

STUDENT EXPERIENCE STRATEGY

Student Experience Strategy 2016 – 2020

Foreword

The University of Law is committed to developing and enhancing the student experience, by ensuring that students are at the centre of all working practices and enabling students to reach their full potential, both academically and professionally.

It is clear that the University strives to identify areas of improvement and responds accordingly through initiatives such as, 'You Said, We Did', Student Parliament and TQEFs. The University of Law continues to be a receptive and progressive institution, and this is further evidenced by the recent appointment of the Vice Provost - Academic Enhancement, together with the creation of the Student Association and elected student representatives.

The Student Experience Strategy has been drafted through consultation with both staff and students and as such, it is fully endorsed by the Student Association President 2016/17. (*Clarissa Clark, Student President 2016/17, University of Law*)

1. Context

1.1 The Student Experience Strategy supports the University's strategic vision, '***Our vision is to be the professional university of choice for students of law and of business, delivering an outstanding academic and employment-focused student experience.***'

1.2 The Student Experience Strategy will draw on several of the University's key values, '***Students are at the centre of all that we do***' and '***We will actively encourage our students to engage in shaping their own experience through their influence on policy, processes and outcomes.***'

1.3 The University's Strategic Plan 2016 – 2020 sets out eight strategic aims which reflect the University's mission, vision and values and include all aspects of the student experience. The Plan articulates one strategic aim, Student Experience, with key performance measures to ensure progress towards achieving the University's goals.

2. Strategic Aims for the Student Experience

To ensure a strong student experience the University will:

	Strategic Aim – Student Experience	Link to ULaw Policy
1	Provide a seamless approach to recruitment ensuring clarity of our offer, and a genuine engagement with applicants throughout their application process.	Q2 – Admissions Q4 - Enabling Student Development and Achievement Part C Public Information
2	Deliver high quality student focused teaching and learning using state of the art facilities whether in centre or online.	Q1 Programme Design and Approval Q3 – Learning and Teaching
3	Recruit staff who are appropriately qualified and experienced.	Q3 – Learning and Teaching Q4 - Enabling Student Development and Achievement
4	Provide a particular focus on employability, strengthening our pro-bono work and careers support.	Q4- Enabling Student Development and Achievement Q3 – Learning and Teaching
5	Emphasise personal development of students and staff.	Q5 - Student Engagement
6	Diversify our modes of delivery.	Q1 Programme Design and Approval Q3 – Learning and Teaching
7	Further strengthen our undergraduate student offer to meet the needs of our students, including those involving accommodation, social activities and sport.	Q2 – Admissions Q5 - Student Engagement G3 Public Information

8	Work collaboratively with the student body, being responsive to student needs and feedback.	Q4- Enabling Student Development and Achievement Q6 - Assessment
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.	Q1 Programme Design and Approval Q3 – Learning and Teaching Q4- Enabling Student Development and Achievement Q5 -Student Engagement

2.1 Student Experience - Key Performance Measures (KPMS) will be monitored in the Planning and Progress Framework (Appendix A)

Student Experience - Key Performance Measures (KPMS)	Link to Strategic Aims
TQEFs and student satisfaction surveys	1,2, 3, 6, 8,9
Graduate employment rates	4, 5, 9
For the undergraduate courses NSS ratings	2,3,6,7,8,9
Student retention rates	5, 6, 8, 9
Proportion of good degrees	2, 3, 8
Volume of student activities	4, 7, 9
National teaching awards	2, 3, 5

3. University Policies which support the student experience.

Policy	Main area	Aspects of the policy	Relevant Committees
S3	Student Charter	Responsibilities / accountabilities of University and students	Academic Enhancement
Q1	Programme Design and Approval	Validation of LTA and QA mechanisms and teach out.	Programme Approval
Q2	Admissions	Registration and Induction; Late starters	Admissions
Q3	Learning and Teaching	Staff development; Professoriate policy; Contact with Practice;	Academic Enhancement

		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

G3	Public Information Policy	Accurate information about the University, its programmes and policies	Academic Enhancement; Academic Standards and Quality; Admissions Policy Working with Others; Third Party Relationships S-C
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4. University Projects which support the student experience.

4.1 Student Journey Project

There has been a review of the Student Journey recently involving student and staff focus groups and a number of recommendations were made for improvements relating to the pre-application, admissions, acceptance and pre-induction processes. Most notably interaction with students takes place via a number of systems, which, if not managed appropriately can lead to disjointed communication. Students need to be clear of where they are in their journey and what is required of them at every stage.

The Student Journey Project objectives are

- Greater clarity in student journey
- Faster response times
- Elimination of manual processes where possible
- Improved communications and access to information
- Increase speed of new course introduction
- Ability to segment and target groups of students
- Improved management reporting

4.2 Wellbeing Project

There is an increasing prevalence of mental health issues in the wider UK population (and globally), and more specifically the Royal College of Psychiatrists (2011) and the Institute for Employment Studies (2015) have produced comprehensive reports on the increase of mental health issues amongst the student population. HESA found that the number of people declaring a mental health issue had increased by 132% between 2008 and 2013 across Higher Education (HE) and Further Education. The QAA code indicators of good practice reference the need for HE Providers to

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 undertaken annually by the Academic Enhancement Committee.

6. Responsibility for this strategy

Responsibility for embedding this strategy lies across programmes and centres with support from the Student Association. Specific responsibility for this strategy lies with the Vice-Provost, Academic Enhancement. Ultimate responsibility for this strategy lies with the Academic Board.

Version	Amended by	Revision summary	Date
V1.0			June 2017
V1.1	Registry Officer	Change to coding convention	24/03/20

Appendix A

Student Experience Strategy 2016 – 2020

Planning and Progress Framework 2016 - 2017

Strategic Aim	Key Performance Measures	Evidence of success	Suggestions for enhancement
1. Provide a seamless approach to recruitment ensuring clarity of our offer, and a genuine engagement with applicants throughout their application process.	TQEFs and student satisfaction surveys.		
2. Deliver high quality student focused teaching and learning using state of the art facilities whether in centre or online.	TQEFs and student satisfaction surveys. For the undergraduate courses NSS ratings. Proportion of good degrees. National teaching awards.		
3. Recruit staff who are appropriately qualified and experienced.	TQEFs and student satisfaction surveys. For the undergraduate courses NSS ratings. Proportion of good degrees. National teaching awards.		
4. Provide a particular focus on employability, strengthening our pro-bono work and careers support.	Graduate employment rates. Volume of student activities. TEF data		

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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		