



Education and the student experience

We aim to educate the brightest of their generation to become the leaders in their chosen career. We continue to invest comprehensively in facilities, training, technology and support services, and to seek to remove barriers to university for people from disadvantaged backgrounds via widening participation, scholarships, e-learning and other ICT initiatives, school visits, and research projects with an international reach.

The University's priorities in this area are to:

- attract and retain academically gifted and highly motivated students from a wide range of backgrounds, creating a diverse and international University community;
- provide an education of the highest quality that is research-led and focused on the needs and expectations of our students;
- ensure students have a fulfilling, challenging and intellectually stimulating experience while at University, that prepares them for employment and worldwide opportunities when they leave;
- provide effective and enabling educational leadership and structures that support educational enhancement;
- ensure that learning takes place within a high-quality environment that enables both students and staff to achieve their full academic potential.

Employability and skills development

With employability becoming an essential criterion for graduates entering an increasingly competitive jobs market, the Careers Service offers a growing range of services for students, including job-hunting workshops and courses, a telephone helpline, placements, a funded internship programme for Bristol graduates, and targeted careers advice (for example, advice aimed at international students).

The Bristol PLuS Award was launched by the Careers Service to recognise students' extra-curricular achievements and help them articulate to potential employers the range of life skills they gained in the process. Following the success of Bristol PLuS in its pilot year (including coverage in *The Guardian*), 2010/11 saw a 75% increase in students registering for the award (812) and a 64% increase in the number of students completing (270, of which 51 attained the Outstanding Award). The award programme includes Intensive Skills Days (jointly presented by the Careers Service and a number of employers), which blend theory, practical interaction, case studies and tutor/peer feedback to ensure that students get a good overview of the skills needed by employers.

Among the employers sponsoring or endorsing the Bristol PLuS Awards in 2010/11 were Ernst & Young, Airbus, The College of Law, Rolls-Royce, TeachFirst, Unilever, Cancer Research UK and the NHS Graduate Management Training Scheme. Such support from businesses is a reflection of the increase in employer involvement cultivated by staff at the Careers Service.

Student feedback and satisfaction

Statistics on student satisfaction were gathered through local, national and international surveys such as the National Student Survey (NSS) and the International Student Barometer. In the NSS, 87% of Bristol respondents expressed satisfaction overall (against a national average of 83%) and 84% were satisfied with the learning resources provision; subject-specific scores improved in the majority of subjects.

Schemes introduced to address the issues raised in these and other surveys included an initiative entitled 'You Said, We Listened' and consultation with the Students' Union on improving student representation.

New Doctoral Training Centre for the region

The University, in collaboration with the universities of Exeter and Bath, has created the South West Doctoral Training Centre (SWDTC), which is accredited by the Economic and Social Research Council (ESRC) and has been allocated 41 ESRC studentships annually. The SWDTC's training programme will span the breadth of the social sciences, from economics and human geography to quantitative methodology and psychology. The centre will prepare doctoral students for careers in the global economy by equipping them to make outstanding contributions to future environmental, economic, political and social development.

Enterprise education: supporting student entrepreneurs

Research and Enterprise Development (RED) has developed new services and events aimed at introducing students to the possibilities and strategies of modern

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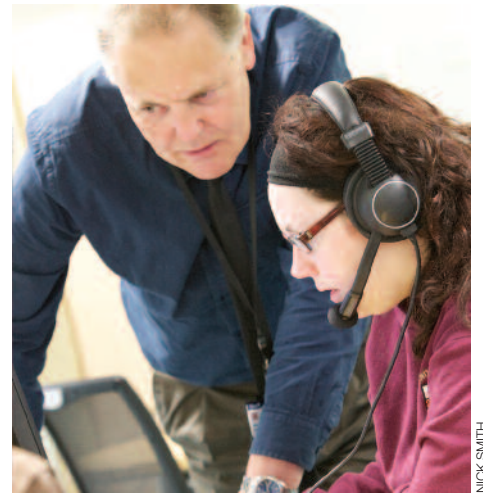


Far left: Local sixth-formers encounter Stan, a human patient simulator in the AIMS Centre for Excellence in Teaching and Learning, during a Widening Participation summer school.

Left: Year 12 students participating in the Royal Society of Chemistry's Schools Analytical Chemistry Competition, hosted by the University.

Right: Students at PCs in the Arts and Social Sciences Library.

