	

UWS Truths

AT UWS WE ADHERE TO A SET OF TRUTHS IN ALL THAT WE DO:

/ We are here for our students

/ Our teaching is our passion, and it reaches to the future

/ We understand that a graduate career is important to our students

/ We are a knowledge-rich organisation

/ We believe in partnership with business (private, public and global)

/ We are an international university

/ UWS is a great place to work and study

/ We are an inclusive organisation that welcomes and values diversity

/ UWS is a university that dares to be different

www.uws.ac.uk

CONTACT

Professor Paul Martin
Depute Principal
University of the West of Scotland
Paisley Campus
Paisley PA1 2BE
Scotland UK
T. +44 141 848 3100
E. paul.martin@uws.ac.uk

WWW.UWS.AC.UK