



Learning and Teaching Enhancement Strategy

2017 – 2021

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1. Introduction

The Learning and Teaching Enhancement Strategy (2017 to 2021) is based on the premise of creating and implementing a ‘common language’ to support the development, sharing, and enhancement of learning and teaching across the university.

It is intended to: complement the values within the learning and teaching strategies (or equivalent) of Academic Partners; align with the university’s Strategic Vision and Plan 2015-20 including the Our Students dimension in particular; and be orientated towards current and emerging educational developments and practices in the tertiary education sector.

Perhaps most importantly, the learning and teaching enhancement values that provide the basis for the strategy, and the range of ways in which they can be embedded in practice and policy, are intended to enhance learning and teaching for our learners, and for our academics, in tangible and realistic ways that reflect pedagogically sound educational expectations and aspirations for a contemporary tertiary education experience.

1.1 Key components of the Learning and Teaching Enhancement Strategy

The Learning and Teaching Enhancement Strategy comprises four key components:

- I. Twelve Learning and Teaching Enhancement Values or precepts that provide the basis of the strategy, and of a ‘common language’ for learning and teaching enhancement
- II. A set of implementation actions and objectives for the embedding of the aforementioned values in institutional policy, practice and professional development provision across the five year timescale for the operationalisation of the strategy
- III. Mapping of the values to illustrative examples that provide a general sense of direction or insight into how each of the values could be represented in practice
- IV. Mapping of the values to key internal and external policies and benchmarks, to articulate the broader internal and external relevance and applicability of the values

Implicit within the Learning and Teaching Enhancement Strategy (and in several of the implementation actions and objectives) is the intention for the strategy to provide a means to enhance future practice, but also bring to the fore a range of existing good practice within the university that already aligns with and exemplifies the values in the strategy.

Importantly, the strategy does not assume or expect that each of the Learning and Teaching Enhancement Values will be relevant to every learning and teaching situation or context.

2. Learning and teaching enhancement values

The twelve values that provide the basis of the Learning and Teaching Enhancement Strategy, and which are intended to provide a ‘common language’ for sharing and further developing effective practice in learning and teaching, are outlined and defined below.

The values have been identified through reviewing the previous learning and teaching strategies of the university, equivalent strategies within the Academic Partners, and drawing upon emerging developments in the sector and upon consultation with colleagues.

Value	Ethos
Learning for employment	We will engage our students in learning activities and experiences that reflect and replicate how they will work and collaborate in the vocation, profession, or field they are preparing for. As a student progresses through their chosen unit, module or programme, they will engage in activities that will help them to further transition into the working environment.
Learner choice and personalisation	Students will be engaged in helping to shape and create their learning through choice and negotiation relating to the individual and collaborative activities that they undertake. Wherever possible this should extend to what students focus on and produce for their assessed work.
Providing a connected learning experience	We will create opportunities within and through the curriculum for students to engage and learn with peers inside and across cohorts, to engage with the professional and scholarly communities to which they belong or will come to join, and to engage within wider learning communities locally and beyond.
Evidence-based educational practice	Our approaches to learning, teaching and assessment will be informed by existing scholarship and research relating to effective educational practice, through feedback received from our students and evidence relating to their engagement and success, and through staff undertaking their own educational scholarship and research.

Value	Ethos
Engaging our students as researchers	We will engage students in research-based activities appropriate to their subject and level of study, including discovery and enquiry based learning. Research-based learning and teaching will become more prominent as students progress throughout levels of study, with an increasing focus on students undertaking research projects that have value for groups, communities and contexts beyond the university.
Assessment and feedback for learning	Assessment practice will be rich and varied, and place an emphasis on students undertaking forms of assessment that present relevant learning opportunities. Formative assessment and feedback should allow students to reflect upon and refine their work, with feed forward opportunities supporting students in making decisions in how they progress within their studies.
Active and creative use of technology	Will be embedded throughout learning and teaching to support active individual and collaborative learning, including allowing students to have meaningful and connected learning experiences regardless of their location or how their curriculum is delivered. This will incorporate co-creative approaches to learning within which students use technology to create and share digital resources, and to develop their digital literacies.
Integrated and sustainable teaching practice	More integrated and sustainable approaches to learning, teaching and assessment will be enabled through practices including: designing assessments that bring together work from related units and modules; using blended approaches to engage students prior to and between face-to-face classroom or online sessions; and repurposing relevant content and resources.
Harnessing open education approaches	Developing online and other open education practices and approaches to support and enhance learning and teaching, to use, create and share open educational resources, and to widen access to education including within our local communities.

