**Consultation Outputs Analysis**

**Scenario Planning Questions**

1. **The University, its role and partnerships**
2. What are the strengths of Exeter in this scenario? What are its weaknesses? What opportunities present themselves? What threats will it face?
3. Who will study at Exeter?
4. How will the University respond to the demands of students?
5. What will be the role of the university in education and the economy locally?
6. What should be the role for the Guild of Students?
7. How important will postgraduate taught and research education be?
8. How is university performance measured?
9. **The Exeter Graduate**
10. What are leading graduates expected to do when they graduate?
11. What attributes (skills, knowledge, abilities, experiences) should an Exeter graduate have?
12. **The student experience**
13. How should students learn?
14. How will employability be developed?
15. What will students expect in relation to the use of technology in learning?
16. What do students contribute to the University?
17. How important is research to the student experience?
18. How does the university attract the best students?
19. How international is the student experience?
20. How will student success be judged?
21. **The staff experience**
22. What will be involved in ‘teaching’?
23. Who will be involved in teaching?
24. How are those involved in teaching recognised and rewarded?
25. What sort of relationship exists between staff and students?
26. How are staff enabled to create a high quality learning experience?
27. When will people teach?
28. **The curriculum**
29. What subjects should the university teach?
30. How inter-disciplinary will a student’s programme of study be?
31. How is the curriculum influenced by national or international priorities?
32. What learning takes place outside the curriculum? What role does the University have in supporting it?
33. Should sustainability education (or any subject) be a feature of all courses?
34. How are employers involved with student learning?
35. **The learning environment**
36. Where will the University provide higher education?
37. What sort of physical spaces should the university develop?
38. How does the University provide a comparable experience across its campuses?
39. How does the virtual learning space connect with the physical learning space?
40. How might halls of residence contribute to the educational experience?
41. **The Other Questions**
42. What other issues should be considered for the success of education at Exeter?

**Key for Colour Code Analysis**

|  |  |  |
| --- | --- | --- |
| 1 | IT/technology | Yellow |
| 2 | Links with employers | Green |
| 3 | Research (anything) | Pink |
| 4 | The learning environment | Turquoise |
| 5 | The Exeter student/attributes | Grey |
| 6 | The curriculum/ delivery/support for learning | Red |
| 7 | Internationalisation | Olive brown |

|  |  |
| --- | --- |
| **Scenario / Question** | **IT / Technology** |
| **Scenario 1** |  |
| **A1** | Insufficient investment yet to facilitate IT requirements - meaning greater lead in time as well as impact on staff regarding training and ability to use new technology in a “non-traditional format.”  High speed internet access - more business opportunities lead to more businesses who might engage with us. |
| **C (general)** | Expansion of ways of learning - 24/7 on line learning - need to develop infrastructure to support this. |
| **(12)** | Expect to access what they want when they want.  Expectation that should be on line includes: books, articles, coursework, ECHO 360. Full reading lists on line with links and no costs.  High quality and high speed technology in every room i.e. IPads loaded with Tech pads. High spec equipment but must be relevant. |
|  | IT specialists to support increased demand. |
| **21** | Expectation of I.T. services with education / teaching staff – quality time. |
| **E27** | The University could consider setting up and encouraging the students to create a personal media skills portfolio to record these activities and learning. This should be fun, visual and interactive (not PDP) using new media, video diaries, etc. (e.g. Pinterest, Penzu, My-space (redesign) |
| **31** | More purpose built specialised space, preferably in the same building to give the building an identity and easier to see lecturers |
| **30 & 31** | Major investment in IT infrastructure and clusters dedicated to on line learning (rather than current open access clusters). Investment in power and network for people to use their own laptops / tablets, especially wifi as many devices don't have Ethernet sockets.  Students will stay all day and study. |
| **32 & 33** | Improve ECHO / video conferencing across all campuses. Improve video conference compatibility with other systems e.g. Skype, Adobe Connect).  More provision for students and staff to use their own laptops and tablets.  “Interactive Echo” - allowing people to post questions / comments as they watch the recording. |
| **34** | Lease laptops to students at a low cost.  Integrate RESNET with main Univ network. |
| **35** | On line resources – need careful vetting as not all on line resources are reliable. Need to be careful we don’t reduce our investment in this area |
| **G** | “Buy in” from academics who don’t want to adopt new ways of teaching, e.g. College administrators book ECHO recordings for lecturers but the academic staff often refuse to be recorded and will stop or sabotage a scheduled recording. |
| **Scenario 2** |  |
| **A** | Work with the Russell Group universities to produce an E campus. |
| **2** | Students offered the opportunity for distance learning as well as campus based experience. |
| **10** | Lectures can be given electronically and lecturers should try to engage students more - maybe more training for teaching staff with more attention paid to effective knowledge transfer  . Enhance the technology. The more interactive side of learning should be face to face.  Learning experience should be based on high quality on line / technology based.  Research interactive lectures and activities. |
| **12** | Highest quality state of the art technology yes, BUT must be linked to an increase in current levels of smart group, face to face learning opportunities. Full immersion in study and culture rather than passive, virtual engagement.  More GTAs and podcasts by “famous” professors |
| **30** | Definite need to develop virtual student experience e.g. virtual lecture theatres for distance learning options. |
