



Enabling Institutional Capabilities

Strategy and Enabling Policies and Practices

Statements

- A. The institution has an enabling strategy (a student success strategy or a dedicated section within the institution's strategy) that is informed by appropriate national and international policy, reflective of local priorities for student success and is future looking.
- B. Strategies for HE functional areas clearly reflect institutional priorities in an open and transparent way.
- C. The institution has enabling policies for student success in place which are informed by a universal design approach.
- D. Enabling policies and processes across HE functional areas are quality-assured and aligned to optimise student success.
- E. All HE functional areas are provided with opportunities to co-develop and collaborate to align, evaluate and plan for the continued enhancement of student success.
- F. Students and staff are empowered and supported to participate proactively in the development of institutional policies and practices for the enhancement of student success.
- G. Staff and students are regularly informed of, and familiar with institutional policies and they are aware of their resulting responsibilities in supporting student success.
- H. The process for the enhancement of student success is clearly articulated in the compact and is captured during institutional dialogue, where relevant.
- I. Staff and students are aware of the institutional commitment to the enhancement of student success as articulated at a strategic level in the institutional compact and institutional dialogue, where relevant.
- J. The institution considers and identifies the evidence to be collected, showcased and celebrated to capture the impact of the student success strategy.

Lenses

Student Type
Mode of Learning
Staff
Policies that support student success
Future themes for HE e.g. education for sustainable development

Questions

How do we ensure that our strategy is reflective of current national policy landscapes?

How do we ensure that our local priorities are developed in consultation with, and are informed by our staff, students and stakeholders?

What mechanisms do we use to ensure alignment across department policies, and how do we know they are effective?

How do we ensure that our strategy and policy take account of future possible developments in HE?

Does your institution have a strategic commitment to the universal design of programmes and support services?



Enabling Institutional Capabilities

Evidence-based decision making

Statements

- A. There is an evidence-based approach to decision making across the institution which is informed by both qualitative and quantitative data.
- B. The institution has systematically identified and documented the range of data it collects across all HE functional areas, including the data collected by third party software providers, in collaboration with staff and students.
- C. The institution has identified in a systematic way the questions it wants the data to answer to support achievable strategic priorities that inform student learning.
- D. Policies, systems and processes are in place to support the collection and use of data by all staff in an integrated manner.
- E. Approaches to teaching and learning are informed by data and enhanced through teaching and learning scholarship.
- F. The institution communicates the decisions taken as a result of data it has gathered and analysed.
- G. Mechanisms are in place to ensure that data is used to support and empower students to take ownership and responsibility for their own learning.
- H. Data is readily available, accessible and interpretable for students and staff and decision-makers.
- I. Data is collected and retained appropriately and in line with data privacy guidelines.

Lenses

Student Type
Mode of Learning
Staff
Sources of data

Questions

How are students empowered to use their data to support their learning?

How do we ensure that decisions taken as a result of data collected, are developed in consultation with, and are informed by our staff, students and stakeholders?

What mechanisms do we use to determine the questions that data will be used to answer?

What kinds of qualitative data do we collect and how do we use that data?

Enabling Institutional Capabilities

Structured and well-resourced professional development



Statements

- A. There is a clear statement of the institutional commitment to the professional development (PD) of all staff, that is well resourced.
- B. Institutional workload models recognise and support continuous professional development for all staff and provide sufficient time for staff to engage.
- C. A performance management development system (PMDS) or alternative is in place to enable staff and their line manager to agree professional development goals that are actioned, recorded, and resourced.
- D. Pathways of progression for staff are clear, open and transparent, and widely communicated and recognise staff commitment to the enhancement of student success.
- E. The institution facilitates communities of practice (COPs) to provide peer support and encourage sharing of good practice.
- F. Accredited and non-accredited professional development is aligned to national professional development framework and institutional priorities.
- G. The institution has in place a process for recognising and valuing the individual / team commitment to professional development.
- H. Professional development opportunities provided make explicit their link to supporting the enhancement of student success.
- I. Professional development opportunities are responsive to emerging themes within the wider HE landscape.

