

<b>Document Reference:</b>	Higher Education Teaching, Learning and Scholarship Strategy
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**Description:**

The HE Teaching, Learning and Scholarship strategy is informed by the direction of contemporary higher educational policy and the Grimsby Institute Groups (GIG) focus upon innovation and excellence in teaching and learning. The strategy sets out 8 key objectives for increasing and sustaining excellence in teaching and learning within HE. To further utilise this strategy as a vehicle for change; the operational stages to achieving these objectives are highlighted; and implementation targets outlined. The overall aim of the strategy is to ensure transparency in the process by which GIG can ensure quality of teaching and learning provision

**Document Reference:**

The Grimsby Institute Group: HE Strategy 2011-13  
The Grimsby Institute Group: Strategic Plan 2011-15  
The Grimsby Institute Group ILT Strategy 2011-15  
CoP QAARTl. Review of Teaching and Learning in Higher Education

For further advice on how the strategy works, you should contact the Quality and Standards Department.

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Additional guidance on the use of the UKPSF Framework can be obtained by visiting <http://www.heacademy.ac.uk/ukpsf>

**This document is available in alternative forms**

**upon request from the Quality and Standards Department****1. Introduction**

The Teaching, Learning and Scholarship Strategy supports GIGs mission and strategic objectives as presented in the strategic plan 2011-2015. This strategy outlines the GIGs commitment to promoting and sustaining high standards in teaching, supporting learning and assessment in order to provide the best possible learning opportunities for its students. Emerging as a response to unprecedented policy changes in the higher education landscape, the strategy outlines GIGs expectations for its academic staff with regards to scholarship-informed, and where appropriate, research-informed academic practice. Further it makes clear the processes through which the GIG can assure itself and the public, of the quality of teaching and learning provided across the GIG.

**2. Context**

- 2.1. Within the changing policy context, there is little doubt that now and in the future, higher education providers must be committed to enhancing choices and fulfilling the expectations of its stakeholders through the provision of high standards in teaching and supporting learning
- 2.2. With an increasing focus on the nature and quality of provision in higher education through better published information, quality and standards, and greater opportunities for student involvement, institutions must increasingly strive to provide the best learning opportunities for its students
- 2.3. As the interests of students will increasingly be protected by minimum levels of quality enforced through regulation, excellence in teaching and learning must hold greater prominence and thus remain at the forefront of an institution's strategy and mission (Browne 2010, Higher Education White Paper: Putting Students at the Heart of the System 2011)
- 2.4. With changes to the higher education funding system, students will also expect that those teaching them have an appropriate level of skill in teaching and institutions should do this through recognition that teaching in higher education is diverse and that a one size fits all 'licence to teach' is not appropriate (Browne 2010). Innovation, excellence and differentiation in teaching strategies that are scholarship and/or research informed should therefore be a significant focus within HE teaching and learning.
- 2.5. The GIGs commitment to developing its HE teaching, learning and scholarship strategy is both timely and central to a changing policy context and its desire to align its teaching development to nationally recognised standards within a local context and thus promote increased levels of student satisfaction, and achievement
- 2.6. The GIGs strategic plan 2011 -2015 sets out clearly how the GIG intends to deliver its vision, in setting the following strategic objectives:
  - To enable learners to achieve their full potential by delivering accessible and outstanding education and training.
  - To increase and widen participation in learning of young people, adults and employers and their workforce.

- To meet the changing needs of learners/ our community through the delivery of a dynamic, flexible, innovative and relevant portfolio of learning programmes.
- To engage in a range of strategic partnerships to facilitate and enhance the development of our provision and services
- To encourage and support our workforce
- To ensure our processes and operations are efficient, effective and focused to deliver our mission.
- To maintain the long-term financial viability and reputation of the GIG.

2.7. The HE Teaching, Learning and Scholarship Strategy is one subsidiary strategy which forms a component of the GIGs overall strategic aims and priorities

2.8. Over the last three years the GIG has made considerable progress in improving the quality of teaching and learning and in meeting the demands of its students. In 2008, the GIG approved its first Code of Practice for the Observation of HE Teaching and Learning.

2.9. The Code and its observation criteria being mapped to the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (2006) has permitted the GIG to make considerable progress in judging the quality of teaching and learning provided by its academic staff. In 2011, following a comprehensive review process, the Code and observation criteria were enhanced to embed a more holistic approach to assessing teaching and learning.

