JOINT STRATEGIES FOR LEARNING AND TEACHING WIDENING ACCESS

2011/12 TO 2013/14

Response to:

HEFCW Circular W10/41HE Learning and Teaching and Widening Access Strategies 2011/12 to 2013/14: Initial Guidance

HEFCW Circular W11/17HE Learning and Teaching and Widening Access Strategies 2011/12 to 2013/14: Supplementary Guidance

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1. SUMMARY

The Learning and Teaching Strategy and the Widening Access Strategy translate the , and define targets by which strategic objectives can be measured.

The overarching aims of the Strategies in this document are to:

- INSTITUTIONAL MISSION AND PLANNING
- 2. 2.1 Strategic Alliance and Regionalisation

Aberystwyth University and Bangor University have formed a Strategic Alliance based on the close working relationship developed over a number of years. This is particularly through the

2.4 Responses to the Capping of Student Numbers

Both Universities responded to the HEFCW consultation W10 26/HE on the Management of Full-time undergraduate (including PGCE) numbers from 2011/12, regarding the need to

Circular W10 33/HE.

With applications buoyant at both Universities, each has reviewed the admissions protocols to be used in the 2010-

3 THE ROLE OF STUDENTS IN THE STRATEGIES

Both Institutions have adopted inclusive policies and practices with regard to student participation and representation. Students, including Welsh Medium students, are represented, through the Guild of Students/Students Union, on all major Task Groups and Committees involved with learning, teaching, student support, widening access and the wider student experience. Student representation is also facilitated by staff-student committees in

and responses to these student evaluations, are monitored through annual module and programme development plans. Within the context of the current Strategy, student representation and experience have been identified as projects in their own right but they also underpin the Strategy as a whole, with the National Student Survey and internal survey indicators of student satisfaction being important and measurable targets.

Through their presence on departmental and central committees, students play a key role in monitoring the implementation of the Strategies. An essential element in the Strategies is the use of statistical information from both external and internal student satisfaction surveys. The

module and service level all provide essential information on the quality of services and of teaching. The results of the National Student Survey are carefully scrutinised by the Quality Assurance and Validation Task Group (Bangor) and Academic Affairs Committee (Aberystwyth), benchmarked against other Universities, with year-on-year comparisons, resulting in recommendations on actions that are required.

Among recent initiatives to enhance the effectiveness of student representation have been, at Bangor, inclusion of student members on internal quality audit panels, and at Aberystwyth, the appointment of Student Representation and Experience Coordinator, based in the Guild of Students, whose role is to ensure that student representatives at departmental level are elected and trained early each session and can therefore participate fully. There have also been changes to ensure that student representatives on Faculties are course representatives within the relevant Faculty rather than sabbatical officers.

5 LEARNING AND TEACHING STRATEGY 2011/12 TO 2013/14

5.1 Aims of the Learning and Teaching Strategy

The overarching aims of the Learning and Teaching Strategy are to:

Create an integrated plan to enhance learning and teaching at the Institutions. Identify and disseminate effective practice across Schools/Departments. Ensure that learning and teaching is informed by effective practice in the UK and elsewhere.

The Learning and Teaching Strategy achieves this by defining Quality Enhancement Projects each with its own clearly defined targets. Emphasis has been placed on ensuring that the targets are specific and measurable, either in qualitative or quantitative terms. The Quality Enhancement Projects address key themes (see Section 5.4)

The priorities were addressed through projects and programmes that were subject to monitoring, reported in annual reports to HEFCW, the contents of which, with regard to specific projects, are not repeated here.

During the previous strategy, considerable emphasis was placed on developing Quality Enhancement Projects. It was recognised that they are an effective means to co-ordinate and achieve targets. The enhancement projects completed during the previous strategy were:

2007 to 2010: Retention

o The overarching target for the Retention Enhancement Project was to significantly reduce non-retention. Year-on year graphs by the Planning and Resources Office have indicated positive change in retention.

2007 to 2009: Pastoral Care

o A notable outcome from the Pastoral Care Enhancement Project was the development of a Code of Practice for Pastoral Care.

Other notable outcomes from the previous Strategy (first 3 years) that have had impact include:

Student satisfaction and experience

- Processes for detailed analysis and response to NSS.
- o Retention enhancement project.
- o Pilot PDP, further developed into pilot Employability Award.
- o Revise CoP placement learning.

Student voice and representation

- Student on internal quality audit.
- Student on module approval panel.

Welsh medium

- o Contribution of Welsh medium teaching fellows.
- o Podcasts
- o Simultaneous translation in lectures.
- o Develop new programmes.
- o Develop WM functionality in Blackboard.

Curriculum development

- o Audit of modules for sustainability and global citizenship.
- o Engagement with HEA research-informed teaching group.
- o Revise CoP assessment and guidelines for use of categorical marking.
- o Technology enhanced learning (GWELLA project).

Inclusivity/equality

- o Workshops for staff.
- o Guidelines for scribes and readers in examinations.
- o Procedure implemented whereby new scribes and readers attend briefing session prior to exams.
- o Collaboration between the Disability Service and the School of Education on Fitness to Teach. Workshop delivered to highlight and discuss issues.
- Inclusivity embedded in PGCertTHE programme, including workshops and inhouse sessions.

