

SEN14D002

Title: *Learning & Teaching Strategy*
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Issue

A new Learning & Teaching Strategy has been developed and approved by LTC and now requires formal consideration by University Senate.

Recommendation

The University's Learning & Teaching Strategy is commended to Senate for its consideration and approval subject to any amendments Senate may require.

Resource Implications

N/A

Risk Implications

N/A

Equality and Diversity

The Strategy does not have particular impacts for any specific groups

Timing of decisions

A decision to approve the Learning & Teaching Strategy will allow implementation of the strategy to begin immediately

Further Information

See LTC13D024
Contact Dr Jon Sharp for further information (jon.sharp@uea.ac.uk ext:7374)

Background

Work began on the Strategy in March 2013 and a Writing Team and a Strategy Review Group were established. The Writing Group comprised The Academic Director of Taught Programmes, The Head of LTS (Quality), The Head of PGR and The Academic Officer of the UEA Union of Students who worked collaboratively to produce initial drafts for consideration by the Strategy Review Group.

The Strategy Review Group met on an approximate monthly basis from April 2013 to consider and develop the strategy document. Membership of this group included the University's Academic Directors, Associate Deans for Learning & Teaching along with representatives drawn from LTS, ARM, Careers, REN and DOS.

As work on the strategy progressed it was agreed at a meeting of the Writing Team with the PVC Academic, PVC Research on 4/10/13 that the Learning & Teaching Strategy should be wholly focused on taught students and that a separate strategy for postgraduate research students be developed.

A developed draft of the Strategy was considered by University FLTQC's and other key stakeholders within the University in the Autumn of 2013 and an amended draft incorporating much of the feedback received was discussed at TPPG on 16/01/14.

A final draft was presented to LTC at its meeting of 29/01/14 and was approved in principle subject to minor amendments that would arise from its consideration by Executive Team. The Executive Team considered the Strategy document on 17/3/14 and following further minor amendments the Learning & Teaching Strategy was approved by LTC through Chair's action and reported to LTC at its meeting of 22/10/14.

Attachments

The Learning & Teaching Strategy

UEA Learning & Teaching Strategy 2014-2019

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Contextual Discussion by the Academic Director of Taught Programmes (ADTP)

The national HE context has changed dramatically in the last 5 years. There have been major changes in university funding mechanisms with student fees now comprising the bulk of the funding received by Universities. The Government's White Paper, *Students at the Heart of the System*, signalled the need for all Universities to pay close attention to the needs and concerns of their students. National surveys such as the NSS, PTES and PRES are important drivers of change in HEIs across the UK. The sector has witnessed the introduction by the QAA of a new quality infrastructure known as the 'UK Quality Code', and a new audit process called Higher Education Review (HER). The past five years have also seen the creation of the Office for Fair Access (OFFA), which requires universities to indicate how they will support widening participation in higher education, whilst the Office of the Independent Adjudicator (OIA) provides a new and more robust system by which students can seek redress for their complaints and appeals against academic outcomes.

Meanwhile, the student body is increasingly diverse as a wider range of people, young and old, engage with higher education by studying in the UK, whilst universities are increasingly measured by Key Information Statistical Sets (KISS) and national and global league tables. Business leaders have emphasised the need for higher level skills so that 'UK PLC' can enhance its competitiveness— a priority shared by the UK Government which set out its vision for how UK universities should remain world class in its 2009 strategy paper *Higher Ambitions*.¹

The market within which Universities operate is more challenging than it has been for many years. External changes in the higher education landscape have been met by equally significant changes within the University. This includes the development and implementation of our *New Academic Model (NAM)* which provides all our students with an enhanced framework for their learning; with more emphasis on effective engagement, and improved student experience of teaching, assessment and feedback. We invested in ambitious new teaching and learning support facilities such as the Thomas Paine Study Centre (TPSC), the BIO extension, the Julian Study Centre, the Library extension, and the Enterprise Centre.

¹BIS *Higher Ambitions* <http://webarchive.nationalarchives.gov.uk/+http://www.bis.gov.uk/higherambitions>

We have also created integrated Professional Services (REN, ARM, LTS) which provide a high level of service to students and staff; greater consistency in the student experience; and enhanced information gathering to identify areas for enhancement more efficiently and effectively. The University has introduced e-submission of coursework, and recruited large numbers of new academic staff, thereby dramatically enhancing the student : staff ratio, which has improved from 19 : 1 in 2009, to 13.5 : 1 in 2013. These changes all have a common rationale – to enhance the experience of our students and ensure that UEA retains its position in the top 20 of UK universities.

External measures of student satisfaction indicate that research-intensive universities offer the best student experience, so the University, which is already in the top 30 in the 2008 REF rankings, will continue to place great emphasis on research-informed and research-led teaching and learning. In order to retain its position in national and global league tables, the University will continue to work in close partnership with its institutional partners on the Norwich Research Park.

UEA is committed to working in close partnership with its students and the Union of UEA Students (UUEAS) and ensuring that positive change is generated with significant input from the student body and its representatives. The University has developed a distinctive set of **UEA Graduate Attributes** and **UEA Postgraduate Attributes** (contained in the opening section of our Learning and Teaching Strategy) which identifies the skills, values and behaviours that we expect our undergraduate and postgraduate students to develop during their time at UEA.

