

SEN11D015

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## Extract from the draft Corporate Plan

*(full text available via <https://intranet.uea.ac.uk/vco/intranet/p%26p/corporateplan>)*

### 1. Education and Student Academic Experience

Education at UEA is built on a powerful combination of research-informed teaching, an internationally aware curriculum, and an excellent student experience. We strive to ensure that our graduates are creative, have an international perspective on the key questions of the day, possess a strong sense of community and are well- equipped to serve society and flourish when they leave us.

From its foundation, UEA has placed emphasis on teaching that is inspiring, innovative and draws on the latest international research. Academic colleagues from around the world enrich the quality of learning and teaching through their own professional development and by sharing in teaching- and discipline-based networks. The environment is a collegial one that respects diversity, celebrates an inclusive student social profile and recognises partnership with students as the foundation for achieving our educational goals. The University is acknowledged to be one of the top higher education establishments in the UK.

Full-time undergraduate and masters' level education, delivered to students both on the Norwich campus and at UEA London, lies at the heart of what we do. This is delivered across a broad range of academic and professional disciplines in four Faculties. The contribution made by our PhD students to the University's mission is discussed in the Research Section of the Plan.

Our aspirations will be reflected in moving from a partial to a consistent top-20 ranking for education in the UK by 2015. The achievement of this goal will require us to focus on entry standards, our students' contact with academics, the effectiveness of our feedback, the diversity of our intake, internationalisation, the employability of our graduates and the intensity of students' academic work.

In the new fee regime we will seek to intensify the supportive educational experience we provide, equipping our students to make an outstanding contribution to society morally, economically, and culturally. Students will remain partners not only in pursuing their own education but also in developing our academic offering through representation on key committees at School, Faculty and University level. Learning and teaching will be informed by our research activity and courses will be developed continually to reflect current international research. Quality and innovation in learning and teaching will be supported through training and continued professional development for all staff, through Teaching Fellowships and Excellence in Teaching Awards, and through explicit recognition in promotion criteria of teaching and scholarship. Our teaching facilities and technologies will be developed to meet the changing needs of the courses we offer. Students will have the opportunity to use our outstanding social, cultural and sporting facilities as part of the wider student experience.

## **Priorities**

1. To provide an excellent student academic experience, measured by institutional ranking in the *Times*, *Guardian* and *Independent* League Tables, intensified student academic engagement, and student contact with academic staff commensurate with these aspirations.
2. To assert and defend the value of learning both for its own sake and as part of a vocational calling.
3. To continue to enable motivated and able students from non-traditional backgrounds and low participation areas, particularly from the region, to gain the advantages of university education via UEA's existing Widening Participation and Outreach programmes and schemes introduced by the Office for Fair Access (OFFA).
4. To empower students with the knowledge, attributes and skills needed to make a significant contribution to society, with the help of improved interaction with UEA alumni and measured by improvements in Graduate Prospects/Employability (this is discussed further in the Employability Section).
5. To increase the entry qualifications of students as measured by entry tariff and comparable qualifications for international students.
6. To increase the regional diversity of student applicants both from the UK the national diversity form overseas.
7. To assess new course or discipline proposals against clear and high performance thresholds and to withdraw from courses or discipline areas which do not show the potential to meet those thresholds.
8. To develop the quality of learning, Library, laboratory and IT facilities supporting education.
9. To keep the Student Charter and related student regulations under review by Faculty Learning, Teaching and Quality Committees, by the Student Experience Committee and by the Learning and Teaching Committee.
10. To increase student numbers by up to 2,500 FTE over the planning period to reach approximately 11,600 undergraduates and 4,300 postgraduates by 2016-17.
11. To grow our Continuing Professional Development offering where it is of high quality, builds relationships with other bodies and covers its full costs (this is discussed further in the Enterprise Section).

