

# 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
<b>Specific indicators &amp; milestones</b>	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
<b>Huddersfield will be distinctive as the University...</b> ...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...**

Students	Colleagues	Places	Portfolio	Promotion	Technology
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**Huddersfield will be distinctive as the University of...**

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

<p>Entry tariff achievement up at least 60 UCAS points</p> <p>Upper quartile for access</p> <p>Improved levels of retention, completion, and progression, with Non Completers Non Returners less than 10%</p> <p>Comprehensive and well-supported student representation and consultation</p> <p>2/3 of students to achieve first and upper second degrees by 2012/13;</p> <p>All relevant subject areas achieve at least one external prize of significance by 2012/13</p>	<p>All academic-related colleagues active in appropriate professional practice, research or enterprise, evidenced by minimum qualifications standard outputs</p> <p>At least two further National Teaching Fellowship Individual Awards by 2012/13</p> <p>One publication per department on Teaching and Learning per year by 2010/11, two by 2012/13</p>	<p>Minimum room and equipment specification standard applied</p> <p>Collaboration with E&amp;F and CLS to produce experimental test-bed learning spaces</p> <p>Industry-standard facilities supported by industry partnerships</p> 	<p>Accreditation or contract in place, or relevant formal partnership, with professional body, organisation or company</p> <p>All courses offer work-related elements; more than 1000 sandwich work placements per annum</p> <p>Undergraduate courses managed with a minimum of 30 students, modules taught with a minimum of 10</p> <p>Postgraduate courses normally managed with a minimum of 30 students, modules normally taught with a minimum of 10</p>	<p>Internal marketing strategy aimed at promoting examples of excellence, and enhancing legibility, profiles and ambience of an inspirational campus community</p>	<p>Clear operational plan focused on 'pervasive technology'</p> 
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*To achieve this, alongside individual School and Services actions, we will deliver...*

Students	Colleagues	Places	Portfolio	Promotion	Technology
<p>Progression and compact agreements with all key feeder institutions by end 2009/10 to enable widening participation (M&amp;SR)</p> <p>Partnerships with life-long learning networks, AimHigher, and with major employers and institutions (P; S; M&amp;SR)</p> <p>Increased entry requirements, up <math>\geq</math> 60 UCAS tariff points from Sept 2007 by Sept 2010 entry cycle (S)</p> <p>Personal tutoring and associated support mechanisms; assessment strategy; enhanced CLS environments, 'real' and virtual.</p> <p>Enhanced training, recognition, and feedback for student reps by start 2009/10 (P; SU)</p> <p>Regulations address repeat failure or trailing by start 2009/10 (Reg.)</p>	<p>Annual funding rounds for individuals and groups to develop T&amp;L projects (P)</p> <p>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)</p> <p>Staff development programmes (P)</p> <p>Sabbatical plan (S)</p> <p>Recognition, through Teaching Fellow, Professorship etc status and Awards schemes (P)</p> <p>Centres of Excellence associated within Teaching and Learning Institute with focus on coordination, evaluation and dissemination.</p>	<p>Basic room spec drawn up 2008/09, reviewed annually (E&amp;F; CLS; S)</p> <p>Facilities supported by industry partnerships across all subject groups by end 2009/10 (S)</p> <p>Enhanced spaces for use and display of unique learning materials in archive</p> 	<p>Accreditation and advisory boards cover all courses as appropriate by end 2009/10</p> <p>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)</p> <p>Closer alignment of Annual Evaluation and planning round processes from 2009/10 (P)</p> <p>Streamlined validation processes (Reg.)</p>	<p>Annual teaching and learning report (P)</p> <p>Teaching and learning website (P)</p> <p>Physical displays in all buildings promote excellence by start 2009/10 (S; M&amp;SR)</p>	<p>PortalPlus ongoing development as electronic campus, inclusive of applicants, alumni, external stakeholders (CLS)</p> <p>All courses adopt e-learning elements to include:</p> <ul style="list-style-type: none"> <li>universal use of Personal Development Plan / Portfolio (PDP) by start of 2009/10;</li> <li>universal enriched use of Virtual Learning Environment by end 2009/10;</li> <li>availability of blended / distributed learning within courses by end 2012/13 (S; CLS)</li> </ul>
					

**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  
**S:** Schools

**SU:** Students Union

## 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.

