

# HARTPURY COLLEGE HIGHER EDUCATION TEACHING, LEARNING AND SCHOLARSHIP STRATEGY 2014-2017

The Associate Faculty is committed to providing exceptional research focused teaching and learning that ensures that students are supported to become independent, creative and critical thinkers and to foster a culture of scholarship for staff and students.

## 1. Introduction

The strategy is underpinned by a set of five key principles which define the overarching strategic direction of Learning, Teaching, and Scholarship across the institution. These principles are fundamental to the operation of Associate Faculty and their integration into, and the consequent enhancement of the student experience, will be evidenced through the effective operation of the action plan. The framework for this updated strategy builds from the previous strategy by updating two existing key principles (A High Quality Experience and A Diverse Student Group ) and moves forward by the inclusion of three new key principals (A Focus on Employability; Fostering a Culture of Inclusive Scholarship, Research and Practice and Promotion of Knowledge Exchange Partnerships). The two key principles from the previous strategy have been retained but updated to ensure we will continue to offer a diverse range of students' access to a high quality programmes that are focused on student achievement and delivered by experienced staff using innovative teaching and assessment methods. The Focus on Employability has been added to as a key principle rather than an aim in this version of the strategy as we believe that we can further enhance the skills of our students to enable them to undertake a range of challenging and exciting employment opportunities. The final two key principles have been added as we have made the decision to combine the research strategy with the teaching and learning strategy to ensure that our teaching and learning practice is fully informed by scholarship and knowledge exchange activities.

## 2. The profile of our provision - Hartpury College Higher Education Strategic Framework

Hartpury College is an Associate Faculty (AF) of the University of the West of England and so our strategies and policies are informed by Hartpury College mission statements and strategic policies. To aid the implementation and compliance with UWE Academic Regulations and Procedures the AF has adopted a committee structure, with terms of reference and procedures that are closely modelled on those of faculties within UWE. The academic committee structure and their terms of reference help to ensure that the Associate Faculty meets the precepts of the QAA Quality Code. The AF's processes for ensuring standards and quality are programme, module and student facing. Students participate in the University's framework for assuring standards and quality through various committee memberships.

The strategy has been and will continue to inform, be informed by, and respond to, changing demographics and innovations in delivery alongside National policy frameworks, priorities and relevant Hartpury policies and strategies, expert external advice and student and staff feedback. The most significant of these include:

- Subject Benchmark Statements, the QAA Code of Practice, the Framework for Higher Education Qualifications, the National Qualifications Framework, Professional Bodies (via their accreditation process will continue to guide the identification of aims and learning outcomes for all programmes)
- Government policy guidance, particularly relating to workforce development and the growing acceptance of higher education delivered alongside FE as a way of attracting a diverse range of students and offering programmes of study which are accessible and relevant to the workplace has also influenced the development of this strategy (HEFCE consultation on Higher Education in Further Education Colleges, 2011; HEFCE Strategic Plan 2006-2011; Review of College Higher Education: A handbook for colleges, July 2012)
- A wide range of Hartpury policies and strategies. It has particularly been drafted in the context of the Higher Education Strategy 2014 and it details the aims and associated objectives with regard to teaching, learning and student support. Rather than repeat what has been set out elsewhere, this document should be read in conjunction with them. These will include: Hartpury Mission statement, Hartpury Vision and Values; Hartpury College Access Agreement; Hartpury College Higher Education Strategy; Hartpury Equality and Diversity Policy; Hartpury College Charter; Hartpury Higher Education Admissions Policy; Hartpury Learning Resource Centre Action Plan; higher education Teaching Observation policies and procedures; Hartpury HR policies (various including College and higher education Staff Development policies); Associate Faculty Academic Agreement; Associate Faculty Strategic Business Plan;; UWE Academic Regulations; UWE Quality Management and Enhancement Strategy and Framework.

- External advisors with expertise in the area of Teaching and Learning have assisted in the development of the updated strategy and will continue to provide advice during the monitoring of progress phase to ensure objectives are achieved.
- The student voice (collected from SRSF, on-programme, module and national surveys, student participation on committees etc.).
- The staff voice (collected from departmental staff meetings, staff participation on committees, appraisals, staff development activity etc.)

### **3. Management and Monitoring of the Teaching, Learning, Research and Knowledge Exchange Strategy**

Overall strategic management responsibility rests with the Associate Faculty Board which ensures that the strategic priorities guide annual planning for the Associate Faculty and also approve any changes to the strategy. Strategic aims and enabling objectives associated with each key principle have been identified and will be translated into an action plan. Operational management responsibility for the monitoring and implementation of the action plan will be overseen by the Teaching, Learning and Student Engagement Working Group. The development and implementation of the action plan has been divided between the relevant committees responsible for each key principle with key principle one resting with the Learning, Teaching and Student Engagement Working Group, key principle 2 with the Widening Participation and Admissions Working Group, key principle 3 with the Employability Working Group and key principles 4 and 5 with the Research and Knowledge Exchange Committee. There will be a number of the tasks are discrete projects which will be completed within the identified time scale. Many tasks will involve projects which will be ongoing as good practice is developed/identified and disseminated to different discipline areas within the Associate Faculty. New tasks will be added during the review process.

