

# Higher Education Strategy 2016-2018

**Transforming Lives and the Environment  
through Inspiring Education**

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## Introduction

Writtle University College is a specialist Higher Education Institute (HEI) that has been providing educational excellence in the land based sector for over 120 years. Currently the University College has approximately 900 Higher Education (HE) students studying undergraduate and post-graduate level programmes and around 650 full time 16-18 year olds studying vocational qualifications at levels 2 and 3. The University College offers undergraduate programmes in the areas of Agriculture, Animal Science, Art and Design, Conservation, Equine, Garden Design, Horticulture, Landscape Architecture, Professional Floristry, Sport and Veterinary Physiotherapy. It provides a distinctive place to study, with a mission to transform lives and the environment through inspiring education, and continues to aspire to excellence in education and research.

Writtle University College's Higher Education Strategy interprets the curriculum, learning and teaching aspects of the University College's Strategic Vision and provides a framework to enable progress towards the achievement of our vision to:

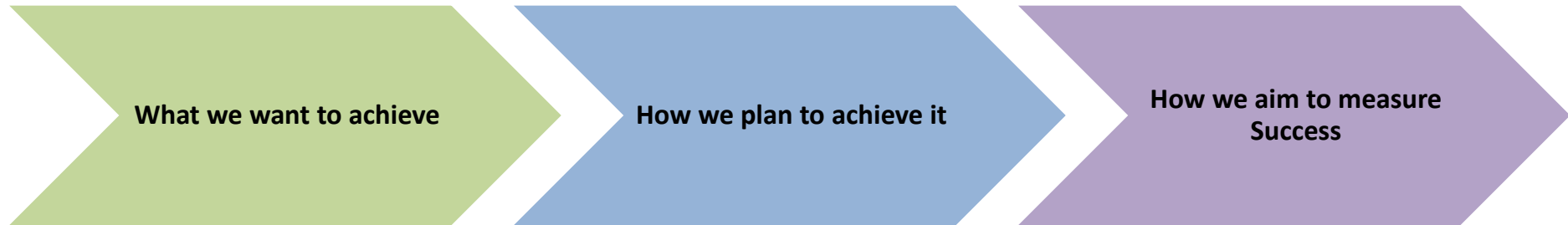
*'establish Writtle University College as a leading university college within our specialist area of provision throughout the UK and internationally'.*

Students are at the heart of everything we do and we are committed to creating a high quality learning environment, underpinned by relevant research and industry-related activity, to enable them to thrive both academically and personally.

Writtle University College undertakes, through its values, to:

- Provide a high quality learning environment underpinned by relevant research and industry-related activity and delivered by highly qualified staff.
- Value, mutually respect and support each other with courtesy and professionalism.
- Foster an environment of trust, honesty, openness, cooperation, reliability and accountability.
- Respect and manage our resources and surroundings, responsibly providing a safe environment for all.
- Promote the importance of life-long learning in developing careers, raising aspirations and broadening minds.

This strategy aims to inform actions and decision making across the institution regarding our accredited learning and teaching in HE. It encapsulates:



## National Landscape

The Higher Education landscape is vastly different now compared to the world in which the University College was established. Over the last 4 years alone, HE in the UK has undergone radical policy changes and since the Minister of State for Universities has pledged to 'drive up standards'<sup>1</sup>, this changing landscape looks set to continue.

With the publication of the Green Paper *Fulfilling our Potential: teaching excellence, social mobility and student choice*<sup>2</sup> closely followed by the White Paper, *Success as a knowledge economy: teaching excellence, social mobility and student choice*<sup>3</sup>, there is a greater focus on social mobility, student choice and teaching and learning, and the implementation of the teaching excellence framework (TEF) will see the government monitoring and assessing the quality of teaching. How it will work has yet to be decided, but the government has stated that the TEF will aim to:

- ensure all students receive an excellent learning experience that encourages original thinking, drives up engagement and prepares them for the world of work.
- build a culture where teaching has equal status with research, with highly effective teachers enjoying the same professional recognition and opportunities for career and pay progression as researchers.
- provide students with the information they need to judge teaching quality.

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<sup>1</sup> *Teaching at the heart of the system*, BIS, July 2015

<sup>2</sup> *Fulfilling our potential: teaching excellence, social mobility and student choice*, BIS, November 2015

<sup>3</sup> *Success as a knowledge economy: teaching excellence, social mobility and student choice*, BIS, Mary 2016

- recognise institutions that do the most to welcome students from a range of backgrounds and support their retention and progression.
- include a clear set of outcome-focused criteria and metrics.

In addition to this, revised proposals for quality assurance in HE<sup>4</sup> confirms that the Higher Education Funding Council (HEFCE) intends to abolish repeated testing by peer review against baseline standards for established providers, which is currently part of QAA institutional reviews. The funding council now says that it intends to make quality assurance a feature of its own assurance reviews, which will take place every five years whereas currently the focus is on financial management.

## Regional Landscape

In 2013, the East of England produced from agriculture alone, over £1.2 billion from livestock output and over £2 billion from crop output. The land, agriculture and animal science industries employ over 20,500 people in Essex in nearly 2,300 companies. In addition to this, the land-based sector has an ageing workforce compared to other sectors of the economy, with 30% of employees aged 55+ compared to an average of 18% across all sectors. As the workforce progresses towards the age of retirement they will soon need to be replaced, with projections suggesting that some 447,000 new entrants will be needed. This causes implications for both replacement demands and skill demands. Bio-veterinary and related animal science awards are a popular choice for school-leavers and higher level technical skills developed upon completion of courses will enable veterinary, medical, food science and wider industries to resource capable technicians and researchers for laboratory positions which in turn will help fill the skills gap.