Lenses

Student Type
Mode of Learning
Staff
Policies for staff development

Questions

What processes / structures are in place to support COPs to provide peer support and sharing of good practice?

Is the institutional commitment to PD implemented across all units across the Institution?

What mechanisms do we use to capture the PD needs of staff (at all levels)?

How does the professional development of staff support diversity, inclusion and the universal design of programmes and services?



Enabling Institutional Culture

Whole-of-institutional approach and alignment

Statements

- A. All students and staff are aware of the shared vision for valuing and embedding student success and their role in supporting student success.
- B. Communication pathways exist for senior management to engage with, listen to and partner with staff and students to support student success.
- C. Institutional structures and processes are in place to ensure strategic alignment across all HE functional areas.
- D. There is a shared responsibility for student success within each HE functional area and a coordinated approach to collaboration across units.
- E. Major student processes are relatively smooth and seamless, and aligned. Handoffs between key stakeholders in critical process areas are effective.
- F. Students are fully supported to navigate across different HE functional areas to resolve problems/issues.
- G. Collaboration with external stakeholders and communities ensures the institutional commitment to student success encompasses the entire student experience.
- H. There is a strong and constantly evolving communications strategy that promotes and shares the institutional commitment to student success.
- I. The institution celebrates, rewards and shares approaches to the enhancement of student success.

Lenses

Student Type
Mode of Learning
Staff
HE functional areas

Questions

What PD opportunities are provided to support the whole-of-institution approach and alignment?

How is the shared vision for student success communicated?

How do you know that the handoffs between key stakeholders are effective?



Enabling Institutional Culture

Centrality of students and their learning

Statements

- A. The institutional processes ensure integration of the student learning experience across disciplines and programmes.
- B. The institution values and supports multi-disciplinary, challenge and theme-based modules, which enable students from different disciplines to work together to learn from each other and contribute creatively to their learning.
- C. The student experience optimises the holistic development of each student to contribute to and flourish in society.
- D. Students are active partners in decision-making and co-creation.
- E. Students are provided with opportunities to reflect on and articulate what constitutes success for them as they progress through and beyond higher education.
- F. Mechanisms are in place for recognising and rewarding formal and informal learning.
- G. Student curricular and co-curricular learning opportunities are well resourced and inclusive.
- H. The institution has articulated clearly how they balance high expectations for learning for all staff and students with flexibility and pedagogies of care. High challenge / high support.
- I. Staff are enabled and empowered.

Lenses

Student Type
Mode of Learning
Staff
Co-curricular opportunities

Questions

How are students and staff supported to work together for decision-making and co-creation?

How do you know that curricular and co-curricular opportunities are inclusive?

What mechanisms are in place to support the holistic development of students?



Enabling Institutional Culture

Inclusivity

Statements

- A. The institution values the variability in all students and staff and celebrates inclusivity.
- B. The institution has clearly articulated its commitment to providing an inclusive working and learning environment for all staff and students (current and prospective).
- C. The institution has processes in place to ensure a diverse staff and student population and has mechanisms in place to address any gaps identified.
- D. The institutional processes and culture supports and champions diversity in decision-making and staff have knowledge.
- E. Institutional web-platforms, VLE, IT systems and communication interfaces meet accessibility requirements and skills to make their materials accessible.
- G. Opportunities are provided for cultivating positive working and social relationships amongst different student groups, staff groups, and student/staff interactions.
- H. Institutional policies, systems and processes are aligned with the principles of Universal Design for Learning (UDL).
- I. Opportunities are provided for staff and students to develop a shared understanding of what constitutes an inclusive and universally designed environment in the institutional context and good practice is recognised.
- J. The design and delivery of the curriculum acknowledges and reflects the diversity of the staff and student population.

Lenses

Student Type
Mode of Learning
Staff
Communication interface

Questions

What processes are in place for sharing good practice around inclusivity?

How do you know that curricular and co-curricular opportunities are inclusive?

