MAKING KNOWLEDGE WORK

Learning and Teaching Enhancement Plan

2013 - 2015

SUMMARY

This Learning and Teaching Enhancement Plan details the actions required to redress the variation in the quality of teaching and student support across the University and promote excellence in all aspects of learning and teaching. In seeking excellence, the Plan focuses on creating a culture of enhancement but importantly takes cognisance of the fact that there are currently a number of priority areas that require a more pragmatic approach in order to achieve short-term and sustainable improvements in student success.

This Plan is underpinned by four guiding principles: Excellence, Internationalisation, Diversity, and Sustainability.

Excellence

It is vital that we expect and demand the highest possible standards in inclusive curriculum design, teaching and student support, recognise, reward and share best practice and support staff to be creative and innovative. Our learning infrastructure and resources should be of the highest calibre and allow staff and students flexibility of access.

Excellence will be supported by strong, sustainable student partnerships. We must capitalise on the national drive to place students at the centre of their University experience. Accordingly, emphasis should be placed on reforming the way we work with students to create a proactive empowering approach to allow the student voice to be effective in supporting excellence.

Every member of staff must embrace and commit to delivering an outstanding student experience that will maximise every student's academic and subsequent employment success.

Internationalisation

We must prepare our students to learn and work in a labour market that requires graduates to be effective in global settings. The acceleration of globalisation has increased the importance of student and staff mobility, the development of cultural competencies and an internationalised curricula. Policy and pedagogic practice that works for international students will also work for the benefit of all students. We will promote a curriculum which is informed by a broader global view, that is taught in a range of ways and that enables students to study and engage in volunteering abroad to learn more about themselves, their disciplines and their future professions.

Diversity

Recruiting high quality students and staff from diverse backgrounds and supporting them to become outstanding must be a key feature of our approach to developing excellence. Global diversification will increase the quality of our teaching and research. This will require close alignment of Human Resource and Staff Development Strategies to support the implementation of this Plan.

Sustainability

Education for sustainable development has been a key feature of the University's approach to curriculum design. Sustainable development was introduced as a University core value in 2009 using organisational learning principles. Over the past five years we have developed curricula and pedagogy that have aimed to enhance graduates' capabilities to contribute to sustainable and just societies. We should further develop our approach to education for sustainable development with our strategic and operational partnerships across the professional, business and community sectors. This endeavour should be embedded into the activities of the Sustainable Enterprise Centre.

INTRODUCTION

This Learning and Teaching Enhancement Plan is designed to develop and disseminate the highest quality learning and teaching practices in order to deliver an outstanding student experience and raise levels of student success at the University of Bradford. The Plan outlines the key actions necessary to address the variation in teaching quality and student support across the University but more importantly places an emphasis on students as partners and promoting, recognising, disseminating and rewarding outstanding practice. Importantly, the Plan signifies that we expect the highest standards in teaching and student support.

It is clear that the future success of the University depends upon its ability to increase student success and satisfaction at all levels of study, across all subject areas. An increase in student success and satisfaction will have a direct impact on the University's local, national and international reputation and associated capability to recruit and retain outstanding students and staff.

In an increasingly competitive environment characterised by high student expectations and diversity in students' backgrounds and learning styles, we must focus on transforming our partnerships with students. This transformation will involve creating a pro-active, empowering approach to student partnerships that will liberate and harness the student voice to create more meaningful and therefore more sustainable enhancements.

This will mean students being actively involved in the development, management and governance of the University, as well as the development and enhancement of academic programmes and approaches to learning support.

This transformation will require strong leadership and management in order to inspire and support staff to work in effective partnership with students at all levels.

Context

The University Learning and Teaching Strategy (Making Knowledge Work 2009 - 2014) has undergone a process of continuous review which has enabled us to modify our focus and emphasis in response to a range of internal and external information, especially student feedback. As result of this continuous review, a number of strategic initiatives aimed at enhancing the quality of student learning opportunities were approved and implemented during the academic year 2012-2013. These initiatives focused on inclusive curriculum innovation, an enhancement approach to the annual monitoring of programmes, and student engagement. I am confident that these initiatives will make a significant impact on student satisfaction and success during the next three years. I have embedded these initiatives and propose others in this Plan. A University Learning and Teaching Enhancement Programme Board comprising key staff from relevant academic and professional areas has been established to oversee the development and implementation of this Plan.

This Learning and Teaching Enhancement Plan will also provide a strong foundation for the new University Learning and Teaching Strategy that will be developed collaboratively with students and key stakeholders during 2014-2015. It is clear that the new University Learning and Teaching Strategy must create step change in the way that students are supported to maximise their learning potential.

Our Strengths

We have some areas where teaching, student support and student success is of high quality as measured by performance in the National Student (NSS), high levels of retention and good honours. These areas include Optometry, Archaeological Sciences, Nursing, Physiotherapy, Pharmacy, and Psychology. Notably the following subject groups have consistently outperformed the sector in the NSS for 'Overall satisfaction' (including 2013):

- Anatomy, Physiology, Pathology

- Economics

- Forensic Archaeological Science

- Ophthalmics

- Pharmacology, Toxicology, Pharmacy

- Psychology

Scholarship and Professional Practice

Scholarship and professional practice feature significantly in our approach to developing and delivering research informed curricula. Our vision *Making Knowledge Work* has enabled us to develop high quality scholarship in the form of knowledge discovery, the evaluation, synthesis and application of existing knowledge that includes research related to how students learn and effective teaching practice. A focus on the scholarship of teaching has resulted in some academics becoming leaders in their discipline areas informing the policy and practice of teaching & student support in Higher Education and playing lead roles in professional and statuary bodies, the Quality Assurance Agency and the Higher Education Academy.

Our revised approach (2012) to supporting staff with applications for National Teaching Fellowships has resulted in successful applications in 2012 and 2013. This managed process has also enabled us to identify and disseminate best teaching practice across the University. These Fellows have exemplified careful, conscious and intellectually demanding reflection on teaching and student support. We need to disseminate this ethos more widely in order to enhance our pedagogical effectiveness.

It is important to note that the key characteristics of programmes with high levels of student satisfaction, good honours, high levels of retention and high numbers of students entering into professional managerial jobs (Graduate employment) are managed by programme teams and departments that exhibit high levels of scholarship. These teams are well founded, self-critical and cohesive and exhibit firm guardianship over professional and academic standards. They also have a focus on learning rather than contact time and have strong partnerships with students. Many of these programmes also have Professional or Statutory Body accreditation.

Learning Resources

Notable recent enhancements to student and staff learning resources include:

- A major enhancement project in 2011/12 that involved a HEFCE funded refurbishment of the two upper floors of the JB Priestley Library. This refurbishment comprised improvements to heating, lighting and ventilation.
- In response to student feedback in the 2011 NSS a complete re-organisation of key course texts to enable enhanced user retrieval. This venture was supported by one-off purchases of electronic journal back files to improve access and enabling rationalisation of the print collection.
- The introduction of a simplified sign-on to online resources (Open Athens) has made it much easier for students to access learning resources.
- Increased levels of security in both the Library and Student Central has not only helped to make students and staff feel more safe but it has also helped to improve the behaviour of students using these facilities.

We have also collaborated in a research project with the University of Huddersfield that demonstrated a correlation between library use (e-resources and loans) and student attainment.[1] There is scope to develop further the use of library "activity data" together with data on the use of the Virtual Learning Environment (blackboard) to help build a profile of the "successful student" and target services accordingly.