Regional recruitment trends show the greatest proportion of employers are seeking candidates with GCSE level qualifications (43%) followed by Degree level qualifications (31%). In 2014/15, 94% of FE students progressed onto a higher level course or into employment; and of those completing a 2 year, level 3 programme, 33% progressed into HE and 51% progressed into employment. Similarly, the number of students who go on to work or study after completing an HE course at Writtle is over 91%.

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<sup>4</sup> *Revised operating model for quality assessment*, HEFCE, March 2016

## Local Landscape

Programmes at the University College range from Art and Design and Sports Performance to Veterinary Physiotherapy and are a unique combination of academic and vocationally based education, which allow students to develop the technical skills required to meet industry needs underpinned by a sound theoretical understanding. The South East Local Enterprise Partnership (SELEP) Skills Strategy<sup>5</sup> makes specific reference to science as part of a focus on Science, Technology, Engineering and Maths (STEM) based subjects and science underpins much of our vibrant curriculum. As the SELEP Skills Strategy identifies, there is an expectation that the number of jobs within this 'degree educated, technically skilled' set are likely to grow and students who achieve a Writtle award have the necessary skills to fill this gap.

Following the awarding of Taught Degree Awarding Powers (TDAP) in March 2015 the University College is well placed to meet national, regional and local needs. The transition process away from the University of Essex is well underway with the University College Transition Group, chaired by the Vice-Chancellor, managing all processes relating to TDAP and rebranding to ensure that the University College is ready for its September 2017 entry.

After consultation with staff, students, alumni, industry and other stakeholders, Writtle submitted its application to HEFCE for '**Writtle University College**' title in December 2015 and this has recently been approved by the Privy Council. Writtle aims to launch the new name and brand in August 2016.

This strategy is underpinned by a contextual assessment of the current landscape of HE and aims to ensure the University College is not only equipped to meet current challenges, but grows and flourishes as a highly distinctive specialist University College that equips students with the skills required to meet national, regional and local needs of employers and industry in the 21<sup>st</sup> century.

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<sup>5</sup> Skills Strategy 2015-2017, South East Local Enterprise Agency, November 2014

## Key Strategic Themes

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The University College's ambitions outlined in the Strategic Vision states that we will be:

- Nationally acclaimed. Internationally recognised as a distinctive University College in our specialist fields.
- Standing out in the eastern region, providing outstanding education.
- A thriving mixed economy institution, celebrating diversity and achieving high levels of progression.
- A business partner of choice.

Delivery of a modern, flexible curriculum underpinned by outstanding learning and teaching is essential if we want to meet our ambitions.

To enable us to achieve this, the key priorities are:

- **Curriculum innovation** fit for 2016 and beyond: encompassing all taught undergraduate and postgraduate provision, investing in established programmes, developing new programmes, developing external partnerships and exploring new markets.
- **Learning, Teaching and Assessment:** quality assurance and enhancement that promotes and supports innovative, engaging, high quality teaching.
- **Research and scholarship:** of national and international acclaim. To include all research and knowledge exchange, including consultancy.
- **Student Experience:** all elements of the student experience, including widening access and success.

## Curriculum Innovation

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### Background

The University College offers a range of under-graduate and post-graduate qualifications from level 4 to Level 7 plus PHD provision in the areas of design, animal, veterinary physiotherapy, equine, sport, horticulture and agricultural sciences. Programmes combine academic rigour with the development of technical vocational and transferable skills that enhance employability.

In line with its Strategic Vision the University College wishes to develop a core of Science, Technology, Engineering and Maths (STEM) programmes focusing on applied biosciences and bio-veterinary science, serving regional need and providing progression pathways to higher level apprenticeships. Responding to an identified skill gap, the University College is developing awards in the bio-veterinary and allied applied biosciences. These programmes focus on higher level industry-relevant technical skills and will support the SELEP in delivering its priorities for economic growth.

### What we want to achieve

We will:

- Develop a modern, world-class curriculum portfolio that will inspire and challenge all students and prepare them for the future.
- Develop an intellectually stimulating and challenging curriculum that is responsive to change within the sector and underpins the economy in line with local, regional and national requirements.
- Ensure established schemes are regularly refreshed so that they continue to equip students with the skills and knowledge that employers need.
- Develop new schemes that are innovative, robust, fit for purpose and that meet the changing needs of employers.
- Create a diverse curriculum portfolio that includes a unique combination of academic and vocationally based provision.
- Develop a portfolio of employer-sponsored programmes that includes Higher and Degree level Apprenticeship schemes, short courses and part-time provision.
- Embed '*Writtle Graduate Attributes*' across programmes of study, which ensure students further develop:
  - Academic skills
  - English



- ICT
- Personal development skills
- Employability skills.
- Maximise opportunities for accreditation by sector-recognised leading bodies.
- Take our highest-profile programmes onto the world stage and build new international markets.
- Partner/collaborate with other institutions to ensure richness of curriculum content.

## Key Performance Indicators

- Increase the overall number of enrolments on higher education programmes at both under and post graduate levels.
- Increase the number of enrolments of students aged 21 and over.
- Increase the number of students enrolled on part time courses.
- Increase the number of graduates who are recorded as 'in employment' in the Destination of Leavers from HE (DLHE) survey.
- Develop a diverse curriculum portfolio that includes undergraduate and post graduate provision and developed higher and degree level apprenticeship scheme.
- Develop partnership and collaborative agreements both within the UK and overseas.
- Incorporate, across all schemes, accreditation by relevant sector bodies within their disciplines.
- Accreditation of employer sponsored, degree level apprenticeships frameworks.

