University of Greater Manchester

Quality Transformation Unit

Student Success Strategy

Issued by the Quality Transformation Unit
Approved by Senate: DATE

Technical updates of this document take place on an annual basis to reflect changes to the University of Greater Manchester's organisational and management structure and to incorporate earlier, approved amendments to related policies, procedures and regulations.

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Author: Student Services and Experience
NAME: job title

Purpose Of Policy

There are three components covered within this strategy which are all designed to enhance student outcomes for success: from transition into, through and out of the University.

However, whilst there may be three distinctive areas, there are substantial linkages between each one. For example, interactions with enquirers and applicants will help to shape their time with us and may help to inform their aspirations for their future career; and the successes that our students ultimately demonstrate will influence the choices made by the next generation of students. Therefore, they cannot be considered in isolation and so the plans have been developed alongside one another and are presented as facets within this single strategy.

Vision

We want our students to achieve their best possible outcome, recognising that success for each individual will relate to their own particular circumstances.

Students are at the heart of everything we do, we are committed to supporting students to enable them to thrive and achieve success, by delivering co-created initiatives and services beyond the academic experience that have a transformative effect.

We seek to ensure our students feel a sense of belonging within our University community, to help them explore their aims and aspirations and to realise their potential. We will support their transition to higher education and through their student journey with us. Our desire is for our students to achieve the success that they deserve and which will equip them for their future life as successful global citizens, including, where appropriate to their own particular situation, having the life skills to secure professional outcomes such as graduate-level employment and to prepare them for their future career.

Relationship to Other Strategies

Early work on this strategy incorporated discussion on the Learning Teaching and Assessment Sub-Strategy, as a Learning Life component. This was designed to ensure we provide a learning experience that engages our students and helps them achieve successful academic outcomes. It encompassed transformational and inclusive curriculum; transitions that build upon the curriculum; academic mentoring / coaching / tutoring to support a structured approach to managing feedback and the diverse range of learning environments.

It is recognised as essential that we have complementary approaches to meeting the academic, pastoral, and professional rigours that are required for personal development, successful employment or further study; together with providing the right information, guidance, support and opportunities to ensure students are able to make the right choices, to overcome non-academic obstacles during the time of their programme and to develop their professional character. Such opportunities and support are tailored and personalised to meet the individual needs of students' particular circumstances, concerns and aspirations.

The academic aspects of this are now being taken forward within Campus Plus, which reflects a vision for a new model of teaching and learning that provides a flexible framework for managing our distinctive version of research informed intensive teaching. This Student Success Strategy thus focuses upon the non-academic support that students require to ensure they achieve the success they deserve. Both are aligned under the new Academic Strategy.

The three components are described below within the strategy map diagrams (supporting the transition to higher education; supporting the student journey; and supporting the transition to students' futures). A range of detailed operational plans will be in place to deliver these outcomes.

The University's Access and Participation Plan (APP), a requirement of registration with the Office for Students, is concerned with equality of outcomes in retention, degree outcomes and progression to graduate-level destinations. The interventions described in that plan thus intersect and align with the approaches covered within this document.

The Students' Union is independent from the University, with its own Strategic Plan and annual Operating Plan. However, the two organisations work in partnership, to the collective benefit of the student body. Consultation with the SU and with individual students is an intrinsic part of the formulation process for this strategy, and there is appropriate alignment between the plans of the University and the SU. The Student Success Strategy aligns with the Student Voice and Engagement Strategy and the Student Engagement framework which is a visual representation of the University's student engagement activities.

Key objectives and supporting activities

The three strategy maps included below identify how we will:

• Recruit students who have an appropriate fit with the University, building their aspiration and starting to prepare them for both their programme with us and their eventual progression to their future career

• Work with students, supporting them through the transition into the University, providing them with tailored support to help them succeed, and through their input, ensuring that the student experience improves further to benefit other current and future students

• Prepare our students for their future, able to make informed career decisions and to develop those graduate skills and attributes which allow them to secure the type of sustainable graduate employment, business start-up or further study they want.

