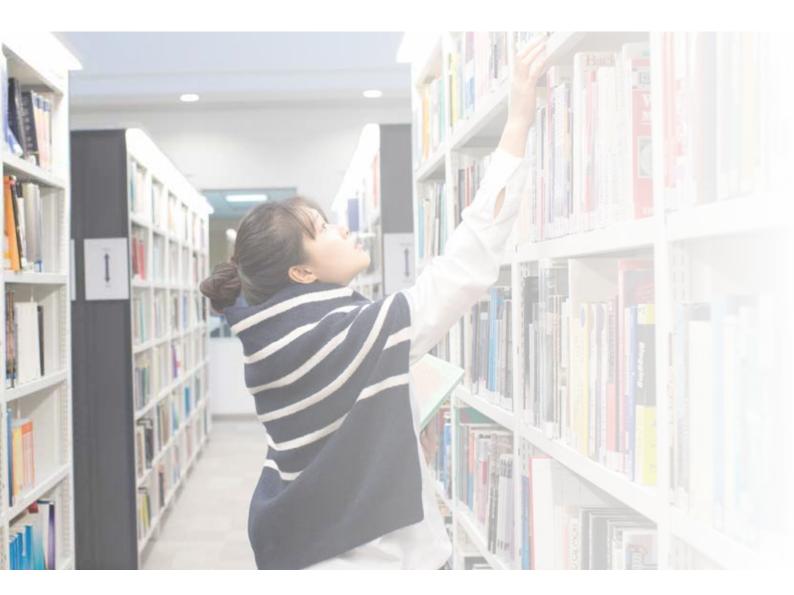# UNIVERSITY OF WOLVERHAMPTON

LEARNING & TEACHING STRATEGY (2016-2021)

ER513

VISION

Achieving full learning potential through empowerment and inspiration

FOUNDATION PRINCIPLES

A series of Foundation Principles need to be in place in order to ensure that the Vision can be realised

- All members of staff and students are part of a learning community

- Curricula are:

  designed to be inclusive and flexible, to meet the needs of a diverse student community

  designed to enhance students' awareness and skills in relation to employability, enterprise, entrepreneurship, professional practice, sustainability and global citizenship

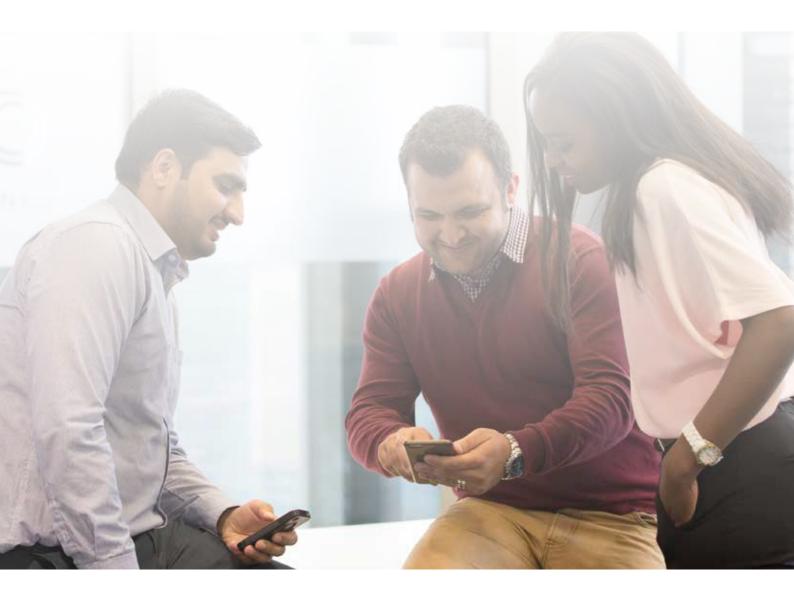 informed by evidence-based research, practice and innovation

- All members of the University value the work that they do and the contribution that this makes to supporting students' learning experiences

- Appropriate staff development activities will be established and available to all members of staff who teach and/or support learning (including part-time staff, visiting lecturers, members of staff in partner institutions, members of staff in professional departments)

