

**ESSENTIAL
FRAMEWORKS
FOR ENHANCING
STUDENT
SUCCESS**

**ENHANCING STUDENT SUCCESS
IN HIGHER EDUCATION**

What is student success in HE?

Student success can encompass students' academic achievement; their progression through HE or into employment, self-employment or further study; their deepening engagement with their programme and/or discipline area; the acquisition and development of skills, and their wider co-curricular achievements. It is the combination of these that helps students realise the potential of HE to transform their lives. Advance HE also recognises that student success is highly personalised and individual. What represents success for one student may not be for another. Individuals will have different motivations for, and expectations of, studying in HE and thus will want (as well as take) different things from the experience.

Who is the framework for?

This framework is particularly relevant to those drawing together different strands of work or aspects of learning and teaching, thinking holistically at a service, department or institutional level. It is applicable to the full range of functions and services that contribute to student success within and beyond HE, including academic, strategy and planning, research, educational development, student services, registry, human resources, marketing and communications, and student unions, amongst others.

Why is the framework series important?

For institutions and related HE bodies, the framework series:

- provides a way of benchmarking or evidencing performance, progress and impact over time or relative to others
- enables a consistent organisation-wide approach, owned and developed locally by programme or service teams facilitating engagement
- offers prompts for bringing together, or engaging, particular stakeholder groups in strategic priorities that impact upon student success within and beyond HE, including industry
- informs planning, review, validation, accreditation and programme approval processes
- shapes and inspires continuous development
- presents a structure for communicating and marketing existing work, progress and impact, nationally and internationally.

For staff, the frameworks series:

- offers a structure for enhancing the quality of students' learning experience throughout the academic lifecycle, shaping effective curriculum and assessment design

- encourages reciprocal and collaborative ways of working (locally, nationally and globally) in the delivery and enhancement of the curriculum, learning and teaching and professional development
- offers processes to learn from, contribute to and influence learning, teaching and research, assisting academic advancement and sustainability.

For students' unions, associations and guilds, the framework series:

- indicates the areas of learning, teaching and organisational development in which students can engage in the enhancement of quality and student success
- promotes a shared sense of responsibility, engagement and ownership for learning and success between institutions and students through and beyond HE
- encourages access to opportunities for students to extend and develop personal skills, knowledge and experience, new ways of working, learning and thinking in HE.

Areas of focus

This framework addresses six strategic areas of priority, which Advance HE believes are key for change. These are depicted in the middle of the diagram to bring them together. All six are directed towards the achievement of student success at the centre – representing the core purpose of them all.

The six priorities addressed with the Advance HE framework series each contribute to student success. Individually, the frameworks aim to achieve the following outcomes:

Transforming assessment in HE: to maximise student learning from both the process and products of assessment within academic, discipline and professional communities.

Embedding employability in HE: to enable successful transitions and contributions for students throughout HE and beyond, benefitting them, their communities and the economy.

