

NORWICH UNIVERSITY OF THE ARTS
STRATEGIC PLAN 2014-19

**170 years of creativity.
And counting...**

 @NUAnews #N170



NORWICH UNIVERSITY OF THE ARTS

STRATEGIC PLAN 2014-19

FINAL

Version 5

18 February 2014

Contents:

Introduction from the Vice Chancellor	2
Our Vision and Core Values.....	3
The Strategic Plan and other University Strategies and Policies	3
Our Starting Point for 2014-19	5
Our Strategic Priorities for 2014-19	6
<i>STRENGTHENING OUR ACADEMIC COMMUNITY</i>	8
<i>CONSOLIDATING OUR CURRICULUM AT ALL LEVELS</i>	11
<i>STIMULATING NEW CREATIVE BUSINESSES</i>	14
<i>ESTABLISHING OUR INTERNATIONAL PROFILE</i>	16
<i>BUILDING PARTNERSHIPS AND COLLABORATIONS</i>	19
Annex 1: Key Statistics.....	22
Annex 2: Key Performance Indicators	24
Annex 3: Academic Committee Structure and Management Groups	26

Introduction from the Vice Chancellor

Our 2009-14 Strategic Plan set several ambitious targets for the institution, including growth in student numbers, stronger performance in student satisfaction surveys, improvement of the estate and work towards University title. It is therefore gratifying to introduce this new Strategic Plan as Vice-Chancellor of Norwich University of the Arts, a title granted to us by the Privy Council in December 2012. Further, the recent publication of the *Complete University Guide 2014* saw NUA placed as the top specialist English University and in the 2013 NSS our students rated NUA above all UK specialist Universities, reflecting progress made by all staff in improving our student experience and creating a contemporary and well-resourced campus for the study of our subjects.

Notwithstanding this, there remains much still to achieve and this new Strategic Plan identifies not only our new priorities and targets but also reminds us of the need to be vigilant in maintaining our work in support of excellence. Implicit in everything we do will be a continuing concern to ensure the highest quality student experience in the context of decreasing public funding for Higher Education.

Other areas of focus for our work in the forthcoming period will include:

- Further improvements to the University's research environment, both before and after submission to the Research Excellence Framework 2013 (REF);
- Enhancing our business-facing activity and supporting new business incubation through our new Regional Digital Innovation Centre, supported by our Catalyst funding from HEFCE and a grant from the New Anglia Local Enterprise Partnership (LEP);
- Further work to develop recruitment at postgraduate taught and postgraduate research levels and from overseas applicants to all our courses;
- Continuation of projects within our Estates Strategy to establish: specific buildings for design, arts, architecture and media; additional lecture spaces ; and additional residential accommodation for students;
- Planning the pedagogy and resources (human and physical) appropriate for a specialist arts university in 2017 and beyond.

The operating context for UK HE remains challenging and in some senses unknown. We do not yet fully understand the impact of the new fees and loan system on those currently in school and those students who leave University in 2015 who may be less likely to progress to postgraduate study. However, the current demand for NUA courses at undergraduate and postgraduate level, from Home, EU and overseas students is strong and rising.

Whilst we must not be complacent I am confident that NUA will flourish as a high-quality specialist University. We will not compromise on quality in either the student or the staff experience; we will measure ourselves routinely and regularly against credible, rigorous external benchmarks; we will maintain our staff awareness of the operating environment, and, in so doing, we will continue to develop our capacity to manage change.

We enter the period of this new Strategic Plan – and one that will see us celebrate our 170th anniversary - excited by this challenge.

Professor John Last
Vice Chancellor

Our Vision

NUA's Vision is to be the best specialist University for Arts, Design and Media in Europe, producing graduates of the highest quality.

Our Core Values

Underpinning our Vision are the following Core Values:

We are committed to:

1. Achieving excellence in learning, teaching and the wider student experience, to give our students the best possible preparation for their future lives and careers
2. The continuous development of our curriculum and our academic portfolio, to meet the changing needs of students, the creative and cultural sectors, and society
3. Excellence in research, consultancy and other forms of professional and business engagement, to promote innovation, enterprise and the development of new knowledge and skills
4. The development of our staff, estate and physical resources, as the bedrock of a professional and supportive academic community, and with equality, diversity and environmental sustainability to the fore
5. Growth and development of the University, to build the organisation's long-term sustainability and strengthen our impact.

The Strategic Plan and other University Strategies and Policies

Our overriding commitments are to our students, our staff, the quality of teaching, learning, research and scholarship, and the quality of our resources. These are embedded in our **Vision** "*To be the best specialist University for Arts, Design and Media in Europe, producing graduates of the highest quality*", the **Core Values** which underpin it, the Strategic Plan 2014-19, and our other strategies and policies.

The **Strategic Plan 2014-19** provides our overall direction of travel, helping us to position NUA both as a leading contributor to the cultural and economic life of the city and country and as a distinctive, high-quality specialist University. It focuses on areas which we will prioritise during the planning period in order to drive the fulfilment of our Vision. These are:

Strengthening our Academic Community

Consolidating our Curriculum at all Levels

Stimulating New Creative Businesses

Establishing our International Profile

Building Partnerships and Collaborations

It is important to note that these are high-level priorities and that the actions which flow from them will not impact on the day-to-day work of all areas of the University. However, they have been identified as strategic priorities for the next 5 years through the consultations and discussions which have shaped the Strategic Plan; in other words, they are the priorities which we agree are the most important ones for the greater good of our University in the forthcoming period.

