

EDUCATION STRATEGY 2010 – 2015

1 INTRODUCTION

- 1.1 The Education Strategy 2010 - 2015 builds on the current Education Strategy 2005 -10. It refreshes the University's aims for education and the student experience, and sets out how we intend to deliver them over the planning period 2010 -15.
- 1.2 In updating the Education Strategy, we have taken account of what has been achieved over the past five years to enhance the student experience, what we aim to achieve, as a University, over the next five years, and the new and continuing challenges that we face in doing so. The new version of the Strategy reflects the outcome of a comprehensive review of current policies, performance and risks for education, placed in the wider context of the University's overall strategic response to the challenges it faces. The draft Strategy has also been the subject of widespread consultation with staff and students across the University.
- 1.3 The Strategy and accompanying Development Plan (at the Appendix) identify the key strategic goals for education, and the main strategies and policies we intend to adopt or develop further to achieve them. The Development Plan will be implemented through more detailed operational plans at School and Service levels. These plans will be drawn up and reviewed annually, and will inform the mid term review of the Strategy.

2 INSTITUTIONAL CONTEXT

Institutional mission

- 2.1 The University's mission is help shape the future by extending the boundaries of knowledge for the benefit of individuals, society and the environment. Our vision is to be a leading international university, recognised nationally and internationally for the quality and impact of our research, the quality and value of the education and student experience we offer, and the calibre and employability of our graduates. We aim to be sustainably in the Top 10 universities in the UK by 2012 and Top 100 in the world by 2015.

Investing in the future

- 2.2 The University made over 190 new academic appointments in 2008-09, and a further 130 appointments to date in the current academic year, made possible by the University's excellent performance in the 2008 RAE.
- 2.3 In the past five years, we have invested over £140 million in projects such as the Peninsula College of Medicine and Dentistry, the Cornwall campus at Tremough, the Innovation Centre and student residences. Over the next 10 years, we plan to invest a further £450 million in new facilities and buildings, including the flagship £48 million Forum project at the heart of the Streatham campus and the expansion of the Business School, and a further £80 million in science, technology and engineering.
- 2.4 The University's operations at the £100 million Cornwall campus, opened in 2004, continue to expand. Over the next five years, the number of students is planned to increase by around 500, and will represent 14% of the total student population by 2015. The University plans to invest £35 million in the creation of the Environmental Sustainability Institute in Cornwall. The institute, supported by EU funding, will be completed in 2012 and will provide world class facilities for interdisciplinary research into the impact of environmental change on the natural world and society.

3 THE CHALLENGES AHEAD

- 3.1 Over the past five years, the University has firmly established itself as one of the most desirable places in the UK to study. It has consolidated its position as one of the Top 20 research intensive universities in the UK and is consistently ranked as providing one of the Top 10 student experiences. Nevertheless, the University must address important challenges if it is to achieve its ambitions to be sustainably a Top 10 university in the UK.

Enhancing Graduate Employability

- 3.2 As global competition for jobs increases, there is an increasing need to enable our students to enhance their employability, and to support our students and graduates in finding graduate level employment. The current economic recession gives added weight to the need for comprehensive careers support and advice. But of greater long term significance are the changes in the economy itself, brought about by rapidly changing technology and increasing globalisation. We need to ensure that the education we provide and the student experience we offer helps our students to develop the knowledge, skills, qualities and attitudes they will need to succeed in this new world. We must provide the opportunities and we must explain how these opportunities are designed to help them prepare for the future.

Attracting the Best Students

- 3.3 As global competition for the best students increases, there is an increasing need to provide an excellent education and a rewarding student experience. We are determined to remain a 'destination university' for UK students and to become an increasingly attractive choice for international students. We must also prepare for increasing competition in the UK higher education market.
- 3.4 We are well placed to succeed in this more challenging environment. We do consistently well in the National Student Survey, and we have increased our international student numbers considerably in recent years. However, we need to ensure that we sustain this performance in the years ahead, at a time of expansion in student numbers on our Exeter and Cornwall campuses and during a period of ambitious capital investment in our infrastructure and services.
- 3.5 We must continue to place the student at the heart of all we do, in our values, our approach to learning and teaching and quality enhancement, and in the services we provide to support students and enable them to fulfil their potential. We must also articulate and communicate clearly to prospective and current students what an Exeter education offers, its aims and defining characteristics. We need to provide more guidance and information on what students can expect of the student experience at Exeter e.g. contact hours and who does the teaching, and what we expect of them in return, as part of a learning partnership.