Far right: A session at the Multimedia Centre in the School of Modern Languages.



entrepreneurship. These range from a 'BeerMat Business Challenge', introduced via the annual New Enterprise Competition (see p11); a wider range of postgraduate enterprise support including new events on scientific communication and start-ups; and Basecamp, a student business support service providing start-up advice, space, funds and networking opportunities for student entrepreneurs. RED's Student Enterprise team received an Outstanding Impact Award from the organisers of Global Entrepreneurship Week 2010 for its work during that week.

Admissions and widening participation

The University's Widening Participation Strategy 2009-2016: Realising Potential continues to be the guiding document for our efforts in attracting the 'most able but least likely' students to Bristol.

Among the activities in 2010/11 was the Access to Bristol Scheme, which now offers 15 subject streams and hosted 320 students from over 40 local schools. A graduation ceremony was held for 450 attendees, including parents, teachers and careers advisers. The University also retained the Frank Buttle Trust Quality Mark for supporting care leavers (initially awarded in 2009/10). In addition, 61 local schools and colleges took part in Aimhigher-funded activities involving 5,000 young people and 1,500 parents and carers.

Help on the move

The experience of students and visitors to the University has been enhanced by several projects developed by MyMobileBristol, a JISC-funded collaboration between the University and Bristol City Council. MyMobileBristol builds on the Mobile Campus Assistant, a website accessible to anyone with a smartphone that pulls information from around the University precinct and from external websites to provide users with time- and location-sensitive data.

One such offering is the University of Bristol Walking Tour, a new iPhone app that directs visitors around the precinct and provides information about University buildings and facilities. There are plans to produce a printed version of the tour for those unable to access the app.

Teacher training gets Ofsted top grade

The Graduate School of Education (GSOE) was awarded 'Outstanding Provider Status' following an Ofsted Secondary Initial Teacher Training Inspection in February 2011. The GSOE works in partnership with 70 schools to provide secondary initial teacher education courses, and offers PGCE training in Citizenship, English, Geography, History, Mathematics, Modern Foreign Languages, Music, Religious Education and Science.

Key strengths of the programme highlighted in the report include: recruitment procedures that identify trainees with the potential to be good and often outstanding teachers; personalised support and feedback from both the GSOE and partner schools; and highly effective use of current practitioners from within the partnership to support the professional studies programme.

Bristol ChemLabS wins Times Higher Education Award

Bristol ChemLabS has won the *Times Higher Education Award* 2010 for 'Outstanding ICT Initiative of the Year', thanks to its work in the field of interactive learning technology. The JISC-sponsored award recognises an initiative that demonstrates an innovative and potentially far-reaching use of ICT in support of the institution's goals. Bristol ChemLabS was recognised for the high level of both innovation and impact associated with its Dynamic Laboratory Manual (developed by Bristol ChemLabS staff and Learning Science Ltd). The e-learning tool enables users to carry out 'virtual' experiments and practise laboratory techniques before they step into the teaching laboratory to do the real thing.

Accolade for 'Whole Person Care' course

The University has received the Innovations Award for Education from the College of

Medicine for its innovative approach to educating students in patient-centred care – and specifically for its undergraduate 'Whole Person Care' (WPC) course, led by the School of Social and Community Medicine. The course ensures that all first-year medical students receive foundation training in whole-person care, and includes teaching on systems thinking, the therapeutic relationship, the arts in healthcare, creativity and integrative medicine.

New online 'eBiolabs' resources support first-year BSc students

The School of Physiology and Pharmacology has introduced interactive, web-based support for first-year undergraduate practical teaching. The initiative is an extension of the JISC-funded eBiolabs system (developed in collaboration with Learning Science Ltd), introduced in 2009 by the School of Biochemistry.

The tools enable students to access web-based resources to help them to prepare for lab sessions, and to upload their reports from the sessions. Also included are web-based tasks to be completed after every lab session, on which students receive feedback; and simulations that allow students to rehearse challenging procedures. Funding comes from the UK Centre for Bioscience, the University's Alumni Association and the Teaching Quality Enhancement Fund.

Supporting and rewarding teaching staff

University Teaching Fellowships

University Teaching Fellowships – launched in 2009/10 to complement the Research Fellowship scheme – were awarded in 2010/11 to Susan Hooper (School of Oral and Dental Sciences) and Dr Rich Harris (School of Geographical Sciences) for the 2011/12 academic year.

