



EDUCATION STRATEGY





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This education strategy is intended to identify priority steps to meet the aspirations of the University's Strategic Plan for 2020. It is therefore linked explicitly to the ambitions and commitments set out therein for Teaching, against a sector backdrop of significant changes in higher education nationally and internationally which demand quality and innovation. The strategy recognises significant ongoing work in a range of areas – for example, on employability or on implementation of the postgraduate taught review recommendations – and also identifies areas for further development – for example, on digital approaches or on interdisciplinary provision.

The strategy sets out our plans for excellence, explicitly recognising

- four core themes of employability, internationalisation, sustainability, and, inclusivity;
- the importance of student engagement in learning;
- teaching which is research-based;
- innovation in our approaches and actions;
- our distinctiveness.

Three strategic areas have been identified:

- To establish Lancaster as one of the highest quality and innovative teaching institutions in the UK
- To prepare our graduates to lead responsible, intellectually curious, productive and fulfilling lives within a complex and inclusive global society
- To maximise the benefits of our distinctiveness

For each strategic area, specific supporting actions have been identified – Table 1. These actions include aspects identified for institutional improvement to ensure the University achieves its aims with respect to its national and global position. Metrics associated with these aspects are used in league tables and will feature in the Teaching Excellence Framework (TEF):

- Teaching, learning and assessment practices (T1-3 in Table 1)
- Student progression, completion and success outcomes (G2,G5)
- Employability (G2,G3, G4)
- Inclusion (G2,G4,G5)

An implementation plan is outlined in Table 2.

This indicates actions, deliverables and timescales and provides a 'map to achieve distinctiveness in Lancaster's education'. The map will result in an articulation of the type of education Lancaster aims to offer, the type of teaching it aims to provide and how it develops and transforms its students/graduates. The work set out in the implementation plan will enable sufficient direction to be set so that constituent parts of the University such as departments are clear where change is needed and what is required to achieve this.



TABLE 1 – STRATEGIC AREAS AND SPECIFIC SUPPORTING ACTIONS

TEACHING:

Establishing Lancaster University as one of the highest quality and innovative teaching institutions in the UK

- T1. Define, benchmark and evidence what teaching excellence means for Lancaster
- T2. Attract, develop and engage staff to ensure excellent teaching
- T3. Ensure a holistic approach for incentivising and recognising excellent teaching and innovation
- T4. Ensure we have the means to enhance quality and to undertake significant new developments in teaching and programme development



STUDENTS/GRADUATES:

Preparing our graduates to lead responsible, intellectually curious, productive and fulfilling lives within a complex and inclusive global society

- G1. Agree a vision for “what a Lancaster graduate is beyond their discipline” and articulate the transformation facilitated by Lancaster’s education.
- G2. Develop a framework for reviewing the curriculum with multiple lenses which reflect the core themes – employability; internationalisation; sustainability; inclusivity - and development of key graduate attributes, focusing on programme-level, with regular review
- G3. Through the employability strategic framework, work towards being able to offer all students the opportunity for a placement (work, research or international study).
- G4. Through the framework for establishing and maintaining Lancaster as a global university, ensure means to globalise the student experience and develop graduates who are socially responsible and who understand how to work effectively and live comfortably in a multicultural and globally interconnected world.
- G5. Ensure all students are enabled to engage in their learning and to develop and succeed at the highest levels through providing appropriate academic support and learning development opportunities, supported by timely and relevant information



MAXIMISING DISTINCTIVENESS:

Maximising the benefits of our distinctiveness

- D1. Ensure we reflect on our distinctiveness to inform T1 and G1, noting that how this is articulated may vary for different student sub-groups or aspects of teaching.
- D2. Identify initiatives to develop and enhance specific aspects of our distinctiveness in teaching and our students/graduates
- D3. Recognise different student communities to ensure all students can gain from Lancaster’s distinctiveness
- D4. Ensure the learning environment - physical and virtual - makes effective use of Lancaster’s distinctive estate and resources