Providing Value for Money

- 3.6 As tuition fees rise, with the potential for increasing debt, student expectations will only increase. We will need to be able to demonstrate the value of investing in an education at Exeter, through enhanced employability and better employment prospects, but also through high quality services and facilities. We will also need to be more transparent on the costs involved in providing their education, and what students can expect, in the way of contact, learning effort, academic support and resources.

Enabling our Staff

- 3.7 If our students are at the heart of all we do, our staff are at the heart of who we are and what we stand for. We need to provide the support, training and development opportunities

to enable all our staff to play their full part in realising the University's ambitions and in achieving their own personal and professional goals.

- 3.8 A key challenge we face, as a research intensive university, is to ensure that our academic staff are able to produce excellent research and provide excellent teaching. We will continue to look at ways to reduce the burden of administration and regulatory compliance, while ensuring that we maintain robust systems to safeguard academic standards. But we must look at new ways to exploit the complementarity of research and teaching, for the benefit of staff and students alike. Schools will feature at the heart of the new proposals.

4 AN EXCELLENT STUDENT EXPERIENCE: THE EXETER APPROACH

- 4.1 If we are to respond effectively to these challenges, we need to offer and be seen to offer an education and student experience that is challenging, fulfilling and recognised internationally as being of the highest quality. While the education offered at Exeter has much in common with that offered by other research intensive universities, the wider experience offered has, we believe, distinctive features which, together, provide students with a particularly rich environment in which personal and academic development can flourish. Eight core principles underpin our approach.

Promote the highest quality and standards

- 4.2 We are a leading research university and we attract highly talented students. Our aim is to provide programmes and learning opportunities that are based on the latest research and which stimulate and stretch our students, to equip them with the skills to meet the challenges they will face and the confidence that comes from doing so successfully. We ensure that students have access to excellent teaching and support staff who engage and enthuse students through the use of active teaching approaches. This principle is underpinned by robust quality processes that ensure that an Exeter education is widely recognised as being of the highest quality.

Place research at the heart of the learning experience

- 4.3 As a leading research intensive university, we firmly believe in the central importance and value of research in enhancing the student learning experience. Through a research based curriculum, we provide our students with the opportunity to share the excitement of research and of extending the boundaries of knowledge. And through research inspired teaching and assessment, we encourage and enable our students to develop valuable skills of critical and independent enquiry. Research based teaching ultimately sustains the country's intellectual and creative capital.

Deepen students' involvement in all aspects of their learning

- 4.4 We believe that the student must be at the heart of all we do. At the centre of our approach is a commitment to supporting students as active, critical and independent learners. We expect and encourage our students to take responsibility for their own learning.
- 4.5 There is a strong sense of community and a long tradition of student involvement and representation in all aspects of University business governing the student experience. We will build on this to deepen student involvement in their learning. We believe that the student must be a full and active partner in their own learning and in the academic enterprise in general. We also believe that we cannot develop and enhance the student experience without student involvement and engagement.
- 4.6 We see students as co-creators of learning and will broaden their involvement in the design, delivery and assessment of their academic programmes, as full members of

education communities of practice. We will work with the Students' Guild and student representatives across Schools to achieve this.

Value and support each student's experience

- 4.7 We will enable students to take from what we offer the elements that create their own individual experience. In this way, we will both enrich the individual student's experience and encourage them to take responsibility for their own learning. To do this, we will provide sufficient flexibility on both content e.g. through modularity and delivery e.g. through greater use of blended learning. We recognise that each student's journey is different, shaped by the cultural and educational experiences they bring with them, and affected by the experiences they have while they are at the University. We will support all students to become independent learners, and will pay particular attention to those in transition to higher education from different cultures and backgrounds.
- 4.8 We are committed to supporting our students throughout their journey to graduation and beyond. Working in partnership with the Students' Guild, we will provide academic development, pastoral and extra-curricular support as well as professional health and welfare services to meet the different and increasingly diverse needs of all our students. Personal tutors have a key role to play in supporting each student according to their needs. We will ensure that all students have regular and structured access to personal tutors, and that personal tutors have the skills to manage their responsibilities effectively.

