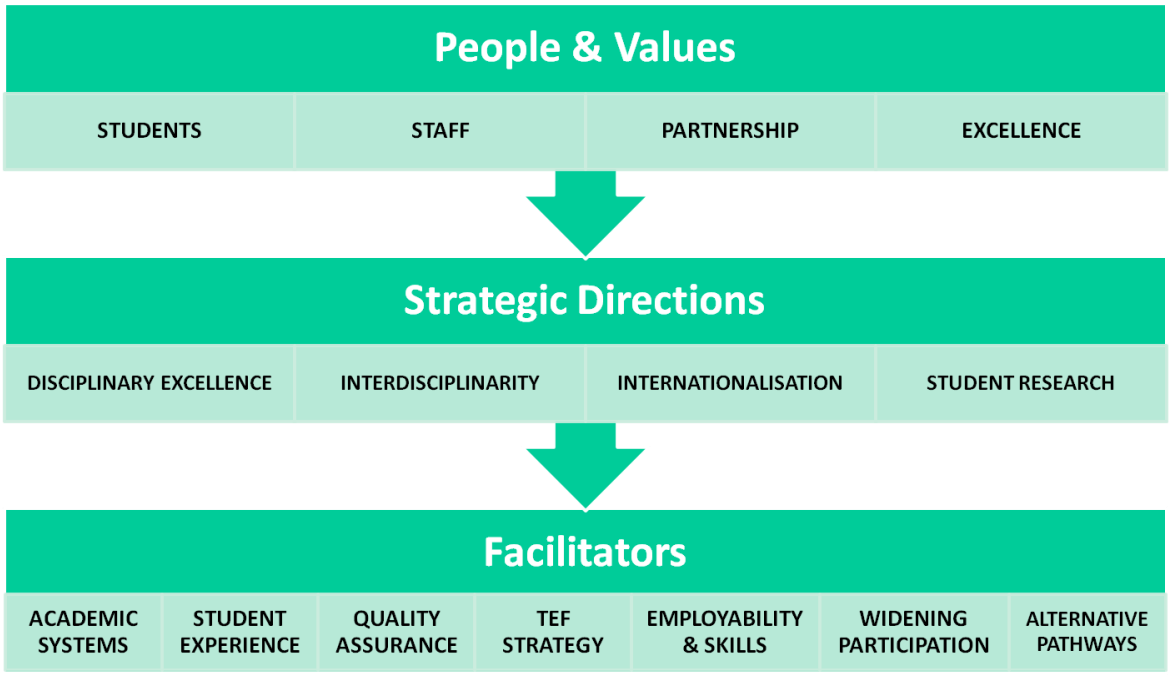
Draft Education Strategy



1. People and Values

People & Values			
Students	**Staff**	**Partnership**	**Excellence**
Diversity	Parity of Esteem for Teaching	Reciprocal Engagement	'Warwick Education' Renowned & Distinctive
Attributes	Research-Led Teaching	Student Experience Consistency	National & International Performance and Reputation
Community & Global	Continuous Development of Teaching Excellence	Inclusive Curriculum	

1.1 Students

1.1.1 Diversity

We will …

- Sustain a talented and diverse student and staff community and support all students to achieve at the highest level

We will achieve this by …

- Setting clear and ambitious targets and developing plans to enhance support for all learners, including Widening Participation, BME and Part-Time students
- Diversifying our overseas student population
- Embedding diversity and equality aspects in all enhancement and policy activity
- Ensuring our information provision and communication with students is inclusive

1.1.2 Attributes

We will …

- Enable our students to develop the attributes to facilitate their future success:
  - Analytical
  - Critical
  - Collaborative
  - Resourceful
  - Ambitious
  - Adaptable
  - Inclusive

We will achieve this by …

- Engaging all our students in a range of opportunities within and outside of the curriculum to develop Warwick Graduate attributes
- Regular review of our programmes and extra-curricular provision of learning opportunities for relevance and development of our graduate attributes

1.1.3 Community and Global

We will …

- Develop graduates and postgraduates who are community-minded, enterprising, inclusive and global in outlook, and able to make a positive social contribution

We will achieve this by …

- Encouraging engagement with volunteering, community, and regional activities
- Celebrating the diversity of our international community on campus, and providing opportunities for students to engage with other cultures
- Addressing community and global outlook aspects in curriculum development where appropriate
- Facilitating student social enterprise
- Developing the positive advantages of global understanding through Welcome Week
- Celebrating achievement in the Outstanding Student Contribution Awards (OSCAs)

1.2 Staff

1.2.1 Parity of Esteem for Teaching

We will …

- Develop a culture of parity of esteem for teaching and research across the institution