Employability

- o Developing and trialling the Bangor Employability Award.
- o Defining employability Mission Statement for the Unistats website, and for other internal and external purposes.

Assessment and Feedback

<u>General Description:</u>
Assessment and feedback are important because of the comparatively low scores across the

It is recognised that improving the practices of staff and the perceptions and experiences of

Short term:

Building on the experience at Aberystwyth, production and dissemination of expectations and provide guidance for providing effective feedback to students. For students these will explain what forms feedback takes, how they will receive it and how they can use it to improve future work.

Medium/Long term:

Dissemination and uptake of the outcomes of the GWELLA project. The GWELLA project aimed to stimulate new approaches to assessment and feedback/feed forward. Working with academic staff from different disciplines it has introduced and

As part of the Shared Services agenda, develop a regional Welsh-medium portal for employability resources.

Use data on current and future skills gaps from the Aber-Bangor Skills Centre engaging directly with businesses, SSCs and other organizations.

Aberystwyth Targets:

Short Term:

Prepare to introduce the HEAR for students from 2011/12.

Develop a template work experience module based on experience of existing modules, for use by other departments.

Review central provision of study skills and practices to ensure that this complements and supplements departmental embedded study skills and links to graduate employability, and work on a programme to develop academic writing, digital and information skills.

The Careers Advisory Service (CAS) will work with the Alumni team and Information Services (IS) to develop an alumni mentoring/work experience scheme to broaden student horizons and opportunities.

CAS will be working with IS and HR to develop an on-campus employment and work experience scheme to maximise the range, number and visibility of paid work and work experience opportunities within the university.

Medium/Long Term:

Develop an Aber Award to recognise that extracurricular activity as well as active engagement with, and reflection on, the HE experience to enhance employability. This will link to the HEAR and ESDGC. ESDGC will be addressed through the emphasis placed in the Aber Award on co-curricular and extra-curricular activities. Both the Aber Award and ESDGC elements therein will be recorded in the HEAR. Students will have a record of how they have developed the skills and knowledge to live and work sustainably, in particular displaying community interaction, supporting and enabling others, and producing shared values.

Continue to work with alumni to set up a wide range of internships for students. Review module and scheme approval processes to enhance information on the development of employability characteristics.

Bangor Targets:

Short term:

Implement the BEA in five more academic schools.

Develop a range blended-learning sessions for the delivery of the core career development training of the BEA.

Develop ESDGC, Enterprise and Entrepreneurship elements within the BEA. ESDGC will be addressed through the emphasis placed in the BEA on co-curricular and extra-curricular activities.

Review Advisory Boards (academic-employer liaison).

Develop centralised study skills service to provide both central support that students can access directly, as well as working with academic schools to embed skills development within degree programmes.

Extended Peer Guide scheme to include peer support for academic learning to

Review current provision for work-based learning to identify good practice.

Welsh Medium Curriculum

General Description:

Short term:

Develop new courses including:

- o M-Level course on Public Administration.
- Courses and modules in areas where staff were appointed by funding from Y Coleg Cymraeg Cenedlaethol.

resources including:

- o Audit of current skills.
- o Extending current skills.

d PhD level in pioneering

areas of study (e.g. Electronic Engineering).

Medium/Long term:

Develop new courses through engagement with Y Coleg Cymraeg Cenedlaethol.

Short term:

All Schools and/or Colleges to have a PGT strategy and action plan in line with the

Medium/Long term:

All new PGT programmes to be fit for purpose and contemporary, with links to graduate careers and employer engagement.

Technology Enhanced Learning

General Description:

Maintain impetus in the dissemination of good practice and encourage innovative use of technology to enhance learning and teaching

implementation of Enhancing Learning Through Technology strategies in Wales. The GWELLA projects at each Institution introduced significant enhancements which will continue to be a key part of the learning and teaching environment at both Institutions. Technology enhanced

Internationalisation of the Curriculum

General Description:

The aims are (1) to review existing provision to establish its relevance for international students and identify new programmes

and relate to changes in the market and recruitment trends and (2) to review the relevance of programmes for UK students with regard to international employability, inter-cultural awareness and international perspectives.

Particular elements will include:

Internationalisation of curriculum.

Study abroad placements including Widening Access students.

Promoting Modern Language training for UK students.

Integration of International students.

ESDGC

The targets set for this Quality Enhancement Project will ensure that priority is given to reviewing the curriculum, supporting language skills development and encouraging outward mobility.

Common Targets:

Short term:

Increase applications from high quality international students to full-time UG and PG courses.

Aberystwyth Targets:

Short term:

Review the available English Language and Study skills support to ensure that it can deliver flexible and appropriate support to an increasingly number of international students.

Medium Term:

Develop a Signpost PLUS mentoring scheme to assist those from a Widening Access background to take advantage of exchange programmes and European Languages study schemes.

Bangor Targets:

Short term:

Audit of current curriculum provision.

Produce Study Abroad Strategy.

Medium Term:

Set annual targets (starting in 2012/13) for the number of students engaged in study abroad.

