

STUDENT EXPERIENCE STRATEGY

Student Experience Strategy

2. Strategic Aims for the Student Experience

To

Student Experience Strategy

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| | | Teaching observation; E-Learning policy | |
| Q4 | Enabling Student Development and Achievement | Disability support; Student Learning skills support; Counselling Service; Library Policy; Prevent Duty; Employability; Safeguarding Policy; Attendance; Fitness to Study; Personal Tutor Policy; Bullying and Harassment Policy. Intermission Policy. | Academic Enhancement |
| Q5 | Student Engagement | Student Association; feedback from students; Engaging students in quality assurance processes; External Examiners feedback | Academic Enhancement |
| Q6 | Assessment | RPL Policy; Marking and moderation; Student Feedback Policy; Exam Board Policy | Academic Enhancement; Academic Standards and Quality; Admissions Policy |
| Q7 | External Examiners | External Examiner reports, feedback and meeting students. | Academic Enhancement; Academic Standards and Quality; |
| Q8 | Programme Monitoring and Review | Review of programmes development and enhancement. | Academic Enhancement; Academic Standards and Quality; Admissions Policy |
| Q9 | Appeals, Complaints and Disciplinary | Academic appeals; student complaints; student discipline | Academic Enhancement; Academic Standards and Quality; |
| Q10 | Working with Others | Due Diligence; Site Visit; Progression agreements; reporting structure; collaborative partnerships; work placements / internships; apprenticeships | Working with Others; Third Party Relationships S-C |

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enable students to develop their potential through the development of appropriate skills and in doing so to take account of the needs of a diverse body of students.

The Wellbeing Project objectives are

- ◁ Establish a team of professionally qualified staff
- ◁ Provide a counselling service at all Centres and with dedicated support for students studying online
- ◁ Develop a clear set of procedures for supporting students with mental health difficulties
- ◁ Develop training programmes to ensure all staff have a clear understanding appropriate to their roles of the nature and remit of their responsibilities to students with mental health difficulties
- ◁ Provide appropriate student learning skills and language support resources, both hard copy and e-learning.
- ◁ Provide an accommodation service accessible to all students post acceptance offering a range of accommodation at all locations
- ◁ Monitor impact of attendance and entry qualifications on performance for all students, including those from identified groups, in order to target appropriate support and improve student retention.

5. Monitoring and Review

The strategy will be monitored through annual review of the strategic aims, key performance measures and the evidence of successful action together with ideas for further enhancement (see Appendix A). The Teaching Excellence Framework metrics will be available in due course and the Student Experience Strategy will cross-refer to relevant aspects of this data. Scheduled review of the strategy will be

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| Version | Amended by | Revision summary | Date |
|---------|------------|------------------|------|
| V1.0 | | | |

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| 5. Emphasise personal development of students and staff. | Graduate employment rates. Student retention rates. National teaching awards. | | |
| 6. Diversify our modes of delivery. | TQEFs and student satisfaction surveys. For the undergraduate courses NSS ratings. Student retention rates. | | |
| 7. Further strengthen our undergraduate student offer to meet the needs of our students, including those involving accommodation, social activities and sport. | For the undergraduate courses NSS ratings. Volume of student activities | | |
| 8. Work collaboratively with the student body, being responsive to student needs and feedback. | TQEFs and student satisfaction surveys. For the undergraduate courses NSS ratings. Student retention rates. Proportion of good degrees. | | |
| 9. Work to ensure that students leave the University with a wide range of skills and attributes as well as knowledge and qualifications, for example, personal and professional resilience. | TQEFs and student satisfaction surveys. For the undergraduate courses NSS ratings. Graduate employment rates. Student retention rates. Volume of student activities | | |