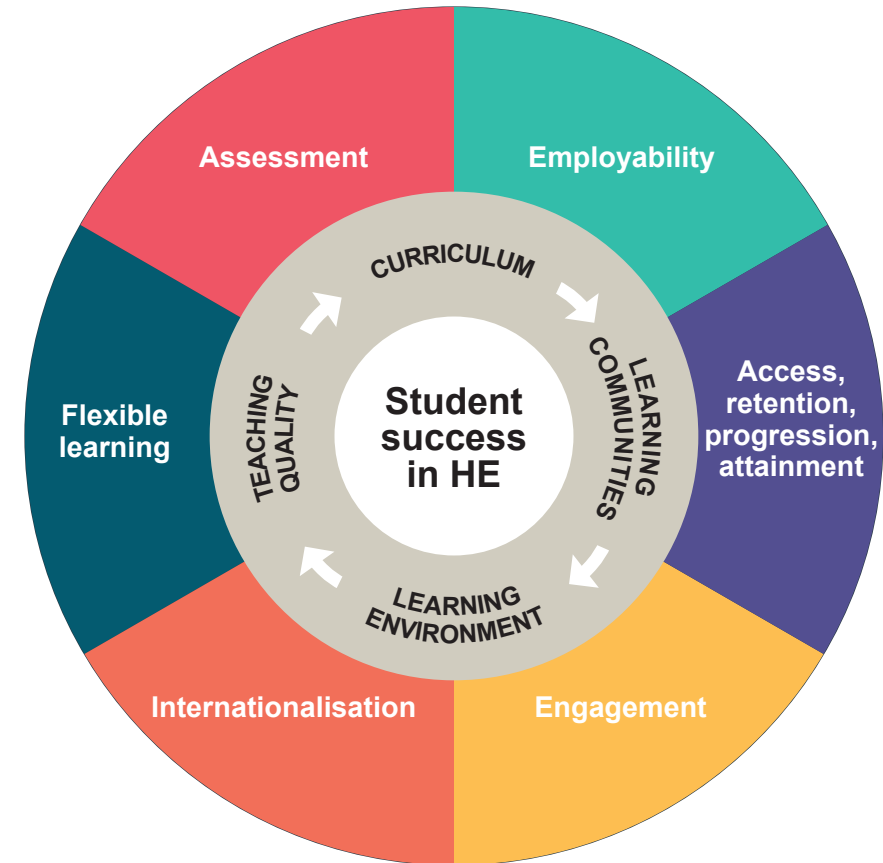
Student access, retention, attainment and progression in HE: to foster a culture that promotes and enables the full and equitable participation of all students to, through and beyond HE.

Student engagement through partnership: to commit to developing open, constructive and continuous dialogue between students and staff, among students, and between institutions and their students' unions, associations or guilds.

Internationalising HE: to prepare graduates to live in and contribute responsibly to a globally interconnected society.

Flexible learning in HE: to offer choice in how, what, when and where students learn through flexibility in the pace, place and mode of delivery.

Each of these areas of work has the potential to impact on a number of metrics, for example, National Student Satisfaction Survey, Destination of Leavers in Higher Education and student access, progression and success (supplied to the Office for Fair Access).



Principles

Advance HE recognises that there are processes and outcomes common to the effective implementation and achievement of these priority areas. Thus the two outer circles address the operational aspects of achieving student success – the first encompassing key principles or ways of working.

The frameworks individually and collectively promote the following guiding principles for practice:

INCLUSIVITY:

enabling the full and equitable participation of all students and staff through proactively developing inclusive approaches, values and knowledge.

FLEXIBILITY:

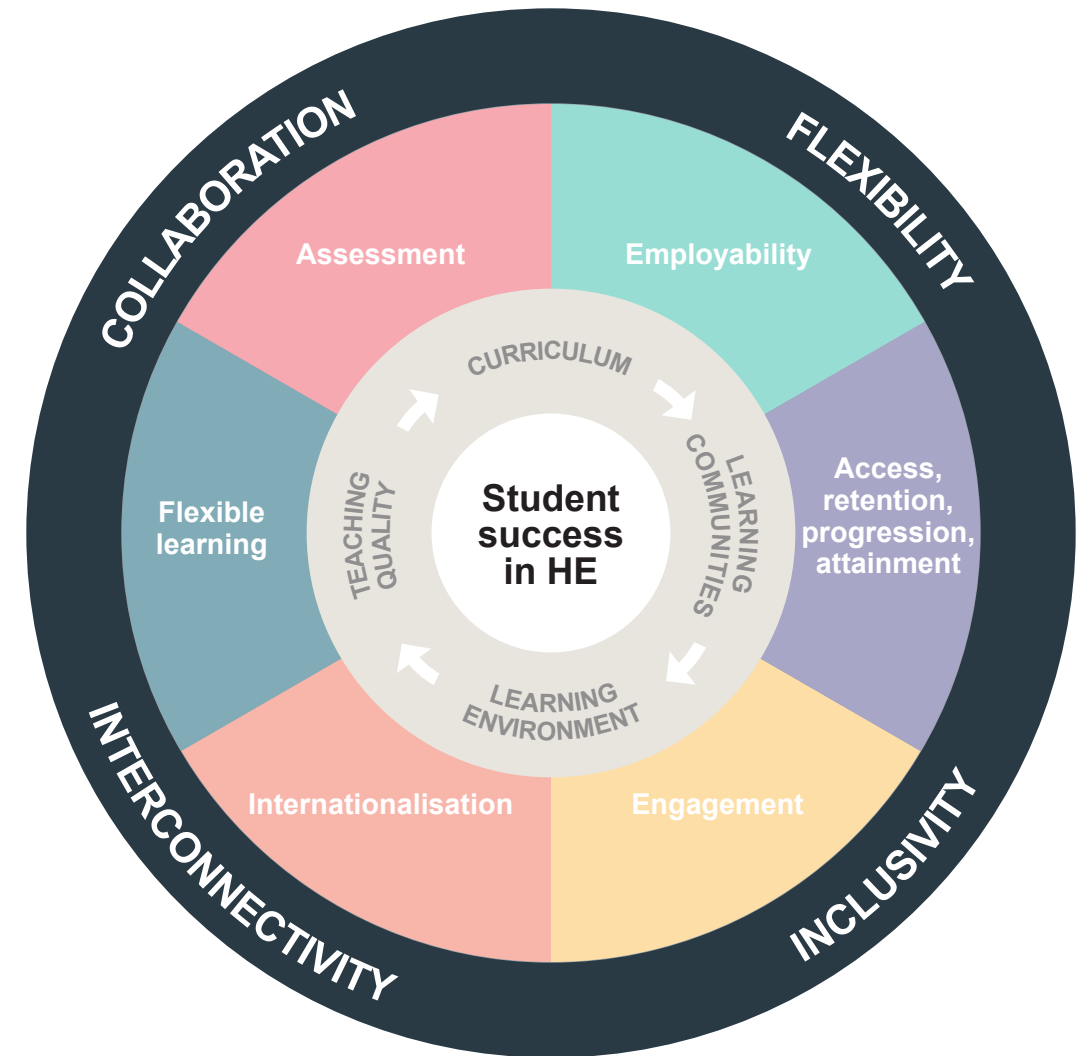
creating structures, systems and approaches that are agile and responsive to changing needs and requirements.

COLLABORATION:

working in partnership with all stakeholders internally and externally throughout the process to engender shared ownership and responsibility.

INTERCONNECTIVITY:

making connections between people, disciplines and activity locally, regionally, nationally and internationally.



Operational commitments

The second of the outer circles encompasses a series of operational commitments embodied within the institutional culture. Achieving student success is dependent on a culture in which there is continual critique, evaluation, and the development of policy that directly links to practice.

The frameworks individually and collectively promote a regard for:

LEADERSHIP OF LEARNING AND TEACHING committing and organising resources towards the achievement of a common vision and outcomes.

