



Message from the Deputy Vice-Chancellor (Academic)

“Challenge and change” – these two words aptly sum-up the environment within which Higher Education, and our University, is presently operating within. Students are becoming ever more discerning in their choice of study pathways as PA Consulting recently reported:

“They are investing a significant part of their lives, and of their future earnings, into a relationship that they hope and expect will significantly enhance the rest of their lives.”¹

whilst meeting stakeholder basic needs is no longer enough whereby we have to exceed their expectations by adding and sharing value to ensure productive long-term relationships.

As the newly formed University of South Wales, we must embrace this environment so as to position ourselves to not only withstand the challenges that we encounter, but to be distinctive in our offer and therefore be ahead of the game. This will indeed prove to be challenging for some staff who will need to work in new ways, but I am confident that together we can deliver an excellent experience for our students and stakeholders that will lead to their and our **success and sustainability**.

This Academic Plan outlines the way in which we aim to enhance the student and stakeholder experience in order to meet our vision. Building on our locally rooted foundations and exciting global connections as the largest university in Wales, and one of the largest in the UK, we will focus on distinctiveness in our **programmes** and research, offering exceptional learning experiences and undertaking applied research and innovation for a clear purpose. Ensuring that our students are engaged in learning through active participation and simulation will be at the heart of our offer alongside a focus on preparing our students for 21st Century employment. We will need to accommodate flexibility and agility in our delivery models; moving further away from the traditional full-time delivery model to embrace a variety of models including blended, intensive block mode and flexible time periods of delivery. Whilst on-campus delivery will continue to be our core activity, increasingly our students will study off-campus both at home and abroad, and the way in which we embrace new technologies to facilitate this will be critical to their and our success. We will need to attract academic staff who have specialist knowledge and technical expertise in new ways of learning and teaching, as well as provide high quality professional development to enable current academic staff to enhance their skills in these areas. These changes will be essential if we want to attract and retain high quality students to study and succeed at the University of South Wales.

Partnerships will be critical to our success. We will engage with our students as partners; recognising that they will come from diverse backgrounds, we must ensure that we provide the support they require to progress to us and succeed with us. In addition, we will

build on our strong local and global connections by focusing our external engagement, in relation to eg, widening access, research and innovation and internationalisation, so as to add and share value to society and our economy in a meaningful and sustained way.

The University of South Wales is a great place to work and through espousing our core values - Professional, Inspiring, Responsive and Creative - we aim to enhance the experience for our **people** - staff and students - to ensure that all may excel and be successful in their studies and work. High quality learning and teaching and support is the lifeblood of higher education and, in particular, to the student experience. To this end, we want to continue to attract and support excellent staff to achieve their potential whilst recognising that many traditional learning and teaching and support practices will need to be adapted to achieve our strategic goals.

We will also create a modern 21st Century learning environment; a connected, sustainable **place** that inspires creativity, flexibility and innovation in the academic endeavours of our students and staff whether that be on-campus, off-campus or on-line.

This Plan is of relevance to all constituent parts of the University community. It acknowledges the contribution of academic and professional services staff alike in ensuring that our students and stakeholders have the best possible experience when engaging with the University which, in time, will lead to successful, employable graduates and mutual partnerships that add and share value.

I look forward to working with you between now and 2020 in the implementation of this Academic Plan.

Professor Helen Langton
Deputy Vice-Chancellor (Academic)

¹PA Consulting (2013) “The Student Deal | Designing genuinely student-centred higher education”, London.