In addition, we have a number of other University strategies and policies:

- Student Experience Strategy 2010-15
- Research and Consultancy Strategy 2009-14
- Marketing and Student Recruitment Strategy 2010-15
- HR Strategy 2011-16
- Estates Strategy 2010-20
- International Strategy 2013-17
- Finance Strategy 2011-16
- Collaborative Provision Policy and Procedures
- Quality Enhancement Policy.

These provide detailed frameworks for the ongoing development of all aspects of the University and its human and physical resources. As indicated below, they also support and will help to deliver the five priorities of the Strategic Plan 2014-19. Each University strategy and policy is itself subject to periodic review and redevelopment, also as indicated below.

<i>Priority in Strategic Plan:</i>	<i>University strategy/policy:</i>	<i>Review year:</i>
<i>Strengthening our Academic Community</i>	Student Experience Strategy 2010-15	14-15
	Research and Consultancy Strategy 2009-14	13-14
	HR Strategy 2011-16	15-16
<i>Consolidating our Curriculum at all Levels</i>	Student Experience Strategy 2010-15	14-15
	Marketing and Student Recruitment Strategy 2010-15	14-15
	HR Strategy 2011-16	15-16
	Estates Strategy 2010-20	19-20
<i>Stimulating</i>	Research and Consultancy Strategy	13-14

<i>New Creative Businesses</i>	2009-14	
<i>Establishing our International Profile</i>	Student Experience Strategy 2010-15	14-15
	Marketing and Student Recruitment Strategy 2010-15	14-15
	International Strategy 2013-17	16-17
<i>Building Partnerships and Collaborations</i>	Collaborative Provision Policy	13-14

In addition, the Finance Strategy supports the University's overall aim of financial sustainability.

Monitoring progress:

Delivery of the Strategic Plan is monitored by Senate and the Senior Management Team, with progress reported to Council by the Vice Chancellor.

Delivery of other University strategies and policies is monitored by the relevant University committee and reported to Senate.

Progress with the delivery of the Strategic Plan and sub-strategies is also informed by regular monitoring of the University's Risk Register by Senate, the Senior Management Team and Council.

Our Starting Point for 2014-19

Compared to many universities, we are entering the next strategic planning period in an enviable position:

- For September 2013 entry,
 - Applications to our undergraduate courses have increased by 11% since 2011, the last year of the old fee regime and the mid-point of the previous Strategic Plan *
 - Applications to our taught postgraduate courses have remained level since 2011 *
 - Applications from overseas (non-EU) students, while still modest, have increased by 85% since 2011
- In 2013, we recorded our best ever National Student Survey results and were rated *Top Specialist Arts Institution* in the UK:
 - *Overall Satisfaction* *Up from 85% in 2012 to 88% in 2013*
 - *Teaching on my Course* *Up from 86% in 2012 to 89% in 2013*

- *Assessment and Feedback* *Up from 78% in 2012 to 84% in 2013*
 - *Academic Support* *Up from 78% in 2012 to 86% in 2013*
 - *Organisation and Management* *Up from 62% in 2012 to 77% in 2013*
 - *Learning Resources* *Up from 87% in 2012 to 91% in 2013*
 - *Personal Development* *Up from 82% in 2012 to 88% in 2013*
- We have been rated *Best Specialist Institution in England* in the Good University Guide 2014
 - Our track record in employability remains strong, with 92% of undergraduates and 95% of postgraduates in work and/or further study based on the 2012 DLHE survey.

As we enter the next strategic planning period, NUA is in a sound financial position, with adequate cash balances and reserves. Our current financial modelling anticipates that we will continue to be sustainable for the future, provided that we continue to recruit to target.

We remain mindful of the need to be more agile and responsive than ever before in a radically changing Higher Education landscape. We will go forward giving careful consideration to the challenges, pitfalls and opportunities presented to us.

* *All applications including overseas*

Our Strategic Priorities for 2014-19

As noted above, the Strategic Plan 2014-19 contains five priorities:

Strengthening our Academic Community

Consolidating our Curriculum at all Levels

Stimulating New Creative Businesses

Establishing our International Profile

Building Partnerships and Collaborations

While this list does not imply a hierarchy, **Strengthening our academic community** is our core priority. It foregrounds the centrality of our academic community to all that we do. Without a focus on this, our work on the other priorities will not flourish. Without it, we will not be able to continue growing and sustaining the cultural capital which is the bedrock of our **curriculum**. Nor will we be able to nurture the staff and student expertise and mindset which will **stimulate new creative businesses** as our key strategic contribution to the local and regional economy. Without the knowledge, skills, research and professional practice of our staff, our **international profile** will not flourish and our **partnerships and collaborations** will be limited.

Our Strategic Priorities are outlined commencing on the following pages and are represented diagrammatically here:



STRENGTHENING OUR ACADEMIC COMMUNITY

At NUA, the staff-student relationship cannot be reduced to one in which staff teach, advise and support, and students learn. It is more dynamic than that. Students are influenced and shaped by the research, practice and learning of academic staff; by the same token, students themselves - their ideas, their work and their responses – influence staff. Academic staff and students are co-producers of knowledge and learning. Professional services staff are also co-producers in this way (eg in our technical workshops) as well as influential in helping students to question and make sense of their world (eg student support, careers, the library).

The quality of the student experience is reliant upon the currency and expertise of our academic and professional services staff.

Professional services staff make essential contributions to the student experience and the wider management and development of our University. As such, they are key to the strength of our academic community. While much of our work on this strategic priority will centre upon academic development, the University will ensure that professional services staff have opportunities to maintain and grow their knowledge and expertise. This will ensure that the professional services departments are current and that their staff continue to play a visible role in strengthening the academic community.