2.10. With investment in a University Centre, the GIG has been able to renew its physical infrastructure for teaching and learning inclusive of new and refurbished lecture theatres, seminar rooms, information technology upgrades and expanded library services which will ultimately aid in the creation of more systemic approaches to innovation in teaching, learning and assessment.

2.11. Support for student learning has been further enhanced through the appointment of a higher education study skills coordinator, the development of wider study skills resources and improved published information to support student employability

2.12. The development of this HE Teaching, Learning and Scholarship strategy is thus a purposeful activity designed to build on the good progress made to date; respond to policy changes impacting upon higher education and its future sustainability; improve the nexus between research, scholarship and, teaching and learning; and better align a plethora of activities to the GIGs core business of teaching and learning

### **3. Development of the Strategy**

3.1 The development of the strategy has been informed by a three stage process of consultation; an approach underpinned by a strategic view that feedback from stakeholders is key to gaining 'buy in',

and ownership by staff and the enhancement of high quality opportunities to support teaching and learning

***Stage 1: Formal consultation- internal***

The views of GIG Schools were sought and the draft strategy was considered by relevant committees at school and GIG level. The draft strategy was revised in response to the comments and feedback received.

***Stage 2: Pre consultation***

In 2011 opinions of students from within the GIG were gathered from an Institutional level focus group activity that focused upon student opinions of what constitutes good quality teaching and learning, this feedback contributed to the design of the strategy.

***Stage 3: Formal consultation- external***

The draft strategy was considered by a range of stakeholders. This included GIG Graduates and a consultant from an external from the Institute of Education, University of London and the Higher Education Academy. The draft strategy was revised in response to the comments and feedback received

#### **4. Vision**

- 4.1. The GIG Corporate Plan sets the broad agenda for the GIG. Its vision is “to be inspiring, innovative and outstanding”; its mission is “to deliver accessible high quality education and training to all our communities”; thus excellence in teaching and learning is central to this.

#### **5. Principles**

We will fulfil our vision by:

- Providing a supportive environment, where teaching is recognised, valued and rewarded for all those who teach and support learning; (TLS Strategy Objective 7.1)
- Enhancing the teaching skills of newly appointed and experienced academic staff through continuous professional development, so that all staff aspire to excellence:(TLS Strategy Objective 7.2)
- Promoting high quality teaching and learning in a supportive yet challenging environment enriched by scholarship-informed, and where appropriate, research-informed activities, and taught and supervised by those engaged in research and/or scholarship; (TLS Strategy Objective 7.3)
- Promoting and disseminating effective innovations in the pedagogy of teaching; (TLS Strategy Objective 7.4)
- Achieving the highest possible quality in teaching and learning performance, as judged by key indicative performance indicators; (TLS Strategy Objective 7.5)
- Ensuring staff are equipped with the knowledge and skills to promote a student centred approach through full and equitable participation in teaching and learning opportunities (TLS Strategy Objective 7.6)

- Ensuring that all staff are properly equipped to support the delivery of this strategy; (TLS Strategy Objective 7.7)
- Engaging learners in strategies focused upon enhancing learning opportunities provided by the GIG. (TLS Strategy Objective 7.8)

## 6. Characteristics of the GIG Graduate

The GIG encourages students to become independent thinkers, taking responsibility for their own lifelong learning, both during their studies and beyond. The GIG teaching and learning strategy focuses on these attributes, enabling them to become an intrinsic feature of graduate development, promoting autonomy, impact and excellence in professional, personal and academic lives. Typically, GIG graduates will have developed a sound understanding of their field; and have developed the qualities necessary for employment.

### 6.1. The GIG level 6 (BA/BSc) Graduate:

A GIG graduate at level 6 will:

- Have a systematic understanding of the complexities of their chosen field of study
- Have a conceptual understanding of contemporary research and advanced scholarship in their chosen field of study
- Have key qualities and transferable skills necessary for employment in their chosen area of study, such as, the ability to manage their own learning; the ability to exercise initiative; and effectively communicate ideas, issues and solutions
- Have the learning ability to further advance their education, training, or professionalism

### 6.2. The GIG level 5 (Foundation Degree; HND) Graduate:

A GIG graduate at level 5 will:

- knowledge and critical understanding of the well-established principles in their field of study and the way in which those principles have developed
- successful application in the workplace of the range of knowledge and skills learnt throughout the programme
- an ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context
- knowledge of the main methods of enquiry in the subject(s), and an ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study and apply these in a work context
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in their field of study and in a work context

