



UNIVERSITY OF
LIVERPOOL



Student Success Framework

The University of Liverpool



FOREWORD

We want to help students to have a happy, healthy and successful time at the University. The Student Success Framework shows how we will achieve that aim. It recognises that our students have a variety of goals, that they are individuals with a range of experiences, and that their success will amount to more than academic attainment. The Framework reflects a radical reorientation of our work, ensuring that we provide opportunities for all our students, irrespective of background, to become highly employable and well-connected global citizens.

Every staff member has a role in realising this ambition, whether it lies in teaching students, supporting their research, developing and enhancing their curriculum, maintaining the facilities and equipment they use, giving them employability advice, enabling international study, organising their bursaries, supporting their studies, encouraging them to be active, or otherwise promoting their wellbeing and success.

Students come to the University to learn, but we know they also come here to grow as people, to get great jobs, and to contribute to in our University and wider Liverpool community. The Framework is accordingly split into three themes:

- **Academic success:** all students will have an educational experience which enables them to achieve their full potential.
- **Personal success:** all students will experience a welcoming and supportive environment which prioritises well-being and belonging.
- **Future success:** all students will have the opportunity to build their intellectual, social and cultural capital for the future.

Each of these strands is governed by a success board which will oversee institutional level objectives. These targets are designed to make a difference, underpinning work that will have real impact on our students.

The Framework sets out a bold agenda and I hope that you feel as excited as I do about its power to transform the lives of our students. We're seeing colleagues across the institution begin to use the Framework as a planning tool for teams, and we've launched new institutional initiatives like the Student Success Innovation Fund to support new ideas. The language of the Framework is already permeating our everyday work.

The framework will change over time but I hope you will read it, like it and act on it:

1. Collectively: take it back to your Department, School, Faculty, or professional services meetings to discuss how the Framework can be integrated into your planning.
2. Individually: use it as a reference point in discussions with your academic advisees and/or staff PDRs.
3. Collegately: share the framework with students to discuss how we may better support their view of success.

Ultimately, our shared commitment is what will make this Framework a reality.

Professor Gavin Brown
Pro-Vice-Chancellor for Education

INTRODUCTION

Students have their own view of what success means to them. For some, it's about getting a good degree and setting the foundations for a fulfilling future career or further study. For others it may be to deepen their interest in a subject, expand on personal horizons and have new experiences which will transform their own lives and have an impact on those around them.

Our job as a University is to ensure that students have every opportunity to achieve their own version of success by promoting the right opportunities to allow students to thrive and address any barriers and obstacles that they may face.

This booklet will show how we can achieve this by using the Student Success Framework.

THE FRAMEWORK

The Framework provides a unified vision of success. It enables us to set goals and plan activities to drive action for individuals (students and staff) but also to work strategically together as an institution.

It's flexible, relevant to all students (undergraduate, postgraduate, taught and research) and is organised in relation to a number of broad objectives which link to our vision and are managed by individual boards.

Each board will set specific targets and timescales, and will regularly review contribution to institutional progress.

Above all, it's important the Framework is understood, interpreted, and owned by everyone in the University.

OUR VISION

The vision is split into three strands of success:

Academic: all students have the chance to have an educational experience which enables them to achieve their full potential