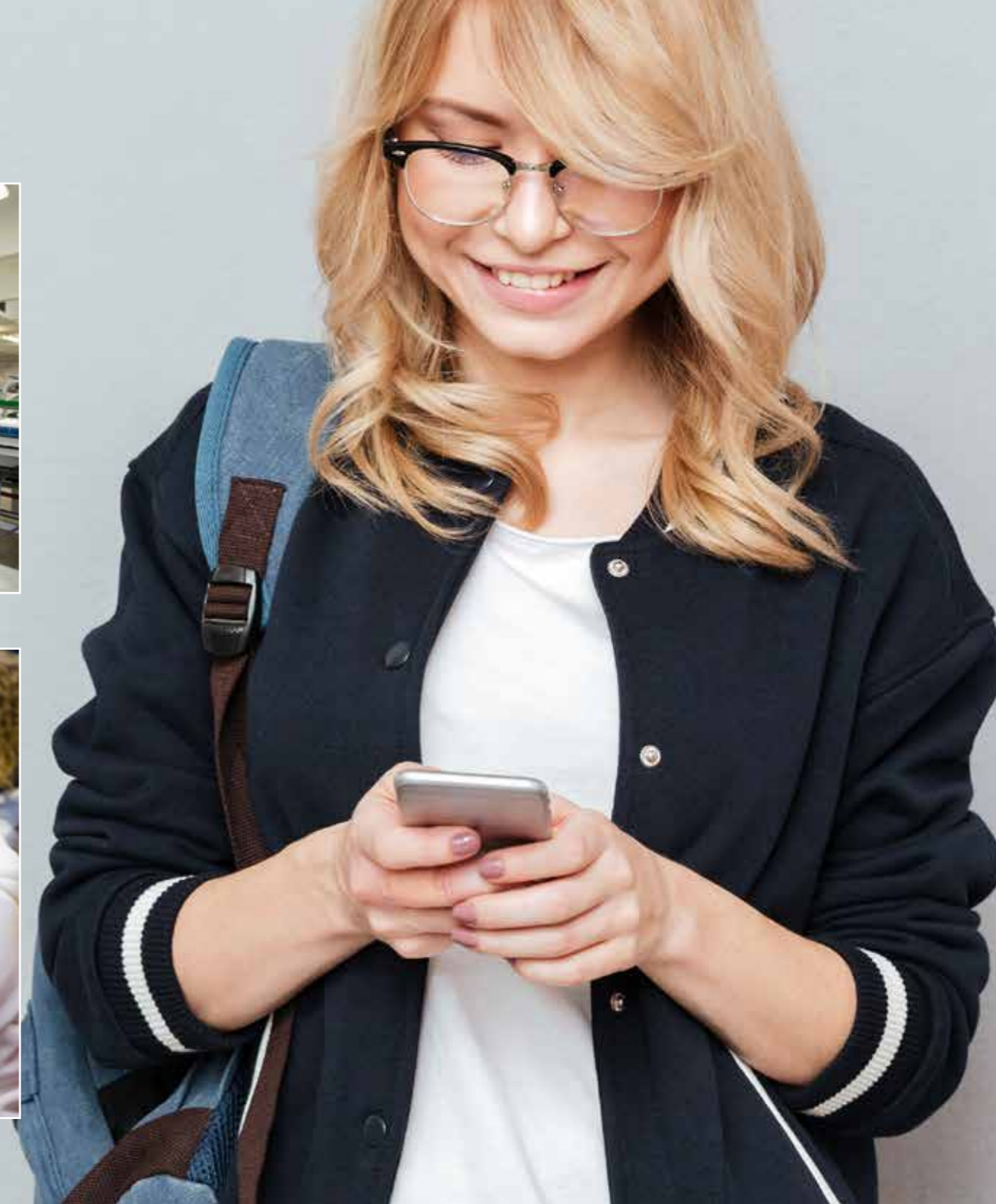


TABLE 2 – EDUCATION STRATEGY – IMPLEMENTATION PLAN AS AT 8 MARCH 2017

TEACHING:

Establishing Lancaster University as one of the highest quality and innovative teaching institutions in the UK

Outcomes:

Articulation of the type of teaching Lancaster provides (End 2017)

TEF Gold award across Lancaster (ongoing)

University-level KPIs agreed for Teaching [6, 11] (ongoing)

