

Education Enabling Plan

Dreaming, Believing, Achieving

Following UWS Corporate Strategy Refresh and responding to ever-changing higher education landscape it was necessary to review previous UWS Enabling Plans.

Enabling Plans aim to provide an unambiguous set of actions to support the significant growth of UWS and aspirations within the Corporate Strategy by clearly answering the questions of:

- What we aspire to be,
- What our priorities are,
- How and when we are going to get there,
- How do we know we are on track,
- Who are going to lead, support and deliver.

Enabling Plans are statements of prioritised actions and activities to provide a meaningful link between Corporate Strategy and the University's units of operations (Schools and Professional Services). In other words they are here to translate Corporate Strategy aspirations into a specific shape and direction of travel towards the ultimate ambitious state.

One of the major considerations in reviewing and developing these plans was to achieve a clear balance between clarity and generality. They have to be clear and specific enough to make sense and be relatable to relevant units whilst being sufficiently general and overarching, not losing applicability and relevance in certain disciplines and functions across the organisation.

The Higher Education landscape is facing evolving challenges and our Enabling Plans, whilst adhering to our long-term Corporate Strategy ambitions, need to be robust, responsive and dynamic. Our Enabling Plans will be "live" documents and subject to review on an annual basis. We shall review them prior to our Annual Planning event

to make sure that they provide a key reference point for the development of all schools and Professional Services. Completed “Actions” will be replaced by new and timely actions.

Our Enabling Plans aim to achieve a number of very ambitious outcomes; some of which could be numerically measured and a few may not. These targets are meant to be aspirational and to provide a high level “direction of travel” for an institution that is positioned and prepared to support, energise, enthuse and enable its entire staff to achieve what may appear to be unachievable.

Definitions and Nomenclature

Abbreviations in the brackets:

- If **Bold**, they refer to the lead and accountable person to deliver the Action. Those not in bold are in the supporting role
- Years indicate the expected delivery of the Action

VPA	Vice-Principal Academic
VPGE	Vice-Principal Global Engagement
VPAdv	Vice-Principal Advancement
AVPE	Associate Vice-Principal Education
AVPR	Associate Vice-Principal Research
ADRE	Assistant Dean Research and Enterprise
ADE	Assistant Dean Education
ADI	Assistant Dean International
ITDS	Information Technology and Digital Systems
POD	People and Organisational Development
CFO	Chief Financial Officer
EF	Education Futures
PL	Programme Leaders
UWSA	UWS Academy
EE	Enterprise and Employability
SEM	School Executive Manager
SL	Student Life
IC	International Centre
QuEST	Quality Enhancement Support Team
RAID	Research and Impact Development Office
DC	Doctoral College
SAUWS	Student Association UWS
BI	Business Intelligence
COO	Chief Operating Officer

our Dream

UWS will be a University providing:

A Student-centred, personalised and distinctive Learning and Teaching environment underpinned by leading research, knowledge exchange and enterprise.

Highly employable, globally engaged and successful graduates, with professional and vocational skills and attributes.

Digitally-innovative, Industrially-engaged and Research-influenced academic programmes.

Highly motivated, creative, capable and collaborative staff and students, working in partnership towards continuous development.

Continual enhancement of the student learning experience, improving academic quality and changing student lives towards making positive impacts on societies, economies and industries at national and global levels

We Believe

UWS will Build Capacity and Capability:

- By developing and implementing the UWS **Academic Professional Development Framework, clear pathways and metrics** for recognition, reward, promotion and academic career progressions through Academic Life (UWS Academy, Education Futures, QuEST, Research, Enterprise and Employability services) that recognises and rewards excellent teaching and outlines academic knowledge, skills and attributes.

(VPA, 2019, AVPs, UWSA, EF, QuEST, RAID, EE, Dean, POD, UWSA)

- Identify, share and introduce **innovative practices, opportunities and activities** such as “practice zones” across university through, networks, events and public platforms to recruit and develop those who teach towards PhD (or equivalent) and UKPSF qualifications.