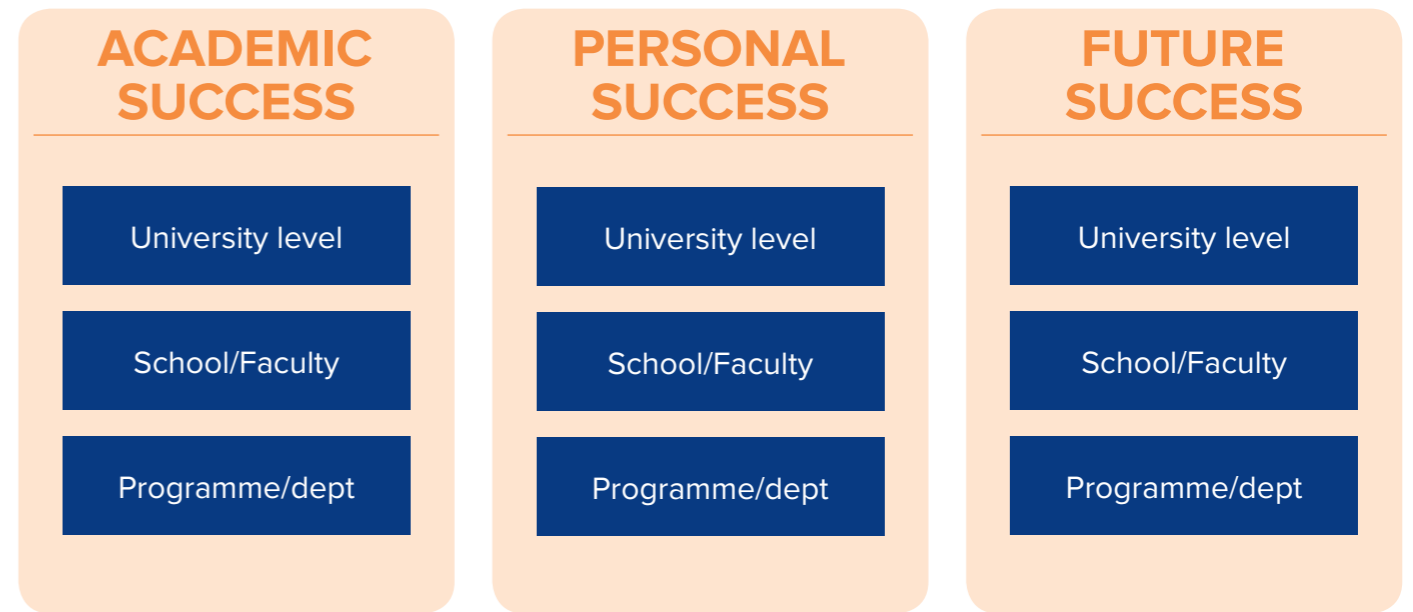
Personal: all students experience a welcoming and supportive environment which prioritises well-being and belonging

Future: all students have the opportunity to build their intellectual, social and cultural capital for the future.



To achieve the vision, we must all work together collaboratively across three levels:

University (Institutional wide) School/Faculty, Programme/Department, and coordinate work across the three strands of success.



STUDENTS

The Framework enables the University to propose and fund an activity, which is mediated through data provided at Faculty/Service area to enable actions from individual teams.

A recent example of how the Framework can work is:

The student success innovation fund was established by the University to enable work on race equality across campus.

Up to £1,000 per project was allocated for teams within departments, schools, Faculties, or professional service areas to trial an intervention, or provide evidence-based recommendations for an intervention, which will contribute to closing award, experience, or employment gaps, for, and in partnership with, Black Asian and Ethnic Minority students.

ACADEMIC SUCCESS

Defining Academic Success

Academic success focuses on our goals to ensure students have the opportunity to achieve their full academic potential.

It is dependent on two things

- Understanding the factors that contribute to success for individuals and groups of the student population.
- Monitoring those factors across UG, PGT and PGR study.

This strand of success will feed into internal and external monitoring at appropriate times of the year.

A key external regulatory driver is the Office for Students (OfS) which sets and monitors institutional targets for Access Success and Progression (UG Home students) through the Access and Participation Plan.

Key components

Using key targets, this strand works alongside the other two strands to monitor, evaluate, intervene and maximise the cumulative impact on key performance measures.