We will achieve this by …

- Reviewing probationary, promotions, and reward criteria relating to teaching, to include an expectation of strong teaching evidenced for all promotions (bar research only)
- Strengthening mechanisms to evidence and communicate teaching excellence
- Revising staff recruitment processes to focus equally on teaching and research

1.2.2 Research-Led Teaching

We will …

- Continue to be a community of leading scholars focused on effective, research-led teaching and the success of our students

We will achieve this by …

- Ensuring all students engage in research-based learning during their studies
- Increasing accessibility to and the number of students engaging with research beyond their discipline, and diversifying the way these opportunities are communicated to students
- Celebrating students' success in engaging and contributing to research
- Working in partnership with the Research Strategy

1.2.3 Continuous Development of Teaching Excellence

We will …

- Engage in continuous enhancement of teaching and learning through partnership with students and staff and informed by peers and teaching-related research

We will achieve this by …

- Recruiting, supporting, recognising and rewarding talented teachers and outstanding teaching
- Ensuring that mechanisms for the enhancement of teaching and learning and the student experience are consistent and effective across all disciplines and all levels of study
- Providing academic and professional support services teams with the pedagogical, technical and organisational expertise necessary to review, enhance and innovate in teaching practice
- Enhancing and embedding common quality management mechanisms (peer observation, module evaluation, teaching accreditation) to strengthen teaching and learning
- Developing leadership capacity and succession planning in the support of teaching excellence across the Univeristy
- Increasing the number of National Teaching Fellows/HEA Fellowships
- Working to align education and resourcing strategies at Departmental, Faculty and University levels

1.3 Partnership

1.3.1 Reciprocal Engagement

We will …

- Ensure reciprocal engagement between staff and students, and that student representation is embedded within our governance structures and communication practises

We will achieve this by …

- Continuing to support the student representative system, the network of Student-Staff Liaison Committees and the introduction of Faculty Student Engagement Coordinators
- Ensuring there is student representation and participation in all our review processes, including the Institutional Teaching and Learning Review, survey action planning, and module and programme reviews
- Supporting the training of student representatives and agree sharing of information between the University and SU so as to develop a fully-informed student voice at all levels
- Communicating the principles of reciprocal engagement and model reciprocal engagement throughout governance efforts

1.3.2 Student Experience Consistency

We will …

- Demonstrate commitment to the provision of a consistent high-quality education experience for all students

We will achieve this by …

- Exchanging good teaching practice across the disciplines and all levels of study and utilising our new academic governance structures
- Embracing academic and pedagogical differences between disciplines and departments and clarifying such differences to students to advance their learning
- Reviewing the needs of students on interdisciplinary programmes, joint programmes and students who engage in modules across the disciplines, to inform us where convergence on infrastructural arrangements are required.
- Ensuring that external accountability needs (PSRBs, employers, alumni, TEF and others) inform our information provision for students, and information-gathering about students and their studies

1.3.3 Inclusive Curriculum

We will …

- Sustain and increase our efforts to ensure that a Warwick Education is effective, ambitious, and accessible for all students

We will achieve this by …

- Developing methods of inclusive engagement to ensure academic practices perform better for our diverse community of students
- Engaging in rigorous review of cross-sector data to establish which groups of students at Warwick achieve less well than others and learn from peers where similar students achieved better
- Developing clear expectations for staff who teach or support learning, on ensuring a Warwick education is inclusive and open to all
- Engaging with student interests (such as curriculum liberation aims) to explore how curriculum enhancement can be achieved

1.4 Excellence

1.4.1 'Warwick Education' as Renowned and Distinctive

We will …

- Ensure that a 'Warwick Education' is internationally renowned, transformational, and distinctive

We will achieve this by ….

- Engaging students in challenging learning within their chosen degree through the use of transformational teaching and assessment
- Providing a range of well communicated and accessible opportunities to engage in internationalisation, interdisciplinarity, and student research
- Proactively communicating institutionally, nationally, and internationally the excellence of a Warwick Education

1.4.2 National and International Performance and Reputation

We will …

- Enhance student experience and as a consequence strengthen Warwick's position at the top of national university league tables and international teaching-related frameworks
- Enhance our national survey results and measures of graduate outcomes
- Work towards securing a Gold award in the Teaching Excellence Framework
- Assist in improving Warwick's position in other non-teaching focussed tables by improving academic and employer reputation measures

We will achieve this by …

- Monitoring and reviewing our position in UK and international teaching-related frameworks and league tables
- Implementing strategies and planning processes for improvement, taking into account sector-leading pedagogocial research and input from external peers
- Implementing action plans to improve results in student experience and employability surveys