## **What we must change to meet the priorities**

1. Make clear through Heads of School the expectation that academic staff members are readily and frequently available to students, and monitor this using performance indicators below.
2. Run a version of the National Student Survey for non-finalist undergraduate students with School responses to the outcomes monitored by the Associate Dean, starting in Spring 2012.
3. Introduce the New Academic Model from 2013, with progression requiring all modules to be passed. Make the expectation of sustained high academic engagement, including attendance, clear to applicants, students and staff, and embed it in our regulations, policies, and processes.
4. Develop, by Summer 2012, performance indicators that subsume the HEFCE Key Information Set and, in addition, support the targets below. Build a grid measuring progress towards agreed targets at School level.

5. Vigorously develop alumni and employer links to provide opportunities for placements, mentoring and internships.
6. Ensure academic staff engage in professional development activity related to teaching, learning, assessment or, where appropriate, professional practice, with a minimal threshold of one developmental course or peer-assisted activity each year. This will support the development of a wider range of assessment approaches, innovation in learning and assessment and a spreading of good practice.

UEA London:

7. Confirm by 2013 plans to enhance the proportion of postgraduate provision at UEA London. Each Higher Education course offered in London to be owned by a School or Faculty, and form part of the School performance indicators identified below. Develop facilities to provide a student experience that is distinct from but equivalent to that in Norwich.
8. Use the version of the National Student Survey to be run for first and second year students, together with questionnaires at module level and Staff-Student Liaison committees, to monitor separately the experience of London students.

### **Targets, indicators, timelines and key responsibilities**

League tables (Executive Team and Faculty Executives):

1. A top-20 overall place in the *Times*, *Guardian* and *Independent* League Tables for undergraduate education by 2015.
2. Every School to be ranked in the top quartile in the *Times*, *Guardian* and *Independent* League Tables for undergraduate education by 2015.

Entry standards (Associate Deans (Admissions)):

3. Year-on-year improvements in entry tariff for each School, with a minimal goal being that the average tariff exceeds the 20<sup>th</sup> ranked tariff for that discipline.
4. Each Faculty to increase the proportion of students entering at the grade thresholds AAB and ABB (or equivalent) to achieve at least 50% AAB and at least 75% ABB by 2015.

Contact with academics (Faculty Executives):

5. Contact time, monitored via internal surveys and benchmarked at School level, to reach or exceed the 1994 Group average in all disciplines by 2014.
6. The University code of practice on Advising to provide a minimal template for all Schools.
7. The offer of scheduled fortnightly contact in small groups (or problem-based learning sets) with academic members of staff to be extended to all students during their first year of study.

Effective feedback (Faculty Executives):

8. All undergraduate students to receive feedback on at least one aspect of their academic work within three weeks of arrival by 2013.
9. Feedback on routine undergraduate summative written work to be made available to students not later than twenty working days after it is submitted. Feedback on formative work to be made available more rapidly.

Value-added measures (Associate Deans (LTQ) and Faculty Executives):

10. To achieve in each School a proportion of good honours degrees that matches or exceeds the 1994 Group average in that discipline by 2015.

Academic intensity (Associate Deans (LTQ)):

11. Effective measures to be developed to monitor attendance at key teaching events by 2013.
12. Average Year One retention rates to be raised in each School to above 95%.
13. In traditional essay-based humanities disciplines, students to submit and have feedback/marks on an increasing volume of written work, rising to at least 100,000 written words during the course of their degree by 2015.
14. A measure of total volume of work for each undergraduate course appropriate to each discipline to be defined, stretching standards to be set by discipline, and student perceptions of time spent on academic work to be monitored via module/course review questionnaires.

### **3. Employability and Graduate Career Development**

Enhancing the employability of students and researchers is central to the life-changing power of higher education. We seek to provide students and early-career researchers with the skills that will maximise their progress on their chosen career pathways. Developing the links between enterprise and employability will be central to this work: students who are confident and resourceful and who are able to demonstrate skills and attitudes that set them apart from their peers and competitors will be best placed to build their own careers and be attractive to employers at the very highest level.