Disability Service

All students are screened for Specific Learning Difficulties (including dyslexia). This screening process has been improved to facilitate rapid diagnosis and therefore the timely implementation of individual learner support plans.

The number of students using the Disability Service continues to grow. There has also been a significant increase in the number of successful applicants for the Disabled Student's Allowance. The increase in demand for support from the Disability Service has been managed by an associated increase in the number of Study Coaches and Educational Support Workers that now comprises 16 coaches providing 3503 hours of intensive 1:1 support to students. Feedback from students suggests that this specialist support plays a crucial part in their engagement, progression and success. Those students with a known disability outperformed those without disabilities by 7.5 percentage points in 2011/12 (App.1).

We now need to build upon this approach that has demonstrated an increase in attainment for disabled students.

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[1] Stone, Graham and Ramsden, Bryony (2012) *Library Impact Data Project: looking for the link between library usage and student attainment.* College and Research Libraries. ISSN 0010-0870

The Disability Service introduced an innovative approach to support Schools by arranging work placements for disabled students emphasising the need for a pro-active partnership between the student, the placement provider and the School.

In response to the growing demand to make reasonable adjustments for students undertaking examinations, the Disability Service is working with the Centre for Educational Development and the Schools to implement the new University Curriculum Framework to provide students with more inclusive modes of assessment. The Team-Based Learning approach in Pharmacy has clearly demonstrated that disabled students with Learner Support Profiles achieve better marks without reasonable adjustments being made.

Information Technology Services

A faster and more comprehensive wireless Internet service was introduced during 2011/12 that included improved coverage throughout the JB Priestley Library. EduRoam was also launched during this period that provides an easier and more secure way of using the wireless network.

Annual upgrades of both I.T. software and hardware have been provided in student computer clusters by University I.T. Services. A number of computers have also been redistributed to improve access in popular student locations (including floors 1 and 2 of the Library). New printers were also introduced together with an online payment option. Wireless printing has also been introduced to enable students to print directly from laptops. Whilst it is planned to increase the number of laptops available for loan to students, there has been no sign of a decrease in student demand for fixed PCs in the Library.

A new outsourced student email service (Outlook Live) and a more streamlined process for students to manage university passwords were introduced at the beginning of 2011/12.

Upgrades to Blackboard were particularly welcomed by students and staff, and the Blackboard "Mobile Learn" application had over 5,000 unique users during 2011/12.

Professional and Managerial Jobs (Graduate Employment)

The University has a strong record of performance in graduate employment and has been ranked in the top 20 of UK Universities for graduate employment over the past three years. Nevertheless there is variability in graduate employment by programme area and we need to prioritise resource into poor performing areas.

Our revised approach to career education, information, advice and guidance (CEIAG) is articulated clearly in the University Employability Strategy (2012) that places an emphasis on embedding CEIAG in the curriculum. Accordingly "Curriculum for Employability" is a key theme of the University Curriculum Framework. This approach will go some way to address the variability in graduate employment since it will focus programme teams to ensure there are clear links in the curriculum between subject areas and career planning. Programme teams will also be required to develop more sustainable links with employers in order to establish more work related opportunities for students.

The Students' Union

Innovative work undertaken by the Student's Union in collaboration with the broader student body, Senior Management and Academic Departments has resulted in significant enhancements to the student experience at Bradford. We must support and shape this initiative in order to create further sustainable enhancements to the student experience. Student satisfaction with the Students' Union is above the sector average.

Key Issues for Enhancement

Whilst feedback from internal annual monitoring, students, external examiners, Post Graduate Education Survey, National Student Survey and the Quality Assurance Agency for Higher Education has identified areas of good practice it also highlights areas that require further enhancement. A salient feature of this feedback highlights continued enhancements are required in the following areas:

- Curriculum Design
- Innovations in Collaborative enquiry based learning
- Quality of feedback to students
- Technology enhanced learning
- Student support for the development of academic , personal and professional development

Good Honours

During the past four years the proportion of good honours has fallen by 11.2 percentage points to 48.6 percentage points (the proportion of good honours is variable by subject area). In contrast, the equivalent figure for the sector has been on a slow but constant increase from 62.1 per cent in 2008/09 to 66.0 per cent in 2011/12; an increase of nearly 4 percentage points during the four years.

During 2012 a working group established by the University Learning and Teaching Committee reviewed our Academic Regulations to judge if they were in line with sector norms. This work was particularly important since compared to the sector our average tariff was not resulting in similar levels of good honours. Whilst there are many factors that impact on good honours not least in relation to our student body, socio-economic status and a diversity of entry of entry standards, the regulations are an important factor in determining good honours. The working group proposed a new model for classifying degrees that is less subjective and focused on student achievement rather than failure. Approved by Senate in February 2013 these changes have brought the University regulations into line with sector norms resulting in a significant increase in the percentage of good honours. Whilst these changes ensure that our students' achievements are rewarded appropriately, we must also address significant variations in the quality of teaching and student support across the University.

Tariff

The issue of tariff is clearly a factor that is impacting on student success. The 2003 report by the Higher Education Funding Council for England (HEFCE), "Schooling effects on higher education achievement" identified A-level grades as the most important factor in determining HE achievement as measured by completion rates and degree classification. The report showed that for all types of school, ranked according to performance, the proportion of students receiving a 2:1 or higher increased approximately linearly with increasing A-level tariff but that the effect of A-level points was most marked when they looked at the proportion of students achieving 1st class degrees, which increased rapidly for the highest achieving students at A-level.

The average tariff score among young first-degree entrants at Bradford has increased from 267.7 in 2009/10 to 310 in 2011/12 (data for 12/13 is not yet available). The gap in the average tariff point between Bradford and the sector continues to grow; in 2008/09, Bradford was 41.1 points below the national average, and this gap widened to 61.5 points in 2010/11. There is variability (App.3) of entry tariff across the Schools with Life Sciences having a highest average tariff over the

past four years. The variability of entry standards within subject areas poses a challenge in effectively supporting and stretching students.

Our need to increase tariff poses us some challenges but can be realised via a number of approaches including; stronger marketing, developing a more sophisticated understanding of our competitor market and students' preferences, focusing our widening participation and access work on those students who have the attributes that will lead to high levels of engagement and success, working with the City to enhance its reputation, increasing our reputation for quality teaching and learning support, a constant focus on enhancement and a clear alignment of our portfolio with our mission and strategic goals. It is recognised some of these challenges are outside the scope of this Plan but do require action.

Learning Resources

Despite on-going enhancements to learning resources students' responses to learning resource questions in the NSS are below the National Average and even lower than they were in 2010 NSS.

Students and Staff are increasingly using their own portable devices on campus and in consequence the use of the wireless network has significantly increased. Access to IT and reliability of the systems are key areas for enhancement.   Without improvement to the IT infrastructure our plans to develop technology enhanced learning will not be possible.

In addition there is a need to ensure that learning resources particularly online journals are sufficient, relevant and accessible. Feedback from students and staff has prompted a review of on-line journals.

The Learning Environment

Significant enhancement has been made to the learning environment however we must continue to improve both the physical and virtual space to support the transformation in our approach to teaching and learning and to support our scholarship of teaching and learning.