Value	Ethos
<p>Supporting the learner as an individual</p>	<p>Our learning, teaching and assessment practices will ensure that all students have the opportunities and support they require to succeed, and that diverse and individual student needs are met through inclusive approaches to curriculum design and delivery, and contextualised personal and professional development.</p>
<p>Reflective practice and continuous improvement</p>	<p>At individual, team, departmental and institutional level we will review the effectiveness of our teaching practices, reflect on the potential for improvement and actively plan for a better educational experience for current and future students.</p>
<p>Supporting professional development in learning and teaching</p>	<p>We will provide a range of opportunities for our educators to engage in relevant professional development activities that are focused on enhancing and sharing effective learning and teaching practice, and which are open to all colleagues who directly support student learning.</p>

3. Implementation and embedding of the values

The means by which the Learning and Teaching Enhancement values are represented and enacted within existing policies, practices, and initiatives is integral to the embedding of the values as a ‘common language’ for the further development of learning and teaching, and to the effective implementation of the strategy itself.

The following are identified as key implementation actions and objectives for the five year period that the strategy covers. As implementation of the strategy and values progresses, and is evaluated, additional objectives relating to the strategy are expected to be identified.

Initial implementation of strategy (Academic Year 2016/17)

1. Initial dissemination of the Learning and Teaching Enhancement Strategy
2. Formally launch the strategy at a university Learning and Teaching Conference in summer 2017, utilising the conference to identify examples of current and emerging practice that already exemplify the range of values within the strategy. The holding of a university wide Learning and Teaching Conference also addresses a key recommendation of the staff consultation held across the partnership in 2016.
3. Begin aligning current and planned professional development opportunities in learning and teaching with the values of the strategy. This should include the activities of the Learning and Teaching Academy and other professional development opportunities in learning and teaching, including educational scholarship and research, provided by the university and within Academic Partners.

Embedding in existing policies and procedures (Academic Year 2017/18)

4. Revise the ALPINE (Accredited Learning, Professional development, and Innovation in Education) professional recognition process to align it with the strategy. Specifically to include reflection on how the current practice and future aspirations of those seeking recognition aligns with, and evidences engagement with, relevant values within the strategy. There is capacity in how ALPINE has been designed to allow for this within the existing process, without re-approval of ALPINE.
5. Modify the programme approval and re-approval process, specifically so that the learning and teaching section of CUR04 forms require an articulation of which specific values within the strategy apply to programmes and programme schemes, and how they are instantiated within the programmes and schemes in question.
6. Update guidance for programme and programme scheme approval and re-approval panels to ensure there is explicit discussion of the values and their embedding.

7. Revise the existing Blended Learning Standards into a new Learning Standards which provide specific guidance on designing and facilitating learning and teaching in the areas of practice covered within the values. This also complements an action concerning the further development of the Blended Learning Standards that resulted from the Enhancement Led Institutional Review in 2016.

Focused support to implement values and evaluate impact (Academic Years 2017/18 to 2018/19)

8. Identify a limited number of units, modules and programmes that can be supported to further embed, between them, a range of the learning and teaching enhancement values in the strategy with a view to (i) evaluating evidence of enhanced learning and teaching, and (ii) providing evidence-based exemplars, resources and activities that can be easily adopted or adapted for other units, modules and programmes.
9. Conduct mid-point evaluation of engagement with the strategy and embedding of the values. To encompass (i) evaluation of impact on learning and teaching in units, modules and programmes where there has been direct engagement in implementing the values (ii) engagement with values through the ALPINE recognition process (iii) engagement with the values and the enhancement of practice through professional development opportunities that are aligned to the strategy (iv) engagement with and perceptions relating to the value of policies and procedures that have been aligned with or produced to support the strategy.