We will:

• Adopt a personalised approach, exploring individuals' potential and providing the information, guidance and support they need to make informed choices throughout their journey with us and to gain successful outcomes

• Deliver inspiring and engaging outreach, nurture our applicants and provide comprehensive onboarding that commences pre-enrolment and continues through arrival and induction,

empowering students to take ownership of their student journey and creating a sense of belonging and community

• Work in partnership with students, empowering them to co-create environments and services, and providing access to targeted initiatives and tailored on-to-one support with seamless referrals to enable them to be confident and resilient learners

• Promote positive mental health and wellbeing, providing a supportive place of study together with accessible support, and also creating peer-led initiatives to facilitate a culture shift to greater wellbeing

• Ensure graduate skills and attributes are embedded in the curriculum and provide a range of complementary extra-curricular opportunities to build students' confidence, resilience, adaptability, experience and overall profile

• Continue to support recent graduates and utilise alumni successes to inform current students and inspire potential future applicants

Key measures of success

The activities outlined in this strategy, together with our academic interventions, will collectively contribute to achievement of the University's core metrics. These relate to enrolments, non-continuation, student satisfaction and graduate employment. The specific targets for each of these measures will be set in other broader University strategic documents.

The Graduate Outcomes Survey is still classed as experimental; longer-term targets will be set in due course as this new measure of student outcomes becomes more established. However, for the 2020-21 survey collection, the aim is to move the highly skilled metric to 80%.

The 'Proceed' measure is currently another experimental indicator although is gaining traction. It has been developed by the OfS and combines retention and employment outcomes to give an indication of the proportion of starters that end in a good job. A minimum expectation is that this should be over 50%; in the calculation using 2018-19 full-time first-degree starters who are projected to eventually obtain a degree multiplied by the percentage of the 2017-18 positive destinations, the University only achieved 47.2% with the lowest subject area at 32.4%.

We will utilise a platform for gathering student feedback to test the impact of our measures and will seek opportunities, both formally and informally, to gain input to our ongoing plans.

The APP identifies that the gaps in outcomes must be closed between student groups with different characteristics. In particular, it aims to:

• Remove the gap in Continuation by 2025-26, with current target groups in particular being Black and White, and Asian and White

• Reduce the gaps in Degree Outcomes by 2025-26, to 4% for measures of deprivation (POLAR4 and IMD Quintiles 1 & 5), and for Black and White, and 2% for Asian and White;

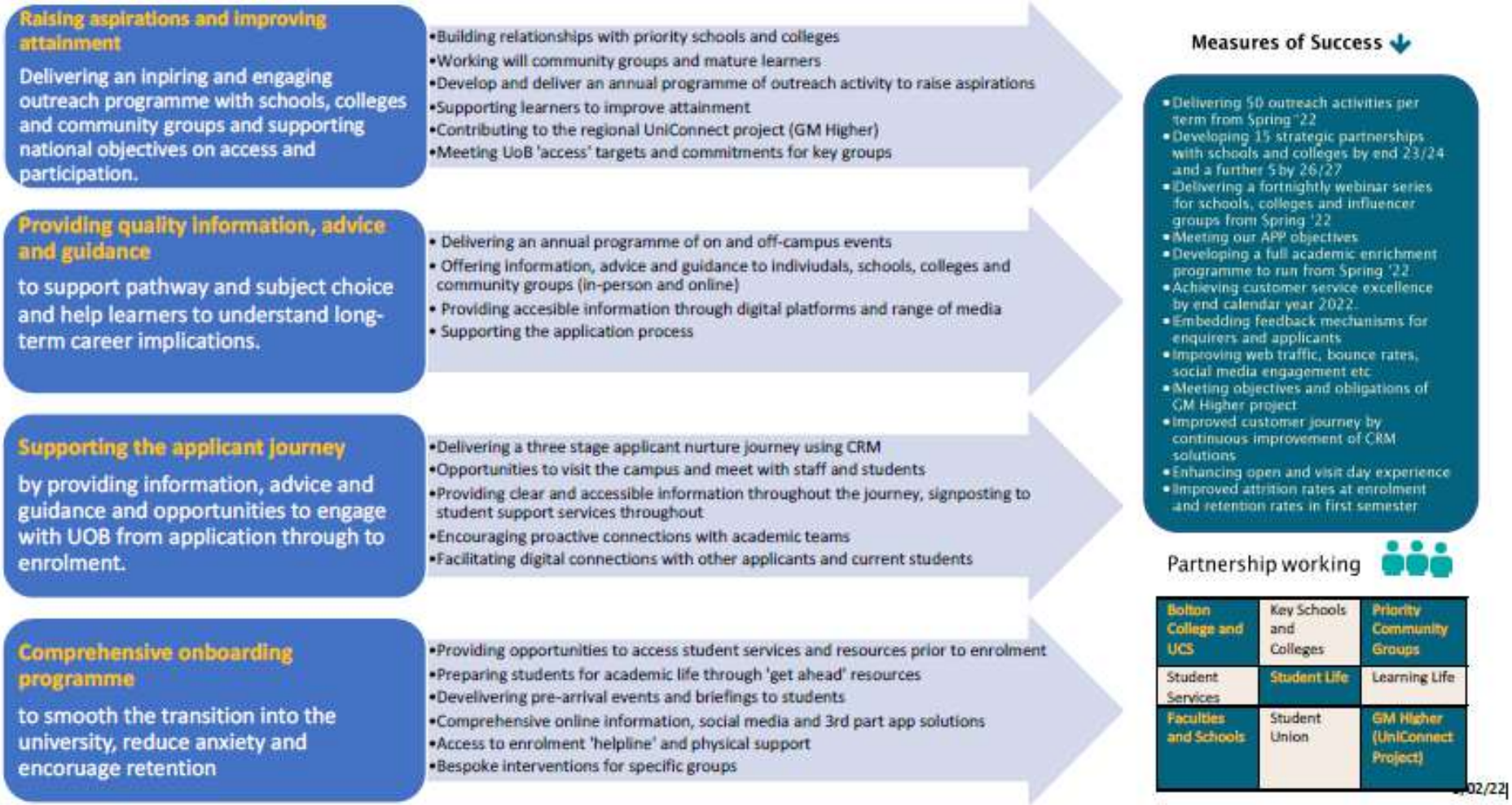
and to eliminate the absolute gap (caused by both structural and unexplained factors) by 2030-31.