Academic staff provide subject and pedagogic expertise. Their engagement with the disciplines and the pedagogies of the arts, design and media, is a prerequisite for excellence in teaching and learning and the fulfilment of our vision to produce arts, design and media graduates of the highest quality. We will consolidate and strengthen our CPD opportunities for academic staff and this will include the introduction of a NUA Postgraduate Certificate in HE Learning and Teaching.

In the wider academic sphere, the University will enable a broad spectrum of staff research and professional practice which strengthens teaching and learning and engenders leadership in disciplinary innovation, public engagement and impact. Research and professional practice at NUA embrace work which has national and international significance and which will be submitted to the Research Excellence Framework (REF) in November 2013. It also encompasses external consultancy, commissions, advice and support to business, and civic and community projects, often under the direction of the *ideasfactory@NUA*. The overall purpose of this breadth is to enhance our reputation as a University which is outward-facing, engaged in high quality research, and which contributes to economic, cultural and social development, with high student employability as a key index of our success.

During the period covered by the Strategic Plan, we will foster high quality research and professional practice to enrich the life of the University, provide opportunities for collaboration, promote innovation and income generation, and enhance students' experience and career preparation. We will seek to commercialise the outputs from research and professional practice, through staff engagement with the *ideasfactory@NUA*. We will review and clarify the contractual allocation of time for research and professional practice and the management processes associated with this. In order to stimulate activity, we will also

establish a University Fellowship scheme which supports academic staff for agreed periods of research and professional practice, as well as Research Support funding to seed fund research projects and collaborations. These initiatives will maintain and raise our University's profile in art and design research.

Particular attention will be given to the research themes which we have identified in our REF submission. We will continue the development of our vision for research and related activities, supporting research-active staff and early-career researchers not returned in REF 2013 and promoting discussion at Faculty level and through our Research Seminar series and related research events for staff and PGR students.

Engagement with the creative and cultural sectors will be a strategic priority. We will build upon our track record in contributing to national and international conferences, festivals, exhibitions and other events. We will also continue to strengthen our collaborations with the digital creative sectors in Norfolk and Suffolk and the government agencies which support them such as the New Anglia LEP.

Postgraduate research degree programmes (PGR) are a key feature of our research profile. We will grow and promote further PGR opportunities and enhance progression from our MA courses through monthly seminars which are open to MA and PGR students and staff. We have approximately half the minimum number of PhD completions required for the award of Research Degree-Awarding Powers (RDAP). Our research degree validation partnership with the University of the Arts London (UAL) will continue to be a priority; however, we will also commence long-term planning for RDAP. Central to this will be professional development for staff in order to enlarge our pool of PGR supervisors.

Staff and PGR student research outputs will be made accessible via a new open access Research Repository which is being established during the preparation of our REF submission. We will also update and redesign our website information about staff research and professional practice and PGR opportunities.

Our membership of the Consortium for Research Excellence and Training (CREST) will continue to be important because of the opportunities which it generates for staff and PGR student collaboration and research skills development.

See also *Consolidating our Curriculum at all Levels, Stimulating New Creative Businesses and Building Partnerships and Collaborations.*

MILESTONES

By 2017 we will have

- 1.1 Strengthened CPD opportunities for professional services and academic staff, including the introduction of a NUA PG Cert in HE Learning and Teaching by 2015.
- 1.2 Reviewed and redeveloped our strategies for research and consultancy, building on our REF results and the success of the *ideasfactory@NUA*, and promoting a spectrum of research and professional practice activities

- 1.3 Reviewed and clarified the contractual allocation of time for research and professional practice and the management processes associated with this
- 1.4 Established the University Fellowship scheme, supported a minimum of one Fellowship per annum and, through these, delivered a body of high quality research outputs
- 1.5 Supported a minimum of three staff per annum to contribute to national and international conferences and other research events
- 1.6 Hosted one national/international conference per annum
- 1.7 Expanded our PGR student population to 24
- 1.8 Increased progression from our MA courses to PGR programmes
- 1.9 Enlarged our pool of PGR supervisors from 7 to 15
- 1.10 Increased our PGR completions by 7
- 1.11 Defined the strategy and timescale for the development of application for RDAP
- 1.12 Supported and trained Course Leaders in the mentoring of staff scholarship and research in support of the University's Research and Consultancy Strategy.

RISKS to this Strategic Priority:

- Strength of academic community undermined by lack of CPD opportunities for professional services and academic staff, and/or by weak academic staff engagement with the disciplines and pedagogies of the arts, design and media
- Risk created by lack of clarity re contractual allocation of time for research and professional practice and the management processes associated with this – staff therefore not delivering outputs of required volume and/or quality
- PGR recruitment doesn't grow, undermining long-term plans re RDAP
- Inability to grow/develop pool of PGR supervisors.

CONSOLIDATING OUR CURRICULUM AT ALL LEVELS

By current measures, NUA is very successful in offering high quality programmes of study at each level from Year 0 to postgraduate research (PGR) degrees. The design of our undergraduate and MA curriculum frameworks has been recognised and endorsed by the Quality Assurance Agency and provides the essential foundation upon which our core provision is built and resourced. Our postgraduate research opportunities are distinctive and reflect the world-class research of academic staff. Our location in the centre of the city of Norwich is a major attraction for prospective students and creates significant opportunities for engagement between students, staff and the creative community. During the period covered by this Strategic Plan, we will consolidate our curriculum at all levels of study, ensuring the continuing strengths of our undergraduate and taught postgraduate “core” and building opportunities for progression from BA to MA and onwards to PGR level. We will enhance our mechanisms for keeping course content ahead of the curve, through dialogues with the creative industries and leading-edge practitioners. Central to this will be an increasing emphasis on employability and enterprise.