## 7. Strategy Objectives

The HE Teaching, Learning and Scholarship Strategy is focussed upon seven GIG wide priorities:

### 7.1. To provide a supportive environment, where teaching is recognised, valued and rewarded for all those who teach and support learning;

The GIG will achieve this objective through:

- 7.1.1 Promoting and supporting an integrated approach to quality enhancement initiatives across the GIG
- 7.1.2 Promoting devolved ownership for the quality of teaching and learning to ensure that management of quality is embedded as close to the point of delivery as possible.
- 7.1.3 Overseeing and reporting on institutional teaching, learning and scholarship activities, performance and trends;
- 7.1.4 The dissemination of best practice through the annual publication of a teaching, learning and scholarship journal; that is derivative of consistent submissions to a teaching, learning and scholarship wiki

## **7.2 Enhancing the teaching skills of newly appointed and experienced academic staff through continuous professional development, so that all staff aspire to excellence**

The GIG will achieve this objective through:

- 7.2.1 Ensuring that all new teaching staff appointed by the GIG successfully complete the GIG CPD programme for new HE tutors devised and coordinated by the Group Teaching, Learning and Assessment Manager
- 7.2.2 The CPD programme, (also aligned to descriptor 1 of the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education 2011,( [see Appendix 1.](#)) must be completed within the first year of appointment. Thus, the new tutor must demonstrate successful engagement with at least two of the five Areas of Activity as outlined in the UKPSF 2011
- 7.2.3 The CPD programme will encompass key themes that must be completed within the first six weeks of apportionment which is inclusive of:
  - The UK Quality Code for Higher Education and its relevance to practice
  - Student centred teaching and participation
  - Teaching, learning and assessment strategies in the subject area and level of study
  - Observational criteria for teaching and learning in HE
  - Integrating research and scholarship into teaching and learning against a standards framework
  - Writing module handbooks and assessments
  - Programme review, monitoring and evaluation
  - Using learning technologies
- 7.2.4 Within the first four weeks of commencing teaching, new staff will agree on a suitable time with the Group Teaching, Learning and Assessment Manager, or HE Teaching, Learning and

Scholarship Fellow for a supportive Observation of Teaching and Learning (OTL) to take place. Should the member of staff achieve a grade 1 or 2, they will be 'signed off' from any further mandatory support sessions (beyond those the tutor is required to complete as part of the GIG programme for new HE tutors). This will be reported to the Head of School

- 7.2.5 Should a member of staff achieve a grade 3 or 4, an individualised programme of support (devised by and agreed with the Group Teaching, Learning and Assessment Manager or HE Teaching, Learning and Scholarship Fellow) must be completed and a grade 1 or 2 achieved at supportive OTL within three weeks of its completion (or at the soonest available and appropriate teaching session). Should the member of staff achieve a grade 1 or 2, they will be 'signed off' from any further interventions and the outcome reported to the Head of School. Should a grade 3 or 4 be achieved, this will be reported to the Head of School to inform probation and immediate action.
- 7.2.6 For staff who teach in higher education only, or higher education (HE) and further education (FE) and where the proportion of hours taught in HE accounts for 50% or more of their teaching benchmark, a formal HE OTL will be carried out annually
- 7.2.7 Should a member of staff achieve a grade 3 or 4 after their annual HE OTL, a bespoke programme of support (devised by and agreed with the Group Teaching, Learning and Assessment Manager) must be completed and a grade 1 or 2 achieved at OTL within three weeks of its completion (or at the soonest available and appropriate teaching session). Should the member of staff achieve a grade 1 or 2, they will be 'signed off' from any further interventions and the outcome reported to the Head of School. Should a grade 3 or 4 be achieved, this will be reported to the Head of School for immediate action.
- 7.2.8 Staff that teach across both higher education (HE) and further education (FE) will have an annual teaching benchmark based upon the proportion of hours taught in HE and FE. Where the totality of HE teaching accounts for 49% or less of an annual benchmark, a formal HE OTL will not be carried out. In such instances the Head of School or Group Teaching, Learning and Assessment Manager may implement a supportive OTL at a time agreed with the member of academic staff. Where support is deemed necessary, this will be agreed between the Head of School, Group Teaching, Learning and Assessment Manager and the member of staff concerned