The University of East Anglia, like any university, is only as good as the staff and students who work and study within it. Consequently, we will continue to work towards achieving the most appropriate entry tariff for each School. The University will continue to recruit staff of the highest calibre, and will continue to promote, recognise and reward excellent teaching practice. We will also increase the number of staff achieving HEA recognition for their excellent practice. The University requires that all new probationary staff undertake the Postgraduate Certificate of Higher Education Practice (PG Cert HEP) in order that all colleagues are properly inducted into UEA's approach to teaching and learning.

This Learning and Teaching Strategy applies to all taught programmes within the University at both undergraduate (UG) and post-graduate (PGT) level, and to all students and staff teaching on such programmes at UEA. The University is developing a separate *PGR Learning and Teaching Strategy* for post-graduate research (PGR) programmes.

Background to the Learning & Teaching Strategy

A changed quality assurance model for HE provision

The national quality assurance model changed in 2012 with the publication of the **UK Quality Code**. Chapter B3 addresses Learning & Teaching. Each of the Quality Code chapters has been assigned a 'champion' within the University. The chapter champion for Chapter B3 is Dr Adam Longcroft (ADTP). The *Learning and Teaching Strategy* has been mapped to the requirements of Chapter B3 of the Quality Code.

The Learning and Teaching Strategy

The new Learning and Teaching Strategy will provide UEA with a key reference point which will steer changes in our approach to teaching and supporting learning between 2013 and 2018. The Strategy has clear outcomes that can be objectively monitored. The Academic Director for PGR and the PGR Office (REN) is developing a Strategy for postgraduate research (PGR) programmes.

The early stages of the development of the Strategy were led by a small 'Writing Group' comprising Adam Longcroft (ADTP), Jon Sharp (Head of LTS), Vivien Easson (Head of PGR Office), and Louise

Withers-Green (SU Academic Officer). Consultations then followed with a number of senior academic and administrative colleagues, and formal committees, including the PVC Academic (Neil Ward), the Dean of Students (Annie Grant), Associate Deans for Learning & Teaching (Helena Gillespie, Rosie Doy, Ben Milner and Sanna Inthorn) and Teaching Directors (via Faculty LTQCs), Director of LTS (Andrea Blanchflower), and the members of the Taught Programmes Policy Group (TPPG), the UEA Librarian (Nick Lewis), the Head of Estates (Roger Bond) the Head of the Learning Technology Team (Alicia McConnell), the Head of Admissions (David Giles), Geoff Hinchliffe (CSED) and senior managers in ISD (including Jonathan Richardson).

Documents that have informed the development of the *Learning & Teaching Strategy* or provided useful reference points include:

- *UEA Corporate Plan 2012-16* <https://intranet.uea.ac.uk/vco/intranet/p%26p/corporateplan>
- *UK Quality Code: A General Introduction* <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Quality-Code-introduction.aspx>
- *UK Quality Code Chapter B3: Learning and Teaching* <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B3.aspx>
- *Students at the Heart of the System* https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/31384/11-944-higher-education-students-at-heart-of-system.pdf
- *Learning and Teaching: Education Strategies* (LTC 10A007), June 2011 (a summary of the main outcomes from the L & T Strategy Day held in May 2011). <http://www.uea.ac.uk/committeedoffice/ueacombds/ltc>
- *The UEA Student Charter* <http://www.uea.ac.uk/calendar/section3/regsgen/the-student-charter>
- *Student Expectations and Perceptions of Higher Education* <http://www.kcl.ac.uk/study/learningteaching/kli/research/student-experience/student-expectations-perceptions-HE.aspx>
- *BIS Higher Ambitions* <http://webarchive.nationalarchives.gov.uk/+http://www.bis.gov.uk/higherambitions>

A number of Learning & Teaching Strategies published by other HEIs including:

University of Sheffield	University of Bath
Exeter University	Queen Mary (London)
Warwick University	King's College (London)
Oxford University	University of Surrey
University of Reading	Birkbeck (London)
University of York	Lancaster University
University of Leicester	
University of Liverpool	
University of Sheffield	
Nottingham University	
Durham University	

The Purpose and Corporate Objectives of the Learning & Teaching Strategy

The purpose

The purpose of the *Learning & Teaching Strategy* is to:

- Articulate our key institutional priorities with regard to learning and teaching.
- Prioritise changes that will continue to enhance the student learning experience at UEA.
- Ensure an appropriate alignment with the goals and ambitions set out in the *UEA Corporate Plan*.
- Ensure that the University's approach to teaching and learning is properly aligned with the UK Quality Code Chapter B3.

Alignment with Corporate Priorities

The Learning and Teaching Strategy has been developed to reflect the University's commitment to a high quality student experience as articulated within Section 1 of the *UEA Corporate Plan for 2012-2016*:

- An excellent student experience underpinned by a high intensity of student study and engagement.
- Inspirational teaching and staff who are accessible to students.
- Enhancements that are informed by student feedback via SES and NSS.
- Research-led teaching.
- Diversification of placements and internships and opportunities to study overseas.
- An internationally aware curriculum.
- A collaborative partnership with students and the Student's Union (UUEAS)
- The development of employability and an understanding of enterprise
- Continual professional development of our academic staff and the encouragement of communities of practice.
- Responsive alignment of teaching spaces, resources and educational technologies.

