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Re-aligning Strategic Capacity to deliver Teaching and Learning and Work Integrated Learning Outcomes

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Head of Teaching and Learning Institute
University Teaching Fellow

Approach to Roundtable

- Building an Institutional Strategy and a T&L Strategy
- Discussion Task
- Change Management Approaches
- Discussion Task
- Delivering WIL Outcomes through Strategic Approaches
- Open Discussion

Building an Institutional Strategy

- Individual Consultations with 50 senior managers.
- Consultation Process with all staff, evolving process
- 2 sided Strategy map.
- Six enablers each with 3 Key Performance Indicators
 - Inspiring (T&L)
 - Innovative (R&E)
 - International
 - Developing Staff
 - Financial Sustainability
 - Efficiency and Effectiveness.

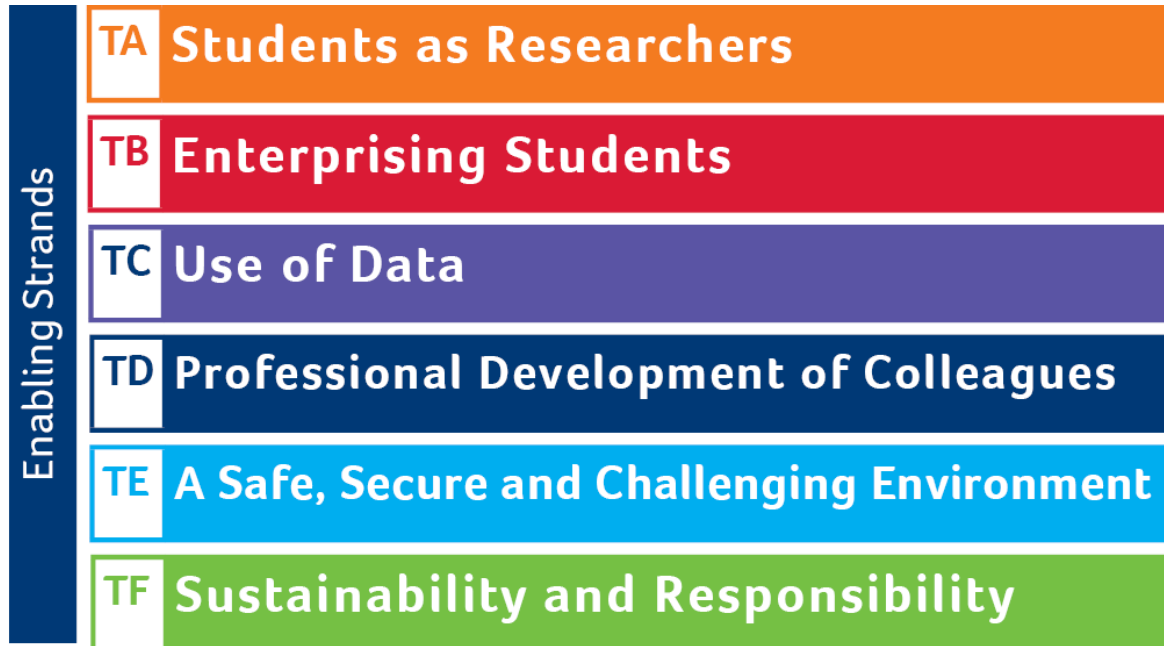
http://www.hud.ac.uk/media/universityofhuddersfield/content2013/services/vco/FINAL_STRATEGY_MAP_Stand_alone_doc.pdf

Building a T&L Strategy

Aims		2018 Key Performance Indicators - Inspiring	
A1	To inspire our students to attain the highest academic and professional standards	K1	70% 1st / 2.1 degree classification
A2	To inspire our students to enjoy an outstanding university experience	K2	Top 10 among mainstream English universities in NSS
A3	To inspire employable and enterprising graduates	K3	Top 10 among mainstream English universities in DLHE