Students studying at Partner institutions

The overall analysis of students studying at partner institutions has prompted the Senior Management Team to undertake a comprehensive review of the cost and benefits of our existing partnerships. Our academics undertake considerable time working with staff from partner institutions to assure academic standards and manage risk. The 2010 collaborative audit highlighted a lack of strong institutional oversight and leadership in this area. This has now been addressed and significant enhancements have been made to how we oversee and manage educational provision delivered in partnership with others (collaborative provision). However this closer oversight has exposed more institutional risks associated with these partnerships. Whilst decisions related to these partnerships are outside the scope of this Plan continuous efforts to support staff and students at partner institutions are required.

A review of our approach to Trans National Education is required in order that we can identify and realise the benefits of delivering a Bradford award outside the UK in accordance with our strategic objectives. We need to assess the future demand for qualifications from the main UK Higher Education exporters, the impact of trends in the international student market, the impact of the increasing quality of Asian University and the impact of online provision.

The Learning and Teaching Enhancement Plan

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societies. We should further develop our approach to education for sustainable development with our strategic and operational partnerships across the professional, business and community sectors. This endeavour should be embedded into the activities of the Sustainable Enterprise Centre.

The Plan is also informed from data on student success, student satisfaction, outcomes of Programme and School Enhancement Plans, the outcome of Academic Reviews undertaken by the Deputy Vice Chancellor, in 2011, and the plans from Student Support Services. The Plan reflects an understanding that effective teaching and learning is influenced by a variety of complex variables that require a holistic and inclusive approach. In this regard, I have also drawn upon the Teaching and Learning Research Programme's (TLRP) 10 evidence-informed principles for effective pedagogies and their conceptual model of teaching and learning (Institute of Education 2011). The model is useful in that it guides an inclusive, individualised and connected approach to teaching and support for learning.

The 10 evidence informed principles espoused by the TLRP are also embedded in the curriculum framework with its focus on inclusivity, research led, enquiry based collaborative learning, formal and informal learning, assessment being congruent with learning, and a strong focus on the development of personal, professional and intellectual skills. These principles need to be used to guide the further development of our approach to student support.

AIMS

The Learning and Teaching Enhancement Plan endeavours to support the University's mission:

**'*Making Knowledge Work'*

"We are a provider of high-quality teaching, informed by internationally recognised research and knowledge transfer which enables students to achieve their educational aspirations and staff to enhance their careers within an inclusive, supportive and sustainable environment."

More specifically the University Learning and Teaching Plan aims to:

- Foster and sustain a culturally diverse learning environment to enhance students' ability to maximise their potential.

- Address the differing needs of students through the development of inclusive and global approaches to curriculum design and student support.

- Provide fully integrated individualised learning support that will maximise students' academic and personal skills development.

- Support students to develop as global citizens with global perspectives and cross-cultural capabilities.

- Support students to articulate the knowledge and skills they gain through formal learning and wider informal learning experiences through a formal process of personal, academic and professional development planning.

- Ensure all academic members of staff have excellent skills in teaching, assessing and supporting student learning.

- Support staff to develop e-learning tools/products that meet student and employer needs building upon new technological and pedagogical opportunities.

- Maximise opportunities both on and off the curriculum for students to develop the skills to gain professional and managerial employment.

- Ensure learning resources are sufficient, relevant and fully accessible to support the learning opportunities outlined in curricula.

- Create effective and sustainable partnership with students to ensure a student centred approach to all aspects of student support services.

- Align assessment and feedback practices with learning outcomes.

The Learning and Teaching Plan has seven key themes:

1. Curriculum Innovation

2. Staff development and recruitment

3. Developing student's academic, personal and professional skills

4. The learning environment

5. Enhancing the quality of learning opportunities through partnership with students

6. Technology Enhanced Learning

7. Employability and Enterprise

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Effective Learning and Teaching in UK Higher Education
http://www.tlrp.org/pub/documents/UKHEfinal.pdf (accessed July 19th 2013.)

University of Bradford Employability Strategy (2012) http://www.bradford.ac.uk/academic-development/media/academicdevelopment/documents/SA_51a_11-12-App2-Employability-Strat-(1).pdf

http://www.bradford.ac.uk/academic-development/media/academicdevelopment/documents/UoB-Curriculum-Framework---Final-August-2012.pdf

Higher Education Funding Council for England (2003) Schooling effects on higher education achievement www.hefce.ac.uk/pubs/hefce/2003/03_32/03_32.pdf (accessed August 25th)

Student Experience Research 2012 Part 1: Teaching and Learning Student experience research to gain insight into the quality of the learning experience

Final SC 20.01.2014

Performance Measures

The following measures of performance will be used to monitor progress against the Plan:

1. Student Satisfaction: The percentage of students expressing satisfaction with their University experience as measured by those who mostly agree or definitely agree with the NSS statement: "Overall I am satisfied with the quality of the course" will be 90%.

2. Student progression: Year one progression rates will increase from 82.1% to 88%.

3. Job prospects: We will maintain our position in quartile one.

4. Entry standards: We will increase our position from quartile four to quartile two.

5. Good honours: We will increase our position from quartile four to quartile two.

We will set targets in relation to the above five areas at a subject level (JACs code).

Theme One: Curriculum Innovation

The introduction of the Undergraduate Curriculum Framework (2012) marked a significant paradigm shift in the expectation of the quality of educational programmes at the University of Bradford. In this regard the Curriculum Framework requires academic and support staff to create innovative programmes that support and enable students to discover and construct knowledge. Creating the necessary conditions for such learning requires curricula in which students are both challenged and supported to be inquisitive and to develop critical thinking and problem solving skills. Students should be engaged with "big ideas" modes of discourse, ways of thinking and practising, attitudes and relationships (James & Pollard 2004). Curriculum in this sense is not just about the content of programmes but also directs the overall educational design guiding students through a set of teaching, learning and assessment experiences toward the achievement of educational outcomes. This includes students' directed and self-directed engagement with learning resources and information.

The Curriculum Framework situates learning within a range of environments, including the physical and social environment of the campus, virtual environments and students' workplaces and neighbourhoods. Student learning is also enhanced through co-curricular and extra-curricular activities, such as, volunteering, student union activities and involvement in University quality assurance and enhancement activities. In this sense, the experiences of our students shape a personalised curriculum that avoids a focus on contact time as the main vehicle for learning and places emphasis on "learning time" in this way we will equip students for life in its broadest sense enabling them to contribute to economic, social or community development.

Our inclusive approach to curricula design will be informed by a broader global view that will allow students to appreciate their position within a globalised world and develop as global citizens with global perspectives and cross cultural capabilities. Programmes will be culturally relevant empowering international and other ethnically diverse students, whilst enhancing the global dimension for all students. Our approach will take account of students' diverse backgrounds and prior learning experiences and provides curriculum space to discuss and reflect on transitions.

In addition programmes will be taught in a range of ways and designed to enable students to study abroad to learn more about themselves, their disciplines and their future prospects. We will offer opportunities for staff and students to experience education, work placements and volunteering in other countries whilst, at the same time, bringing new cultural experience to our home campus through sharing international teaching, learning and research experience in multicultural classrooms. To support this we will offer a range of elective language modules to complement study abroad opportunities and enhance employability skills.

Importantly the Curriculum Framework affords staff opportunities to develop innovative programmes within a strong evidence base and to be less bounded by what is increasingly a silo based approach to programme design comprising collections of learning outcomes and associated assessments set within discrete modules. Whilst modules are important they must form part of a coherent programme based approach to learning that encourages students to synthesise and re-organise knowledge.