### **4. Target audience**

Learning, teaching and research matters considered within this document are of relevance to the Associate Faculty's academic staff including hourly paid lecturers, visiting academics, external examiners and academics in other institutions envisaging collaborations (UK and abroad), technical support staff and administrative staff. The strategy is also of relevance to the target groups: all student groups (UG, PGT and PGR), prospective students and alumni. The student voice (collected from SRSF, on-programme and module surveys, student participation on committees etc.) will be considered during the monitoring of progress in achieving objectives. The college context will be considered and input from FE colleagues will also be sought including those from colleges which feed into Hartpur's Foundation, Bachelor's and top-up degrees.

### **5. Key Principles of the Strategy**

The five key principles that underpin the strategy along with the aims and enabling objectives have been approved by Associate Faculty Academic Board, following consultation with staff, students, external advisors and colleagues.

#### **1. A High Quality Experience:**

To provide high quality programmes that are focussed on student progression and achievement and characterised by the currency and relevance of their subject matter, innovative delivery, assessment and feedback delivered by appropriately qualified staff who undergo Continuing Professional Development (CPD) that is linked to the UK Professional Standards Framework.

#### **2. A Diverse Student Group:**

To encourage and support individuals from a variety of backgrounds and cultures to enable them to enter higher education and fulfil their potential. To recognise that diversity is an important element of the student experience and therefore to ensure that there is a focus on the promotion of physical, virtual and social teaching and learning activities and associated resources that are safe, accessible and reliable for this diverse student body within the UK and internationally and rewarding and collaborative for staff.

#### **3. A Focus on Employability:**

To build and develop a fully integrated and collaborative approach to preparing students for future graduate level employment and to foster the inquiring mindset, which will ultimately support lifelong learning for the benefit of both the graduate and wider society.

**4. Fostering a Culture of Inclusive Scholarship, Research and Practice**

To grow an active scholarship culture that incorporates the scholarship of discovery, integration, application and inquiry-based learning that will transform students' understanding of knowledge and research.

**5. Promotion of Knowledge Exchange Partnerships:**

To encourage knowledge exchange partnerships by fostering connections with local businesses, communities and international partners to advance knowledge, and develop strategic knowledge exchange partnerships.

Key Principles	Strategic Aims	Enabling Objectives
<p><b>A High Quality Experience:</b></p> <p>To provide high quality programmes that are focussed on student progression and achievement and characterised by the currency and relevance of their subject matter, innovative delivery, assessment and feedback delivered by appropriately qualified staff who undergo Continuing Professional Development (CPD) that is linked to the UK Professional Standards Framework.</p>	<p><b>Aim 1.</b> Continue to develop a learner-centered approach that is responsive to the needs of individual students and that promotes active and independent learning. Assist students to understand their responsibility to engage with the learning opportunities provided and to further their academic development by undertaking innovative assessment, reflecting on feedback and engaging in dialogue with staff to develop subject specific knowledge and key skills alongside transferable skills.</p>	<p><b>1.1</b> Promote and regularly review approaches to teaching, learning and assessment at discipline levels to ensure the needs of diverse, active and independent learners are met and that good practice is identified and disseminated throughout the Associate Faculty.</p> <p><b>1.2.</b> Promote effective feedback to students through continued use of formative assessment and the instigation of an innovative range of feedback mechanisms.</p> <p><b>1.3</b> Develop a clear statement of expectations for students (relating to performance, personal responsibility and engagement) during their university career and ensure that students are fully supported to achieve these expectations.</p> <p><b>1.4</b> Enable students to develop the skills and confidence to become highly effective independent learners, taking ownership of their own learning, including content, mode of delivery and assessment.</p>
	<p><b>Aim 2.</b> Ensure that the opinions of staff, students and external bodies are integrated into the decision making processes of the Associate Faculty.</p>	<p><b>2.1</b> Regularly review programmes and programme specifications and their component modules according to University and QAA guidelines, FHEQ, Quality Code, PSRB requirements, staff and student feedback and External Examiners comments. Through this process ensure that students develop as independent learners through exposure to current subject matter, exercises to support skills development and appropriate assessment strategies (including formative assessment) which are relevant to the learning outcomes being assessed.</p> <p><b>2.2</b> Ensure that staff and students have the opportunity to be involved in decisions made by the Associate Faculty by guaranteeing there is appropriate representation on all relevant committees.</p>

