

University of Huddersfield

Teaching and Learning Strategy 2013-2018



Focus

Highly-distinctive professionally-oriented research and practice-based teaching and learning, supportive and accessible to all who can benefit, and complementary to the research and enterprise agenda, ensuring innovation and inspiration in the student experience, *leading to student satisfaction, achievement, and positive career outcomes*

Aims	
A1	To inspire our students to attain the highest academic and professional standards
A2	To inspire our students to enjoy an outstanding university experience
A3	To inspire employable and enterprising graduates

2018 Key Performance Indicators - Inspiring	
K1	70% 1st / 2.1 degree classification
K2	Top 10 among mainstream English universities in NSS
K3	Top 10 among mainstream English universities in DLHE

Enabling Strands	TA	Students as Researchers
	TB	Enterprising Students
	TC	Use of Data
	TD	Professional Development of Colleagues
	TE	A Safe, Secure and Challenging Environment
	TF	Sustainability and Responsibility

Foundation Indicators	
Students:	<ul style="list-style-type: none"> a. Entry qualifications maintained or continue to rise in all areas b. Upper quartile for access c. NCNR below benchmark and less than 8% d. All relevant subject areas achieve one significant prize
Colleagues:	<ul style="list-style-type: none"> e. FHEA & professional body recognition for all teaching staff f. At least two T&L publications per department per year
Portfolio:	<ul style="list-style-type: none"> g. Course Level PSRB recognition h. Min average 30 students per module, 35 at F, 30 at I, 20 at H
Places:	<ul style="list-style-type: none"> i. Room specifications updated and implemented
Technology:	<ul style="list-style-type: none"> j. 100% use of Virtual Learning Environment

Students as Researchers

TA1	All students associated with research group from before enrolment	TA2	All courses include clear progression of research skills and practice	TA3	Three peer-reviewed taught-student academic journals, promote and celebrate student work in Social Sciences, Arts and Humanities, STEM	TA4	Bursary support to develop outstanding projects after assessment
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Enterprising Students

TB1	Tightening of definition of 'work-related activity', present in all courses, to include significant 'live' project & problem-solving elements	TB2	Enterprise modules (against QAA enterprise learning outcomes) at each level of every course	TB3	Volunteering opportunities developed	TB4	Enterprise / innovation placement year and enterprise final-year module to be available to all students (subject to PSRB limitations)
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Use of Data

TC1	Targeted interventions towards 5-20% highest risk groups for retention, attainment, employability	TC2	Systems relating to course and module structures, for teaching and assessment (including misconduct detection and management, extensions, ECs, appeals and complaints) fully integrated with student record	TC3	Dashboards available to students, personal and year tutors, course/subject leaders, HoDs and senior managers	TC4	Badges/gamification based on tracking non-assessed elements of student activity, linked to Higher Education Achievement Reports (HEAR) or equivalent
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Professional Development of Colleagues

TD1	100% PhD or registered	TD2	100% staff engaged in CPD relating to teaching and learning, which might include obtaining teaching qualification where appropriate	TD3	Achievement of relevant level of digital literacy skills	TD4	Competency and recognition framework for technicians and relevant support staff
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A Safe, Secure and Challenging Environment

TE1	Student support desks in all Schools	TE2	Peer mentoring in all areas	TE3	'Open' modules and electives, including language provision	TE4	International awareness (inc. languages) and diversity training for all staff, updated at least biennially
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Sustainability and Responsibility

TF1	All students to reflect within their studies on the themes of global citizenship, and the interdependence of society, economic prosperity and the environment (and future impacts/challenges).	TF2	All courses to define sustainable change within their discipline fields, and to consider whole-system well-being that incorporates stakeholder consultation.	TF3	All courses to include assessments in which students reflect on professional conduct and ethical issues.
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