Recognition for innovation in teaching (e.g. awards)

Strategic area and specific supporting actions	Actions/activities for implementation	Deliverables	Timescale	Contributors	Process indicators
T1. Define, benchmark and evidence what teaching excellence means for Lancaster	<ul style="list-style-type: none"> Prepare plan to operationalise. Use TEF 2 preparations to develop plan Use the mechanism to help identify and improve provision which does not meet Lancaster's expectations University priority projects to review and enhance key areas for improvement <ul style="list-style-type: none"> o assessment & feedback policies and practices o elements of PGT and PGR reviews implementation 	<p>Mechanism in place to evidence teaching excellence at different levels (institutional through to individual)</p> <p>Means to develop improved teaching where required (individuals, programme, subject, themes, aspects etc)</p> <p>A&F review completed and implementation plan agreed</p> <p>PGT implementation plan delivered</p> <p>PGR review completed and implementation plan agreed (+ implemented)</p>	<p>Plan agreed by May Ed Committee</p> <p>2017-18 onwards</p> <p>Autumn 2017</p> <p>Summer 2018 Summer 2017 (+TBC)</p>	<p>Head OED PVC-E Education Committee TEF Steering Group and TEF T&F group (nb: students on all the above)</p>	<p>University Tier 2 Supporting indicators for teaching quality.</p> <p>Other indicators to be developed from operational plan</p> <p>Substantive changes to policies and practices as a result of reviews</p>
T2. Attract, develop and engage staff to ensure excellent teaching	<ul style="list-style-type: none"> Continued development of the University's recruitment strategy to reflect the priority of excellent teaching Develop plan to enhance means to identify, share and extend good practice Continued enhancement of educational development provision Implement Digital Lancaster 2.0 to support enhanced teaching practices 	<p>As in People Strategy</p> <p>Plan developed for identifying, sharing and extending good practice</p> <p>OED plan aligned with strategic priorities</p> <p>As identified in Digital Lancaster</p>	<p>As in People Strategy</p> <p>Plan agreed by May Ed Cttee</p> <p>As in People Strategy</p> <p>As in Digital Lancaster</p>	<p>PVC-E Director of HR&OD U Dean AQ Head OED ADs Deans LUSU Director ISS</p>	<p>Indicators WRT recruitment which reflect T-excellence (People Strategy)</p> <p>Process indicators for good practice aspect</p> <p>HEA fellowship (all levels)</p> <p>OED indicators</p> <p>Digital L indicators</p>

Strategic area and specific supporting actions	Actions/activities for implementation	Deliverables	Timescale	Contributors	Process indicators
T3. Ensure a holistic approach for incentivising and recognising excellent teaching and innovation (including different levels – individual, team, programme etc)	<ul style="list-style-type: none"> Review and refine new promotions criteria Update sabbatical policy Continue work to develop principles for workload allocations Refine the internal staff award scheme to align with strategic priorities, including different levels Enhance support for achieving external recognition of excellent teaching, including different levels 	<p>Revised promotions criteria embedded</p> <p>Revised sabbatical policy</p> <p>Set of principles for academic workload allocation</p> <p>Revised staff awards scheme</p>	<p>July 2017</p> <p>?Apr 2017 ?Summer 2017</p> <p>Dec 2016</p>	<p>Promotions Cttee Director HR &OD UMAG OED</p>	<p>Link to People Strategy indicators re T-led promotions</p> <p>Staff survey – satisfaction indicators</p> <p>NTFS and CATE success</p>
T4. Ensure we have the means to enhance quality and to undertake significant new developments in teaching and programme development	<ul style="list-style-type: none"> Thematic Review of Teaching Quality support to help balance QA and QE Implement Digital Lancaster 2.0 to enable more effective use of technology in our teaching, including for growth in online, distance and blended learning Review our mechanisms for development of new programmes to ensure they support initiatives irrespective of 'source point', ie not only from departments Demonstrate Education Committee as a significant mechanism to identify and oversee new developments 	<p>Thematic review completed and implementation plan agreed</p> <p>As identified in DL 2.0</p> <p>Agreed plans for growth in online/ distance learning, especially in PGT</p> <p>New Course Design, Development and Approvals procedure</p>	<p>Summer 2017 As identified in DL 2.0</p> <p>2017-18</p> <p>2017-18</p>	<p>PVC-E U Dean AQ Head ASQ Director ISS Director of Library Services</p>	<p>Digital L indicators</p> <p>Growth in online and/or DL programmes</p> <p>Ed C recognised as driving force in development of education</p>

STUDENTS/GRADUATES:

Preparing our graduates to lead responsible, intellectually curious, productive and fulfilling lives within a complex and inclusive global society.