Specific evaluation metrics in the areas (i) to (iv) above will be identified as part of this objective. It is also expected that other areas of engagement and impact relating to the strategy and related values will be identified as implementation progresses.

Develop and implement new policies and guidance (Academic Years 2018/19 to 2019/20)

10. Specifically in areas of emerging educational practice of importance in the university. To include: (i) a policy or framework to guide institutional developments in the harnessing and creation of open educational resources, and in the use of online and other open educational opportunities for the purposes of widening access and public engagement, (ii) a university framework for the development of fully online distance learning, and (iii) a university framework, and related resources and developmental opportunities, for supporting engagement in educational scholarship and research.

Evolution of Learning and Teaching Enhancement Strategy (Academic Year 2020/21)

11. Undertake robust summative evaluation concerning the impact of the Learning and Teaching Enhancement Strategy with respect to points 1 to 10 above, and in other emergent areas of implementation and learning and teaching enhancement that develop from the embedding of the strategy and related values.

12. Undertake consultation exploring the potential to build upon the outgoing strategy by developing a single unified Learning and Teaching Enhancement Strategy that can work at university and Academic Partner levels.

Progress in implementing the Learning and Teaching Enhancement Strategy against the actions and objectives above will be formally reported to and monitored by QAEC, and communicated to Quality Forum and other university fora and groups as required.

4. Mapping of the Values to Illustrative Examples

The illustrative examples below are intended to exemplify some of the potential ways in which each value within the Learning and Teaching Enhancement Strategy can be represented within learning and teaching practice, and within institutional practice to support the enhancement of learning and teaching. The examples are not intended to be prescriptive. They are also generalised, rather than discipline specific. It is recognised that how these values are currently embedded in practice – and how they come to be embedded in practice in the future – will vary across disciplines, different levels of study, and within the context of how specific units, modules and programmes are delivered.

Value	Illustrative Examples		
<p>Learning for employment We will engage our students in learning activities and experiences that reflect and replicate how they will work and collaborate in the vocation, profession, or field they are preparing for. As a student progresses through their chosen unit, module or programme, they will engage in activities that will help them to further transition into the working environment.</p>	<p>Engaging students in the early stages of their unit, module or programme in activities that require them to begin applying knowledge and skill as a novice in their chosen vocation or discipline, through using practices, tools and technologies that are standard to their field.</p>	<p>Providing the opportunity for more experienced learners to help lead or co-ordinate projects being undertaken for partners in industry, the public sector, or other groups in the local or regional communities.</p>	<p>Embed the development of employability skills and other graduate attributes within coursework and assessment, providing transparency in relation to the skills and attributes being developed and assessed and their importance.</p>
<p>Learner choice and personalisation Students will be engaged in helping to shape and create their learning through choice and negotiation relating to the individual and collaborative activities that they undertake. Wherever possible this</p>	<p>Providing students with a choice of topics and/or what to produce within the context of specific individual and group activities.</p>	<p>Providing students with a choice of what to focus on or produce <i>within</i> a specific assessment or providing a choice <i>of</i> assessment options.</p>	<p>At more advanced levels of study allowing students to negotiate the content and what they will produce for substantial projects or for project-based modules.</p>