Student Representation and Experience
General Description:

Ensure that the University has open channels for communication with students with representation at course, School/Department/Faculty and central level. To ensure that student feedback on the learning experience is incorporated in the routine evaluation, planning and responsive development of academic provision. The course rep

Short term:

Ensure that learning materials are accessible and user-friendly through the adoption

Ensure that all Schools embed a comprehensive course representation system.

Provide induction, training and on-going support for course representatives and monitor their effectiveness.

As part of the Internal Quality Audit process, request students to provide their own written submission alongside the self-evaluation document that Schools are required to provide.

Require Schools to prepare, communicate to students and implement a centrally-agreed Action Plan to improve their NSS scores.

Develop action plan to implement Student Experience Enhancement Strategy.

Medium-Long term:

Pursue an enhanced blended provision through the development of e-learning alongside, and complemented with, face to face and or distance learning materials and support.

Evaluate the implementation of the course representation system acrossrovide

Recognising and Rewarding Teaching Excellence

General Description:

Build on the existing Teaching Excellence/Fellowship and CPD schemes and link these to HEA accreditation and the National Teaching Fellowships.

Particular elements will include:

Encourage a holistic CPD Framework that engages with progression routes through the relevant UK standards for all academic and academic related roles.

Short term:

Facilitate wider staff engagement with CPD by developing the existing PGCertTHE towards a model of Academic Practice.

Build on the Bangor Teaching Fellowship scheme and review alignment with sector wide accreditation schemes, the Bangor CPD Framework for Academic Development, and the internal promotion framework.

Develop networks of staff development activity through the Academy of Teaching Fellows to disseminate effective strategies for integrating teaching and research across disciplines.

Medium-Long term:

New Bangor staff with a teaching or learning support role to have completed an appropriate and approved teaching qualification or its equivalent.

5.4 Themes

The themes that underpin the Learning & Teaching Strategy are grouped under 3 headings, widening access, student experience and skills. These are 3 of the 5 key themes identified in 2012/13. The other themes are knowledge transfer and research.

A. Widening Access

Inclusivity and equality. The Universities aim to attract, without barriers, the widest consistency of implementation.

Widening participation: Ensure that the Universities cater for students from all backgrounds, with particular emphasis on Communities First areas.

Recognition of prior learning and experience: Ensure that prior learning and experience are appropriately recognised and accepted as an entry criterion and/or are rewarded by University credits.

Collaboration between HE and FE (inc. Foundation Degrees and Progression): Ensure that links with FE permit the development of collaborative and validated programmes, particularly focused on Foundation Degrees and progression from FE to HE.

Curriculum design (inc. Programme and subject reviews): Ensure that the suite of programmes is inclusive and fit for purpose and contemporary, both in terms of its link to graduate careers and employer engagement

Flexibility of learning. Ensure that the U opportunities, facilitating distance learning, part-time learning and short-time completion, adult community learning and accrediting small amounts of learning.

Regional/local provision

Student participation in quality assurance and quality enhancement. Continue to develop the role of students in QA procedures including internal audits. Ensure that student

6 WIDENING ACCESS STRATEGY 2011/12 TO 2013/14

The Welsh Go

d help narrow the

gap in opportunities which might otherwise exist to differences in wealth, geography or background (page 1). Based on the two pillars of social justice and supporting a buoyant economy, universities are asked to reconsider their current policies such as part-time study, systematic progression pathways from post-16 learning, closer links with the workplace, collaborative regional partnerships in particular with Further Education as part of the Transformation Agenda, greater use of accreditation of prior learning, Foundation Degrees, more work-based learning, community regeneration and workforce development.

In particular, paragraph 44 (page 12) indicates that:

-ordinated and

collaborative approach to tackling the challenge of low participation

(page 15) indicates that WG will renew their approach to widening access to higher education continued and concerted approach to supporting those who face the highest

strategy in 2010 to include stronger focus on helping those who access higher education to successfully complete their learning objectives

Widening Access, with ensuring equity, opportunity and success in higher education igher education providers to improve the

evidence base, including data collection, to inform their strategies and to demonstrate impact and success. There will be a particular emphasis on part-time (including innovative approaches to flexible and work-based) provision, fair access, including access to the professions, and retention - with an emphasis on helping students to complete their learning objectives successfully

INFORM or reiging the purple of the Welch descripted students in Corporation First Areas by

HEFCW as raising the number of HE Welsh domiciled students in Communities First Areas by 10%. A second outcome is defined as a 2.7% rise in module completion rates in Welsh HE.

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Widening Access

Executive Group which took a fresh and critical look at its previous strategy, brainstormed for innovative ideas, sought to enhance actions that had been successful, and outlined a strategy that was aspirational, action-oriented and that represented a revitalization of widen

The new North and Mid-Wales regionalisation strategy (CADARN) defines the relationship with FE partners, 14-19 providers, progression, Foundatio

A.5 Reaching Wider Partnership

The West and Mid-Wales Reaching Wider Partnership has worked collaboratively with HE and FE institutions, together with schools and other 14-19 providers in the region, as well as third sector and other local institutions and education and training partners since 2002/03. During this time it has been

Director of Student Services who has responsibility for Disability, Equality, Employability and many aspects of the student experience.