• Reduce the gaps in graduate-level employment or further study by 2025-26 (targets to be reviewed following release of additional GOS data) and to eliminate the absolute gap (caused by both structural and unexplained factors) by 2032-33.

The three strategy maps below also include explicit reference to other measures of success, all of which will contribute towards achievement of the core institutional metrics.

STUDENT SUCCESS STRATEGY – 2022–2027 Supporting the transition to Higher Education

Students are at the heart of everything we do, we are committed to supporting students to achieve success, by delivering co-created initiatives and services that transform our students beyond the academic experience.



STUDENT SUCCESS STRATEGY – 2022–2027 Supporting the student journey

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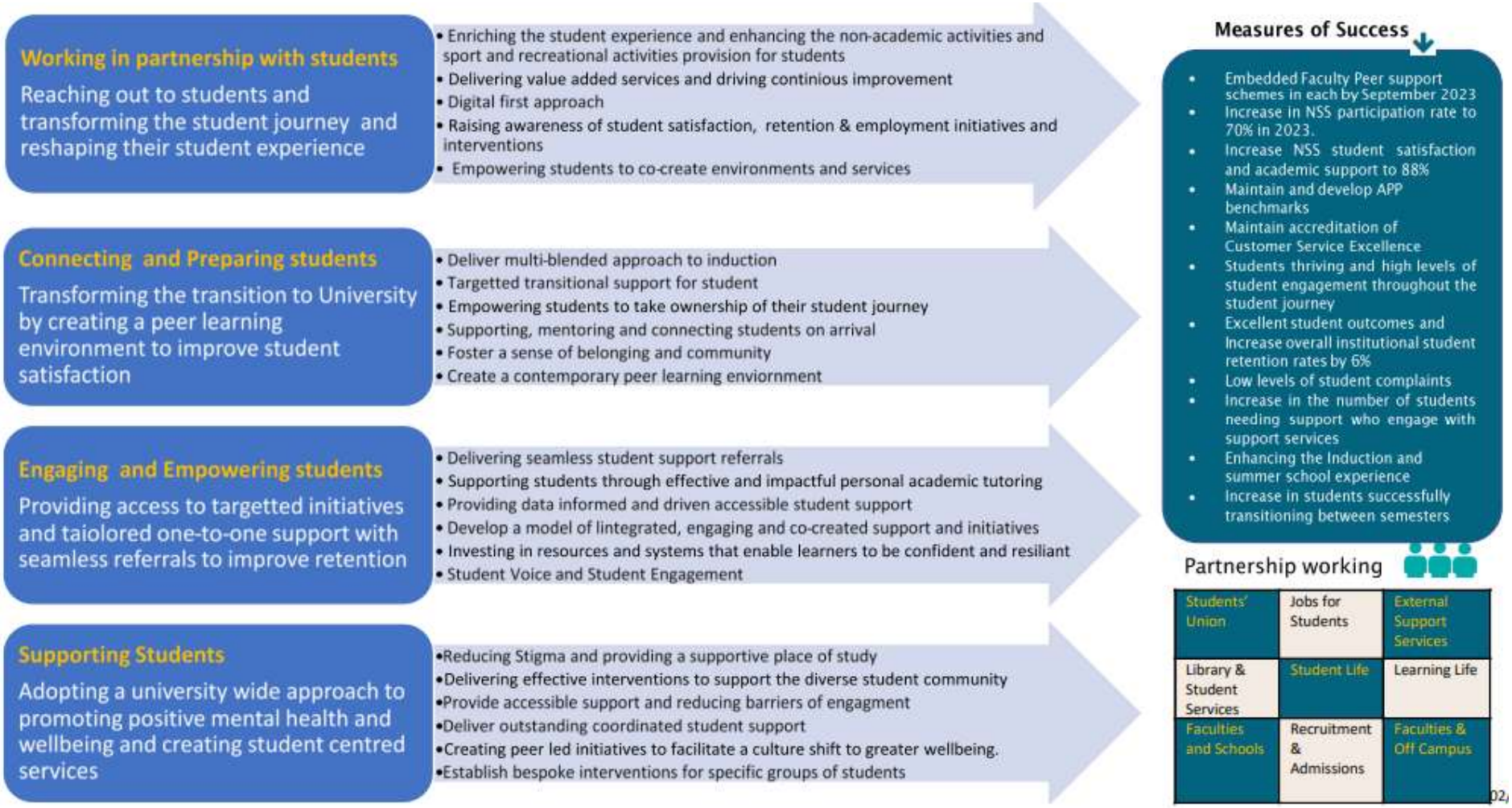