Nationally, the climate remains challenging for growth in student numbers and course provision and this is exacerbated by the impact of the new fee and funding regime. However, set against this is NUA's continuing popularity and strong track record in undergraduate recruitment. We remain ambitious for further growth. Notwithstanding the national challenges, we will continue to aspire towards a student population of c.3000fte (of which at least 10% will be international students), maintaining excellence in our course portfolio.

There is strong demand for undergraduate places at NUA. As and when there are opportunities to increase undergraduate student numbers, we will introduce new disciplines and/or diversify existing ones in order to broaden our curriculum offer. This may include new areas of arts, design or media and allied disciplines or the extension of our course portfolio and numbers through collaborative arrangements such as validation and franchising.

At undergraduate level, alternatives to the standard 3-year full-time model will be explored to assess viability and market demand. We will support the work of Creative Skillset in the development of Higher Level Apprenticeships, embedding these in new provision at NUA where there is employer demand and viability. At pre-degree level, we will introduce a NUA Foundation Certificate programme for international students, incorporating English language and portfolio development.

A key aspiration is the development of a Faculty of Performance, where disciplines such as Music, Acting, Set Design and Costume have clear synergies with our current courses (Film and Moving Image, Animation, Games Art and Design, Fashion). This is exciting but also, of course, challenging in the current operating context. But we will embark on this development because of the rich potential which it will create for new students as well as those on existing courses. We will include collaborative arrangements with other institutions and organisations where appropriate.

We will continue to develop and promote our MA provision, ensuring that the NUA MA represents high quality and added-value for talented undergraduates and those with professional experience. In order to support the growth and development of the creative

industries, we will also develop Continuing Professional Development (CPD) courses at FHEQ Levels 6 and 7. Through these, we will offer new routes to Masters-level qualifications. We will also encourage innovation in our disciplines, facilitated through research-led teaching and our programme of Research Seminars.

Our Vision is *“to be the best specialist University for Arts, Design and Media in Europe”*. However, internationalisation is not simply concerned with international student recruitment. Implicit in our Vision is a commitment to ensuring that, at every level of study, there are opportunities for students to explore the international context and significance of arts, media and design, and issues relating to globalization.

The University is also committed to further developing and extending the area of Business and Professional Skills at undergraduate and taught postgraduate levels, and more particularly, to strengthen teaching and learning in enterprise and entrepreneurship in support of graduate employability. This will benefit students' preparation for the portfolio careers and freelance working which are common in our professions. The timeframe for this Strategic Plan encompasses the next review of our Award and Credit Framework. Our track record in employability demonstrates the strength of our work in preparing students for the professional world. As we work towards the review of the Award and Credit Framework in 2015-16, we will develop our approaches to enterprise and entrepreneurship education and ensure that this is facilitated by the Framework.

A high quality student experience will remain central to our priorities. We will continue to ensure that our staff expertise, advisory services and physical resources evolve to support our student population. We will continue to develop our highly successful Peer-Assisted Learning scheme (PAL). We will also extend opportunities for blended learning, using materials and content developed in-house as well as externally.

See also *Strengthening our Academic Community, Stimulating New Creative Businesses, Establishing our International Profile and Building Partnerships and Collaborations.*

MILESTONES

By 2017 we will have

- 2.1 Introduced the NUA Foundation Certificate programme for international students
- 2.2 Developed new undergraduate and taught postgraduate awards with embedded Higher Level Apprenticeships as part of the Creative Skillset Catalyst Fund project
- 2.3 Commenced the development of a Faculty of Performance
- 2.4 Grown and developed our MA provision towards 80 FTE by 2015-16
- 2.5 Introduced CPD courses at FHEQ Levels 6 and 7 and, through these, new routes to Masters-level qualifications
- 2.6 Extended and deepened the international dimension of the curriculum
- 2.7 Reviewed and extended Business and Professional Skills at undergraduate and taught postgraduate levels, and extended teaching and learning in enterprise and entrepreneurship

- 2.8 Evaluated and developed our Peer-Assisted Learning scheme
- 2.9 Extended opportunities for blended learning, using materials and content developed in-house.

RISKS to this Strategic Priority:

- Growth in student numbers is restricted by government policy
- Limitations on growth create constraints on income, investment in resources and infrastructure etc
- Risk of downturn in popularity of NUA, leading potentially to recruitment issues and then financial issues
- Risk that NUA might not be able to grow MA/CPD/PGR recruitment due to aversion to PG fees/debt burden
- Alternatives to 3-year FT UG model may prove to be unattractive to students and/or employers, and non-viable
- Other providers and/or other modes of study adversely affect demand at NUA.

STIMULATING NEW CREATIVE BUSINESSES

We have developed an exciting range of business engagements during the past few years and the next strategic planning period will see us consolidating and strengthening in this area. Since the opening of the ideasfactory@NUA in 2010, our engagement with and support for the creative industries, and business more broadly, has accelerated and deepened. Our student and staff creativity has impressed our clients and partners. Students have benefitted through opportunities to work on live projects, face-to-face with clients, and presenting the results of their work, often in the boardroom. As a result, they have been even better prepared for employment and freelance work and we have strengthened our reputation as a University which understands the priorities and challenges facing SMEs and micro-businesses.

We intend to extend this important work through opening a new business start-up and incubation centre for the digital creative industries in partnership with the New Anglia Local Enterprise Partnership (LEP). This will be located in Cavendish, which will be refurbished to contemporary standards and will contain digital facilities, spaces for new business start-up, hatchery and incubation, meeting and seminar rooms, and a gallery/exhibition area.