## Learning, Teaching and Assessment

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### Background

In line with our Strategic Vision we aim to develop inspirational and stimulating learning, teaching and assessment practice to meet the needs of the diverse student population at the University College. This will require staff to engage with the UK Professional Standards Framework, as well as participating in reflective practice to ensure teaching excellence at the University College. The four key areas of focus in teaching, learning and assessment are: excellent teaching practice, including assessment; engagement and inclusion; employability and student outcomes; transformative learning.

### What we want to achieve

We will:

- Ensure engaging, inclusive and creative practice promotes curious, independent, confident learners.
- Provide timely, innovative and high-quality assessment and feedback that informs sustained progress and achievement.
- Provide dynamic continuous professional development, scholarship and research-led practice that strengthens inspiring and innovative teaching.
- Foster inclusive and supportive learning environments that develop a sense of community which supports the achievement of all.
- Engage with students as partners, involving them in reviewing teaching and curriculum development, and responding to feedback, to promote excellence.
- Provide outstanding support which ensures that students reach their full potential and enables them to progress to positive destinations.
- Ensure learning and teaching is underpinned by excellent graduate and employability skills that empower emotionally intelligent, confident and resourceful students that flourish and succeed in the world of work.
- Ensure the student experience will cultivate and nurture creative, reflective, independent and autonomous lifelong learners.

## Key Performance Indicators

- Increase the number of students achieving higher level awards.
- Reduce the overall non-completion rate so that the University College performs within the top 40% of English Higher Education Institutions.
- Improve in year progression on undergraduate courses.
- Increase the total percentage of eligible University College FE students progressing to HE at Writtle and elsewhere.
- Increase recruitment from postcode areas with relative deprivation.
- Ensure students have an engaged and satisfied learning experience.
- Build effective collaboration and co-operation between academics, students, employers and other stakeholders.
- Evidence based scholarship for learning and teaching.

## Research and Scholarship

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### Background

- Historically, emphasis within the University College has focussed on developing excellence in learning and teaching. However, the last six years has experienced a marked increase in the emphasis placed on research to underpin the curriculum in HE; with a resultant increase in both the volume and quality of research outputs. The number of PhD qualified staff increased which has also led to a significant increase in the number of postgraduate research (PGR) students. A total of 33 PGR students have now successfully completed their PhDs at Writtle University College since the commencement of PGR provision at Writtle in the 1990s. These developments culminated in the University College's participation in the Research Excellence Framework (REF) in 2014 for the first time since 1997 with the University College making submissions in two units. The University College intends to consolidate the progress achieved in the REF 2014 and make further improvements in research provision with the possible aim of participating again in the next REF in 2021.

### What we want to achieve

We will:

- Ensure that the University College continues to develop and evidence the use of research in curriculum design and delivery in undergraduate and postgraduate degree programmes.
- Achieve national and international recognition in research and innovation by supporting the sustainable production, effective publicity and dissemination of high quality applied traditional land-based sector research and artistic outputs through respected publishing forums.
- Support and enhance existing areas of research excellence; and identify and develop both emerging and interdisciplinary areas of research within the University College.
- Enhance a culture of inclusivity in research scholarship and professional development within the University College, through encouragement and mentoring, ensuring that all members of staff who undertake and disseminate research feel that their work is valued by peers and the University College.
- Continue to develop a sustainable research environment and culture, which inspires and enables both students and academic staff, to support research and workload management to optimise the balance between teaching and research activity.

- Promote and support enduring collaborative research partnerships as a mechanism to increase both the quality and range of our research outputs by affiliating with other institutions both within the UK and abroad, industry and other relevant partner organisations in the land-base sector.
- Develop and enhance networking opportunities for academic staff and research students and publicise the value and impact of our research through participation in relevant academic societies and networks, conferences, technical group etc.
- Attract, retain, develop and reward high quality academic staff with capacity to make a significant contribution to our research standing in the sector, coupled with recruitment and retention of a sustainable number of high quality PGR students.
- Ensure research activities conducted within the University College continue to generate peer-review outputs that support continued participation of the University College in the REF and builds capacity for possible research degree awarding powers in the future.

### Key Performance Indicators

- All academic staff to be actively engaged in research or scholarship (subject specific or pedagogic), knowledge exchange or professional practice.
- Research active staff contributing to research output at a level recognised as internationally excellent by REF 2021.
- Teaching that demonstrates rich linkages to research, professional practice and knowledge exchange activity at all levels from year one undergraduate to postgraduate researcher.
- All students to experience a research culture both within the curriculum and within their own skills development.
- Develop a wide range of external partnerships and high levels of public engagement.
- Increase income from research grants and commercialisation.

## Student Experience

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### Background

- The student experience is at the heart of the University College's vision and we recognise that, in addition to the opportunity to learn from our talented academic staff who are experts in their fields, students deserve a campus and learning environment that is well equipped for their specialist programmes whilst also providing an engaging and relaxing study and social environment. We will continue to engage with students and respond positively to their voice. The University College recognises students as partners and we will stand by our commitments outlined in the Student Charter collaborative published with the Students Union.