Implementation Plan

The Learning and Teaching Strategy is accompanied by a separate Implementation Plan, which sets out key actions that need to be taken to ensure that the Strategy is implemented effectively.

UEA Learning & Teaching Strategy: Taught Programmes

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Foreword by the Pro Vice Chancellor (Academic)

The Learning and Teaching Strategy for 2014-19 will ensure that UEA is able to build on its existing reputation as a world class University providing a truly world class student experience. UEA has an enviable track record for its outstanding performance in the National Student Survey (NSS) and other student satisfaction measures. (The University was rated 1st in the Times Higher Education Student Satisfaction Survey in 2013). Our Learning and Teaching Strategy will ensure our continuing success through the combined efforts of our academic and administrative staff working in partnership with our students.

The University is committed to developing learning technologies and e-learning programmes that enable us to build new forms of engagement and dialogue with our students and in some cases to reach entirely new groups of students. The key to our strategy remains the direct interaction between academic staff and students. This personal contact will remain at the very heart of a rich and rewarding higher education experience at UEA.

The UEA Graduate and Postgraduate Attributes summarise for students and employers alike the knowledge, skills and behaviours that we expect our students to develop during their time at UEA. These attributes help ensure our students are prepared for their future personal and professional lives.

Professor Neil Ward, Pro Vice Chancellor (Academic), University of East Anglia

UEA Graduate Attributes

It is important that students, prospective applicants, parents, staff, employers and other external stakeholders understand the skills, attributes and capabilities our graduates will have developed during their time at UEA, irrespective of their programme of study.

UEA's Learning and Teaching Strategy is intended to ensure that our students leave the university with a set of well-developed Graduate Attributes.

Our UEA Graduate Attributes have four aspects:

- Academic excellence
- Critical thinking and effective communication
- Learning and personal development
- Active leadership and citizenship

<p style="text-align: center;">Academic excellence</p>	<p style="text-align: center;">Critical thinking and effective communication</p>
<ul style="list-style-type: none"> • In-depth and extensive knowledge, understanding and skills in their chosen discipline(s); • An ability to participate in the creation of new knowledge and understanding through research and inquiry; • A contextual understanding of past and present knowledge and ideas; • The ability to critically engage with a wide range of information sources; • An intellectual curiosity and a willingness to question accepted wisdom and to be open to new ideas. 	<ul style="list-style-type: none"> • A capacity for independent, conceptual and creative thinking; • A capacity for problem identification and problem solving; • An ability to collect evidence and engage in synthesis and analysis; • A capacity for informed argument and reasoning; • An ability to communicate effectively for different purposes, for different audiences and in different contexts;
<p style="text-align: center;">Learning and personal development</p>	<p style="text-align: center;">Active leadership and citizenship</p>
<ul style="list-style-type: none"> • A commitment to developing their own professional values, attributes and capabilities; • An awareness of personal strengths and weaknesses; • A capacity for ongoing self-reflection and personal development; • The ability to respond positively to constructive criticism; • Self-confidence and an ability to exercise their own 'voice'; • A diverse set of transferable and generic skills that can be readily translated into professional work settings. 	<ul style="list-style-type: none"> • An ability to work as part of a team, and the ability to influence and lead others. • An ability to adapt their understanding and knowledge; • An appreciation of the concepts of enterprise and leadership in all aspects of life;
<p style="text-align: center;">Digital literacy</p>	
<ul style="list-style-type: none"> • Confidently use a range of technologies for academic and professional purposes. • Use appropriate technology to search for 	

high quality information.

- Critically evaluate and engage with the information obtained.

UEA Postgraduate Attributes

The post-graduate attributes set out below provide students with a framework within which they will be able to articulate their knowledge, attributes and skills to employers, whilst also providing staff and other stakeholders (e.g. employers, funding bodies) with a clear indication of the value of Master's level study at UEA. The UEA post-graduate attributes are divided into 4 separate themes:

- Academic excellence
- Research capabilities
- Critical self-awareness and personal attributes
- Digital Literacy

The degree to which M level students are able to demonstrate these attributes may depend on the extent and duration of their M level studies – e.g. those undertaking only a single postgraduate module or a 60 credit postgraduate Certificate, or 120 credit postgraduate Diploma are less likely to be able to demonstrate the full range of attributes than a student who completed a full 180 credit Master's award.