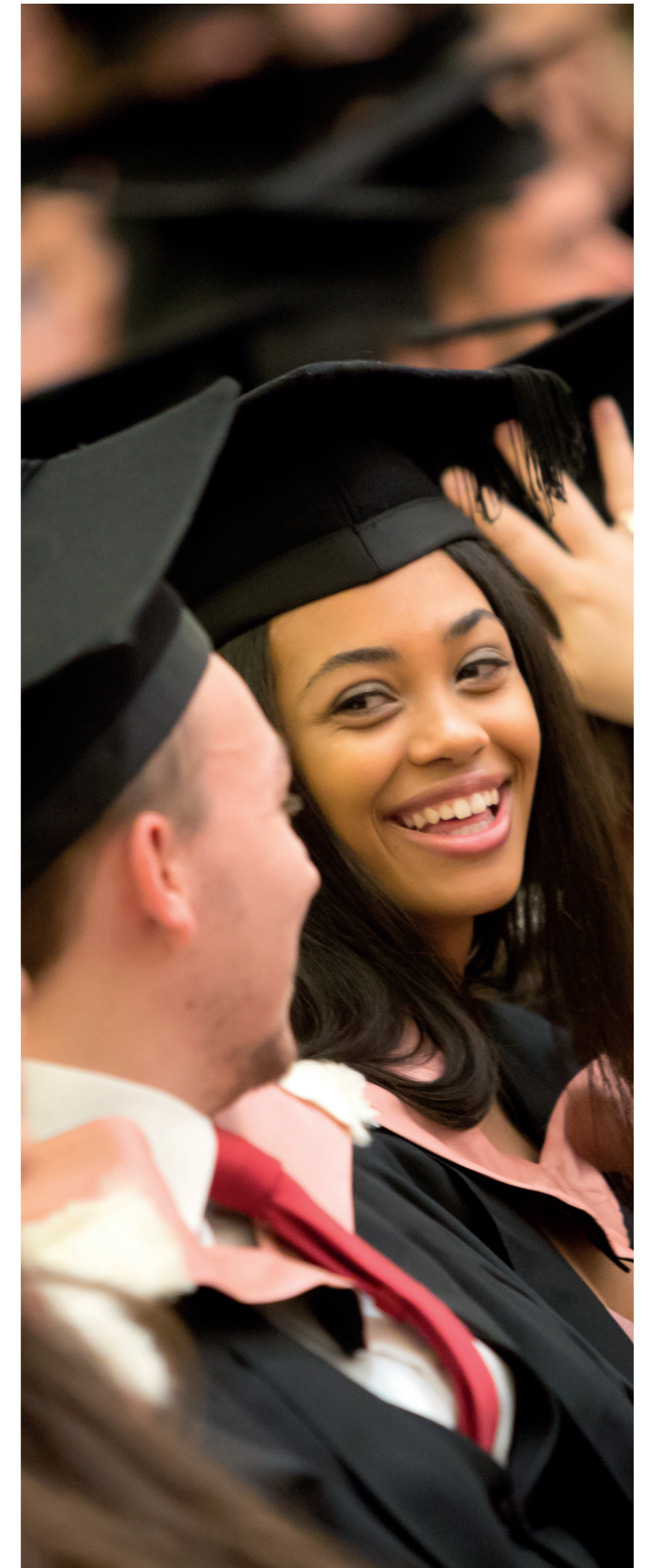
It enables us to identify best practice, opportunities and gaps so we can support activity across the three levels.

Key areas of focus are:

- analysing and reporting performance measures for continuation and attainment of student groups and intersections at all three levels
- ensuring appropriate interventions are in place to address significant gaps
- steering the growth in provision and uptake of academic skills enhancement activity
- enhancing satisfaction with the academic experience and engagement in learning.

Objectives

1. To understand and reduce continuation gaps between students across all parts of the student body
2. To reduce gaps in completion and degree outcomes between students across all cohorts of students
3. To ensure appropriate and effective opportunities are in place and facilitate take-up by students at all levels of study to enhance their academic success
4. To support students to set out their aspirations, and in turn set out how we'll support them to achieve them, through effective induction and pre-arrival activity.
5. To drive enhancements in response to student feedback across all parts of the student body concerning their academic experience.



PERSONAL SUCCESS

Defining Personal Success

Personal Success addresses our institutional aim to ensure that 'all students experience a welcoming and supportive environment which prioritises wellbeing and belonging.' We define personal success as flourishing – living and functioning well and doing your best with what you are best at, to the benefit of yourself and others.

The Framework recognises that while students will continually define (and redefine) their own versions of personal success, the University can play an important role in helping them explore and encounter new opportunities, look after their wellbeing and mental health, expand their horizons, develop plans, and start to put these plans into action. In developing this, we also acknowledge "belonging" feels different for different groups of our students, therefore this part of the framework targets specific objectives as well as those which are beneficial for the whole student body.