2. Strategic Directions

Strategic Directions			
Disciplinary Excellence	**Interdisciplinarity**	**Internationalisation**	**Student Research**
Strong Disciplinary Identities and Excellence in Pedagogies	Interdisciplinary Pedagogy and Vision	International Pedagogy and Vision	Students learning from research engagement
Maintaining and Expanding Key Disciplines	Student Learning Beyond Disciplinary Boundaries	Student Learning Beyond the Boundaries of Nation and Culture	Undergraduate Research Support Scheme (URSS)

2.1 Disciplinary Excellence

Our departments and disciplines are the foundations of Warwick's distinctive strengths in education

2.1.1 Strong Disciplinary Identities and Excellence in Pedagogies

We will …

- Develop and articulate research-informed and sector-leading disciplinary identities and 'signature pedagogies'

We will achieve this by …

- Departments clarifying the distinctive teaching philosophy and transformative nature of education in their disciplines for staff and students
- Engaging in discipline-related scholarship and peer exchange for developing best practice in teaching and learning nationally and internationally
- Attaining consistency in the organisation, administration and infrastructure for teaching and learning, whilst championing diversity derived from discipline-specific and sector-leading pedagogies
- Departments maintaining and improving performance in student experience and employability surveys and metrics, teaching-related domestic and international league tables, and the Teaching Excellence Framework
- Celebrating and promoting the award of prizes and distinctions to our departments and students

2.1.2 Maintaining and Expanding Key Disciplines

We will …

- Maintain our portfolio of excellent disciplines and be prepared to expand into new strategic opportunities presented by the evolving academic, industrial, and wider environments

We will achieve this by …

- Offering an existing comprehensive range of disciplines alongside interdisciplinary departments and programmes
- Maintaining existing excellence of student intake and recruitment market share
- Monitoring the external landscape for higher education and the size and shape of the University, and seeking to expand sustainably existing disciplines and the potential to diversify into new disciplinary and interdisciplinary provision
- Engaging in regular strategic review of our curricula and different delivery models to facilitate flexibility and responsiveness in maintaining excellence and exploiting new disciplinary opportunities

2.2 Interdisciplinarity

Interdisciplinary education is essential to help meet the grand challenges of the 21st century

2.2.1 Interdisciplinary Pedagogy and Vision

We will…

- Sustain and enhance our excellence in interdisciplinary teaching and learning culture and practices

We will achieve this by …

- Supporting departments to formulate and communicate clear interdisciplinary statements of vision and practice
- Supporting pedagogical research in interdisciplinary learning and building on our existing legacy of outstanding scholarship
- Developing and disseminating exemplars of good practice internally and by working with peer institutions
- Engaging in ongoing evaluations with students and staff to enhance cross-disciplinary practices in the interest of the student learning experience
- Encouraging strategic cross-disciplinary collaboration and joint cross-disciplinary investment where the student market allows

2.2.2 Student Learning Beyond Disciplinary Boundaries

We will …

- Offer our students a wide range of opportunities to engage in interdisciplinary learning both within and outside the curriculum

We will achieve this by …

- Communicating clearly for students the advantages of and opportunities for interdisciplinary learning
- Ensuring interdisciplinary opportunities are accessible to all students
- Reviewing the credit framework to ease student access to interdisciplinary modules and options outside their discipline
- Developing new interdisciplinary pathways and modules for all students at all levels
- Supporting greater harmonisation of practice, timetable construction, and administration
- Reviewing resourcing models for joint degree administration

2.3 Internationalisation

The frontiers of knowledge are international and Warwick will ensure that its students experience international and intercultural learning from on our own campus to across the globe

2.3.1 International Pedagogy and Vision

We will …

- Sustain and enhance our international and intercultural learning and teaching ethos and practices

We will achieve this by …

- Supporting departments in formulating and communicating clear statements of internationalisation vision and practices

- Supporting pedagogical research on internationalisation, internationalising the student experience, and the experience of international students
- Developing and disseminating exemplars of good practice internally and by working with peer institutions

2.3.2 Student learning beyond the boundaries of nation and culture

We will …

- Offer all of our students high quality and meaningful international and intercultural learning opportunities that broaden global perspectives and outlook

We will achieve this by …

- Increasing student international mobility opportunities
- Building on our successful Monash-Warwick Alliance to strengthen student collaborations and engagement through the curriculum, projects, and exchanges
- Strengthening the experience of international students at Warwick and valuing the intercultural contributions they make to our student community
- Developing our range of interdisciplinary modules which focus on global citizenship and intercultural learning
- Supporting all academic staff and students to proactively support and promote intercultural learning within the classroom
- Encouraging and enabling all Warwick students to learn a second or third language