**7.3 To promote high quality teaching and learning in a supportive yet challenging environment enriched by scholarship-informed, and where appropriate, research-informed activities, and taught and supervised by those engaged in research and/or scholarship;**

The GIG will achieve this objective through:

- 7.3.1 The 4 x HE Teaching, Learning and Scholarship Fellows who whilst working with the Group Teaching, Learning and Assessment Manager, will be dedicated to promote excellence in practice, drive forward and embed consistent, creative, and high quality approaches to teaching and learning that embed research, scholarship and/or professional practice. This will be enabled through the following actions:
- To provide structured support to new and existing staff
  - To contribute to the design and delivery of the HE annual programme of staff development, CPD activities and seminars
  - To promote and engage with the HE OTL process
  - To promote and advance the use of learning technology resources and approaches within teaching and learning practice so that it is embedded within classroom delivery across the GIG
  - To coordinate projects that seek to embed learner engagement, and learners as agents for change
  - To attend and proactively contribute to the HE Teaching, Learning and Scholarship Committee
  - To promote and advance tutor engagement with research and scholarship that informs teaching and learning
  - To contribute to the publication of an annual teaching and learning journal that disseminates effective innovation in the pedagogy of teach
- 7.3.2 To facilitate the provision of high quality learning and teaching, the GIG believes that research and scholarship are essential and desirable components of an academic's professional development
- 7.3.3 The GIG defines '**research**' as:
- "Original enquiry into a matter of academic or professional interest resulting in publication in peer referenced journals etc"
- 7.3.4. '**Scholarship**' is defined as:
- "Activity which develops or promotes staff expertise in their discipline"
- 7.3.5. In order for the GIG to be able to assure the pedagogic effectiveness of its academic staff, as an annual process, targets must be set for the achievement of research and/or scholarship informed activity. Targets will form part of annual appraisals and will be agreed between the member of academic staff and Assistant Principal for HE/ Head of School
- 7.3.6. Targets will be set in accordance with the GIG internal categorisation against the UK Professional Standards Framework for teaching and supporting learning (2011); and the descriptor at which the individual staff member is identified by, and will be geared to the needs of the curriculum.

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7.3.7 When setting targets with staff, appraising managers should also be mindful of the GIG's key performance indicators (KPI's) where appropriate. The KPI's for research are highlighted in the Research strategy. The KPI's for scholarship are outlined below:

Key Performance Indicator for scholarship (KPI)	09/10 achievement (percentage of staff involved in activity)	10/11 achievement (percentage of staff involved in activity out of 130 HE tutors)	11/12 Targets	11/12 achievement (percentage of staff involved in activity out of 128 HE tutors)	12/13 targets	12/13 achievement (percentage of staff involved in activity out of 97 HE tutors)	13/14 targets
Speaking at conferences	7 (5.5%)	3 (2.3%)	8%	15 (11.7%)	10%	15 (15.5%)	18%
Externally published narrative work and/or research (NB: this KPI is a new KPI included in 13/14)	-	-	-	-	-	-	5%
Presenting papers at professional or other events	5 (3.9%)	5 (3.8%)	8%	10 (8.6%)	10%	7 (7.2%)	15%
Publishing articles in journals, magazines, newspapers etc (work outside the definition of research), also narrative or summative work rather than original research	7 (5.5%)	19 (14.6%)	14%	31 (24.2%)	15%	34 (35%)	25%
Presentation of artistic or performance related work	8 (6.3%)	17 (13%)	15%	21 (16.4%)	20%	23 (24%)	25%
Leading staff development activity either in College or more widely	8 (6.3%)	10 (7.6%)	10%	14 (10.9%)	15%	16 (16.5%)	20%
Involvement with professional bodies or groups such as the Higher Education Academy	7 (5.5%)	34 (26.1%)	30%	100 (78%)	80%	31 (32%)	85%
Participations in college, regional or national development forums to maintain currency of knowledge,	15 (11.9%)	49 (37.7%)	50%	100%	100%	97 (100%)	100%

