



Education Strategy

2004 – 2008

Version 2

(incorporating the Learning & Teaching Strategy 2002-2005)

EDUCATION THROUGH EXCELLENCE

January 2008

Approved by Senate May 2008

EDUCATION STRATEGY

1. EXECUTIVE SUMMARY

The University of Bristol has a long and distinguished academic record, but its sights are set firmly on the future. It combines a sense of tradition with enthusiasm for innovation. Its watchwords are quality, professionalism and efficiency. The capacity to embrace change and to continue learning, not only as students and staff but as a learning institution, is fundamental to our future strength.

The University is intent on further strengthening its position as an internationally competitive, research-led institution that excels at knowledge transfer and offers a world-class education to the most talented students from all backgrounds.

The Education Strategy is based on the University's commitment to international excellence in research and the belief that this informs student learning and contributes to the distinctive Bristol experience. We believe that research, scholarship and enterprise, combined with teaching and learning, conducted within a distinct community, are the activities that define a university. At their best, they complement, support and strengthen one another and the Strategy attempts to establish a distinctive view of their interrelationship. In an increasingly competitive environment, with growing pressure to provide what individuals and societies need and to differentiate the institution from its competitors, the Strategy helps to reassert the different strands of Bristol's mission.

We also re-affirm the principle articulated in our earlier Learning and Teaching Strategy (2002-2005) that a liberal approach to education underpins the mission of the University, i.e. that all the academic subjects we offer are worthy of study in their own right and that research and scholarship underpin student education.

This Education Strategy stresses the need to provide excellent education that is intellectually demanding and relevant for the 21st century, to a talented and diverse student population. We want our students to enjoy a rewarding and fulfilling experience at Bristol and to provide them with a rich learning environment and this strategy offers a definition of what that means.

The Strategy focuses on what students from diverse backgrounds need to be able to take advantage of the opportunities available, thrive academically and personally and contribute to the success of the wider world. Part of this is about the quality of teaching and the value placed on it by the institution, and the strategy incorporates actions designed to ensure that Bristol remains synonymous with professional excellence in this regard.

2. INTRODUCTION

2.1 Education at Bristol

Education at Bristol means providing students with an excellent teaching and learning experience in an environment in which they can manage their programme of study according to their needs.

This environment is designed to:

- Support the learning and cultural needs of students from diverse backgrounds,
- Nurture a community where learning is valued for its own sake,
- Enable students to develop personally and academically, so that they reach their potential throughout their programmes of study, are encouraged to become lifelong learners, and to acquire the skills they will need in their chosen career and other aspects of their lives,
- Support excellent teachers and teaching.

In parallel, we aim to offer a range of personal, sporting and cultural experiences that enable students to develop as individuals.

2.2 Alignment with University Plan and Other Strategies

The University of Bristol's vision statement articulates clearly the distinctive characteristics of the University that underpin its Education and Research Strategies. The University's aspirations for education, articulated by the University's mission statement, are summarised as :

Learning

We will admit the students with the best potential. We will challenge students intellectually and prepare them for life in the 21st century.

Discovery

We will increase knowledge by undertaking research generated by intellectual curiosity and carried out with integrity.

Enterprise

We will transfer that knowledge to the wider community, in order to enhance quality of life and to strengthen both the local and national economy, and also to strengthen the financial base of the University.

The Education Strategy has strong links with other University strategies and policies. Some are clearly sub-strategies or action plans that support the Education Strategy, while others encompass objectives that, though critical to achieving the aims of the Education Strategy, are better described in those strategies. All demonstrate our commitment to providing appropriate academic and pastoral support for our students and staff and how we intend to support staff to ensure successful implementation of University policies.

The following sub-strategies support the Education Strategy:

Admissions Principles and Procedures

Careers Advisory Service Strategy

Assessment Guidelines

eLearning Strategy

Learning and Teaching Strategy (now merged into this Strategy)

The Engaged University Plan- *The Future of 'Continuing Education'*

Regulations and Code of Practice for Research Degree Programmes

Widening Participation Strategy

The following strategies also have particular relevance for the Education Strategy:

Equality and Diversity Policy

Enterprise Action Plan

Estates Strategy *investment in improved facilities for students with particular priority for teaching space refurbishment, library & study facilities and social spaces*

Financial Strategy *contributing to the financial sustainability of the University by ensuring that teaching is self supporting at Faculty level*

Information Strategy *development of a fit for purpose IT infrastructure*

People Strategy *recognising and rewarding excellence in teaching*

2.3 Revising the Education Strategy

The Strategy has as its starting point the University Vision set out in the University Plan. The aims specified in the Plan in 2004 were distilled into ten objectives, each of which was broken down into linked actions. The date by which the last of the objectives should be fulfilled is 2008. The original Education Strategy contained 36 Actions, while the Learning and Teaching Strategy (2002-2005) contained 14 Strategic Goals. Some of these were short-term objectives which have been met, while others were designed to be on-going actions. This revision of the Strategy builds on what has already been achieved and, additionally, now clearly subsumes the L&T strategy (following a mapping exercise to check that all the goals we set as part of our commitment to obtain TQEF funding have not been omitted). This version retains, but re-orders, the original objectives, and adds one to capture two of the L&T strategic goals not captured in version 1. The objectives are grouped under 5 high-level themes which underpin the key concepts of the learning experience at Bristol and the actions are now tabulated as an appendix (A) to give greater clarity whilst Appendix (B) documents those actions that have been achieved.