2.4 Student Research

Warwick's research-intensive environment is intrinisic to equipping students with sector-leading knowledge, skills, and opportunities to conduct research in partnership with the academic community

2.4.1 Students learning from research engagement

We will …

- Ensure that all students engage with research to enjoy intellectual stretch, work independently, reach beyond the boundaries of the curriculum, and challenge their critical abilities

We will achieve this by …

- Revising curricula to ensure all students develop research skills within their degree
- Further growing extra-curricular opportunities to engage in research, including working alongside university researchers, scholarships for independent research, and team-based research activity
- Ensuring the value of student research is well understood by enhancing communications for both staff and students
- Addressing inequalities of opportunity for students relating to financial, social, cultural, religious or other factors, for instance through targeted funding, international placement, preparation and other support as relevant

2.4.2 Undergraduate Research Support Scheme (URSS)

We will …

- Expand extra-curricula opportunities for students to contribute to Warwick's research culture, postgradaute talent pipeline, and the University's work experience and placement portfolio

We will achieve this by …

- Increasing the numbers of students participating in URSS
- Developing the capability of the Student Research Working Group to fully connect departmental and central opportunities for student research activities
- Re-modelling student research opportunities to ensure they are accessible to all students

3. Facilitators

Facilitators		
Academic Systems	**Student Experience**	**Quality Assurance**
Academic Governance	Education Communications Strategy	Institutional Teaching and Learning Review
Student Personalised Information Programme (SPIP)	Student Surveys Strategy	Processes Innovation
Virtual Learning Environment (VLE)	Assessment Strategy	Module Evaluation
Timetable Improvement Programme (TIP)	Joint & Interdisciplinary Degrees	Credit Framework
	Staff roles in support of the Student Experience	
	Personal Tutoring	
	Student Wellbeing and Inclusive Curriculum	
	Education Space Strategy	

Facilitators			
TEF Strategy	**Employability**	**Widening Participation**	**Alternative Pathways**
Design of TEF Strategy	Employability as Integral to a Warwick Education	Core to University Mission & Beacon of Excellence	Pathways *to* Warwick
Teaching Quality and Learning Environment Metrics Improvement Measures	Employability, Skills and the Curriculum	Targeted & Lifecycle Approach (Outreach, Access, Retention. Success, Progression)	Pathways *through* Warwick
Employability, DHLE, LEO and Supplementary Metrics Improvement Measures	Work Experience	Governance Structures and Coordination	Degree Apprenticeships
	Employer and Alumni Relations		Responsive and Flexible Provision
	Student Careers and Skills 'Hub and Spoke' Model		
	Student Enterprise 'Hub' and 'Innovation Campus'		

3.1 Academic Systems

3.1.1 Academic Governance

We will …

- Implement the Academic Governance Review to enable effective, collaborative, and agile decision-making on teaching and learning

We will achieve this by …

- Fully implementing our new Academic Governance structures by October 2017 and undertaking a review of their implementation and effective operation in June 2018
- Developing the Education Executive to plan and co-ordinate Education Strategy, agree operational priorities, co-ordinate Education activity, report on progress of Education initiatives, and prioritise team resources in support of Education projects.
- Ensuring Departmental Education Committees are established by June 2018 to support Education Strategy implementation
- Developing Faculty Education Committees to assist in driving Education Strategy within Faculties and across all levels of study
- Establishing a Student Success Programme Board to enable professional services departments to support the operationalisation of the Education Strategy
- Developing a diverse and representative pipeline of committee chairs, members and secretaries to secure expertise in the longer term
- Enhancing reporting of education strategy developments to the University Council

- Reviewing University Regulations to address issues of clarity and accessibility

3.1.2 Student Personalised Information Programme (SPIP)

We will …

- Enhance student experience by utilising the SPI programme to develop a robust and consistent core of data processes to underpin a seamless and personalised learning interface across the lifecycle from admission to alumni status

We will achieve this by …

- Integrating and building on the foundation of existing student-facing systems across the core themes of: Admissions and Arrivals; Critical Infrastructure; Student Interface; Employability, Skills & Transition; Welfare & Support; and Alternative Pathways

3.1.3 Virtual Learning Environment (VLE)

We will …

- Continue to develop and embed Moodle as the University's common VLE platform, supported by Tabula and the rest of the Extended Classroom suite

We will achieve this by …

- Developing and actively supporting good practice in the use of Moodle for modules, programmes, and departments
- Increasing the effective use of Lecture Capture in academic departments