Academic excellence	Research capabilities
Masters level students will, on graduation, be able to: <ul style="list-style-type: none">• Employ advanced disciplinary and/or professional knowledge and skills;• Engage in current critical debates within the discipline• Communicate complex methods and ideas to both expert and non-expert audiences, even in the absence of complete data.• Demonstrate an awareness of the provisional nature of knowledge, how knowledge is created, advanced and renewed.• Deploy advanced techniques of analysis and enquiry and appraise information critically.• Use independent judgment and synthesise information effectively.	Masters level students will, on graduation, be able to: <ul style="list-style-type: none">• Demonstrate an awareness of current research within the discipline, and the ability to critically evaluate it.• Design and undertake research projects, use appropriate methodologies to solve complex problems in novel situations.• Conduct their research in an ethical manner.• Evaluate and extrapolate from the outcomes of their research,• Locate their research within a broader theoretical, and where appropriate, practical and policy context.
Critical self-awareness and personal attributes	Digital literacy
Masters level students will, on graduation, be able to: <ul style="list-style-type: none">• Demonstrate self-confidence, independence and autonomy as learners.• Think laterally and be original in their approach.• Conceptualise problems and formulate, evaluate and apply evidence based solutions	Masters level students will, on graduation, be able to: <ul style="list-style-type: none">• Confidently use a range of technologies for academic and professional purposes.• Use appropriate technology to search for high quality information.

<p>and arguments.</p> <ul style="list-style-type: none">• Make constructive contributions to project teams or collegial activities.• Engage in reflective self-development.	<ul style="list-style-type: none">• Critically evaluate and engage with the information obtained.• Demonstrate an awareness of global perspectives on disciplinary knowledge and how it is represented and understood within other cultures.
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Our Strategy

Our Learning and Teaching Strategy consists of **10 Strategic Aims**, each of which has measurable outcomes.

	Aims	Measure
1	To provide university courses which conform to the very highest standards within the sector. We will develop and deliver higher education courses that are characterised by research-led teaching, up-to-date content and effective pedagogical strategies. Our courses will challenge, inspire and engage our students throughout their studies with us. We will provide all staff with opportunities to further enhance the linkage between their research and their teaching.	<ul style="list-style-type: none"> ● Feedback from SES/NSS/PTES ● Retention statistics ● Progression statistics
2	To provide a carefully-structured transition into higher education: Effective induction is an important factor in helping students to integrate into their peer group, School and academic programme of study. We will provide appropriate inductions at each stage of study.	<ul style="list-style-type: none"> ● Feedback from SES/NSS/PTES ● Retention statistics ● Progression statistics
3	To intensify student academic engagement in support of our high academic standards: Underpinned by the conviction that “the more you put in, the more you get out”, we will work to encourage the intensification of student academic effort during their time studying at UEA. In doing so we will maintain our commitment to the highest academic standards in the teaching we provide, the learning experiences we support, and the academic outcomes of our students.	<ul style="list-style-type: none"> ● Feedback on self-reported study ● Monitoring of contact time against HEPI data ● Good Honours outputs
4	To maximise the value of contact time: Contact time between staff and students is precious. We will therefore strive to maximise not only the amount of contact time but also its value. Contact time will conform to Top 20 ‘norms’ by subject and we will maintain a staff-student ratio in keeping with our Top 20 position in order to ensure that our students receive the ‘personalised’ experience they deserve.	<ul style="list-style-type: none"> ● Feedback from SES, NSS and PTES ● Number of small group sessions
5	To encourage strong staff-student relationships: Students get the most from higher education by engaging directly with our staff and their peers in our world-class campus environments. The role of the Personal Adviser at UEA will be a central element in the staff-student relationship.	<ul style="list-style-type: none"> ● Feedback on role of adviser (Adviser survey) ● Feedback from SES, NSS and PTES
6	To provide a dynamic and stimulating learning environment: We will continue to invest in physical infrastructure and teaching tools that support the provision of a high quality learning and teaching environment. Training will be provided to academic staff to enable optimum use of the physical and digital infrastructure that support learning and teaching.	<ul style="list-style-type: none"> ● Capital and services spend per head(KIS) ● Take-up of training on VLE and other learning technologies ● ISD data on use of VLEs
7	To promote international citizenship:	<ul style="list-style-type: none"> ● Feedback from SES

	We will embrace the international make-up of our staff and student body. We will develop and deliver programmes of study that provide an inclusive and international perspective equipping our students to address contemporary global issues and challenges.	<ul style="list-style-type: none"> • Tracking achievements of alumni
8	<p>To Provide opportunities to enhance employability:</p> <p>We will embed learning opportunities within our academic programmes that enable students to develop a rich portfolio of employability and 'translatable' skills. Students will be encouraged to develop as 'professionals' in their own academic and/or disciplinary context. Information and digital literacy is a requirement in most graduate professions; we will ensure that all graduates are equipped with these crucial competencies.</p>	<ul style="list-style-type: none"> • DLHE and REN statistics • Students' ability to demonstrate 'professional' skills • Evidence in student work of digital and information literacies.
9	<p>To involve students in the enhancement of learning and teaching:</p> <p>We will engage with our students in a partnership aimed at ensuring that we understand their diverse needs, consider their feedback, and work with them to enhance the student experience at UEA. Our strategy in this area will include taking deliberate steps to facilitate student feedback, and a more transparent closing of the 'feedback' loop so that students understand how the University has addressed their feedback.</p>	<ul style="list-style-type: none"> • Addressing action points in Quality Code Chapter B5 Mapping Document • Transparent feedback mechanisms
10	<p>To provide high quality feedback on students' work:</p> <p>The University will encourage effective learning through the provision of high quality feedback and assessment. Our strategy in this area will involve a renewed emphasis on the use of formative assessment to support students' learning.</p>	<ul style="list-style-type: none"> • Feedback from SES, NSS and PTES • SITS data on formative/summative ratios