Promote and enable active and collaborative ways of learning

- 4.9 We will provide new opportunities, through information technology, physical learning spaces and design of the curriculum, to enable students to work and learn collaboratively. We believe that student interaction is key to effective learning and will provide opportunities for students to work together, without barriers, and with support from academic staff, in the pursuit of knowledge, understanding and skills.

Join up academic with wider student experiences

- 4.10 We believe in encouraging the development of the whole person. In partnership with the Students' Guild, We will integrate more closely academic, co - and extra curricular learning opportunities to enrich the overall student experience. The Exeter Award and other initiatives will serve as a mark of excellence to employers. To do this, we will need to join up the contributions of all our staff. This will help students to take responsibility for their own future, encouraging them to think about their own personal and professional development, and providing them with opportunities to develop vocational and leadership attributes, through work placements, volunteering and other community involvement. Employment and further study are key priorities of our strategy.
- 4.11 We also aim to safeguard and promote the general health and wellbeing of all our students, to encourage them to use our excellent sports facilities and to take part in a wide range of sporting, social and other activities. Working in partnership with the Students' Guild, we will recognise these important co-curricula and extra curricular activities by expanding our Exeter Award and Exeter Leadership Award Scheme.

Ensure that our future students and our graduates get excellent support

- 4.12 Students respond well to having an education experience that starts before they arrive on the campus and continues after they have completed their programmes. This helps our efforts to widen access and to support students in improving employability and employment prospects. To do this, we will ensure that 'students' journeys' are seamless and draw on emerging technologies to help make this possible.

Encourage social and environmental responsibility and foster cultural awareness

- 4.13 We strongly encourage social responsibility and recognise the benefits to students of helping them to shape future environments. We are embedding principles of sustainability in the curriculum across all programmes.
- 4.14 We are also committed to providing an internationally-based environment that fosters an understanding of and a respect for difference. Our student community is diverse, with participation from different cultures and backgrounds and it is our collective view that diversity can promote an excellent learning and social experience, and prepare all our students for a future world of work that is global.

5 STRATEGIC GOALS

- 5.1 In the light of these challenges, principles and priorities, the University has identified five strategic goals to enhance the Exeter education and student over the planning period 2010-15. These goals and supporting objectives are:

1 Attract the Best Students

- Raise aggregate UG entry tariff scores across all three campuses to above Top 10 median by 2012
- Be recognised as a UK Leader for UG and PG student recruitment and admissions
- Be nationally recognised for the quality of Fair Access provision
- Offer a top quality UG and PGT programme portfolio to support Undergraduate and PGT recruitment targets (Home and International)
- Create an International Exeter student experience to meet International student recruitment targets, as an International Destination University

2 Offer a Rewarding and Challenging Student Experience

- Promote the highest quality and academic standards
- Place research at the heart of the learning experience
- Promote and enable independent, active and collaborative learning
- Deepen students' involvement in all aspects of their learning
- Value and support each student's experience.
- Promote personal, social and environmental responsibility

3 Transform our Students' Prospects for Graduate Employment & Further Study

- Support all our students and graduates to secure top graduate level employment or further study
- Ensure that all our graduates are highly employable and have developed the skills, experience and qualities to secure rewarding graduate level employment
- Engage employers & alumni in helping to enhance the employability skills of our students and employment prospects of our graduates
- Be recognised as one of the best providers of extra-curricula opportunities

4 Provide High Quality Virtual and Physical Learning Spaces for Today's and Tomorrow's Learners and Teachers

- Ensure that the teaching and learning space needs of all three campuses are met
- Minimise the impact on learning and the student experience of building and other plans to meet teaching and learning space needs.
- Provide physical and e-learning resources to support new ways of learning & teaching

5 Promote and Enable Excellent Teaching & Education Leadership in a Research Intensive Environment

- Develop and sustain highly effective and committed leadership in education at central, School and subject levels
- Develop and sustain highly professional staff committed to delivering excellent teaching in a research intensive environment
- Optimise teaching capacity within a research intensive University
- Promote excellent teaching.

6 DEVELOPMENT PLAN

- 6.1 The Development Plan (at the Appendix) summarises the key policies and strategies to achieve these five strategic goals. This plan provides the planning and management framework for the design, implementation and review of specific actions and initiatives to deliver the Strategy.