The challenge here is to provide sufficient time and support for academics to work with students, employers and learner support staff to ensure that programme re-design embraces fully the

evidenced based principles on which the Curriculum Framework is founded. In this regard we must provide staff with the support necessary to engage in this key intellectual activity.

University Curriculum Framework Themes
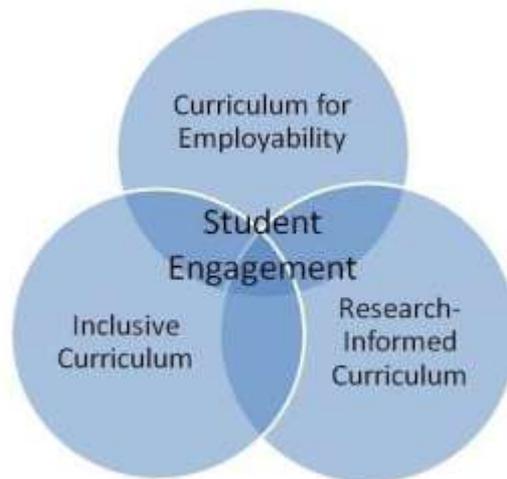
Principles underpinning The University Curriculum
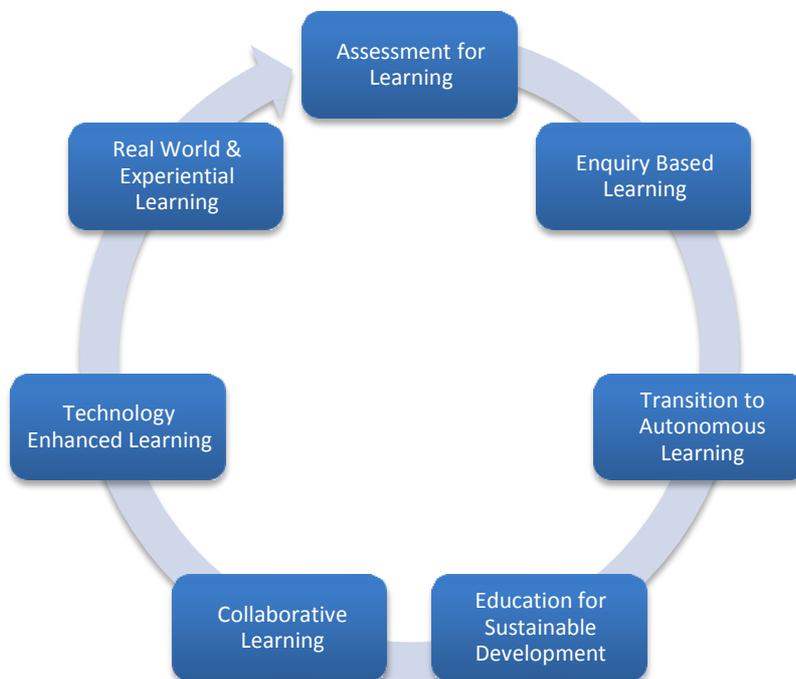
N.B.

It has been acknowledged during the review of the student system that there is a pressing need for a programme database that seamlessly links all programme and module information. The lack of such a system poses a risk in terms of managing programme information and the quality of our published information.

References

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Pollard, A. and James, M. (Eds.) (2004) Personalised Learning. A commentary by the Teaching and Learning Research Programme.

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Theme One

Curriculum Innovation

Objective	Key Actions	By When	Responsible Person	Resource approved	Resource required	Priority 1 or 2	Recurring
1. We will enhance the quality of all University programmes are, globally relevant and fully aligned to the University Curriculum Framework.	1. Undertake a comprehensive review and revision of every Undergraduate programme.	All programmes revised by end 2015 and implemented by Sept 2016	PVC Learning & Teaching	Total investment approved from 11/12 of **276K**		1	
	2.Develop a University timetable of programme review and approval.	September 2013	Head of CED and AQPO	Existing		1	
	3. Undertake further focused school based workshops with programme leaders/Directors of study.	In accordance with timetable	Head of CED/AQPO	Existing		1	
	4.Appoint School Curriculum Development Associate 1 per School for a period of two years to support the ADLT.	October 2013	PVC Learning & Teaching & Associate Deans (L&T)		YES 1 grade 9/10 FTE per School	1	
	6.Appoint 2 FTE fixed term "Curriculum Development Fellows" in the Centre for Educational Development – to support the programme teams in creating inclusive, research led innovation in the UG and PG programmes.	RSA prepared July 2013 Advertised August 2013	Head of CED	YES **279K**		1	
	7. Develop web based curriculum innovation tools and guidance for staff and students.	January 2014		YES Part of 6		1	
	8.Develop and approve elective language modules	December 2013	Head of English Language Centre			1	
2. We will ensure that assessments will be inclusive and designed in accordance with the Curriculum Framework	1. Develop a University Assessment Framework to support the curriculum innovation.	June 2014	Curriculum Development Fellow	YES (part of 6)		1	
3. We will ensure that all Postgraduate taught programmes will be fit for purpose, research led, innovative and inclusive offering students an inspiring and engaging learning experience.	1.Adapt the undergraduate curriculum framework to create a University Postgraduate framework.	September 2014	PVC Learning & Teaching	Existing		2	
	2. Promote opportunities for curriculum innovation joint MSc development via the Erasmus+ and other EU programmes	September 2014	Director of International Development	Existing		2	
£279K resource required (already approved in previous Investment Plan)							

Theme Two: Staff Development and Recruitment

Through effective and integrated staff development we will improve the quality of teaching and learning, the level of student satisfaction and increase the amount of scholarly activity related to learning and teaching. All members of staff are required to meet student expectations of what constitutes a quality learning experience and to have the necessary skills to design and deliver student centred interactive learning experiences. Approaches to staff development must respond to the changing sector demands, institutional requirements and the pedagogical evidence.

Data from the National Student Survey, the new Bradford Student Survey (implemented during 2013), University focus groups held with students during the past year and feedback from the Student Union highlight that a key area for enhancement is teaching quality, assessment design and feedback, more access to academic staff and a more cultural sensitive approach to student support. Cultural and linguistic competence is a key factor that enables lecturers to be effective when supporting students from cultures other than their own.

This feedback coupled with the requirements of the Curriculum Framework requires a focus on developing staff to use more creative, student centred approaches to teaching, assessment and feedback. There should be a minimum requirement for all staff to be reviewed as part of annual performance review on their teaching, assessment and feedback in order that staff development can be individualised.

Accordingly we need to focus on the following key areas:

- Effective relationships with students
- Cultural and linguistic competencies
- Effective use of technology enhanced learning
- Effective classroom teaching
- Inclusive approaches to programme design
- Effective assessment and feedback
- Dissemination of best practice

The primary focus on recruitment and staff development should centre on recruiting and retaining high calibre staff and recognising, rewarding and sharing outstanding practice. The University has in place mechanisms for rewarding staff although these require reviewing to ensure they include the opportunity to reward staff for outstanding performance in teaching and student support.

In terms of recruiting staff we must ensure that selection criteria and processes include assessments of candidates' skills and experience in teaching and student support. More importantly candidates should have a strong predilection for teaching and supporting students.

We have examples of outstanding performance in teaching and student support and we must share this best practice both internally and with the sector. In this regard consideration should be given to our definition and approach to scholarship. We should identify themes for the scholarship of learning and teaching including; student retention and success, widening participation, technology enhanced learning and inclusive teaching and learning. School based publication plans should include actions for the dissemination of teaching and learning scholarship.