| **31** | STEM need kit and lots of physical experimentation so a possible differentiation of students on campus and those at science Halls of Residence - equipped for e learning per room.  Extend teaching day or utilise on demand access to pre recorded lectures / tutorials on the I player.  Niche markets? Shared provision of teaching amongst Russell Group universities e.g. a year in Exeter, one in Bristol, one in Cardiff etc or teaching options from different academics at different universities depending on syllabus – on line? |
| **Scenario 3** |  |
| **B9** | IT / technology skills |
| **C** | Technology – do we have the hardware and software to cope?  Do we charge for access to information? |
| **C10** | Ability to watch lectures abroad – e.g. open heart surgery in Canada. More technology based teaching - linking students to different technologies is a priority. |
| **D** | Staff would need to be more IT literate and would inevitably need more support regarding e learning and on line resources.  Increased staff availability through digital media, emphasis on problem solving, (flipping the classroom).  More resources required on areas such as e learning. University systems currently behind many cloud based experiences. |
| **D18** | Will technology affect delivery?  Technology emphasis – we feel that Exeter could offer something distinctive TECHNOLOGY PLUS  On line provision |
| **21** | “Video” linking in all teaching spaces. Develop specialist space e.g. labs which may be video linked to labs elsewhere to allow collaborative working. |
| **22** | Better technology and e assessment. |
| **31** | Halls – students learn in bed – IPTV to review coursework etc. |
| **Scenario 4** |  |
| **B** | Have excellent technical skills.  **Virtual support will be required to support learning - virtual careers consultants** |
| **C (general)** | Can we place more emphasis on e learning? Would students consider this a positive student experience?  Virtual lectures via Skype.  Could real life contact be a selling point for future learning as technology continues to isolate?  Distance learning is a less resource intensive way to expand but does it stunt creativity?  Do we consider commissioning research to gauge pros / cons of virtual / direct face to face learning |
| **C10** | **How should students learn? Use technology appropriately. Avoid too much reliance on line learning.** |
| **(C12)** | On line resources – in chunks  Digital course lending. |
| **D** | Time, support and innovative solutions to assessment and feedback i.e. computer marked exams. Investment needed in stable technology to support assessments.  There is no classroom, all delivered on line (MOOC a-go -go) |
| **D22** | More travel and teaching at different hours and through digital means.  Use digital for student lectures.  Digital literacy – learning in many formats. |
| **23** | People can choose when they want to learn as all materials will be on line  Mismatch between technological capabilities and the way people learn (face to face and contact hours) |
| **F31** | More ECHO 360 and IT support. |
| **F33** | Students to be able to connect with devices. |
| **Scenario 1** | **Links with employers** |
| **A1** | Already have engagement with local businesses via EGD / RKT / Outreach / College placements / Alumni (Devon, Cornwall and some of Somerset)  Creating an enterprise university – as 4% students go on to be self employed, maybe consider creating an Enterprise Hub and sell it to local business support organisations to get involved.  Continue access to Internship schemes  Don’t have the large employers on our doorstep if being local in comparison to London, Birmingham, and Manchester.  May be led by local employers and the market may be different to the courses types of students fit.  Offer discounted corporate rates for employees with blue chips and partners of the University  Internships for companies in rural areas so they can access our students who can’t travel out to mid Devon / Somerset.  Ensuring up to date skills for students that local companies want and working with schools that feed into us and continue that skills development through their degree.  To engage more with local employers, supporting the local economy and improve the local brand.  Our students want local work experience so help selling placement schemes.  Lack of engagement / enthusiasm from local employers. |
| **A3** | Requires more university wide initiatives e.g. grand challenges to drive employability skills. Carrots and sticks needed to get them to engage.  Greater resources in the Careers Service to increase links to industry and provide more opportunities (e.g. internships). |
| **B8** | Go straight into jobs with leading sponsors and corporate partners  They will be pushed towards blue chip business.  Partnerships with other universities to become local university, build on GW4 because of limited blue chip companies.  Links to Science Park, Flybe, attract larger companies down here. |
| **C** | Employability – develop partnerships with local South West employers. Potentially invited – placements. |
| **11** | Employability would be integrated into the curriculum of all programmes with placement opportunities facilitated by the university but as a bolt on and taught by the academic |
| **12** | Do we need to ensure that we have focused on what employers / sponsors need out of graduates against what is a general education? |
| **29** | More employers on more Steering Boards etc also as visiting lecturers – so university has a larger bank.  Visits to employers / sponsors and local employers e.g. Flybe.  Encourage lecturers from business, although this is difficult when they still have to run their own businesses.  Exeter University runs its own internships.  Employers will have greater involvement in the learning outcomes of degrees but this needs to be kept in balance with student expectations and national interest. |
| **35** | Build good relationships with local businesses but also “partner” with other universities to join larger “London” businesses. |
| **D** | Jobs secure at the whim of business  Tension between the needs of employers, students and academics. |
| **E** | What will regional employers want? Will there be an imbalance in different subject areas? Will some areas suffer e.g. the Arts and Voluntary organisations?  Focusing on the local context could be detrimental, as employment will only focus on what currently exists not providing scope for ideas / businesses. |
| **Scenario 2** |  |
| **A5** | The Guild would focus more on employability – lobbying group maintaining high Academic standards |
| **2** | Courses available on a part time basis for students to study whilst in employment. |