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expertise or share practice							
Working towards and attaining higher level qualifications to support teaching	49 (38.8%)	48 (36.92%)	30%	64 (50%)	20%	57 (59%)	15%
Maintenance of professional body status/ currency	27 (21.4%)	23 (17.6%)	20%	21 (16.4%)	25%	27 (28%)	28%
External Examiner or reviewer roles	5 (3.9%)	5 (3.8%)	8%	5 (3.9%)	8%	11 (11.3%)	10%
Members of validation panels (including internal panels)	7 (5.5%)	12 (9.2%)	20%	9 (7%)	20%	24 (25%)	25%
Delivering CPD to employers	2 (1.5%)	1 (0.76%)	5%	3 (2.3%)	5%	6 (6.2%)	7%
Consultancy work	9 (7.1%)	22 (16.9%)	18%	2 (1.5%)	5%	21 (21.6%)	7%

\*Data is based on the number of individuals engaged in an activity not the number of activities participated in

- 7.3.8. It is expected that full time staff teaching in higher education only will engage in scholarship and/or research informed activities which will be set as a target through appraisal and progress reviewed at the end of the year. The type of research/ scholarship targets set will be dependent upon the Descriptor with which that staff member is aligned within the UKPSF. The internally approved categorisation of role and experience against Descriptor should be utilised by managers when coming to a decision about the Descriptor with which the staff member is aligned. This would require also taking into account where a tutor delivers a percentage of FE and HE.
- 7.3.9. Targets should be mindful of the assessment load that any individual member of staff has placed upon them with one academic year. For example, some staff may be responsible for multiple student groups where group sizes are larger than 30; where each group yields multiple assessments or assessments with large tariffs; or where the totality of assessment activities in one academic year is considered substantial
- 7.3.10 Upon agreement of research, scholarship and/or professional practice targets, the Head of School will inform the Group Teaching, Learning and Assessment Manager of staff targets within the School. The Group Teaching, Learning and Assessment Manager; and HE Teaching, Learning and Scholarship Fellows will work to support and encourage tutor progress towards achievement of targets.

#### **7.4 To promote and disseminate effective innovations in the pedagogy of teaching;**

We will achieve our objective by:

- 7.4.1 Working with the Group Teaching, Learning and Assessment Manager, staff achieving a grade 1 at formal HE OTL will be expected to promote excellence in practice, drive forward and embed consistent, creative, and high quality approaches to teaching and learning that embed research, scholarship and/or professional practice. This will be agreed in the member of staff's annual appraisal and as agreed by the Assistant Principal of Higher Education. Activities may include:
- Contribution to internal staff development events and/or conferences
  - Effective mentoring of new staff members throughout the first year of employment within the GIG
  - Sharing of practice through a willingness to permit others to observe their practice
  - Sharing of best practice resources or through contribution to the GIG's journals or teaching related publications
  - Contributing to observations of teaching and learning
  - Attendance and contribution to the HE Teaching, Learning and Scholarship Committee
- 7.4.2 The publication of an annual Teaching, Learning and Scholarship journal that is entirely focused around showcasing scholarship, and dissemination of innovation in teaching and learning; and derivative of the Teaching, Learning and Scholarship wiki.

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- 7.4.3 Making live a wiki that is linked directly to the GIG website and VLE that is focused around encouraging dissemination of innovation in teaching, learning and scholarship across the GIG to tutors, staff and external stakeholders.
- 7.4.4 Promote and engage with staff development opportunities that seek to enable tutors to use, produce and adapt, engaging , interactive and pedagogically effective learning materials; and use ILT wherever possible to widen participations and enrich the student experience

**7.5 To achieve the highest possible quality in teaching and learning performance, as judged by key indicative performance indicators;**

The GIG will achieve this objective through:

- 7.5.1 Developing and providing a CPD programme for all HE tutors that is aligned with the UK Professional Standards Framework for teaching and supporting learning in higher education (UKPSF; 2011), [see Appendix 1](#); which would provide support for tutors to engage in development of innovation in teaching, learning and scholarship.
- 7.5.2 All tutors teaching within Higher Education to achieve the internally defined categorisation of Descriptor 2 of the UKPSF as a threshold descriptor for staff engaged in the full range of teaching, support of learning, assessment and course design.
- 7.5.3 Promoting and encouraging tutors to pursue opportunities for Higher Education Academy Fellowship.