should extend to what students focus on and produce for their assessed work.			
<p>Providing a connected learning experience We will create opportunities within and through the curriculum for students to engage and learn with peers inside and across cohorts, to engage with the professional and scholarly communities to which they belong or will come to join, and to engage within wider learning communities locally and beyond.</p>	<p>Designing collaborative activities and groupwork that encourages the sharing of views and exploring topics from a range of different perspectives, both within and across groups of learners on the same programme.</p>	<p>Providing opportunities for learners at all levels to engage with their wider vocational or disciplinary communities, including through engagement in online professional groups and networks, and using digital spaces to bring external experts and alumni into the curriculum.</p>	<p>Harnessing online approaches to support cross-cultural, interdisciplinary or internationalised learning experiences through connecting cohorts of learners from different programmes, institutions, and countries in joint activities and projects.</p>
<p>Evidence-based educational practice Our approaches to learning, teaching and assessment will be informed by existing scholarship and research relating to effective educational practice, through feedback received from our students and evidence relating to their engagement and success, and through staff undertaking their own educational scholarship and research.</p>	<p>Using current educational research and scholarship, including from within your discipline, to make informed decisions about how to enhance your existing practice and introduce new approaches to engaging and supporting your students.</p>	<p>Undertaking focused evaluation or small-scale research within units, modules or programmes to gauge the effectiveness of specific educational approaches or interventions which are new or need reviewed.</p>	<p>Using student feedback gathered through standard surveys or specific evaluations, and harnessing other learning engagement data, to identify priority areas for enhancement and to responsively implement changes that can be communicated to students.</p>
<p>Engaging our students as researchers</p>	<p>Embed small-scale low-risk investigative activities in the</p>	<p>Scaffold the development of research skills by having</p>	<p>Provide opportunities for students to design and lead,</p>

<p>We will engage students in research-based activities appropriate to their subject and level of study, including discovery and enquiry based learning. Research-based learning and teaching will become more prominent as students progress throughout levels of study, with an increasing focus on students undertaking research projects that have value for groups, communities and contexts beyond the university.</p>	<p>early stages of modules and programmes to encourage new students to develop skills in finding, generating and evaluating knowledge and evidence, and to begin developing the skills for independent and collaborative enquiry.</p>	<p>students at different levels collaborate on ‘vertically integrated’ research-based projects, in which they assume responsibility for specific aspects of a project and can learn with and from peers and tutors.</p>	<p>or collaboratively implement, research-based projects that address a specific research or developmental need for a local business, third sector organisation, or other group in the local or regional community.</p>
<p>Assessment and feedback for learning Assessment practice will be rich and varied, and place an emphasis on students undertaking forms of assessment that present relevant learning opportunities. Formative assessment and feedback should allow students to reflect upon and refine their work, with feed forward opportunities supporting students in making decisions in how they progress within their studies.</p>	<p>Where possible assessment should go beyond testing knowledge, skills and understanding and instead present meaningful learning opportunities in the form of practical project work, designs, evaluations, research studies, creative outputs, and other real or realistic tasks and activities.</p>	<p>Formative feedback <i>opportunities</i> should be designed in to every unit or module, and provide students with guidance (to the group or the individual, through pointers or exemplars) which will allow them to gauge their progress and inform their future work.</p>	<p>Establish feedback as a dialogue that supports a student as they progress to each new stage of their studies, e.g. through having the student identify action points from their previous semester’s feedback to discuss with their Personal Academic Tutor at the start of the new semester.</p>
<p>Active and creative use of technology Will be embedded throughout learning and teaching to support active individual and collaborative learning, including allowing</p>	<p>Encourage effective engagement in online learning through the use of activities that require</p>	<p>Engage students in evidencing their learning through creating digital forms of coursework (e.g.</p>	<p>Harnessing online approaches to support cross-cultural, interdisciplinary or</p>

