



TEACHING AND LEARNING STRATEGY

The context

The College's Strategic Plan identifies as a key strategic aim: *"To provide our learners with an "education for application".*

This *Learning and Teaching Strategy* identifies the key outcomes of the educational experience for the College students, with a particular focus on enabling every student to achieve the attributes, behaviours and skills.

The College Graduate: The College has already identified the key outcomes, in the form of the attributes that it will develop in its students.

The key attributes of the College Graduate are a graduate who:

- Is creative
- Works with intelligence
- Is a critical thinker
- Is socially responsible
- Works independently

Using the strategy

The strategy is a key document when creating, validating or reviewing programmes. It is also a source of performance indicators for the departmental Quality Enhancement committees.

Learning and Teaching strategy – key propositions, outcomes and approaches

A commitment to excellence: The Learning and Teaching experience for all students at the College is grounded in learning and teaching that is of the highest quality, delivered by appropriately qualified and experienced academic staff who are deeply engaged with their disciplines and committed to providing an inspiring student experience.

Proposition <i>Education which is:</i>	Learning outcomes <i>A graduate who will be:</i>	Underpinning Learning and Teaching principles and approaches
Student focused	<ul style="list-style-type: none"> ■ Well-informed ■ Confident ■ Organised ■ An independent and lifelong learner ■ Ready for employment 	Education on a human scale <ul style="list-style-type: none"> ■ Makes use of full range of pedagogic and andragogic practices ■ Innovative and interactive ■ Flexible and individualised ■ Supportive of the individual and of learning communities
Challenging	<ul style="list-style-type: none"> ■ Creative ■ Ready to exercise critical judgement ■ Able to work with intelligence and to arrive at innovative solutions ■ Able to inspire and to motivate others 	Rigorous, stimulating, inspiring <ul style="list-style-type: none"> ■ Creative ■ Encourages questioning ■ Pushing each student to achieve their full potential ■ Supported by an outstanding academic community
An education for application	<ul style="list-style-type: none"> ■ Knowledgeable and able to apply that knowledge ■ Adaptable and adept ■ Familiar with professional environments ■ Able to work as part of a team 	<ul style="list-style-type: none"> ■ Relevant, expert and up to date ■ Informed by practice and research ■ Engaged with employers ■ Vocationally engaged ■ Delivered on campus and in the workplace
Engaged	<ul style="list-style-type: none"> ■ Socially responsible ■ Ethically aware ■ Engaged with the external environment ■ Act with integrity 	<ul style="list-style-type: none"> ■ International in focus and globally informed ■ Inculcates lifelong learning ■ Is conducted with sensitivity to environmental sustainability ■ Inclusive in focus ■ Holistic



Action Plan

Student focused: At the heart of the strategy is a commitment to learning and teaching which is focused on the student experience. The key learning and teaching approaches that will support the delivery of this are those which ensure that the student is treated as an individual in the learning journey. This requires the provision of classes which are appropriate in size so that every student is enabled to contribute and to develop, and the use of the full range of teaching practices in order to enhance the learning experience. The strategy recognises the importance of supporting learning communities, and of being alert to innovations in teaching practice which may add value to learning.

Learning approaches	Evidenced by	Target and date
Education on a human scale	<ul style="list-style-type: none"> ■ Seminar groups (and equivalent small groups) will not normally exceed 30 students ■ Staff student ratios will be appropriate to the College's Mission ■ Effective use of tutorials and Student Support to provide individual support to students 	<ul style="list-style-type: none"> ■ Implemented ■ Implemented ■ All tutors have been allocated Student Support slots in addition to their scheduled teaching time from Spring 2016 and from Autumn 2012 tutorials are embedded into teaching sessions.
Makes use of full range of pedagogic practices Innovative and interactive	<ul style="list-style-type: none"> ■ Most staff obtaining Fellowship status with the Higher Education Academy ■ Review of CPD to ensure appropriate focus on innovative teaching 	<ul style="list-style-type: none"> ■ Ongoing ■ Implemented



	<ul style="list-style-type: none"> ■ Class room teaching and learning to be observed by senior managers ■ Participating to a range of external activities and events 	<ul style="list-style-type: none"> ■ Implementation of classroom observation by course leaders: Sept 2012 ■ Implemented: Each year staff attend University of Derby annual LTA conference, QAA seminars, Pearson training.
<p>Flexible and individualised Supportive of the individual and of learning communities</p>	<ul style="list-style-type: none"> ■ An academic calendar that is responsive to student needs ■ Class sizes: small ■ Providing flexible and tailored Staff development ■ The implementation of the Student PDP ■ All programme designs plan for increasing levels of individualised learning ■ Learning and teaching is fully inclusive and supports non-standard, as well as standard, learners 	<ul style="list-style-type: none"> ■ Academic calendar is updated each year ■ Implemented ■ Review of staff development offer to ensure academic access to relevant development programmes: ongoing ■ Implemented via Personal and Professional Development module ■ Implemented via tutorials and dedicated Student Support ■ Implemented



Challenging: Our Strategic Plan provides that: “We will provide ... a learning experience which equips students with the skills and qualities for employment and to build successful and fulfilling careers.” In order to achieve this our learning and teaching needs to be rigorous and inspirational, with shared expectations between academics and students that our graduates will achieve the highest standards in their performance. Implicit in this, is the requirement that we encourage independence of thought, the desire to understand and to advance within the discipline, and the ability to reflect on what has been achieved. In turn this requires a community of academic staff who are committed to and supported in their own development and who remain deeply engaged with their disciplines.