Director of Recruitment and Marketing who leads the Talent Opportunities Programme (TOP) initiative, schools liaison and widening access events for schools in the University.

Director of Reaching Wider and a senior member of the School of Lifelong Learning who has responsibility for delivering Study Skills Support and ensures alignment with part-time provision in that School and outreach.

The President of the

Welfare ensure a strong student presence and input.

Pro Vice-Chancellor (Teaching & Learning) with responsibility for recruitment, admissions, retention, the student experience, teaching and learning and internationalisation.

B.3 The Relationship between Widening Access and Marketing and Recruitment

Widening Access in the Alliance is a core activity and benefits from a close relationship with the Recruitment & Admissions Departments, including Schools Liaison colleagues who work with different but complementary target groups. Whilst both areas of work seek to promote HE and raise aspirations, widening participation activity targets a wider age group (primary and up) and focuses on raising attainment in targeted schools and colleges. There is a dedicated Schools Liaison officer in both Institutions with a discrete remit for Communities First areas who will work closely with colleagues in WP to share information and avoid duplication.

There is also an effective working relationship with the wider Marketing Team and includes the provision of materials, web page CMS support and design input for promotional materials, advertising and educational information. All of these are produced bilingually in accordance with the Welsh Language policies, and the Widening Access perspective is brought to bear on mainstream materials.

B.4 Key Target Groups

The key target groups are:

(a) Pre Entry

Experience and the protected groups and part-time students are targeted and supported at the Pre-Entry stage. The Strategy places emphasis on direct engagement with potential and successful applicants pre-entry with activities that include support, advice and guidance; taster sessions and summer schools; work with parents, carers and schools; pre-entry induction events; and targeted activities with underrepresented groups such as care leavers and Communities First.

(b) Entry

Students from Communities First areas, those from other areas with relative economic deprivation, those with disabilities, those from protected groups, those coming from care, Welsh speaking students, part-time students, FE and other 14-19 students on progression routes, and refugees/asylum seekers.

(c) Transition and Induction

Target groups (as defined in (b) above), as well as local students who will be living at home (including mature age students, with or without children / other family responsibilities), part-time students, and other identified vulnerable groups.

(d) Retention and success

Students from Communities First areas, those from other areas with economic disadvantage, those who need greater emotional support, pastoral care or counselling, those from a public care background, part-time students, and students needing extra academic/study skills support for a variety of reasons.

(e) Post-graduation

Common Impact Measures

- 1. The number of young people in named Regional and Wales-wide communities (specifically Communities First areas) applying for higher education generally in the UK and Wales, and in our region specifically.
- 2. The number of part-time and full-time students from Regional and Wales-wide targeted groups completing modules at the Universities.
- The number of students taking part, or all, of their courses through the medium of Welsh.
- 4. The number of students in STEM subjects.
- where possible, disability, ethnicity, care leavers, gender, mature age and refugees/asylum seekers.
- 6. The number of students who permanently withdraw from University studies, by group as outlined in 5 above.

The quantitative data and impact measures, as defined in this section, will be used to monitor achievement of targets and will also be used to inform the development of targets on an annual basis. Monitoring and strategic developments will be co-ordinated and managed under the structures described in Section A.6.

B.6 Management of Risk

At both Institutions the Risk Registers include specific sections on Widening Access and Participation. The Risk Registers also include related sections involving student representation, student experience, quality of teaching and learning, student satisfaction, portfolio of courses, academic support, and the enhancement of teaching and learning.

B.7 Other funds (internal and external) in support of WA activities

At Aberystwyth, the Centre for Widening Participation has had a long history of raising additional external funding to support widening access work. Currently, there are sources of funding which cross to the new funding period (2011/12) and include:

14-19 Partnership funding to support the new Welsh Baccalaureate Centres in Ceredigion.

14-19 Partnership funding to support the second version of the Welsh BacPacks. National HE

Bangor has a tradition of successfully attracting additional external funding to support widening access work. Confirmation of funding for 2011/12 is still being sought, but recent collaborative projects (2010-11) have included:

Funding from Magnox to support a Nuclear Engineering event.

National HE STEM funding to support Che108(bast)-2(o)-12(y)4()-256(t)-4(or)-12(k)4(.h)4(op-11(n)] T

SECTION C

The strategic aims and objectives, as agreed by the Institutions and as listed in Section A.2, will be achieved by defined actions and initiatives. These are listed, for both Institutions, in the following sections.

The actions and initiatives have been divided into short term and medium/long term. However, it should be noted that many of the short-term actions are ongoing (maintained form previous strategies) and are likely to pursued in the medium/long term. To avoid duplication of text, such ongoing/maintained actions are not duplicated under short term and medium/long term.

Actions for Aberystwyth

Aberystwyth will put learners throughout the region at the heart of the Strategy, by:

(a) Raising aspirations and improve attainment, in order to support Fair Admissions to Higher Education.

Short term:

11. Work with the parents / carers / professionals of young people who are in care, at risk of being in care, at risk of becoming NEET in raising aspirations in education.12.