Current Context

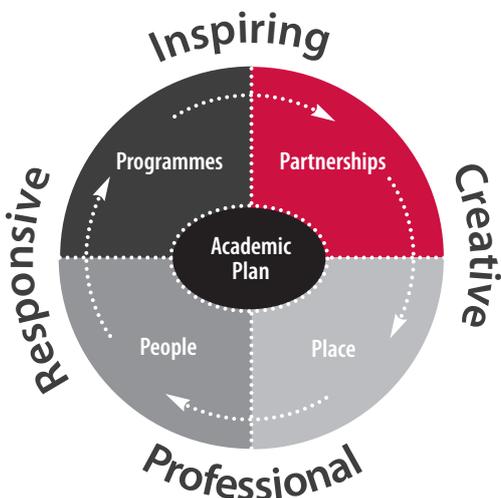
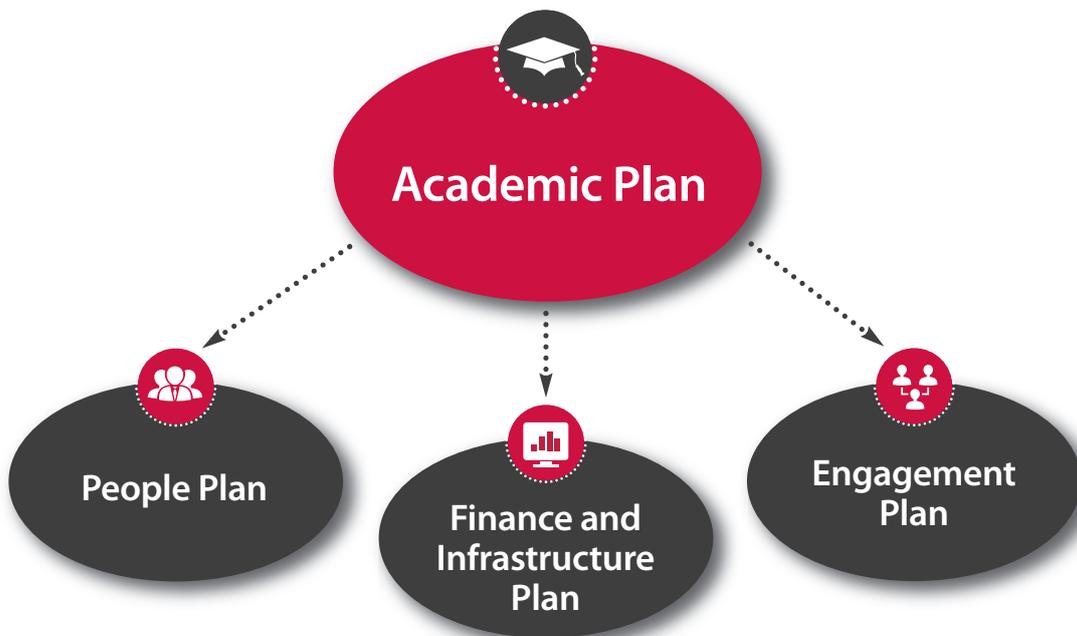
The University Strategy 2014-20 outlines a vision for USW to be:

*“The University of choice in Wales and beyond for students, organisations and communities who **value** vocationally focused education and applied research which provides solutions to problems that affect society and the economy”.*

In order to realise this vision, we need to build on our strengths and have clarity of purpose in relation to what we are going to concentrate on for the next six years in order to meet our strategic goals and ensure our long-term sustainability.

This Academic Plan is the vehicle to “bring the University Strategy to life” by providing clarity to our strategic direction on, eg, portfolio development, progression management, staff development and

learning environments. It will act as a plumb line for all staff; guiding their decision making to ensure we concentrate on core activities and manage our resources effectively to achieve our strategic goals. The Plan will be supported by three underpinning Key Enabling Plans, namely the *People Plan*, *Finance & Infrastructure Plan* and *Engagement Plan*. Together they will steer us to **success** and **sustainability**.



This Academic Plan seeks to build on what we already have that is distinctive in our academic offer and promote best practice that is clearly found across the length and breadth of our campuses. The emphasis on active participation and simulation based learning for 21st Century employment that is underpinned by focused, high quality research will direct our decision making in relation to our **programmes**, our **partnerships**, our **people** and our **place**.

USW Core Values

"We will be proud and passionate about our University and our own contribution to its success"

This Academic Plan has been developed with due cognisance of our core values. We will only succeed if these are espoused such that they become the culture and context in which staff are immersed so that these in turn shape and transform the student and stakeholder experience.

Professional

We will:

- Be accountable for the delivery of our personal and team objectives
- Act with integrity to ensure people can trust and rely on us
- Take responsibility individually and collectively for contributing to our strategic goals
- Value and respect every individual for their contribution to our University

Creative

We will:

- Nurture curiosity and innovation so that ideas can flourish
- Embrace new ideas
- Actively look to collaborate not compete with others in our University
- Take risks and challenge current ways of working to make a positive impact

Inspiring

We will:

- Be passionate about celebrating success
- Be dynamic, stimulating and motivating
- Create opportunities that widen our own and our students horizons
- Transform lives

Responsive

We will:

- Be flexible and agile, embracing change
- Be approachable, seeking feedback to continually develop
- Challenge blockers and blocking behaviours
- Identify and communicate best practice and ideas



Goal 1 | Programmes

We will create and maintain programmes that are:

- high quality and offer a distinctive experience for our students that is rooted in active learning through simulation and enables them to reach their potential by graduating with the skills and knowledge that makes them highly employable
- informed and underpinned by our high quality, focused research and innovation expertise

Overview

We have witnessed significant change in student applications and admissions and the funding regimes that support them in recent years. We anticipate that realising student growth in the highly competitive home and international markets will be challenging for the length of this Plan. We have set the target of maintaining our position as a comprehensive University with 30,000 students and, accordingly, it is essential that we are able to attract and retain talented students from both the UK and overseas to support our scholarly activities across a diverse range of academic disciplines.

The quality of learning and teaching that students receive significantly influences their learning outcomes and impacts on prospective students decision making. Our National Student Survey (NSS) outcomes to date have highlighted inconsistencies in the quality of the classroom experience. Our students expect, need and deserve to experience high quality teaching. We need to provide coherent curricular and extra-curricular support that enables our students to succeed and be highly employable.

In order to attract and retain talented students, we must offer distinctive programmes that they truly want to study; differentiated from our competitors in content where appropriate and in pedagogy and mode of delivery. We will focus on curriculum that promotes active and immersive learning, strengthening our use of technologies and embracing best practice to enable this. Our learning will be simulation based; consolidating our considerable experience and expertise acquired through the use of specialist clinics, laboratories, case studies and live briefs. We will seek to further enhance the use of technology to support this approach again building on strengths such as our financial trading rooms. In addition, we will move away from the option for students to undertake work-based learning to put theory into practice to improve their employment prospects to a position whereby every student will be supported to undertake work-based learning to achieve an agreed set of USW Graduate Attributes developed in conjunction with employers. Employers are demanding that graduates exit with self-management and transferable core business skills, notably project management skills. We will seek to embed these skills in all undergraduate programmes and ensure,

where possible, that this is through recognised external accreditation. This will give our graduates the 'edge' in terms of their employability.

We expect to grow our on-line provision, both to support classroom learning and wider student engagement and to attract students who are not able to study on campus, whether home/EU or international.

We also expect to target investment in research and innovation around our areas of critical mass; playing to the strengths that we already have and continuing our REF trajectory for 2020 alongside supporting practitioner research and industry partnerships. As well as playing into the undergraduate curriculum through the application of critical and creative thinking and appreciative enquiry, our research focus will lead to PGT and PGR opportunities that support our research environment and reputation and attract both students and stakeholders to work with us in more creative ways.

All of the above will require significant transformation in the way that we approach our learning, teaching and assessment, and will present both major challenges as well as exciting opportunities for our staff as we challenge conventional thinking and adapt our teaching practices to reflect the new technologies and flexibility expected by our students. In addition, we will need to embrace new models of design for programmes, including fast track and multiple entry points across the year, transforming our traditional term based approach into more flexible study periods to meet this type of need.

In summary, our long term aim is for USW to be a University in which a significant number of our programmes can be studied using active and technology supported approaches, with learning through simulation at the heart of all that we do and to offer these programmes either on campus or on line and using flexible approaches and a mix of delivery modes.

Strategies

APS1.1	<p>Within a three year period, review all programmes to:</p> <ul style="list-style-type: none"> • Ensure market attractiveness and relevance to workforce needs, e.g. professional accreditation • Embed progression pathways • Utilise active and simulation based learning and technology • Embrace flexible study, including fast track, part time, blended and on-line <p>to facilitate sustainable student recruitment</p>
APS1.2	Develop and implement a Performance Management Framework (based on agreed metrics) to review, to take action or, when applicable, to withdraw “under-performing” programmes based on, eg, trend of low student recruitment or retention, poor NSS outcomes, etc.
APS1.3	Continue to invest in a high quality learning experience for part-time students undertaking programmes on-campus, on-line, through UHOVI or with our FE partners
APS1.4	Continue to develop strong and relevant postgraduate programmes in areas of demand that enhance our reputation and contribute to developing our higher research degree environment
APS1.5	Continue to develop and promote opportunities for students to study through the medium of Welsh
APS1.6	Maintain a strong focus on learning and teaching outcomes within an evidence and risk based approach to quality assurance and enhancement at all levels of the University
APS1.7	Ensure best practice in learning and teaching is consolidated across all relevant provision
APS1.8	Broaden our approach to employability (<i>drawing on a range of initiatives to include Grad Edge</i>) so that all students undertake work-based learning to achieve an agreed set of USW Graduate Attributes
APS1.9	Review and refine our Research Strategy to ensure our focused research areas underpin and inform curriculum development at all levels
APS1.10	Closely monitor module/course evaluation and student feedback, notably through the Students’ Union and our student voice representative scheme, and respond to comments and concerns in an appropriate and timely manner