This project connects directly to our focus on professional preparation and graduate employability. As well as providing opportunities for graduates, the incubation centre will also provide a stimulus for enterprise and entrepreneurship development. The University will develop CPD courses in innovation and the management of creative businesses at FHEQ Levels 6 and 7, with routes to Postgraduate Certificate and Masters awards. Our work in this area will be supported through the appointment of Visiting Professors or Fellowships in Innovation.

The incubation centre will provide a hub for innovation, economic growth and development. Students will benefit from increased opportunities to work with the *ideasfactory@NUA* and interact with businesses both new and established. They will also benefit from the enhancements which the new centre and its services will bring to their preparation for employment, enterprise and entrepreneurship. Similarly, graduates will benefit from opportunities to secure space and support for new business propositions and from the professional CPD which the centre will offer. The University will benefit from the impact of new businesses on curriculum currency and staff involvement in applied research and professional practice. The digital creative industries in the city and region will benefit from growth created by the incubation centre.

See also *Strengthening our Academic Community and Consolidating our Curriculum at all Levels.*

MILESTONES

By 2017 we will have

3.1 Achieved the Year 3 (2015-16) outputs specified in the Catalyst Fund bid, ie:

- 3.1.1 At least 21 new graduate businesses incubated
 - 3.1.2 Academic, research and facilities support provided to 20 existing regional businesses per year
 - 3.1.3 NUA graduate employment increase to 93% (DLHE)
 - 3.1.4 35 projects delivered by the ideasfactory@NUA
 - 3.1.5 A 10% increase on current (2013-14) research and knowledge transfer activity (HEBCI)
- 3.2 Create networking opportunities for NUA undergraduates and new businesses in the incubation centre
 - 3.3 Assessed the viability of CPD courses at FHEQ Levels 6 and 7 in innovation and the management of creative businesses
 - 3.4 Appointed a Visiting Professor or Fellow in Innovation.

RISKS to this Strategic Priority:

- Ideas Factory business slackens
- Funding for incubation centre is insufficient
- Ineffective connections between incubation centre, academic staff, students
- Insufficient take-up of space in the centre
- Low quality new business proposals.

ESTABLISHING OUR INTERNATIONAL PROFILE

Our Vision is “to be the best specialist University for Arts, Design and Media in Europe”. During the period covered by the Strategic Plan, we will promote the image and identity of NUA globally as a high quality institution and grow our recruitment of international students towards 10% of the University’s total student population. We will also identify commercial opportunities in overseas markets, developing collaborations with high quality international partners whose values, vision and objectives are congruent with our own, while maintaining our control of academic quality and standards. As noted earlier, internationalisation is not simply concerned with international student recruitment. Implicit in our Vision is a commitment to ensuring that, at every level of study, there are opportunities for students to explore the international context and significance of arts, media and design, and issues relating to globalization.

The University values its international students and the contribution they make to the academic community. We are also firmly committed to internationalisation in the curriculum.

We reviewed international recruitment in 2012 and appointed a new Head of International to drive this forward. The establishment of the International Office within the Marketing and Recruitment Department has come at a point where the growth of our international reach is a significant factor in the continuing development of the University.

Our international strategy will increase the opportunities for staff and student engagement in a range of international activities, including exchanges, Study Abroad programmes, and collaborative research and professional practice. Our undergraduate and postgraduate courses highlight the international context and significance of arts, media and design and issues relating to globalization. We will continue to embed this in our curriculum, taking stock of progress when we review our Award and Credit Framework in 2015-16.

To increase opportunities for international students and promote undergraduate recruitment, we will introduce a NUA Foundation Certificate programme in September 2014, incorporating English language and portfolio development, and it is anticipated that this will provide access to a wider profile of overseas students.

To ensure that the overall student experience is of the highest quality, we will ensure that all staff have opportunities for professional development in supporting international students. We will further develop our student support and advisory services and continue to enhance our residential accommodation for international students.

The potential benefits of international recruitment include: increasing the net student population beyond the constraints of the prevailing home student numbers controls; enhancing the overall human and physical resources and services of NUA as a result of the additional revenue from overseas student fees; and extending the global reach and influence of the University through the establishment of international collaborations, partnerships and commercial enterprises. All NUA students will derive benefit from the additional resources and support provided to assist international students. The sensitivity, sensibility and awareness of UK students will be enhanced by direct interaction with a broad cross-section of international students. The policy of careful selection of overseas students will result in

high quality graduates providing strong global ambassadorial advocacy of NUA. There is longer term potential to build professional networks through maintained contact with alumni. The international student population of NUA will also provide additional indirect economic benefits to the City and region.

Increased international recruitment, and internationalisation of the curriculum, will also create opportunities to strengthen awareness of international and cross-cultural approaches to art, design and media in the curriculum, and to broaden the pedagogic debate and discourse about global trends, influences and developments. The increased overseas presence of staff will raise the international profile of NUA and staff will benefit from opportunities to extend and develop their reputations and academic profiles to a broader international audience.

See also *Strengthening our Academic Community and Consolidating our Curriculum at all Levels.*

MILESTONES

By 2017 we will have

- 4.1 Increased international student enrolments to at least 10% of the overall student community
- 4.2 Established active recruitment in a range of selected territories
- 4.3 Recruited more than 70% of international student enrolments as a consequence of in-country or virtual recruitment activity
- 4.4 Been recognised as a preferred destination for undergraduate and postgraduate international students from East Asia
- 4.5 Extended the awareness of the University to a broad international base
- 4.6 Established an annual programme of at least one public and two schools-based events and workshops in one of the recruiting territories
- 4.7 Substantially increased the extent of material available on-line for international enquiries
- 4.8 Established systems for receiving, inducting and supporting international students
- 4.9 Established systems to support and advise other staff about international matters
- 4.10 Identified institutions that have a willingness to develop meaningful partnerships
- 4.11 Implemented a comprehensive database of relevant information, references and statistics.

