

University of Brighton

Learning and Teaching Strategy 2012-15

setting the agenda for 2020

Learning and Teaching Strategy 2012-15

Background and context

The learning and teaching strategy has been developed in relation to the University of Brighton Strategic Plan, in consultation with colleagues and students across the university.

It is contextualised in

1. The University of Brighton Strategic Plan, in terms of developments in teaching and learning, and student engagement and success agendas nationally
2. The White Paper 'Students at the Heart of the System' (BIS 2011)
3. QAA Quality code chapter B3 on teaching and learning
4. Graham Gibbs' paper 'Dimensions of Quality' (2010)

'The University of Brighton is committed to conserving, generating, transmitting and sharing knowledge locally and globally, with a focus on its application for social purpose. It offers a higher education that contributes critically to citizenship and to the public good. **Our model of higher education is based on a spirit of enquiry and the active co-production of knowledge amongst staff and students, in learning, teaching and research.**' (University of Brighton Strategic Plan, 2012)

The learning and teaching strategy is a key driver of enhancement for students' learning. Brighton staff and students will be known for their commitment to impact, community and sustainability in their chosen field. The University's Strategic plan has at its heart three drivers of which the first and last are our main focus here:

- Deliver a transformational student experience founded on research-informed learning communities of staff and students*
- Expand the volume and quality of high impact research
- Underpin both strategies with sector-leading digital technology*

The learning and teaching strategy is developed in the context of the University of Brighton's strengths and values. It focuses on learning, teaching and assessment, student engagement and achievement through a curriculum fit for purpose and is underpinned by continued professionalism of those facilitating and supporting learning and the assurance of academic standards.

Broader context

In his introduction to Graham Gibbs' influential report 'Dimensions of Quality' (2010) Craig Mahoney, CEO of the HEA, identifies the role of higher education:

'higher education should be a transformative process that supports the development of graduates who can make a meaningful contribution to wider society, local communities and to the economy' (2010 p.2)

The White Paper (BIS, 2011) indicates that students are being placed and recognised as at the heart of the HE system, emphasising the increased expectations students will have of a quality student experience more generally, and specifically a quality learning experience. This highlights the importance of ensuring a professionally qualified teaching body who continually update and develop their skills, enacting the best practice in teaching and learning: research informed, knowledge creation, interactive teaching and learning, enabling and caring about learning and students, aimed at social justice and global citizenship, and the development and maintenance of quality learning environments, and learning communities through critically sound practices. Quality learning, appropriately challenging assessment, student support, student engagement and development practices and curricula which improve student retention, and ensure high employability rates are central to the achievements of such aims. Blended learning plays a significant role throughout. These are important priorities for the University of Brighton, and engaging with ways to ensure the achievement of these priorities is both challenging and energising in the current context of funding changes and more demanding student expectations.

A culture which supports and values learning and teaching, the enhancement of student learning, student engagement and achievement is essential. This will help ensure the management of expectations, support, development and the recognition of both staff professional achievement and student learning achievement.

Learning and teaching (*Strategic Plan extract*)

The transformation of the learning experience for our students will be informed by three main elements: research, the interactive learning community and a new balance in the use of academic technologies and blended learning.

Over the next three years there will be a structured move towards defining our pedagogy in terms of the processes of student learning rather than by the detail of teaching inputs. Face-to-face engagement will be of the highest importance and will be primarily interactive, with the more straightforward transmission of knowledge increasingly delivered and supported by academic technologies. Students will be part of learning communities in which they will interact directly with academic staff, their student peers and a range of professional and external partners and will learn how to generate and critique knowledge and professional formation.

The creative use of a wide variety of technologies for active learning will become an integral part of curriculum planning and delivery, including the exploitation of the full potential of technology to deliver and enhance assessment and going beyond information delivery towards synchronous and asynchronous communication and collaboration across learning communities.

The high quality of our learning and teaching experience will be supported in the following ways:

- Student “contact time” and face-to-face engagement with staff and other students, will be interactive, and focus on the active co-production of knowledge and the fostering of a spirit of enquiry
- All academic staff will have, or be working towards, a HE teaching qualification or institutionally recognised equivalent
- All academic staff will be supported in the acquisition and updating of skills to ensure effective use of technology
- All course delivery will include the use of academic technologies and be supported by accessible, interactive digital resources
- Our estates will be developed to facilitate a shift towards learner-centred environments with an emphasis on the flexible use of space and enabling digital infrastructure

Themes, values and outcomes

Themes:

1. Curriculum fit for purpose: underpinned by values and enabled by interactive teaching and learning through curriculum and course development
2. Linking research, learning and teaching: developing students as researchers, research informed teaching and learning, research contributing to the transformation of the learning experience.
3. Student engagement, retention, success and interactive teaching and learning
4. Digital learning - E and blended learning
5. Professionalisation of teaching staff – qualifications, recognition and a high quality teaching and learning experience

Informed by values and outcomes of:

- Critical professionalism, social justice, community, global citizenship, sustainable development
- Co -production of knowledge and knowledge sharing –students as partners
- Internationalisation and international engagement,
- Employability

1 Curriculum fit for purpose- underpinning values and interactive teaching and learning through curriculum and course development (*SP 1 A transformational learning experience; 4 engagement and impact; 6 student success; 8 internationalisation*)

There will be continued development and improvement of the curriculum which students experience to ensure it is and continues to be fit for purpose for our students, the developments in the discipline and employment, and that it is enabled by appropriate and innovative learning, teaching and assessment practices. Both the values and the outcomes sought from University of Brighton courses are to be embedded in the curriculum and form part of each student's experience. These include employability, internationalisation, global citizenship, social justice, community engagement, sustainable development. The curriculum will be driven by the principles and practices of research informed teaching, developing students as researchers and co-producers of knowledge. Learning and teaching practices which action and enable the curriculum will ensure interactive learning and make full and appropriate use of digital technology for learning, teaching and research.

KPI:

All undergraduate courses will offer, as part of the curriculum, the opportunity for forms of external engagement such as work placements, community engagement or equivalent. (Baseline audit 2012. 100% by 2014) (SP)

All undergraduate courses will offer, as part of the curriculum, focus on sustainability internationalisation, social justice, global citizenship, critical professionalism .

2 Linking research, learning and teaching: developing students as researchers, research informed teaching and learning (SP 1, 2, 6)

The relationship between research, learning and teaching will be of increasing significance as the level and quality of our research is expanded. Students will have the opportunity and expectation to engage with a curriculum and with learning teaching and assessment practices which enable them to develop as co-producers of knowledge using research approaches and skills. Research will contribute to the transformation of the learning experience for our students. The intention is to make current practices explicit and consistent across all course provision, with a focus on:

- i. Ensuring a research-based curriculum
- ii. Utilising current staff research in the curriculum
- iii. Using pedagogic research to inform teaching methods
- iv. Developing students as researchers

(*See Appendix A)

KPI:

All undergraduate courses will offer, as part of the curriculum, the opportunity for forms of research informed learning and co-production of knowledge.

