University of Huddersfield
Teaching and Learning Strategy 2008-2013

Vision
Teaching and learning will be part of making Huddersfield an inspiring, innovative University of international renown

Our students can expect:
An education that challenges and creates excellent career opportunities
To learn from staff at the leading edge of knowledge and its application
High quality physical and supportive learning environments

Aims:
To deliver inspirational teaching and learning
To provide opportunities for all who can benefit
To produce employable and enterprising graduates

Our central focus – highly distinctive professionally-oriented practice and research-based teaching and learning, supportive and accessible to all who can benefit, and complementary to the Research and Enterprise agenda, ensuring innovation and inspiration in the student experience, student satisfaction, and positive career outcomes

Overall aim | Inspiring, innovative teaching and learning | Opportunities for all who can benefit | Success and employability
---|---|---|---
Specific indicators & milestones | Quality Assurance Agency; professional body inspection; National Student Survey (NSS) and equivalent Good ratings in quality assessments 1st quartile NSS by 2012/13; 2nd by 2010/11 | Access data Upper quartile for access by 2012/13 | Destination data Upper half of graduate employment and further study tables by 2012/13

To achieve these aims we will rely on the collective contributions of:

Students | Colleagues | Places | Portfolio | Promotion | Technology
---|---|---|---|---|---
Huddersfield will be distinctive as the University...
...of choice for ambitious students seeking high-quality professionally-oriented, accessible undergraduate and postgraduate taught courses | ...where all academic-related colleagues are engaged both in professional and research contexts, and in reflective approaches to teaching | ...where facilities and estate are rated as amongst the best in the UK in supporting teaching and learning | ...where all programmes have a clear professional and/or research tie-in and links with key industry players and employers | ...where branding ensures all internal and external communication supports professional orientation | ...where there is a universal application of technology-supported blended learning, allowing seamless interaction on and off campus
This will be apparent in...

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<td>High-achieving learners recruited on the basis of their capacity to benefit, involved in the development of their courses</td>
<td>High-achieving reflective people, at the forefront of their fields both as individuals and as team players</td>
<td>Inspiring facilitative working environments</td>
<td>Courses appropriate to professional context, rapidly adapting; and economically delivered</td>
<td>Consistent clear messages about innovation, inspiration, excellence</td>
<td>Technology that supports achievement and enhancement for students working in professional contexts</td>
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More specifically, our goals will be...