Key components

This strand works alongside the other two strands to monitor, evaluate, and intervene, to support personal success.

It enables us to identify best practice, opportunities and gaps so we can support activity across the three levels.

Key areas of focus are:

- understanding and addressing barriers to student engagement and to the development of a strong sense of belonging and connection with the University.
- ensuring appropriate measures are in place to promote wellbeing and to support personal growth.
- addressing the challenges of supporting positive student mental health, especially in the context of the pandemic.

Objectives

1. To identify and drive actions to address obstacles to student wellbeing, belonging and engagement
2. To ensure that all students have the opportunity to take part in activity which strengthens their sense of connectivity with each other and the University
3. To take appropriate measures to strengthen support for student mental health at all levels of the University
4. To ensure an inclusive campus culture for all students characterised by mutual respect, safety and active student voice
5. To ensure that physical and digital campus space is conducive to enhancing the student experience (e.g. spaces for informal engagement, wellbeing zones, 'sticky campus' design, and a digital environment which promotes collaboration)
6. To provide opportunities for all students to make a civic contribution. This might be through volunteering, making change through voting or campaigning, or supporting their local community.



FUTURE SUCCESS

Defining Future Success

The future success of our students is intimately tied to their experience with us while at University. Our students currently face a difficult graduate employment landscape. There is a premium placed on graduate jobs and decreasing numbers of graduates are entering jobs which require degrees. It is still the case that household income on entry to university is a strong determinant of both degree outcomes and earnings on graduation.

We know that highly paid employment, indeed employment in general, is not the only measure of success for our students. For many, being active members of the community, making a difference in society, being happy, and perhaps most importantly, doing good in the world, are more meaningful measures of success.

Our Future Success work is driven by two imperatives:

- To support every student to flourish as adaptable and socially-conscious global citizens.
- To ensure all students have space and opportunity to build their intellectual, social and cultural capital for the future.

Key components

Working alongside Academic and Personal Success, this strand aims to help students achieve their version of future success, it is for us to provide opportunities that enable students to achieve their ambitions.

Key areas of focus are:

- Understanding the future - developing a richer picture of how our students define future success and putting in place interventions to support their visions
- Supporting students to grow - providing opportunity for students to explore new things, develop new skills, and learn within and beyond their programme
- Engaging in society - using our enhanced understanding of students, and their engagement with new skills, to develop graduates who want to make the world better
- Providing opportunity for all - focussing on where disparities exist in employment outcomes for our students and taking institutional action to eliminate them.

Objectives

1. To ensure every student who defines being in a rewarding job as part of their future success is supported in their endeavours
2. To support all students to adapt to a dynamic world landscape and confidently tackle current and future challenges
3. To embed a commitment to building and enhancing authentic assessment opportunities that are focused on real-world problems, and in turn, support students to contextualise skills learned, and build confidence in evidencing these skills
4. To encourage all students to gain a global perspective, through undertaking a University of Liverpool-facilitated international experience, or in taking part in socially valuable activity on campus, in the city, or online
5. To take active steps to instil a culture of aspiration, which, in addition to employment goals, might include progression to PGT/PGR study, lifelong learning, or the development of applied skills
6. To understand, and eliminate, employment outcome gaps.



MONITORING AND REVIEWING

The Framework is iterative and will change over time.

The success of each of the measures is monitored in three ways:

- Each strand has an associated Board which is responsible for measuring progress
- Each Board will report to the Education Committee which is responsible for monitoring the impact of the Framework as a whole
- The Education Committee is accountable to the Senate, which will have sight of and input into this work along with other initiatives to enhance student success.

To ensure that the measures we are reviewing are fit for purpose we will engage our partners to review our progress and contribute to this Framework's success.

These partners include:

- **Liverpool Guild of Students**
 - **Colleagues in Faculties and Schools through their committees**
 - **External regulators such as the Office for Students**
 - **Students themselves**
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**THE ORIGINAL
RED BRICK**