2.4 Overarching Aim – A Distinctive Student Experience at the University of Bristol

Overarching all the themes and the related objectives is the principal aim to offer a rewarding student experience at the University of Bristol that is characterised by:

- An opportunity to engage with the latest thinking and research in their subject area
- Excellent and creative teachers
- A stimulating and supportive environment in which to learn
- High levels of support for their personal development
- The opportunity to be part of a cosmopolitan and diverse community dedicated to learning, discovery and enterprise
- High quality teaching, social and residential accommodation
- Numerous opportunities to take part in social, sporting and cultural activities
- Well planned and delivered assessments
- Qualifications valued by employers throughout the world as a guarantee of quality
- Good value for money
- A location physically and culturally at the heart of a beautiful, vibrant and geographically well-connected city.

2.5 High level themes

These are:

- **Widening Participation and the Student Experience** *We are committed to a diverse, socially representative student population recruited on the basis of ability and potential to succeed within the distinctive learning environment that we offer. We will work to provide students with the best environment for their education and well being and will strive to ensure that the environment for teaching and learning is free from discrimination and unfair treatment.*
- **Excellence in and Quality Enhancement of Teaching** *The changing agenda for Higher Education means that we are changing the emphasis to enhancing academic practice. This reflects the external shift towards a lighter touch in quality assurance, on the basis that our systems are mature and operating smoothly. We seek to promote dynamic flexible research informed curricula, to embrace innovation and to implement the outcomes of our recent review of assessment and respond to student requests for more formative feedback. Part of this philosophy is the encouragement of personalised learning within communities where interaction between learners at all stages is encouraged and facilitated. Therefore, we aim to utilise approaches to teaching and learning which support students' development as self motivated learners, independent and critical thinkers, and to promote confidence and awareness in their skills, knowledge and understanding. Learning should take place within a high quality learning environment that enables individuals to achieve their full potential and we aim to provide such an environment.*
- **Excellence in Leadership of Education.** *Academic leadership of both research and education will be valued and recognised equally by the University, with the recruitment of staff whose research scholarship supports the educational endeavour. The context in which teaching and learning takes place and the mechanisms for improving standards are also relevant to the strategy.*

- **Skills and Employability** – *the changing agenda of higher education has meant that education needs to provide the skills for lifelong learning and a prime focus for any university is the employability of its graduates. An enhanced student experience will result from this emphasis, including global and employer perspectives.*
- **Sustainability** – *infrastructure, organisation and efficiency. A model to monitor the cost of teaching will provide a mechanism to allow us to measure the cost-effectiveness of teaching while providing sufficient and effective support for student learning.*

2.6 Summary of Objectives

Objective	Widening Participation and the Student Experience
1 (old 5)	To select, recruit and retain a diverse student body, which has the potential to excel in and contribute to the kind of education we offer. <i>(To attract this mix of students, we will provide more flexible educational pathways at undergraduate and postgraduate levels, create strategic partnerships with other educational institutions and provide appropriate support for different student groups).</i>
2 (old 7)	To respond to student needs in all aspects of university life and to ensure students' views, and also the views of those who deliver the teaching, are taken into account in academic, social and cultural matters.
	Excellence in and Quality Enhancement of Teaching
3 (old 1)	To ensure that the curriculum is informed by research at all levels and that wherever possible students have the appropriate opportunities to contribute to the development of their subject. <i>(This relies on the University's ability to recruit and retain staff who can contribute to the distinctive learning experience of a research-intensive University)</i>
4 (old 6)	To build on good practice in learning, teaching, assessment, and related administration, in a co-ordinated way that supports quality and efficiency
5 (old 4)	To establish an international profile in teaching, research and enterprise
	Excellence in Leadership of Education
6 (old 2)	To develop an effective and enabling educational leadership and management structure
7 (old 3)	To reward staff for excellence in teaching and for supporting the learning experience of a diverse student group
	Skills and Employability
8 (new)	To embed and make transparent within our programmes the skills and learning opportunities that enhance employability and enhance entrepreneurship, while fostering a desire for lifelong learning in our students and graduates in their chosen academic subject(s) and in other areas.
	Sustainability
9 (old 8)	To establish a stable and sustainable financial base that enables educational infrastructure needs of all kinds – teaching accommodation and equipment and appropriate social facilities – to be met.
10 (old 9)	To contribute to the financial health of the University by ensuring that teaching is self-supporting at Faculty level.
11 (old 10)	To implement the Education Strategy successfully, continually monitor performance and identify key risks

3. OBJECTIVES

Widening Participation and the Student Experience

Objective 1 : To select, recruit and retain a diverse student body, which has the potential to excel in and contribute to the kind of education we offer. *(To attract this mix of students, we will provide more flexible educational pathways at undergraduate and postgraduate levels, create strategic partnerships with other educational institutions and provide appropriate support for different student groups).*

A diverse and international student body is an important contributor to the distinctive Bristol learning experience, therefore, we are committed to further developing our international profile while also being committed to serving our local and national community.