All courses will have evidence of research of the teaching staff embedded to enable students to develop their own work and research skills.

3 Student engagement, retention, and success (SP 1,4,6,8)and Interactive teaching and learning (SP 1, 4, 6, 7)

Promoting the concept of student engagement as a key driver of learning and teaching and of quality enhancement (QAA themes). Students need to be encouraged to see themselves as partners in the co-construction, problem identification and solving and practical application of knowledge and skills, and to take responsibility for their own learning. The learning and teaching strategy will be a key driver for the enhancement of students' learning (as outlined in the University's *framework for enhancement*). Over the next three years there will be a structured move towards defining our pedagogy in terms of the processes of student learning rather than by the detail of teaching inputs. Face-to-face engagement will be of the highest importance and teaching and learning will be primarily interactive, with more traditional lecture style inputs increasingly delivered and supported by learning technologies which challenge and augment existing (more traditional)models of learning, teaching and assessment Students will be part of learning communities in which they will interact directly with academic staff, their student peers and a range of professional and external partners and will learn how to generate and critique knowledge and the formation of professional identities.

Retention, success and achievement are at the heart of the strategy which links with SRIT (student retention improvement team), and the *Student Retention and Success Framework*

There is and will be support given to courses with low NSS scores to improve student experience, and research will be carried out leading to learning support and empowerment for all students, informed by the values of equality and diversity. Research will be carried out into successful retention strategies, including those for international students, good practice locally and from across the sector will be shared and induction, learning development and support enhanced. The PASS scheme will be extended, ASK more widely used, the SASP work and SSGT role more systematised and supported. Students will be inspired through a raised profile of a range of development opportunities eg the 'training for success' programme (collaborative between SU and UofB departments). The curriculum will be co-developed in partnership with students to integrate effective retention and engagement practices including embedding academic skills into discipline teaching, peer assessment and formative feedback. There will be inclusion of the student voice as a norm in curriculum development and in line with various influential agreements such as the *Student Charter*. Close and sustained working with SU, course reps, sabbatical officers and ex SU in student engagement roles, is necessary to maintain and enrich student engagement with the curriculum and the full student experience. Socially purposeful learning will take place in discipline contexts in all curricula. Learning outside the formal curriculum, community based activity, volunteering, work experience and other employability provision will be enhanced, and students encouraged and empowered to be more involved in the ownership of their own learning – through the development, for example, of independence skills, research and enquiry skills.

KPI:

To reduce home non-continuation to 9% by 2015, achieving a position at or below our HESA benchmark (*Currently 12.2%*)

To meet our Access Agreement targets for recruitment and retention

92% employment rate for first degree leavers in the 2015 DLHE tables at or above sector average.

Evidence of interactive teaching and active learning, out of class and socially purposeful learning in discipline contexts in all curricula.

4 Digital - E and blended learning - the digital transformation

Blended Learning (BL) is defined in this context as a combination of face-to-face and eLearning/digital learning.

Objectives

- All academics should understand the potential of BL and have the confidence and competence to use eLearning effectively and efficiently where appropriate.
- All students should be able to engage effectively in a blended learning environment.
- All administrators should be able to use technology effectively for their work.

To this end there will be continued, stepped up and appropriately funded **Digital Transformation Programme:**

Professional skill development to enable teaching and related staff to introduce, maintain and enhance digital learning and teaching where appropriate in the curriculum and for administrative staff to fully use digital and e administrative systems;

Skill development for students to enable full use of digital learning opportunities;

Investment in enhancement and maintenance of the technical provision (wifi, lecture capture etc) as appropriate across the campuses;

Use throughout the University of Brighton course offer of e assessment and feedback.

Focus on:

- Infrastructure to enable e and blended learning to take place (Supporting and advising on the development of the infrastructure to enable e and blended learning to take place)
- Staff skilled to successfully engage with e and blended learning beyond the baseline of materials and access to programmes, to online learning elements and courses, where appropriate, leading and working with developing the skills of staff to successfully engage with e and blended learning beyond the baseline of materials and access to programmes, to online learning elements and courses where appropriate.
- Students' skill development to enable them to engage with, and benefit fully from, digital learning opportunities and the transformation of learning which these underpin.
- Curriculum fundamentally underpinned with and incorporating online programme content and learning and teaching interactions (leading and working with curriculum development to fundamentally underpin with and incorporate online programme content and learning and teaching interactions in the curriculum) (*See Appendix B)

KPI:

90% satisfaction score in NSS Q 17 – 'I have been able to access general IT resources when I needed to'. (Currently 85%)

By 2015 all academic staff will have, or be working towards, a university teaching qualification or institutionally recognised equivalent, with an embedded digital literacy component.

5 Professionalisation of teaching staff- qualifications, recognition and a high quality teaching and learning experience (SP 3,1,6)

'By 2015 all academic staff will have, or be working towards, a University teaching qualification or institutionally recognised equivalent, with an embedded digital literacy component.'(SP 3)

HESA data on professional teaching qualifications in HE is now collected and shared within institutions, and across the sector. One result is an increased, more explicit emphasis on professionalisation through engagement with HE teaching qualifications, recognition schemes and CPD. The University of Brighton scheme (driven by the UK Professional Standards Framework, HEA accredited) vehicles much of the teaching and learning professionalisation process which builds on, relates to, and extends through CPD, existing qualifications and experience of teaching staff .

‘Research (Nasr et al., 1996) shows that teachers who have teaching qualifications (normally a Postgraduate certificate in higher education, or something similar) have been found to be rated more highly by their students than teachers who have no such qualification. At the Academy we believe that high quality teaching should be delivered by academic staff who are appropriately qualified and committed to their continuing professional development.’(Mahoney, HEA 2010, p2)

There is an expectation of all staff to be qualified to teach through engagement with, and success in, initial courses in teaching in HE, or the institutionally and HEA recognised equivalent, and to be up to date in terms of CPD. The University of Brighton scheme has been developed in relation to the HEA accredited UK Professional Standards Framework (stewarded for the sector by the HEA). This both helps vehicle and recognise development and achievement in learning, teaching and professional academic practice at all 4 Descriptors (stages) of the Professional Standards Framework. The University of Brighton scheme is both a free standing internal process and award for development, and a set of awards and scheme accredited by the HEA. HESA recognise as qualified to teach those who evidence achievement at any of all four Descriptors. There will be an expectation on staff of continued CPD, which should be supported and recognised at School and University level and linked to and recorded via SDRs. Support, expectation, recognition, rewards and promotion underpin these processes. CPD will be updated, recognised in yearly school plans and academic health monitoring reports. We need to recognise that this will entail a culture shift, an ongoing, transformational process requiring the support of university structures. The University of Brighton scheme vehicles and enables recognition, achievement and accreditation of teaching and the academic role for initial HE teaching and CPD. (*See Appendix C)

KPI:

By 2015 all academic staff will have, or be working towards, a University teaching qualification or institutionally recognised equivalent, with an embedded digital literacy component.’