Theme Two

Staff Development and Recruitment

Objective	Key Action	By When	Responsible Person	Resource Approved	Resource Required	Priority 1 or 2	Recurring
1. We will further develop our approach to rewarding excellence in teaching and support for student learning.	1. Implement Vice Chancellor excellence awards for outstanding teaching and support for learning. (To be awarded at Graduation Ceremonies).	December 2013	PVC Learning & Teaching		YES – £30 K £15K per year for six awards Embed £15 K per year in CED budget	1	YES – £15K
	2.Ensure staff promotion criteria includes opportunities for outstanding performance in learning and teaching to be recognised	October 2013	DVC (Academic)	Existing		1	
	3. Submit three applications each year to HEA National Teaching Fellowship Scheme	Annually	PVC Learning & Teaching	Existing		1	
	4. Recognise HEA National Teaching Fellows within reward and recognition scheme	September 2013	DVC Academic	Managed via existing staff reward and recognition scheme		1	
2. We will ensure all staff have excellent skills in teaching and student support.	1. All academics, teachers and learner support staff to be Fellows of the HEA utilising the University Learning and Teaching Professional Development and Recognition Scheme.	September 2016	Head of CED	Existing for first year	YES - £41 K .5 Grade Five 5 administrator Over three years	1	
	2. Deans to be supported to be Senior or Principle Fellows of HEA.	Submit applications by September 2014	CED	Existing for 13/14	Yes - £5K for direct applications to HEA		
	3.Implement Peer Supported Review for all Academics and student support staff.	October 2013	PVC (Learning and Teaching) though CED	Existing		1	

Objective	Key Actions	By When	Responsible Person	Resource Approved	Resource Required	Priority 1 or 2	Recurring
	4. Implement annual review of teaching practices as part of performance review.	December 2014	Deans	Existing			
	5. Implement academic audit of modules where the mean mark is less than 65% and / or first time pass rate is lower than 90%.	December 2014	PVC Learning and Teaching Director	Existing		1	
	6.Student evaluations and outcomes of peers supported review to be used as part of performance review.		DVC (Academic)	Existing		1	
	7. Develop a cultural & linguistic competency programme to enhance our approach to student support.		Director of Student Success & HR		YES – to be assessed	1	Yes
	8.Ensure Post Graduate Certificate in Higher Education Practice is relevant, and research led.		Programme Leader for PGHEP	Existing		**1**	
	9. Review CED CPD programme ensuring a strong focus on current pedagogic practices that are relevant to the Bradford context.		Head of CED	Existing		1	
	10. Promote and develop teaching and training opportunities in Europe + programme	September 2014	Director of International Development	Existing		2	Yes
3.We will develop excellence in the creative use of digital literacies of all staff.	1. All staff to undergo an assessment of digital literacy skills and undertake appropriate training.	Implement June 2014	CED /HR		YES – 101 K Re-allocate % of the work of two grade 9 in CED to grade 6 posts in IT services. 1 fixed and 1 indefinite	**1**	YES - £35 K
	2. Develop and Implement a series of digital literacy training programmes for staff.	June 2014	CED & HR		YES As above	1	Yes

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4.We will recruit high calibre staff with outstanding skills in teaching and student support.	1. Essential criteria for staff appointments should include evidence of expertise in teaching & supporting student achievement. Selection should include an assessment of teaching skills.	September 2013	DVC (Academic)	Existing		**1**	
	2. Essential Criteria for appointment of new staff should include minimum digital literacy criteria.		DVC (Academic)	Existing		1	
5. We will increase the dissemination of effective and outstanding teaching practices.	1.Establish clear definition and plan for the Scholarship of teaching.		DVC (Academic)	Existing		1	

£177K resource required plus £50K recurring

Theme Three: Developing Students' Academic, Personal, Professional and Skills

In order to maximise student retention and success we need to place more emphasis on the development of academic, personal and professional skills. We should place an emphasis on key transition points including entry into University, the first year experience and transitions from each stage of a student's programme.

As part of our inclusive approach to curriculum design students will be supported to develop global perspectives and to become global citizens. We will encourage students to take advantage of the global opportunities that underpin the student experience at Bradford. These opportunities include studying abroad, international work placements, a comprehensive programme of culturally and linguistic competency development and opportunities to develop a second language.

The development of a more individualised approach to student support will allow students to be supported to reflect on their areas of strength, identify areas requiring enhancement and engage in supported action planning. This approach is particularly crucial in the first year of study. The existing system for screening each student for specific learning difficulties during the first weeks at university should be extended to assess students' broader academic skills including numeracy and digital literacy. This would mean every student would be assessed and have an individual learning support plan.

It is particularly important that we focus on the support for English Language. Whilst there is a requirement for all students to have English GCSE as a minimum entry requirement feedback from External Examiners, staff and students identify this as an area that requires support. In addition this requirement is also waivered for some candidates.

The individualised academic skill development provided by the Learner Development Unit will be extended to include subject specific support, open access academic support and a comprehensive package of on-line academic skill support.

The creation of an integrated student support system bringing together all student support services will provide students with a more effective and accessible service.

The development of a University assessment framework will clearly articulate the minimum requirement for feedback to Students.

The Personal Academic Tutoring Policy will be reviewed. Students are expressing a view that time with subject /module leaders would be of greater benefit than time with Personal Academic Tutors. This review will include a broader consideration of teaching and assessment time allocations at a programme and module levels. Consideration should also be given to the development of an approach that delineates between academic and personal and professional development. Support that is focused on personal development could be managed via personal development coaches. This approach is particularly effective for supporting students with disabilities. Indeed those students declaring a disability at Bradford have an increased chance of achieving good honours.

An assessment of staff to student ratios undertaken as part of the Academic reviews made recommendations to ensure SRRs were appropriate. Reducing SSRs in some areas is essential. SSRs should be assessed as part of annual monitoring via programme and school enhancement plans.

Theme Three

Developing students' academic, professional and personal skills

Objectives	Actions	By When	Responsible Person	Resource Approved	Resource Required	Priority 1 or 2	Recurring
1.We will increase support for those students who require interventions in academic skill development including: English language, Mathematics, information retrieval, research skills, essay construction.	1. Introduce additional posts to support the development of students' academic skills. One study Skills Support (1FE) post per School.	December 2013	PVC (Learning and Teaching)	NO	YES – £381 K 4 Grade 8 posts for two years. Assess impact judge effectiveness of building into budgets	1	Dependent upon outcome of evaluation
	2. Expand Learner Development staff from **3FTE to 5FTE.**	October 2013	Head of LDU	YES posts approved in principle		1	
2. We will create an integrated approach to student support services.	1. All student facing learner support services to be co-located as a "one stop shop".	TBC	Director of Learner Service, Director of Student Success, Director of Estates		Feasibility to be assessed		
	2. Undertake an audit of existing student support to ensure clarity of scope and extent of provision. This will lead to a more streamlined, accessible, integrated service for students.	January 2014	Director of Learner Services & Director of Student Success	No	No		
3.We will ensure first year students undergo an assessment of individual learner support requirements leading to an individual study support plan.	1. Develop and implement an on-line assessment tool to inform individual learner support plans for all students.	September 2014	PVC (Learning and Teaching) via ADU	No	YES – £47 K 1 grade 8 to develop, test and roll out for one year	1	
4. We will achieve External Recognition of English Language Centre.	1. Head of English Language Centre to develop plan to achieve recognition.	June 2014	Head of English Language Centre	No		**2**	
5. We will enhance the consistency and quality of the English Language programmes	1. Appoint 2 permanent English language teachers to replace use of sessional hourly paid staff.	November 2013	Head of English Language Centre	Yes		**1**	Yes