Medium-Long term:

- 4. Work closely with the Y Coleg Cymraeg Cenedlaethol on the promotion and development of Welsh medium Higher Education.
- 5. Develop Welsh medium learning opportunities to enable current and potential employees to work through the medium of Welsh.
- (g) To articulate with the skills needs of employers in the region.

Short term:

- innovation unit to share information on local skills shortages and employer needs.
- 2. In collaboration with Reaching Wider Partnership, strengthen links with regional businesses and industry to provide higher level learning opportunities (especially in those areas where there are skills gaps and more specifically those related to STEM).

Medium-Long term:

- 3. Develop the original Cylch Gwyddoniaeth/Science Circuit strategy group of local employers to inform provision in this area.
- Develop Welsh medium employability skills to enable current and potential employees to provide progression.

Actions for Bangor

(a) Raising aspirations and improve attainment, in order to support Fair Admissions to Higher Education.

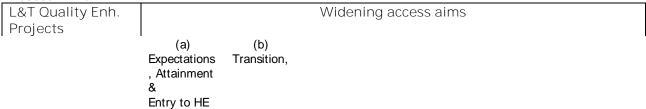
Short term:

- Provide information, raise expectations and promote the progression of learners from Communities First areas in North Wales to the range of higher education provision on offer in Wales and beyond.
- 2. alent Opportunities Programme (TOP) as well

7 LINKS BETWEEN L&T AND WIDENING ACCESS STRATEGIES

The Table below shows the links between the L&T Enhancement Projects (as described in Section 5.3) and the Widening Access Aims (as described in Section 6.C)

Table to show how L&T Quality Enhancement Projects are linked to the Widening Access Aims



Appendix 1: Table to show links between Quality Enhancement Projects and Themes and how Projects and Themes map onto HEFCW/WG targets/priorities for Learning and Teaching

term outcomes in normal font and Medium-term outcomes underlined. Where there are no numbers following a tick-

Appendix 2: Table to show how Aims and Actions map onto HEFCW/WG targets/priorities for Widening Access and how they link to the North and Mid-Wales Reaching Wider Partnership's Actions

Widening Access Aims

HEFCW/WG targets/priorities!

Appendix 3: Outcome Templates for Learning & Teaching

Learning & Teaching - Short-term Outcomes

Area of Strategic Focus	Actions to Achieve Outcomes 1	2011/12 Measurable Outcomes	Financial R	esources
			Aberystwyth	Bangor
Assessment and Feedback			£5,000	£15,000
	Common Review degree classification statistics Continue to monitor levels of student satisfaction with NSS	Degree classification statistics to be discussed by internal committees and by joint T&L Committee NSS outcomes to be considered by internal committees and disseminated to departments/schools		
	Aberystwyth Review conventions for undergraduate degrees Review the impact of introducing Must Pass modules	Bring forward proposals to simplify the conventions. Amend conventions as required in respect of Must Pass modules		
	Bangor Produce and disseminate students	Guides produced and circulated		
Graduate Attributes	Common Develop joint-approach to online careers resources and e-guidance Develop work experience opportunities	Produce joint action plan Produce joint strategy document for work experience	£10,000	£5,000

Area of Strategic Focus

Actions to Achieve Outcomes 1

2011/12 Measurable Outcomes

Financial Resources
Aberystwyth Bangor

Arrange Joint Employability Event Regional employer portal Regional Welsh medium portal employability resource Engage with businesses, SSCs and other organizations Event Arranged Portal template developed and trialled Portal template developed and trialled

Produce joint strategy document for 0 0

<u>Aberystwyth</u>

Prepare to introduce HEAR

Develop template work experience module Review central provision of study skills

Alumni mentoring On-campus employment/work experience scheme

Bangor

Implement the BEA in 5 more academic schools
Develop blended-learning sessions for the delivery of the core career development training of the BEA Develop ESDGC, Enterprise and Entrepreneurship elements within the BEA Review Advisory Boards (academic-employer liaison)
Develop centralised study skills

Area of Strategic Focus	Actions to Achieve Outcomes ¹	2011/12 Measurable Outcomes	Financial Resources Aberystwyth Bangor
	operation of Y Coleg and invite applications for developments in 2012/13	development in 2012/13	
	Bangor Develop new courses and modules	Develop new Master in Public Administration Development of new modules by Y	
	skills		
	Develop Welsh medium research		
	in pioneering areas of study		

Area of Strategic Focus	Actions to Achieve Outcomes 1	2011/12 Measurable Outcomes	Financial R	esources
			Aberystwyth	Bangor
	Seek student feedback on new learner technologies using a pilot ogy enhanced learning	Feedback to be obtained		
	Bangor Prepare advanced case studies,	Case studies produced and		
	including staff/student evaluation, at programme and module level, on effective and holistic use of technology.	disseminated		
	Evaluate advanced e-assessment techniques Digitisation of selected reading list material	Review and evaluate current use of techniques and evaluate		

Internationalisation of the Curriculum

Common

Increase applications from high quality international students to full-time UG and PG courses

Review options for Institutional and subject-specific targets

<u>Aberystwyth</u>

Review the available English Language and Study skills support Develop SignpostPlus Assessment completed of requirements for English language support Mentoring scheme developed and