3.1.4 Timetable Improvement Programme (TIP)

We will …

- Construct an efficient and effective central timetable to facilitate teaching excellence and the student and staff experience

We will achieve this by …

- Delivering personalised timetables for students and staff, containing lectures, practicals and group activity, and accessible via the internet and on a PC, phone or tablet
- Allocating rooms across the normal teaching week based on agreed priorities and principles so that students and staff have an efficient, equitable , user-friendly timetable
- Incorporating returning student module choices into the construction of the timetable to minimise clashes
- Implementing Electronic Module Registration (eMER) for constructing the timetable

3.2 Student Experience

3.2.1 Education Communications Strategy

We will …

- Communicate with staff and students using a wide array of media to ensure transparency and inclusivity, celebrate excellence and achievement, provide clarity of direction, and demonstrate reciprocal engagement

We will achieve this by …

- Introducing an integrated and pro-active Education Communications Strategy, linked to key points in the student lifecycle and calendar and reinforcing the overall Education Strategy
- Agreeing core messaging with academic departments and professional services, and working to embed these across all our communications
- Incorporating a student voice in our communications to focus on the student learning experience
- Supporting staff to develop inclusive, clear and well-organised communication practices for educational purposes
- Utilising MyWarwick, Insite and social media to deliver the communications strategy, as well as academic and governance networks
- Regularly evaluating and adjusting the effectiveness of our communications by seeking feedback from various stakeholders

3.2.2 Student Surveys Strategy

We will …

- Rationalise and steer the use of student surveys to focus on the enhancement of the student experience

We will achieve this by …

- Establishing a Survey Steering Group to oversee and approve cross-institutional survey activity, limits consumerist use of surveys, and ensure appropriate learning from surveys and results are communicated to all relevant stakeholders
- Establishing a managed survey data repository for relevant stakeholders to retrieve data for educational enhancement purposes
- Establishing good practice guidance on the use of surveys, with an emphasis on inclusivity and equality and follow-through on results

3.2.3 Assessment Strategy

We will …

- Review assessment practices to create a flexible, innovative, robust, effective, valid and efficient Assessment Strategy in order to support student experience, staff development, and transferable skills

We will achieve this by …

- Considering progression requirements and approaches to resit opportunities
- Reviewing exam board procedures and data supporting exam board decision-making

- Reviewing approaches to handling mitigating and special circumstances
- Simplifying assessment strategies and diversifying types of assessment to ensure relevant learning outcomes

3.2.4 Joint and Interdisciplinary Degrees

We will …

- Provide consistent and harmonised support for students on joint and interdisciplinary degrees

We will achieve this by …

- Codifying the responsibilities of lead departments and staff for joint and interdisciplinary degrees
- Ensuring designated academic and administrative staff are responsible for management and communication in joint and interdisciplinary degrees
- Ensuring assessments are timetabled consistently between disciplines on joint and interdisciplinary degrees
- Developing and disseminating exemplars of good practice in joint and interdisciplinary degrees
- Ensuring resourcing models support and encourage the development of joint and interdisciplinary degrees

3.2.5 Staff roles in support of the Student Experience

We will …

- Build a network of Directors of Student Experience and Progression and Faculty Student Engagement Co-ordinators to promote student experience, including recruitment, teaching quality, assessment and feedback, progression, employability, and alumni relations

We will achieve this by …

- Ensuring that all academic departments have access to a Director of Student Experience and Faculty Student Engagement Co-ordinator or equivalent role
- Developing a coherent and standardised Director of Student Experience role description

3.2.6 Personal Tutoring

We will …

- Provide personal tutoring to support students' academic development and progression; facilitate the accessibility of learning to students; and enhance the quality of the learning environment and learning experience of all our students

We will achieve this by …

- Implementing agreed recommendations of the Personal Tutoring Review
- Re-positioning and resourcing personal tutoring as a valued and mainstream strand of academic work directly connected to the student experience and learning environment
- Encouraging the development of a staff-student partnership approach in our model of personal tutoring, connecting students to their programmes of study, and engendering institutional belonging

- Developing closer working with the full range of student support and development services across the university to facilitate more effective student referral and signposting

3.2.7 Student Wellbeing and Inclusive Curriculum

We will …

- Support student wellbeing by enhancing collaboration between academic departments and central support services