### What we want to achieve

We will:

- Actively involve students in all aspects of University College life, and provide opportunities for students to be equal partners in the shaping of their learning experience.
- Provide an inclusive environment that celebrates and supports the achievements of all, valuing diversity of experience, background, culture and ability.
- Empower students to develop the specific skills and qualities they need to successfully progress within their chosen career pathway.
- Provide effective support, guidance and advice to ensure students develop as effective and confident learners.
- Ensure there is clear alignment between learning outcomes and the skills students require to successfully achieve.
- Ensure learning is underpinned by practical and workplace activities, with a variety of assessment methods used that focus on how best students learn and achieve.
- Create productive learning environments that support all students and help them to achieve their full potential within their chosen field.
- Provide a variety of ways for students to access and achieve their learning goals, from providing informal learning opportunities through to well-designed and supported qualifications.
- Provide a broad range of extra-curricular activities, including sports, societies and volunteering.
- Work closely with a successful and proactive Student Union.

## Key Performance Indicators

- Student involvement in all aspects of University College life.
- Provide a high standard of learning and teaching.
- Provide high quality and relevant curriculum.
- Provide a supportive and nurturing environment.
- Prepare students for employment.
- Develop a student population that is highly inclusive, diverse and representative in terms of background, ethnicity, gender, disability and age.
- Nurture high levels of student engagement in both the Student Union and extra-curriculum activities.
- Support high levels of student satisfaction, as measured by surveys including NSS and ISS.
- Work with students and staff to develop a strong and supportive alumni community.

## Action Plan

Key Performance Indicator	Action(s)	Owner(s)	Target	Date
<b>1) Curriculum Innovation</b>				
Increase: <ul style="list-style-type: none"> <li>• overall HE student recruitment (2014.4).</li> <li>• the number of students aged 21 and over.</li> <li>• the number of students enrolled on part time courses.</li> <li>• Increase recruitment from postcode areas with relative deprivation.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a robust recruitment strategy that incorporates:               <ul style="list-style-type: none"> <li>○ Information Events</li> <li>○ Attendance at Recruitment Fairs (Skills London)</li> <li>○ Hold Recruitment Clinics with Heads to ensure there is targeted marketing at relevant markets.</li> <li>○ Offer Focus groups.</li> <li>○ Continually develop website and monitor effectiveness.</li> <li>○ Develop a Social Media campaign that engages with students.</li> <li>○ Actively engage with email marketing.</li> </ul> </li> <li>• Work with the Essex Collaborative Partnership to widen participation, particularly in relation to students from disadvantaged markets.</li> <li>• Review the international strategy, to focus on key</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Marketing</li> <li>• Pro Vice-Chancellor (Academic)</li> <li>• Heads of School</li> </ul>	Achieve HEFCE targets for: <ul style="list-style-type: none"> <li>○ Home students</li> <li>○ International students</li> <li>○ PG students</li> <li>○ Part time students</li> <li>○ Students 21 and over.</li> </ul>	September 2017



Key Performance Indicator	Action(s)	Owner(s)	Target	Date
	<p>markets in Europe, South Korea, Turkey and Norway.</p> <ul style="list-style-type: none"> <li>• Review PG provision and mode of delivery to ensure it is fit for purpose.</li> <li>• Develop a set of metrics in preparedness for the TEF.</li> <li>• Review the curriculum to ensure it meets the needs of industry both nationally, regionally and locally.</li> <li>• Investigate the delivery of Degree level Apprenticeships.</li> <li>• Develop a student population that is highly inclusive, diverse and representative in terms of background, ethnicity, gender disability and age.</li> </ul>			
<ul style="list-style-type: none"> <li>• Increase in the number of graduates who are recorded as in employment in the Destination of Leavers from HE (DLHE) survey</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the quality of briefing provided for students and raise awareness of the DLHE among student leavers.</li> <li>• Actively promote DLHE, particularly at Graduation Ceremonies.</li> </ul>	<ul style="list-style-type: none"> <li>• Pro Vice-Chancellor (Academic)</li> <li>• Heads of School</li> <li>• Careers' Co-ordinator</li> <li>• Head of Research</li> <li>• Head of Learning and Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Improved DLHE results.</li> <li>• Positive Student Feedback</li> <li>• Positive Employer feedback.</li> </ul>	September 2017

Key Performance Indicator	Action(s)	Owner(s)	Target	Date
	<ul style="list-style-type: none"> <li>Continue to engage in Writtle Graduate programme to ensure that students develop good employability skills.</li> </ul>			
<ul style="list-style-type: none"> <li>A diverse curriculum portfolio that includes undergraduate and post graduate provision as well as a developed higher and degree level apprenticeship scheme.</li> <li>All schemes to have accreditation by relevant sector bodies within their disciplines.</li> <li>Accreditation of employer sponsored, degree level apprenticeships frameworks.</li> <li>Develop partnership and collaborative agreements both within the UK and overseas.</li> </ul>	<ul style="list-style-type: none"> <li>Schemes to be revalidated prior to September 2017, ensuring they remain vibrant, relevant and provide students with skills and knowledge that employers need.</li> <li>Ensure employers are used effectively in curriculum design, development, approval and review.</li> <li>Embed employer engagement in relevant processes and procedures.</li> <li>Ensure there is a range of work placement and volunteering opportunities available to students that enhances employability skills and improves career prospects.</li> <li>Involve students in the design and development of the curriculum.</li> <li>Ensure staff are engaged in research, scholarship and professional practice and the positive experience is shared with students.</li> </ul>	<ul style="list-style-type: none"> <li>Pro Vice-Chancellor (Academic)</li> <li>Heads of School</li> <li>Academic Registrar</li> <li>Student Union President</li> <li>Student Union Academic Sabbatical Officer.</li> <li>Careers Co-ordinator</li> </ul>	<ul style="list-style-type: none"> <li>All schemes to be revalidated/updated prior to September 2017.</li> <li>Evidence of student and employer Engagement with Curriculum Design – i.e. PDSR notes, Student/Staff Liaison Groups.</li> <li>Module reviews.</li> <li>Work load monitoring and scholarly activity records.</li> </ul>	September 2017