The University will provide an educational experience that is attractive to local, national and international students and to students who would not traditionally view Bristol as their choice for Higher Education. We will aim to provide opportunities in a variety of ways, especially to meet the needs of sections of the community that are currently under represented in HE, using existing and new educational partnerships to support student recruitment.

To help attract a more diverse mix of students, we will introduce:

- More opportunities for a year abroad and / or in industry or commerce
- More possibilities for short-term student placements
- Marketing of the benefits of flexible learning to students and potential applicants
- Part-time and flexible programmes
- Enhanced support for students for whom English is not the primary language

Objective 2 - To respond to student needs in all aspects of university life and to ensure students' views, and also the views of those who deliver the teaching, are taken into account in academic, social and cultural matters.

We aim to identify and articulate what constitutes an excellent learning experience in the widest sense including: recruitment; appropriate academic and pastoral support; quality of input by academic subject staff in teaching, support of learning, and assessment; infrastructure; accommodation.

We will adopt an institution-wide approach to evaluating student satisfaction with the learning experience annually, at programme level. Enhancements to Introductory Week are planned to help ensure that students better understand the varied experiences they can expect at Bristol.

We aim to promote a sense of community and common endeavour between staff and students and to engender in students a commitment to personal development, integrity, honesty, and adherence to professional standards of behaviour.

Excellence in and Quality Enhancement of Teaching

Objective 3 - To ensure that the curriculum is informed by research at all levels and that wherever possible students have the appropriate opportunities to contribute to the development of their subject. *(This relies on the University's ability to recruit and retain staff who can contribute to the distinctive learning experience of a research-intensive University.)*

The University is proud of the obvious commitment of its academic staff to student education, combining both academic and pastoral support. We will retain this commitment and will ensure that research continues to inform teaching and learning as students progress through their degree programmes, influencing curriculum content and intended learning outcomes. We aim to develop staff who will engage students in innovative, relevant and challenging curricula which draw on the research environment and will ensure that students will continue to have contact with leading research staff in all subjects.

Objective 4 - To build on good practice in learning, teaching, assessment, and related administration, in a co-ordinated way that supports quality and efficiency

We will enhance current practice whilst optimizing efficiency and continuing to embed quality assurance procedures, using technological developments, where appropriate, to support learning

and facilitate administration, and ensuring that skills acquisition for students is part of programme outcomes. Appropriate external advice will be sought where relevant.

We will refine the management structures that support learning and teaching, so as to enable us to monitor goals and targets and to ensure that they are met, including using the outcomes of internal review procedures to enhance learning and teaching quality. We also aim to improve the effectiveness of the services that support the delivery of education. We will aim to make processes clear, consultative, inclusive and well communicated.

Objective 5 - To establish an international profile in teaching, research and enterprise.

We are committed to developing an internationally relevant learning experience for our students by providing them with learning opportunities abroad, by ensuring diversity in our student and staff populations, by developing an internationally relevant curriculum and through carefully chosen engagements with strategic partners around the world.

There is already a high level of international activity within the University. In the 2001 RAE Bristol achieved a 5* rating in 15 subjects, and a 5 rating in 21 others, reflecting the international research profile of its staff. Many staff are involved in international collaborations, either in research or education, or both. The University has a small number of strategic International partnerships with institutions overseas, including membership of the Worldwide Universities Network (WUN), and the COIMBRA partnership of European universities. There are also long-standing collaborations involving student exchanges, particularly through the Socrates / Erasmus and Study Abroad schemes, with many European and US institutions.

Excellence in Leadership of Education

Objective 6 - To develop an effective and enabling educational leadership and management structure.

We are committed to strong and effective academic leadership of educational activities and developments. Implementation of the Education Strategy requires effective channels of management and communication at every level of the University. Such leadership and management needs to encourage individuals to take the opportunity to exercise their initiative in all areas of education, including: curriculum development; assessment methods that are appropriate to the learning outcomes being tested; and enthusing others to share ideas and good practice.

Educational leadership has been given new emphasis by the appointment of Education Directors as 'champions' in faculties promoting education and learning.

Objective 7 - To reward staff for excellence in teaching and for supporting the learning experience of a diverse student group.

We wish to recognise, value, celebrate and reward excellence in teaching. We aim to support and encourage staff to strive for excellence in their teaching and in their abilities to facilitate effective student learning. Academic staff at all levels will be encouraged to demonstrate excellence in learning and teaching, as well as in research, and to take advantage of opportunities for continuing professional development in their subject. Excellent teachers may be identified in every department and each year outstanding individuals are now formally recognised through award of the University's annual Teaching Prizes. The University's summary definition of an excellent teacher can be found on the Education Support Unit website.

All new pathway 1 and 3 staff, and some pathway 2 staff who teach are provided with generic and subject-specific training in learning, teaching and assessment through an institutional training programme accredited by the Higher Education Academy. All postgraduates who teach are also provided with generic and subject-specific training in learning teaching and assessment through an institutional training programme.