Appendix 1 – Glossary of Terms

Glossary of Terms

	Teaching and Research
ARM	Admissions, Recruitment & Marketing - a central service at UEA
CSED	Centre for Staff and Educational Development
DLHE	The Destination of Leavers of Higher Education
DOS	Dean of Students Office
Faculties	Cognate groups of schools at UEA which are overseen by an Executive Dean
Faculty	Faculty-level Learning, Teaching and Quality Committees, chaired by a Faculty Associate
LTQCs	Dean for Learning and Teaching.
Green Academy	An initiative within the Higher Education Academy. UEA is a member of a group of universities focused on developing sustainable models of practice.
<i>FutureLearn</i>	A consortium of Universities led by the Open University, which provides a framework for the development and delivery of MOOCs in the UK. UEA is a member of <i>FutureLearn</i> and its MOOC on the Secret Power of Brands was the first MOOC to be run via <i>FutureLearn</i> .
HEA	Higher Education Academy
LET	Learning Enhancement Team
LTS	Learning and Teaching Service – a central service at UEA
MOOC	Massive online open course – a type of online study programme which is open access. UEA’s MOOCs are run in partnership with <i>FutureLearn</i> .
NSS	National Student Survey
NTFS	National Teaching Fellowship Scheme
PGR	Postgraduate research
PGT	Postgraduate taught
PSF	Professional Standards Framework
REN	Research, Enterprise and Engagement - a central service at UEA
SES	UEA’s internal Student Experience Survey – conducted annually with 1 st and 2 nd year students
SITS	Student Information and Tracking System – an online system at UEA which stores information relating to students, staff, courses, modules, marks etc.
TDG	Teaching Development Grant (these are awarded by the Higher Education Academy to support innovative practice and developments in higher education institutions)
UG	Undergraduate
LTC	The University’s Learning and Teaching Committee
UUEAS	Union of UEA Students
VLE	Virtual Learning Environment – UEA uses Blackboard

Appendix 2 – Implementation Plan

Implementation Plan			
Item	Action Point	Measure of success	LEAD
A	Improve integration of learning support and associated services provided via DOS (LET) and Library. Alignment with course-level learning and teaching strategies, creating a 'seamless' experience for students and joined-up approach to learning support.	<ul style="list-style-type: none"> ✓ Enhanced NSS scores on learning support. ✓ Enhanced student experience and perceptions of course/module organisation and management. 	DOS & UEA Librarian ADTP working with FADLTQs
B	Year-on-year enhancement of the quality of information provided to 1 st year students via the UEA website and VLE, and in the sophistication of 'induction' activities and programmes.	<ul style="list-style-type: none"> ✓ Enhanced 1st year retention. ✓ Enhanced 1st year performance. ✓ Enhanced progression to subsequent stage(s). 	ADTP working with DOS and LTS

2) To intensify student academic engagement in support of our high academic standards			
Item	Action Point	Measure of success	LEAD
A	Ensure that UEA is consistently rated as one of the best places in the UK to be a university student, as reflected in NSS/PTES student experience survey rankings.	✓ Top 10 scores in NSS and PTES	PVC (Acad)
B	Ensure that recruitment strategies within ARM, and in Faculties/Schools protect against decline in entry tariff points.	✓ Achievement of target entry tariffs in all Faculties.	DUS (ARM)
C	Continue to invest in high quality 'outreach', recruitment and widening participation activities (e.g. pre-University Skills) that enable the University to meet its tariff target whilst also meeting WP targets within the OFFA Agreement.	✓ Meet targets and commitments in OFFA Agreement whilst also achieving enhancements above.	PVC (Acad)
D	Ensure teaching excellence is underpinned by the research and scholarship of our academic staff, with the aim of delivering programmes that stimulate the interest and curiosity of students and introduce them to a critical understanding of key issues, concepts and problems associated with subject disciplines.	✓ Promotion of staff who demonstrate exceptional levels of performance in research-led and scholarship-led teaching.	Director of Human Resources
E	Ensure that all UEA UG/PGT programmes conform to the academic standards described in the QAA's quality infrastructure (e.g.	✓ Best possible outcome from QAA HER audit in 2015/16	Faculty Exec Deans