Objectives	Actions	By When	Responsible Person	Resource Approved	Resource Required	Priority 1 or 2	Recurring
6. We will enhance support for transition into Higher Education.	1.Embed new Transition and induction activities " Transit"	September 2014	STEM Director	Access Agreement		1	
7.We will recognise & reward outstanding student achievement.	1.Implement Vice Chancellor Outstanding Student Awards – two per school per year.	December 2014- Graduation	PVC Learning and Teaching	£1K per School per Year School Budget		1	Yes
8.We will enhance student academic support	1. Review Personal Academic Tutor model 2.Consider increasing hours in modules to build in more academic support 3. Review workload allocation model.	September 2014	DVC (Academic)	Existing			
9. We will ensure that student learning resources at least in line with sector standards.	1.Increase Core learning resources in Library to bring into line with sector 2. Further develop the sector comparison of resources.		Director of LSS		YES – £400 K per year	1	YES - £400K
10. We will enhance study abroad opportunities.	1. Develop ways of ensuring recognition of study abroad either by the award of credit of recording on transcript. 2.Formalise the approval route for student exchanges by incorporating into the academic partnerships processes. 3.Explore the provision of short-term study abroad opportunities	May 2014	1.Director of International Development and Director of Academic Partnerships			1	
£781K resource required plus £400K recurring for core library resources							

Theme Four: Enhancing the Learning Environment

The Curriculum Framework has been designed with an emphasis on interactive, collaborative, enquiry based approaches to learning. This approach requires learning spaces that are flexible and extend beyond the boundaries of the classroom into virtual spaces. Students are increasingly engaged in small self-directed group work and need appropriate learning spaces with Internet access. The learning environment must therefore be fully Wi-Fi enabled. This requirement is more pressing as the use of e-assessment continues to increase.

We are reaching the limit of resource in terms of e-assessment facilities as innovative technology approaches to assessment and feedback will feature significantly in our new urricula more capacity to support the design and implementation of e-assessment is required.

For postgraduate research students attention is needed to the creation of a high quality learning environment that will enable the development of a stronger research culture. Feedback from students and staff has consistently identified this as a key area for enhancement.

The on-going development of effective spaces for learning will require a full assessment of the current learning spaces against projected requirements. We need to maximise teaching space and encourage the sharing of what is currently classified as School Teaching Space.

Whilst the University timetabling project has made inroads into more effective utilisation of space, the development of a campus wide space strategy is urgently required.

The desire to create more interdisciplinary learning is gaining momentum. Notably the concept of a University Health and Well-being Centre created significant interest from staff. This interest centred on the development of an interdisciplinary research led 'Curriculum for Health'. The University Health and Well-being Centre would bring together employers, practitioners, researchers, commissioners of services and service users and carers to develop a research and teaching strategy focused the health needs of Bradford and the region.

Theme Four

Enhancing the learning environment

Objectives	Actions	By When	Responsible Person	Resource Approved	Resource Required	Priority 1 or 2	Recurring
1. We will create an integrated approach to student support services.	1. Undertake an audit of existing student support services to enhance clarity of scope and extent of current provision.	September 2013	Director of Learner Service, Director of Student Success, Director of Estates	Existing		**1**	No
	2. Assess opportunities for rationalising and integration.	September 2013	Director of Learner Services & Director of Student Success	Existing		**1**	No
	3. Co-location feasibility study to be undertaken.	September 2013	Director of Learner Services, Director of Student Success & Director of Estates	Existing	Yes Estates Master Plan	**2**	No
	4. Refurbishment of floors 01 &02 of the J.B. Priestley Library.		Director of Estates		YES Estates Master Plan		
2. We will Increase flexible learning spaces to facilitate increased requirement for collaborative, technology-enhanced learning.	1. Part of Estates Master Plan	TBC	Director of Estates	No	YES Estates Master Plan	1	
3. We will continue to explore the feasibility of the creation of a Health and Well-being Centre.	Senior Management Team to review proposal.	TBC	DVC (Academic)	No	Yes	2	YES
Resource included in the Estates Plan							

Theme Five: Enhancing the quality of learning opportunities through partnership with students

The most recent QAA reports have highlighted a lack of strong institutional oversight of academic quality. We have started to address this weakness that requires significant attention in two key areas; refining and streamlining quality assurance and enhancement processes and staff engagement.

Our new processes must centre upon strong student engagement involving students in all quality assurance and enhancement processes. The new approach to Student representation places significant emphasis on Student involvement in all aspects of quality assurance and enhancement.

Academic and Support Staff need to be fully engaged in quality assurance and enhancement processes and be supported to understand and work within a strong framework that maintains standards and improves the quality of student learning opportunities.

Existing quality assurance and enhancement processes should be refined with a focus on an evidence-based approach. This has commenced with the introduction of Programme and School Enhancement Planning. These processes require the development of more robust approaches to data management.

We need to develop a stronger oversight of the development and management of partnership arrangements this will be particularly important as we seek to expand our capacity to deliver high quality work-based learning opportunities

Theme Five

Enhancing the quality of learning opportunities through partnership with students

Objectives	Actions	By When	Responsible Person	Resource Approved	Resource Required	Priority	Recurring
1. We will achieve a successful outcome in 2014 QAA Higher Education Review.	1. Develop QAA preparation Action Plan. 2. Full overhaul of AQPO web site. 3. Full update of Quality Handbook. 4. Update all Programme Specifications. 5. Web based information management system for programme approval and review.	December 2013	Director of Quality Enhancement and Standards Director of Academic Quality and Partnerships	No	YES - to be assessed	1	No
2. We will enhance the University's external profile in relation to the quality of the student learning experience, and to be influential within the sector and key national networks.	To be agreed	2015	Vice Chancellor, Senior Management Team, Director of Quality Enhancement and Standards	Existing		1	No
3. We will embed student engagement within quality assurance and enhancement processes, and the student voice will be reflected in all aspects of programme design and development, approval, review and enhancement.	1 .Implement revised student representative system approved at LTC in June 2013. 2. Audit implementation of student representative system to ensure full compliance.	December 2013 2014	UBU Director of Academic Quality & Partnerships	Yes Grade 5 FTE in-definite post Existing			
4. We will position students at the heart/core of learning and teaching and its enhancement.	1 .Implement revised student representative system approved at LTC in June 2013.	December 2013	Director of Student Success and UBU	As above			Yes
	2. Implement "Student Voices" / Student as Partners initiative.	September 2013	Director of Student Success		YES – £50 K		Yes – £25 K embed in LDU budget
£50K resource required plus £25K recurring							

Theme 6: Technology Enhanced Learning (TEL)

Technology will feature significantly in the professional and managerial posts that our students will occupy. One may argue that technology and digital literacy is the most significant area for development given the increasing role that technology-based industries, businesses and professions will play in the global economy.

In recognition of the importance of TEL we have commenced the development of our long term TEL strategy via a "Changing the Learning Landscape Project".