Implementation

| <i>Theme</i> | <i>Aim</i> | <i>Activity</i> | <i>Responsibility and support</i> | <i>Outcomes and measure</i> | <i>KPI</i> |
|--|---|--|---|---|--|
| <p>1 Curriculum fit for purpose: employability, sustainability, Internationalisation, social justice underpinning values and interactive teaching and learning through curriculum and course development (<i>SP 1 A transformational learning experience; 4 engagement and impact; 6 student success; 8 internationalisation</i>)</p> | <p>Curriculum which is proactive as well as responsive to the needs of the changing student body Recognising their diversity.</p> | <p>Curriculum development to ensure elements of modules/whole modules with placements, work based experience; job simulation, and employability skills development; interdisciplinarity, cross discipline modules and teaching and learning to make full use of contact and non contact time</p> <p>Curriculum development and staff and student skill development to ensure appropriate focus through each full course or programme on: sustainability, internationalisation, social justice, global citizenship, critical professionalism.</p> | <p>Course teams and course leaders, CLT.</p> <p>HoS, Asst HoS</p> | <p>Current and relevant curricula. All undergraduate courses offer elements focusing on skills and values of employability, internationalisation, sustainability, external engagement, social justice global citizenship, critical professionalism.</p> | <p>All undergraduate courses will offer, as part of the curriculum, the opportunity for forms of external engagement such as work placements, community engagement or equivalent. (Baseline audit 2012. 100% by 2014) (SP) All undergraduate courses will offer, as part of the curriculum, focus on sustainability internationalisation, social justice, global citizenship, critical professionalism .</p> |
| <p>2 Linking research, learning and teaching: developing students as researchers, research informed teaching and learning (<i>SP 1, 2, 6</i>)</p> | <p>Research in disciplines informing Curriculum; pedagogical research informing teaching and assessment practices and innovations; students as researchers, enquiring learners and co-producers of knowledge.</p> | <p>Curriculum development to ensure discipline research informed curriculum; pedagogical research informing teaching and assessment practices and innovations; developing students as researchers, enquiring learners and co-producers of knowledge through curriculum change. Development of learning, teaching</p> | <p>Course leaders, H of S, CLT, teaching staff, students.</p> | <p>A continually updated, relevant, research-based curriculum. Utilisation of staff discipline research in the curriculum. Use of pedagogic research to inform teaching and assessment methods. Continued and enhanced engagement with pedagogical research fed into practice through eg take up of fellowships in learning, teaching assessment; dissemination through conferences and publications. Clear evidence of student</p> | <p>All undergraduate courses will offer, as part of the curriculum, the opportunity for forms of research informed learning and co-production of knowledge. All courses will have evidence of</p> |

| Theme | Aim | Activity | Responsibility and support | Outcomes and measure | KPI |
|--|---|---|--|--|---|
| | | and assessment practices to enable students to benefit from research informed curriculum and learning experiences and develop as co-producers of knowledge. | | engagement with research and co production of knowledge in courses. | research of the teaching staff embedded and informing teaching, learning and course content to enable students to develop their own work and research skills. |
| 3 Student engagement, retention, and success (SP 1,4,6,8) Interactive teaching and learning (SP 1, 4,6, 7)Culture change from teaching to learning: Interactive research informed teaching and learning, assessment and feedback for learning | <p>Systematic approach in involving students as active participative voice in all committees, curriculum and policy development.</p> <p>Ensure teaching learning and curricula engage critically with professional formation and development.</p> <p>Move from an expectation (from both students and staff) of transmission teaching and /or traditional lecture style formats to an emphasis on learning and the learning environment (aided by digital offer)</p> <p>High quality “contact time” with explicit outcomes.</p> <p>Emphasise social learning in small groups.</p> | <p>Curriculum development to make interactive learning, teaching and assessment explicit.</p> <p>Support and opportunities for staff to develop innovations eg flipped classroom.</p> <p>Learning and environment flexible and responsive to variety of teaching and learning needs eg interactive learning in large and small group.</p> <p>Curriculum development and staff and student skill development to make full use of contact and non contact time 2scv</p> <p>Staff and student development to enable group working, social learning, interdisciplinary, out of class, socially purposeful teaching and learning.</p> <p><i>Encouragement of discipline and course related student academic identity building.</i></p> | <p>Course teams, SU, CLT, PASS and SASP and SSGT team</p> <p>SU, course teams, course leaders</p> <p>Work with Careers staff to encourage and enable careers and employability preparedness</p> <p>SU course teams, careers staff, local employers</p> <p>All staff, HofS, course teams, CLT</p> | <p>Measures of student engagement established and endorsed by SU and appropriate others.</p> <p>Evidence of interactive teaching and active learning in all curricula in discipline contexts.</p> <p>Staff and student development to support engagement with out of class and socially purposeful learning.</p> <p>Assessments audited and developed to ensure appropriate for learning, relevant, engaging for socially purposeful and active learning outcomes. Feedback practices developed to ensure feed-forward for effective learning.</p> | <p>To reduce home non-continuation to 9% by 2015, achieving a position at or below our HESA benchmark (Currently 12.2%)</p> <p>To meet our Access Agreement targets for recruitment and retention</p> <p>92% employment rate for first degree leavers in the 2015 DLHE tables at or above sector average.</p> <p>Evidence of interactive teaching and active learning, out of class and socially purposeful learning in discipline contexts</p> |

| Theme | Aim | Activity | Responsibility and support | Outcomes and measure | KPI |
|--------------|--|---|--|---|--------------------------|
| | <p>Focus on out of class experiences and socially purposeful education to enhance student experience: fieldwork, placements etc</p> <p>Assessments audited and developed to ensure appropriate for learning, relevant and engaging. Feedback is efficient, individualised, focused on learning development as well as measuring achievement.</p> <p>Tackling poor retention rates in specific courses Using best local national and international research informed practice to raise retention rates for all students. Establishing, maintaining committees, fora, groups related to student engagement to tackle and share issues and good practice.</p> | <p>CLT and SRIT working with course teams to understand issues behind poor retention rates and to devise and implement local strategies to address them.</p> <p>Thorough spreading of effective PASS scheme, ASK and student SASP support activities and work with SU through course rep system</p> | <p>Student retention improvement team, building on the <i>Student Retention and Success Framework</i></p> <p>SU, course teams, course leaders, course reps, all staff and students</p> | <p>Encouragement and support to build course and discipline identity with focus on learning spaces, activities, engagement.</p> <p>Improvement in retention rates overall across the course provision and especially in poorly performing courses</p> | <p>in all curricula.</p> |