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7.5.4 Utilising a range of internal or external key performance indicators to judge the effectiveness of teaching and learning at Institutional, School, programme or individual level, and set actions in accordance with such KPIs. The KPI's for the effectiveness of teaching and learning are outlined below with current achievement in 2009/10 and 2010/11; and projected targets for achievement for the next 4 years:

Key Performance Indicator for judging the effectiveness of teaching and learning	09/10 data	10/11 data	11/12 Target	11/12 data	12/13 target	13/14 target
Student satisfaction ratings/surveys	80%	85%	89%	88%	90%	91%
Student complaints (academic and student experience)	1.4%	1.2%	1.6%	0.3% (Complaints specifically related to Teaching and Learning)	2.0%	3.0%
OTL data (percentage of grade 1 tutors) (percentage of grade 2 tutors)	37% 49%	31% 51%	35% 55%	41% 47%	40% 50%	45% 45%
Retention data	82.7%	92.5%	86%	85.2%	88%	89%
Attendance data	-	-	85%	82.8%	85%	85%
Achievement data inclusive of classifications achieved	87.6%	62.9%	89%	94%	90%	91%

Assessment of the effectiveness of teaching and learning will also derive from the following qualitative sources:

- The achievement, or non achievement of targets set in annual appraisals
- External examiner reports
- QAA review
- Professional Statutory Professional Body (PSRB) requirements

## **7.6 To ensure staff are equipped with the knowledge and skills to promote a student centred approach through full and equitable participation in teaching and learning opportunities**

The GIG will achieve this objective through:

- 7.6.1 Designing and implementing a Continued Professional Development programme that is aligned with the UKPSF (2011). The CPD programme will enhance tutors ability to gain HE Academy Fellowship; and the assessment methods will be a means of showcasing the achievement of the descriptor requirements for the individual tutor by demonstrating successful engagement with the areas of activity; core knowledge and professional values highlighted within the UKPSF (2011) [See Appendix 1.](#)
- 7.6.2 When setting targets, appraising managers will agree targets for research, scholarship and/or professional practice activities within the context of the four descriptors, and the dimensions of the UKPSF (2011) dimensions.
- 7.6.3 Differentiated targets will be set in accordance with the extent of assessment responsibilities, and individuals experience, their role and responsibilities.

## **7.7 To ensure that all staff are properly equipped to support the delivery of this strategy;**

The GIG will achieve this objective through:

- 7.7.1 Utilising the HE Teaching, Learning and Scholarship Fellows to cascade and promote the objectives highlighted within the strategy through support of new and existing tutors teaching in HE.
- 7.7.2 For the Group Teaching, Learning and Assessment Manager to deliver training on the intricacies of the strategy; to highlight key areas and promote the focus upon scholarship informed academic practice

## **7.8 To engage learners in strategies focused upon enhancing learning opportunities provided by the GIG.**

The GIG will achieve this objective through:

- 7.8.1 Organising and implementing projects designed to involve students in teaching and learning assessment and decision making
- 7.8.2 Constantly assessing the ways in which the student voice can be utilised in the Observation of Teaching and Learning process
- 7.8.3 By increasing and sustaining student attendance and participation in committee's across the GIG

## 8. Implementation

The following implementation plan was undertaken in 2011/12 to focus upon the strategy objectives:

Action	Date set	Actioned by
Manager for Teaching, Learning and Scholarship	<b>July 2011</b>	<b>Assistant Principal of HE</b>
The appointment of 4 x HE Teaching, Learning and Scholarship Fellows	<b>December 2011</b>	<b>Group Teaching, Learning and Assessment Manager</b>
The organisation of a HE Teaching, Learning and Scholarship Committee	<b>September 2011</b>	<b>Group Teaching, Learning and Assessment Manager</b>
The implementation of a Teaching, Learning and Scholarship wiki and journal	<b>November 2011</b>	<b>Group Teaching, Learning and Assessment Manager</b>
Delivery of in-house training to cascade implementation of the strategy	<b>January 2012</b>	<b>Group Teaching, Learning and Assessment Manager</b>
The planning, development and implementation of a CPD programme mapped to the UKPSF	<b>September 2012</b>	<b>HE Teaching, Learning and Scholarship Committee</b>
Annual action planning within Schools through the appraisal process	<b>October 2011</b>	<b>Heads of Schools</b>

## 9. Inter-relationship with other strategies

9.1 The HE Teaching, Learning and Scholarship strategy is complemented by the GIG Research strategy, the KPI's to assess the impact of scholarship and research upon teaching and learning differ; however the two strategies are focused upon achievement of the GIG vision; and the objectives outlined within the HE strategy (2012-15). From each of the two strategies devolves a Committee which is dedicated to increasing and sustaining tutor participation in scholarship and research to enhance the quality of teaching and learning.