Links with HEA Subject Centres will be maintained and strengthened to enable academic staff to take advantage of subject-specific developments in learning, teaching and assessment. We also plan to continue to develop the network of Learning and Teaching Advisers (LTAs) who will assist in a range of staff development, support and mentoring activities.

Skills and Employability

Objective 8 - To embed and make transparent within our programmes the skills and learning opportunities that enhance employability and entrepreneurship, while fostering a desire for lifelong learning in our students and graduates in their chosen academic subject(s) and other areas. (new objective)

Skills development and employability are two of the most important aspects of our Strategy. We aim to enhance key skills development in undergraduate and taught postgraduate programmes so as to further increase the employability of our graduates and their capacity to take advantage of life long learning, as the abilities for lifelong learning are related to the 'employability' skills graduates perceive they develop while at university. This will also encompass the support of personal development planning (PDP) to encourage reflective learning by our students and the improvement of their abilities to articulate the skills they acquire.

We will also work to develop a greater range of work experience opportunities for students inside and outwith the University and to raise awareness of, and the embedding of entrepreneurship, within the learning process.

Strategically, we have moved to provision of more central support for skills development, targeting areas identified by academic departments and working alongside them.

Sustainability

Objective 9 - To establish a stable and sustainable financial base that enables educational infrastructure needs of all kinds (teaching accommodation and equipment and appropriate social facilities) to be met.

The current funding context for higher education is resulting in increased student demand for the provision of an appropriate educational infrastructure. It is, therefore, essential that we find ways of maximising our resources and harnessing them as efficiently as possible, in order to maximise our ability to provide a high quality student experience and this aspiration underlines the need to adopt an enterprising approach to education, including recognising the need to develop a balanced portfolio of programmes so that activities that can command premium levels of fees may support the University's overall mission.

Mechanisms for identifying and taking forward educational infrastructure needs are still less than optimal. Needs are currently documented at Departmental Reviews, which are reported to UPARC and Senate; but they may also be indicated in Annual Programme Review reports, and the route for addressing issues identified by this route are not so clear.

Objective 10 - To contribute to the financial health of the University by ensuring that teaching is self-supporting at Faculty level.

Increased income generation is needed if the University is to continue to maintain its current high academic standards and is to invest in an infrastructure of the quality required to support its aspirations and to respond positively to the reasonable expectations of its students.

There are a number of options open to us in seeking new sources of income from teaching and these will be explored. They include: development of new programmes that will target particular markets (overseas), or draw on research developments; and identifying new sources of funding (for example through partnerships with employers). Making optimal use of our HECFE block grant is also essential.

Objective 11 - To implement the Education Strategy successfully, continually monitor performance and identify key risks

Monitoring the implementation of the Strategy is essential for quality assurance, risk management and planning purposes. The Education Committee plays the central role in this and will provide an annual report on the extent to which the principles and actions in the Strategy are being achieved.

Annex A ACTION PLAN

Key:	Deadline for completion of action:	University Priority for action:
O	Ongoing	1* Key Priority
S	Short Term July 2008	1 High Priority
M	Medium Term December 2008	2 Medium Priority
L	Long Term December 2009	3 Lower Priority

Action	Comment	Lead & timescales
<p>Objective 1 -To select, recruit and retain a diverse student body, which has the potential to excel in and contribute to the kind of education we offer.</p> <p>Incorporates L&T goals 2.10 and 2.11</p>		
<p>Action 1.1 (previously Action 15)</p> <p>The University will develop its Widening Participation strategy. The strategy will need to ensure that:</p> <ul style="list-style-type: none"> ▪ the University is made more accessible in terms of image; ▪ initiatives and links with local schools and colleges continue to be developed, particularly those where students have not previously applied to Bristol ▪ progression routes are provided for potential students through regional HE/FE partnerships; ▪ more flexibility in study patterns is introduced; ▪ consideration is given to the provision that can be made through bursaries and scholarships to encourage wider participation; ▪ encouragement is given to increase the number of applications from local and mature students. 	<ul style="list-style-type: none"> ▪ The WP Strategy is now fully developed. ▪ The University's Access Agreement is approved by OFFA ▪ The University has approved criteria for Home/EU undergraduate admissions principles and procedures 	<p>PVC Education <i>In consultation with</i> :Academic Registrar , Director of Student Recruitment, Access and Admissions , Head of Widening participation</p> <p>Deadline: Ongoing Priority 1*</p>
<p>Action 1.2 (previously Action 16)</p> <p>The University will review its policy on scholarships and bursaries for home and international students in order to encourage high quality applications, diversity and equality of access.</p>	<p><i>Taught Programmes:</i> We will keep our access agreement under review so that we may offer an attractive range of bursaries and enhanced support for WP students before and after their arrival at the University.</p> <p><i>Research Programmes:</i> On the basis of a survey of 15 academic departments and involving all faculties, the Graduate Studies Committee has prepared a report that considered how to improve recruitment and funding of postgraduate scholarships, including reviewing the ORS scholarships.</p>	<p>PVC Education <i>In consultation with:</i> Academic Registrar, Director of Student Recruitment, Access and Admissions</p> <p>PVC Education <i>In consultation with:</i> Graduate Studies Committee, Education Support Unit (ESU)</p> <p>Deadline: M Priority: 1</p>