100% PhD Completed or Registered for academic staff

Enabling Strands 2013-18



Enabling Strands	Students as Researchers			
	TA1	All students associated with research group from before enrolment	TA2	All courses include clear progression of research skills and practice
	TA3	Three peer-reviewed taught-student academic journals, promote and celebrate student work in Social Sciences, Arts and Humanities, STEM	TA4	Bursary support to develop outstanding projects after assessment
Enabling Strands	Enterprising Students			
	TB1	Tightening of definition of 'work-related activity', present in all courses, to include significant 'live' project & problem-solving elements	TB2	Enterprise modules (against QAA enterprise learning outcomes) at each level of every course
	TB3	Volunteering opportunities developed	TB4	Enterprise / innovation placement year and enterprise final-year module to be available to all students (subject to PSRB limitations)
Enabling Strands	Use of Data			
	TC1	Targeted interventions towards 5-20% highest risk groups for retention, attainment, employability	TC2	Systems relating to course and module structures, for teaching and assessment (including misconduct detection and management, extensions, ECs, appeals and complaints) fully integrated with student record
	TC3	Dashboards available to students, personal and year tutors, course/subject leaders, HoDs and senior managers	TC4	Badges/gamification based on tracking non-assessed elements of student activity, linked to Higher Education Achievement Reports (HEAR) or equivalent
Enabling Strands	Professional Development of Colleagues			
	TD1	100% PhD or registered	TD2	100% staff engaged in CPD relating to teaching and learning, which might include obtaining teaching qualification where appropriate
	TD3	Achievement of relevant level of digital literacy skills	TD4	Competency and recognition framework for technicians and relevant support staff
Enabling Strands	A Safe, Secure and Challenging Environment			
	TE1	Student support desks in all Schools	TE2	Peer mentoring in all areas
	TE3	'Open' modules and electives, including language provision	TE4	International awareness (inc. languages) and diversity training for all staff, updated at least biennially
Enabling Strands	Sustainability and Responsibility			
	TF1	All students to reflect within their studies on the themes of global citizenship, and the interdependence of society, economic prosperity and the environment (and future impacts/challenges).	TF2	All courses to define sustainable change within their discipline fields, and to consider whole-system well-being that incorporates stakeholder consultation.
	TF3	All courses to include assessments in which students reflect on professional conduct and ethical issues.		



Who are TALI?

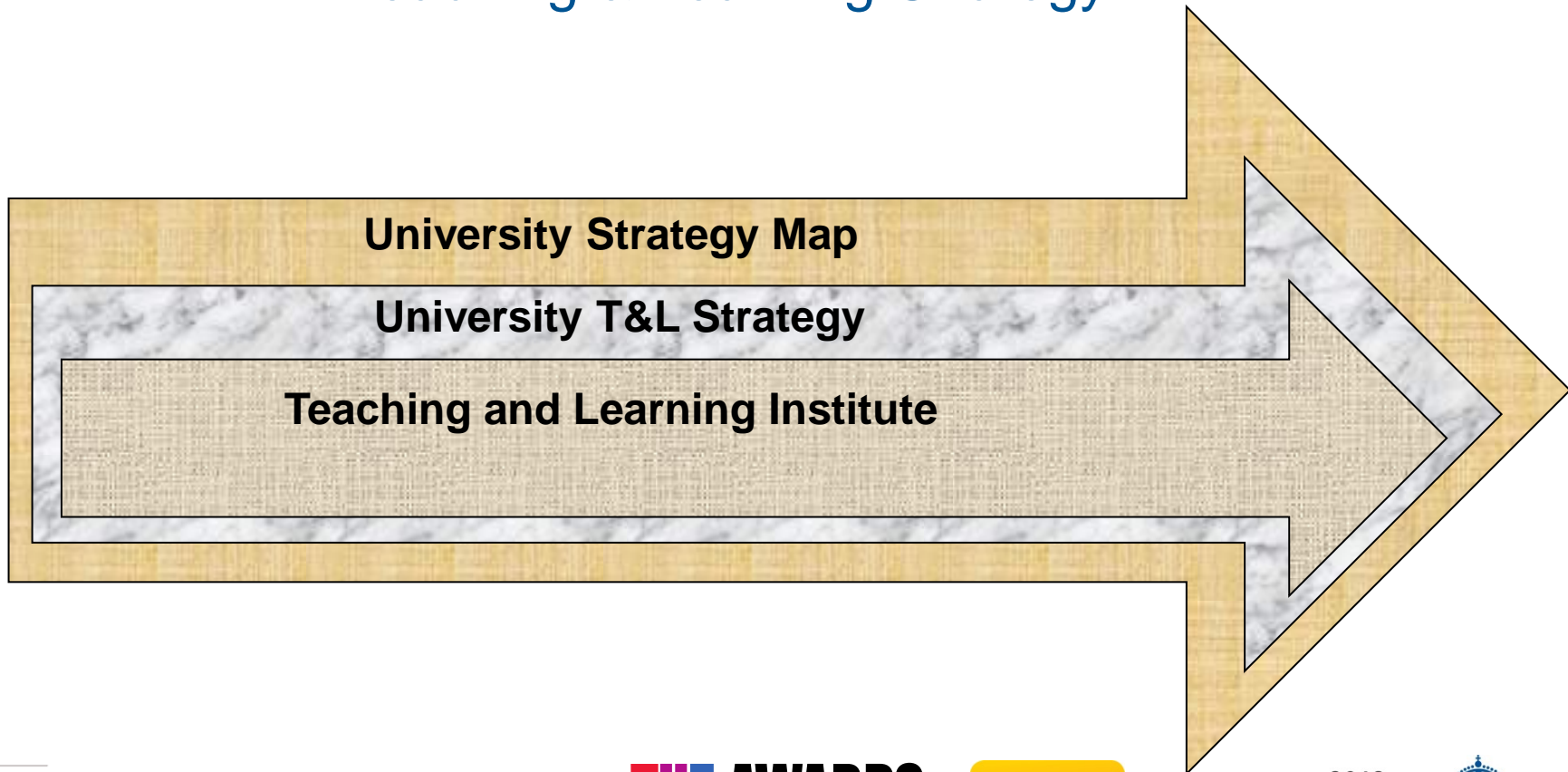
The Teaching and Learning Institute (TALI) is a University service, that provides cross-university support for Teaching and Learning



5 Staff (4 FTE)

What do we do ?