| Theme | Aim | Activity | Responsibility and support | Outcomes and measure | KPI |
|---------------------------------------|---|---|--|--|---|
| 4 Digital – E/blended learning | Students to have a sector-leading digital offer | Develop infrastructure staff skills, student skills and curriculum. | CLT, HoS, School-bases L&T 'leaders' | Sector leading digital offer – e/blended learning in the curriculum, student and staff skills developed | 90% satisfaction score in NSS Q 17 – 'I have been able to access general IT resources when I needed to'. (Currently 85%) By 2015 all academic staff will have, or be working towards, a university teaching qualification or institutionally recognised equivalent, with an embedded digital literacy component. |
| | Infrastructure to enable e/ blended learning to take place | Invest in the right digital infrastructure and support Advising on the development of the infrastructure to enable e/blended learning | SMT, IS, CLT | Effective and appropriate e/blended learning infrastructure. Wifi is available everywhere. | |
| | Systems review | Undertake another strategic review of IT systems used to underpin and to facilitate pedagogical and related activity. | ELDG, academics, IS, SU | Complete review by Dec 14 | |
| | Academic professional development | Leading and developing the skills of staff to successfully engage with e/blended learning beyond the baseline to interactive learning. Support - appointment of extra staff to CLT and extra LTAs to provide support | Academics, students and administrators to engage with this CPD | Staff skilled to teach and assess using e/blended learning as appropriate across the curriculum. Reward and recognition of relevant CPD | |
| | Digital literacy framework | Identification of literacies and levels. Alignment with UoB scheme | CLT with IS, HR and SU | All staff and students achieve the minimum level by 2014 | |
| | Students skilled to engage with e/blended learning | | SU | All students supported in skill development and able to access and work with digital offer | |
| | Curriculum fundamentally underpinned with and incorporating online programme content and learning and teaching interactions | Review of the use of BL within the curriculum and across courses to consider the student experience of BL. Encourage the use of OERS | All staff, CLT, LTAs, in conjunction with School-based L&T leaders, course teams | Curriculum re development evidences appropriate e/blended learning teaching and assessment | |

| Theme | Aim | Activity | Responsibility and support | Outcomes and measure | KPI |
|--------------|--|--|-----------------------------------|---|------------|
| | Mobile learning | 3 years of funding for bids from modules, courses or Schools to use mobile learning. | SMT, academics, CLT, IS, students | Mobile learning is used effectively and efficiently. Publication of research findings at internal and external conferences. | |
| | Tablet computers | Development of a community of practice of mobile device users. Develop a scheme so students could purchase or loan a suitable tablet. In addition, a short-term, "just-in-time" loan scheme. | ELDG, IS | | |
| | Electronic Management of Assessment - eFeedback and eMarking | Increasing use of eFeedback and eMarking | ELDG, CLT, IS | e-only Feedback and e-only Marking by 2015 | |
| | eAssessment | Identify requirements for increasing use | | Increasing use of eAssessment for formative and summative assessment | |
| | Learning analytics | ELDG identifies requirements and make recommendations as part of business intelligence project. University funding approved. | ELDG, CLT, IS | Learning analytics provide data to students, academics and the institution. | |
| | Learning spaces – classrooms and informal spaces | Formalise the classroom development programme proposed recently by IS and EFM Undertake research into new conceptions of teaching and learning spaces Improve informal learning spaces | EFM, IS, CLT | A rolling programme of improvement is planned and implemented. | |

| Theme | Aim | Activity | Responsibility and support | Outcomes and measure | KPI |
|---|--|---|---|--|--|
| <p>5 Professionalisation of teaching staff- qualifications, recognition and a high quality teaching and learning experience (SP 3,1,6)</p> | <p>Enhance and further the Professionalisation of the teaching staff – and staff engaged with the facilitation and support of learning.</p> <p>Academic staff and those engaged with facilitation and support of learning to have professional teaching qualifications or equivalent recognition. Ensuring a high quality teaching and learning experience</p> | <p>Successful establishment and maintenance of the University of Brighton scheme accredited by the HEA in line with UK Professional standards framework to vehicle i) engagement and success in initial HE teaching courses, including where appropriate ‘top up’ from courses and professional practice, ii) staff to be up to date in terms of CPD, recognition against the PSF for established staff. Staff expected to remain in good standing in relation to CPD and the PSF.</p> <p>Recognition, rewards and promotion processes established or maintained to underpin these processes.</p> | <p>CLT, HoS, Senior managers. All staff.</p> <p>HoS, Senior managers, promotions boards</p> | <p>Expectation /compulsory engagement in initial HE teaching courses, including where appropriate ‘top up’ from courses and professional practice <u>or</u> supported recognition of achievement of equivalent in house scheme requirements.</p> <p>Yearly expectation of staff to be up to date in CPD. Evidence of CPD should be part of the SDR process, mapped where appropriate against stages/ Descriptors of the PSF in the UofB scheme.</p> <p>Recognition, rewards and promotion as well as expectation will underpin these processes. Academic health and Promotional expectations of qualifications and CPD</p> | <p>By 2015 all academic staff will have, or be working towards, a University teaching qualification or institutionally recognised equivalent, with an embedded digital literacy component.</p> |

Appendix A Linking research and teaching

Research-Informed Teaching AB 9-29

1. Introduction.

The issue of the relationship between research and teaching is of increasing significance for the future academic shape and culture of the university. This paper sets out a more structured approach to this issue which is intended to form a core element of the future Teaching and Learning Strategy and which can involve all teaching staff and all teaching support staff.

Specifically the proposal is to define four particular approaches and requirements for the strategic implementation of research informed teaching. The four are:

- Ensuring a research-based curriculum
- Utilising current staff research in the curriculum
- Using pedagogic research to inform teaching methods
- Developing students as researchers and co-producers of knowledge

2. Ensuring a research-based curriculum

The emphasis here is on ensuring that the academic staff in any subject area who set the Brighton curriculum are fully up to date in current research and publications within their subject – and that they, collectively, apply that knowledge to the setting and delivery of the curriculum.

This is equally applicable to staff who are ‘research-active’ and those who are not.