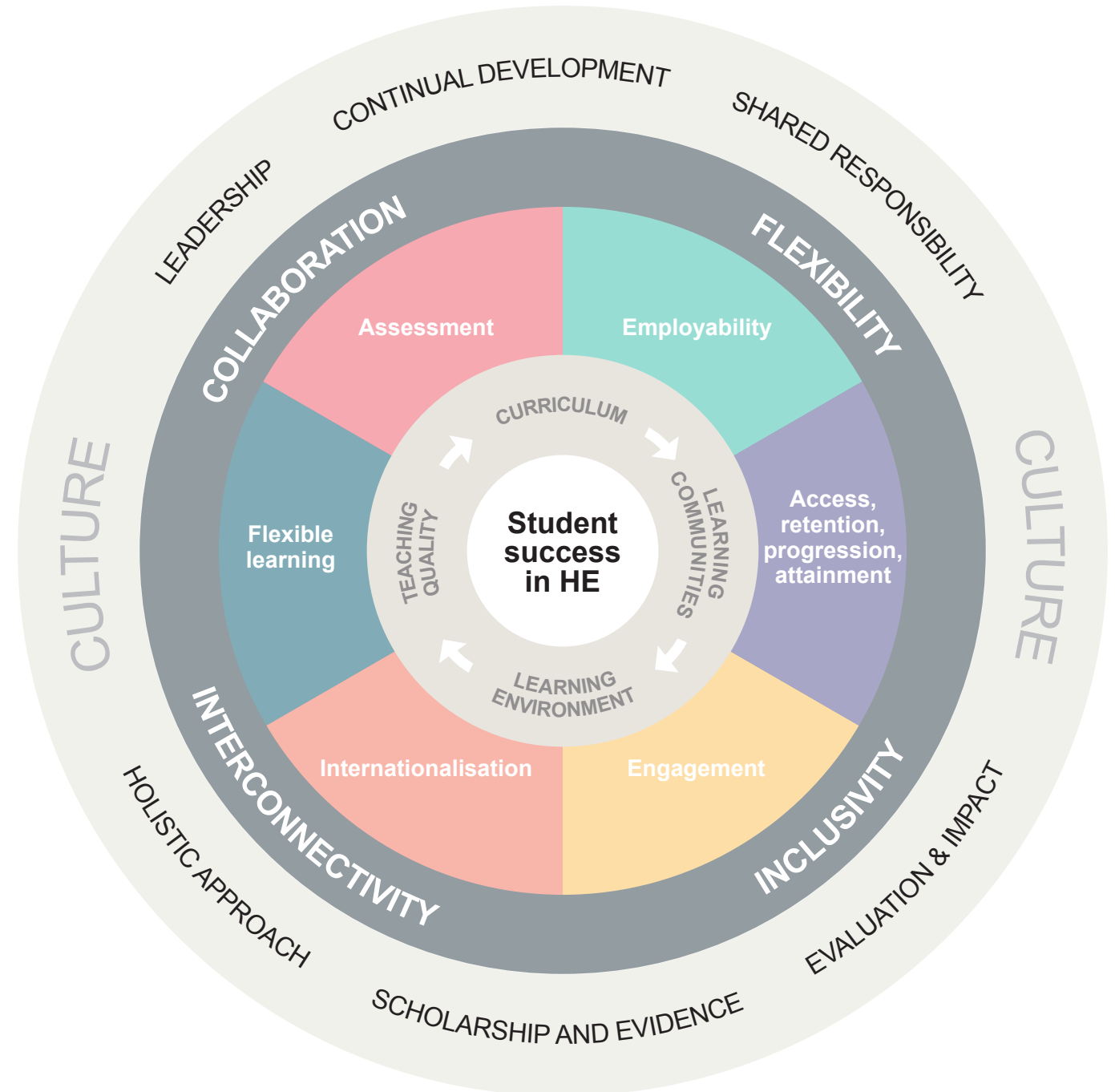
SHARED RESPONSIBILITY providing clearly defined responsibilities for staff and students, given all have a key role to play in learning and teaching and thus contribute to student success.

CONTINUAL DEVELOPMENT investing in ongoing and collaborative learning processes for staff and students, to facilitate engagement, reflection, planning, application and recording, and thus optimise policy, practice and future impact.

HOLISTIC APPROACHES taking account of the inter-connectivities within and across the institution, faculties, departments, services, people and curricula, throughout the academic lifecycle, and for all stakeholders.

SCHOLARSHIP AND EVIDENCE utilising underpinning pedagogical research and relevant institutional data.

EVALUATION AND IMPACT developing and embedding the means of establishing learning gain and the impact of all teaching activity on student success.



Impacts

AHE frameworks individually and collectively have an impact upon student success by influencing:

HE CURRICULA: the content, design, delivery and documenting of the formal and/or informal curricula.