TALI supports the delivery of University's
Teaching & Learning Strategy





Teaching and Learning Achievements

1. In 2013 became Times Higher 'University of the Year'
2. First UK University to have 100% of our teaching staff as Fellows of the Higher Education Academy (HEA).
3. Over the period (2008-2014) we have the most National Teaching Fellows (NTF), and are the only institution to have had at least one NTF elected in each of those seven years.
4. Around 800 student nominations for the 'Thank You Awards'

Discussion Task 1

- How does your university spend it's money?
- Does it align with strategic priorities?

Change Management Processes

T&L projects at Huddersfield

- Teaching Quality Enhancement Fund (TQEF) 2006-09
15 projects, 4 themes £2m
- 2009/2010 – 2 big INSPIRE projects and several smaller ones
- 2010 Teaching and Learning Institute Formed
3 rounds of around 10 projects approx £80k per year



Project Gains

- Interest in T&L Innovation
- Collaborative Projects
- Improved Bid writing skills
- Kudos helps staff to feel validated
- Professional development: NTFS, UTF, Professorship
- INSPIRE community and networking
- Some dissemination and publication

Cost £80k p.a. plus TALI resources.

Challenges

- Linking innovation to strategic drivers
- Real cross university collaboration?
- Complexity of managing several simultaneous projects
- Budget monitoring and tie up - is buy out effective?
- Making the most of NTF/UTF and TALI RA
- Projects have been slow to complete
- Embedding has been a challenge
- Delays in final reports
- Lack of publications (lots of conferences)

Innovation Projects

- the next generation

- Meet strategic priorities: the 3 KPIs and 6 enablers
Annually run one Strategic T&L Project for each enablers
- Project is led by NTF or UTF(s). Organisational 'clout', broker relationships and 'puts back' into system.
- Project co-ordinated by TALI RA – keeps on track, better use of skills
- Open competition for TALI Associates to join the project

Resources

- Project leads NTF/UTF 0.5 days per week
- TALI RAs one day per week per project (new emphasis)
- 2 x TALI Project Assistants (Placement Students),
3 projects each
- TALI Associates – by negotiation
- Building cross university support

Costs 2 x £8k, plus 6 x £2k project expenses

Total £28k plus cross university support

Discussion Task 2

Finding resources in unexpected places:

Budgets?

People?

Equipment

Delivering WIL Outcomes Through Strategic Projects

Inspiring tomorrow's professionals



Students as Researchers

FIELDS

A new Journal of Huddersfield Student Research

Create, develop and publish an online Journal of Student Research. Up to three excellent pieces of work to be included from each school (Total 21)

- Encourage students to work to highest possible standards and stimulate the research agenda
- Build bonds between students and staff research groups
- Bursary support £400 each (2 phases)
- First issue January 2015

Typical Project Structure

- Project lead – Professor Michael Clarke, NTFS
- TALI Research Assistant and Project Assistants
- Editorial Board
- Input from repository / copyrighting
- School panels with Teaching and Research Leads

WIL Benefits

- Student Confidence
- Published article for CV
- Bursary support to finish article

Enterprising Students



University of
HUDDERSFIELD
Inspiring tomorrow's professionals

Gain entrepreneurial knowledge using business simulation game

1. Raise the awareness of enterprise skills
2. Promote the usage of the SimVenture
3. Explore option of enterprise module
4. Develop staff champions
5. Have fun while learning about the inside of running business

Inspiring tomorrow's professionals

THE AWARDS
AWARD WINNER
UNIVERSITY OF THE YEAR

theguardian
UNIVERSITY
AWARDS
Winner
2013

2012
THE AWARDS
WINNER
Entrepreneurial University of the Year



WIL Benefits

- Business Simulation
- Towards authenticity
- Sense of competition

Exploring Peer Mentoring

Provide Peer Mentoring for all students who want it

1. Explore current provision of peer mentoring
2. Exchange ideas on purpose and operation of peer mentoring
3. Trial peer mentor as an academic module
4. Explore cross university establishment



peer mentorship

Inspiring tomorrow's professionals

THE AWARDS
AWARD WINNER
UNIVERSITY OF THE YEAR

theguardian
UNIVERSITY
AWARDS
Winner
2013

2012
THE AWARDS
WINNER
Entrepreneurial University of the Year



WIL Benefits

- Students train as peer mentors (or students have a mentor)
- Real life skills, real life issues
- Supported environment
- Ideal for courses with few WIL elements



Sustainability Module

- Mix and match module
- Reflect upon global citizenship, and the interdependence of society
- Assessments reflecting on professional conduct and ethical issues
- Define sustainable change within discipline area

WIL Benefits

- Students care about sustainability
- Jobs market opening up for students with this skill

Open Discussion - 3

Where Next?

Any questions?

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