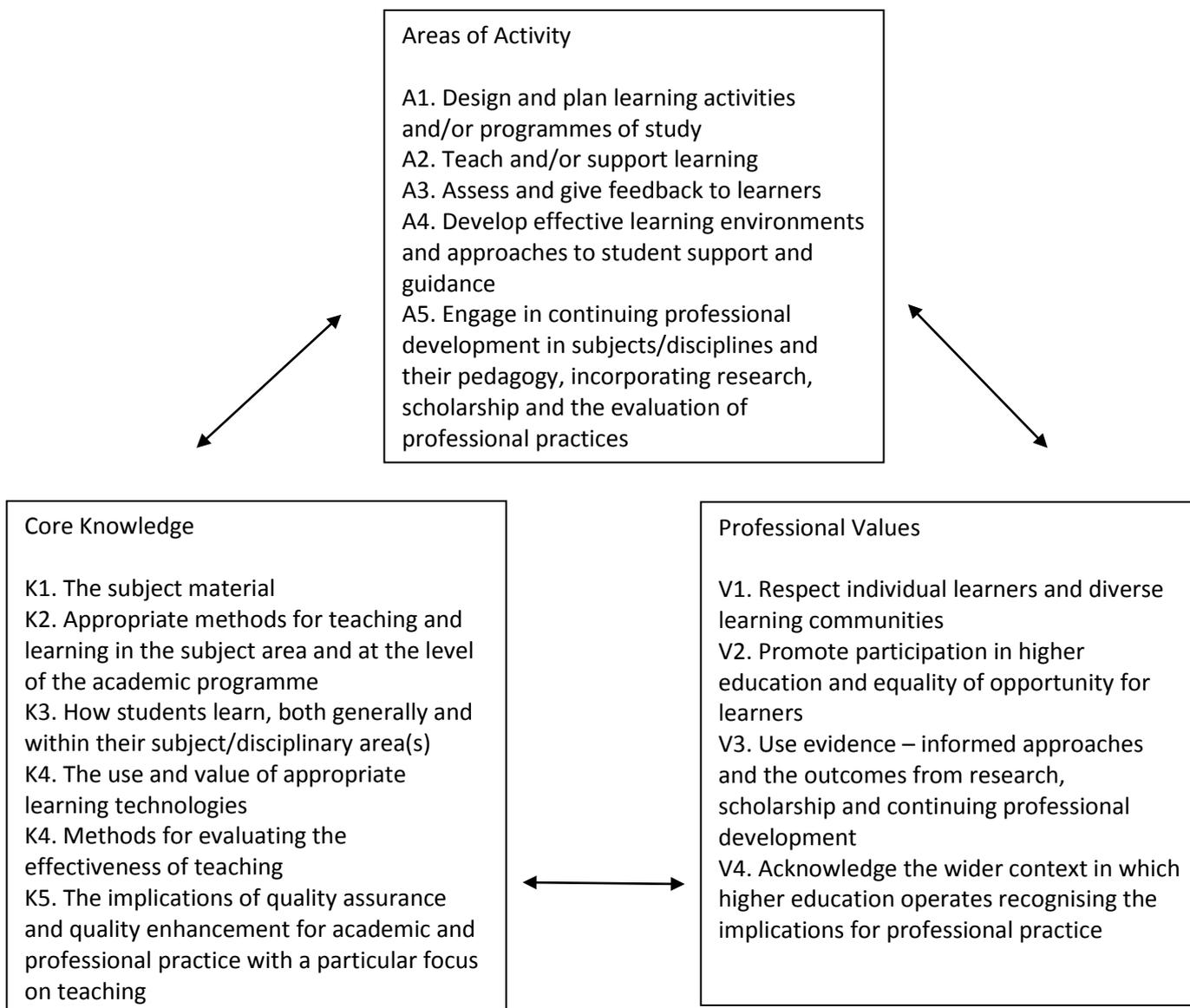
9.2 The HE Teaching, Learning and Scholarship strategy is particularly focused upon contributing to the achievement of the strategic objectives as outlined in the HE Strategy (2012-15)

## **10.Management, Evaluation and Development**

- 10.1 The HE Teaching, Learning and Scholarship Committee will be responsible for reviewing all aspects of the teaching environment so as to provide the best possible teaching and learning opportunities to students.
- 10.2 Any issues related to HE Teaching, Learning and Scholarship will be monitored and reported within the HE Teaching, Learning and Scholarship Committee.
- 10.3 The HE Teaching, Learning and Scholarship Committee acts within the remit of and reports to the Research Policy Group and has responsibility for ensuring academic quality and threshold standards.
- 10.4 The HE Teaching, Learning and Scholarship Committee will provide direction for teaching, learning and scholarship activities, acting as a proactive and operational body for enhancing teaching, learning and scholarship matters, including quality enhancement and sharing of good practice.