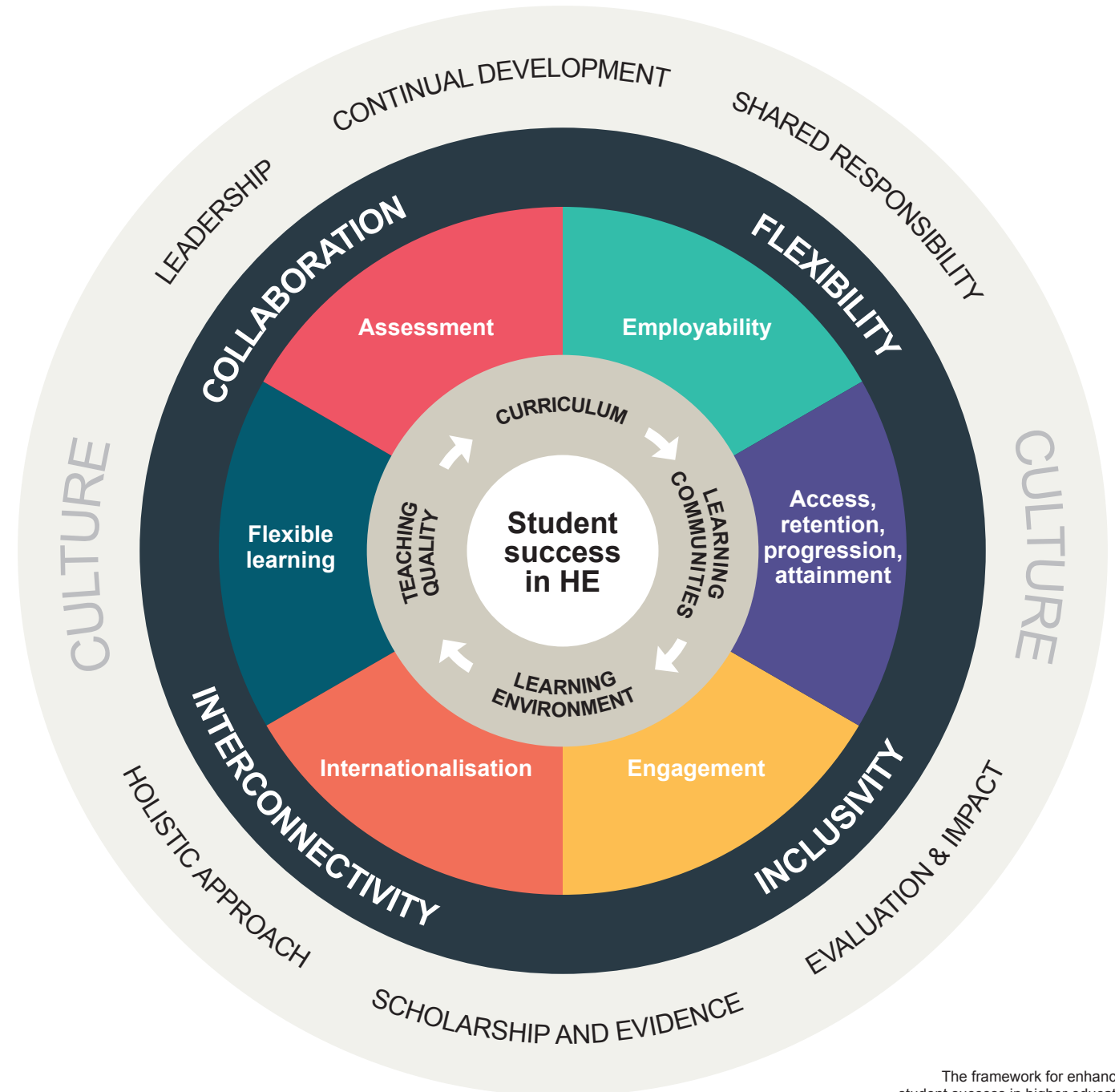
LEARNING ENVIRONMENTS: the design and provision of formal and/or informal learning spaces and resources.

LEARNING COMMUNITIES: widening and engaging staff and students in professional, academic and discipline communities.

TEACHING QUALITY: the quality of design, delivery or evaluation of teaching as core to the enhancement of any theme or discipline.

All staff and students, who have roles in teaching and supporting learning, may want to consider how raising the status and quality of teaching will enable student success. Aligning institutional and individual work to the PSF will help highlight areas of activity, enable deeper understanding of core knowledge, and demonstrate alignment with professional values.

Advance HE invites lecturers, teachers and learning support staff to evidence their use of this or other Advance HE frameworks in applying for Fellowship in recognition of their commitment to professional practice.





Student Success Frameworks

Take the next step in enhancing student success at your institution.

To find out more about how to make our Student Success Frameworks work for you, or to see the rest of the framework series, email us at solutions@advance-he.ac.uk or visit www.advance-he.ac.uk/student-success

Click on a framework to find out more



Embedding employability

Flexible learning

Transforming assessment

Student engagement through partnership

Student access, retention, attainment and progression

Internationalising HE