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| The following actions have been implemented to address the key priority areas identified during the Workload Engagement Exercises: Education, Research and Systems & Processes.Actions highlighted in yellow were updated in December 2024. |
| **Theme** | **Actions** |
| **Student Support Needs – Pastoral Care** |
| Policy Changes (to clarify and streamline processes) | * Student Appeals
* Marking & Moderation Procedures
* Extensions and Penalties for Unauthorised Submissions of Course Work
* Student Discipline (Academic)
* Support for Study

Work is underway to further streamline course and programme approval processes and support curriculum development processes |
| Role of Personal Tutors | * Role (and expectations) of Personal Tutors clarified
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| * Enhanced promotion of support services to students
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| * Enhanced Student Support team support provided to Schools
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| * Senior Pastoral Support Group, reporting to Student Experience Committee, will provide oversight of pastoral support matters
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| Personal Tutor System | * Consideration of alternative approach (as implemented in other institutions where investment made in establishing a central (Professional Services) provision for student pastoral care and welfare) – approach not adopted at this stage
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| * Senior Pastoral Support Group will monitor effectiveness of changes implemented and will keep sector-wide developments under review
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| **Student Support Needs – Academic Support** |
| Student Skills Development | * Enhanced promotion of services provided by (i) Student Learning Service (within Centre for Academic Development), and (ii) Student Support services
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| * Some Schools have already established PGT in-person study skills courses
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| Student Population Expansion | * Assurance mechanisms in place during recruitment process to prioritise the recruitment of well-qualified students, from strong academic backgrounds, will be highlighted in communications to Schools
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| * Development of international partnership, TNE and franchise operations (that have less impact on staff workloads) will be prioritised
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| * January starts portfolio will be proactively managed to ensure programmes offered continue to attract students – work underway at School level to address issues raised regarding the number of courses and assessments offered
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| Teaching Delivery | * Data on course registrations circulated to all Schools together with a clear expectation that courses with fewer than 15 students should no longer run except in exceptional circumstances and with the explicit authorisation of the Head of School
* The departure of a number of colleagues in the School of Engineering resulted in changes being introduced to keep workload at manageable levels. Over 70 changes resulted in the reduction of 26 taught courses in the School. This was achieved by a variety of measures including:
	+ re-structuring programmes,
	+ withdrawing programmes that were not recruiting, and
	+ removing double teaching and replacing courses with relevant existing courses from another School.
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| * The Data Science MSc in the School of Natural & Computing Sciences was restructured so that September and January intakes have overlapping material (which removes the need to teach the same courses twice)
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| Disability Database | * Student Management system project will include consideration of the disability database
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| * In the meantime, existing database will be developed to support the student experience (including reporting of changes in student requirements)
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| **Education Process/Policy** |
| C6/C7 Class Certificates | * Project Board will be established to oversee IT enhancements to MyTimetable and Student Record System to support monitoring activities
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| * Series of meetings established for the Monitoring Leads Community of Practice Group to share ideas and best practice relating to monitoring issues
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| Teaching Policies/Procedures | * Guidance and training underpinning the Principles for the Delivery of Education will support the development of innovative approaches to learning, teaching and assessment
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| * Enhanced promotion of the services offered by CAD to Academic staff
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| * Reports on course registrations will be provided annually to each School following the end of the registration period to inform the School Planning process
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| Committee Membership | * The School of Law has reviewed its administrative roles and/or committee memberships to reduce duplication. Workload norms have been adjusted for administrative roles to better reflect staff input/expectations.
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| **Assessment** |
| Assessment Methods | * A review of assessment/feedback approaches is scheduled
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| * Review of options to enhance the systems supporting the appointment of External Examiners will be undertaken
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| * Short-term working group developed a timeline to schedule resits appropriately for PGT students with September and January start dates (including flexible approach to style and timing of exams)
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| * Examples of how Schools have reduced the workload associated with assessment include:
	+ School of Law has reduced the overall time taken up by marking by 22.8% by removing duplication of assessment of skills or knowledge,
	+ School of Psychology has reduced the burden on academic and administrative staff by reducing the number of assessments in first year courses by half whilst still ensuring learning outcomes are met. This has resulted in c.2000 fewer assessment submissions across the year.