7 COORDINATION OF STRATEGIES

- 7.1 In reviewing the Education Strategy, the University has taken into account the wider aims and objectives of the University, and the specific aims and agendas of the different strategies that make up the University's core business.

Supporting Research and Knowledge Transfer

- 7.2 The Education Strategy supports and complement the aims of the Research and Knowledge Transfer Strategy. Research and Knowledge Transfer will permeate the Education Strategy:

- Research based teaching ultimately sustains the country's intellectual and creative capital
- Training our research students to be effective teachers increases their skills and our teaching resource
- Developing new interdisciplinary programmes exploits our best research to the full

Supporting Internationalisation

- 7.3 The Education Strategy also supports and complements the aims of the Internationalisation Strategy. Internationalisation will permeate the Education Strategy:

- Internationalising the Exeter student experience, through exposure to other countries and cultures at Exeter and greater opportunities for work experience and study abroad, contributes towards making Exeter an International Destination University
- Promoting cultural diversity and awareness among all our staff and students underpins the University's aims to provide an international feel to the curriculum and campus, and an international 'state of mind'

- 7.4 In delivering the Education Strategy, we will work hand in hand with those responsible for delivering Research and Knowledge Transfer and Internationalisation strategies.

8 MEASURING SUCCESS

- 8.1 Success of the Strategy will be measured principally against the University's Top 10 Key Performance Indicators for education. The University has set the following performance targets over the planning period :

Institutional KPIs for Education

- Raise aggregate UG entry tariff scores across all three campuses to above Top 10 median by 2012
 - Increase % PGT population to above Top 10 median
 - Increase % International population to above Top 10 median
 - Maintain year on year NSS results in Top 10 top quartile
 - Maintain Completion rates in Top 10 top quartile
 - Maintain Good Honours rates in Top 10 top quartile
 - Increase Graduate Level Employment/Further Study Rate to above Top 10 median
- 8.2 These institutional targets will be supplemented by other performance measures and targets to enable overall performance to be monitored.

9 IMPLEMENTATION

- 9.1 Effective implementation is the key to success of the Strategy. We will ensure that robust and effective systems are put in place to enable the Strategy to be delivered and its outputs and outcomes evaluated. By demonstrating our capacity to enhance the student experience, we will underline our reputation for competence and our commitment to improving performance.

Delivery through Schools

- 9.2 Schools have a vital role to play in the implementation of the Strategy. They are closest to the students and are best placed to deliver many of the policies and initiatives that are designed to enhance the student experience and that underpin the Strategy. It is essential that School Directors of Education have the power and the responsibility to bring about the changes needed to improve School and subject performance on key education metrics and their role will be enhanced. It is also essential that Professional Services provide efficient and effective guidance and support to Schools, and the University reduces the administrative, regulatory and financial burden on Schools wherever possible and that Schools themselves scrutinise their committee structures.

Resources

- 9.3 Delivery of the Strategy and achievement of the institutional performance targets will require resourcing. This will be achieved wherever possible through redeployment of existing resources and re-profiling of existing activities. External funding will be actively sought.
- 9.4 In the current tight funding regime, it will be more important than ever to create value and ensure value for money. At the same time, the University will continue to invest for future growth, and will review the scope and priority of actions should there be any significant change in internal or external funding opportunities during the planning period of the Strategy.

Monitoring implementation

- 9.5 The Education Strategy will be implemented by Schools and Professional Services. The initiatives highlighted in the Development Plan will be incorporated in School and Professional Services annual operating plans. Progress and performance will be monitored and evaluated at School, Service and central levels and will inform the planning and allocation of resources for further actions.

10 COMMUNICATION

- 10.1 The Education Strategy will be disseminated widely across the University. It is imperative that all our staff understand and support the aims and ambitions of the University, and recognise the importance of their contribution in helping to achieve these aims and ambitions.
- 10.2 The key messages of the Education Strategy will also be communicated to our students, prospective students and alumni, as well as to employers and other key external stakeholders. It is essential that these different audiences are aware of both our achievements and our plans and ambitions for the future.

11 REVIEW

- 11.1 A strategic mid term review will take place in 2011-12. This will review overall performance against institutional KPIs and priorities, and take account of any major changes in the internal and external environments since the launch of the Strategy in autumn 2010, as well as important emerging developments that are expected to have a material impact on the planning period 2015 -20.

