All Staff Talk
21 February 2018
Agenda

• External landscape

• University Action Plan

• What does it mean for our Division?

• What can you do?

• Student Success Teams
The Office for Students (OfS) will:

– replace HEFCE
– act as the HE sector’s regulatory body;
– hold statutory responsibility for quality & standards;
– designate an independent body to undertake statutory duties in relation to quality and standards;
– approve new entrants to the sector by managing the Register of HE Providers and the awarding of University Title and Degree Awarding Powers;
– incorporate the functions of the Office for Fair Access
– ensure compliance with consumer law
Aspire to achieve Gold
But subject-level pilot currently projecting Bronze
### Subject Level TEF Outcomes by Subject Groupings

<table>
<thead>
<tr>
<th>Subject Grouping</th>
<th>HEADCOUNT</th>
<th>%</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Medical and health sciences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medicine &amp; dentistry</td>
<td>1,100</td>
<td>9.8</td>
<td>Bronze</td>
</tr>
<tr>
<td>Pharmacology, toxicology and pharmacy</td>
<td>30</td>
<td>0.3</td>
<td>Silver</td>
</tr>
<tr>
<td>Psychology</td>
<td>510</td>
<td>4.6</td>
<td>Silver</td>
</tr>
<tr>
<td>Subjects allied to medicine</td>
<td>605</td>
<td>5.4</td>
<td>Silver</td>
</tr>
<tr>
<td><strong>Engineering and technology</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computing</td>
<td>305</td>
<td>2.7</td>
<td>Bronze</td>
</tr>
<tr>
<td>Engineering</td>
<td>580</td>
<td>5.2</td>
<td>Bronze</td>
</tr>
<tr>
<td><strong>Natural sciences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biosciences</td>
<td>645</td>
<td>5.8</td>
<td>Silver</td>
</tr>
<tr>
<td>Chemistry</td>
<td>315</td>
<td>2.8</td>
<td>Silver</td>
</tr>
<tr>
<td>Mathematical sciences</td>
<td>350</td>
<td>3.1</td>
<td>Silver</td>
</tr>
<tr>
<td>Physics and astronomy</td>
<td>390</td>
<td>3.5</td>
<td>Silver</td>
</tr>
<tr>
<td>Physical, material and forensic sciences</td>
<td>355</td>
<td>3.2</td>
<td>Gold</td>
</tr>
<tr>
<td><strong>Social sciences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>800</td>
<td>7.2</td>
<td>Bronze</td>
</tr>
<tr>
<td>Geographical and environmental studies</td>
<td>330</td>
<td>3.0</td>
<td>Silver</td>
</tr>
<tr>
<td>Politics</td>
<td>305</td>
<td>2.7</td>
<td>Silver</td>
</tr>
<tr>
<td>Sociology, social policy and anthropology</td>
<td>555</td>
<td>5.0</td>
<td>Silver</td>
</tr>
<tr>
<td>Education and teaching</td>
<td>15</td>
<td>0.1</td>
<td>Silver</td>
</tr>
<tr>
<td><strong>Business (formerly Business and Law)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and management</td>
<td>885</td>
<td>7.9</td>
<td>Silver</td>
</tr>
<tr>
<td>Economics</td>
<td>1,000</td>
<td>8.9</td>
<td>Bronze</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications and media studies</td>
<td>285</td>
<td>2.5</td>
<td>Silver</td>
</tr>
<tr>
<td>English studies</td>
<td>440</td>
<td>3.9</td>
<td>Silver</td>
</tr>
<tr>
<td>Languages, linguistics and classics</td>
<td>375</td>
<td>3.4</td>
<td>Silver</td>
</tr>
<tr>
<td>History and archaeology</td>
<td>1,000</td>
<td>8.9</td>
<td>Silver</td>
</tr>
<tr>
<td>Humanities &amp; liberal arts</td>
<td>10</td>
<td>0.1</td>
<td>Silver</td>
</tr>
<tr>
<td>Philosophy &amp; religious studies</td>
<td>0</td>
<td>0.0</td>
<td>Silver</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>11,185</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

#### Rating % Student Population

<table>
<thead>
<tr>
<th>Rating</th>
<th>% Student Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronze</td>
<td>33.8</td>
</tr>
<tr>
<td>Silver</td>
<td>63.0</td>
</tr>
<tr>
<td>Gold</td>
<td>3.2</td>
</tr>
</tbody>
</table>