Area of Strategic Fgiegic

Area of Strategic Focus	Actions to Achieve Outcomes 1	2011/12 Measurable Outcomes	Financial R	Resources
			Aberystwyth	Bangor
	going support for course representatives	representatives		
	As part of IQA, students to	Pilot student submission process in		
	provide submission alongside School SED	selected Schools		
	Schools to implement a centrally- agreed Action Plan to improve NSS scores	Chair QA&V TG to oversee implementation		
	Develop action plan to implement Student Experience Enhancement Strategy	Action Plan produced		

Recognising and Rewarding Teaching Excellence

Common

Review CPD activities

<u>Aberystwyth</u>

Secure HEA re-accreditation of the PGCertTHE
Embed new staff performance review system
Consider accredited training for postgraduate teaching assistants
Align fellowship recognition to
National schemes
Review L&T development provision

Area of Strategic

Area of Strategic Focus	Actions to Achieve Outcomes ¹	Measurable Outcomes	
Welsh Medium Curriculum	Common	l	I

Area of Strategic Focus	Actions to Achieve Outcomes 1	Measurable Outcomes

Explore standardized approaches for evaluating the effectiveness of technology use.

Area of Strategic Focus	Actions to Achieve Outcomes ¹	Measurable Outcomes
Recognising and Rewarding Teaching Excellence	Common: Investigate HEA accreditation for the CPD Framework Aberystwyth	Establish feasibility of accreditation
		Report on operation of peer observation
	Bangor Staff with teaching/learning support role to complete teaching qualification (as prescribed by CPD Framework)	Rolling programme planned and implemented
	Staff with teaching/learning support role to engage with appropriate CPD	Rolling programme planned and implemented
	Explore ways to integrate teaching and research	Continue engagement with HEA nexus and disseminate good practice

¹Outcomes are described in detail in Section 5.3

Appendix 4: Outcome Templates for Widening Access

Widening Access Short-term Outcomes

As noted in Section 6.C many of the short-term actions are likely to be pursued in the medium/long term.

Abervstwyth

Aberystwyth				
	Area of Strategic Focus	Actions to Achieve Outcomes	2011/12 Measurable	Financial
	_		Outcomes	Resources

Raising Aspirations, improve attainment and support Fair

Transition, Induction, Retention and Success

Deliver the short term actions in the WA strategy above, including:

Work in Partnership with Reaching Wider to enable effective transition from FE to HE in the region, ensuring no nugatory competition.

Re-introduce the Aberystwyth Summer University programme for CF domiciled and other target group students (primarily year 12) to prepare them for Higher Education (c. 70 participants)

Support, guidance and specialist teaching to STEM foundation level students on entry to HE

Train 30 student mentors to work with new students from CF and other protected groups as part of the peer mentoring scheme. Respond to requests for support from c. 200 new students, both those from targeted CF backgrounds, protected groups, and those who self-identify as at risk from non-completion / withdrawal. Provide intensive peer mentor support to a minimum of 60 students from CF areas and other protected groups Provide support from a single named person to those from a care background on entry to HE

Monitor the progression of care leavers from year 1 to year 2, year 2 to 3, and to graduation in order to improve rates once UK benchmark and Aberystwyth baseline has been established

£28.000 WA

Increase progression to HE from this WA provision by 2.5% (2010 WSU 52 [70%] progression to HE, 2012 ASU 75% of participants approx.. 51)

Fee Plan income for Summer 2012 / preparation to be funded from / pi

To maintain the 2010-11 95% (20 / 21 students in 2011) pass rate for the WA foundation and encourage progression to full STEM degree course

Maintain module completion rates at AU in order to contribute to the medium and long term outcomes of increasing the overall percentage of module completion rates in the sector (rise from 87.6% in 2008/09 to 90% in 2012/13 for HE in Wales)

Poll 100% (in 2011-12, 26 students) of self-identified care leavers for feedback

	Work closely with mainstream student support to ensure consisting of support but avoid overlap. Where possible arrange joint sessions and staff training.	and improvement to services. Contributes to medium and long term outcomes awaiting sufficient data to set realistic targets (31/08/2012)	Premium etc used to fund core infrastructure for student support and equality measures (see also below **)
Widening Access to Higher Level Skills	Raise awareness of facilities amongst key stakeholders in schools, colleges and Careers Wales officers in CF areas to increase knowledge of HE and career opportunities. Activities to increase progression opportunities and careers regionally and nationally in all subjects, particularly STEM and MFL careers, including (for example, but not exhaustively) WA to part time HE courses through School of Education and Lifelong Learning and other provision regionally Provision of innovative STEM activities in partnership with key players nationally Assist in implementing the employability strategy for skills shortage subjects Employ and train students from WA backgrounds to work on WA programmes improving employability skills Work with local authority and Community First Partners on entrepreneurship pilot programme Work with Community First partners to link local microbusinesses with the young people in their area	Work intensively with 10 ex-Summer University undergraduates to improve opportunities for employment and/or further study in order to contribute to medium and long term strategies to improve progression of WA groups to postgraduate courses and to high quality employment opportunities	£10,000 WA
Integrating with the Equalities and Diversity Agenda	Activities to promote statutory responsibilities in relation to equality and diversity, including: Provide pre-entry guidance to those groups from the Single Equality Strands, those from care, refugees/asylum	Contributes to medium and	£3,000 WA
	ommunities Improve staff awareness of any equality and diversity	long term goals to be firmly established once	(* * see also note