Appendix

EDUCATION STRATEGY DEVELOPMENT PLAN 2010–15

The development plan sets out strategic goals and key objectives for the period 2010-2015. Only those current and new initiatives which will be underway in 2009/10 are included. We anticipate revisiting and revising the development plan once we know the outcomes of the Exeter academic structure review and the Government review of student fees.

STRATEGIC GOAL 1: ATTRACT THE BEST STUDENTS

PERFORMANCE TARGETS

Institutional KPIs

- Raise aggregate UG entry tariff scores across all three campuses to above Top 10 median by 2012
- Increase % PGT population to above Top 10 median
- Increase % International population to above Top 10 median

KEY OBJECTIVES, SUPPORTING POLICIES & PLANNED INITIATIVES

1.1 **Raise aggregate UG entry tariff scores across all three campuses to above Top 10 median by 2012**

- Strengthen, in consultation with Schools, management of the UG quota allocation
- Work closely with Schools to assure optimum offer ranges for all our programmes
- Enhance our policy, systems and processes of offer making

In 2009/10, we will:

- Review the current system of offer-making to maximise our ability to attract highest quality students, especially in Science and at our Cornwall campus

1.2 **Be recognised as a UK Leader for UG and PG student recruitment and admissions**

- Operate fair, open and transparent admissions policies that recognise and value each student's needs and educational experience
- Provide a high quality, customer focused and efficient pre- and post- entry admissions service that ensures the best information, advice and guidance

In 2009/10, we will:

- Review & improve structures, policies & procedures for central management of recruitment and admissions (urgent review currently underway)
- Develop pre applicant open days run in 2010 for 2011 entry
- Introduce a Postgraduate Applicant Portal
- Continue to develop print and web-based information for prospective students, making increasing use of technology including new media and social collaboration/Web 2.0 techniques

1.3 Be nationally recognised for the quality of Fair Access provision

- Develop initiatives to identify and recognise talented students from disadvantaged backgrounds and support them post entry, following the recommendations of the NCEE
- Provide high quality financial support schemes to attract and retain highly talented students

In 2009/10, we will:

- Introduce a Fair Access Compact scheme, Exeter Adds
- Implement the DBIS HEFCE-funded Realising Opportunities Group Scheme with other research intensive universities
- Implement the Widening Participation Strategy, as part of the Widening Participation Strategic Assessment (submitted to HEFCE in June 2009)
- Develop a pilot pathway project with the Sutton Trust
- Review the effectiveness and operation of the University bursary schemes

1.4 Offer a top quality UG and PGT programme portfolio to support Undergraduate and PGT recruitment targets (Home and International)

- Ensure a demand-led UG and PGT portfolio to maintain its currency and relevance, in consultation with employers, professional bodies and other external stakeholders
- Develop new programmes and modules that cross 'traditional' subject boundaries, either within Schools or between them, that reflect existing or potential research links
- Identify and promote greater opportunities for interdisciplinary study, within and across Schools and where appropriate with other institutions

In 2009/10, we will:

- Promote modules on sustainability, especially environmental sustainability, through a new Academic Coordinator post
- Work with School Marketing Managers to identify new opportunities for portfolio development (e.g. opportunities created by the Science Strategy and Arts and Culture Strategy for interdisciplinary innovation, starting with PGT modules and programmes)
- Review structures of programme pricing and costing
- Improve accuracy of module information & operation of module selection process

1.5 Create an International Exeter student experience to meet International student recruitment targets, as an International Destination University

- Explore ways to include an international dimension in the curriculum
- Review all campus facilities and planned developments to ensure that they have an international flavour and aspect
- Review, in partnership with the Students' Guild, all student services to ensure that they meet the needs of international students
- Identify new opportunities to embed language training in the curriculum

In 2009/10, we will:

- Create new opportunities for work placements and volunteering overseas
- Review opportunities foreign language training provision on all campuses
- Hold a second Exeter Summer School for students of international partners
- Provide tailored library and other support services for international students

STRATEGIC GOAL 2: OFFER A REWARDING AND CHALLENGING STUDENT EXPERIENCE

PERFORMANCE TARGETS

Institutional KPIs

- Maintain year on year NSS results in Top 10 top quartile
- Maintain Completion rates in Top 10 top quartile
- Maintain Good Honours rates (1st/2.1s) in Top 10 top quartile