(AVPE, 2020, ADE, EF)

- Introduce and implement Academic Professional **Development/Induction Programmes** to support the (re) design of learning, teaching, and assessment to make optimal use of the environment and deliver a personalised experience, including opportunities for self-directed, cross-curricular, entrepreneurial and research activity.

(VPA, 2019, AVPs, UWSA, POD)

UWS will continuously Enhance Curriculum:

- By developing a UWS ‘**Framework of Learning**’ and Teaching that is research informed, digitally enabled, embraces enterprise, achieves employability, engages globally, student/staff co-creation and guarantees diversity and inclusivity.

(VPA, 2019, AVPE, Dean, ADE, QuEST)

- Aim to transform curricula to Honours level, introduce **3-Year Honours** and **Combined Honours** Programmes in accordance with the sector (e.g. Health) and national/global demands and Scottish and UK Industrial Strategies.

(AVPE, 2020, Deans, ADE, PL, QuEST, SAUWS)

- Introduce a 10 to 20-credit “**Skills and Real-world**” (Industry, language, IT, Data Analytics, Finance, Business, Management, Leadership, etc.) module within relevant academic programmes.

(ADE, 2019, AVPE, PL, E&E, UWSA, EF, QuEST, ITDS, BI)

UWS will embed **Employer and Community**

Engagement:

- Provide credit-bearing **work placement, apprenticeship, work-related and industrial engagement and placement** (within UWS) opportunities within UG academic programmes.

(ADE, 2019, AVPE, PL, EE, QuEST, SL, COO)

- Introduce and coordinate “**Festival of Engagement**” and “**Graduate Show**” weeks (Innovation, volunteering, Industrial and Global Challenge) by making full use of flexible structure of the academic year to promote School/discipline specific perspectives to an industry based, care study, industry engagement and student led solutions.

(ADE, 2019, EE, PL, SL)

- Clearly identify and list **pathways to articulation** (Overseas, colleges, HND, HNC) and **target employing sectors** (industries, businesses) at national and international levels in all academic Programmes.

(ADE, 2019, EE, PL, ADI)

UWS will deliver **Research Influenced & Multi-**

Disciplinary Education:

- Introduce **cross-subject credit transferability**, enabling multi-disciplinary learning, assessments and project-based activities in all UG programmes.

(AVPE, 2019, ADE, ADRE, UWSA, PL, QuEST)

- Design research influenced and **credit bearing collaborative activities**, group projects and cross-subject Final Year Project supervision, encouraging sharing of views and exploring topics from a range of different disciplines, actively engaging with on-going research projects.

(AVPE, 2019, ADE, ADRE, PL, UWSA, EF, QuEST)

- Engage **PGR and RAs** with **teaching and education** related activities using various vehicles (project supervision, tutorials...) Ensuring all studentship PhDs have training and development and account for the teaching undertaken.

(AVPR, 2019, AVPE, ADE, PL, SL, UWSA)

UWS will enhance Assessment Processes:

- Embed digitally enabled, efficient and effective **Formative feedback** into every module and programme, providing students with guidance on how to gauge progress and inform their future work.

(AVPE, 2018, ADE, QuEST, SEM, UWSA, PL)

- Develop and adopt appropriate **innovative and effective digital assessment** and feedback systems into each module and academic programme and widen the **assessment depth and breath**, assessing full range of **UWS Graduate Attributes**; to support students' development, progression and attainment.

(AVPE, 2019, EF, ADE, PL, QuEST, UWSA)

- Implement a streamlined and optimised approach to timing and format of **Subject Panels (SPs) and Progress and Award Boards (PABs)**.

(SL, 2018/9, AVPE, Dean, ADE, SEM)

UWS will Support our Students:

- Implement effective **Personal Tutor System**, where all students will have a personal tutor who will use **Learner Analytics Tool and will follow PT guidance**.

(Dean, 2018, ADE, PL, SL)

- Introduce "**Year Tutors (Leads)**" across each academic programme to support student needs and expectations relevant to each level of their academic progress, with a particular focus on supporting First Year students.

