

HE Learning, Teaching and Assessment Enhancement Strategy

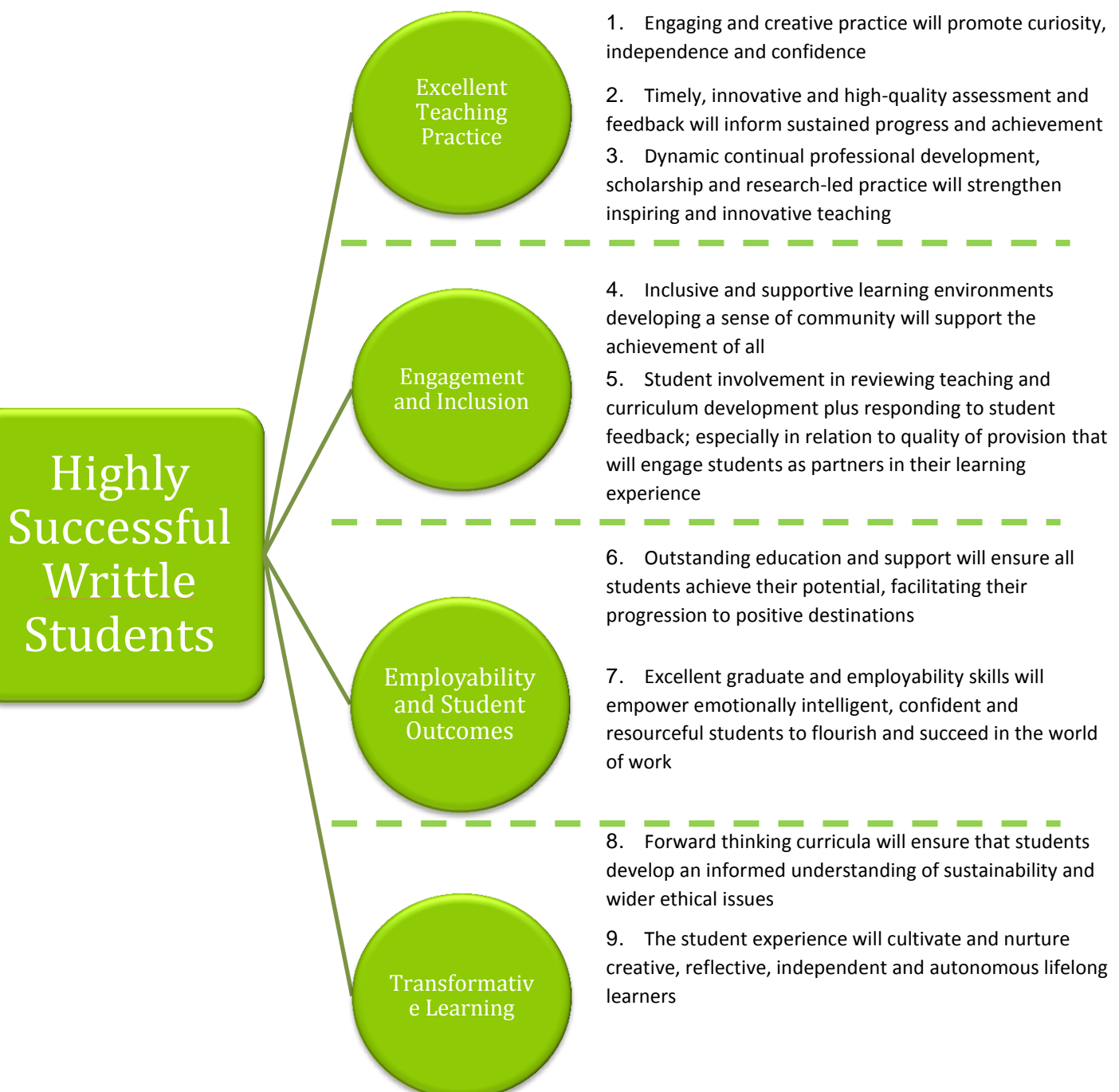
2015/16 to 2017/18

HE Learning, Teaching and Assessment Enhancement Strategy (LTAES) 2015/2016 - 2017/2018

Students are at the heart of everything that we do. The HE sector is entering a period of extensive change and the repercussions are untested and unpredictable. However, we are focused on the student experience and therefore have been proactive in setting our priorities and targets that are aspirational and achievable. The milestones set out in this strategy will be monitored by the Learning and Teaching Group.