	Subject bench-marking documents, FHEQ descriptors and the UK Quality Code).		
F	The University will continue to promote and build opportunities for collaborative and peer learning via group work, group projects, EBL, PBL, PAL, and other peer-learning initiatives.	✓ Growth in student engagement in peer learning – e.g. PBL in new schools.	ADTP working with FADLTQs
G	Create direct links between coursework/exam feedback and DOS Study Guides	✓ Improved NSS/PTES scores.	ADTP
H	Develop a set of online learning resources focused on HE pedagogy, which will promote and develop best practice by staff at UEA.	✓ Staff online resources ✓ Improved NSS/PTES scores.	ADTP working with FADLTQs
I	Reinforce existing Induction programme for new staff with more focused induction on the practicalities of teaching at UEA (e-Vision, Blackboard, etc.) Ensure that new academic staff engage with and complete the PG Cert Higher Education Practice and gain 'HEA Fellow' status	✓ Improved SES/NSS and PTES scores. ✓ Enhanced national recognition. ✓ Enhanced number of University staff with HEA recognition – feeding into future League Table metrics.	Director of Human Resources working with Head of CSED
J	Develop and implement a HEA-accredited framework for recognition at all four levels of the Professional Standards Framework by 2014, whilst also providing support and mentoring for staff applying for HEA recognition via the HEA Individual Recognition Route.	✓ Enhanced national recognition for excellent teaching. ✓ Enhanced number of University staff with HEA recognition – feeding into future League Table metrics.	Director of Human Resources working with ADTP and Head of CSED
K	The University will promote awareness of and engagement with other professional development opportunities and awards provided via the HEA (e.g. TDGs & HE pedagogy-focused research funding).	✓ More HEA-funded projects, seminars and TDGs.	Director of Human Resources working with ADTP and Head of CSED
L	Each Faculty to facilitate the development of 'communities of practice' – especially around the use of technology enhanced teaching, learning, assessment and feedback.	✓ Improved SES/NSS and PTES scores.	Faculty Executive Deans
M	Promote awareness of and engagement with the National Teaching Fellowship Scheme. The University will change its procedures for identifying potential NTF applicants - ensure that 3 members of staff are put forward in each academic year from 2013/14 onwards.	✓ Enhanced national recognition for excellent teaching. ✓ Enhanced number of University staff with HEA recognition – feeding into future League Table metrics. ✓ Have a minimum of 6	ADTP

		NTFs in place by 2016/17.	
N	Ensure 100% engagement with the Code of Practice on Peer Observation during 2014/15.	✓ Improved SES/NSS and PTES scores.	PVC (Acad)
O	The University will monitor student attendance and engagement, with a view to maximising student performance and supporting students effectively.	✓ Improved student output scores ✓ Enhanced employability and progression to graduate employment (DLHE statistics)	PVC (Acad) working with Faculty Exec Deans
P	Invest in upgrades to its Blackboard VLE, and in enhancements to student-facing Library resources. The Library search facility, showing books and e-resources together in a unified search, will be further developed in 2014/15.	✓ Improved SES/NSS/PTES scores on learning support, library and teaching.	Director of Information Services

3) To Maximise the value of contact time			
Item	Action Point	Measure of success	LEAD
A	Centrality of face-to-face teaching – maximise opportunities for students to engage directly with our staff and their peers in our world-class campus environments.	✓ Enhanced NSS/PTES scores in teaching/learning and learning support.	DOS DUS (LTS) DUS (LTS)
B	Maximise benefits of existing management data, and invest in new data management resources (e.g. learning analytics) that shed clear light onto the most effective learning & teaching and assessment strategies.	✓ Production of educational analytics	BIU PVC (Acad)
C	Increased use of screen-casting, ‘flipped lecture’ format and a focus on dialogic learning, and active, participative, collaborative learning in small and large groups alike.	✓ Increased use of flipped lectures. More emphasis on dialogue, and active learning in contact time. ✓ Enhanced SES/NSS/PTES scores on teaching/learning.	ADTP working with FADLTQCs PVC (Acad) ISD Schools of Study
D	Maximise the impact of formal contact time between academic staff and students - ‘contact time’ (i.e. formal teaching) to be benchmarked against comparator HEIs by subject.	✓ Improved NSS/PTES scores on learning and teaching. ✓ Meet or exceed close comparator HEIs.	Faculty Exec Deans
E	Ensure that contact time and independent study hours are published in	✓ Module outline details.	Faculty Exec Deans

	all module outlines so that students understand the expectations of the University and what is required for success.		
F	Recruitment of high calibre academic staff (ATR/ATS)	✓ Improved SES/NSS and PTES scores.	Director of Human Resources
G	An enhanced package of staff development workshops and training opportunities on the creative use of Blackboard, other e-learning resources and technology enhanced learning will be provided via CSED over the 5 year period of the Strategy, with enhanced expectations of staff engagement (minimum 4 sessions per annum).	✓ Improved SES/NSS/PTES scores on learning environment and learning support.	Director of Information Services working with Head of Learning Technology, ADTP and Head of CSED

4) To encourage strong staff-student relationships

Item	Action Point	Measure of success	LEAD
A	Create a better alignment between assessment strategies at course level and staff marking resources.	✓ Speedier return of high quality feedback. Improved NSS/PTES scores.	Faculty Exec Deans
B	Diversify and enhance the training opportunities for teaching staff with special emphasis on CPD that promotes innovation in teaching and learning (assessment, feedback, lecturing, group work, information literacy, technology-enhanced learning and teaching) and enhancing the student experience.	✓ Improved SES/NSS and PTES scores.	Director of Human Resources working with ADTP and Head of CSED
C	Develop and enhance the role-specific training provided to key role-holders in Schools and Faculties (e.g. Teaching Directors, Plagiarism Officers, SSLC Officers, Module Organisers, Course Directors).	✓ Improved SES/NSS and PTES scores.	Director of Human Resources working with ADTP and Head of CSED
D	Review the Policy on Advising in 2014 with a view to implementing enhanced agreed minimum standards on academic advising from 2014/15 onwards. Introduce training on employability skills and career-management for all advisers.	<ul style="list-style-type: none"> ✓ Improved NSS/PTES scores on learning support. ✓ Enhanced employability and progression to graduate employment (DLHE statistics) 	PVC (Acad)