<p>Action 1.3 (previously action 19)</p> <p>Education Committee will establish a group that will identify and review the opportunities to offer foundation provision, flexible pathways and partnerships with local Further Higher education providers. The aim is to widen access to Higher Education both at Bristol and elsewhere</p>	<p>A time limited working group of education committee was created (partnership & progression) to report on how to proceed in this area. The Programme Review Group now has responsibility to support initiatives</p>	<p>PVC Education <i>In consultation with:</i> FEDs, Director of ESU</p> <p>Deadline: M Priority: 1</p>
<p>Action 1.4 (previously Action 11)</p> <p>As part of its Overseas student recruitment plan the University will ensure available resources are used efficiently to target overseas markets and to support marketing and recruitment. The plan will include mechanisms and resources that, over time, enable the recruitment of larger numbers of high quality overseas students from different continents.</p>	<p>The marketing plan for graduate students that will support this action is being developed</p>	<p>PVC Education <i>In consultation with:</i> Academic Registrar, Director of Student Recruitment, Access and Admissions</p> <p>Deadline: S/O Priority: 1</p>
<p>Action 1.5 (previously Action 13)</p> <p>As part of an International Strategy the University will ensure that overseas students receive appropriate academic and pastoral support during their period of study, including e.g. language support, immigration advice and a good induction into the learning culture of their department.</p>	<p>The University has not proceeded with an International Strategy but has developing a code of Practice for Postgraduate Research degrees which articulates such support</p>	<p>Graduate deans <i>In consultation with:</i> Academic Registrar, Director of Student Services, Careers Service</p> <p>Deadline: O Priority 1</p>
<p>Action 1.6 (previously Action 17)</p> <p>Recommendations of the Continuing Education working party group will seek to ensure that the University's vision of and provision for, continuing education and continuing professional development (CPD) are practicable and financially sustainable, and that we continue to provide and develop a portfolio of continuing education that meets the needs of a variety of learners while also communicating the University's research interests and strengths to a wide range of local and regional partners.</p>	<p>The Engaged University Steering Group is charged with overseeing LLL provision. The award of the NCC for public engagement and recent changes in HEFCE funding rules will require a review of this action</p>	<p>Lead: PVC Education <i>In consultation with:</i> Engaged University Steering Group and the Centre for Public engagement</p> <p>Deadline: M Priority: 1*</p>
<p>Action 1.7 (previously Actions 20)</p> <p>The University will seek to expand upon a network of collaborations and partnerships with HEIs that will help to achieve its strategic aims. (the working group on the Bristol Partnership Programme is exploring opportunities for such collaboration".)</p>	<p>The second part of this action has been achieved - Opportunities with WVLLN, VET NET and GWR are being developed</p>	<p>Joint Lead: PVC Education, Director of ESU, Deputy Registrar</p> <p>Deadline: M Priority: 2</p>
<p>Action 1.8 (previously Action 18)</p> <p>The University will increase the numbers of postgraduate students overall as declared in the University Plan. Achievement of this will require increasing activity in: recruitment, marketing, programme development and support for postgraduates, all of which may be encompassed in the Graduate sub strategy. As part of the implementation of the Graduate sub strategy, faculties and departments will be asked to review their postgraduate programmes (taught and research), with a view to making them more attractive, and taking into account interdisciplinary and international developments.</p>	<p>A draft Graduate Strategy was produced during 2005/2006. Part of the work involved a review of PGR numbers with the aim of establishing feasible recruitment targets numbers for taught and research PG</p>	<p>Lead: Academic Director of Graduate Studies <i>In consultation with:</i> Deputy Registrar, Academic Registrar, Director of ESU, Director of RED, Head of International Student Recruitment</p> <p>Deadline: M Priority: 1</p>