| **11** | Closer relationships need to be developed with industry to ensure that universities are using the relevant and industry specific tools”.  Collaboration with companies is vital to employability on graduation.  Reciprocal agreements to be in place between education and business. Students gain competencies in key areas which can be tailored to specific industry requirements. |
| **13** | Students on internships and industrial placements provide the link between the University and business and could focus more on knowledge transfer. Students are essential to recruitment and outreach (as ambassadors). |
| **B** | Ensure work experience available as part of degree with smaller companies or those larger.  Students to create their own company - possible virtual - to make them appreciate self employment is a viable option. Simulate a real company. Would need to equip them with relevant skills - time management, networking, as need to build confidence. Also practical training - tax, PAYE etc.  Get students involved in societies - maximise their use as they have budgets so links to running their own business. |
| **D** | Might be eager for students to get jobs linking with companies. |
| **29** | Is an HEI the most appropriate place for vocational type courses? This may sit better in live and learn.  Want to avoid “franchising” or employers dictating curriculum.  Feed in on transferrable skills from employers and guidance on the direction industry is taking, to keep curriculum current. |
| **D 9** | External experts (expertise) linked to employability, internships, placements (\* we would need to provide training for these people). |
| **A4** | providing work placements |
| **B8** | Better prepared to go straight into a job OR  Not getting a job because they are not flexible! |
| **C11** | we will be feeding students directly to employers not into the wider job market. |
| **G** | Essential to provide our students with privileged access to select employers.  University should invest in employing our students wherever possible - buy in required across campus.  More funding for small, local, innovative businesses to take on students and raised the profile of Exeter.  Funding to ensure employment during studies. Help offset costs of tuition fees. Look at following an American system - as tuition fees increase, improved opportunities for students. Lobby Government to do this. If the University is at the forefront of this campaign - excellent opportunity. |
| **Scenario 3** |  |
| **B9** | Students should have:  Work experience |
| **8** | Get jobs  Compete on an international level for jobs |
| **C** | Involving employers in education: scholarships, shaping the curriculum, global knowledge, internships, placements. |
| **C11** | With the BClinSci employability is less certain. P Grad study is generally needed to gain employment. Need more focus on employability in undergraduate degrees. Scenario needs much more focus on international placements – very expensive, so good partner universities are key. |
| **17** | Graduate employability? Research on CV will be paramount. Very high expectations for employability. Broader range of abilities on CV particularly international. |
| **18** | Employers assessing outcomes |
|  | Exeter does not have an industrial / business hinterland. |
| **F and C** | Greater outreach for those traditionally not geared towards coming to Univ. – would help if industry was more involved. More vocational studies. |
| **24** | More focus on transferable, employability skills arrived at 18 – 19 year olds |
| **Scenario 4** |  |
| **B** | Would have to partner with HEIs with a priority for providing work experience to students.  Students should have regular 1:1s with employers similar to PDRs. Placements should include reflective learning.  Employers need people who want to work – career minded attitudes and professionalism. |
| **C11** | Employability may be further embedded in the curriculum. University will need to create a more coherent employability package, encouraging students to develop personally and acquire a range of general skills through their university experience. |
| **C12** | Maintain and develop good links with local businesses and technology especially Met office, science park, Business Leaders Forum, innovation centre, INTO International office. |
| **E** | How to encourage students when the pre Uni system and jobs market encourages them to be quite instrumental?  Learning for employment versus learning for learning's sake? |
| **B8** | Deploy Exeter learning.  Role of entrepreneurship?  May be committed to a career before coming to University (KPMG). |
| **7** | University performance assessed via employability figures  Employer demand / employability |
| **23** | Teaching will be done more in the workplace |
| **D22** | Relationship development with companies and organisations. SMEs at big companies. |
| **29** | Ethical issues of employer involvement.  Employers might link with private providers.  Dictation of terms and conditions prior to starting a job and the impact on student learning e.g. dictating the subject matter of a dissertation. |
| **F33** | ? Lots of client based |
| **A, C, D** | Guaranteed 8 week global internships for all students.  We need to drive forward learning analytics (making sure global employers are interested in this measure).  Students will see at a glance their performance academically and non academically on employability. This can be used when looking at job opportunities and to address areas of weakness.  Deep and meaningful set of relationships already with some global employers and strong  create the global 1% - an international Russell Group that we can use to push partnership with the best global employers. |
|  | **Research** |
| **Scenario 1**  **14** | Everyone should have the opportunity to do research as part of the programme |
| **C** | Select strengths - research areas and specialist areas and capitalise on these. |
| **24** | One which reflects our research areas – teach what we’re good at. |
| **32** | Without divide between research and teaching |
| **E** | Research as key driver – how international? Will research now have to focus on local context and impact? |
| **Scenario 2**  **C** | The reputation and research led experience is paramount.  Effect on research – might stop focus |
| **9** | Research is very important to the student. |
| **C14** | Research has an important role in attracting students and is taken into account when choosing institutions at both UG and PG levels. Could researchers have “rankings”? Could have a negative impact e.g. teaching by PGs. Students paying high fees will want to have research led teaching by the best researchers. Students need to be inspired by innovative research. |