At the current time we have little choice from which to select our TEL systems, for example, there are two main options for virtual learning environments in the HE sector: Blackboard which has a reported 58% UK HEI market share or Moodle which has a reported 31% HEI market share (UCISA, 2012[1]). We have significant but incomplete wireless access across the campuses; we offer mobile access to our major learning systems including e-assessment; we are in line with the sector in e-assessment, online submission, originality checking and e-marking and e-feedback. However, we have yet to pilot innovations such as lecture/content capture, the use of mobiles for assessment and feedback in lectures.

There are indications that a step change in TEL systems is needed within UK HE and that there will be a "first mover" advantage to those institutions that identify and collaborate with any new entrants to the market (SITS Review SR104, 2012).

With the rapid growth and spread of mobile and wireless devices, making the transition from programmes delivered from PCs to programmes delivered from a variety of mobile platforms is a priority. This will entail a significant investment in terms of programme re-design and staff development. Partnering with suppliers who are adopting a "Mobile First" development strategy rather than a "bolt on" approach is required. We also need to consider technologies that enable us to expand our online presence, e.g. ITunes U and we are now moving into the era of MOOCS, and the associated developments. By developing for "Mobile First" and adopting solutions that are fully scalable from small cohorts through to very large numbers we could enable new revenue opportunities.

The Technology Enhanced Learning Strategy Group is proposing an innovative Forward Commitment Procurement (FCP) (BIS, 2011) process, in collaboration with Estates and Finance. This approach offers the advantage of allowing us to define what we need in terms of outcomes, rather than in terms of the products that are available on the market and has the potential to deliver "*value for money policy and is consistent with the legal framework that governs public procurement*". We will need to use an Agile Methodology to support the development of the long term solution. This is likely to be a multi-component solution developed in the context of a big picture overview to allow for much tighter integration than our existing solution and will include 'layers', with designing for mobile delivery at the heart of our approach. It will also embrace the mobile and social media revolution that has taken place in the last five years and provide fuller integration of existing social networks, internet tools and technologies that students and academics bring with them to our University.

Existing TEL systems

The existing TEL systems have been introduced gradually since the launch of the Blackboard Virtual Learning Environment in 2001. New functionality has been added over time as our use and requirements for TEL have increased. These have included; an originality checking service (TurnitinUK) and e-assessment facility in 2003 (QuestionMark Perception), online content authoring tool in 2004 (CourseGenie now Wimba Create), an e-portfolio in 2006 (PebblePad); a real-time tutorial/collaboration system in 2009 (Elluminate, now Blackboard Collaborate), and most recently the addition of a texting tool in 2012. During this time we have also increased the wireless access across campus, introduced a bespoke classroom for Team Based Learning and developed a flexible and agile mobile infrastructure. These systems are increasingly integrated and interdependent, and rely on regular data feeds from the Student System (SITS/SAINT) and ubiquitous single sign-on.

A recent Student-led survey of technology at the University of Bradford: Making the most of IT (Changing the Learning Landscape) was undertaken during May 2013. This survey had the support of the UBU Students Union and sought students' views on our current provision. This report (Wilson, 2013) echoed many of the findings and recommendations of the previous evaluations. Particular issues highlighted included gaps in terms of student support and the need for enhanced support and training for all students and staff.

The use of the current TEL systems can be enhanced and improved: for example, the predominant modes of use by staff re-enforce existing teaching and pedagogical practices. However, there are also areas of significant innovation, for example, the development of the VLE to support distance learning (Dementia Studies in Health Studies and the MBA in Management) including the growing use of real-time communication and collaboration tools. One programme, "*The Circular Economy*", has gone beyond the boundaries of institutional TEL to explore more innovative and engaging ways to bring students on board as 'partners' and co-creators of the curriculum. There has also been a significant expansion in use of the e-portfolio system in the past 18 months (Health Studies – school wide, core undergraduate modules and all Pharmacy programmes) and in the use of e-assessment for summative assessment such that we have now reached the limits of our current QuestionMark Perception system. These areas of development cited above have involved ownership by the programme academic teams, planned and sustained programme/module curriculum development over a significant period (2-3 years), with a high level of support from the Centre for Educational Development and colleagues in Learner Support Services. This creates a context where the lack of capacity to support all staff to this level, results in them creating their own working practices in using TEL within and across programmes and modules that results in significant variation in the student experience.

Existing support for staff in the development of TEL comprises 3.25 FTE learning technologists[2] (reduced from 4.25 FTE 3 years ago) and 2 FTE academic posts based in CED. Over 80% of the effort of these posts is focused on the day-to-day administration and management of the TEL systems to meet immediate requirements in a context of increasing demand and usage. Although, considerable effort has been invested in integrating these systems such that we now have single sign-on and data transfer of module and user data between systems and a workable, but increasingly not-fit-for-purpose data feed from SITS/SAINT. The poor fit of SITS/SAINT to current University business processes has a significant impact on the usability of TEL systems and demands increasing support though manual intervention and processing key data. The CED/TEL team is challenged to create the time needed to work with programme teams to achieve the developments cited above although this is what brings the greatest improvements to the student and staff experience.

Additional staff resource is required to support programme teams to begin to adopt and expand these successful innovations and embed TEL to improve the student experience; and to fill the gaps in student focused support that have been identified as a key requirement to enable them to make the best use of TEL (Wilson, 2013).

Interim solution

An interim solution is proposed to enhance our approach to TEL whilst the development of a bid for a forward procurement approach is progressed. This interim solution is timely given the implementation of the Curriculum Framework and Employability strategies that both require the systematic use of TEL. This interim approach will be facilitated by the planned improvements in business processes and data quality arising from the SITS Review (SR104, 2012) that have the potential to free up staff time, particularly in CED. The interim solution will involve:

1. Extending and improving the TEL infrastructure including ubiquitous wireless and mobile access; standard equipment in all teaching facilities; increasing provision of enabling and interactive leading edge teaching facilities that are flexible and able to adapt to meet emerging and changing needs, e.g. facilities development to support team-based learning.

2. Ensuring there is no gap in TEL systems integration provision during this transition period of 3 years and support the continuing growth in users; and working with the SITs Project to ensure that data that underpins TEL use are fit-for-purpose and timely, e.g. module and user details.

3. Enhancing and developing the support structures currently in place to improve the staff and student experiences – e.g. extending support hours and providing a single point of contact; customise and configure specific TEL systems to meet the needs of programmes; extend wireless and mobile access and support staff and students in their use; cope with and exploit the expansion in use of e-portfolio and real-time collaboration systems which have doubled in past 18 months with indications that demand will continue to expand at a similar pace.

4. Developing student and staff skills, confidence and capacity to cope with and apply rapidly changing technologies effectively to support learning, teaching and assessment – there is currently a gap in the support for the development of student skills in using TEL to support their learning and limited capacity for supporting staff.

5. Initiate the culture change necessary to embed changes in behaviour and practices in the use of TEL for staff and students.

This approach, informed by the Leadership Foundation Changing Learning Landscapes for TEL implementation programme, is designed to embed change. It will allow us to exploit and add value to the opportunities to engage staff and students offered by the Curriculum Framework implementation in its start-up phase.