We will achieve this by …

- Supporting the personal tutoring system to enhance the working relationship between Wellbeing Support Services, the Dean of Students, Faculty Senior Tutors, and Academic Departments
- Develop an initial 'hub and spoke' model of wellbeing referral support for students, with the appointment of faculty outreach workers to deliver a preventative, psycho-educational programme as well as a 'drop in' facility with easy access to facilitate signposting and improved referral routes to the more specialised central service
- Delivering a wellbeing component as part of Warwick Welcome Week
- Foster student resilience by developing online self-help materials and workshops related to personal development and the enhancement of the student experience at all levels
- Supporting the development of an inclusive curriculum through implementation of a cross institution strategy that will mitigate related risks, address the needs of students with disabilities but also embed inclusive practice as a route to excellence for the student population as a whole

3.2.8 Education Space Strategy

We will …

- Develop a campus that is configured to support the student learning experience

We will achieve this by …

- Providing a high quality student and teacher classroom experience
- Ensuring that all teaching rooms are accessible and suitable for all staff and students
- Ensuring provision for future advances in pedagogic practice and developments in technology enhanced learning
- Providing a range of high quality specialist teaching spaces such as laboratories and performance spaces
- Providing sufficient teaching rooms of suitable capacities to support growth in teaching programmes
- Providing a variety of high quality study space
- Ensuring that there are sufficient study spaces in accessible locations that flex to support demands at different times of the year
- Facilitating an integrated student enquiry and support service by identifying and allocating appropriate spaces to engage with students

- Providing suitable rooms for holding centrally managed and special arrangement exams and assessments
- Ensuring value for money investment in existing and new teaching spaces

3.3 Quality Assurance

3.3.1 Institutional Teaching and Learning Review

We will …

- Implement the recommendations of the ITLR 2017 across the life of the Education Strategy

We will achieve this by …

- Addressing the recommendations of ITLR Review Panels at departmental and institutional level
- Monitoring progress against recommendations on a regular basis via the University Education Committee, AQSC, SLEEC, Student Success Programme Board and Faculty Education Committees
- Plan and prepare for the next ITLR in 2022, enhancing the process in line with learning from the 2017 review, and taking into account any changes in external quality assurance requirements

3.3.2 Processes Innovation

We will …

- Be innovative in improving existing processes through the use of new systems and data

We will achieve this by …

- Reviewing approaches to assessment to include timing of assessments and resit opportunities, operations of exam boards, data analysis on assessment outcomes, mitigating circumstances and plagiarism
- Supporting the development of expertise around the range of assessment methods used to diversify approaches to assessment
- Implementing the new course approval process and develop a new module approval system
- Providing central PSRB oversight and support for engagements and proactively monitor monitoring recommendations arising from engagements
- Developing education dashboard and learner analytics to integrate dynamic data and implement the Education Experience Monitoring process
- Ensuring information provision on courses is compliant with regulatory requirements of the CMA
- Creating a dedicated development fund to support these changes

3.3.3 Module Evaluation

We will …

- Introduce a new approach to module evaluation

We will achieve this by …

- Providing a system for collection and analysis of module evaluation and guidance for the use of data, allowing for both institutional and departmental feedback, and aligning to related, existing policies

3.3.4 Credit Framework

We will …

- Develop a CATS framework to enhance flexibility and responsiveness of curricula to support assessment, timetabling, employability, international mobility, and quality assurance

We will achieve this by …

- Reviewing, simplifying and harmonising the credit framework by end of 2018/19

3.4 TEF Strategy

3.4.1 Design of TEF Strategy

We will …

- Formulate a TEF strategy with the objective of attaining Gold at subject-level and institutional-level

We will achieve this by …

- Putting TEF Strategy in place by the start of academic year 2017/18
- Setting targets for the institution and departments by start of academic year 2017/18
- Ensuring that interventions are research and evidence-based, benchmarked against 'what works' internally and externally
- Supporting interventions related to the size and impact of departments
- Developing and collecting of TEF 'counter-metrics' and information to support submissions
- Developing a TEF resources and communications strategy
- Providing central resource for TEF submission drafting
- Integrating TEF Strategy into ARC and other planning processes

3.4.2 Teaching Quality and Learning Environment Metrics Improvement Measures

We will …

- Consistently improve our results for Teaching, Assessment and Feedback, Academic Support and Continuation to rank in the top quartile sectorally and above benchmark

We will achieve this by …

- Implementing our Surveys Strategy for NSS and PTES
- Teaching
  --Encouraging the use of peer observation by all departments
- Assessment & Feedback
  -- Maintaining 20-day timeliness rule
  -- Developing and spreading the use of exams feedback
  -- Ensuring clarity of assessment and marking criteria

-- Enhancing student voice and related actions in all departments

- Academic Support
  -- Implementing the agreed recommendations of the Personal Tutoring Review
- Continuation
  -- Introducing by start of 2018/19 CertHE and DipHE as standard exit qualifications
  -- Clarifying progression rules and student number returns
  -- Developing targeted interventions to support learners at risk of non-continuation