| **C20** | Equality of esteem between teaching and research. Scheme for rewarding researchers for teaching rather than only rewarding for research. ?? Bonus. |
| **D9** | All staff engage in teaching - especially research active staff.  Education and scholarship staff are essential for year 1 and generic teaching.  Teaching Assistants and post graduate research staff.  Education and research job family becoming increasingly differentiated i.e. research “stars” becoming protected and receiving extra support. |
| **12** | Give some contact time with the very high quality researchers.  Have more “office hours” - availability of high quality researchers for response to informal queries.  Make Exeter still a “destination university”. |
| **35** | Maintaining its international research reputation |
| **G** | That future education strategies are developed in conjunction with research strategies. |
| **Scenario 3**  **14** | Showing the importance of research to under graduates  Marketing research expertise and completely integrating research into teaching. |
| **A1** | Linkages with both teaching and research.  Involving UGs in research.  Balance of emphasis of research and teaching tends to undervalue teaching. |
| **B9** | Research/problem solving/communication skills |
| **D21** | ***More students in research*** |
| **D20** | Need a progression process for teaching focussed staff. |
| **D19** | All academic staff should have an active role in teaching |
| **35** | Do research academics need to spend time teaching? They could lay out the module and someone else provides the teaching providing more contact hours. Let those who teach well (engage students and technology!) teach. Costs less but delivers a better service.  How do we keep focus on good teaching when moving more towards an excellent research institute? |
| **E** | Skills training vs. academic topics vs. research. |
| **Scenario 4**  **G** | Enabling staff to deliver high quality student experience while still maintaining research. |
| **C** | Research is not important to the student experience. |
| **14** | Private sector funded research.  Who does the critical research / ethical issues when research is funded by the provider? |
| **D22** | Banned from doing research. |
| **E24** | Research led teaching. |
| **A,C,D** | Research will differentiate us from private providers. This is key as we can continue to provide something different. Therefore, global research collaboration is key going forward. Need to work more closely with Bristol and Bath re shared services. We will continue to bring in AAA. |
| **Scenario 1** | **The Learning Environment** |
| **A1** | Location Exeter and Tremough Campus (nice environment to study full-time or spend a summer school)  New campus / links / virtual in London where lots of our students want to go |
| **21** | Greater “customer service” especially by Professional Services inc: Library, Guild, Shops.  Out of hours support – how many staff in evening / overnight? Not just library, also catering, especially over exam period and staff from disciplines. |
| **31** | More investment in spaces, buildings BUT don’t lose the integrity of the campus i.e. green space.  More central space, for example like the Forum library.  Need more space within the central area of the campus.  More college rooms within their own buildings. Encourage bonding and common interest. |
| **C20** | Students will learn on and off campus. Environment and facilities are important for the student experience.  Different disciplines will require different facilities and more interaction to enable effective delivery. |
| **F30 & F31** | On campus and at home (remote learning)  More flexible, innovative and interactive learning spaces. |
| **F32 & F33** | Standardise systems and professional support (at the moment there are big differences between Streatham, St Lukes and Cornwall. Regular refurbishment for all rooms (e.g. Queens is overdue for a learning spaces refresh). |
| **F33** | “Figure out the added value of the personal experience” – and how does environment support this? |
| **Scenario 2** |  |
| **A** | Continue with high quality campus experiences |
| **2** | An on line audience, potentially of professionals as well as “students” with potential to work with other professional bodies on joint initiative partnerships. |
| **10** | If face to face, the numbers will be smaller. The more interactive side of learning should be face to face.  Practical classes and embedded learning. |
| **12** | Campus environment has to be welcoming without being patronising. |
| **C** | Why would people want to come to Exeter? The University must provide something with regards to their experience. Students feeling part of our academic community. |
| **G** | Implications for investment in infrastructure if there is to be less emphasis on class based contact. |
| **7** | Flexibility and personalised experience paramount- what to study, how and when. |
|  | Physical spaces – sponsored labs  Comparable experiences – St Lukes divide. The Forum accentuates that facilities are not comparable. Need students in residences.  Lab intensive specialised spaces - would like to stay at St Lukes.  Decision about continuing to be niche:  - Infrastructure would need to improve  - would not be able to compete with larger programmes.  Specialised institutions possible e.g. environment.  S&HS needs contact so not wholly on line, e.g. learn about physical response to exercise on line but then do it e.g. bloods, respiratory gases. |
| **31** | Upgrade of existing buildings and infrastructure – functionality and appearance. More administration capacity  Shared services for I.T / finance etc.  Increase lecture size and decrease tutorial sizes to enhance interaction, feedback and monitoring of study. |
| **Scenario 3** |  |
| **A1** | Reputation of Camborne School of Mines  CEMPS / Business school employability and international outreach  Geographic location  Lack of critical mass in engineering - needs enhancement  Interdisciplinarity between branded low carbon units (reflect local economy).  Knowledge clusters (e.g. mining)  Continual lack of laboratory resources. |
| **2** | Through increased campuses / satellite sites throughout the world - ? Based in partnership institutions or employers.  Follow the sun teaching from worldwide virtual campuses  Home UoE site - physical in the U.K. |
| **4** | Less students and staff physically present – negative impact on local economy - response to sustainability agenda. |