5) To provide a dynamic and stimulating learning environment

Item	Action Point	Measure of success	LEAD
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A	Develop University estate accordingly to support this through the use of appropriate learning technologies and the creation of informal learning spaces (e.g. group work 'pods', social learning spaces) in University buildings across our two campuses.	<ul style="list-style-type: none"> ✓ Provision and use of appropriate learning technologies to support group work. ✓ More and better collaborative and informal learning spaces. ✓ Improved NSS/PTES scores on learning resources and the learning environment. 	Director of Estates
B	The University will enhance the provision of small seminar rooms in line with commitments in the Corporate Plan to increase use of seminar-style teaching.	<ul style="list-style-type: none"> ✓ Improved NSS/PTES scores on learning & teaching. 	Director of Estates
C	The University will invest £400,000 in enhanced, dedicated study spaces for post-graduate students on Floor 2 of the Library.	<ul style="list-style-type: none"> ✓ Improved NSS/PTES scores on learning support. 	Director of Estates
D	The University will provide the physical space and mentoring and development support for students to learn enterprise and business skills through the new Enterprise Centre (due for completion in 2015).	<ul style="list-style-type: none"> ✓ Enhanced employability and progression to graduate employment (DLHE statistics) 	Dir of Estates Acad Dir of Employability
E	Investment of £1 million per annum (from 2013 onwards) in refurbishment and up-grading of existing teaching spaces to bring them up to sector-leading standards.	<ul style="list-style-type: none"> ✓ Improved SES/NSS/PTES scores on learning environment. 	Director of Estates
F	Meet Corporate Plan goal of increasing the use of small group fortnightly seminar-style sessions by increasing provision of small and medium sized teaching rooms, with highly flexible furniture/equipment.	<ul style="list-style-type: none"> ✓ Increased availability of small-medium sized rooms on our two campuses. ✓ Increased number and proportion of small group teaching events. ✓ Improved SES/NSS/PTES scores on learning & teaching. 	Director of Estates working with SMG
G	Invest £700k in the redevelopment of Floor 01 in the Library that will create 5 new group-work 'Pods', a restaurant and an informal (social) learning space.	<ul style="list-style-type: none"> ✓ Increased use of Library as a learning space, for collaborative and informal learning. 	Director of Information Services
H	ISD will convene a cross-University working group during 2013/14 to review new technologies and systems and to develop a vision for how these technologies might be used in the future to enhance the student experience.	<ul style="list-style-type: none"> ✓ Production of a Corporate strategy document and action plan on technology enhanced learning. 	Director of Information Services
I	Invest in a major refurbishment of the UUEAS building in order to create a	<ul style="list-style-type: none"> ✓ Improved SES/NSS/PTES scores on Union, learning 	Director of Estates

	resource which combines 'Student Services' and enhanced space for 'Student Union' office space and student-facing activities/services. Completion: 2014/15.	support and the learning environment.	
J	The Library will build more group study rooms, with larger capacity, in order to provide more opportunities for groups to prepare effectively for seminars.	✓ Improved SES/NSS/PTES scores on the learning environment.	Director of Information Services

6) To promote International citizenship			
Item	Action Point	Measure of success	LEAD
A	Grow the opportunities available for UEA students to gain 'overseas experience' via Year Abroad placements, summer vacation placements, and other forms of international placements and internships.	✓ Growth in overseas placements and internships. Tracked via SITS.	Acad Dir of Internationalisation
B	Extend opportunities for students to contribute to and become involved with 'engagement activities', both in Schools and via Community University Engagement Office.	✓ Increased participation in engagement – monitored by Engagement Executive	Deputy VC (as Chair of Engagement Executive)
C	Promote UEA's outstanding 'student experience' overseas, e.g. via further expansion of the International Summer School (ISS).	✓ Treble recruitment on ISS	DUS (ARM)
D	Maximise effective progression of international students from INTO to UEA at FHEQ levels 4, 5 and 7.	✓ Successful progression to FHEQ levels 4, 5 and 7 from INTO. ✓ High Good Honours outcomes.	Acad Dir of Part'ships working With Faculty Deans
E	Build new partnerships with overseas Universities that facilitate engagement with new groups of international students and innovative new models of progression (e.g. the 2+2 model).	✓ Successful launch of new partnership programmes. ✓ High Good Honours outcomes.	Acad Dir of Part'ships working with Faculty Deans