	implications arising from teaching and learning practices Establish base line data for this group in order to monitor and improve student success, including work with the Equality Forum Work with the University community and our local community to promote a community cohesion event for a strand of the Single Equality Scheme	baseline data has been determined	above)
Collaboration and Partnerships	In order to align with the HE Regional Strategies and the future of HE in Wales, play an active part in regional and Wales-wide partnerships to promote progression, collaboration, reduction of nugatory duplication and enhancement of provision, by (a) working collaboratively with HE and FE partners through Reaching Wider and during 2012 Continue to work closely with STEM partners to deliver innovative programmes (NSEW, NSA, UK STEM, WIMCS, etc) Deliver at least 4 STEM based partnership activities involving at least 10 CF schools (Fun Maths Roadshows, Maths at Work with employers, National Science and Engineering Week, Salt Develop working relationship with Centre for European Studies to include WA groups in its work and improve the uptake of modern foreign languages (including a year abroad) with this group Establish links with UHOVI with particular reference to Summer University (HE preparation).	Measurable outcomes for Collaboration and Partnership outcomes are included within the other strands of Strategic Focus and will enable us to deliver those outcomes.	£10,000 WA

Welsh medium programmes and to align with Y Coleg Cymraeg Cenedlaethol developments Activities to enable study through the medium of Welsh to take place in a wider range of programmes and locations, specifically for Widening Access participants, including

Provide bilingual resources for 100% of primary school activity and all secondary activity where appropriate (e.g. for schools studying through the medium of Welsh, and for specific subjects in Bilingual school delivery).

provide

language opportunities in CF areas for all ages Provide Welsh speaking student role models to work on WA programmes

Provide Welsh speaking student mentors for those

Bangor

Area of Strategic Focus	Actions to Achieve Outcomes	2011/12 Measurable Outcomes	Financial Resources
Transition, Induction, Retention and Success	Support students from non-traditional backgrounds to facilitate transition to and success in HE. Actions will include: Ongoing Retention Strategy. Induction event for students living at home. Extend Peer Guide system to provide study support and support for postgraduate students. Actions are linked to: FP-T1, FP-T10, FP-T11, [3], [4], [5] & [7]	Improve non-continuation following year of entry (young entrants from low participation neighbourhoods) to 6.4% from current baseline of 6.6%. Improve non-continuation following year of entry (mature entrants with no previous HE experience) to be 7% below benchmark (12.6%) from current baseline of 7.9%. Provide bursaries to 3,200 undergraduate students including 875 new students (2011/12 entry) (3,546 in 2010/11). Increase number of Schools using study leader peer guides and/or PG Ambassadors from 5 (2010/11) to 10 (2011/12). Conduct external evaluation of peer guide scheme including impact on WA Maintain induction event for home based students Reorganise student support service to facilitate holistic advice. Review the organisation and provision of skills support. Maintenance/enhancement of study skills website. Maintain and extend course specific and	£30,000
Widening Access to Higher Level Skills	Develop higher level skills with a particular focus on employability. Actions will include: Employability skills for adult learners.	Increase number of UG students studying STEM subjects from low participation neighbourhoods and Communities First areas from 507 (2009/10) to 520 (2011/12). Maintain membership of the Reaching Wider	£50,700 (inc. 40.7k of part time element)

Area of Strategic Focus	Actions to Achieve Outcomes	2011/12 Measurable Outcomes	Financial
			Resources
Collaboration and Partnerships	E		

Area of Strategic Focus	Actions to Achieve Outcomes	2011/12 Measurable Outcomes	Financial
Skills needs of employers	Identify and respond to the skills needs of employers by strengthening links with regional businesses and industry.	Provide 3 Widening Access scholarships	Resources
	Actions will include: Identify skills shortages and employer needs. Provide higher level learning opportunities. Extend work-based learning through Foundation Degrees.		
	Actions are linked to: [1] & [5]		

Widening Access - Medium-term Outcomes

As noted in Section 6.C many of the short-term actions described in the tables above are likely to be pursued in the medium/long term.