| **C** | Flexible terms / learning |
|  | Be taught in small groups |
| **31** | Formal teaching space – more collaborative styles  Increased and comfortable / accessible social spaces.  Incorporate bi lingual facilities / technologies to be a world leader  increased media facilities – video and audio work  Spaces need to accommodate ALL personal devices.  24/7 services available with spaces to be accessible and safe 24/7 (Forum has highlighted the desire for students to be on site longer).  Spaces will need to be larger to hold more people.  What will happen with contact hours? Will virtual contact be included? |
| **F and C** | Students could have the opportunity to stay in campuses overseas rather than have to come to the UK.  Industry placements overseas – there would need to be more opportunities to undertake an industrial placement abroad.  Move towards more flexible timezones to include others who may be studying at a distance.  Halls to include information technology libraries in rooms to ensure students can access info without needing to rely on their own laptops. |
| **12** | Seamless interface virtual and physical classrooms. |
| **18** | Practical modules  Real world forms of assessment  Assessment of skills – not memory games  some remote study, some remote study in person, i.e. abroad  Modules from universities outside the UK. |
| **D18 / 19** | How will the British university experience translate to an international campus? Especially for the British academic teaching abroad? I.e. if Exeter had a Beijing campus, how would the course and accompanying credits relate and translate to the Exeter degree offered in the UK? Staff movement abroad – implications in requirements / promotions  “Flying faculty” and increase of JYA for all disciplines. |
| **C10** | Learning contexts – on line / face to face  Groups and learning format and spaces  Multi directional learning and flexibility |
| **D21** | Some subjects could introduce more student responsibility  Staff and students may never meet. Problematic for education with practical components such as medicine / engineering. |
| **E25** | Liberal arts will be more internationally viable. |
| **F32** | How can we provide comparable education across campuses in politically different environments? |
| **Scenario 4** |  |
| **A1** | Locality – everyone from America asks how far from London is Exeter? Transport lobbying is key. |
| **A5** | Community – valuable |
| **C** | Can we begin to host guest universities on campus?  Should we begin to host guest private providers on campus? |
| **33** | VLE and physical learning spaces become more connected |
| **31** | Flexibly physical spaces  Lots of interactive spaces  All areas / colleges at the same consistent specification.  May not need sports facilities if students are off campus.  Study centres overseas? Reciprocal agreements with collaborators?  Spaces available all year round.  Summer schools for practicals. |
| **35** | How to attract students into different subject areas |
| **F** | New campuses – go to another country |
| **F&G** | What proportion of students will be on campus?  Campus and facilities in demand 50 weeks per year. Managing expectations via international office. Working across time zones. Ongoing QA issues may impact on learning. |
|  | **Graduate attributes** |
| **Scenario 1** |  |
| **B9** | Self-motivated  Self-awareness  Media savvy, self-reliant.  Committed to CPD  Problem solving  Culturally aware  Language skills  Enterprising mind set and Commercially aware  Positive attitude/approach  Global citizenship is a state of mind  Research experience  Excellent communication skills  Awareness of audience / listening skills  Team and project work  Flexibility  Compassionate  Knowing to be happy  Independent learner |
| **C** | Adaptability and flexibility are crucial attributes. |
| **29** | Students need to have the graduate attributes for a lifetime and over several careers.  Wider graduate characteristics need to be maintained, for example, citizenship, environmentally and ethically aware, strong social skills, and leadership as all employers benefit from these! |
| **Scenario 2** |  |
| **2** | High achieving academic students. Vital to make scholarships widely available to fund less wealthy students.  Majority still “green wellie” brigade – this is a weakness. |
| **8** | They are expected to be innovative, entrepreneurial, leaders in their field, inspirational and confident in their own abilities |
| **9** | Globally aware.  Inter – culturally competent.  Community involvement.  Socially aware.  Entrepreneurial wealth creating skills  Creativity, Independent thinking, innovate, lead, get “top ten” graduate jobs. |
| **Scenario 3** |  |
| **D** | Excellent language skills especially in STEM subjects.  Exeter graduates should be resilient - encouraged by study abroad experiences. |
|  | Student mixture – have global world view |
| **E** | Interdisciplinary and transferrable skills. |
| **9** | An international perspective embedded in all subjects  At least a basic grasp on language  Experience of international relationships  Good grasp of international issues  Ability to integrate internationally  Flexibility / adaptability  Developed self-awareness  Cultural awareness  Transfer of acquired skills – adaptability  Technology savvy.  Globally, socially and culturally aware. |
| **Scenario 4** |  |
| **A2** | Who do we want to study at Exeter?  AAA students – from wherever in the world |
| **A5** | Social development – of physically being at University. |
| **B** | Graduates will need attributes / skills as dictated by the labour market. |
| **B8** | Widest range of choices - over time  Work internationally or domestically - culturally aware.  Multi disciplinary  Lead  Undergraduate top 10%. Postgraduate get jobs at top institutions.  Students to have an impact.  Go into employability / work  Global citizenship.  Expected to work internationally  Attributes in addition to existing attributes:  Flexible skills to adapt to any situation / international awareness  Cultural literacy  Better language skills. E.g. China - culture |
| **B9** | People with professional expertise  Much more mixed  People with experience rather than job titles  Collaboration between employers / university locally / internationally  Co directing modules, not “owning “ courses  Modular degrees |
| **C12** | Interpretation, guidance, interaction with each other and faculty.  Develop relationships. More group work focussing on problem solving.  Where does personal contact make the biggest effort? Greater responsiveness. |