3.4.3 Employability, DHLE, LEO and Supplementary Metrics Improvement Measures

We will …

- Seek attainment of DLHE metrics consistently above benchmark

We will achieve this by …

- Delivering the Employability and Skills Strategy
- Embedding at departmental level a commitment to the employability agenda in terms of supporting disciplinary skills awareness, employability in the curriculum, and internships and placements
- Ensuring optimal returns of alumni for the DLHE
- Continuing to lead the HEFCE funded LEGACY Project on Learning Gain, and contributing to national discussions on the development of the concept and potential measures

3.5 Employability and Skills

3.5.1 Employability as Integral to a Warwick Education

We will …

- Embed professional development and employability within the Warwick curricula

We will achieve this by …

- Putting the Employability and Skills Strategy in place by start of 2018/19
- Develop and embed at departmental and University level the building blocks of employability: disciplinary skills, employability in the curriculum, internships and placements, employer and alumni engagement
- Monitoring and taking action to improve DLHE at institutional and departmental level
- Establishing a common institutional language for skills and employability
- Promoting strong collaboration between academic departments, Student Careers and Skills and other professional service departments

3.5.2 Employability, Skills and the Curriculum

We will …

- Ensure that students and staff are able to articulate and access key skills for professional development and employability

We will achieve this by …

- Developing a minimum standard for academic departments to implement that ensures professional development and employability are integral to the students' academic and University experience
- Encouraging and enabling departments to make explicit in academic curricula the development of disciplinary and transferable skills
- Developing a suite of Departmental, Faculty or University modules in skills development and employability to effectively support the student lifecycle
- Moving to communicate, consolidate, and co-locate central skills provision to maximise accessibility and engagement for students and complement departmental provision
- Connecting with global, national and regional trends to ensure skills providers are effectively supporting student success and preparing them for current and future job opportunities

3.5.3 Work Experience

We will:

- Maximise the availability and accessibility of all modes of work experience for every student during their studies

We will achieve this by:

- Providing students with clear information to promote the importance of work experience, including alumni stories and graduate case studies
- Creating a range of opportunities for work experience—including internships, placements, consultancy, volunteering, and part time work—available to all students regardless of their study and personal circumstances
- Providing prominent support and guidance to employers, ensuring opportunities are of graduate quality and meet student interest and study commitments
- Extending the value-added by engagement with work experience to every student though Technology Enhanced Learning supporting effective reflection
- Facilitating information-sharing and development of a University network of good practice around administration of all modes of work experience and placements

3.5.4 Employer and Alumni Relations

We will:

- Offer students opportunities to meet, learn about, and develop links with diverse employers, matching the variety of graduate destinations

We will achieve this by:

- Ensuring the Warwick Curriculum is connected to and informed by industry trends and needs
- Analysing student priorities, graduate outcomes, recruitment practices and market trends, to respond to major recruiters' demands whilst reaching out to under-represented sectors and employers in line with student preferences
- Obtaining employer feedback on our services and students' performance in selection processes, building strong relationships and simultaneously tracking the labour market and comparator institutions to identify employer needs
- Redesigning the current financial model for Employer Engagement towards an approach which supports diversity of student opportunity

- Partnering with industry on the development of new curriculum models and modules (e.g. hackathons, student consultancy etc.)
- Providing students with access to alumni and other professionals providing mentoring and constructive insights into current industry practices

3.5.5 Student Careers and Skills 'Hub and Spoke' Model

We will …

- Provide support for employability and skills readily accessible and personalised for students, responsive to student needs and sector trends, visible on campus, and technologically assisted

We will achieve this by …

- Developing 'hub and spoke' models for the delivery of services for the 2018/19 academic year, including a main campus hub focusing on CV and applications advice, work experience and employer relations
- Continuing to embed Student Careers and Skills staff within academic departments and creating delivery spaces in disciplinary locaton clusters
- Complementing face-to-face delivery with engaging, online content, including investment in technology and use of data and research to provide relevant, targeted support

3.5.6 Student Enterprise 'Hub' and 'Innovation Campus'

We will …

- Ensure all students are able to engage in and contribute to Warwick's entrepreneurial culture and 'Innovation Campus'