<p>students to have meaningful and connected learning experiences regardless of their location or how their curriculum is delivered. This will incorporate co-creative approaches to learning within which students use technology to create and share digital resources, and to develop their digital literacies.</p>	<p>students to participate in and contribute to each other's learning e.g. through online seminars, online supported groupwork, and active use of real-time online technologies for reading groups, discussion and debate.</p>	<p>case studies, videos, podcasts, interactive reports) that can be used as the basis for assessment, and which can be repurposed as useful learning resources for future cohorts.</p>	<p>internationalised learning experiences through connecting cohorts of learners from different programmes, institutions and countries in joint activities and projects.</p>
<p>Integrated and sustainable teaching practice More integrated and sustainable approaches to learning, teaching and assessment will be enabled through practices including: designing assessments that bring together work from related units and modules; using blended approaches to engage students prior to and between face-to-face classroom or online sessions; and repurposing relevant content and resources.</p>	<p>Source or create digital resources (e.g. videos, podcasts, narrated screencasts) that students from one cohort to the next can be required to engage with in advance, prior to participating in interactive sessions in the classroom or online where the initial knowledge they have developed can be applied and further enhanced.</p>	<p>Streamline assessment and feedback, and encourage the integration of knowledge and skills across related or complementary topics, through designing assessments that cover learning outcomes from two or more units or modules, or which assess learning outcomes that sit across different modules.</p>	<p>Identify ways through which online learning and teaching activities can be used to maximise classroom contact time (e.g. through using discussion boards to handle common questions) or to generate re-usable content and resources (e.g. turning discussion board queries into an FAQ, or recording lectures and guest expert webinars for re-use).</p>
<p>Harnessing open education approaches Developing online and other open education practices and approaches to</p>	<p>Make use of openly licensed digital resources in the design and delivery of</p>	<p>Engage with learners and potential students out with the university through</p>	<p>Extending learning opportunities to wider local communities through</p>

<p>support and enhance learning and teaching, to use, create and share open educational resources, and to widen access to education including within our local communities.</p>	<p>modules and programmes, and consider where digital resources you have created can be shared for re-use by colleagues (e.g. through the UHI Toolkit and other resource repositories).</p>	<p>offering open online access to particular opportunities (e.g. lectures, guest expert webinars) or offering short open online courses that can potentially lead into formal study.</p>	<p>involving staff and students in outreach activities including public lectures and events, and through open learning opportunities on campus.</p>
<p>Supporting the learner as an individual Our learning, teaching and assessment practices will ensure that all students have the opportunities and support they require to succeed, and that diverse and individual student needs are met through inclusive approaches to curriculum design and delivery, and contextualised personal and professional development.</p>	<p>Providing opportunities for students to contextualise their learning to their own interests, culture, geography and aspirations, and to share their own views, examples and experiences in their engagement with their studies, tutors and peers.</p>	<p>Ensuring appropriate and equitable forms of alternative assessment for learners who have individual needs related to disability or other learning support requirements.</p>	<p>Embedding personal and professional development planning activities at key stages throughout a unit, module or programme.</p>
<p>Reflective practice and continuous improvement At individual, team, departmental and institutional level we will review the effectiveness of our teaching practices, reflect on the potential for improvement and actively plan for a better educational experience for current and future students.</p>	<p>Staff utilise student feedback to identify specific areas for enhancement (e.g. return of feedback, more effective use of the Virtual Learning Environment) that become the main focus for improved practice and</p>	<p>At programme, team and departmental or subject network level, we develop or further develop ways in which to support reflective practice and the sharing and embedding of effective educational approaches (e.g. through</p>	<p>At institutional level, within Academic Partners and the university, we identify further ways in which to align knowledge about areas for enhancement with professional development opportunities in learning and teaching, and to expand</p>

	<p>further evaluation in the subsequent session.</p>	<p>peer observation, mentoring, and initiatives designed to identify existing good practice and support it being replicated in other units, modules or programmes).</p>	<p>our means for identifying and sharing effective practice across the university (e.g. through professional recognition, and increased access to academic professional development support).</p>
<p>Supporting professional development in learning and teaching We will provide a range of opportunities for our educators to engage in relevant professional development activities that are focused on enhancing and sharing effective learning and teaching practice, and which are open to all colleagues who directly support student learning.</p>	<p>Ensuring that our taught programmes for educators, both those provided internally and also those accessed externally, are relevant not just in terms of educational content but in the extent to which they allow staff to experience (as a student) a range of effective approaches that they can then take into their own educational practice.</p>	<p>Increasing the developmental opportunities available to colleagues who are beginning to assume teaching and student support responsibilities, including postgraduate students who are starting to teach and who are aspiring 'early career' educators.</p>	<p>Ensuring existing and new professional development opportunities in learning and teaching are aligned to - and provide a means to engage with - the values and ethos of the university learning and teaching enhancement strategy.</p>

5. Mapping of the Values to internal and external benchmarks

The mapping below aligns the values in the Learning and Teaching Enhancement Strategy with key internal and external policies and benchmarks. These include, in the first instance: the university **Strategic Vision and Plan 2015-20**; the **UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF)** against which the university's ALPINE framework is accredited; the **Professional Standards for Lecturers in Scotland's Colleges**; the **UK Quality Code for Higher Education**; and the university **Graduate Attributes** (NB this mapping to be updated following review of the latter).