KEY OBJECTIVES, SUPPORTING POLICIES & PLANNED INITIATIVES

2.1 Promote the highest quality and academic standards

- Empower Directors of Education and Schools to take responsibility for enhancing the quality of the student experience at School and subject levels, and support them in developing School based activities and programmes
- Strengthen University wide systems for promoting quality enhancement, including sharing good practice and promoting innovation
- Strengthen University wide systems for collecting and managing student feedback
- Ensure that University quality assurance processes are robust and as light touch as possible

In 2009/10, we will:

- Assign to Directors of Education responsibility for the results of student evaluations in their subjects (including the NSS, PYS, First Year Survey, Module and Course Evaluations, PGT Survey, PRES and International Student Barometer)
- With the Guild, review provision of student evaluations to avoid 'survey fatigue'

2.2 Place research at the heart of the learning experience

- Embed 'research-based' learning and teaching in the curriculum at all stages of taught programmes, culminating in a final research project or dissertation
- Develop new programmes and modules that cross 'traditional' subject boundaries, within and between Schools, and that reflect existing or potential research links

In 2009/10, we will:

- Work with Directors of Education to develop research based learning and teaching in curricula, linking with employability initiatives to create more placement and internship opportunities
- Produce a communications plan for our students and stakeholders to explain the benefits of research based learning and teaching
- Provide training to enhance student study and research skills and create an environment where students develop their own thinking and appreciate how to support this through research
- Develop world class physical and digital research and learning facilities

2.3 Promote and enable independent, active and collaborative learning

- Encourage and support students to take responsibility for their learning by using teaching, learning and assessment methods that facilitate and promote both independence and high quality interactions
- Ensure that students have access to appropriate levels of contact and support at all stages of their programme to enable them to develop as independent learners, and ensure that these policies are clearly articulated and communicated to all students
- Provide opportunities and resources to enable students to work together and learn from each other

In 2009/10, we will:

- Implement the Student Contact Hours review, as part of a wider exercise to provide clearer guidance and information about the student experience at Exeter
- Consider with the Guild the development of a Learning Partnership with students
- Review School Assessment & Feedback Strategies to create new opportunities to promote active learning and reduce marking loads
- Ensure that assessment practices are effective and efficient, working with Schools and focusing on Levels 1 and 2
- Develop the use of Web 2.0 type collaboration tools such as wikis and blogs to encourage student to student and student to academic collaboration and student to library access

2.4 Deepen students' involvement in all aspects of their learning

- Involve students as active and collaborative partners in the process of learning, including the design, delivery & assessment of modules
- Ensure that all student voices can be heard and incorporate the use of positive student-driven solutions in enhancing the student experience
- Support the Students' Guild in delivering an effective and dynamic student representation system

In 2009/10, we will:

- Facilitate and implement outcomes of Students as Change Agents projects, including the Forum building 'mitigation' project, and other student selected projects
- Support the Guild and Directors of Education to implement the new academic representation system in Schools

2.5 Value and support each student's experience

- Provide, through Schools and in partnership with the Students' Guild, explicit guidance and support for students in transition to the first year of study (UG, PGT, PGR) from different backgrounds, cultures and languages
- Enhance systems for the personal support and learning development of students throughout their time at Exeter
- Ensure the seamless provision of student services throughout the entire student journey

In 2009/10, we will:

- Implement the Supporting Undergraduate Students in Transition and in New Environments (SUSTAINED) project
- Lead on the 1994 funded project on providing e-resources to support students in transition from School/College to University
- Implement the Personal Tutor review
- Plan for the opening of the Student Services Centre in the Forum
- Develop plans for a Student Wellbeing Centres on Exeter & Cornwall campuses
- Work with the Students' Guild and FXU to enhance student induction during Welcome Week and throughout the academic year
- Develop attendance monitoring tools to better support students and improve pastoral care

2.6 Promote personal, social and environmental responsibility

- Provide opportunities in undergraduate programmes to study modules driven by staff research on environmental sustainability
- Provide, through Schools and in partnership with the Students' Guild, an environment that fosters cultural awareness, promotes equality and celebrates diversity
- Equip our students with the skills and understanding to become socially responsible global citizens