Key Performance Indicator	Action(s)	Owner(s)	Target	Date
<b>2) LT&amp;A</b>				
<ul style="list-style-type: none"> <li>The number of students achieving higher level awards to increase.</li> <li>Reduce the overall non-completion rate so that the University College performs within the top 40% of English Higher Education Institutions.</li> <li>Improve in year progression on undergraduate courses.</li> </ul>	<ul style="list-style-type: none"> <li>Disseminate expertise in contemporary learning techniques and other evidence-based innovations will be promoted and embedded across.</li> <li>Use technology to enhance learning, maximise supported learning and delivery and extend learning opportunities.</li> <li>Students to engage with formative assessment opportunities and reflect on all forms of feedback to improve their study methods and future performance.</li> </ul>	<ul style="list-style-type: none"> <li>Pro Vice-Chancellor (Academic)</li> <li>Heads of School</li> <li>Academic Registrar</li> <li>Head of Learning and Teaching</li> </ul>	<ul style="list-style-type: none"> <li>Improved overall NSS results by at least 3% year on year.</li> <li>Improved ISS results by at least 3% year on year.</li> <li>Improved Module Evaluation feedback.</li> </ul>	September 2017
<ul style="list-style-type: none"> <li>Increase the total percentage of eligible University College FE students progressing to HE at Writtle and elsewhere.</li> </ul>	<ul style="list-style-type: none"> <li>To hold joint management meetings and joint planning meetings to increase FE to HE progression activity at Scheme level.</li> <li>FE students to participate in HE career events.</li> <li>HE students to mentor FE students for maths and English.</li> </ul>	<ul style="list-style-type: none"> <li>Pro Vice-Chancellor (Academic)</li> <li>Heads of Schools</li> <li>Heads of Faculty</li> <li>Careers Co-ordinator</li> <li>Student Union Sabbatical Officer</li> </ul>	<ul style="list-style-type: none"> <li>Improved internal progression data by at least 5% from FE into HE</li> </ul>	September 2017
<ul style="list-style-type: none"> <li>An engaged and satisfied learner experience</li> </ul>	<ul style="list-style-type: none"> <li>Review the Learning, Teaching and Assessment Enhancement strategy to</li> </ul>	<ul style="list-style-type: none"> <li>Director of HR</li> <li>Pro Vice-Chancellor (Academic)</li> </ul>	<ul style="list-style-type: none"> <li>Improved overall NSS results.</li> <li>Improved ISS results.</li> </ul>	September 2016

Key Performance Indicator	Action(s)	Owner(s)	Target	Date
	<p>ensure it will improve the quality of learning opportunities for all students and staff.</p> <ul style="list-style-type: none"> <li>• Review the Peer Observation of Teaching policy to ensure it is robust, reliable and provides a supportive yet critically constructive framework to evaluate and improve standards..</li> <li>• Review the Assessment and Feedback Policy to ensure it reinforces consistency and effectiveness of assessment and feedback practices across the institution.</li> <li>• Review Assessment Feedback sheet to ensure it encourages feed forward.</li> <li>• To provide guidance on writing and verifying assignments and the consideration by staff of over length work.</li> <li>• To encourage greater uptake of self-assessment by students on their own work</li> <li>• To adapt module evaluation summaries to enable feedback on self assessment issues. <ul style="list-style-type: none"> <li>○ Develop an on-line 'one stop shop'</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Head of Learning and Teaching</li> <li>• Academic Registrar</li> <li>• Heads of School</li> <li>• Learning Support Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Improved Module Evaluation feedback.</li> </ul>	

Key Performance Indicator	Action(s)	Owner(s)	Target	Date
	<p>containing resources to support students in developing study skills, time management, digital literacy, evaluation and critical thinking skills.</p> <ul style="list-style-type: none"> <li>Review library opening hours with a view to 24 hour access.</li> <li>Review the use of learning support to ensure it is effective.</li> </ul>			
<ul style="list-style-type: none"> <li>Effective collaboration and co-operation between academics, students, employers and other stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Course design will be informed by students and employers to ensure students develop relevant knowledge, understand and effective workplace skills.</li> <li>Curricula will be informed by the most current subject/discipline research and pedagogical research to ensure staff and students have up-to-date knowledge and skills.</li> <li>Courses will develop entrepreneurship and the ability to generate and realise ideas independently.</li> </ul>	<ul style="list-style-type: none"> <li>Pro Vice-Chancellor (Academic)</li> <li>Heads of School</li> <li>Academic Registrar</li> <li>Head of Learning and Teaching</li> </ul>	<ul style="list-style-type: none"> <li>Improved DLHE results.</li> <li>Positive Student Feedback</li> <li>Positive Employer feedback.</li> </ul>	September 2017