<p>| Entry tariff achievement up at least 60 UCAS points | All academic-related colleagues active in appropriate professional practice, research or enterprise, evidenced by minimum qualifications standard outputs | Minimum room and equipment specification standard applied | Accreditation or contract in place, or relevant formal partnership, with professional body, organisation or company | Internal marketing strategy aimed at promoting examples of excellence, and enhancing legibility, profiles and ambience of an inspirational campus community | Clear operational plan focused on ‘pervasive technology’ |
| Upper quartile for access | At least two further National Teaching Fellowship Individual Awards by 2012/13 | Collaboration with E&amp;F and CLS to produce experimental test-bed learning spaces | All courses offer work-related elements; more than 1000 sandwich work placements per annum | | |
| Improved levels of retention, completion, and progression, with Non Completers Non Returners less than 10% | At least two further National Teaching Fellowship Individual Awards by 2012/13 | Industry-standard facilities supported by industry partnerships | All courses offer work-related elements; more than 1000 sandwich work placements per annum | | |
| Comprehensive and well-supported student representation and consultation | One publication per department on Teaching and Learning per year by 2010/11, two by 2012/13 | | Undergraduate courses managed with a minimum of 30 students, modules taught with a minimum of 10 | | |
| 2/3 of students to achieve first and upper second degrees by 2012/13; | | | Postgraduate courses normally managed with a minimum of 30 students, modules normally taught with a minimum of 10 | | |</p>
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<td>Progression and compact agreements with all key feeder institutions by end 2009/10 to enable widening participation (M&amp;SR)</td>
<td>Annual funding rounds for individuals and groups to develop T&amp;L projects (P)</td>
<td>Basic room spec drawn up 2008/09, reviewed annually (E&amp;F; CLS; S)</td>
<td>Accreditation and advisory boards cover all courses as appropriate by end 2009/10</td>
<td>Annual teaching and learning report (P)</td>
<td>PortalPlus ongoing development as electronic campus, inclusive of applicants, alumni, external stakeholders (CLS)</td>
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<td>Partnerships with life-long learning networks, AimHigher, and with major employers and institutions (P; S; M&amp;SR)</td>
<td>Minimum quals levels introduced: at least Postgraduate Certificate in Professional Development (PCPD) / Fellow of the Higher Education Academy and Masters-level / professional postgraduate qualification for all (&lt; 3 yrs for existing staff), and 20% overall increase in postgraduate quals base (S)</td>
<td>Facilities supported by industry partnerships across all subject groups by end 2009/10 (S)</td>
<td>Staged move to shift significant student numbers into more economical, higher performing courses, and to meet strategic development needs, initiated in 2008/09 planning round; further steps in 2009/10, on basis of balanced scorecard to be agreed (S; P)</td>
<td>Teaching and learning website (P)</td>
<td>All courses adopt e-learning elements to include:</td>
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<td>Increased entry requirements, up ≥ 60 UCAS tariff points from Sept 2007 by Sept 2010 entry cycle (S)</td>
<td>Staff development programmes (P)</td>
<td>Enhanced spaces for use and display of unique learning materials in archive</td>
<td>Closer alignment of Annual Evaluation and planning round processes from 2009/10 (P)</td>
<td>Physical displays in all buildings promote excellence by start 2009/10 (S; M&amp;SR)</td>
<td>• universal use of Personal Development Plan / Portfolio (PDP) by start of 2009/10;</td>
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<td>Personal tutoring and associated support mechanisms; assessment strategy; enhanced CLS environments, ‘real’ and virtual.</td>
<td>Sabbatical plan (S)</td>
<td>Recognition, through Teaching Fellow, Professorship etc status and Awards schemes (P)</td>
<td>Streamlined validation processes (Reg.)</td>
<td><strong>Technology</strong></td>
<td>• universal enriched use of Virtual Learning Environment by end 2009/10;</td>
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<td>Enhanced training, recognition, and feedback for student reps by start 2009/10 (P; SU)</td>
<td>Centres of Excellence associated within Teaching and Learning Institute with focus on coordination, evaluation and dissemination.</td>
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<td>• availability of blended / distributed learning within courses by end 2012/13 (S; CLS)</td>
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To achieve this, alongside individual School and Services actions, we will deliver...

**CLS:** Computing and Library Services

**E&F:** Estates and Facilities

**M&SR:** Marketing and Student Recruitment

**P:** Pro Vice-Chancellor (Teaching and Learning)

**Reg:** Registry

**SU:** Students Union

**S:** Schools
Cross-University support functions will provide:

Student Services, Computing and Library Services, Student Finance Office, Admissions and Records Office, Registry – performance to highest level, with Customer Service Excellence validation

Registry – increased focus on enhancement; support for light-touch validation, evaluation, review

Registry, Computing and Library Services – support for evaluation, dissemination and technology

Key cross-University themes:

Student achievement, especially transitions; assessment and feedback

Building and supporting excellence in teaching and learning: the practice/research/teaching interface

Enhancing and supporting the quality of the student learning experience

Enterprise, creativity, employment: learning from/in professional contexts

Our teaching and learning philosophy:

Drawing on the professionalism of all colleagues, inspiring students to engage fully in learning, enabling the development of autonomous and effective learners with high aspirations; and providing innovative learning experiences that develop our graduates to be highly employable, capable of advanced study, and confident in their own abilities to contribute to the economy and society.