Targets²

APT1.1	Maintain a 30,000 student population over the period 2014/20 to achieve CPI1 (<i>link to HEFCW CS Target T16 – Reconfiguration and Collaboration (size of institution)</i>)
APT1.2	Increase part-time and on-line student numbers by 5% by 2017 and 10% by 2020 (<i>link to HEFCW CS Target T4 – Part-time</i>)
APT1.3	Achieve a 10% increase in the % of USW graduates (from undergraduate programmes) progressing to higher-level study at the University within two years of graduation
APT1.4	Number of students studying through the medium of Welsh by 2015/16 - 5+ credits: 350 and 40+ credits: 125 and by 2019/20 - 5+ credits: 400 and 40+ credits: 150 (<i>link to HEFCW CS Target T6 – Welsh Medium</i>)
APT1.5	Recruit to nationally set targets for initial teacher training provision in 2015/16 to train the next generation of teachers for Wales (<i>link to HEFCW CS Target T9 - Initial Teacher Training</i>)
APT1.6	Increase “research, grants and contracts” activity by 10% year-on-year to achieve CPI5 target of £30m by 2019/20 (<i>link to HEFCW CS Targets T13/14 – Research</i>)
APT1.7	Following on from REF outcome, finalise Research Strategy (and associated targets) at institutional level for REF 2020 by autumn 2015 (<i>link to HEFCW CS Target T15 – REF</i>)
APT1.8	Achieve “meets UK expectations” judgements in the next QAA Institutional Review to be undertaken in spring 2015 (<i>link to HEFCW CS Target T8 – Quality</i>)

²Academic Plan targets to be achieved by 2019/20 unless otherwise stated.

Goal 2 | Partnerships

We will foster partnerships that:

- facilitate student and staff interactions and promote the application and transfer of knowledge for added and shared value
- connect students and staff locally and globally

Overview

The University of South Wales has an excellent record of achievement in enabling the participation of young people and mature age students in higher education and to create pathways that facilitate the transition required to achieve this. We take seriously our responsibility to enhance learning opportunities for students from all backgrounds and, in particular, provide access to those who may be the first in their family to study for a degree or from low socio-economic communities. We are proud of our successes in supporting non-traditional entrants to not only aspire to participate, but to succeed and achieve outstanding outcomes. Our strong partnerships with a range of schools, Further Education Colleges and other education providers has been a significant element in our success to date in this domain and will continue to be so, eg, through the development of strategic alliances and focused articulation agreements. Constructive international partnerships are also important to our long-term sustainability whereby we must fully realise the academic, cultural and financial benefits of such activities whether that be on-campus, in-country or on-line.

An important focus of this Plan is ensuring that our students graduate with a distinctive and competitive edge that enables them to demonstrate the attributes that are valued by employers and that our academic staff offer excellent learning and teaching experiences that are informed by engagement with employers through research and practice. To this end, we will work with employers to develop the USW Graduate Attributes and we will foster partnerships with key stakeholders in, eg, business, industry, and the public sector, that enable staff to apply and transfer knowledge in support of our active approach to learning and teaching. These activities will demonstrate impact – *added and shared value* – for all parties, including the wider impact on our society and the economy. In addition, we will seek to grow our work-based offer to employers that is flexible in both mode of delivery and progression from bite sized learning through to postgraduate level study.