## Appendix 1: The UK Professional Standards Framework for teaching and supporting learning in higher education 2011

### The Dimensions of the Framework:



Descriptor	The typical individual role of the individual	The ways in which the individual must engage with the dimensions of the framework
<b>Descriptor 1</b>	<p>Individuals able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically those at Descriptor 1 include:</p> <ul style="list-style-type: none"> <li>A. Staff new to teaching</li> <li>B. Staff who support academic provision (i.e. learning resource/library staff)</li> <li>C. Staff who take technician roles with some teaching responsibility</li> <li>D. Experienced staff in professional areas who are new to teaching</li> </ul>	<ol style="list-style-type: none"> <li>1. Successfully engage with at least two of the five Areas of Activity</li> <li>2. Successfully engage in appropriate teaching and practices related to these Areas of Activity</li> <li>3. Demonstrate appropriate core knowledge and understanding of at least K1 and K2</li> <li>4. Have a commitment to appropriate Professional Values in facilitating others' learning</li> <li>5. Undertake relevant professional practices, subject and pedagogic research and/or scholarship within the above activities</li> <li>6. Successfully engage, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities</li> </ol>
<b>Descriptor 2</b>	<p>Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning roles(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. Typically those at Descriptor 2 include:</p> <ul style="list-style-type: none"> <li>A. Early career academics</li> <li>B. Academic and/or support staff holding substantive teaching and learning responsibilities</li> <li>C. Experienced academics relatively new to UK higher education</li> <li>D. Staff with teaching-only responsibilities</li> </ul>	<ol style="list-style-type: none"> <li>1. Successfully engage will all five Areas of Activity</li> <li>2. Demonstrate appropriate knowledge and understanding across all aspects of Core Knowledge</li> <li>3. Have a commitment to all Professional Values</li> <li>4. Successfully engage in appropriate teaching practices related to the Areas of Activity</li> <li>5. Successfully incorporate subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</li> <li>6. Successfully engage in CPD in relation to teaching, learning, assessment and related professional practice</li> </ol>

<p><b>Descriptor 3</b></p>	<p>Individuals able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established academic teams. Typically those at Descriptor 3 include:</p> <ul style="list-style-type: none"> <li>A. Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas.</li> <li>B. Experienced subject mentors and staff who support those new to teaching</li> <li>C. Experienced staff with departmental and/or wider teaching and learning advisory responsibilities within an institution</li> </ul>	<ol style="list-style-type: none"> <li>1. Successfully engage will all five Areas of Activity</li> <li>2. Demonstrate appropriate knowledge and understanding across all aspects of Core Knowledge</li> <li>3. Have a commitment to all Professional Values</li> <li>4. Successfully engage in appropriate teaching practices related to the Areas of Activity</li> <li>5. Successfully incorporate subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</li> <li>6. Successfully engage in CPD in relation to teaching, learning, assessment and related professional practice</li> <li>7. Successful coordination, support, supervision, management and/or mentoring of other (whether individuals and/or teams) in relation to teaching and learning</li> </ol>
<p><b>Descriptor 4</b></p>	<p>Individuals, as highly experiences academics, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within their institution or wider (inter)national settings. Typically those at Descriptor 4 include:</p> <ul style="list-style-type: none"> <li>A. Highly experienced and/or senior staff with wide-ranging academic-related strategic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning</li> <li>B. Staff responsible for institutional strategic</li> </ul>	<ol style="list-style-type: none"> <li>1. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments</li> <li>2. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings</li> <li>3. Establishing effective organisational policies and/or strategies for promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for</li> </ol>

	<p>leadership and policy-making in the area of teaching and learning</p> <p>C. Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution</p>	<p>learning</p> <p>4. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating for, example, teaching, learning, research, scholarship, administration etc)</p> <p>5. A sustained and successful commitment to, and engagement in, CPD related to academic, institutional and/or other professional practice</p>
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(Adapted from the UKPSF 2011)