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Theme Six

Technology Enhanced Learning

Objectives	Actions	By when	Responsible Person	Resource Approved	Resource Required	Priority 1 or 2	Recurring
1.We will complete the review of TEL within the Changing the Learning Landscape (CLL) programme and develop TEL strategy 2014-2018.	The CLL will be reconfigured to undertake what is an increasingly complex project. SMT to consider the most appropriate way to oversee and resource this important project.	March 2014	DVC (Planning and Resource)		**YES to be assessed as part of the project.**	**1**	
2.We will implement short term recommendations from the CLL programme to bring Bradford up to Sector Standards for TEL	**1.**Campus Wi-Fi to "stadium capacity" Bradford was the first UK HE with fully mobile and wired provision in The Green student accommodation. To move to next level of service would entail providing campus-wide multi-device capacity through installation of over 1,000 new access points.	TBC	CLL Group		YES - £750K one off – licence costs not included	**1**	**TBC**
	2. Increase Computer Aided Assessment Capacity Existing capacity in Richmond Building (F42) and Student Central (01.38) is at capacity at peak periods of assessment – CED to provide rationale and growth forecasts. Further F42-type facility required with possible "pop up" alternatives. Increasing support for design and development of e-assessment	TBC	CLL Group & Director of IT Services & Director of Estates		YES - £160 K (excluding estates costs) YES - £80K 1 Grade 7/8 indefinite to be added to CED budget	**1**	YES - £41K embed into core budget
	4.Unified staff and student IT info, training and advice teams. Improving support for staff and students specifically in relation to IT information, advice and support - more staff, more time / resource for training and advising, restructure costs and a physical presence "Learning Hub(s)" "Anyone Anything"	TBC	Director of IT Services		Needs more of a detailed business case	1	

Objectives	Actions	By when	Responsible Person	Resource Approved	Resource Required	Priority 1 or 2	Recurring
	5.Upgrades to AV capability in all teaching spaces. Significant enhancement to existing GTA AV rolling replacement (Estates or LSS budgets) to keep up to date and consistent provision in all teaching spaces including School Teaching Areas (focus on key teaching spaces) also requires increased day-to-day support in AV team.		Director of Learner Services & Director of Estates		More detailed business case required	1	
	6.Student Engagement systems / Data analytics. On-going support of attendance monitoring systems.		TBC		More detailed work required	2	
	7.Mobile application (apps) based on student competition Student-driven Appathon – new mobile app developed each year in the AboutUoB platform – prize one year's internship. Potential partnership OmBiel. Potential for location-aware.	June 2014	TBC		YES - £10K	1	
	8. Lecture Capture Solutions Responding to student expectations at Bradford and in sector generally although needs to be consistent with curriculum review activity and move toward "flipped" classroom model. (Would require timetabling to be effective)	TBC	CLL group	YES to be assessed		**1**	YES
	9. Increase support for staff to develop the skills to produce quality TEL products and tools	December 2013	Head of CED		**YES** Re-allocate help desk function of Learning Technologists in CED to IT Services: **(theme two 3.1)**	1	
£990K resource required plus £41K recurring							

Theme Seven: Employability and Enterprise

As noted, the University level performance for graduate level employment is strong. Performance at programme level however is variable. This variability in graduate level employment rates is stark with many professionally accredited programmes achieving 95% - 100% graduate employment whilst other programmes have 20 -25% of graduates not progressing to graduate employment within six months of graduation.

The embedding of employability into the curriculum will guide students in the acquisition of subject specific knowledge and skills alongside a range of broad based capabilities required for future professional and managerial employment. Furthermore through a process of structured reflection and action planning students will be supported to identify opportunities to further develop employability skills and importantly learn to articulate them to future employers.

Supporting students to obtain work-based experience through placements, internships, volunteering, study abroad opportunities, mentoring and career management skills is a key feature of our approach to enhancing students' employment prospects. We need to extend these opportunities and target them to students undertaking those programmes that have low levels of graduate level employment.

The development of the University Higher Education Achievement Report (HEAR) will provide an opportunity to oversee the development of a number of employability related activities including:

- The development of employability and enterprise elective modules that will support the development of skills for employment particularly for students undertaking programmes with no formal work based placements.
- The development and approval of a University Work-based Learning Framework, which will assure the quality of practice /work based learning and assessment.
- The co-ordination of work related learning activities that are currently lacking central oversight.
- The formal assessment and validation of student's employment capabilities using formal assessment centre techniques.
- The development and co-ordination of student enterprise opportunities via the Sustainable Enterprise Centre
- The extension of mentoring and coaching programmes to support the accrual of social and cultural capital
- Career ambassadors - 2 per School to support the employability strategy.
- Extend existing small-scale e-mentoring programmes (2 Schools at present); target UG years 2 and 3, also PG; recruit mentors from private, public and community sectors, alumni and the University. One to one mentoring is recognised as providing an effective approach for the development social and cultural capital, and also other benefits such as occupational knowledge and key skills e.g. communication skills, self-reflection, critical thinking.

Theme Seven

Employability and Enterprise

Objectives	Actions	By When	Responsible Person	Resource Approved	Resource Required	Priority 1 or 2	Recurring
1. We will improve professional and managerial posts for graduates.	1. Implement University Employability Strategy. 2. Develop and implement University Higher Education Achievement Report.	On-going September 2014	Head of Careers Director of Student Success	No	YES - £117K 1 Grade 9 indefinite to lead on HEAR, Portfolio development, writing elective modules on employability Careers /CED	1	YES - £60K
2. We will establish a corporate communication strategy about the University's approach, provision and success in supporting student & graduate employability to students, potential students, staff, business, and strategic agencies at a local, regional, national and international level.	1. Integrate into University Marketing Strategy.	March 2014	Director of Marketing & Recruitment	Existing	No	1	
2. We will increase the level and quality of co-ordinated employer engagement with local, regional, national and international employers and graduate recruiters.	1. Identify clear leadership to oversee this area. 2. Engage Deans in development		Director of LSS & DVC Academic				
3. We will increase the opportunities for undergraduates and postgraduates to gain work experience through student placements, internships, work-based projects and/or live brief projects, and for those experiences to be assessed and accredited where appropriate.	1. Increase placement and graduate internship activity, including use of UoB as the provider. This builds on existing activity and previously confirmed investment to allow more students to benefit. 1. Develop a "Work Based Learning Framework" in order to meet requirements of QAA quality code and flexible model practice requirements.	On-going review September 2014	Head of Careers Head of Careers and Director of Quality Enhancement and Standards		YES - £70K	1	Yes 40K

Objectives	Actions	By When	Responsible Person	Resource Approved	Resource Required	Priority 1 or 2	Recurring
	2. Review all awards associated with study abroad.	February 2014	Director of Academic Quality & Partnerhsips				
4.We will embed opportunities for students to develop the 9 capabilities of employability & professionalism into all academic programmes and relevant extra-curricular activities.	1. Curriculum Development Programme. 2. Work with UBU on developing of Social Learning programme.	September 2015/16	Head of Careers and Head of CED		No		
5.We will provide access to opportunities which encourage and support the development of enterprise and innovation skills, and facilitate business start-up, self-employment and venture creation opportunities .	1. Develop University employability and enterprise elective modules to be embedded into UG programmes. 2. Develop student enterprise strategy.		Head of Careers and Head of CED				
6. We will improve access to available graduate level employment opportunities	1. Coaching programme targeted at high fliers and programmes and low and/or challenging employment contexts / DLHE outcomes. 2. Career Ambassadors - up to 12 students to act as ambassadors in Schools, engaging with marketing, research and student feedback activities.		Head of Careers		YES - £48K .5fte Grade 8 indefinite Embed into core in 14/15 YES - £15K Student Ambassadors Embed into core in 14/15		YES - £24K YES - £8K
£250K resource required plus £132K recurring							