Strategies

APS2.1	Provide engagement opportunities for students from Communities First areas and those who live in areas of low participation through, eg, implementation of the Strategic Alliance with key local FE partner colleges to enhance student progression to on-campus provision
APS2.2	Develop and implement the USW International Strategy to increase on-campus, off-campus (London Centre) and in-country international student recruitment
APS2.3	Continue our focus on working with employers to develop our students' employability and skills and place priority on the three key areas highlighted in the Agreement on Skills and Employability – work placements (UK or overseas); industrial/professional accreditation of provision; embedding employability within the curriculum
APS2.4	Broaden our strategic approach to working in partnership with employers so that we grow our CPD and work-based learning offer and our research collaborations with purpose
APS2.5	Working with employers, develop and embed USW Graduate Attributes to include core business skills, notably project management skills
APS2.6	Develop an alumni mentorship scheme for final year undergraduate and all postgraduate students
APS2.7	Enhance learning and teaching through supporting active engagement of staff with external partners through research and practice, and through exposure of students to employers

Targets

APT2.1	Increase students progressing from FE College partnerships (currently 42%) to at least 50% in 2017 and at least 60% in 2020 to achieve CPI7 (link to HEFCW CS Target T1 – Widening Access and T2 – Participation)
APT2.2	Increase international student numbers (on-campus, London and in-country) to 3,750 by 2017 and 4,500 by 2020 to achieve CPI8 (link to HEFCW CS Target T7 – Overseas Students)
APT2.3	Develop three new international partnerships of scale by 2017 and six in total by 2020 (link to HEFCW CS Target T7 – Overseas Students)
APT2.4	Develop two new courses per year that are offered fully online or with a significant blended approach (link to HEFCW CS Target T4 – Part-time)
APT2.5	Increase business and community interaction (non-SME and non-commercial businesses) by 12% year-on-year to achieve CPI6 target of £8m by 2019/20 (link to HEFCW CS Target T12 – CPD and Targets T13/14 - Research)
APT2.6	Increase graduate employability by 2.5% year-on-year to achieve CPI3 target of 70% by 2019/20 (link to HEFCW CS Targets T10/11 – Employability)
APT2.7	All final year undergraduate and all postgraduate students to be offered an alumni mentor by 2017 (link to HEFCW CS Targets T10/11 – Employability)
APT2.8	Student feedback (NSS / annual monitoring) to clearly identify effective engagement with employers and the development of graduate employability skills (link to HEFCW CS Targets T10/11 – Employability)
APT2.9	Broaden and strengthen the number of staff engaging in development programmes with employers, eg, SIPS (link to HEFCW CS Target T12 – CPD and Targets T13/14 - Research)

Goal 3 | People

We will create and value a culture that enables us to:

- recruit outstanding students who are engaged and, regardless of their background, will succeed at University and be highly employable
- recruit and retain outstanding staff who are supported to flourish to ensure our students have the best possible experience and succeed in their academic endeavours

Overview

It goes without saying that staff will make a fundamental contribution to the achievement of the University's vision and strategic goals, notably to the success of our students. We accordingly need to ensure that we recruit, retain and develop staff with the experience and potential to perform their roles effectively. We will create an environment that enables staff to be inspiring, creative, responsive and professional; providing relevant and professional development opportunities and clear and rewarding career pathways. We will also continue the work that has been instigated to develop our managers; recognising the increasingly complex environment in which they work so that they are able to support innovation and positively lead staff through change. Of crucial importance will be the opportunities to celebrate our staff success and ensure that this contributes to building our reputation and profile.

During the period of this Plan, we will witness significant change in the ways that staff work and the type of roles that will be required in higher education. The growth in the use of technology both for programme delivery and in relation to core business systems and processes will require staff to develop new skills and working practices over time to be able to work and deliver in a technologically adept manner. We will update the University of

South Wales Academic profile to reflect this transformation and gain clarity as to the underpinning skill set that will be required to be able to work in and deliver through technology. Academic staff will also increasingly work in teams comprising a range of professionals who bring expertise in educational design, graphic communications, web application development and information literacy, and the use of learning analytics will become routine.

A key challenge will be to ensure that our recruitment, selection and review processes are robust and that our staff development offer is focused on professional development to support the University Strategy and this Plan. We will also need to reflect the changing environment in respect of how we structure our contractual arrangements for staff to reflect flexibility in mode and type of delivery and the skills required to recruit, engage with and produce highly successful students.

Our students will increasingly work in partnership with us and influence our academic offer. We will embrace and manage the student contribution to our work to facilitate an outstanding learning experience.