The purpose of this mapping is to articulate the broader internal and external relevance of the values in Learning and Teaching Enhancement Strategy, in order that the strategy can: directly contribute to supporting and realising strategic and broader aims and aspirations of the university; and align directly with educational values and aspirations for learning and teaching identified within the wider sector.

This mapping is an initial one, intended to further develop as the Learning and Teaching Enhancement Strategy is embedded and implemented. The mapping will also be extended to account for developments in the sector, e.g. the emergence of new benchmarks.

Learning and Teaching Enhancement Strategy	Strategic Vision and Plan 2015-20	UKPSF	Professional Standards for Lecturers in Scotland's Colleges	UK Quality Code	Graduate Attributes
Learning for employment	<u>Our Students 1</u> Ensure our further and higher education curriculum better meets current and future local and regional needs while also including elements of national and	<u>Values 4</u> Acknowledge the wider context in which higher education operates recognising the implications for professional practice		<u>SDA indicator 6</u> Higher education providers ensure all students have opportunities to develop skills that enable their academic, personal and	<u>Knowledge and Academic Skills 2</u> Identifies practical application for academic skills and knowledge

	<p>international relevance.</p> <p><u>Our Students 4</u> Enhance connections between our curriculum and employers and the workplace</p>			<p>professional progression.</p>	
<p>Learner choice and personalisation</p>	<p><u>Our Students 5</u> Establish a culture of student engagement by working in partnership with students to ensure their voices drive improvement and change</p>	<p><u>Values 1</u> Respect individual learners and diverse learning communities</p>	<p><u>Planning the Learning Experience 2</u> Plan with learners contextualised learning and teaching taking account of the needs of learners and their development of essential skills</p>	<p><u>SE indicator 2</u> Higher education providers create and maintain an environment within which students and staff engage in discussions that aim to bring about demonstrable enhancement of the educational experience.</p> <p><u>L & T indicator 8</u> Higher education providers take deliberate steps to assist every student to</p>	<p><u>Knowledge and Academic Skills 6</u> Able to learn and develop own knowledge</p>

				understand their responsibility to engage with the learning opportunities provided and shape their learning experience.	
Providing a connected learning experience	<u>Our Students 7</u> Ensure all students have appropriate opportunities to network with other students and staff to ensure they feel connected to the university	<u>Values 4</u> Acknowledge the wider context in which higher education operates recognising the implications for professional practice	<u>Teaching 5</u> Promote positive attitudes to human diversity and global citizenship through accessible learning and teaching resources.	<u>L & T indicator 2</u> Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes	<u>Community Awareness 2</u> Engages with the wider student, local and global communities
Evidence-based educational practice	<u>Our Students 2</u> Use our expertise in blended delivery, supported by pedagogical research, to meet the learning, teaching and support needs and expectations of our diverse student body, studying in a wide variety of locations and contexts.	<u>Values 3</u> Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	<u>Quality and Standards 4</u> Use an appropriate range of evidence to identify strengths and areas for enhancement, weaknesses and areas for improvement at individual, team and college levels. <u>Teaching 7</u>	<u>L & T indicator 3</u> Learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship.	