Outcomes:

Articulation of the type of student/graduate Lancaster develops and how that is achieved (end 2017)

University-level KPIs agreed for Student Outcomes [7, 8] and Tier 2 Supporting Indicators [Good honours; Employability](ongoing)

Strategic area and specific supporting actions	Actions/activities for implementation	Deliverables	Timescale	Contributors	Process indicators
G1. Agree a vision for "what a Lancaster graduate is beyond their discipline" and articulate the transformation facilitated by Lancaster's education.	<ul style="list-style-type: none"> Prepare plan to operationalise Develop indicators based on the vision and transformation intended Revisit relevant plans (e.g. employability) to ensure how graduate attributes are developed is articulated Monitor national developments around learning gain to inform this work 	Set of Lancaster graduate values and attributes, and indicators	Agree plan at May Ed Cttee Ongoing	PVC-E Education Committee LUSU Provost Colleges Alumni	Supporting plans reflect core themes and graduate attribute development
G2. Develop a framework for reviewing the curriculum with multiple lenses which reflect the core themes – employability; internationalisation; sustainability; inclusivity - and development of key graduate attributes, focusing on programme-level, with regular review	<ul style="list-style-type: none"> Course Design, Development and Approval review UG Part I review and refresh Periodic Quality Review (PQR) review and refresh 	New Course Design, Development and Approvals procedure UG Part I refreshed Portfolio and curriculum reviews	Summer 2017 Sept 2018 Summer 2018?	Head ASQ CDDA review group U Dean AQ ADs LUSU Feedback from staff on CDDA	Feedback from UGs on Part I Feedback from staff on PQR Strategic developments prompted by PQRs
G3. Through the employability strategic framework, work towards being able to offer all students the opportunity for a placement (work, research or international study).	<ul style="list-style-type: none"> Take forward the Employability review's implementation plan Take forward the elements re placements, internships in the internationalisation plan Develop plan for research opportunities following the research-based teaching project completion (D2) 	As in the Employability implementation plan As in the internationalisation plan Plan for student research opportunities	Three year plan approved 2017-18 TBC	PVC-E ADs Dir Careers Alumni Key employers Dean FASS Head ASQ	As in Employability implementation plan As in internationalisation plan Indicators to be developed

Strategic area and specific supporting actions	Actions/activities for implementation	Deliverables	Timescale	Contributors	Process indicators
G4. Through the framework for establishing and maintaining Lancaster as a global university, ensure means to globalise the student experience and develop graduates who are socially responsible and who understand how to work effectively and live comfortably in a multicultural and globally interconnected world.	<ul style="list-style-type: none"> Continue to extend the range of opportunities for international experience Develop more effective partnerships between staff at Bailrigg, in International Teaching Partners and international links to facilitate more equal partnership in teaching and enhanced opportunities for international experiences for students Continue to implement plan for globalising and integrating the student experience (ISIG) Consider developing a languages strategy to support this objective 	Implementation plan for extended international experience opportunities Models for co-delivery of programmes such as joint teaching of UG and PGT courses, joint PhDs with ITPs Decision on development of a languages strategy	Ongoing Ongoing 2017-18	PVC-I PVC-E LUSU Colleges Global Dev Committee/ ISIG Int Office Dept Languages & Cultures	As in the Employability plan and the internationalisation plan
G5. Ensure all students are enabled to engage in their learning and to develop and succeed at the highest levels through providing appropriate academic support and learning development opportunities, supported by timely and relevant information	<ul style="list-style-type: none"> Complete Learning Development review's implementation plan Progress learner analytics project, including work on differential outcomes and in relation to WP access and progression UG Part I review and refresh Progress work on inclusive curriculum design, teaching, student support Explore ways for colleges and LUSU to contribute further to Learning Development Implement student retention action plan Implement Digital Lancaster 2.0 to support enhanced learning practices 	Enhanced Learning Development approach implemented Learner analytics plan and outputs UG Part I refreshed Action plan for inclusive practice developed and implemented Embedded actions to support retention As in Digital Lancaster 2.0	December 2016 2017-18 2018 Summer 2017 + 2017-18 As in Digital Lancaster	LD Manager Provost PVC-E LA working group U Dean AQ Inclusive T project manager College principals and LUSU Head Colleges & S Life Director ISS	Take-up of Learning Development provision Development and use of LAs to support progression and completion Feedback from UGs on Part I Indicators re inclusive practice Indicators re student retention (Tier 2 indicator) Digital L 2.0 indicators