The LTAES (2015/16 to 2017/18) builds upon strengths in the three areas set out in the previous strategy and sets out the deliberate steps that the University College will take, at an institutional level, to improve the quality of learning opportunities for all students and staff. The LTAES is underpinned by the Writtle University College mission statement: **'transforming lives and the environment through inspiring education'**.

The four key areas of focus for the 2015-18 period are: excellent teaching practice, including assessment; engagement and inclusion, employability and student outcomes, and transformative learning. The strategy identifies nine broad aims within these four areas:



Delivering the aims of the LTAE Strategy in all aspects of Learning and Teaching

Excellent Teaching Practice

We aim to develop inspirational and stimulating learning, teaching and assessment practice to meet the needs of the diverse student population at the University College. This will require staff to engage with UK Professional Standards Framework as well as engaging in reflective practice to ensure teaching excellence at the University College.

Main aims	How the aims might be achieved
<p>1. Engaging and creative practice will promote curiosity, independence and confidence</p>	<ul style="list-style-type: none"> • The dissemination of expertise in contemporary learning techniques such as collaborative learning, problem-based learning and other evidence-based innovations, will be promoted and embedded where appropriate to ensure that we are at the forefront of pedagogical practice. • Technology to enhance learning, maximise supported learning and delivery and extend learning outside the University College, will be harnessed and utilised where appropriate. • Student-led, active learning techniques designed to inspire and challenge will promote curiosity, independence and confidence.
<p>2. Timely, innovative and high-quality assessment and feedback will inform sustained progress and achievement</p>	<ul style="list-style-type: none"> • Students will engage with formative assessment opportunities and reflect on all forms of feedback to improve their study methods and future performance. • All courses will include opportunities for, and support the social learning required for, constructive peer evaluation. • All courses will include forms of assessment that mirror industry/sector knowledge and skill requirements, for example: briefing papers, portfolios, pitches, simulations, research grant applications, in-tray exercises, project management plans. • Digital technologies and online assessment approaches will increasingly be used to facilitate on-going self-reflection and timely feedback. • Assignment launches will empower students to meet challenging learning outcomes. • Staff will support and encourage students to fully engage with evaluating their own assignments and continuing progress, both prior to assignment submissions and after receiving feedback. Target setting and feed-forward strategies will inform ongoing improvement. • Staff will deliver marks and feedback that are fair, accurate and timely, and feedforward comments that will assist students in improving their learning and performance.
<p>3. Dynamic continual professional development, scholarship and research-led practice will strengthen inspiring and innovative teaching</p>	<ul style="list-style-type: none"> • Staff will engage with frequent opportunities for learning to be informed by, led by, or focused on, staff scholarship and research. • Staff will demonstrate professional values, in line with the UK Professional Standards Framework, through a commitment to enhancement by reflecting on their practice - including the results of their practice - updating their subject knowledge and teaching skills, and through their respectful treatment of colleagues and students. • Staff will demonstrate reflective and reflexive skills by seeking, and learning from, regular feedback on their teaching or related activities from students and peers. • Staff will engage with technology to enhance learning and aid in the development of the digital literacy of their students. • Encouraging innovation via risk taking and critical engagement with industries/sector. • Setting and monitoring truly aspirational, adaptive and forward thinking learning and teaching targets at course, school and institutional level.