			Implement a range of strategies to evaluate the quality and impact of teaching on the learning experience and reflect on the implications for future practice		
Engaging our students as researchers	Focused Research 4 Promote knowledge exchange as an integral part of our wider employer and community engagement plans.	Knowledge 2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme			Knowledge and Academic Skills 1 Possesses high level technical and academic knowledge and skills
Assessment and feedback for learning	Our Students 6 Recognise and respond to the diversity of our student population by creating opportunities where inclusive practice can be enhanced and mainstreamed.	Activity 3 Assess and give feedback to learners Knowledge 2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	Assessment 5 Use assessment feedback to and from learners to inform practice and promote learning.	RPL indicator 8 The volume, timing and nature of assessment enable students to demonstrate the extent to which they have achieved the intended learning outcomes. RPL indicator 5	Knowledge and Academic Skills 7 Open to feedback Self-Management 2 Reflective and responsive: reflects on achievements, consequences and identifies areas for growth

				Assessment and feedback practices are informed by reflection, consideration of professional practice, and subject-specific and educational scholarship.	
Active and creative use of technology	<u>Our Students 2</u> Use our expertise in blended delivery, supported by pedagogical research, to meet the learning, teaching and support needs and expectations of our diverse student body, studying in a wide variety of locations and contexts.	<u>Knowledge 2</u> Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme <u>Knowledge 4</u> The use and value of appropriate learning technologies	<u>Teaching 3</u> Implement effectively a broad range of strategies to promote active and independent learning at various levels by using different modes of delivery and technologies	<u>L & T indicator 2</u> Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes	<u>Communication 3</u> Strong digital/virtual communication skills in a range of contexts (videoconference, email, discussion boards) <u>Interpersonal skills 4</u> Develops collaborative relationships with others (including networking)
Integrated and sustainable teaching practice	<u>Our Students 3</u> Pursue greater flexibility and responsiveness in our further and higher education curriculum design and delivery, so we can fully deliver and promote the	<u>Knowledge 2</u> Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme <u>Knowledge 4</u>		<u>L & T indicator 2</u> Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the	

	<p>tertiary basis of our offering to learners and the opportunities this presents for them.</p> <p><u>Our Students 7</u> Ensure all students have appropriate opportunities to network with other students and staff to ensure they feel connected to the university</p>	<p>The use and value of appropriate learning technologies</p>		<p>intended learning outcomes</p> <p><u>L & T indicator 3</u> Learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship.</p>	
<p>Harnessing open education approaches</p>	<p><u>Focused Research 3</u> Ensure effective public engagement and dissemination of research outputs.</p> <p><u>Focused Research 4</u> Promote knowledge exchange as an integral part of our wider employer and community engagement plans.</p>				

<p>Supporting the student as an individual</p>	<p><u>Our Students 2</u> Use our expertise in blended delivery, supported by pedagogical research, to meet the learning, teaching and support needs and expectations of our diverse student body, studying in a wide variety of locations and contexts.</p>	<p><u>Values 1</u> Respect individual learners and diverse learning communities</p>	<p><u>Guidance and Support 3</u> Promote and facilitate equality of opportunity and access to learning by providing effective guidance and support in line with an institution's policies and procedures.</p>	<p><u>SDA indicator 3</u> A commitment to equity guides higher education providers in enabling student development and achievement.</p>	
<p>Reflective practice and continuous improvement</p>		<p><u>Knowledge 6</u> The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</p>	<p><u>Quality and Standards 5</u> Agree targets, formulate individual action plans and contribute to team plans to address identified areas for improvement and enhancement</p>	<p><u>L & T indicator 3</u> Learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship.</p>	
<p>Professional development in learning and teaching</p>	<p><u>Focused Research 1</u> Continue to develop research excellence performance in targeted areas.</p>	<p><u>Knowledge 6</u> The implications of quality assurance and quality enhancement for academic and professional practice</p>	<p><u>Professional Practice 8</u> Identify and undertake relevant professional development to enhance practice and maintain currency;</p>	<p><u>SDA indicator 7</u> Higher education providers ensure staff who enable students to develop and achieve are appropriately</p>	

		with a particular focus on teaching	develop and commit to personal continuing professional development strategies to achieve individual, team and organisational goals.	qualified, competent, up to date and supported. <u>L & T indicator 4</u> Higher education providers assure themselves that everyone involved in teaching or supporting student learning is appropriately qualified, supported and developed.	