RISKS to this Strategic Priority:

- Overseas recruitment remains modest despite enhanced marketing activities
- Foundation Certificate proves not to be an attractive market proposition
- Poor performance in published league tables adversely affects attractiveness of University to international students
- Changes to student visa procedures and requirements have a negative impact on UK and hence NUA international recruitment

- Sanctions to, or withdrawal of, Highly Trusted Sponsor status restricts or curtails international student recruitment
- Fiscal constraints reduce capacity to provide scholarship funding to international students
- Adverse publicity from dissatisfied/disaffected international students has negative impact on one or more international recruitment territories
- Insufficient University housing for international postgraduate students has adverse impact on postgraduate recruitment
- Political upheaval in one or more primary territories adversely affects recruitment
- Changes to Erasmus scheme and/or potential loss of NUA Erasmus Charter affects opportunities for student and staff exchanges
- Poor academic management and/or support of international students have a negative impact on the student body with consequent effect on NSS results
- The financial or reputational problems of an overseas partner or agent have a detrimental impact on NUA.

BUILDING PARTNERSHIPS AND COLLABORATIONS

It has become something of a cliché to say that the future will belong to those organisations which choose their partners and collaborators strategically. During the past 4-5 years the University has developed a number of external relationships which are having a positive impact on our work, our external profile and reputation, and on the student experience. For example,

Work with the New Anglia LEP has secured a key role for NUA in the strategic development of the digital creative sector;

A strong relationship with Archant has secured a role for us in Mustard TV, including proposed provision of CPD;

A positive dialogue with Creative Skillset has enabled us to secure the Creative Skillset Tick for 5 of our courses (including one MA) and inclusion in the national pilot scheme for the accreditation of degree courses in Fashion;

We have developed Industry Liaison Groups for our courses, giving staff access to advice from the relevant sectors and enabling them to maintain course currency;

We have developed a successful research degree validation partnership with the University of the Arts London;

We have improved and developing links with Arts Council England and national galleries and arts organisations linked to our Gallery programme and MA in Curation.

We will continue to develop relationships with key partners in the creative and cultural sectors and business more broadly, with HE and FE providers, and with relevant government agencies. The objectives of this will be

- To develop productive relationships which are mutually beneficial and bring added value to the University, its partners and collaborators
- To promote enterprise and employability, thereby enhancing the student experience
- To provide opportunities for staff to maintain their professional currency, thereby enhancing the staff experience
- To develop new income streams
- To extend our presence in Europe and globally
- To strengthen our environment for staff research and professional practice
- To raise our profile in civic engagement.

Partnerships and collaborations will take many forms and will include the following (NB These are not in order of importance):

Course validation by the University

Other projects with Higher Education partners: for example, JISC Changing the Learning Landscape programme; Adapt Low Carbon Group

Higher Education bodies and agencies: in particular GuildHE and UKADIA and their member institutions

Creative industries bodies nationally and locally: for example, Creative Skillset and Hot Source

Other professional bodies: for example, the Architects Registration Board (ARB), with whom we are working towards prescription, and the Royal Institute of British Architects (RIBA), with whom we are working towards validation

New Anglia LEP and the economic development departments of Norwich City Council and Norfolk County Council

Key local businesses: for example, Archant, Mustard TV, The Forum

Employers and other providers of placement learning opportunities for our students

National arts organisations and gallery networks.

See also *Consolidating our Curriculum at all Levels and Stimulating New Creative Businesses.*

MILESTONES

By 2017 we will have

- 5.1 Consolidated an effective collaboration with the New Anglia LEP which is exemplified by the new business start-up and incubation centre for the digital creative industries
- 5.2 Consolidated an effective collaboration with Mustard, eg through the provision of content and CPD
- 5.3 Increased the flow of graduates to employment and new business start-ups through our collaborations and partnerships
- 5.4 Extended the range of our partnership activities with Creative Skillset and other professional and industry organisations
- 5.5 Secured external accreditation for NUA awards
- 5.6 Developed formal collaborative arrangements including course validation with partner institutions in the UK and potentially overseas
- 5.7 Bid successfully for project funding from external organisations, thereby enabling staff engagement in relevant areas of consultancy and research and raising the University's profile in the UK and overseas
- 5.8 Consolidated our relationship with, and contribution to, the work of relevant Higher Education and government agencies.

RISKS to this Strategic Priority:

- Reputational risk to NUA arising from factors outside the University's immediate control - for example, problems/issues experienced by partners
- Inability to secure external project funding
- Inability to fully engage in partnership/collaboration opportunities due to NUA senior team capacity.