MAXIMISING DISTINCTIVENESS:

Maximising the benefits of our distinctiveness (including size, location, colleges, variety of international partnerships, 'green')

Outcomes:

Articulation of the distinctiveness of the education Lancaster offers

Same outcomes as for Teaching and Students/Graduates, i.e. this strategic area is an enabler for the former two

Strategic area and specific supporting actions	Actions/activities for implementation	Deliverables	Timescale	Contributors	Process indicators
D1. Ensure we reflect on our distinctiveness to inform T1 and G1, noting that how this is articulated may vary for different student sub-groups or aspects of teaching.	<ul style="list-style-type: none"> Identify different communities and how Lancaster's distinctiveness can look and feel different across those 	As for T1 and G1		PVC-E Education Committee	
D2. Identify initiatives to develop and enhance specific aspects of our distinctiveness in teaching and our students/ graduates	<ul style="list-style-type: none"> Undertake project exploring research-teaching links and implications for Lancaster's teaching Strengthen mechanisms to ensure that our interdisciplinary potential is realised <ul style="list-style-type: none"> o portfolio reviews o Explore inter-disciplinary potential through research centres review Others to be identified as a result of D1 	<p>Clear articulation of what research-based teaching looks like and means for Lancaster students and how all students can gain from this</p> <p>Refreshed portfolios</p>	End 2017	Dean FASS Head ASQ Head Ed Res PVC-E Education Committee	Portfolio reflects interdisciplinary strengths

Strategic area and specific supporting actions	Actions/activities for implementation	Deliverables	Timescale	Contributors	Process indicators
D3. Recognise different student communities to ensure all students can gain from Lancaster's distinctiveness	<ul style="list-style-type: none"> Progress PGT review implementation plan Complete PGR review and implement agreed recommendations Explore the potential for 'learning communities' – colleges and LUSU Extend the student journey work to PGT and PGR 	<p>PGT implementation plan delivered</p> <p>PGR review completed and implementation plan agreed (+ implemented)</p> <p>Pilot projects in Colleges</p> <p>PGT and PGR student journey maps</p>	<p>Summer 2018</p> <p>Summer 2017 (+TBC)</p> <p>2017-18</p> <p>2017-18</p>	ADs-PG PVC-E PVC-R College Principals and LUSU Head of Strategic Devt SBS	Student feedback on experience
D4. Ensure the learning environment - physical and virtual - makes effective use of Lancaster's distinctive estate and resources	<ul style="list-style-type: none"> Continue engagement with Estates masterplan development Undertake project to consider future teaching and learning facility needs Implement Digital Lancaster 2.0 to support enhanced infrastructure and systems 	<p>Teaching spaces project report and action plan</p> <p>As in Digital Lancaster 2.0</p>	<p>Ongoing</p> <p>2016-17</p> <p>As in Digital L 2.0</p>	PVC-E ADs Director of Facilities Director of Library Services Director ISS	<p>Staff and student feedback indicators</p> <p>Digital L 2.0 indicators</p>

Cross-cutting supporting actions

- i. Measure and communicate added value of extra-curricular experiences
- ii. Increase awareness and usage of information and guidance within the University.
- iii. Benchmarking against competitors to be more readily available.