Key Performance Indicator	Action(s)	Owner(s)	Target	Date
<ul style="list-style-type: none"> <li>Evidence based scholarship for learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>To identify, develop, and reward talented staff, through a revised HR Strategy.</li> <li>Identify and support staff as potential NTFS applicants.</li> </ul>	<ul style="list-style-type: none"> <li>Director of HR</li> <li>Pro Vice-Chancellor (Academic)</li> <li>Head of Learning and Teaching</li> <li>Heads of School</li> </ul>	<ul style="list-style-type: none"> <li>60% of staff to engage with HEA Fellowship.</li> <li>All staff to engage in the Peer Observation of Teaching and Learning.</li> </ul>	September 2017
<b>3) R &amp; S</b>				
<ul style="list-style-type: none"> <li>Ensure that the University College continues to develop and evidence the use of research in curriculum design and delivery in undergraduate and postgraduate degree programmes</li> </ul>	<ul style="list-style-type: none"> <li>Engage research-active academic staff at all levels of HE teaching. Involve PGR students and high profile external researchers as guest lecturers.</li> </ul>	<ul style="list-style-type: none"> <li>Heads of Schools</li> <li>All HE Academic staff</li> </ul>	Annual review via PDR	Annually
	<ul style="list-style-type: none"> <li>Evidence research knowledge and skills acquisition in programme and module specifications and in teaching materials.</li> </ul>	<ul style="list-style-type: none"> <li>Head of Schools</li> <li>Head of Learning and Teaching</li> <li>Academic Registrar</li> <li>All HE Staff</li> </ul>	Check all validation and PDSR documents	Validation and PDSR events
	<ul style="list-style-type: none"> <li>Link student projects (dissertations, internships, summer placements etc.) to research programmes of academic staff; disseminate dissertation outputs appropriate in journals or conference proceedings.</li> </ul>	<ul style="list-style-type: none"> <li>All academic staff</li> </ul>	Dissertation students to have access to lists of staff projects. Publications to be reported in ARCs.	Annually
<ul style="list-style-type: none"> <li>Achieve national and international recognition</li> </ul>	<ul style="list-style-type: none"> <li>Communicate to staff and encourage publication of</li> </ul>	<ul style="list-style-type: none"> <li>Heads of Schools</li> <li>Head of Research</li> </ul>	Scholarly outputs	On-going basis

Key Performance Indicator	Action(s)	Owner(s)	Target	Date
in research and innovation by supporting the sustainable production, effective publicity and dissemination of high quality applied traditional land-based sector research and artistic outputs through respected publishing forums.	peer-reviewed outputs in high-impact journals with national and international reputation.	<ul style="list-style-type: none"> <li>Research Leads</li> </ul>		
	<ul style="list-style-type: none"> <li>Allocate a research publications fund to enable academic staff to publish in high impact journals that charge page-fees to (e.g. Journal of Dairy Science).</li> </ul>	<ul style="list-style-type: none"> <li>SMT</li> <li>Research Committee</li> </ul>	£2500	June (annually)
	<ul style="list-style-type: none"> <li>Celebrate and publicise research achievements; develop and update research-related marketing information.</li> </ul>	<ul style="list-style-type: none"> <li>Head of Research</li> <li>Research Leads</li> <li>Head of Marketing</li> </ul>	Marketing materials (e.g. prospectuses) and research webpages	June (annually)
<ul style="list-style-type: none"> <li>Support and enhance existing areas of research excellence; and identify and develop both emerging and interdisciplinary areas of research within the University College.</li> </ul>	<ul style="list-style-type: none"> <li>Promote and lead the development of research within schools.</li> </ul>	<ul style="list-style-type: none"> <li>Head of Research</li> <li>Research Leads</li> </ul>	Presentations at all staff and school meetings; and one-to-one meetings.	Annually
	<ul style="list-style-type: none"> <li>Academic staff to join and participate actively in one or more of the existing research groups or centres.</li> </ul>	<ul style="list-style-type: none"> <li>Heads of Schools</li> <li>Research Leads</li> <li>All HE Academic Staff</li> </ul>		On-going basis
<ul style="list-style-type: none"> <li>Enhance a culture of inclusivity in research scholarship within the University College, through encouragement and mentoring, ensuring that all members of staff</li> </ul>	<ul style="list-style-type: none"> <li>Implement a research seminar schedule for all academic staff, PGR students and external speakers to showcase their research</li> </ul>	<ul style="list-style-type: none"> <li>Head of Research</li> <li>Research Leads</li> <li>All HE Academic Staff</li> <li>PGR students</li> </ul>	Fortnightly lunch-time seminars in term time	On-going basis
	<ul style="list-style-type: none"> <li>Implement a mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Research Leads</li> </ul>	Report progress to Research	3 times/year