What PD opportunities are in place to support staff in incorporating universal design principles into their programme / service?

How do you ensure your staff have the role-based training they need to ensure the institution is meeting accessibility requirements



Enabling Institutional Culture

Communication and collaboration

Statements

- A. The institution has a clearly articulated commitment to ongoing dialogue and relationship-building across the institution.
- B. Processes are in place and opportunities are provided to support the development of open and transparent partnerships within and across disciplines and HE functional areas, between staff/students, with other institutions and the wider community.
- C. The development of the institutional compact and enabling policies are informed by staff and student contributions in a meaningful way.
- D. Accessible resources are provided to ensure the staff and students are fully informed of and have the opportunity to engage with the policies that impact on their practice/learning.
- E. The language, choice and approach to communications is accessible to the target audience and accessibility standards have been applied.
- F. Communications and media are developed and informed by the relevant stakeholders.
- G. Mechanisms are in place that support, recognise and reward intra- and inter-institutional collaboration.
- H. Processes are in place to ensure that communication is multi-directional; that clear communication pathways exist and that connections between pathways are appropriate to ensure all stakeholders are informed.
- I. The feedback culture within the institution fosters and encourages mutual respect and dialogue between staff, students and external stakeholders.

Lenses

Student Type
Mode of Learning
Staff
Audiences for communication

Questions

What mechanisms are in place to recognise and reward partnerships within and across disciplines?
How does the institution measure the effectiveness of communications?
What development opportunities are in place to support staff and students in ensuring they can communicate their message effectively?



Enabling Institutional Culture

Respectful and meaningful relationships

Statements

- A. The institution has a clearly articulated commitment to providing a respectful learning and working environment that encourages and supports the development of meaningful relationships among and between students and staff.
- B. The institution has a clearly evidenced approach to student partnership.
- C. The institution has processes in place to monitor the degree to which a culture of respect and meaningful relationship building exists across the institution.
- D. The institution provides explicit opportunities to develop meaningful relationships based on mutual respect, between and among student and staff groups, and external stakeholders.
- E. The value of and requirement for positive interactions/relationships are clearly communicated at all levels of the institution.
- F. The institution has appropriate, well-resourced supports in place for optimising and maintaining staff and student wellbeing.
- G. The institution clearly articulates how it enacts its commitment to respectful, positive and supportive relationships
- H. There are clearly communicated processes for intervention where difficulties have emerged with respect to maintaining positive and supportive relationships.
- I. The shared values of respect and positive working relationships are visible both within and between all HE functional areas and departments.

Lenses

Student Type
Mode of Learning
Staff
HE functional areas

Questions

How does the institution support and encourage constructive feedback between colleagues and staff/ students?

What measures are in place to address areas where the culture of respect needs to be further enhanced?

How do we address staff/student wellbeing via the curriculum?



Enabling Institutional Practices

Assessment and feedback

Statements

- A. The institutional processes embed a programme-based approach to assessment and feedback, including assessment of/for/as learning.
- B. The institution is explicit in its intention to use assessment of/for/as learning as a key driver for student success.
- C. Students are provided with opportunities to experience a diverse range of assessment methods including, where relevant, authentic work-based assessment, self and peer assessment.
- D. Choice in assessment is provided, underpinned by the principles of Universal Design for Learning (UDL).
- E. Students are supported to develop their assessment literacy.
- F. Assessment and feedback are supported by enabling policies and practices.
- G. Approaches to assessment and feedback foster partnership between staff and students and encourage co-creation.
- H. Assessment practices empower students to become self-regulated learners.
- I. Opportunities are provided for staff to build their capacity for assessment design and in providing actionable feedback for students.
- J. Data gathered by the institution through the assessment process is used to inform and enhance future approaches to assessment and student learning.

Lenses

- Student Type
- Mode of Learning
- Staff
- Assessment methods

Questions

- How are programme teams supported in their implementation of assessment and feedback?
- What data is collected around assessment methods and feedback?
- Where is student partnership in assessment most evident?
- What opportunities are there for sharing practice in assessment and feedback?