| **D22** | Change what students expect because what you get out of university might be changing. Use first few weeks to change minds and expectations.  Get students to learn from each other. |
| **E** | Exeter graduate attributes:  Able and employable. Confidence  Critical thinker, team player, independent learner, academically able, leadership abilities.  Learning and education models which will facilitate softer skills such as rotating chairs in tutorials / PBL groups etc.  Sense of responsibility and commitment.  STOP:Attracting students who are not career minded |
| **2** | Students coming for shorter periods of time.  More Exeter based community students.  How to attract AAA students? |
|  | **The curriculum/ delivery/support for learning** |
| **Scenario 1** |  |
| **A1** | To market programme to people (and alumni) working full-time  Currently behind the curve with other institutions that are already delivering or starting to deliver online Masters and Degree programs. | |
| **A3** | Clear standards and being very clear with students about expectations - but....  Partnership with students  “Ground level” teaching methods that show a bigger picture (e.g. for medical students, taking work based learning to see the holistic patient experience). | |
| **C** | Re define the Exeter brand. Students need to understand what they are getting and communication is key.  Limited population of local students to draw from competition from Bath, Bristol etc. Encourage through summer schools.  More investment in part time learning – work while studying.  Intensive vocational courses - pre 18/16.  Taster degree sessions - 6th Former - encourage through outline content. Foster this and drive / support applications.  Invest in study skills.  Bursaries for local students?  Encourage sense of community amongst part time alumni – pride in being an Exeter graduate.  Design modules to provide / produce a portfolio of work, working towards a final piece / product (\* backed by employers). | |
| **19** | Knock on effects from C16 and HE development overseas - more home grown staff and fewer international staff.  Greater interaction with corporate staff and professional links | |
| **D23** | Students may work full-time and be from different international time zones. Therefore teaching (webinars) may need to move towards a 24hr model and over weekends 0and bank holidays, and face-to-face teaching (summer schools) will be scheduled in the holidays. | |
| **E** | Who would be doing the teaching? Experts from industry?  The current module descriptors already contain key skills e.g. team work. | |
| **23** | Staff have a wide variety of family and other commitments. *Fractional* hours.  However, there might well be cohorts of staff who offer teaching at different times (i.i.later in the evening). | |
| **24** | University should teach Climate change  Something with a language – and a wider range of languages from key world economies. | |
| **32** | With support and development opportunities  Proper time allocation  Systems / needs / support regularly reviewed  By being valued and engaged  With opportunities for sabbaticals, exchanges abroad, opportunities to recharge | |
| **Scenario 2** |  | |
| **3** | Must be flexible to respond to shifting demands. | |
| **C** | Shift to more “hands on” subjects – medicine, law, business and subjects that require placements – medicine.  Offer either low cost or something of more quality. Quality of education must be demonstrable - access to high level research expertise.  Promote UG engagement with research activity. Small group classes at regular intervals. | |
| **9** | Tutorial support should be provided. | |
| **11** | Curriculum design would need to be continually updated and informed.  The Exeter brand will be the “edge” for graduates – quality and branding. | |
| **12** | Much more guided material. | |
| **G** | Consider dropping courses where students perform poorly in terms of employability (DELE?) stats. Focus on areas where demand is high from business, e.g. I.T.where there is a huge demand. Need to offer top courses in this field. Focus on STEM. | |
|  | There are some on line / blended courses on the market for S&HS but learning in this field is largely kinaesthetic.  MOOCS – not known of in the dept therefore unaware of. Worries about the potential policies and plagiarism issues.  Work with specific organisations to deliver learning. | |
| **31** | Shorter term contracts of attendance? Staggered teaching cycles - 12 months of the year? An end of Wednesday afternoon cessation of teaching? Extend teaching day  Where does sport access and sporting fixtures fit into the timetabled day?  Relationship with private sector? In this scenario, we need to compete. Key to this is the quality of staff offering the teaching experience. Those staff will need to be incentivised to stay with the University and remuneration and career packages will need to reflect this. ? Impact on expenditure, offset by deregulation of fees?  Niche markets? Shared provision of teaching amongst Russell Group universities | |
| **Scenario 3** |  | |
| **A1** | Empower academic staff to develop courses for the future (example being the One Planet MBA). | |
| **4** | Adapt education policy in response to skill demands from mulit national companies / employers – employers dictate the curriculum. | |
| **C** | Growth in distance learning - more opportunities abroad and breadth of opportunities.  Maybe bring in 3 year degree programmes including one (second) year abroad.  University needs to understand and take on board the way in which HE runs in different countries in terms of term/ semester timings - may need flexible degrees without fixed years, so no rigid academic calendars.  This would need more work opportunities available for students on campus.  Would need accommodation to be flexible – sign up for a term. May have knock on effects for the private sector.  May have more administrative needs as courses are offered on a pick and mix basis, pay by course so more admin tasks.  Range of teaching methods. Need it when they want it and be able to use it at all times. Need to enable discussion groups.  Have to be more flexible in the evening and weekend working of staff. | |
| **C10** | Need for practical demonstrations. | |
| **C12** | Basics like timetabling / Visas / student support must be right – no room for errors. Technology to be used to deliver feedback etc.  24/7 contact with tutors. | |
| **5** | Increase support for students abroad? | |