In 2009/10, we will:

- Implement the Sustainability in the Curriculum review
- Develop a staged programme of diversity training for students and staff across all campuses
- Develop a programme of workshops to promote students' health, wellbeing and personal development
- Hold cultural diversity events (the 'one world initiative') across all campuses

STRATEGIC GOAL 3: TRANSFORM OUR STUDENTS' PROSPECTS FOR GRADUATE EMPLOYMENT & FURTHER STUDY

PERFORMANCE TARGETS

Institutional KPIs

- Increase institutional Graduate Level Employment/Further Study Rate to above Top 10 median

KEY OBJECTIVES, SUPPORTING POLICIES & PLANNED INITIATIVES

3.1 Support all our students and graduates to secure graduate level employment or further study

- Develop a Careers & Employment Service that is a UK leader, and that will work seamlessly with Schools
- Enhance the strategic leadership of employment initiatives

- Offer comprehensive employment support & guidance services for all our students (UG, PGT and PGR), starting at induction and during all years of their programme
- Encourage and support progression to PGT/PGR study at Exeter
- Provide 'after care' services to our graduates

In 2009/10, we will:

- Conduct a comprehensive review of employability skills and employment support services, and make a high level appointment to take forward the employability agenda
- Implement a package of measures to support finalists & recent graduates in the current economic recession, including setting up a high-level Employment Task Force
- Develop on line employability related training resources
- Encourage and support progression to PG study at Exeter

3.2 Ensure that all our graduates are highly employable and have developed the skills, experience and qualities to secure rewarding graduate level employment

- Empower Directors of Education and Schools to take responsibility for enhancing the employability of all their students, and support them in developing School based activities and programmes
- Engage students, through Schools and in collaboration with the Students' Guild, in enhancing their own employability
- Articulate, extend & embed in the curriculum greater opportunities to develop academic and employability skills, at all levels
- Increase credit-bearing work placement and internship opportunities and strengthen University wide coordination of these opportunities

In 2009/10, we will:

- Work directly with Directors of Education to enhance their students' employability by helping each student to Think Employment
- Design work-based learning modules and embed opportunities for real-world and scenario-based learning in the curriculum
- Set up a working group to develop Exeter's approach to implementing the Higher Education Achievement Record (HEAR)
- Expand provision for PGR skills training to reflect increased numbers and plan for sustainable funding post 2011
- Develop a basic employability toolkit for use in personal tutoring
- Take part in a project bid for HEFCE funds to define high order graduate attributes and design mechanisms to measure and record their achievement
- Work with Schools/Departments to increase take up of library research skills training as part of a transferable skills package

3.3 Engage employers & alumni in helping to enhance the employability skills of our students and employment prospects of our graduates

- Increase employer involvement in the design & review of programmes
- Increase alumni involvement in developing work placement & mentoring opportunities

In 2009/10, we will:

- Create Employer Advisory Boards at School and subject levels
- Create an Alumni link in every Top 100 company
- Work with the Alumni Network Group to develop further initiatives
- Develop links with alumni working in the 'not for profit' sector
- Enhance opportunities for students to work internationally (in conjunction with the Internationalisation Strategy)

3.4 Be recognised as one of the best providers of extra-curricula opportunities

- Increase, in partnership with the Students' Guild, participation in the Exeter Award & Exeter Leaders' Award schemes and ensure recognition of the schemes by employers
- Encourage & facilitate wider student involvement and representation in the Guild and its Societies

In 2009/10, we will:

- Increase the number of students with the Exeter Award to a target of 500 completions (200 in Year 1, 300 in Year 2)
- Promote the value of the Exeter Award and Leaders' Award to employers, with the aid of alumni wherever possible
- Seek funding to support a joint School – Guild project to provide opportunities for students to develop leadership skills in the 'not for profit' sector
- Implement Arts and Culture Strategy to promote opportunities for participation in Arts and Culture activities

STRATEGIC GOAL 4: PROVIDE HIGH QUALITY VIRTUAL AND PHYSICAL LEARNING SPACES FOR TODAY'S AND TOMORROW'S LEARNERS & TEACHERS