<p>Objective 2 - To respond to student needs in all aspects of university life and to ensure students' views, and also the views of those who deliver the teaching, are taken into account in academic, social and cultural matters.</p>		
<p>Action 2.1 (previously Action 25)</p> <p>The University will continue to work with students to refine the definition of an excellent student experience and seek to implement it in partnership with them.</p>	<p>We will provide a clearer explanation of what students may expect of the student experience at Bristol during Introductory Week.</p> <p>We will provide students with clear guidelines as to our expectations of their professional behaviour and of the consequences of their failure to adhere to these expected standards of behaviour. A Student Contract will be developed outlining responsibilities of students as well as our obligations.</p>	<p>Lead: PVC Education <i>In consultation with:</i> , Deputy Registrar, Academic registrar, University Deputy Secretary, Student Union President</p> <p>Deadline: O Priority: 2</p>
<p>Action 2.2 (previously Action 26)</p> <p>Students will be offered the opportunity to contribute to decision-making on academic, social and cultural matters, through committees, fora and other mechanisms. Proper mechanisms will be in place for involving students on inter-departmental programmes.</p>	<p>This recognises that students are adults and equal members of our community</p>	<p>Lead: Pro-Vice-Chancellor for Education <i>In consultation with:</i> Deputy Registrar, Student Union President</p> <p>Deadline: O Priority: 2</p>
<p>Action 2.3 (previously Action 27)</p> <p>The University will ensure that the University's personal tutoring guidelines are being implemented</p>	<p>This is an ONGOING action in response to Institutional Audit and the Report of the Personal Tutoring Working Group</p>	<p>Lead: Director, Education Support Unit</p> <p>Deadline: S Priority: 1</p>
<p>Objective 3 - To ensure that the curriculum is informed by research at all levels and that wherever possible students have the appropriate opportunities to contribute to the development of their subject. This relies on the University's ability to recruit and retain staff who can contribute to the distinctive learning experience of a research-intensive University</p>		
<p>Incorporates L&T goals 2.1</p>		
<p>Action 3.1 (previously Action 1)</p> <p>The University will seek to appoint and retain staff with the potential to achieve the highest level in any international benchmarking or assessment of research, who normally also have the potential to be excellent teachers. Staff will exploit the links between research and teaching to benefit student education.</p> <p>Appointment criteria will include the need to provide evidence of these qualities and will be linked with the People Strategy</p>	<p>This will always be an ONGOING action, especially for new appointments.</p> <p>Faculties and departments will need to assure themselves of ability to teach when new appointments are made.</p> <p>Academic career pathways with level profiles are now implemented that define the criteria for attainment of excellence in teaching required to progress at each level on the pathway.</p>	<p>Lead: Deans <i>In consultation with</i> Heads of Departments, Director of Personnel</p> <p>Deadline: S/O Priority: 1</p>

Objective 4 To build on good practice in learning, teaching, assessment, and related administration, in a co-ordinated way that supports quality and efficiency		
Incorporates L&T goals 2.4, 2.8, 2.9 , 2.12, 2.13		
Action 4.1 (previously Action 21) The University will increase awareness across the University of the educational benefits of programmes with a 'period out'. Ensure that skills acquisition for students is part of programme outcomes.	Careers Service is involved in supporting this action	Lead: Placements Co-ordinator <i>In consultation with:</i> Director, ESU, FEDs Deadline: M Priority: 2
Action 4.2 (previously Action 22) Each faculty will review the scope for enhancing the efficiency and quality of existing and new programmes. Strategies will include <ul style="list-style-type: none"> ▪ Shared units between departments and faculties; ▪ Increasing the amount of student self-learning; ▪ Offering fewer units within more flexible curriculum models; ▪ Reviewing different forms of assessment; ▪ More interdisciplinary programmes if appropriate; ▪ Encouraging students to maintain their own Progress Files. Departments will be supported to comply with the outcomes of the Assessment Review	This is an ongoing action	Lead; Faculty Education Directors Deadline O Priority 1
Action 4.3 (previously Action 23) The University will initiate a review of assessment practices. Through pilot studies in a small number of departments, we will identify ways of reducing the time and effort spent on assessment whilst enhancing the quality of learning and ensuring that assessment methods judge intended student learning outcomes.	Almost complete The Assessment steering group produced an initial report in 2007. A new comprehensive Assessment Guidelines Handbook is being prepared for approval by the end of 2007-08	Lead: PVC Education Deadline S Priority 1
Action 4.4 (previously Action 24) The University will co-ordinate, at Faculty and University level, the development and implementation of an eLearning strategy that includes both educational and infrastructure needs. <ul style="list-style-type: none"> ▪ The eLearning Advisers' Network (ELAN) will take the lead in promoting eLearning developments, supported by LTSS and TSU. ▪ Information Services will lead the creation of a University portal that supports the use of managed learning environments, including commercial products such as Blackboard. 	The draft e-Learning sub-strategy was presented to education Committee in Oct 2005. Concerns were expressed as to the resources that would be needed to implement specific actions. The Academic Director of e-Learning has now been appointed and will take this action forward	Lead : Academic Director of e-Learning, Education Directors, ELAN Deadline 2 Priority 2

Objective 5 To establish an international profile in teaching, research and enterprise		
Action 5.2 Incorporates L&T 2. 5		
Action 5.1 (previously Action 8) Faculties will review existing partnerships and investigate the possibility of new opportunities for student exchange (through such bodies as Socrates and Erasmus) in the light of identifiable benefits. They will ensure that existing connections and partnerships are kept under review in order to maximise their potential for educational as well as research benefit and eliminate those that are no longer fruitful. Where appropriate, faculties will build new teaching collaborations with international partners at both undergraduate and postgraduate level, both on a bilateral basis and as part of existing networks such as WUN.	The Bologna working group has considered and commented on schemes such as Erasmus	Lead: Faculty Education Directors <i>In consultation with:</i> Undergraduate and Graduate Deans, Director of International Affairs Deadline: M Priority: 2
Action 5.2 (previously Action 9) The exchange of academic staff with other international institutions will be encouraged where it will have a beneficial impact on student learning.	Action Ongoing Opportunities exist through Coimbra and WUN	Lead: Faculty Education Directors Deadline: L Priority: 3
Action 5.3 (previously Action 12) The University will build on existing international partnerships such as the Worldwide Universities' Network to raise its international profile as a premier learning institution in order to promote international educational links that will support overseas student recruitment.		Lead: PVC Education, Director International Affairs <i>In consultation with</i> WUN Steering Group Deadline: O Priority 2
Action 5.4 (previously Action 14) A mechanism will be devised to link income generated from overseas students' fees to an incentive system for overseas recruitment. Departments that meet or exceed their planned overseas recruitment numbers will receive resources to reflect the additional workload and to support the additional needs of students	This action needs to be reworded as: <i>The budgeting process needs to be refined so that to income generated from overseas students' fees may be linked to resources allocated so that Faculties that exceed their planned overseas recruitment numbers will receive resources to reflect the additional workload that support of the additional needs of these students generates.</i>	Lead: Deputy Vice-Chancellor <i>In consultation with:</i> Registrar, Director of Finances Deadline: O Priority: 1