Milestones: Excellent teaching practice

Aims	Target 2015/2016	Target 2016/2017	Target 2017/2018
1	<p>50% of courses to score 85% or higher in the NSS for 'The Teaching on my Course'</p> <p>Staff to undertake at least 15 hours learning and teaching related CPD or scholarly activity per year</p> <p>Develop three new bitesize CPD courses on learning and teaching topics for flexible delivery to staff</p> <p>Development of both face to face and online resources to support curriculum development</p>	<p>55% of courses to score 85% or higher in the NSS for 'The Teaching on my Course'</p> <p>As 2015/16</p> <p>Develop three new bitesize CPD courses on learning and teaching topics for flexible delivery to staff</p> <p>All CSM to have attended CASTLe training on curriculum development</p>	<p>60% of courses to score 85% or higher in the NSS for 'The Teaching on my Course'</p> <p>As 2015/16</p> <p>Develop three new bitesize CPD courses on learning and teaching topics for flexible delivery to staff</p> <p>50% of course teams to have undertaken CPD on curriculum development</p>
2	<p>Staff to undertake at least 15 hours industry/sector engagement or subject specific per year</p> <p>90% of teaching staff (0.6-1 FTE) completing POT</p> <p>50% of staff who teach or support learning to hold Fellowship status of the HEA</p> <p>50% of support staff to hold Associate Fellowship status of the HEA</p> <p>Three new applications for Senior or Principal Fellow of the HEA by experienced lecturing staff per year</p>	<p>Same as 2015/2016</p> <p>95% of teaching staff (0.6-1 FTE) completing POT</p> <p>75% of staff who teach or support learning to hold Fellowship status of the HEA</p> <p>65% of support staff to hold Associate Fellowship status of the HEA</p> <p>Three new applications for Senior or Principal Fellow of the HEA by experienced lecturing staff per year</p>	<p>Same as 2015/2016</p> <p>100% of teaching staff (0.6-1 FTE) completing POT</p> <p>100% of staff who teach or support learning to hold or be working towards Fellowship status of the HEA</p> <p>80% of support staff to hold Associate Fellowship status of the HEA</p> <p>Three new applications for Senior or Principal Fellow of the HEA by experienced lecturing staff per year</p>
3	<p>50% of courses score 70% or higher for 'Assessment and Feedback' on ISS and NSS</p> <p>50% of appropriate coursework marked using GradeMark</p> <p>At least one module on every</p>	<p>55% of courses score 70% or higher for 'Assessment and Feedback' on ISS and NSS</p> <p>60% of appropriate coursework marked using GradeMark</p> <p>At least one module on every</p>	<p>60% of courses score 70% or higher for 'Assessment and Feedback' on ISS and NSS</p> <p>70% of appropriate coursework marked using GradeMark</p> <p>Formal peer evaluation to be</p>

<p>course to include an element of formal peer evaluation such as PeerMark or providing written feedback to peers either via paper or electronically</p> <p>100% of all feedback returned to students within 4 weeks</p> <p>60% students engaging with formative feedback opportunities</p> <p>80% of modules have satisfaction of 2 or lower (1 being very satisfied) for questions on Module relating to assignment briefing and assessment criteria</p> <p>80% of modules have satisfaction of 2 or lower for question relating to 'Formative feedback received during the module was helpful'</p> <p>70% of assignment coversheets will include completed self-evaluation</p> <p>All new courses and those undergoing PDSR to perform a comprehensive review of assessment and remove any that are unnecessary</p> <p>Tools for providing computer based assessment which generates automated formative feedback are investigated</p> <p>Development of a system that produces a summary of all the course related data that course team need to reflect on to produce specific and aspirational targets to improve and enhance the learning experience of</p>	<p>year of a course to include an element of formal peer evaluation such as PeerMark or providing written feedback to peers</p> <p>50% of feedback returned to students within 3 weeks and the remaining within 4 weeks</p> <p>70% students engaging with formative feedback opportunities</p> <p>85% of modules have satisfaction of 2 or lower (1 being very satisfied) for questions on Module relating to assignment briefing and assessment criteria</p> <p>85% of modules have satisfaction of 2 or lower for question relating to 'Formative feedback received during the module was helpful'</p> <p>75% of assignment coversheets will include completed self-evaluation</p> <p>All new courses and those undergoing PDSR to perform a comprehensive review of assessment and remove any that are unnecessary</p> <p>Training provided on online assessment tools that have been identified</p> <p>Refinement of the system that produces a summary of all the course related data in response to feedback from the pilot year</p>	<p>taking place at multiple time points within a course as appropriate</p> <p>50% of feedback returned to students within 3 weeks and the remaining within 4 weeks</p> <p>80% students engaging with formative feedback opportunities</p> <p>90% of modules have satisfaction of 2 or lower (1 being very satisfied) for questions on Module relating to assignment briefing and assessment criteria</p> <p>90% of modules have satisfaction of 2 or lower for question relating to 'Formative feedback received during the module was helpful'</p> <p>80% of assignment coversheets will include completed self-evaluation</p> <p>All new courses and those undergoing PDSR to perform a comprehensive review of assessment and remove any that are unnecessary</p> <p>Online assessment methods are being used in appropriate modules</p> <p>Full implementation of the system that produces a summary of all the course related data that course team need to reflect on to produce specific and aspirational targets to improve and enhance the learning</p>
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	<p>students</p> <p>Development of a programme of events that will monitor the achievement of targets set out on course action plans in the annual review of courses on a cross- institution basis to promote best practice (this is in addition to the monitoring that takes place in CSRC)</p>	<p>Refinement of the programme of events in response to feedback from the pilot year</p>	<p>experience of students</p> <p>Full implementation of the programme of events that will monitor the achievement of targets set out on course action plans on a cross- institution basis to promote best practice</p>
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Engagement and Inclusion

