

Good practice, affirmation, recommendation	Action	Due by	Update June 2017	Responsible	Measures
Good Practice					
<p>The extensive commitment to the widening participation and outreach agenda regionally, and the benefits this affords to students from under-represented groups (Expectation B2).</p>	<p>Widening participation and the ongoing support of students from low participation backgrounds will continue to be a core strategic mission of the University, as encapsulated in Strategy 2020.</p> <p>The University will continue to work with School and College Partners to develop effective outreach schemes.</p>	<p>On going</p>	<p>The University continues to champion widening participation as a key strategic mission. A new position, Head of Student Inclusivity has been created and the links between the Widening Participation committee and the Learning, Teaching and Student Experience Committee have been strengthened.</p> <p>The University has also been very active in developing a number of degree apprenticeships.</p>	<p>Pro Vice-Chancellor Student Experience</p>	<p>POLAR Data</p> <p>OFFA agreement</p> <p>BME targets</p>
<p>The expansion of the Peer-Assisted Learning initiative in supporting students' academic potential and development (Expectation B4 and Enhancement).</p>	<p>Peer Assisted Learning is now coordinated by Library Services to ensure the scheme's continued sustainability.</p> <p>This is likely to include (over the coming year):</p> <ul style="list-style-type: none"> - the establishment of a steering group to ensure that stakeholders are engaged in the development of PAL and that priorities are agreed in order to ensure accountability for the resources employed - a review of the elements that motivate students to become PAL leaders - an investigation into how to measure the impact of PAL on the leaders/interns and on those engaging in PAL activities 	<p>July 2016</p>	<p>A PAL Stakeholders' Group has been established and, at its first meeting, conducted a SWOT analysis of the PAL scheme.</p> <p>This has led to a number of proposals that have been approved by the University's Learning Teaching and Student Experience Committee.</p> <p>These proposals include: suggestions for improving PAL support for particular types of students and activity that are extra curricula; re-promoting the scheme in order to ensure a full understanding and commitment from all PAL co-ordinators (within faculties and services); introducing ILM endorsement/accreditation for the training and development of PAL leaders.</p>	<p>Pro Vice-Chancellor Student Experience</p>	<p>Impact of students undertaking PAL activities and of PAL leaders engaging in the initiative.</p> <p>Diversity/inclusivity of PAL leaders and of students engaging in PAL.</p>
<p>The breadth and strength of partnerships and the embedding of employability skills across the University's activities (Expectations B1 and B4).</p>	<p>Strategic Partnerships and networks remains one of the University's strategic priorities and as such links with employers and other stakeholders will be consolidated and further embedded through the <i>Practice-orientated and professional accreditation</i> programme of Learning 2020.</p>	<p>Ongoing</p>	<p>2016 DLHE results showed further increases in graduate outcomes for the University.</p> <p>Enterprise2020 was launched which aims to further imbed enterprise activity into all programmes and increase the range of opportunities and support available for student entrepreneurs.</p>	<p>Deputy Vice-Chancellor and Provost</p>	<p>Graduate outcomes measured through DLHE data</p> <p>Number of students undertaking placements</p> <p>Number of programmes with professional accreditation.</p> <p>Number of programmes designed or commissioned by employers</p>

Good practice, affirmation, recommendation	Action	Due by	Update June 2017	Responsible	Measures
Affirmations					
The implementation of the revised examination board guidelines to ensure that these are consistently applied across all faculties (Expectation A2.1).	Examination Board guidance was revised to make it more explicit and circulated to members on the 23 January. Implementation to be reviewed Autumn 2016.	Complete	N/A	Deputy Vice-Chancellor and Provost	Award Board decisions against previous years and other faculties.
The steps being taken to ensure assessment feedback is timely and of a consistently high quality to support students' academic achievement (Expectation B6).	Assessment and Feedback is a programme of the University's Learning 2020 programme and has identified a key set of deliverables to ensure both consistency of expectations and application. Structured training and agreed principles to be in place by September 2016.	September 2016	Workshops on assessment and feedback held in all departments by January 2017. The University is developing an Enhancement Framework to frame and embed broader Learning 2020 activities including those of Assessment 2020. This approach will ensure that assessment and feedback are not dealt with in isolation but form part of a broader programme enhancement initiative. We will be piloting aspects of this approach May-Sept 2017.	Deputy Vice-Chancellor and Provost	Student feedback through NSS, other internal surveys and from student reps.
The comprehensive introduction of plagiarism-detection software by the end of the current academic year (Expectation B6).	Software is already in use at the discretion of academic staff. A pilot to assess student and staff development needs associated with a universal role out will be conducted in Spring 2016 with a review in the summer term prior to full roll out for all online submissions. In addition SafeAssign has been made available to all students to use as a reflective tool, which was fully supported and promoted by the Students' Union through their #bethebest campaign.	September 2016	SafeAssign continues to be available for all staff to use in instances where plagiarism is suspected. Due to feedback received during the pilots the University is currently investigating other plagiarism detection software packages to ensure staff are receiving the best possible support in detecting and identifying plagiarism.	Deputy Vice-Chancellor and Provost	System used by default on all online submission.
Recommendation					
Ensure that all postgraduate research students receive appropriate training before they undertake teaching duties (Expectations B3 and B11).	The Graduate School have revised the policy for PGR students who teach and have set out a clear direction and action plan to address the recommendation. This was discussed at Learning, Teaching and Student Experience Committee, Research and Knowledge Exchange Committee and Graduate School Committee in early spring 2016. From 2016/17 all PGR students will attend a new 1 day workshop on teaching as part of induction. In addition, during summer 2016 this workshop will be run for all current PGR	September 2016	A new integrated approach into all information and development activities for both PGRs and supervisors was launched in September 2016. In 2016-17 a 1 day course for all new and existing PGR student cohorts on basic learning and teaching methods was delivered. The workshop is now embedded into PGR induction. Any PGRs crossing the threshold amount of teaching are now directed to progress to the UWE Professional Course 'Introduction to Teaching & Learning in Higher Education'.	Deputy Vice-Chancellor and Provost and Pro Vice-Chancellor (Research)	Numbers of PGR students undertaking training PRES results

Good practice, affirmation, recommendation	Action	Due by	Update June 2017	Responsible	Measures
	<p>students with teaching duties. This workshop will be mandatory for all PGR students with any teaching duties.</p> <p>The Graduate School are working with HR and the faculties to ensure information about PGR students who are employed as Associate Lecturers is captured and shared more effectively to help monitoring and identify those with additional training requirements.</p> <p>As part of Learning 2020, new training and accreditation routes are being developed for all academic staff, including PGRs with teaching duties.</p>		<p>The Graduate School Office are working with HR to ensure that PGRs appointed to teaching duties have completed appropriate training.</p>		