Objective 6 - To develop an effective and enabling educational leadership and management structure.		
Incorporates L&T goal 2.14		
Action 6.1 (previously Action 2) The balance of academic staff time spent on research and teaching and related administration will be reviewed and measured against agreed guidelines by departments and reported to the Faculty annually.	Development of fEC tool for teaching will help departments to achieve this action	Lead: Deans <i>In consultation with:</i> Heads of Departments and FEDs Deadline: O Priority: 1
Action 6.2 (previously Action 5) Faculty Planning and Resources Committees (FPARCs) will ensure that learning, teaching, assessment and research issues are brought together for discussion. The purpose of this is to assure the coherence and complementarities of academic and financial decision-making in the two core elements of the University's mission: education and research.	It is not clear whether this is happening consistently in all faculties. Not all FPARC's include all faculty officers in their membership.	Lead: Deans, FEDs Deadline: O Priority: 1
Objective 7 - To reward staff for excellence in teaching and for supporting the learning experience of a diverse student group.		
Encompasses L&T goals 2.5, 2.6		
Action 7.1 (previously Action 7) The University will acknowledge and give publicity to achievement in teaching through the annual Learning and Teaching Exhibition and the University's annual Teaching Prizes that recognise excellence in teaching. We will encourage and support wider recognition for individuals through the National Teaching Fellowship scheme.	ACHIEVED And ONGOING The L&T Exhibition and prizes continue to promote and celebrate teaching activities. The prizes are timetable to work with the National Teaching Fellowship Scheme	Lead: Director, Education Support Unit Deadline: O Priority: 1
Action 7.2 (previously Action 3) All members of academic staff, but especially those in the early stages of their career, will have sufficient opportunity for professional development. The University's Teaching and Learning in Higher Education (TLHE) and Teaching and Learning for Health Professionals (TLHP) programmes will continue to be regularly reviewed and accredited by the Higher Education Academy (HEA). Career progression for pathway 1 and 3 staff will depend on the achievement of professional competence, which will be appropriately rewarded. Individual members of academic staff will be entitled and expected to undertake professional development on a regular basis.	For the last 12 years the University has expected all new staff without prior teaching experience to undertake the Teaching and Learning in Higher Education (THLE) Programme. Latterly the Teaching and Learning for Health Professionals programme (TLHP) has also been made available	Lead: Heads of Departments <i>In consultation with:</i> PVCs, Deans, TLHE Programme staff Deadline: S/O Priority 1

Objective 8 -To embed and make transparent within our programmes the skills and learning opportunities that enhance employability and enhance entrepreneurship, while fostering a desire for lifelong learning in our students and graduates in their chosen academic subject(s) and in other areas		
NEW Objective and Actions - encompasses two goals articulated in the L&T strategy: -2.3: and 2.2:		
Action 8.1 We will extend skills development in undergraduate and taught postgraduate programmes to increase graduate employability. We will support academic departments in curriculum development with an emphasis on skills development, entrepreneurship and employability and will support faculties in promoting personal development planning (PDP) for students.		Leads: Director of Careers Service , Education Support Unit Deadline: 0 Priority: 2
Action 8.2 We will foster a desire for lifelong learning in our students and graduates in their chosen academic subject(s) and in other areas		Lead PVC Education, FEDs Director of Careers Service Deadline O

Objective 9 - To establish a stable and sustainable financial base that enables educational infrastructure needs of all kinds – teaching accommodation and equipment and appropriate social facilities – to be met.		
Action 9.1 (previously Action 28) The University will develop a procedure for identifying and prioritising educational infrastructure needs.	Oversight of large scale educational infrastructure development is being undertaken by the Nucleus umbrella programme. Faculty level coordination is undertaken by FPARC's	Lead: PVC Education <i>In consultation with: DVC, Bursar</i> Deadline: M Priority: 2
Action 9.2 (previously Action 30) The University will ensure that all students and teachers have access to appropriate computing facilities that are fit for purpose and provide support for digital technologies and eLearning.	Oversight of large scale developments is being undertaken by the Nucleus umbrella programme. Faculty level coordination is undertaken by FPARC's	Lead: Director of Information Services/ Academic Director of e- Learning Deadline: M Priority: 2
Action 9.3 (previously Action 31) The University recognises the central importance of excellent library provision and will ensure that students have opportunities to access up-to-date and well equipped library services, as outlined in the University's Library and Information Resources Provision Strategy. It will pursue sources of income that enable library provision to be enhanced and maintained.		Lead: Director of Information Services Deadline: L Priority: 1