Key Performance Indicator	Action(s)	Owner(s)	Target	Date
who undertake and disseminate research feel that their work is valued by peers and the University College.	scheme, experienced staff with PhDs act as mentors to novice researchers and/or early career academics (e.g. in joint supervisor of research projects and writing bids)	<ul style="list-style-type: none"> <li>Senior and Principal Lecturers</li> </ul>	Committee via Centre Reports	
	<ul style="list-style-type: none"> <li>Allocate priming funds (e.g. from REF) to support promising new researchers or projects</li> </ul>	<ul style="list-style-type: none"> <li>SMT</li> <li>Heads of Schools</li> <li>Research Committee</li> </ul>	Research Committee to monitor use of amounts allocated on a yearly basis.	June (annually)
<ul style="list-style-type: none"> <li>Continue to develop a sustainable research environment and culture within the University College, which inspires and enables both students and academic staff; through sustainable development of facilities to support research and workload management to optimise the balance between teaching and research activity.</li> </ul>	<ul style="list-style-type: none"> <li>Recognition of research activity workloads monitoring e.g. via remission from teaching for key staff with promising research outputs.</li> </ul>	<ul style="list-style-type: none"> <li>Heads of Schools</li> <li>Human Resources</li> </ul>	Discussion and review of workloads via PDR	Annually
	<ul style="list-style-type: none"> <li>Allocate capital funding to develop key facilities and infrastructure that support research within the University College (e.g. equipment, farm, laboratories, glass houses etc.).</li> </ul>	<ul style="list-style-type: none"> <li>SMT</li> <li>Heads of School</li> </ul>		June (annually)
	<ul style="list-style-type: none"> <li>Develop and promote programme of visiting speakers, lunch-time seminars and research conferences to enhance</li> </ul>	<ul style="list-style-type: none"> <li>Head of Research</li> <li>Research Leads</li> <li>All HE Staff</li> </ul>	As above	As above



Key Performance Indicator	Action(s)	Owner(s)	Target	Date
	research ethos amongst staff and students.			
<ul style="list-style-type: none"> <li>Promote and support enduring collaborative research partnerships as a mechanism to increase both the quality and range of our research outputs, by affiliating with other academic institutions, industry and other relevant partner organisations in the land-based sector.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate, encourage and support staff to engage in collaborative activities (e.g. joint research funding bid, co-authorship of research journal publication, co-supervision of PGR students)</li> </ul>	<ul style="list-style-type: none"> <li>Head of Research</li> <li>Research Leads</li> <li>Heads of Schools</li> </ul>	Monitor activity via CARRS and reported to Research Committee	June (annually)
	<ul style="list-style-type: none"> <li>Develop relevant research-related skills by providing training opportunities to staff.</li> </ul>	<ul style="list-style-type: none"> <li>Human Resources</li> <li>Head of Learning and Teaching</li> <li>Head of Research</li> </ul>		
	<ul style="list-style-type: none"> <li>Report on collaborative activities such as the number and value of research funding bids submitted and/or won etc.</li> </ul>	<ul style="list-style-type: none"> <li>HE Academic Staff</li> </ul>	Monitor activity via Centre Reports and CARRS	
<ul style="list-style-type: none"> <li>Develop and enhance networking opportunities for academic staff and research students and publicise the value and impact of our research through participation in relevant academic societies and networks, conferences., technical groups, visiting lectureships etc.</li> </ul>	<ul style="list-style-type: none"> <li>Allocate an annual staff-development budget to support research-related networking participation at external research events e.g. conferences. Report on size of budget, amounts spent and numbers of staff attending such events.</li> </ul>	<ul style="list-style-type: none"> <li>SMT</li> <li>Human Resources</li> <li>Heads of Schools</li> </ul>	Monitor activity via CARRS and Centre Reports to Research Committee	June (annually)
	<ul style="list-style-type: none"> <li>Academic staff networking activities (e.g. conferences, visiting lectureships,</li> </ul>	<ul style="list-style-type: none"> <li>Head of Research</li> <li>Heads of Schools</li> </ul>	Monitor activity via CARRS and Centre Reports to the Research Committee	June (annually)

Key Performance Indicator	Action(s)	Owner(s)	Target	Date
	CREST/GuildHE, Erasmus etc. to be discussed during PDRs.)			
	<ul style="list-style-type: none"> <li>Academic staff to take-up active memberships and participate actively (e.g. serving on committees or council) in research/subject-related learned societies.</li> </ul>	<ul style="list-style-type: none"> <li>All HE Academic Staff</li> </ul>	100% uptake expected, monitored via CARRS	June (annually)
<ul style="list-style-type: none"> <li>Attract, retain, develop and reward high quality academic staff with capacity to make a significant contribution to our research standing in the sector coupled with recruitment and retention of a sustainable numbers of high quality postgraduate research students.</li> </ul>	<ul style="list-style-type: none"> <li>Establish capacity for PGR provision and set targets for recruitment coupled with monitor of performance metrics (e.g. completion rates, duration) and report to Research Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Head of Research</li> <li>Research Committee</li> </ul>	Maintain a total PGR student target of 25-30.	June (annually)
	<ul style="list-style-type: none"> <li>Emphasis on research as a core activity expected of all HE academic staff use of research activity as one key criteria appointment of new academic staff and for promotion.</li> </ul>	<ul style="list-style-type: none"> <li>Heads of Schools</li> <li>Human Resources</li> <li>Head of Research</li> <li>Research Leads</li> </ul>	N/A	On-going
	<ul style="list-style-type: none"> <li>Succession planning for key research staff at retirement and/or during redundancies and/or restructuring.</li> </ul>	<ul style="list-style-type: none"> <li>SMT</li> <li>Human Resources</li> <li>Heads of Schools</li> </ul>	N/A	On-going
<ul style="list-style-type: none"> <li>Ensure that research activities conducted within the University College</li> </ul>	<ul style="list-style-type: none"> <li>All HE academics participate in the University College Annual Research Review Survey (CARRS) to enable</li> </ul>	<ul style="list-style-type: none"> <li>All HE staff</li> </ul>	100% Response	June (annually)