| **D** | There is a tension between flexible “bite size” education and the sense of a degree being.....?  Polarisation of delivery - “stars” delivering recorded and to large groups. 'Anchors” with “production teams' behind them. TV news / documentary business model develops with greater diversity of roles but potentially more silos in academic job families.  Potential decline in the value of core discipline knowledge.  Materials designed to engage internationally diverse cohorts.  Just because demand grows, doesn't mean Exeter should increase numbers – higher prices and lower SSRS for premium courses.  Even more selective on merit / entrance examination.  Centrally more support for academics dealing with students e.g. mitigation, withdrawals and other issues.  Relationships between some staff and students will become more shallow and superficial and more like virtual / on line contacts. Others might be more intense depending on SSRs. | |
| **D18** | Curriculum probably won’t change – Exeter and its “traditional” strengths.  Plus staff input – the Human Factor. Offer close, small group support. | |
| **D21** | ***Difficult to see how change may occur***  ***Not spanning education currently, but..***  Question of formality of the staff / student relationship | |
| **E27** | Students are already engaged with learning outside the curriculum, through club and societies, volunteering and work experience and a range of other projects initiated by themselves, but these are not currently recorded on my Career Zone.  The University could consider how they can ‘add value’ to existing activities and initiatives that the students have already set up themselves to capitalise on existing student engagement and peer to peer promotion rather than trying to drive interest to new initiatives that can fail to engage sufficient student numbers. For example:   * LIFE magazine at the Tremough Campus – conceived, edited and produced by undergraduate students * Enactus -- students project managing Social Enterprise projects in the community * DocSoc – documentary making society (media is in the top 5 career aspirations of Exeter which encourages practical experience, a necessity for the industry. | |
|  | * Perhaps a bursary fund could be set up for student initiatives (similar to the Annual Fund) that student themselves could apply to if their initiative has specific employability/ skills development potential. This encourages self-motivation and enterprise (2 of the skills identified in the skillset for students in the future) | |
| **F and C** | The University would have to move towards creating more reliable and joined up working and learning patterns.  Study abroad to an Exeter campus in another country – straight swap.  Clearer and standardised guidance and documentation surrounding study / working abroad – risk assessment.  Place for both Humanities and Industrial studies.  Look at term dates – closing for traditional UK holiday dates does not make sense for students studying in the Middle East,  Increase staffing levels to ensure that teaching continues throughout – e.g. those marking may not need to be those that teach. We only actually teach for approx. 24 weeks very short.  Possibly decrease length of study if increase teaching time. Tailor to the needs of the programme – and be more flexible.  The University would have to ensure that there would be a drive to maintain and improve the University's name by providing niche subjects that could not be studied elsewhere.  University should perhaps offer courses that are in line with market demands and flexible enough to keep up with changes in the real world.  Study programmes led by industry leaders rather than academics to ensure degrees are useful in the market place.  Study supported by industrial rather than government funding.  Flipped teaching – culture change from academics, much more engagement in module prep and technology literacy. | |
| **F32** | Content of curriculum  Tailoring curriculum to local environments e.g. in biology / geography – different local issues in other countries inspiring research and teaching.  Definite strength in widening curriculum and research portfolio. | |
| **G** | Would a First from the China campus be the same as from Exeter in the UK? Need parity of grades and therefore of students, admissions and teaching (i.e. staff quality). | |
| **Scenario 4** |  | |
| **A** | Much the same role as today. Still to produce a high quality, fit for purpose education. Values of research led teaching. | |
| **2** | Need pre arrival preparation.  Students coming to study more flexible programmes.  CPD intense teaching. | |
| **B** | Work with 30 universities at volume rather than many more dealing with smaller numbers of students. Would enable us to be part of the same QA system. Need quality placements.  Consider the idea of opening UOE campuses overseas. Jointly awarded degrees between UOE and partner HEIs overseas. Powerhouse built around GW4. | |
| **11** | All undergraduate degrees involving internships  Cultural shift – education equipping students for life after university / world of work  Doing degrees through employers | |
| **12** | Modular credit base | |
| **D** | Teaching will be perceived as delivering outputs whether skills or degree results.  Staff – student relationship very fragile. | |
| **D22** | Help students learn how to learn. | |
|  | Balance of staff with real world experience and pure academics.  Membership of professional bodies as appropriate  Review of assessment norms. Use of innovate, highest quality formative assessment. ? Summative coursework? | |
| **E** | We teach the what, the how but also the why  Demonstrate employability e.g. partnership working.  Curriculum will need radical reform to enable students to come in / go out. Academics will need support to make programmes more flexible. Also different term dates across the world so may have multiple intake days.  Work preparatory learning  More language skills for all students  More expertise for writing applications for global placements / opportunities.  More globally informed careers consultants  Professional services staff will need the opportunity to work overseas to understand other cultures sand ways of working.  Culture of provision geared towards the market – this would need to be reviewed for the more global market.  Holistic approach, student support, student focusing, student engagement.  Learning how to learn - employability beyond the first job, i.e. for life.  Emphasis on our flexibility (modularity), cross disciplinarily  Integrated supply chain – coin from colleagues – FE Foundation Degree etc | |