(Dean, 2018, ADE, PL, SAUWS)

- Support the social and academic integration of all students via a series of **in-arrival, post induction activities** for all students emphasising ongoing student support mechanisms, such as **Peer Support**, provided centrally and through Schools.

(SL, 2018, ADE, PL, SAUWS)

UWS will effectively respond to Students' Feedback:

- Develop a variety of ways of **capturing students' voice** –UWS student meetings; innovative online monitoring of student commentary.

(SL, 2018, AVPE, Dean, ADE, ITDS, SAUWS)

- Close the **feedback loop** by measures similar to “You said, we did” and provide effective **Learning Support** to ensure student success delivered for all our students through schools and Student Life presentations and publications.

(SL, 2018, AVPE, Dean, ADE, SAUWS)

- Work closely in **partnership with SAUWS** and refresh **Student Partnership Agreement** on annual basis with monitoring of actions through the Student Success Committee and other routes.

(SL, 2020, AVPE, Dean, ADE, SAUWS)

UWS will deliver Digital Learning and Technology

Driven Pedagogy:

- Provide and implement the best possible Virtual Learning Environment for our students and staff which is accessible, reliable and adaptable.

(AVPE, 2018, EF, ADE, ITDS, SAUWS)

- Develop **pilots and iterative approaches** for the implementation of new technologies and approaches to inform and evidence future activity through Education Futures activity including catalyst/seed funding for projects.

(AVPE, 2020, EF, ADE, ITDS, UWSA)

- All new and existing Academic programmes are **technologically/digitally enabled** and use Virtual Learning tools and Immersive Technologies/Environment.

(AVPE, 2019, EF, PL, QuEST, ADE, ITDS, UWSA)

UWS will Globally Engage Teaching and Learning:

- Outline and list **international articulations (focusing on student recruitment), scholarships, targeted international markets** for each academic programme within the programme specifications of all UG and PG programmes.

(VPGE, 2018, Deans, ADE, ADI, AVPE, PL, Marketing, IC)

- Outline outgoing and incoming **student exchange opportunities, ERASMUS, Study Abroad, Summer Schools, Summer Overseas Projects** and international mobility opportunities and **International peer-mentoring** and support, enabling international students' smooth transition to UWS Student Life.

(VPGE, 2020, Deans, ADE, ADI, AVPE, PL, Marketing, IC)

- Develop online or other mechanisms for each programme to support cross-cultural, interdisciplinary or internationalised **learning experiences/events** and **international students profile and marketing** through connecting cohorts of learners from different programmes, institutions, and countries in joint activities and projects.

(VPGE, 2019, ADE, ADI, ITDS, PL, Marketing, IC)

We Achieve

UWS will aim to achieve:

	2018	2019	2020
<ul style="list-style-type: none"> Students expressing “Overall Satisfaction” (NSS) Student Satisfaction for “Learning Environment, Part of a Community and Student Voice” (Average of NSS scores) Student Satisfaction for “Assessment and Feedback/Teaching on My Course/Academic Support” (average of NSS scores) 	89%	91%	93%
<ul style="list-style-type: none"> Full-time first degree students receiving an award 	83.8%	87%	90%
<ul style="list-style-type: none"> Academic programmes embed Graduate Attributes (I am UWS) and include an opportunity for WBL /WRL 	--	60%	70%
<ul style="list-style-type: none"> Graduates entering professional/managerial employment or further study (Based on DLHE data) 	81%	83%	85%
<ul style="list-style-type: none"> Continuation following the year of entry 	85.5%	89%	90%
<ul style="list-style-type: none"> Academic programmes which are technology and/or digitally enabled in delivery of their learning outcomes 	--	60%	70%
<ul style="list-style-type: none"> Academic staff take up a training course or development programme relevant to their professional and academic career progress 	--	50%	60%
<ul style="list-style-type: none"> Academic staff to have a Doctoral (or equivalent) and qualification aligned to the UKPSF 	60%/53%	70%/70%	85%/90%
<ul style="list-style-type: none"> Students noting volunteering, extra-curricular, sports, work-experience activities are recorded in their transcripts (HEAR) 	--	80%	85%