Aberystwyth

Area of Strategic Focus	Actions to Achieve Outcomes	Measurable Outcomes
Raising Aspirations, improve attainment and support Fair Admissions to Higher Education	Actions as shown above and developed in short term, reviewed, developed and evaluated. In addition: Take account of the 2012 Child Poverty Strategy and work to develop programmes to support this, including out-reach, advice and support for parents / carers / professionals working with those groups identified in the Child Poverty Strategy 2012 Take account of the new communities First developments Update strategy for new outcomes based on short term strategy review (including school attendance for at risk / CF domiciled pupils)	Contribute to a 10% rise in the proportion of all Welsh domiciled students studying higher education courses at higher education institutions and further education institutions in Wales who are domiciled in the Welsh Communities First Areas from 15.6% in 2008/09 to 17.2% in 2012/13 For Aberystwyth, increase the proportion of Welsh domiciled students studying HE courses at Aberystwyth who are domiciled in the Welsh Communities First areas above the target set for 2012/13 of 13.3% (For our Future indicator).
Transition, Induction, Retention and Success	In addition to short term programmes and measures above : Develop, with relevant institutional partners, mentors to support Widening Access students who want to take advantage of ERASMUS and other EU / year abroad / year in employment schemes	Contribute to the Wales wide outcome of increasing the overall percentage of module completion rates in the sector (rise from 87.6% in 2008/09 to 90% in 2012/13 for HE in Wales) by maintaining institutional rates of success. For Aberystwyth, increase the module completion rate for undergraduates to 96% (For our Future indicator).

Widening Access to Higher Level Skills	In addition to short term programmes and measures above: Work with Reaching Wider partners to develop a relevant model for a STEM / Employer engagement forum in a rural, public sector dominated sub-region Track former Wales Summer University graduates to act as mentors for 3 rd year students who entered through this (and subsequent) scheme to prepare for and access high level employment	Contribute to increasing the proportion of leavers obtaining first degrees from full-time courses who were employed, studying or both six months after leaving to above the target set for 2012/13 of 89% (For our Future indicator), by focussing on support for WA groups.
Integrating with the Equalities and Diversity Agenda	Actions as shown above and developed in short term, reviewed, developed and evaluated. Based on baseline data for equality groups, develop aspirational programme(s) to address inequalities and set targets to improve these for self-declared groups Based on baseline STEM subject data, develop aspirational programme(s) to address inequalities (based on WG and institutional data)	Measurable targets to be set 31/07/2012 after establishing relevant baseline data

Collaboration and Partnerships

Actions as shown above and developed in short term, reviewed, developed and evaluated.

Strengthen links to employer and employee organisations

WA & LLL to work closely with UALL Cymru and other education and training groups to build strategic partnerships
WA & LLL to work closely with CILT and CES
(Centre for European Studies) to promote Modern European Languages and develop schemes to assist in progression

Continue to work closely with CF partnerships (and clusters) to add value to local strands and themes

LLL to continue to work closely with Regional Learning Partnerships

LLL to initiate activity with local employer groups. Continue to work closely with Communities First partnerships

LLL to continue to work with Software Alliance Wales (SAW)

LLL to undertake 3 meetings with Y Coleg Cymraeg Cenedlaethol Work with local providers to encourage WA / CF residents to take up learning opportunities in order to enhance work opportunities LLL to continue to work with ACLs in Ceredigion LLL to undertake 6 meetings with ACL Ceredigion and Carmarthen, with focus on delivery of Welsh LLL to undertake 4 meetings with ACL medium courses Carmarthenshire LLL to undertake 4 meetings with RLP SWW LLL to continue to work with RLP SWW LLL to develop links with ACL Powys and ACL Pembrokeshire LLL to develop new links with RLP NW LLL to undertake 2 meetings with RLP NW Create online survey to assess demand for LLL Welsh medium courses (20/10/11-28/10/11) Analyse results of online survey for LLL Welsh medium courses (28/10/11-3/11/11) Develop Welsh medium LLL programmes in areas of demand (as identified by survey) (4/11/11-14/1/12) Confirm 10 credit p/t LLL course with greatest demand (4/11/11) Develop 2 Welsh medium LLL courses (4/11/11-14/1/12) Deliver minimum 1 Welsh medium LLL course (2/4/12-31/8/12)

Skills	needs	οf	emplo	vers

Develop a local strategy group to capture the employer and employee voice, unique to the rural nature of the sub-region
Utilise the skills in relevant departments and work with CCS to assist in capturing this data and develop a relevant skills programme
LLL to continue close liaison with ABSC

Contact local employers LLL to create local strategy group

Develop challenging targets by 31/07/2012 with RW and local groups, based on work carried out in short term LLL to undertake 10 meetings with CCS

LLL to undertake 3 meetings with RLP SWW

Use LMI from RLP and CCS to identify and contact

Skills needs of employers

Identify and respond to the skills needs of employers by strengthening links with regional businesses and industry.

Actions will include:

residents to widen access to programmes in science withi

Welsh medium education

WS & LLL to work closely with Mid Wales Regional Centre for Welsh for Adults to signpost adult and family learners to appropriate

Work with Y Coleg Cymraeg Cenedlaethol (CCC) to support their WA & LLL part time progression routes

LLL to conL t pauWA &10(u)4(pimp(

Appendix 6. Table to show the links between the L&T Quality Enhancement Projects and other sources of funding.

Quality Enhancement Projects	Other Sources of Funding *
Assess. & Feedback	5, 6, 8
Graduate Attributes	3, 8
WM Curriculum	1, 2
PGT Curriculum	7
Technol. Enh. Learn.	9
Internationalisation	
Student Rep. & Exp.	2, 3, 4, 5, 6, 8
Teaching Excellence	

*Other Sources of Funding (£k)!

Source of Funding Ak	erystwyth Bangor

Y Coleg Cymraeg Cenedlaethol