The methods for this include:

- Ensuring that all appropriate journals are systematically scanned
- Reviewing relevant research monographs, edited collections and text-book publications.
- Considering development of newer e-journal and other e-publication methods
- Conference attendance/output scanning
- Considering relevant ‘grey’ literature (eg HMG reports)
- Active dialogue with leading UK and international university departments/groups/individuals (including visiting speakers etc)

It is appreciated that many individuals will say all this is so basic that it is not worth saying; however the difference here may be that this area should now be developed as a conscious, articulated and collective strategy for each subject area, not merely left as a matter of individual choice.

3. Utilising current staff research in the curriculum

The emphasis here is on connecting current or recent active personal research into the curriculum. In many subjects this is typically achieved by the optional ‘special subject’ (in the final year of an honours degree), in Masters degree options or in the specification of dissertation/project topics (in the latter case this may include being part of an established research group). In the latter case especially this may include a student becoming a co-researcher in the group (see 5 below).

Some of these approaches are quite common in many degree programmes, although not always as a strategic element of course design, particularly in terms of how the curriculum can be quickly adapted to reflect staff departures and additions or new research areas. It is

recommended that all honours degree courses and all Masters courses adopt an explicit strategy statement on how this approach will be built into their processes of curriculum design and course review.

4. Using pedagogic research to inform teaching methods

It is common in all our undergraduate and postgraduate 'professional formation' degrees to have an aim of producing 'evidence-based' professional practice. It would then be quite perverse not to adopt a similar approach to our own profession (that of higher education teacher). There is now a very extensive body of higher educational research and publication/information available – much of it subject specific (to be accessed through professional associations, some specialist journals and the HEA Subject Centres) and increasingly international – which can be easily accessed. There is also a good deal of existing internal research activity as well as examples of good practice, developmental groups and formal staff development opportunities.

Again while much of this is used in an ad hoc way it is timely now to move to an explicit commitment for all subject areas to have a published strategy for developing and maintaining a knowledge base of the pedagogic research evidence relevant to their subject area, for their own participation in developing this knowledge base and for implementing this in their individual and collective teaching practice. This will also require (through the academic health process) systematic review of the outcomes of the pedagogic approaches used.

5. Developing students as researchers

As a general approach this involves a commitment to delivering the curriculum predominantly (especially at the higher levels) through forms of enquiry-based learning rather than through transmission of knowledge. More specifically it could involve a range of approaches, including: direct teaching of research methods; incorporation of a 'professional doctorate' approach (ie the creation of 'researching professionals') within professional courses ; Problem-Based learning approaches; involvement of students in co-researching and co-publishing with staff; assessment methods which promote individual enquiry. Many courses already include some of these practices and some of these objectives; a further step would be to require all courses/subject areas to adopt and monitor a conscious and comprehensive policy on this. There is a growing literature and set of examples of good practice (including the work of some CETLs) available in this area.

6. Conclusion

A major reason for developing this much more explicit approach to Research-Informed Teaching now is to ensure that in the post-RAE phase we develop strongly connected strategies for Research and for Teaching- and avoid creating separate tribes of 'active' researchers and pedagogic enthusiasts. In a research-rich institution such as Brighton has now become it is important to recognise that productive relations between Research and Teaching will not occur automatically (the relationship is not and cannot be 'seamless'); they must be the product of the systematic conceptualisation, construction and delivery of specific forms of academic practice, forms within which all academic and teaching-related staff can play a major part.

Agreed at Academic Board April 2009

Appendix B Digital - E and blended learning

Current Context

Currently, the University recommends the appropriate use of BL as part of the student learning experience within modules and courses. It is expected that BL will be an integral part of student learning. There are polices on:

- minimum Use of Studentcentral and Default Templates for Module areas
- minimum Use of Studentcentral and Default Templates for Course areas
- eSubmission

There has to be consistency and quality, through the fulfilment of the minimum requirements as a solid foundation.

Digital Transformation

The University Strategy states there will be “A step change in forms of digital learning to support interactive face-to-face learning and teaching.” This step change is required so that “All our courses will be supported by the innovative and creative use of technology for learning, teaching and research with a focus on the use of mobile technologies, embedded in high-quality university-wide IT systems.” (Objective 7 University Strategy)

This step change requires a Digital Transformation Investment Programme to support academic professional development, the implementation of a digital literacy framework, curriculum review and IT infrastructure. There will be a focus on mobile learning and the Electronic Management of Assessment (EMA).

Learning analytics will be part of the Business Intelligence Project. Learning spaces for both formal and informal learning to be designed to enable the easy and flexible use of technology.

Academic professional development and support

Academic professional development will be supported by the Centre for Learning and Teaching (CLT) and the Learning Technology Advisors (LTA) in IS. Individual academic professional development will be recognised through the alignment of the digital literacy policy with the implementation of the ‘Brighton scheme’ of the Professional Standards Framework” and the recognition of relevant CPD in the new SDR framework.

The University Strategy states; “Priority will be given to staff development and support to enable optimum use of technology in all aspects of university work but most particularly for learning, teaching and research. This will include pedagogical support and a network of Learning Technology Advisers to work proactively with staff across all campuses.” The pedagogical support will require an increase in staff in CLT as well as a strengthening the network of LTAs by extending the provision, ideally to one per School. Currently five Schools (including BSMS) have an LTA.

Digital literacy framework

A digital literacy policy is adopted for academics, administrators and students. The aim is to enable an effective, efficient personalised learning experience for students and working experience for academics and administrators. Academics, students and administrators will require support to achieve the appropriate level of digital literacy. Digital literacy underpins the KPIs in the new University Strategy

Curriculum review

Schools will review their use of BL within the curriculum and across their courses to consider the student experience of BL. There needs to be a senior role in each School to lead BL developments. The person in this role needs a high level of digital literacy and an understanding of BL developments in their School, the University and globally. The CLT will co-ordinate the developments.

Resources

Embark on a programme to extend the range of digital learning resources available to students. In part this will be simply an investment programme but its purpose will also be to learn from the experience of running courses/modules with e-only resources. This strand will also commission projects to experiment with and to promote the use of open educational resources (OER). The purpose will be to challenge the “not invented here” syndrome.

IT infrastructure

The IS strategy will identify the requirements for the IT infrastructure.

Systems

Undertake another strategic review of IT systems used to underpin and to facilitate pedagogical and related activity. Two years ago a review group concluded that Blackboard should retain its key position. This work should be repeated in the light of our heightened ambition, the changing technical landscape and more sophisticated user expectations.

Mobile Learning

Mobile learning is enabled through mobile technologies such as smartphones and tablets as well as laptops. The larger screen of tablets make it much easier to engage with interactive and collaborative learning eg using apps or viewing, sharing and creating online resources which include images and video.