University Teaching and Learning Awards

The University presents awards annually to celebrate and recognise excellent teachers as well as individuals who support teaching and learning. Awards are judged by a panel of Education Directors, chaired by Professor Avril Waterman-Pearson, the Pro Vice-Chancellor for Education.

The University Teaching and Learning Awards, which recognise excellent teachers, were given this year to:

Colin Dalton

Merchant Venturers School of Engineering

Dr Gordon Gray

School of Oral and Dental Sciences

Dr Stephen James

School of Humanities

The Rising Star category of award, for those who have been teaching in higher education for less than five years and who show excellent potential, was given to:

Dr Dan Butt

School of Sociology, Politics and International Studies

Dr Zuzana Deans

School of Social and Community Medicine

Dr Miguel Rico-Ramirez

Queen's School of Engineering

Dr Annela Seddon

School of Physics

The use of e-learning in programme delivery and support of staff and students is recognised through the University e-Learning Award, which this year went to **Dr Marc Holderied** (School of Biological Sciences).

The University also acknowledges the contributions of support staff to teaching and learning provision. The University Awards Recognising Support for Learning and Teaching for 2010 went to:

Caroline Higgins

Merchant Venturers School of Engineering

Sue Holwell

School of Biological Sciences

Heather Fuller

School of Clinical Veterinary Science

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Statistics and commentary

Financial support to students

The University can provide financial support to students in the form of bursaries, scholarships and discretionary assistance from hardship funds. In 2010/11, the University disbursed the following amounts in these kinds of financial support:

	Bursaries £m	Scholarships £m	Hardship funds £m
Undergraduate	3,176,922	324,850	285,037
Postgraduate	141,693	2,289,430	54,971
Total	3,318,615	2,614,280	340,008

Total student numbers 2010/11

	Undergraduate	Postgraduate taught	Postgraduate research	Total
Arts	2,721 (78.96%)	435 (12.62%)	290 (8.42%)	3,446
Science	2,912 (81.64%)	131 (3.67%)	524 (14.69%)	3,567
Engineering	1,829 (70.73%)	421 (16.28%)	336 (12.99%)	2,586
Medical and Veterinary Sciences	1,499 (82.18%)	85 (4.66%)	240 (13.16%)	1,824
Medicine and Dentistry	1,677 (69.93%)	549 (22.89%)	172 (7.18%)	2,398
Social Sciences and Law	2,544 (49.46%)	2,024 (39.35%)	576 (11.19%)	5,144
Year total	13,182 (69.51%)	3,645 (19.22%)	2,138 (11.27%)	18,965

Total student numbers 2009/10

	Undergraduate	Postgraduate taught	Postgraduate research	Total
Arts	2,727 (81.60%)	363 (10.86%)	252 (7.54%)	3,342
Science	2,831 (80.75%)	111 (3.17%)	564 (16.08%)	3,506
Engineering	1,735 (69.76%)	425 (17.09%)	327 (13.15%)	2,487
Medical and Veterinary Sciences	1,469 (81.21%)	99 (5.47%)	241 (13.32%)	1,809
Medicine and Dentistry	1,693 (72.29%)	463 (19.77%)	186 (7.94%)	2,342
Social Sciences and Law	2,613 (55.23%)	1,554 (32.85%)	564 (11.92%)	4,731
Year total	13,068 (71.74%)	3,015 (16.55%)	2,134 (11.71%)	18,217

Number of degrees awarded

	2010/11	2009/10
Undergraduate	3,110	3,028
Postgraduate taught	1,869	1,739
Postgraduate research	564	533

Graduate destinations

Every year, new graduates are asked to complete a questionnaire concerning their employment or study status. The resulting figures enable the University to build a year-on-year picture of the destinations of its graduates.

Graduate destinations 2010

Full-time paid work	53.8%
Part-time paid work	6.1%
Voluntary/unpaid work	2.5%
Work and further study	5.2%
Further study	20.4%
Assumed to be unemployed	5.5%
Not available for employment	3.7%
Other	1.0%
Explicit refusal	1.8%

Graduate destinations 2009

Full-time paid work	50.0%
Part-time paid work	6.1%
Voluntary/unpaid work	2.4%
Work and further study	6.0%
Further study	21.5%
Assumed to be unemployed	6.1%
Not available for employment	4.8%
Other	1.2%
Explicit refusal	1.9%