Learning approaches	Evidenced by	Target and date
Rigorous, stimulating, inspiring Creative Encourages questioning	<ul style="list-style-type: none"> ■ Assessment practices which are varied, relevant and innovative 	<ul style="list-style-type: none"> ■ Implemented through assessment review each year
Pushing each student to achieve his or her full potential	<ul style="list-style-type: none"> ■ Student perception ■ Excellence in student achievements: progression, retention, good degrees ■ Strong graduate employability 	<ul style="list-style-type: none"> ■ College Annual Monitoring Review and Enhancement
An outstanding academic community	<ul style="list-style-type: none"> ■ Staff who are recognised experts in their disciplines, engaged with scholarship and practice ■ A commitment to supporting staff development, through the provision of a range of staff development activities including induction 	<ul style="list-style-type: none"> ■ Ongoing



	<ul style="list-style-type: none"> ■ Effective recruitment and succession planning 	
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Education for Application: The College is committed to an educational experience which prepares all its students for graduate employment, and equips its students with the skills to build successful and fulfilling careers and to contribute to the wider community. Through our learning and teaching we will work with students to promote employability, embedding the necessary skills and qualities in our curriculum. We will build on the College’s existing reputation as a sector-leader in the provision of work-place learning and applied education so that the learning and teaching experience for all our students is relevant, expert and up-to-date.

Learning approaches	Evidenced by	Target and date
Relevant, expert and up to date Informed by practice and research	<ul style="list-style-type: none"> ■ Staff engagement with CPD ■ Staff contributions to external conferences 	<ul style="list-style-type: none"> ■ Ongoing – current
Engaged with employers and with Enterprise Vocationally engaged	<ul style="list-style-type: none"> ■ Employability and enterprise activity in each Programme ■ Effective employer input into curriculum Development ■ Expansion of online learning to provide a high quality flexible learning provision 	<ul style="list-style-type: none"> ■ Implemented: Personal and Professional Development module is embedded into undergraduate curricula ■ Ongoing: Guest speakers are invited to share industry experience with students ■ Implemented: online learning is enhanced by use of VLEs (Moodle, Blackboard)



Engaged: Our Strategic Plan makes clear our commitment to being an active corporate citizen supporting local communities and influencing and guiding regional development agendas. Through our Learning and Teaching we will support a community of learners which is inclusive and diverse, informed by international developments. Our students will be committed to their own self-development, and to the development of their own moral and ethical standards. We understand our role as an academic community within our local and regional communities and are committed to ensuring that we work as part of these communities.

Learning approaches	Evidenced by	Target and date
<p>Focused on lifelong learning</p>	<ul style="list-style-type: none"> ■ Consistent and effective use of PDPs to support self-development ■ A blurring of boundaries between gap years and entering higher education to encourage transitions 	<ul style="list-style-type: none"> ■ Ongoing: Employability scheme. All programmes making use of PDPs. ■ Implemented: Comprehensive induction programme for all students
<p>Ethically aware Sustainable Inclusive in focus</p>	<ul style="list-style-type: none"> ■ A commitment to Equality in our curriculum, and to learning and teaching practices that are supportive of all students ■ Close liaison with the student body, represented in particular by the Students representatives, to ensure that the student voice is heard ■ All programmes to ensure appropriate focus on ethical considerations of the discipline studied 	<ul style="list-style-type: none"> ■ BME attainment differential to be better than sector average. Staff development programmes on inclusive teaching practices ■ Student representation on all committees: in place. ■ Monitor through programme review process



KPIs (Strategic Plan 2013-2017)

- Retention – to achieve HEFCE performance benchmark indicator
- Achievement – to increase the % of students achieving a 2:1 or 1st class honours degree
- Satisfaction – to achieve higher student satisfaction
- Employability – to achieve HEFCE performance benchmark indicator
- Academic profile – To have more staff obtaining HEA Fellowship
- Technology enhanced learning – to ensure versatile use of Virtual Learning Environment (VLEs)
- CPD – Most academic staff to have achieved HEA fellowship status or equivalent by 2016

Next stages

- Identify Performance Indicators
- Monitor
- Review

The End