**Overall Rating = Bronze (≥33% of student headcount)**

Business outcome was Silver because national NSS data were suppressed. Metrics were actually bronze.
University Action Plan

1. Revised Learning Strategy – currently out for consultation.

2. Education Excellence Programme
   - Implementing Assessment & Feedback Strategy
   - Personal tutoring
   - Learning analytics
   - Module evaluation
   - Student retention

3. Supporting departmental/school academic directors in developing their roles.

4. Introducing department-level targets for all critical TEF metrics.

5. Raising UG entry tariff threshold.

6. NSS: meetings with all departments, all signed up to action plans; college tiger teams.
Student and Academic Services: our 2017 strategy

Valuing people
Innovation
Together
Accountable
Leaders

Maximising Student Success

We aim above all for excellence

Institutional Strategic Plan

Vision

Key Objectives

Activities

Key Enablers

Activities

1. Discover
   • IT for purpose curriculum
   • Early and innovative outreach
   • Being a step ahead in the policy environment

2. Transition
   • Pre-arrival engagement
   • Registration and orientation
   • Fabulous First Year

3. Progress
   • Leicester Award participation
   • Retention
   • Diversity, inclusion and citizenship

4. Success
   • Completion of award
   • Graduate job or further study
   • Graduate attributes

5. Data
   • Data quality, clarity and ownership
   • Business intelligence and analytics
   • Key performance indicators

6. Governance
   • Effective committee structure
   • Cycle of business
   • Good practice guides

7. Change
   • Student Lifecycle
   • Change Programme
   • Continuous improvement
   • Corporate portfolio

8. Accountability
   • Organisational structure and roles
   • Performance management
   • External accreditation

9. People
   • Student success teams
   • Talent pathway
   • Engagement plan

Division

priorities
Our “no fail” priorities

- **NSS**: *a great student experience while they are here*

- **Graduate Outcomes**: *success in their degree and employment*

- **Data Quality**: *information to enable the above*
This is the Story of ALICE!

UNIVERSITY OF LEICESTER
## Management

<table>
<thead>
<tr>
<th>NSS</th>
<th>Overall Satisfaction</th>
<th>Assessment and Feedback</th>
<th>Academic Support</th>
<th>Teaching on My Course</th>
<th>Continuation</th>
<th>Good Honours</th>
<th>Employment and further study</th>
<th>Highly Skilled</th>
<th>HESA SSR</th>
<th>Tariff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicative Institutional Target</td>
<td>90</td>
<td>75</td>
<td>85</td>
<td>90</td>
<td>96</td>
<td>75</td>
<td>95</td>
<td>80</td>
<td>N/A</td>
<td>140</td>
</tr>
<tr>
<td>Indicative Dept./School Target</td>
<td>90</td>
<td>75</td>
<td>85</td>
<td>90</td>
<td>96</td>
<td>75</td>
<td>95</td>
<td>80</td>
<td>19.6 (step)</td>
<td></td>
</tr>
<tr>
<td>Current</td>
<td>84.06</td>
<td>69.04</td>
<td>81.80</td>
<td>80.31</td>
<td>95.9</td>
<td>67.17</td>
<td>91.9</td>
<td>72.6</td>
<td>12.8</td>
<td>128</td>
</tr>
</tbody>
</table>

### Commentary
- Concern over NSS as scores below benchmark for the 4 areas
  - Student population: 239 Students, 229 continued, 230 would have hit target
  - HESA Subject benchmark 65
- Student population: 63 students
- 2 more students in work/further study would have hit 95
- 5 more students in highly skilled would have hit 80

### Discussion Points
- NSS action needed across the board, particularly Assessment & Feedback
- Finalists and graduates: progress onto PG study; graduate placement opportunities (link with Career Dev. Service)
- Middle years: aspire to Leicester Award Gold; review significant experience opportunities (link with Career Dev. Service)
- First years: embed Leicester Award into a core module (link with Career Dev. Service)

### Agreed Actions
Every Student Counts

What can you do?

1. **Smile** and be positive with students. Always put the customer first.

2. **Don’t hand-off** a student query. If a student has a problem – see it through to the end resolution.

3. If you are sending a written communication to a student, stop and think about its contents, style and tone. Make sure it is **friendly and accessible**.

4. Don’t be afraid of **sharing data** with other services to build up a customer profile.
Questions