Annex 1: Key Statistics

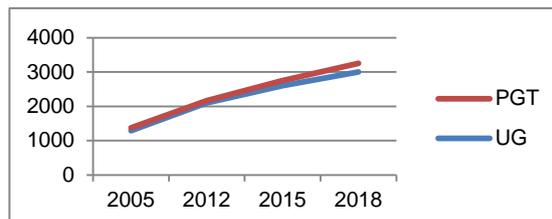
Annex 2: Key Performance Indicators

Annex 3: Academic Committee Structure and Management Groups

Annex 1: Key Statistics

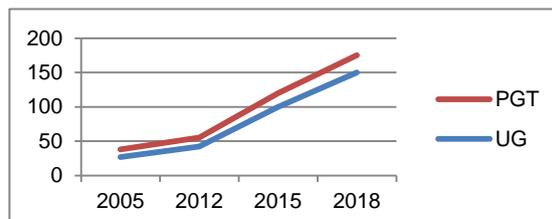
Applications (Home/EU)

	2005	2012	2015	2018
Undergraduate (UG)	1291	2098	2600	3000
Postgraduate taught (PGT)	82	66	85	100



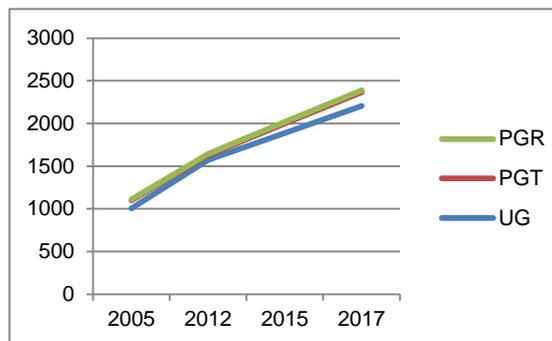
Applications (overseas)

	2005	2012	2015	2018
Undergraduate (UG)	27	42	100	150
Postgraduate taught (PGT)	11	13	20	25



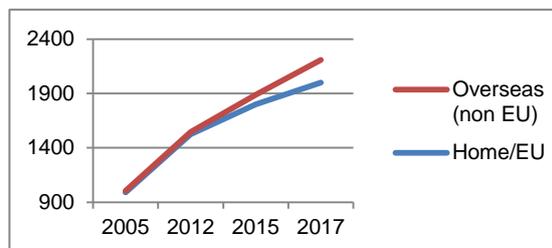
Student Numbers

	2005	2012	2015	2017
Undergraduate (UG)	1006	1572	1887	2207
Postgraduate taught (PGT)	92	59	82	102
Postgraduate Research (PGR)	10	13	20	24



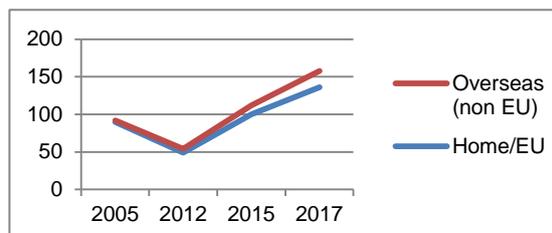
Undergraduate Student Numbers

	2005	2012	2015	2017
Home/EU	990	1524	1800	2000
Overseas (non EU)	16	21	87	207
Total UG	1006	1545	1887	2207



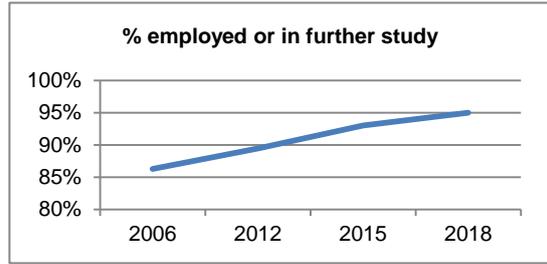
Postgraduate Taught Student Numbers

	2005	2012	2015	2017
Home/EU	90	49	70	80
Overseas (non EU)	2	5	12	22
Total PGT	92	54	82	102



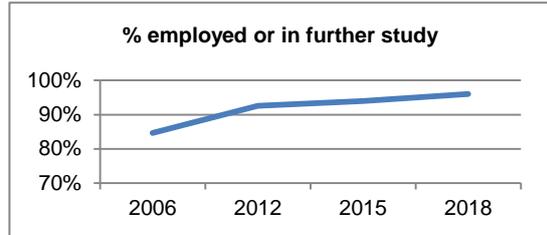
Employability – undergraduate first degree

	Year of survey			
	2006	2012	2015	2018
% employed or in further study	86%	89%	93%	95%



Employability – postgraduate (taught) MA

	Year of survey			
	2006	2012	2015	2018
% employed or in further study	85%	93%	94%	96%



Annex 2: Key Performance Indicators

STRENGTHENING OUR ACADEMIC COMMUNITY

KPI	Baseline 2012-13	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19
% academic staff with teaching qualifications	62%	63%	65%	68%	70%	75%
No University HEA Fellowships	2	3	4	5	6	7
Research grants/income	£18K	£25K	£75K	£150K	£200K	£250K
No PGR enrolments	12	15	18	21	24	27
% MA students progressing from NUA MA to NUA PGR	1%	2%	3%	4%	5%	6%
No PGR Supervisors	7	9	11	13	15	17
No PGR completions	17	18	20	22	24	26

CONSOLIDATING OUR CURRICULUM AT ALL LEVELS

KPI	Baseline 2012-13	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19
% increase in UG applications year on year	16%	16%	6%	7%	7%	7%
% increase in PGT applications year on year	-30%	5%	10%	10%	15%	15%
Undergraduate applications per place (Home/EU)	3	4.5	5	5.5	6	6.5
Postgraduate applications per place (Home/EU)	2	2.5	3	3	3.5	4
International applications (undergraduate) as percentage of overall applications	2%	5%	6%	7%	8%	10%
International applications (postgraduate) as percentage of overall applications	19%	20%	22%	23%	25%	30%
Home/EU enrolments (undergraduate) as FTE	1683	1750	1800	1900	2000	2100
International enrolments (undergraduate) as FTE	23	50	88	140	200	200
Home/EU enrolments (postgraduate taught) as FTE	40.5	45	55	60	65	70
International enrolments (postgraduate taught) as FTE	4.5	7	12	18	22	24
NSS overall satisfaction	4.3	4.3	4.4	4.5	4.5	4.5
Employability - %age of UG graduates with a positive destination (employed, self-employed or in further study)	91%	92%	93%	94%	95%	95%
Employability - %age of PG graduates with a positive destination (employed, self-employed or in further study)	95%	95%	96%	96%	97%	97%