PERFORMANCE TARGETS

Institutional KPIs

- Maintain year on year NSS results in Top 10 top quartile

KEY OBJECTIVES, SUPPORTING POLICIES & PLANNED INITIATIVES

4.1 Ensure that the teaching and learning space needs of all three campuses are met

- Optimise the use of existing and future space through timetabling and other space management strategies
- Plan to meet future teaching space needs, through refurbishment and new building, in accordance with student population planning forecasts, trends in learning needs and styles, and education policy

In 2009/10, we will:

- Meet unforeseen additional UG teaching space needs
- Implement the Learning Spaces Strategy to include planning for a future learning and teaching 'hub'
- Continue to prepare for learning and teaching in the Forum to include operationalising the 'Incubator' project
- Start to implement and publicise a 'refurbishment strategy' to ensure that teaching accommodation is upgraded in line with the standards and goals set in the Learning Spaces Strategy
- Work with Schools to align timetabled teaching accommodation with pedagogic requirements
- Introduce world class library learning and research space provision ensuring an appropriate mix of study and learning space is provided and is supportive of different learning styles

4.2 Minimise the impact on learning and the student experience of building and other plans to meet teaching and learning space needs

- Put in place contingency plans and communication strategies to mitigate the impact on students and staff of current and future major building works

In 2009/10, we will:

- Implement the mitigation plan for the construction of the Forum
- Prepare for the Forum through a 'building expectations' project that involves students as 'change agents' working with and training alongside academic & professional staff

4.3 Provide physical and e-learning resources to support new ways of learning & teaching

- Develop, support and promote the use of Technology Enhanced Learning (TEL) resources

In 2009/10, we will:

- Implement the Technology Enhanced Learning Strategy
- Migrate the University virtual learning environment from WebCT to Moodle
- Extend the use of lecture capture and audience response technology to all campuses and to additional lecture theatres
- Develop open education materials for use worldwide
- Develop and pilot the use of online feedback and marking systems
- Develop open standards repositories to improve access to information
- Explore ways to develop content and information to mobile devices
- Increase provision of digitised/electronic resources for all Schools
- Implement digitisation of core texts to deliver library resources straight to the desk-top

STRATEGIC GOAL 5: PROMOTE AND ENABLE EXCELLENT TEACHING & EDUCATION LEADERSHIP IN A RESEARCH INTENSIVE ENVIRONMENT

PERFORMANCE TARGETS

Institutional KPIs

- Maintain year on year NSS results in Top 10 top quartile

KEY OBJECTIVES, SUPPORTING POLICIES & PLANNED INITIATIVES

5.1 Develop and sustain highly effective and committed leadership in education at central, School and subject levels

- Identify & develop education leaders committed to excellence in teaching in a research intensive environment
- Review management & support structures in Schools

In 2009/10, we will:

- Develop an enhanced role for Directors of Education, with clear responsibilities and accountabilities for School and subject performance on key education metrics
- Implement and expand the seminar series on Inspiring Leadership in Education to include international speakers and visiting faculty

5.2 Develop and sustain highly professional staff committed to delivering excellent teaching in a research intensive environment

- Ensure that criteria for probation, annual performance review and promotion fully recognise the importance and value of teaching and provide appropriate rewards for excellent teaching
- Ensure that all staff involved in teaching receive appropriate, timely and effective training and development programmes

In 2009/10, we will:

- Review, integrate & enhance PCAP/LTHE programmes and ensure sustainable funding streams to support these programmes
- Develop & introduce a high quality & distinctive teaching training programme for PhD students, esp International students
- Encourage & enable all relevant staff to obtain professional accreditation for teaching (HEA Fellow and Associate Fellow schemes)
- Develop educational excellence criteria for probation, promotion and reward

5.3 Optimise teaching capacity within a research intensive University

- Review how teaching fellowship appointments are used, to augment high quality professionalism and standards in this group
- Increase the use of research student and postdoctoral staff in teaching, assuring high quality, timely, training and development

In 2009/10, we will:

- In tandem with the Research Strategy Group, examine the current strategy for provision of professional teaching only staff appointments
- Coordinate the use of and training needs for research student teaching capacity generated by University doctoral studentships scheme

5.4 Promote excellent teaching

- Improve mechanisms to disseminate and share good practice in teaching
- Celebrate excellent teaching and excellent teachers

In 2009/10, we will:

- With the Guild, introduce University Teaching Prizes to recognise excellent teaching/learning support by individuals and teams