Devices

We should devise and promote a scheme through which students could purchase or loan a suitable tablet computer for the duration of their course. In addition, IS would introduce a short-term, “just-in-time” loan scheme in Libraries. Regarding suitability, a policy would be adopted through which we would attempt to steer usage to a small number of recommended devices.

Innovation

A three year programme to promote innovation through mobile devices. Bids would be invited at course, module or School level for funds to develop and implement new approaches. This would be a competitive process whereby bidders would need to present a convincing pedagogical case against stated criteria. We should also consider an element of commissioning. Funds would be used to purchase suitable devices and associated software (app) costs. Successful bids would feed back into local developmental activities. There would also be a requirement to publish results for sharing more generally. This latter would help in establishing our reputation and would relate to our principal KPI.

Electronic Management of Assessment (EMA)

The Electronic Management of Assessment (EMA) includes eSubmission, eMarking and eFeedback. eMarking means the electronic marking of student assignments. The University is moving to e-only Submission by September 2013. eFeedback means the provision of digital feedback on student assignments. This could be in the form of text in separate documents, annotated assignments using software such as Tii or Word. Alternatively, it could be audio or video. Increasing use of eFeedback and eMarking could improve the consistency and quality.

eAssessment ranges from online quizzes to assessing student contributions to blogs and wikis. Quizzes can be created using eAssessment software such as the functionality within studentcentral and specialist software such as QuestionMark Perception and Maple. Many quizzes are also available as Open Educational Resources for formative assessment. eAssessment also includes taking summative assessments on a computer using software such as Microsoft Word rather than hand writing on paper.

Learning Analytics

Learning analytics “collects and analyzes the “digital breadcrumbs” that students leave as they interact with various computer systems to look for correlations between those activities and learning outcomes.” (Educause, 2011) It is often used to identify students who are not engaging and therefore can be an aid to retention.

Learning Spaces

Learning spaces need to be designed to enable the easy and flexible use of technology in teaching and learning.

Classrooms

Formalise the classroom development programme proposed recently by IS and EFM through which we would ensure that all facilities are upgraded to an agreed standard. The project would also commission research into new conceptions of teaching and learning spaces the results of which would guide the investment programme.

Appendix C



University of Brighton

University of Brighton Scheme for Professional Standards Achievement and Recognition.

This paper outlines the development of the University of Brighton scheme to deliver and recognise the initial and continuing professional development of staff in the area of supporting learning and teaching.

(NB The scheme is currently in its pilot stage, Jan- July 2013).

Introduction and background

The University of Brighton Scheme for Professional Standards Achievement and Recognition is being established during 2012-2013 as a vehicle for the development and recognition of professional development in teaching and learning.

The Scheme is being established in the *national* context of the increased focus on professionalisation of teaching and learning nationally; the White Paper *Students at the Heart of the System* (BIS 2011); the QAA *Quality code* (notably Chapter B3 on teaching and learning); and Gibbs' *Dimensions of Quality* (2010) and *Implications of 'Dimensions of Quality' in a market environment* (2012), and *locally*, within the context of the University's Strategic Plan 2012-2015, and the Learning and Teaching Strategy which grows from it.

Both the Strategic Plan and the Learning and Teaching Strategy indicate that those teaching on HE courses for the University of Brighton will be expected to have or to gain professional teaching qualifications (as recognised by the Higher Education Statistics Agency (HESA)) or institutionally recognised equivalent. So that:

*By 2015 all academic staff will have, or be working towards, a university teaching qualification or institutionally recognised equivalent, **with an embedded digital literacy component**. (KPI relating to Objective 3 of the *Strategic Plan*, underpinning the Learning and Teaching Strategy)*

This brings us into line with the majority of HE institutions which have for some time had mandatory teaching qualifications and more recently are developing Professional Development Schemes. It also provides us with an opportunity to focus on supporting our staff development strategy (Objective 3 of the Strategic Plan: 'A learning university investing in staff').

The development of the University of Brighton scheme

The UoB Scheme is being developed to support the needs of our staff who are engaged in teaching and supporting learning, across the University and our partner and affiliate colleges. It is modelled on the UK Professional Standards Framework (UKPSF) and associated recognition scheme developed by the Higher Education Academy (HEA). The HEA scheme recognises individuals at four levels of fellowship, either via an individual application or via

accredited courses delivered by universities (such as the PG Certificate in Learning and Teaching in HE (PGCLTHE) delivered by the Centre for Learning & Teaching (CLT)).

The HEA and the UK Professional Standards Framework¹

In 2011, the HEA launched a revised Professional Standards Framework (UKPSF), which has informed the development of professional teaching qualifications across UK universities, and forms the basis of schemes such as the UoB scheme. The UKPSF is a framework for the achievement, development and recognition of professional activity in supporting learning and teaching. It comprises **three dimensions of practice**, which outline:

- Areas of Activity undertaken by teachers and supporters of learning within HE
- Core Knowledge that is needed to carry out those activities at the appropriate level
- Professional Values that someone performing these activities should embrace and exemplify.²

These inform the **four Descriptors**, which set out the key characteristics of those performing within each **level of fellowship** awarded by the HEA:

- D1: Descriptor 1 (those with some responsibility for enabling and supporting learning & teaching; part-time staff) which maps to Associate Fellowship.
- D2: Descriptor 2 (new/experienced academic staff) which maps to Fellowship.
- D3: Descriptor 3 (experienced academic staff who can demonstrate leadership in learning & teaching) which maps to Senior Fellowship.
- D4: Descriptor 4 (senior staff with a national/institutional strategic role) which maps to Principal Fellowship.

The HEA has for some time accredited taught programmes run by universities, which have mapped to Associate Fellowship and Fellowship levels (D1 and D2). It has now extended the accreditation process to enable universities to develop professional schemes which offer alternative pathways to achieving recognition, and to extend the scope of this recognition to include Senior and Principal Fellowship levels (D3 and D4).

1. <http://www.heacademy.ac.uk/assets/documents/professional/ProfessionalStandardsFramework.pdf>
2. Details of each of these dimensions can be found in the Appendix on page 6.

Scheme details

The University of Brighton scheme is modelled on the UKPSF and adapts the process used by the HEA recognition scheme. This enables us to have the fullest ownership of the processes in our own context, and to adapt these processes to support our strategic goals as an institution. The scheme will therefore act as both a vehicle for the *achievement and recognition of*:

- a) Initial teaching qualifications to teach in HE (Descriptors 1 and 2) – via taught provision or recognition and development ‘portfolio’ route;
- b) Continuing professional development in teaching and learning, and leading teaching and learning activities, and the full range of academic practice (Descriptors 3 and 4) – via recognition and development ‘portfolio’ route.