STIMULATING NEW CREATIVE BUSINESSES

KPI	Baseline 2012-13	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19
No graduate businesses incubated per annum	-	-	20	22	21	22
No. regional businesses supported through academic, research and facilities per annum	-	-	20	20	20	20
Employability - %age of UG graduates with a positive destination (employed, self-employed or in further study)	91%	92%	93%	94%	95%	95%
HEBCI survey – returnable activities	£771K	£786K	£809K	£858K	£922K	£1005K
HEBCI survey - % increase			5%	6%	7.5%	9%
% Increase in projects delivered by the ideasfactory@NUA	0%	0%	10%	20%	30%	40%

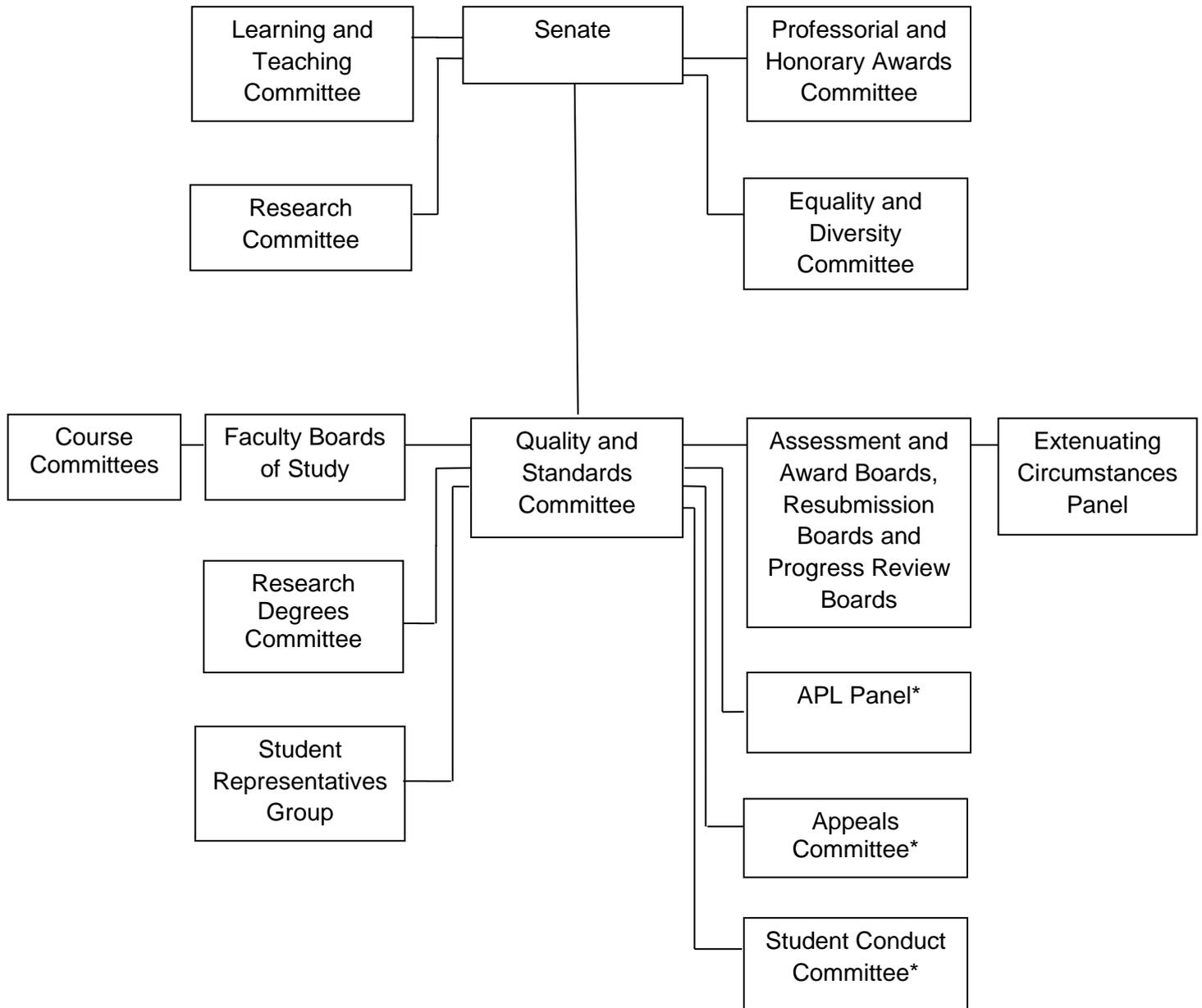
ESTABLISHING OUR INTERNATIONAL PROFILE

KPI	Baseline 2012-13	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19
% of UG International student enrolments (new students)	2%	3%	5%	8%	10%	10%
% PG International student enrolments (new students)	11%	11%	18%	20%	22%	23%
% international students recruited through in-country or virtual recruitment activity (including recruitment through agents)	3%	10%	30%	50%	70%	75%

BUILDING PARTNERSHIPS AND COLLABORATIONS

KPI	Baseline 2012-13	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19
No. courses with professional accreditation	5	7	9	10	11	11

Annex 3: Academic Committee Structure and Management Groups



* Meets as required

Management Groups

The Senior Management Team and Course Leaders Group make day-to-day operational decisions and also advise/inform committee deliberations