- Teaching excellence is recognised and rewarded

- All members of staff are active researchers and/or scholars in pedagogic practice

- Appropriate funding and time will be available to ensure effective implementation of the Priorities

- All activities and projects consider and acknowledge the full range of the student body where appropriate (i.e. undergraduates, postgraduates, collaborative partner students, full-time and part-time students)

- Institutional projects underpin and enhance the development and implementation of the Priorities (for example: KUDOS Scheme; Digital Campus Transformation Programme)

PRIORITIES

The Vision will be supported by the development of the following Priorities:

- Learner Engagement
- Learning Opportunities
- Subject Communities

LEARNER ENGAGEMENT

Enabling activities to support the priority of learner engagement include:

- Active participation of students during learning activities
- Empowering students to take responsibility for their own learning (e.g. by supporting students to become independent learners)
- Developing and enhancing effective and independent learners
- Building effective partnerships (e.g. members of staff; students – including collaborative partner students; employers; external partners and service users, including Professional & Statutory Regulatory Bodies – PSRBs; peer groups)
- Intellectually-stimulating learning sessions, whether face-to-face or online, using a variety of teaching methods
- An excited and energised University community
- Student peer-to-peer support (e.g. including peer mentoring)
- Identification of students who are disengaging from their studies, and providing appropriate support for these students (e.g. linking to the development of learner analytics)

Outcomes that could be achieved from effective learner engagement include:

- Increased sense of belonging (at whatever level is appropriate to the learner, e.g. subject, course, department, school, faculty, university)
- Increased attainment
- Reduction in the BME attainment gap
- Enhanced retention
- Increased scores in the National Student Survey section 'The teaching on my course'

LEARNING OPPORTUNITIES

Enabling activities to support the priority of learning opportunities include:

- Development of effective physical learning spaces (e.g. formal learning and teaching spaces; informal learning spaces; co-learning spaces – for example, where members of staff and students can share ideas; effective social spaces that provide resources and support throughout the whole year)
- Development of effective virtual learning spaces (e.g. Digital Campus Transformation Programme)
- Effective teaching practice (i.e. teaching practices that are: innovative; team-based; recognised and rewarded)
- Effective curriculum design, to suit the needs of external requirements or external stakeholders (e.g. PSRBs, Subject Benchmarks) (i.e. flexible – to take account of the needs of a diverse student group; research-informed and research-led; has currency and relevance)
- Appropriate assessment activities (i.e. assessment for learning, rather than assessment of learning; personalised; holistic; diverse; authentic)
- Feedback that supports enhanced development and learning
- Activities that support the practise and development of key academic skills (i.e. the development of good academic practice, such as lateral thinking; creating, or co-creating, and applying knowledge; academic writing; research skills)
- Members of staff who are supported in the development of their pedagogic practice (e.g. through appropriate staff development; access to a 'toolkit' of learning & teaching; dissemination of effective practice, which may be identified through KUDOS submissions)
- Supporting and signposting access to co- and extra-curricular learning opportunities
- Recognition of co- and extra-curricular learning achievements (e.g. through the Higher Education Achievement Report, HEAR)

Outcomes that could be achieved from effective learning opportunities include:

- Students staying on campus to learn and to develop communities of practice (rather than to attend face-to-face sessions and then leave, i.e. the 'sticky campus')
- Learning spaces that support and reinforce the development of collaboration and communication
- More members of staff recognised for their excellent teaching practice (e.g. through University and Students' Union Awards and national awards such as the National Teaching Fellowship Scheme)

- Effective use of learning technologies
- Engagement with local employers through the creation of authentic, real-world, curricula and assessment activities
- Increased digital capabilities of students and members of staff
- Increased scores in the National Student Survey sections 'The teaching on my course'; 'Assessment and Feedback' and 'Personal Development'

SUBJECT COMMUNITIES

Enabling activities to support the priority of developing subject communities include:

- Development of subject and professional communities of practice (much of the University's provision is professionally aligned. This enabling activity includes the development of quality relationships between students and members of staff)
- Co-location of cognate disciplines (i.e. to enhance opportunities for inter-professional learning through intra- and inter-faculty activities, for students and members of staff)
- Students as co-creators of knowledge (undergraduate and postgraduate)
- Enabling students to become active partners in the development of their learning
- Enabling peer-to-peer working across levels (i.e. development of positive role models)

- Developing and managing students' expectations about higher education study (i.e. from the earliest point of engagement with the University)
- Being explicit and clear in our use of language (i.e. explaining processes to students and what in the context of individual course areas – we mean by 'lecture', 'seminar', 'essay', etc.)
- Recognition of the full range of stakeholders in subject communities (i.e. members of academic staff; undergraduate students; postgraduate students; members of professional departments; alumni; employers; PSRBs)

Outcomes that could be achieved from developing effective subject communities include:

- Enhanced sense of belonging
- Students and members of staff feeling that they are contributing to a bigger picture
- Excited and energised members of staff, possibly through the development of new areas of research interest with members of staff from different faculties and from students (undergraduate and postgraduate)
- Increased networking opportunities
- Development of staff skills and knowledge base
- Increased scores in the National Student Survey sections 'Academic Support' and 'Organisation and Management'

ALIGNMENT WITH THE STRATEGIC PLAN

The Priorities and Enabling Activities of the Learning & Teaching Strategy primarily support, and align with, Pillar 1 of the University's Strategic Plan (2016-2021):

- Students First
  - Achieve a sector-leading University experience for all
  - Maximise individual potential for all students
  - Create outstanding learning opportunities informed by world-leading research and professional practice

In addition, the Priorities and Enabling Activities of the Learning & Teaching Strategy support elements of Pillar 2:

- Skills and Knowledge for Economic and Social Transformation
- Provide learning, research and engagement opportunities which target the economic and social needs of the areas in which we operate
- Maximise individual potential for all our staff
- Seek to eliminate inequality by narrowing the skills gaps within the communities we serve

APPENDIX 1:
LEARNING & TEACHING STRATEGY

VISION:

Achieving full learning potential through empowerment and inspiration

PRIORITIES:

Learner Engagement	Learner Opportunities	Subject Communities

ENABLING ACTIVITIES:

Learner Engagement
- Active participation of students
- Empowering students to take responsibility for their own learning
- Developing and enhancing effective and independent learners
- Building effective partnerships
- Intellectual-stimulation
- Excited and energised community
- Student peer-to-peer support
- Identification of students who are disengaging from their studies
- Excited and energised University community

Learner Opportunities
- Development of effective physical and virtual learning spaces
- Effective teaching practice
- Effective curriculum design
- Appropriate assessment activities
- Feedback that supports enhanced development and learning
- Activities that support the practise and development of skills
- Staff supported in the development of pedagogic practice
- Access to, and recognition of, co- and extra-curricular learning achievements

Subject Communities
- Development of subject and professional communities of practice
- Co-location of cognate disciplines
- Students as co-creators of knowledge
- Students as active partners in the development of their learning
- Peer-to-peer working across levels
- Developing and managing students' expectations
- Explicit and clear use of language
- Recognising all stakeholders in subject communities

FOUNDATION PRINCIPLES:
- All members of staff and students are part of a learning community
- Curricula are
  - designed to be inclusive and flexible, to meet the needs of a diverse student community
  - designed to enhance students' awareness and skills in relation to employability, enterprise, entrepreneurship, professional practice, sustainability and global citizenship
  - informed by evidence-based research, practice and innovation
- All members of the University value the work that they do and the contribution that this makes to supporting students' learning experiences
- Appropriate staff development activities will be established and available to all members of staff who teach and/or support learning
- Teaching excellence is recognised and rewarded
- All members of staff to be active researchers and/or scholars in pedagogic practice
- Appropriate funding and time will be available to ensure that the Priorities can be supported
- All activities and projects consider and acknowledge the full range of the student body where appropriate
- Institutional projects will underpin and enhance the Priorities

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