	<p><b>Aim 3.</b> Add value through CPD to ensure learning and teaching practices, professional competence and scholarship are continually informed by reflection, evaluation and professional practice of staff.</p>	<p><b>3.1</b> Provide an integrated approach to academic staff development by establishing a professional standards framework related CPD that will allow staff to reflect and continue to develop their teaching and assessment practice.</p>
<p><b>A Diverse Student Group:</b></p> <p>To encourage and support individuals from a variety of backgrounds and cultures to enable them to enter and proceed successfully through higher education and fulfil their potential. To recognise that diversity is an important element of the student experience. Therefore to ensure that there is a focus on the promotion of physical, virtual and social teaching and learning activities and associated resources that are safe, accessible and reliable for this diverse student body within the UK and internationally.</p>	<p><b>Aim 4.</b> Aim to provide a learning environment that is accessible to a diverse student community and delivered by flexible modes of provision extending into the international context.</p>	<p><b>4.1</b> Encourage diversification in student profiles (educational, social and cultural) whilst ensuring that the curriculum and its delivery match the learning needs of a diverse range of learners via the work of the Widening participation and Admissions Group.</p> <p><b>4.2</b> Ensure that the provision of resources (staff expertise and physical resources) is continually evaluated to support inclusive and flexible learning that recognizes the benefits of a diverse student body.</p>
	<p><b>Aim 5.</b> To provide students with an inclusive and rich learning environment by providing guidance and support procedures and an environment within which staff and students alike receive fair and equitable treatment.</p>	<p><b>5.1</b> Offer a clear induction process to all newcomers to the Associate Faculty, students and staff (including part – time and visiting lecturers).</p> <p><b>5.2</b> Ensure that all staff and students are treated equitably and that recommendations required by recent legislation (equal opportunities, race relations, disability legislation, employment legislation) are embedded within Associate Faculty good practice and supported by physical resources and staff development opportunities.</p>
<p><b>A Focus on Employability:</b></p> <p>To build and develop a fully integrated and collaborative approach to preparing students for future graduate level employment and to foster the inquiring mindset, which will ultimately support lifelong learning for the benefit of both the graduate and wider society.</p>	<p><b>Aim 6.</b> To regularly review the curriculum to ensure it incorporates a balance of subject specific knowledge, knowledge of self &amp; other &amp; future career planning that will prepare students for the work place.</p>	<p><b>6.1</b> Enhance student experience &amp; employability skills through effective teaching, learning and assessment strategies that integrate &amp; are supported by appropriate placements, study trips, industry visits and visiting lecturers.</p> <p><b>6.2</b> Continue to promote the development of reflective &amp; entrepreneurial mindsets through innovative teaching, learning &amp; assessment methods.</p> <p><b>6.3</b> Construct a clear framework for the development of employability skills across the Associate Faculty.</p> <p><b>6.4</b> Ensure staff opportunity to advance knowledge/practice currency in their subject</p>

		area and of the wider industry context.
	<b>Aim 7.</b> Build on existing strengths in developing employability by encouraging students to work with staff and external organizations to gain experience of the professional environment to ensure students are highly employable.	<b>7.1</b> Provide students with opportunities to learn through placements and/or volunteering and projects in a wide variety of different settings both in the UK and Internationally.  <b>7.2</b> Develop and expand existing HE Futures Events that allow the students to gain further information about specific employment options and discuss options for postgraduate study.
<b><i>Fostering an Inclusive Culture of Scholarship, Research and Practice:</i></b>  To grow an active scholarship culture that incorporates the scholarship of discovery, integration, application and inquiry-based learning that will transform students' understanding of knowledge and research.	<b>Aim 8.</b> Continue to develop a reputation for high quality scholarship, research and practice that will enhance the status of the Associate Faculty to potential students, staff, collaborators and other stakeholders.	<b>8.1</b> Encourage staff and student engagement in scholarship, research and practice that is relevant to their field.  <b>8.2</b> Reward excellence in scholarship, research and practice through promotion and public recognition of achievement.
	<b>Aim 9.</b> Maximize the benefits of learning in proximity to scholarship, research, practice, consultancy and knowledge exchange activity by ensuring that it is embedded into the curriculum and teaching of all programmes.	<b>9.1</b> Continue to promote integration of scholarship, research and knowledge exchange activities into the curriculum to inform and inspire students.  <b>9.2</b> Sustain an active scholarship culture that is embedded in curriculum design and teaching practices by adopting an inquiry-based approach to learning and teaching.
<b><i>Promotion of Knowledge Exchange Partnerships:</i></b>  To encourage knowledge exchange partnerships by fostering connections with local businesses, communities and international partners to advance knowledge, and develop strategic knowledge exchange partnerships.	<b>Aim 10.</b> Ensure staff demonstrate active personal engagement with pedagogic development and promote the development of knowledge exchange partnerships.	<b>10.1</b> Support staff to publish the outcomes of scholarship, including that undertaken in conjunction with internal and/or external partners and students.  <b>10.2</b> Promote a shared understanding of scholarship across subjects and disciplines.