Strategies

APS3.1	Review and refine our Learning and Teaching Strategy to further enhance the quality of the learning and teaching experience so crucial to student progression and success
APS3.2	Review and refine our retention and attainment activities, including increased usage of learning analytics to identify students who are at risk of academic failure or of dropping out
APS3.3	Enhance the quality of academic delivery through module evaluations
APS3.4	Continue to closely monitor NSS outcomes and require course improvement plans where problems are identified (link to APS1.2)
APS3.5	Review our staff recruitment and selection processes to ensure we attract and recruit excellent staff able to develop and support our approach to learning and teaching and to contribute to our focused research areas
APS3.6	Develop a consistent approach to staff development and performance review so that all staff are able to articulate how they contribute to meeting the University's vision and strategic goals
APS3.7	Focus our staff development for learning and teaching on enhancing classroom approaches to active and simulation based learning and on the use of technology to add value
APS3.8	Ensure that equality and diversity are embedded across the University and are built into our staff development and our policies and procedures as outlined in our Strategic Equality Plan 2013-16
APS3.9	Recognise and reward staff who demonstrate best practice in curriculum design, integration of theory and practice, delivery, assessment and feedback that engages and motivates students and enhances student achievement
APS3.10	Strengthen our approach to supporting staff to retain credibility in their subject area through research and practice
APS3.11	Strengthen our approach to supporting our leaders and managers so that they can facilitate innovation through change

Targets

APT3.1	No course to have more than 13% attrition by 2017 and 10% by 2020 (<i>link to HEFCW CS Target T3 – Retention</i>)
APT3.2	Improve teaching and learning focused NSS outcomes to 84% by 2017 and 87% by 2020 to achieve CPI2 (<i>link to HEFCW CS Target T5 – NSS</i>)
APT3.3	Improve “Good honours” classifications to 59% by 2017 and 62% by 2020 (<i>link to HEFCW CS Target T5 – NSS</i>)
APT3.4	Achieve HEA Fellowship status for all academic staff by 2020, with 20% achieving Senior Fellow and 10% Principal Fellow status (<i>link to HEFCW CS Target T5 – NSS and T8 – Quality</i>)
APT3.5	External recognition for our staff individually and collectively to include National Teaching Fellowships, Higher Education awards, professional accreditation, etc. (<i>link to HEFCW CS Target T8 – Quality</i>)
APT3.6	Increase staff nominations for student-led awards both internally and externally (<i>link to HEFCW CS Target T5 – NSS</i>)
APT3.7	To be a High Performance University, 10% of employees will be assessed as providing excellent performance by 2017 and 15% by 2020 and 80% of employees will be assessed as providing good performance or better by 2017 and 90% by 2020
APT3.8	Maintain accreditation as an Investor in People (IiP) at institutional level
APT3.9	Achieve Strategic Equality Objectives by 2016
APT3.10	Secure Athena Swan Silver award status and Race Equality Charter Bronze award status

Goal 4 | Place

We will create and maintain a sustainable learning environment on-campus and on-line that:

- supports students and staff to practice active learning through simulation and technology and is inclusive and accessible to a diverse student and stakeholder body

Overview

Accessible, stimulating and high quality physical and virtual environments – *our campuses and ICT systems and services* – are fundamental to ensuring the best possible experience for our students and their academic success.

We will work towards the articulation of the distinctive nature of our provision on each of our campuses; giving each one a distinguishing identity and ensuring that future academic developments align with the strengths of each campus profile.

As our students increasingly move towards studying “*any time, any place, anywhere*”, they will expect us to utilise technology to support and enhance their learning experience. This will demand a change in teaching methods as we embrace the future that places technology at the heart of learning. Our learning, mobile and communication systems will need to keep pace with emerging technologies in order to remain responsive to the learning needs of our students and accordingly meet their expectations.

Alongside this we will instil greater flexibility and adaptability in our approaches to modes of study, embracing multiple entry points across the year, blended approaches to include short study weeks / weekends and initiatives such as accelerated degrees and open access resources will become the norm. Whilst there will still be a place for libraries, increasingly, students will utilise technology to access the resources they require to support their learning. For wider campus based services such as student welfare and catering, these will also need to reflect the increased flexibility in the way in which we manage our academic offer.

As outlined in Goal One, if our pedagogy is rooted in active learning through simulation, our approach to both new build and the refurbishment of buildings needs to support the development of flexible general teaching spaces alongside planning more clinics and areas that facilitate the use of simulation technology for teaching and learning. For example, our laboratories play a significant part in facilitating active learning and need to be equipped to develop the skills required by employers.