We aim to develop a fully inclusive environment where students are seen as partners in their own learning journey from enrolment to graduation and beyond.

Main aims	How the aims might be achieved
4. Inclusive and supportive learning environments developing a sense of community will support the achievement of all	<ul style="list-style-type: none">• All teaching and support staff are mindful of the individual student's journey and needs. They will ensure that the transition points (such as return to study from work, progression from FE, enrolment, induction, in-course progression and graduation) are managed effectively to achieve a meaningful outcome for each individual student.• Student performance across modules and courses will be analysed for information on the performance of modules and courses and for information relating to equality, diversity, inclusion and the student journey.• Invest in the development of appropriate physical, virtual, and social learning spaces that meet the modern learning needs of students and staff.• Maximise use of our physical resources, in particular the estate, to ensure that we respond to the diverse learning styles of students and develop the practical skills required in employable graduates.• Develop and promote the use of digital technologies and online environments, where appropriate, to support learning and teaching, and to reflect practices in industry and wider society.• Students will, during their enrolment on a course, have access to related additional qualifications or learning opportunities to enhance their subject knowledge, skills or personal attributes.• Utilizing student's own technology to promote and extend learning opportunities especially collaborative learning projects.• Increasing use of social media to support learning such as using Twitter to start learning conversations.
10. Student involvement in reviewing teaching and curriculum development plus responding to student feedback especially in relation to quality of provision will engage students as partners in their learning experience	<ul style="list-style-type: none">• Students will be encouraged to become more involved in observation of teaching through the peer observation of teaching scheme.• Curriculum development will reflect student feedback at all stages, from discussion with students about ideas for changing the curriculum to involvement in periodic review and validation panels.• Involvement of alumni in curriculum development and supporting current students through visits, lectures and mentoring.