An overview of the Scheme is set out in the table below:

| Descriptor | Fellowship Level | Qualification route | Portfolio route | Suitable for |
|------------|------------------|---|--|--|
| D1 | Associate Fellow | Module LT725 (20 credits) | <ul style="list-style-type: none"> ▪ Account of professional practice (APP) ▪ Development plan ▪ Statements from 2 referees | Visiting lecturers and part-time staff PhD students with teaching responsibilities Support staff, e.g. library staff, technicians with a student-facing role |
| D2 | Fellow | PG Certificate in Learning & Teaching in HE; Discipline-based equivalents (60 credits) Can progress to MA Education (HE) | <ul style="list-style-type: none"> ▪ Account of professional practice (APP) ▪ Development plan ▪ Statements from 2 referees | New staff (those with less than 3 years' experience expected to take PGCert) Experienced lecturing staff, including part-time staff Those new to teaching in the UK (also expected to follow the PGCert route) |
| D3 | Senior Fellow | n/a | <ul style="list-style-type: none"> ▪ Account of professional practice (APP) ▪ Development plan ▪ Two case studies ▪ Statements from 2 referees | Experienced staff with a leadership role in learning & teaching Dependent upon the scope of the <i>role</i> , rather than length of career |
| D4 | Principal Fellow | n/a | <ul style="list-style-type: none"> ▪ Account of professional practice (APP) ▪ Statements from 3 advocates | Senior staff with a leadership role in learning and teaching strategy across the university, and/or nationally and internationally. |

As part of the strategy to meet the KPI within the Strategic Plan regarding an 'embedded digital literacy component', participants will be required to submit their recognition and development 'portfolios' electronically (via a choice of formats); in addition, participants will be expected to address *specifically* how they have developed knowledge of and drawn on learning technologies in their practice. This will be an additional activity to the five areas of activity outlined in the UKPSF.

Stages 1 and 2 form the normal expectations for professional qualifications for teaching staff, and we are working towards all staff teaching or supporting student learning to have reached the appropriate standard for their role.

Implementation of the Scheme

Recognition, rewards and promotion as well as expectation underpin the Scheme. The Strategic Plan clearly states that:

All staff will be expected and supported to develop their capacity and skills, in alignment with university strategic priorities. (Objective 3).

CPD will be updated, recognised in annual SDRs, yearly school plans and academic health monitoring reports.

Those wishing to gain Associate or Fellowship level in the Scheme via a qualification route will pursue a taught course delivered by the University. Upon successful completion of the appropriate module/course, their results will be forwarded to the Recognition Panel (see below) for formal recognition.

Those pursuing the recognition and development 'portfolio' route at all four levels of fellowship will follow a supported process to achieve the appropriate recognition. The portfolio routes will be supported by the CLT, by mentors within home schools and via peer support. The process will follow a number of stages:

1. Expression of interest in applying for recognition sent to the CLT (advice will be given on appropriate fellowship level to apply for where necessary).
2. Formal approval from Head of School or Department.
3. Applicant joins a 'cohort' of peers, and attends a minimum of three workshops, facilitated by a member of CLT staff. Work in progress to be shared with peers in face-to-face sessions and in electronic environments. School-based mentors available to guide applicants through the process.
4. Where needed and negotiated applicants will be expected and supported to undertake further development e.g. in digital technologies to fulfil the criteria of the level of Fellowship.
5. Applicants submit recognition and development 'portfolio' within a year of starting the process.
6. Applications judged by the Recognition Panel which will meet several times a year.
7. Applicants are either awarded the appropriate fellowship level or required to re-submit (this may involve completing some development activity before re-submission is advised).
8. Fellowships are formally awarded and celebrated at Graduation ceremonies.

Recognition panel

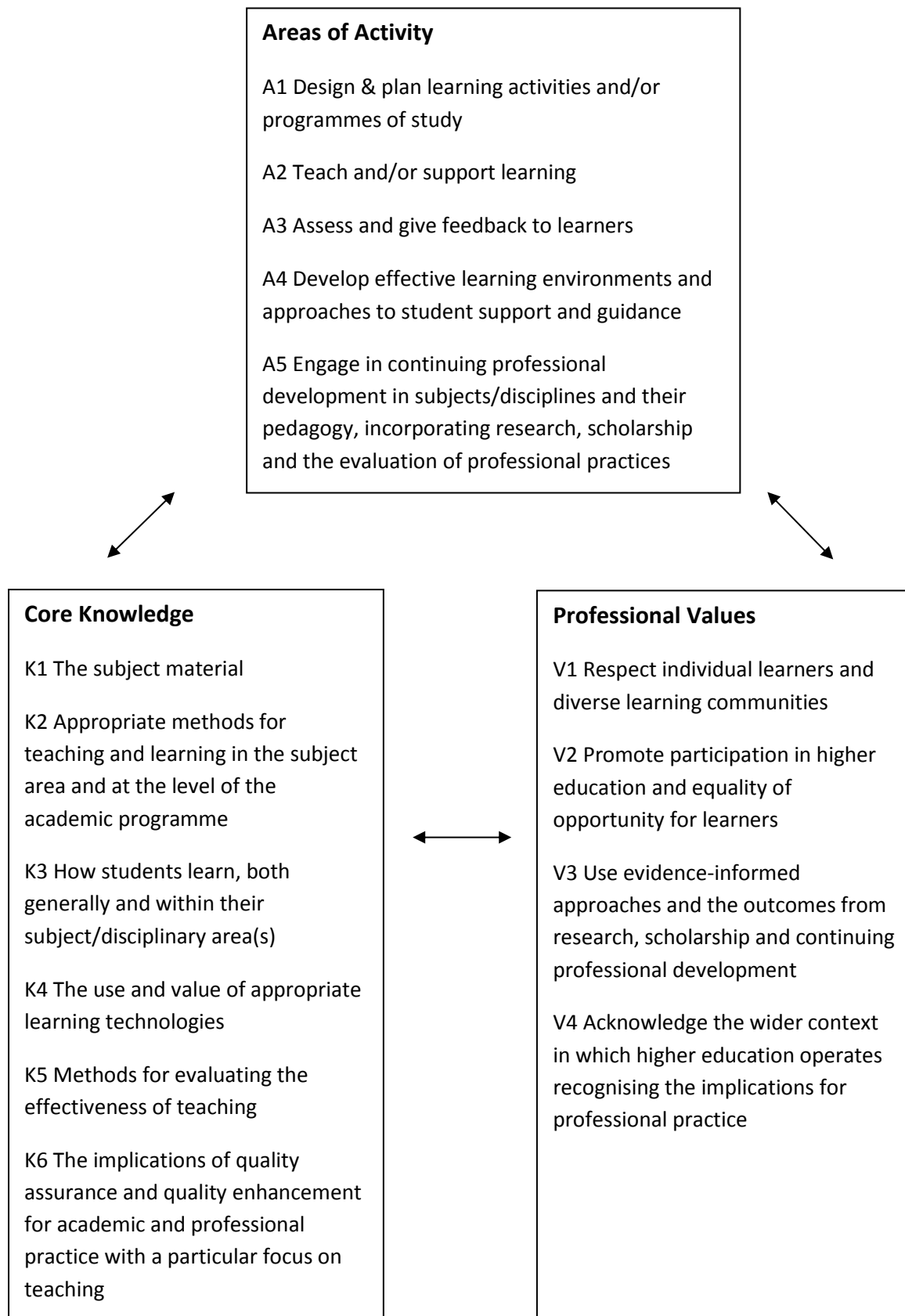
A Recognition Panel, chaired by Stuart Laing, and comprising of members from CLT, SMT, Schools, and other teaching and learning oriented colleagues, e.g. NTFs, and HEA fellows, and an external etc. will be convened periodically (up to six times a year for the first years of the scheme until numbers reduce), to consider all applications. Those evidencing professional teaching qualifications mapping to Descriptors 1 and 2, as a result of successful completion of a CLT module or course (i.e. the PGCLTHE) or equivalent will have their applications approved by the panel without further submission. Those submitting for D1 and D2 via the recognition and development 'portfolio' route, as well as those submitting for D3 and D4 will have their application fully scrutinised in a lengthier process. If successful, applicants will be awarded the appropriate level of fellowship at the next graduation