Our aim is to provide an experience that puts the student at the heart of all we do. We need to be responsive to student need in all areas and therefore our approach will be one that uses the student life cycle to identify enhancements. We will continue initiatives that enhance student information and advice, student support services, enrolment and timetabling. The student voice is fundamental to our ability to enhance our services and therefore we will continue to look at ways in which we can foster student engagement in our core business systems and processes, to include quality, governance and estate.

Providing employability opportunities for all students within our academic offer will require an active approach to support for this endeavour and the consolidation of the “hub and spoke” model of professional support will be continued as we seek to ensure we add value as well as ensure economies of scale in this regard. For postgraduate and professional students, we will ensure that our offer is coherent and consistent and that our physical environment is professional in feel and provides an experience commensurate with their expectations. Our offer to PGR students will also need to reflect a consistent approach to resources for this level of study.



Strategies

APS4.1	Provide flexible, innovative and high quality learning spaces to meet the needs of the curriculum and anticipate and accommodate the impact on space generated by the range of delivery methods
APS4.2	Provide an estate that can encourage creativity and innovation and reflect those ambitions in the design and configuration of facilities
APS4.3	Confirm our distinctive offer for each campus and align our portfolio of academic provision (teaching and research) to the relevant campus
APS4.4	Continue investment in the estate to enhance recruitment and ensure that our campuses are accessible to all students, including those with disabilities
APS4.5	Establish, communicate and monitor implementation of lecture capture and the use of other technologies to support an active approach to learning and teaching, including blended and distance approaches
APS4.6	Provide facilities to support the enhancement of the research base and the role of Research Institutes, including an assessment of the need for dedicated, specialist space for research projects and ensure that, where possible, research space is capable of being reconfigured to meet changing needs
APS4.7	Develop student support services that will accommodate the introduction of fast track, part time and multiple entry points for study
APS4.8	Invest in technologically enabled collaborative learning spaces
APS4.9	Embrace a "Digital First" environment which provides 24/7/365 online access to information (eg, student portal) and services (eg, online lectures, electronic learning resources)
APS4.10	Provide professional environments to attract a higher number of CPD and post graduate students in which to study and learn
APS4.11	Continue to develop our approach to the inclusion of the student voice in future developments

Targets

APT4.1	Estate Income per student at University Alliance median (2011-12 = USW 1.18% below median)
APT4.2	Estate Condition and fitness for purpose (Cat A and B) at University Alliance median (2011-12 = USW 6.17% above median)
APT4.3	ICT Digital First - 80% of student facing services online and 100% of student processes online
APT4.4	ICT Technology Enhanced Learning - 100% of core systems available over a 24/7/365 operation
APT4.5	ICT Classroom Environment - 50% of GPT rooms equipped with video capture
APT4.6	ICT Software Apps on Demand - 100% of core applications delivered on demand
APT4.7	ICT Research – new Research MIS by 2017
APT4.8	ICT Environmental Sustainability - 35% utilisation of 75% of standard ICT teaching labs

Summary

The Academic Plan is the vehicle to “bring the University Strategy to life” by providing clarity to our strategic direction. Specifically, we aim to achieve the following goals during the period 2014-20:

Academic Plan Goal 1 | Programmes

We will create and maintain programmes that are:

- high quality and offer a distinctive experience for our students that is rooted in active learning through simulation and enables them to reach their potential by graduating with the skills and knowledge that makes them highly employable
- informed and underpinned by our high quality, focused research and innovation expertise

Academic Plan Goal 2 | Partnerships

We will foster partnerships that:

- facilitate student and staff interactions and promote the application and transfer of knowledge for added and shared value
- connect students and staff locally and globally

Academic Plan Goal 3 | People

We will create and value a culture that enables us to:

- recruit outstanding students who are engaged and, regardless of their background, will succeed at University and be highly employable
- recruit and retain outstanding staff who are supported to flourish to ensure our students have the best possible experience and succeed in their academic endeavours

Academic Plan Goal 4 | Place

We will create and maintain a sustainable learning environment on-campus and on-line that:

- supports students and staff to practice active learning through simulation and technology and is inclusive and accessible to a diverse student and stakeholder body

The Plan will be supported by three underpinning Key Enabling Plans, namely the People Plan, Finance and Infrastructure Plan and Engagement Plan. Together they will steer us to success and sustainability.





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Produced by USW Strategic Planning & Performance Services

Designed by USW Print & Design 01443 482 677

The University of South Wales is a registered charity. Registration No. 1140312.