We will achieve this by …

- Developing an Enterprise Strategy to be in place by the start of academic year 2018/19
- Providing opportunities for all students to develop their entrepreneurial mind-set and capability though in-curricula and extra-curricula activity
- Introducing infrastructure to accelerate the development of student and graduate start-ups, including physical space, staff, and consolidation of the Warwick Enterprise Eco-system
- Sustaining and building upon the University of Warwick Enterprise Partnership
- Establishing a Flagship Innovation Centre/Enterprise Hub on campus to connect students, staff and industry
- Engaging with the Industrial Strategy, Regional Strategy, and the Midlands Engine to ensure students can benefit from and contribute to this element of the University's mission

3.6 Widening Participation

3.6.1 Core to University Mission and Beacon of Excellence

We will …

- Ensure that widening participation and social mobility are core to the University's mission and aspire to be a beacon of excellence in the sector

We will achieve this by …

- Putting the Widening Participation Strategy in place by the end of academic year 2017/18
- Ensuring that widening participation is central to core University and departmental priorities and connects with other related strategies
- Establishing ambitious targets for widening participation categories, including State Schools, Low Socio-Economic Class, Low Participation Neighbourhoods, Mature, Low performing schools, Local entrants, and BME entrants
- Championing our widening participation approach internally and externally

3.6.2 Targeted and Lifecycle Approach (Outreach, Access, Retention, Success, Progression)

We will …

- Adopt a targeted and evidence-based 'lifecycle' approach to widening particiapation

We will achieve this by …

- Ensuring that our progress against Widening Participation targets are evidence-based
- Ensuring that provision is underpinned by robust evaluation and research-led practice at the forefront of national policy
- Equipping departments with specific data that promotes evidence based approaches
- Widening demand and increasing support to facilitate a talent pipeline for widening participation target groups
- Accelerating access to Warwick from a range of widening participation backgrounds
- Improving student retention (non-continuation rates) and success (good honours) for widening participtation targeted groups
- Enhancing progression in further study and employment (DLHE) for widening participaton groups
- Enhancing opportunities for target groups in the region to access and progress to higher education

3.6.3 Governance Structures and Coordination

We will …

- Adopt a holistic and embedded institutional approach to widening participation across all levels of the University

We will achieve this by …

- Developing the Widening Participation Committee and establishing complementary governance structures and coordination mechanisms to facilitate the delivery of the Widening Participation Strategy
- Establishing a Widening Participation Evaluation and Research Working Group by start of 2017/18
- Establishing Steering Group and Faculty Operational Groups by start of academic year 2017/18
- Resourcing of Faculty and Departmental widening participation structures

3.7 Alternative Pathways

3.7.1 Pathways *to* Warwick

We will….

- Build on existing strengths to develop accessible routes into degree-level study for 'non-traditional' learners

We will achieve this by…..

- Continuing to develop and invest in proven successes like the International Foundation Programme, Pathways to Law, 2+2 degrees, Foundation degrees, Gateway to HE and WBS' Foundation Year Programme
- Learning from these programmes to support the development of departmental and cross-departmental foundation year provision
- Developing accredited and non-accredited short course and lecture series programmes to extend Warwick's visibility and accessibility within the region

3.7.2 Pathways *through* Warwick

We will….

- Develop and enable ladders of progression through pre-degree, undergraduate, taught postgraduate and research degree level study

We will achieve this by…..

- Articulating and signposting exit points on undergraduate and postgraduate programmes, such as CertHE, DipHE, PGA, PGCert and PGADip
- Increasing the quantity and breadth of Integrated Masters programmes
- Working with local, national and international partners to develop flexible and innovative collaborative provision
- Removing barriers to progression by developing extra curricula support for students alongside their core studies (for instance, GCSE and A-level English and Maths provision)

3.7.3 Degree Apprenticeships

We will ...

- Diversify our educational offer through the development of sector-leading degree apprenticeships

We will achieve this by ...

- Developing a joined up, coherent and planned approach to degree apprenticeships responsive to the changing external landscape
- Aligning the University with key national government policy changes in higher education, specifically in relation to vocational education
- Developing partnerships to enhance alternative pathways, entry points and student experiences
- Developing central infrastructure to support departments in developing and implementing specialist degree apprenticeships, including the establishment of a University-wide 'Skills and Apprenticeship Hub'

- Aligning the University with employment trends (including the increase in demand for degree apprenticeships in the Engineering, professional services, healthcare and management sectors) and contribute to local and regional employment needs by addressing the skills gap
- Utilising degree apprenticeships as a means of widening access and participation and enhancing student employability

3.7.4 Responsive and Flexible Provision

We will ...

- Become a sector leading research-intensive University in the development of innovative, responsive, flexible and student-centred provision

We will achieve this by ...

- Establishing a University working group to survey policy landscapes and support the development of new and innovative provision
- Assessing the desirability and feasibility of alternative flexible study pathways at Warwick