Key Performance Indicator	Action(s)	Owner(s)	Target	Date
continue to generate peer-reviewed outputs that support continued participation of the University College in the REF and builds capacity for RDAP in future.	annual audits of research-related-activities within the University College.			
	<ul style="list-style-type: none"> <li>Identify, support and enable researchers whose work may be submitted to REF.</li> </ul>	<ul style="list-style-type: none"> <li>Head of Research</li> <li>Heads of Schools</li> <li>Research Leads</li> <li>Readers/Principal Lecturers</li> </ul>	N/A	annually
	<ul style="list-style-type: none"> <li>Analyse information and report on progress in relation to REF 2021 submission.</li> </ul>	<ul style="list-style-type: none"> <li>Head of Research</li> </ul>	Annual report to Research Committee	June (annually)
	<ul style="list-style-type: none"> <li>Review PGR provision against criteria and metrics for RDAP and report on progress.</li> </ul>	<ul style="list-style-type: none"> <li>Head of Research</li> </ul>	Annual report to Research Committee	June (annually)
<b>4) Student Experience</b>				
<ul style="list-style-type: none"> <li>Provide: <ul style="list-style-type: none"> <li>a high standard of learning and teaching.</li> <li>high quality and relevant curriculum.</li> <li>a supportive and nurturing environment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>All teaching and support staff to be mindful of the student journey and ensure transition points such as return to study from work, progression from FE, enrolment, in-course progression are managed effectively to achieve a meaningful outcome for individual students.</li> <li>Setting and monitoring of truly aspirational, adaptive and forward thinking</li> </ul>	<ul style="list-style-type: none"> <li>Pro Vice-Chancellor (Academic)</li> <li>Heads of School</li> <li>Academic Registrar</li> <li>Head of Learning and Teaching</li> </ul>	<ul style="list-style-type: none"> <li>Improved DLHE scores</li> <li>Improved overall NSS results.</li> <li>Improved ISS results.</li> <li>Improved Module Evaluation feedback.</li> </ul>	September 2016

Key Performance Indicator	Action(s)	Owner(s)	Target	Date
	learning and teaching targets at course, school and institutional level.			
<ul style="list-style-type: none"> <li>Prepare students for employment.</li> </ul>	<ul style="list-style-type: none"> <li>Courses will be designed to ensure the maximum potential employability and/or career progression of students and staff through liaison with professional bodies, employers and alumni.</li> </ul>	<ul style="list-style-type: none"> <li>Director of HR</li> <li>Pro Vice-Chancellor (Academic)</li> <li>Head of Learning and Teaching</li> <li>Academic Registrar</li> <li>Heads of School</li> <li>Head of Learner Services</li> </ul>	<ul style="list-style-type: none"> <li>Improved DLHE scores</li> <li>Improved overall NSS results.</li> <li>Improved ISS results.</li> <li>Improved Module Evaluation feedback.</li> </ul>	September 2016
<ul style="list-style-type: none"> <li>Develop a student population that is highly inclusive, diverse and representative in terms of background, ethnicity, gender disability and age.</li> </ul>	See point 1 above			
<ul style="list-style-type: none"> <li>Nurture high levels of student engagement in both the Student Union and extra-curriculum activities.</li> <li>Work with students and staff to develop a strong and supportive alumni community.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a new Student Partnership Agreement in conjunction with the Student Union.</li> <li>SU representation on University College Committees.</li> <li>Work with the SU to create a range of opportunities for students to engage.</li> <li>Support the SU in providing a diverse range of activities, opportunities and services.</li> </ul>	<ul style="list-style-type: none"> <li>Academic Registrar</li> <li>SU Sabbatical Officer</li> <li>SU President.</li> </ul>	<ul style="list-style-type: none"> <li>Improved NSS feedback on SU</li> <li>Redrafted Student Partnership Agreement.</li> <li>Linked In Alumni activity</li> <li>Engagement of alumni on Governing boards and at University College events.</li> </ul>	September 2017
<ul style="list-style-type: none"> <li>Support high levels of</li> </ul>	<ul style="list-style-type: none"> <li>Meet with individual</li> </ul>	<ul style="list-style-type: none"> <li>Pro Vice-Chancellor</li> </ul>	<ul style="list-style-type: none"> <li>Improved NSS scores</li> </ul>	September 2016

Key Performance Indicator	Action(s)	Owner(s)	Target	Date
<p>student satisfaction, as measured by surveys including NSS and ISS.</p>	<p>course teams (continue Student Experience Meetings at Course level) to review a range of KPIs, including External Examiner reports, completion rates etc and discuss course level NSS results and develop targets and action plans at course level.</p> <ul style="list-style-type: none"> <li>• Use the Course Scheme Student Experience Meetings to identify central themes to be addressed, and monitored by LTG and ASQEC.</li> <li>• Review Results, set targets and agree and monitor actions to address issues identified at central committees, Learning and Teaching Group (LTG) and Academic Standards and Quality Enhancement Committee (ASQEC) to highlight areas for improvement.</li> <li>• Review the provision for online feedback and obtain information from the sector on feedback turnaround times.</li> </ul>	<p>(Academic)</p> <ul style="list-style-type: none"> <li>• Academic Registrar</li> <li>• Heads of School</li> <li>• Careers Co-ordinator</li> <li>• SUASO</li> <li>• SU President</li> </ul>	<ul style="list-style-type: none"> <li>• Improved participation rates in NSS, ISS and DLHE.</li> </ul>	

Key Performance Indicator	Action(s)	Owner(s)	Target	Date
	<ul style="list-style-type: none"> <li>Review the role of the Students Union President and Sabbatical Officer to ensure that the roles are fit for purpose and clarify the role of the Students Union.</li> </ul>			