Objective 10 -To contribute to the financial health of the University by ensuring that teaching is self-supporting at Faculty level.		
Incorporates L&T goal 2.14		
<p>Action 10.1 (previously Action 32)</p> <p>A fEC model for teaching will be developed to enable the cost-effectiveness of planned new (and existing) programmes to be evaluated as outlined in the University Plan.</p>	<p>The PVC Education chairs the fEC steering group. A fEC subgroup is working on the detailed methodology for costing teaching to further understanding of the true cost of our teaching programmes. This work is linked to the HEFCE <i>Review of the teaching funding method.</i></p>	<p>Lead: Chair of fEC Steering Group, Assistant Finance Director <i>In consultation with:</i> Deputy-Vice-Chancellor Deadline: S Priority: 1*</p>
<p>Action 10.2 (previously Action 33)</p> <p>The University will review the cost-effectiveness of teaching whilst maintaining high quality. While retaining the principle that programme content should be informed by the research expertise of the academic staff, faculties and departments will review the scope for rationalisation of course units and their delivery.</p>	<p>ONGOING</p> <p>A new process for Programme approval is being developed that will ensure that cost effectiveness is more rigorously examined</p>	<p>Lead: Faculty Education Directors <i>In consultation with:</i> Director, Education Support Unit Deadline: M Priority: 1</p>
<p>Action 10.3 (previously Action 34)</p> <p>To increase unregulated income from education, faculties will consider, as part of the financial planning process, the development of new and existing programmes as one element of the research-informed education they provide.</p>	<p>ONGOING See above</p>	<p>Lead: Faculty Education Directors Deadline: M Priority: 1*</p>

Objective 11 -To implement the Education Strategy successfully, continually monitor performance and identify key risks		
<p>Action 11.1 (previously Action 35)</p> <p>The Education Committee will be responsible for reviewing the strategy and the role of Faculty Education Directors, and will continue to monitor and implement the objectives and actions of the Education Strategy. The Education Strategy sub group will continue as a sub group of Education Committee to monitor and implement the objectives and actions of the Education strategy</p>	<p>ONGOING</p> <p>Education is currently reviewing the Education Strategy and has reviewed the role of Education Directors and made recommendations for change.</p> <p>The Education Strategy sub group has been disbanded and Education Committee will monitor and review implementation as necessary</p>	<p>Lead: Director, Education Support Unit/Education Committee Deadline: O Priority: 1</p>
<p>Action 11.2 (previously action 36)</p> <p>Each faculty will have an Education Strategy to which all departments contribute. It will focus upon the faculty's strengths, include strategies for income generation and be cost-effective. The Faculty Education Director will monitor the development and the implementation of the strategies and report annually to the Faculty Planning and Resources Committee. An annual submission will be made to the University Education Committee on progress in implementing the education strategies</p>	<p>Each Faculty Education Director has led the preparation an initial Faculty Education Strategy.</p> <p>Initial Strategies are now being refined</p>	<p>Lead: Faculty Education Directors Deadline: S</p>

Annex B Actions that have been completed from Education Strategy 2004-08 Version 1

Action 4

Each Faculty will appoint an Education Director, using the attached job description and person specification. The Faculty Education Director role is more strategic than operational. The Education Director post might well become part of the remit of the existing faculty role of either the Undergraduate or Graduate Dean, depending on faculty requirements and the person specification. It will be for Deans of faculties, to determine the structure within which the Education Director will work and to what extent roles should be linked.

Action 6

The University will explore the possibility of introducing a new, senior role equivalent to Professor that provides an appropriate career grade for staff who may not be at an international level in research, but whose educational leadership, pedagogic research and scholarship enable them to make a significant contribution to research-informed education and supporting the student learning experience. The University's promotions criteria will be updated to include recognition of these achievements and to introduce the new grade.

Actions that have been removed

Action 29

The University will develop and implement a philanthropic fundraising strategy that raises significant funds to identify, prioritise and support the needs of the educational infrastructure.

This Action has been removed as it sits more appropriately with the Campaigns and Alumni Relations Office

Action 10

Opportunities for research students to have experience abroad will be increased in line with research council policy, by growing the WUN mobility scheme and providing greater assistance in funding attendance at international conferences.

This Action has been removed since the University's WUN Steering Group has undergone a change of emphasis.

Actions achieved from the Learning and Teaching Strategy 2002-2005

- 2.4 Continuing development of a virtual learning environment for the University, including a University Portal, to:
- enable a more creative and appropriate use of technology in learning, teaching and assessment
 - reflect the needs of the student population as a whole
 - streamline some of the related administrative tasks to reduce the burden on academic staff
- 2.7 Strengthening external examining procedures to encourage consistency.