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| **Research** |
| Streamlining of research-related administrative and/or grant application process tasks | * Optimisation of efforts to secure high value grants and provide additional support to early career researchers
* Implementation of Worktribe as a single source approach for grant application management
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| Dedicated Research Time | * Audit of implementation of School Research Leave policies is planned
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| * Institutional Research Leave Scheme established
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| * Norms within the School of Law concerning research funding have been revised and formalised to ensure that research grants do not become burdensome to successful applicants – target hours for teaching and administration when colleagues secure research income have been reduced.
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| PGR School | * Appointment of new Dean of PG Research provides opportunity to consider and optimise the full range of PG student processes
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| * Identification and removal of processes which were duplicated between the Postgraduate Research School, Schools and Directorates
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| * Review process underway to streamline procedures in relation to PGR student monitoring and progress
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| REF | * Development of a ‘light touch’ triage process for Outputs before full review.
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| * Work is ongoing around technological support for the output review process in order to reduce overhead on reviewers.
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| * Alternative mechanisms being explored to enable academic staff to develop and lead on impactful research while reducing time-consuming admin burdens wherever possible
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| **Systems & Processes** |
| Student Recruitment | * Implementation of QS and Enroly systems has automated key student recruitment processes, saving time and enhancing student experience
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| * Launch of the Deposit Policy for international students in March 2024 is being supported by a continuously developing package of system changes to enable efficient monitoring of payments, and an improved applicant and staff experience
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| Project Management | * Proposal being developed to purchase Project Portfolio Management software which will offer a single system for projects/programmes across the University, removing manually operated processes for portfolio oversight and reporting in 3 Directorates – Planning & Governance (Project Management Office), Digital & Information Services and Estates & Facilities.
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| Estate Management | * Introduction of the MICAD management system for estates operations has produced noticeable efficiency improvements, particularly in the administration of repairs and maintenance.
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| My Timetable | * The first phase of work to enhance functionality (overseen by the School Engagement Leads Group led by Jason Bohan, Dean for Student Support and Experience, and including academic and administrative representation from each School) has resulted in improvements to workload by providing greater granularity of recording student absence types and ability to download reports to Excel.
* Phase 2 will involve improvements to the Student Records System in support of student attendance and engagement.
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| Student Attendance & Engagement | * A suggestion from a School admin team has resulted in the adaptation of the existing student absence reporting system to include requests for coursework extensions and reinstatement of class certificates (following C6/C7) as an interim solution pending a digital solution which fully integrates with My Timetable (due for implementation in 2025). This has standardised the approach across all Schools, thereby supporting students in navigating the process, and will ultimately reduce staff workload by capturing this data in one system.
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| PMC/QAC Processes | * A review of Programme Management Committee/Quality Assurance Committee processes is underway with a view to streamlining activities wherever possible.
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| Pausing/Re-prioritising/Re-structuring Activities | * The HR team paused some projects (sub-groups of the Reward Group) during 2023/24. This allowed HR staff to focus on other priorities, with a commitment to recommence the activities that were paused when workload allows.
* The Development & Alumni Relations Office (DARO) undertook the following activities:
	+ Ways of Working workstream – the team conducted a SWOT analysis and a task & finish group is now discussing the outputs. Recommendations will be brought forward on the identified key themes of people, process, procedures and systems,
	+ An Away Day focused on how to work more efficiently and effectively, addressing workload pressures and focusing on cross-team working, and
	+ Team meetings have been re-structured to a fortnightly 15-minute ‘standing meeting’ to troubleshoot issues. A longer monthly meeting has been introduced that is more strategic in focus. Positive feedback has been received on this revised meeting structure and the value it has added.
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