Milestones: Engagement and Inclusion

Aims	Target 2015/2016	Target 2016/2017	Target 2017/2018
4	<p>90% of lecture notes will be available electronically to students at least 24 hours prior to the session</p> <p>Identify appropriate and easy to use assistive technologies to assist the learning of all students</p> <p>At least 30% of students to have accessed more than 50% of material on HE Study Skills Centre</p> <p>Progression and achievement data will be analysed to identify additional needs of particular groups of students</p> <p>Learner analytics are used to assess patterns of engagement and likely needs of students</p> <p>90% of modules on Moodle to meet the minimum requirements</p> <p>70% of modules on Moodle include at least three aspects from the Good Practice list</p> <p>Develop training for students in online safety, responsibility and ethical issues</p> <p>All courses include at least 50% of modules that include digital learning activities and assessed tasks. For example, data collection and analysis, design, problem solving, blogging, compiling wiki entries, producing digital artefacts or web guides</p>	<p>95% of lecture notes will be available electronically to students at least 24 hours prior to the session</p> <p>Embed assistive technologies in Moodle where appropriate or make easily available to students</p> <p>At least 40% of students to have accessed more than 50% of material on HE Study Skills Centre</p> <p>Programmes put in place to provide additional support to groups that have progression or achievement rates below average</p> <p>Further learner analytics are developed to enable specific tailoring of programmes to ensure learner needs are met</p> <p>95% of modules on Moodle to meet the minimum requirements</p> <p>85% of modules on Moodle include at least three aspects from the Good Practice list</p> <p>All students to complete training</p> <p>At least 75% of modules include digital learning activities and assessed tasks</p>	<p>100% of lecture notes will be available electronically to students at least 24 hours prior to the session</p> <p>Encouraging wider use of assistive technologies to all students where applicable</p> <p>At least 50% of students to have accessed more than 50% of material on HE Study Skills Centre</p> <p>Review programmes depending upon outcomes</p> <p>Routine use of learner analytics to determine that the needs of students are being met</p> <p>100% of modules on Moodle to meet the minimum requirements</p> <p>100% of modules on Moodle include at least three aspects from the Good Practice list</p> <p>New students to complete training, refresher course available for returners</p> <p>Digital capabilities are fully embedded with assessed outcomes and specialist support</p>

	<p>Guidelines on accessibility and inclusivity are developed that will be applied to all learning content and assessed tasks</p> <p>Development of a BYOD policy linked to supporting policies such as loan schemes and increased availability of charging points</p> <p>At least 25% of modules on every year of a course are delivered via blended learning (at least 25% of learning activities are online)</p>	<p>Guidelines on accessibility and inclusivity are applied to all learning content and assessed tasks</p> <p>Teaching staff promote the use of collaborative learning via a range of digital options including plug and play screens, OneDrive, Google Drive etc. in at least one module every year</p> <p>At least 30% of modules on every year of a course are delivered via blended learning (at least 25% of learning activities are online)</p>	<p>Guidelines on accessibility and inclusivity are applied to all learning content and assessed tasks</p> <p>Students have their own control over how they use their own devices and services for learning in at least one module every year</p> <p>At least 30% of modules on every year of a course are delivered via blended learning (at least 25% of learning activities are online) and at least 10% modules being offered with 50% online delivery)</p>
5	<p>Include opportunities for student observation of teaching within POT policy</p> <p>80% of courses have effective student representation</p>	<p>Have at least 25% of teaching observations to include a teaching co-observer</p> <p>85% of courses have effective student representation</p>	<p>Have at least 50% of teaching observations to include a teaching co-observer</p> <p>90% of courses have effective student representation</p>

Employability and Student Outcomes

Main aims	How the aims might be achieved
<p>5. Outstanding education and support will ensure all students achieve their potential, facilitating their progression to positive destinations</p>	<ul style="list-style-type: none"> • Students will be committed to their learning journey and actively engage in all scheduled learning opportunities, utilize their out-of-class/private study time to enhance their progress. • The University College will maintain a current awareness and responsiveness to the expectations of the QAA UK Quality Code B3 Learning and Teaching; B4 Enabling Student Development and Achievement, B5 Student Engagement and the emerging Teaching Excellence Framework (TEF).
<p>6. Excellent graduate and employability skills will empower emotionally intelligent, confident and resourceful students to flourish and succeed in the world of work</p>	<ul style="list-style-type: none"> • Courses will be designed to ensure the maximum potential employability or career progression of the students and staff, through liaison with: professional bodies (including accreditation), employers, and alumni. • Course design will be influenced by employers and modern industry practices to ensure students development relevant knowledge, understanding and effective workplace skills • Engaging learning resources will support students to develop their employability and study skills. • Curricula should be informed by the most current subject/discipline research and pedagogic research to ensure staff and students have up to date knowledge and skills. • Courses will develop entrepreneurship and the ability to generate and realise ideas independently. • Curriculum design will ensure that students that develop a range of skills, attributes and qualities as set out in the Writtle Graduate/Postgraduate Attributes.