ceremony. If unsuccessful, applicants will be given detailed feedback and advised if any further development work is needed before the application can be re-submitted.

The HEA will be informed of the outcomes of the UoB managed process in order to recognise and award the equivalent HEA fellowships at all 4 levels.

In the first year of the Scheme, an external panel member from the HEA or another institution will moderate all panel decisions to ensure internal and external consistency.

Appendix: the three dimensions of the UKPSF



Appendix D Learning and Teaching Strategy response to the Strategic Plan

SETTING THE AGENDA

| | OBJECTIVE | Headline KPI- | Outcomes and measures |
|---|---|--|--|
| 1 | <p>A transformational learning experience: Students at the university will value their learning as active participants in learning communities, engaged in the co-production of knowledge across a broad range of professional and academic disciplines (See: Section 1 “Learning to make a difference”)</p> <p><i>*****LT strategy 3 Engagement Retention and student success etc and Interactive teaching 2, culture change from teaching to learning and research informed etc,</i></p> | <p>To improve our institutional score in the NSS for satisfaction with ‘Teaching on the course’, to 90% by 2015. (Currently 86%)</p> | <p>To reduce home non-continuation to 9% by 2015, achieving a position at or below our HESA benchmark (Currently 12.2%)</p> |
| 2 | <p>Research ambition: The university’s research volume and quality will increase, focused on high-impact, translational research (See Section 2 “Developing wealth; promoting welfare”)</p> <p><i>*****LT strategy 2,3, culture change from teaching to learning and research informed etc,</i></p> | <p>The university will be in the top 60 in the REF 2014 quality league tables</p> | <p>The volume of REF-able staff will have increased to 40% for the 2019 REF</p> |
| 3 | <p>A learning university investing in staff: All staff will be expected and supported to develop their capacity and skills, in alignment with university’s strategic priorities (See Section 4 “Sustainable practice”)</p> <p><i>*****LT Strategy 5 Professionalised teaching staff</i></p> | <p>There will be an absolute improvement to 78% by 2015 in the staff satisfaction survey question on satisfaction with learning and development, maintaining position above benchmark (2009: 72% against sector benchmark of 68%)</p> | <p>By 2015 all academic staff will have, or be working towards, a University teaching qualification or institutionally recognised equivalent, with an embedded digital literacy component. (Benchmark data from HESA – collected from summer 2013.)</p> |
| 4 | <p>Engagement and impact: Our learning and research will be developed with partners and focused on social and economic benefit (See Sections 3 “Local roots; global presence”, 1 “Learning to make a difference” and 2 “Developing wealth; promoting welfare”)</p> <p><i>*****LT strategy 1. Curriculum fir for purpose Curriculum to be developed to engage with , involve student learning and achievement with and deliver on</i></p> <p><i>Employability, sustainability, internationalisation and social justice</i></p> | <p>All undergraduate courses will offer, as part of the curriculum, the opportunity for forms of external engagement such as work placements, community engagement or equivalent. (Baseline audit 2012. 100% by 2014)</p> | <p>We will grow our REASE income by 10% over the three years to 2014-15</p> |
| 5 | | | |
| 6 | <p>Student success: Our students will be supported to achieve academic and career success regardless of background (See: Section 1 “Learning to make a difference”)</p> <p><i>*****LT Strategy 3 Retention, student engagement and success, careers and employability</i></p> | <p>To achieve a 92% employment rate for first degree leavers in the 2015 DLHE tables, at or above sector average (Currently 88.7% and 90% for sector)</p> | <p>To meet our Access Agreement targets for recruitment and retention.</p> |
| 7 | <p>Digital transformation: All our courses will be supported by the innovative and creative use of technology for learning, teaching and research with a focus on the use of mobile technologies, embedded in high-quality university-wide IT systems (See: Sections 1 “Learning to make a difference” and 2 “Developing</p> | <p>By 2015 the university will win a sector award for excellence in the use of digital technology for learning and teaching (THE “Outstanding Contribution to Innovation and Technology”)</p> | <p>90% satisfaction score in NSS Q 17 – ‘I have been able to access general IT resources when I needed to’. (Currently 85%)</p> |

| | | | |
|----|--|--|---|
| | wealth; promoting welfare") *****LT strategy 4 Digital e and blended learning | or equivalent) | |
| 8 | Internationalisation: We will grow our international student numbers in the context of an increasingly internationalised learning and research experience for all staff and students (See Sections 3 "Local roots; global presence", 1 "Learning to make a difference" and 2 "Developing wealth; promoting welfare") *****LT strategy 1 curriculum fit for purpose .. | Numbers of students from outside the EU will increase to 12% of the total student population by 2015 (Baseline 2011-12: 6%) | International student non-continuation will be improved to be in-line with the current home non-continuation rate |
| 9 | | | |
| 10 | | | |

5,9 and 10 are not the main focus of the Learning and teaching strategy.

All objectives will be developed to be sustainable and with the capacity to foster innovation

Key Performance Indicators will be regularly monitored by the Board of Governors and Academic Board against annual targets and supported by detailed objectives and targets in thematic university-wide sub-strategies, departmental and local academic plans.