7) To Provide opportunities to enhance employability			
Item	Action Point	Measure of success	LEAD
A	Increase work experience opportunities through summer vacation placements, internships, volunteering, employment, Year in Industry and professional placement	✓ Increase take-up of placements, internships and volunteering. ✓ Improved SES/NSS and	Acad Dir of Employability

	programmes in the UK and overseas.	PTES scores. ✓ Enhanced employability and progression to graduate employment (DLHE statistics)	
B	£2m recurrent investment strategy for employability skills training and career management activities. This commenced in 2012/13 and will be fully implemented by 2015.	✓ Enhanced employability and progression to graduate employment (DLHE statistics)	Acad Dir of Employability
C	Enhance the input of alumni and the business community into engagement, employability and enterprise activities.	✓ Enhanced employability and progression to graduate employment (DLHE statistics)	DUS (ARM)
D	Establish by 2015 a minimum threshold of 'employability touch-points' for each first-year student, to include writing an initial c.v., making contact with the Careers and Employability Service, etc.	✓ Enhanced employability and progression to graduate employment (DLHE statistics)	DUS (REN) working with Acad Dir of Employability
E	Promote benefits of being 'enterprising' and 'entrepreneurial' to our students and research staff and to demonstrate the importance of these skills to their future careers – embed notions of 'enterprise' in all degree courses.	✓ Enhanced employability and progression to graduate employment (DLHE statistics)	Acad Dir of Employability
F	The University will continue to invest in high profile, sophisticated Careers Fairs that attract major national employers as well as voluntary bodies and local SMEs. The highly successful Careers Fair in Oct 2013 provides a model for the future.	✓ Bigger, better and more successful Careers Fairs - REN to coordinate. ✓ Enhanced employability and progression to graduate employment (DLHE statistics)	DUS (REN)
G	Develop a <i>UEA Student Skills Award</i> for launch in 2014/15 that enables students to record and gain recognition for the skills and Graduate Attributes they develop via their programmes of study, paid employment and extra-curricula activities.	✓ Successful launch of Skills Award.	Acad Dir of Employability
H	Continued opportunities for UG and PGT students to work as paid PAL Mentors/Officers – developing their employability.	✓ Consolidation and enhanced operation of PAL	ADTP working with PAL Champion
K	The University will introduce an internal 'Internship Scheme'	✓ Enhanced provision and take-up of these internal internships. ✓ Enhanced employability	DUS (REN)

		and progression to graduate employment (DLHE statistics)	
L	The University will work to enhance the input of its alumni in the development of our students' employability skills' and careers awareness, e.g. by extending the involvement of alumni in student mentoring schemes, Open Days, providing case studies for School websites, guiding students at careers events etc.	✓ Enhanced involvement of alumni – Alumni Office and ARM to coordinate.	DUS (ARM) DUS (REN)
M	Invest in a new, multi-faceted and multi-functional online employability and careers resource for its students called 'CareerHub', and invest in the creation of new, centrally located and student-friendly accommodation for the Careers Service in the Street.	✓ Improved progression to graduate careers (DLHE statistics). ✓ Improved SES/NSS/PTES scores on learning support/career development.	DUS (REN)

8) To involve students in the enhancement of learning and teaching			
Item	Action Point	Measure of success	LEAD
A	Systematic monitoring of assessment and moderation within Schools, via Annual Assessment of Assessment and Moderation.	✓ Improved NSS/PTES scores.	Faculty Exec Deans
B	Review student input into University governance as part of the LTC review of the CoP on Student Representation and SSLCs.	✓ Appropriate student representation and student voice on key decision-making committees.	PVC (ACAD)
D	The University will work collaboratively with the Chief Exec of the UUEAS to develop and submit a bid to the HEFCE Catalyst fund to develop the Student Union's capacity to help improve the student experience	✓ Submission of bid. ✓ Funds awarded by HEFCE.	ADTP
E	The University will support the UUEAS to apply for funding for NUS National Teaching Awards.	✓ Awards won by UEA staff. ✓ Enhanced national recognition for teaching excellence.	ADTP
F	The University will ensure a high level of student involvement and consultation in the way in which it 'maps' its response to each chapter of the UK Quality Code.	✓ Student reps members of implementation groups	DUS (LTS)

9) To provide high quality feedback on students' work			
Item	Action Point	Measure of success	LEAD
A	Simplification and streamlining of course-level assessment.	✓ Speedier return of high quality feedback. Improved NSS/PTES scores.	Faculty Exec Deans

B	Effective sharing of marking practices within and between course teams.	✓ Improved NSS/PTES scores.	Faculty Exec Deans
C	The provision of cohort-level feedback on Exams and Course Tests, with year-on-year improvement of quality of both.	✓ Improved NSS/PTES scores.	Faculty Exec Deans
D	Forward-planning to ensure a fast turnaround of coursework – always within working 20 days.	✓ Improved NSS/PTES scores	Faculty Exec Deans
E	Develop an online marking and e-feedback system.	✓ Phased roll-out of online marking/feedback across all Faculties.	DUS (LTS)
F	Train staff on the use of online marking tools (e.g. script annotation software, feedback comments banks).	✓ Improved NSS/PTES scores.	Director of Human Resources
G	Enhance training provided to staff on formative assessment.	✓ Increased use of formative assessment ✓ Improved NSS/PTES scores.	ADTP
H	Provide all 1 st year students with feedback on a formative assignment within 3 weeks of arrival.	✓ Improved marks profiles	Faculty Exec Deans
I	Provision of training in assessment/feedback, and appropriate technologies within CSED academic development programme	✓ Improved NSS/PTES scores.	ADTP, Head of CSED and Head of Learning Technology (ISD)
J	Carry-out a sector benchmarking exercise - identifying most effective strategies in assessment and feedback in HEIs with high NSS scores in assessment and feedback.	✓ Improved NSS/PTES scores.	ADTP