Milestones: Employability and Student Outcomes

Aims	Target 2015/2016	Target 2016/2017	Target 2017/2018
7	<p>Student attendance at taught sessions at least 82%</p> <p>50% of our on campus students will use Moodle on a frequent basis (more often than once a week)</p> <p>80% students engaging with formal formative opportunities</p> <p>90% of graduates working, studying, or working and studying</p>	<p>Student attendance at taught sessions at least 85%</p> <p>60% of our on campus students will use Moodle on a frequent basis (more often than once a week)</p> <p>85% students engaging with formal formative opportunities</p> <p>92% of graduates working, studying, or working and studying</p>	<p>Student attendance at taught sessions at least 88%</p> <p>70% of our on campus students will use Moodle on a frequent basis (more often than once a week)</p> <p>90% students engaging with formal formative opportunities</p> <p>94% of graduates working, studying, or working and studying</p>
8	<p>Use of an eportfolio in at least one module on a course to record skills development</p> <p>Alumni or industry professionals are involved in the delivery on at least one module one every course including being involved in assessments</p> <p>50% of courses to include an element of accreditation/recognition by a professional body or embedded professional qualification</p> <p>Evidence of utilisation of current subject/discipline and pedagogic research in PDSR and validations</p>	<p>Use of eportfolio used throughout course on 50% of courses</p> <p>Alumni or industry professionals are involved in the delivery on at least one module one in every year of the course including being involved in assessments.</p> <p>60% of courses to include an element of accreditation/recognition by a professional body or embedded professional qualification</p> <p>Evidence of utilisation of current subject/discipline and pedagogic research in PDSR and validations</p>	<p>Use of eportfolio used throughout course on 75% of courses</p> <p>As 2016/17</p> <p>70% of courses to include an element of accreditation/recognition by a professional body or embedded professional qualification</p> <p>Evidence of utilisation of current subject/discipline and pedagogic research in PDSR and validations</p>

Transformative Learning

We aim to transform the lives of both students and lecturers by creating new knowledge and critically challenging ideas and concepts.

Main aims	How the aims might be achieved
7. Forward thinking curricula will ensure that students develop an informed understanding of sustainability and ethical issues	<ul style="list-style-type: none">• Courses will encourage students to take into consideration ethical and environmental issues appropriate to the sector and to the wider community• Encouraging students to consider the global perspective and how they fit into a world that is becoming increasingly internationalized.
8. The student experience will cultivate and nurture creative, reflective, independent and autonomous lifelong learners	<ul style="list-style-type: none">• Teaching practice should be guided by an aim for students to become informed, self-reflective, critically engaged, autonomous and resilient people: able to engage in a constructive way with the work place and the practical, cultural and social challenges they will face as local and global citizens.• Providing a professional environment for students and staff to critically challenge/understand professional practice.• Participation in collaborative projects/teaching via multidisciplinary approaches/interactions.• Production of highly employable graduates that are able to secure their long-term aspirations.

Milestones: Transformative Learning

Aims	Target 2015/2016	Target 2016/2017	Target 2017/2018
8	<p>Environmental/ethical awareness to be embedded into module learning outcomes on at least one module per course</p> <p>50% of our students will say sustainability and ethics have been a feature of their experience at Writtle</p>	<p>Environmental/ethical awareness to be embedded into module learning outcomes on at least one module per year per course</p> <p>60% of our students will say sustainability and ethics have been a feature of their experience at Writtle</p>	<p>Environmental/ethical awareness to be embedded into module learning outcomes on at least one module per year per course</p> <p>70% of our students will say sustainability and ethics have been a feature of their experience at Writtle</p>
9	<p>Involve students in developing assessment criteria on at least one module/course</p> <p>Mapping document showing where Writtle Attributes are assessed is reviewed</p> <p>Student mentoring scheme to support transition and generic skills is reviewed</p>	<p>Involve students in developing assessment criteria on at least one module/course</p> <p>In PDSR and validations mapping of Writtle Attributes to specific learning outcomes is provided</p> <p>20% take up by mentees (incoming 1st years)</p>	<p>Involve students in developing assessment criteria on at least one module/course</p> <p>In PDSR and validations mapping of Writtle Attributes to specific learning outcomes is provided</p> <p>30% take up by mentees (incoming 1st years)</p>