Over the period of the last Corporate Plan UEA made considerable progress in improving its 'graduate job prospects' statistics and currently 66% of alumni enter graduate-level employment within six months of leaving the University. This should now serve as a foundation for UEA to see year-on-year improvements in this statistic through further investment in facilities and dedicated administrative support, through the engagement of senior staff from across the University, through objective review of our current approaches and through cultural change, including in curriculum areas, where required. The facilities of UEA London will be particularly important in enhancing our students' contact with graduate recruiters in the capital.

#### **Priorities**

1. To improve the employability skills of our students and thereby improve their career opportunities.
2. To ensure that our graduates are confident and ambitious in their career aspirations.
3. To promote the benefits of being enterprising and entrepreneurial to our students and to demonstrate the importance of these skills to their future careers.
4. To ensure that Course Directors and module organisers embed and make explicit strong links between the curriculum and the skills and self-awareness needed to enhance our graduates' employability.
5. To embed strong and effective links between the Employability Executive, the Associate Deans (L&T), School Employability Directors and the Careers and Employability Service in order to drive the strategy forward.
6. To work closely with the Union of UEA Students to ensure that we are co-ordinated in our efforts to promote volunteering, enterprise and employability.
7. To increase the number of opportunities for students to gain experience in the workplace through internships, volunteering, part-time employment, year in industry and professional placement programmes.
8. To make support for careers and employability more visible and accessible on campus for students and staff in the course of their day-to-day activities.

#### **What we must change to meet the priorities**

The University must:

1. Locate the Careers and Employability Service within REN and establish an Employability Executive during 2011-12. The Employability Executive will take oversight of the initiatives in this Section.
2. Review the locations of careers and employability support around the University campus.
3. Ensure that we use the available resources, including HEIF funds and a component of student fee income, in the most effective way possible; develop during 2012 a ~£2m recurrent investment strategy for employability skills training and career management activities;

commence implementation during 2012-13 and have implemented fully by 2015.

4. Ensure during 2011-12 that every School has an Employability Director, appointed from the academic staff, and identify the necessary financial support.
5. Make explicit the lines of responsibility for the development of School and Faculty employability strategies by incorporating this within the role of the Associate Dean (LTQ) in each Faculty, and by ensuring that the links between School Employability Directors and the Careers and Employability Service work well.
6. Make more effective use of support from our alumni and the business community both locally and through UEA London.
7. Establish a single point of contact for employers and alumni offering internships and mentoring, and ensure swift institutional responses to such offers.
8. Provide, promote and expand a range of work experience opportunities to students via internships, volunteering, part-time employment, year in industry and professional placement programmes.
9. Revise the Student Charter to make more explicit the requirement for students to engage with the employability agenda and develop the skills to market themselves effectively to employers.
10. Provide the physical space and the mentoring and development support for students to learn enterprise and business skills through the NRP Enterprise Centre.
11. Identify sound performance indicators for employability, aligned to the Key Information Sets, and establish reporting lines to the Employability Executive.
12. Support the Union of UEA Students in running a logbook scheme.

Each School must:

13. Develop its own marketing messages on employability for prospective students and promote enterprise and employability from visit days onwards.
14. Require each Course Director to ensure that there is curriculum space to develop career-management capabilities from the beginning of a student's time at UEA.
15. Add by 2014 an employability skills component to worksheets for undergraduates to encourage reflective learning.
16. Establish by 2015 a minimum threshold of 'employability touch-points' for each first-year student, to include writing an initial c.v., making contact with the Careers and Employability Service, and beginning to reflect on how to relate studies and extra-curricular activities to employability.
17. Introduce employability skills and career-management awareness into the training of all academic advisers.

### **Overall Target, to be monitored by the Employability Executive**

To achieve an overall 75% graduate employability threshold by 2017, assuming stable market conditions.