STUDENT SUCCESS STRATEGY – 2022–2027 Supporting the student journey

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Improving Graduate Outcomes (GO)
To drive improvements across all subject areas, ensuring that benchmarks are met and response rates are increased

- Setting benchmarks for all subject areas, aligned to the academic review
- Developing GO action plans for all Schools
- Devising a communication timeline for all graduate cohorts
- Delivering final year sessions to promote the GO survey
- Providing monthly reports/updates to Senior Managers and Core Operations Group

Graduate Attributes
To develop and embed graduate skills and attributes (GAME), confidence and experiences through innovative co-curricular and work-related activities

- Reviewing the GAME and GAME+ frameworks to ensure they are visible, embedded and understoof by all key stakeholders
- Providing students with access to a range of experiences that encourage personal growth in a broader context than academic study
- Promoting the value and breadth of opportunities to study, work and volunteer abroad and encourage all students to participate

Placements and Work-Based Learning
To provide students with real connections to employers and develop actual experience of the labour market.

- Enabling all undergraduate and postgraduate students to have the opportunity to gain experiences that will enable personal and professional development
- Preparing all students for placements and WBL through taught modules and co-curricular activity
- Providing all students with the opportunity to reflect on their WBL experiences, in order to maximise their skills development and work-ready confidence

Employer Engagement
To develop an approach to employer engagement that will grow and nurture key relationships which reflect the priorities of the University of Bolton

- Coordinating and centrally capturing the employer engagement contacts across the University
- Increasing the opportunities for all students to gain local, regional and national opportunities, placements, internships and jobs
- Aligning all processes internally to maximise the opportunity to cross-sell, and share relavant contacts

Measures of Success

To move our highly skilled graduate employment metric to 80% for the 2020/21 survey collection (as an institution our internal data shows that we are at 77.7% highly skilled for 2018/19. This will be subject to review based on the developments with GOS and HESA performance indicators)

To work with Faculties to drive Graduate Outcomes Survey response rates, and ensure that all subject groups achieve a 60% response rate for the 2020/21 survey collection.

Increase in confidence or career readiness amongst second years, as captured in the career registration process

By 2023, there will be a 50% increase in the number of students having undertaken the Future Leaders Award

Partnership working

University Group Partners	Employers	Faculties and Schools
Student Services	Student Life	Learning Life
Recruitment and Admissions	Student Union	Marketing

Helpful Contacts & Resources

Support Area	Contact or Link

Summary – REPORT TITLE	
Reference Number: QTU /	
Version number	
Version Date	
Author	
Owner	
Responsible person	
Approving Committee	
Date Approved	
Effective From	
Dissemination Method	
Review Frequency	
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Document History	This summary was first written in XXXXXX in response to XXXXXXXX.