| **21** | Much less personal.  Role of personal tutors?  University central support system.  More emphasis on student welfare. | |
| **E24** | Wide coverage assumed.  Teach from expertise.  Mandate cross disciplinary electives.  “What does interdisciplinary” mean? | |
| **26** | Heavily influenced  International priorities becoming national priorities  Economically – world debt  Culturally  Take in board sustainability issues  Need to assert European position | |
| **E27** | all learning is reflective / experiential | |
| **F33** | Develop non-connected sessions.  Be wary of reclusiveness and lonely solo experiences. | |
|  | **Internationalisation** | |
| **Scenario 1** |  | |
| **A1** | Potential to remove some Visa restrictions for online overseas students who may only visit face-to-face for ‘Summer Schools’.  Online programmes may affect the demand for overseas students to live and study in Exeter/Cornwall and thus impact on income generation through collection of fees.  Less internationalisation | |
| **C** | Bring in / recruit international students to provide diversity of experience. | |
| **C16** | Fewer international students and fewer UK students choosing to study overseas  More concentrated version of current demographic?  Less economic / cultural diversity  Government policies more home focused – affecting choice of subject and destination. | |
|  | International dimension not acknowledged in this scenario - major flaw. | |
| **D** | No international team – top staff lured away elsewhere by money? Students too demanding?  Contract staff by external companies. | |
| **Scenario 2** |  | |
| **C** | Will not be a diverse experience without international students. Lack of flexibility with external providers .Student services continued  Difficult effect on Exeter brand without international students - lack of worldwide renown ? | |
| **3** | International market contracting - expand by shifts to delivery off site whilst maintaining Exeter’s quality. | |
| **12** | If the University community is “less” international, it will offer the same end experience. It is still worth attracting international students.  The University has to be a “haven” of internationalism. Give skills for the global market. Also attract international staff. | |
| **C16** | This scenario reduces the internationalisation from the current situation.  Needs two way exchanges and collaboration with worldwide institutions. Credit alignment is difficult | |
| **30** | International provision would be biased to accreditation / partnership with on-site students in home country via on line teaching e.g. Brazil, India, and China. | |
| **G** | An international student population is critical to the health and profile of the university. “Global Graduates” are essential. | |
| **Scenario 3** |  | |
| **A1** | No legacy of international students  Support for international students is insufficient | |
| **B/C** | All our courses would need to be more bite size. People can choose to do the relevant bits or build their qualifications while working.  Need a real understanding of international perspectives. | |
| **10** | More international placements possibly but core needs to be absolutely maintained.  Foreign travel allows students to be more broadly qualified to work elsewhere | |
| **16** | University should make more effort to integrate all students  Deliberate strategies to integrate – buddying / peer mentoring  Not forcing integration but creating the international environment  Joined up thinking | |
| **C** | Need pre induction including emphasis on cultural awareness and equality.  Need a boost in levels of support available - encourage mixing cultures  Need to build academic partnerships with different countries. | |
| **D** | Teaching in other languages?  Wider perspective of the world. JYA would ensure more students had the self-reliance and wider life skills.  Prepared to be mobile - across borders in employment - being outside of the South West and London! Movement to the continent. Top level jobs are geographically disparate.  Language provision would have to be better resourced and expanded in order to learn more effectively in the host country abroad.  Buddy system, non ghettoisation of international students in accommodation ensuring there is no segregation of UK / International students.  More welfare and wellbeing support and provision including language support which would be required for international students. The strength of Exeter as both an institution and community of international people should be its outward - looking and international “ethos”.  Politically volatile / post-colonial countries syllabuses would require adaptation e.g. history in China and India. | |
| **G** | Environmental impact of travel – of both staff and students – carbon footprint (as well as financial cost). How would this be remedied? How can this be justified? | |
| **24** | . Multi culturalism and associated issues e.g. health, religion. | |
| **35** | Adaptability between international culture / education  Drawing on the best experiences internationally – international feedback (sessions?) | |
| **Scenario 4** |  | |
| **A2** | Need more overseas students  Could link with other universities.  Facilities will need to adjust to more overseas students.  More international students at different levels.  Exeter is becoming increasingly international which prepares it for the increased emphasis on study abroad however; international recruitment needs to be much better.  Exeter would have to lead international and student community relations.  Are international students guests for their student time or should we be helping their community and employment in our local economy?  Encouragement to speak outside of native language. | |
| **B** | Internationalisation may mean we wouldn’t have to train as many doctors. Currently strict caps on international students due to government funding. | |
| **F33** | Very different expectations for international study abroad students – away from Exeter. | |
|  | Other countries – censorship  Focus on India, Brazil – cannot rival China so do not try. | |
|  | Partnerships with Universities abroad e.g. Hong Kong etc.  Weaknesses – being a destination university, students not representative across the globe.  We need to diversify, international intake and collaborative partnerships.  Set up 1% global coaches | |
| **C** | We need to incentivise more students to study abroad. Can we ensue that this is credit basing?  What partnerships can we forge with travel companies to make travel abroad more cost effective?  Student success – might gauge how internationally employable they are.... | |