**Enhancing Student Success 2017-2018**

**Annual Report to SEC**

# **Executive Summary**

The remit of the Enhancing Student Success (ESS) group is to develop, implement and monitor University-wide projects to achieve significant improvements in student outcomes, focussing on continuation, progression, achievement and post-study progression. The focus is primarily on entry year student performance – the First Year Experience - but ESS notes progress and explores synergy with linked projects led by other University groups, for example post-study progression (Changemaker Hub), learning and teaching (ILT) and equality and diversity (ISEG).

Projects are linked to ESS objectives, which in turn are aligned with the Operational Plan KPIs and the University Strategic Plan. The six targets are detailed in the ESS Action Plan and the latest performance against the targets will be reported in November 2018. Some of the targets have been revised as part of the Refresh Strategy 2015-22 and the ESS targets will be adjusted in the 2018/19 action plan.

Following the ESS Annual Conference and Planning Day in Summer 2017 and in response to student contributions, the ESS Action Plan was reshaped identifying a series of projects organised under four themes: Academic, Health and Well Bring, social and Work. There were 11 projects under these thematic headings (see ESS Action Plan page 3).

Overall, there was very strong progress in the Academic, Social and Work themes, particularly in relation to the development and approval of the new Learner Support Model (Objectives 4, 9 and 10,) which will roll out from Level 4 in 2018/19 alongside an interim Welcome Week to enhance opportunities for social belonging (Objective 10). The LSM is a complex model involving reshaping personal tutoring, academic and employability skills development and centralised student support to deliver the ‘integrated support around the student’. The model benefitted from extensive debate and development across the past 18 months and has potential to deliver a significant contribution to the University’s ‘Super Supportive’ ambition captured in the ‘Refresh Strategy’ 2015-2022. Work to implement and evaluate the model will be prioritised in 2018/19. The Learner Analytics pilot project went live too late in the academic cycle to fully establish evidence of positive impact but nevertheless its potential to support personal tutors in tracking students has been identified and it is hoped that a further one year level 4 pilot will be approved for 2018/19 as part of the investment in the new LSM.

The new Academic Year (approved for 2019/20) offers greater opportunities for curriculum delivery shaped to the needs of students at different levels. ABL development, the revisions to UMF to enhance assessment practice and embed ChANGE learning outcomes and Graduate Employability (L&T and GE plans cross –referenced in the ESS plan) have also met their targets for improvement this year.

The Health and Well-being thematic and some Social projects are in development or largely deferred in 2017/18 awaiting the approval of the Learner Support Model. There were some notable exceptions, including the development of residential life for Waterside and SU initiatives. The Health and Wellbeing strand will be subsumed within the plan for a Healthy campus in 2018/19.

Overall, the ESS Action Plan illustrates a significant shift in the learning environment structure has been achieved for 2018/19 that it is hoped will enhance student continuation and success.