Enabling Institutional Practices

Engagement and Student Partnership

Statements

- A. Institutional approaches to student engagement and partnership are informed by current national policy, frameworks and guidelines and institutional data.
- B. The institution has an explicit commitment to authentic dialogue and partnership with students.
- C. There is evidence of authentic partnership with students across the work of all HE functional areas of the institution, including but not limited to, diverse student representation on institutional committees and councils.
- D. Opportunities are available for staff and students to build their capacity to operate as effective partners.
- E. There is clear evidence that the student voice is valued with equal partnership in the process/practices being recognised by all stakeholders.
- F. Institutional policies and processes support and encourage student engagement and partnership.
- G. Students from all backgrounds and lived experiences are actively empowered and supported to engage in partnership activities.
- H. Equity, diversity and inclusion are embedded into staff/student partnership.
- I Student engagement data and dialogue are used to inform institutional policies, processes and practices.

Lenses

Student Type
Mode of Learning
Staff
Partnership opportunities

Questions

How does the institution actively respond to data around student engagement?

What national frameworks and guidelines are used to enhance student partnerships?

What data is collected to assess the scale and nature of student partnership?

How, and by whom, are partnerships most often initiated?



Enabling Institutional Practices

Teaching approaches and learning design

Statements

- A. The institution values, recognises, and rewards the commitment to the enhancement of teaching and learning.
- B. The institution has a dedicated teaching and learning strategy that is informed by current national policy, frameworks, guidelines and institutional data.
- C. The institution recognises and clearly articulates that teaching and learning and research are interconnected and mutually enriching.
- D. The institution engages students as partners in, for example, the co-creation and design of curricula and teaching, learning and assessment approaches.
- E. Teaching and learning spaces support reflective and experiential learning.
- F. Students and staff are supported in developing their teaching approaches and learning design, and in the critical application and use of digital technologies.
- G. Teaching and learning design are underpinned by the principles of UDL and accessibility and are reflective and inclusive of an increasingly diverse student community.
- H. The teaching and learning culture enables students to develop as lifelong learners that can contribute to wider society as socially active global citizens, by addressing ubiquitous global issues.
- I. Agile approaches to programme structure and delivery, teaching practice and learning design support flexibility for students and staff.
- J. Learning opportunities engage students and support both their personal and professional development.

Lenses

Student Type
Mode of Learning:
Staff
Teaching and learning approaches

Questions

How are learning spaces being reviewed to support experiential learning?

How are global issues such as sustainability and wellbeing infused through the curriculum?

What data is collected to assess student engagement in learning?

What forums are available to facilitate discussion between research and teaching staff?

In what way are internationally recognised, evidence based, pedagogical frameworks such as Universal Design for Learning (UDL) embedded in teaching approaches and learning design?

Enabling Institutional Practices

Transitions and cultivating belonging



Statements

- A. Institutional approaches to student transition are informed by current national policy, frameworks and guidelines and institutional data.
- B. Supports are in place to support student transitions into, through and beyond higher education.
- C. Supports are available equitably to all students in the institution.
- D. The range of supports available and how to access them are effectively communicated to students and staff.
- E. Programme structure and delivery, and co- and extra-curricular activities prepare students for future employment, active citizenship and as lifelong learners.
- F. Peer mentoring is a key component of orientation/induction and career preparation programmes.
- G. Peer-led transition approaches focus on the emotional, social and academic needs of students.
- H. The development and implementation of orientation/induction and other student support programmes are completed in partnership with students.
- I. The institution nurtures a sense of belonging and positive wellbeing for all students as they enter and progress through their programme of study.

Lenses

Student Type
Mode of Learning
Staff
Transitions into, through and beyond
HE

Questions

What data is collected to ensure the effectiveness of transitions?

How are students prepared for future employment and active citizenship?

What models or frameworks are used to develop transition programmes?

What forums are available to share good practice and information, for those involved in transition programmes?

How do we support students with different lived experiences?