

HE Teaching, Learning and Assessment Strategy

2019 - 2021



University Centre
Reaseheath



Introduction

This strategy articulates the ethos and focus of University Centre Reaseheath in securing excellence in learning, teaching and assessment through the provision of an innovative and transformative student experience. Our strategy is arranged around three core pillars:

- Innovation and inspiration
- Access and advancement
- Standards and success

The strategy is focused on working in partnership with students to collaboratively construct a Higher Education experience which enables them to fulfil their potential and reach their aspirations. We will embrace student, employer and professional body partnership in the co-creation of curriculum to provide the very best opportunities and learning experiences.

Our individualised and holistic approach will secure the highest standards of learning for all students to enhance their academic attainment and their prospects for further/higher study and employment.

Our commitment to continuous improvement and enhancement is central to our approach and is enabled by our

ongoing reflection and evaluation of the effectiveness of our initiatives.

Our strategy at a glance



Innovation and Inspiration

Aim 1: To work in partnership with students and employers to co-create a high quality, innovative curriculum which develops academic knowledge and skills and embeds real-world, technical and professional education.

Aim 2: To challenge, inspire and engage students to actively participate in and shape their learning

Aim 3: To further enhance our self-critical, cohesive academic community by embedding scholarship informed teaching and learning practices in curriculum design, delivery and evaluation



Access and Advancement

Aim 4: To embed inclusive teaching, learning and assessment practices in curriculum design and delivery to maximise accessibility and enhance the learning experience and environment for all students

Aim 5: To support students in exploring and advancing their growth and resilience through the provision of personalised support, guidance and intervention.

Aim 6: To facilitate career-aligned learning, embedding vocationally relevant opportunities which maximise graduate employability and capability.



Standards and Success

Aim 7: To embed inspirational approaches to teaching, learning and assessment which nurture student:

- creativity
- self-discipline
- critical enquiry and discovery
- solution-orientated thinking
- critical analysis, synthesis and evaluation.

Aim 8: To facilitate the development of graduate attributes alongside subject knowledge by providing a diverse and engaging range of innovative assessment opportunities.

Aim 9: To engage in an effective dialogue with students about their progress through the provision of high-quality, regular and timely feedback which is clear, concise, and advances student learning.



Innovation & Inspiration

We are committed to providing a unique, high-quality and stimulating learning experience which embraces progressively developmental pedagogies which are aligned to the level of study and subject discipline to enhance the acquisition of academic knowledge and skills and expedite the maturation of graduate attributes.

Aim 1: To work in partnership with students and employers to co-create a high quality, innovative curriculum which develops academic knowledge and skills and embeds real-world, technical and professional education.

We place partnership working at the heart of our approach to achieving teaching excellence. In collaboration with our students, we will construct a distinctive and individualised learning experience which incorporates cutting-edge teaching and learning practices and technologies within innovative course design and delivery. We will consistently and systematically engage students to drive our approach to innovation and enhancement, working in partnership to evaluate the effectiveness of our curriculum design, delivery, cross-curricular and extra-curricular initiatives. Working alongside employers and professional bodies, we will ensure that our curriculum is employment focused and provides our graduates with the best opportunities to secure sustained, highly skilled careers.

Aim 2: To challenge, inspire and engage students to actively participate in and shape their learning

Supporting progression, increasing continuation, raising aspirations and maximising student attainment is central to our approach. We will encourage and expect student participation, engagement and commitment to their development of knowledge, skills and graduate attributes. We will support and engage students to shape their own learning experience to foster the development of their independence, confidence and appetite for lifelong learning.

Aim 3: To further enhance our self-critical, cohesive academic community by embedding scholarship informed teaching and learning practices in curriculum design, delivery and evaluation

Teaching quality will be continuously enhanced by pedagogic and subject-based scholarship and research, ensuring that dynamic and innovative approaches inform our curriculum design and delivery. Driven by scholarship and research, our facilitation of learning will incorporate cutting-edge technologies and techniques to ensure that our graduates are at the forefront of innovation. Through our partnership working

with employers, professional bodies and the University of Chester, we will continue to support staff in maintaining their subject and vocational currency.



Access & Advancement

We are dedicated in our mission to widen participation and ensure that every student is given the support to succeed in their Higher Education studies. Our approach will encapsulate the entire student life-cycle to secure fair access, participation, successful completion and progression to employment or further study.

Aim 4: To embed inclusive teaching, learning and assessment practices in curriculum design and delivery to maximise accessibility and enhance the learning experience and environment for all students

Our lecturers and course managers will promote academic development and achievement by ensuring that each individual student is known, valued and that their personal needs are recognised and supported wherever possible, to secure effective transition into, through and beyond their studies at UCR. Our inclusive approach will provide all students with the opportunity to succeed and develop personally, academically and professionally to the highest level, regardless of prior qualifications, social background or differences such as age, race, gender, ethnicity or disability. We will, where appropriate, employ flexible approaches which harness the capabilities of e-learning and learning technologies to provide a rich, adaptable and responsive student experience.

Aim 5: To support students in exploring and advancing their personal growth and resilience through the provision of personalised support, guidance and intervention

Students commence their Higher Education studies at UCR with varying levels of prior attainment, readiness and personal circumstances. Our individualised and supportive approach will recognise the distinctive needs of each student and will support them to develop their independence and resilience by providing a holistic network of support which is firmly embedded in teaching and learning.

Aim 6: To facilitate career-aligned learning, embedding vocationally relevant opportunities which maximise graduate employability and capability.

Our approach to curriculum design and delivery will be driven by our expanding partnerships with local, national and international employers and partners. We are committed to developing embedded, meaningful work placement opportunities which integrate academic theory and vocational practice to establish work-ready graduates who are equipped to gain sustainable, relevant and highly-skilled employment.



**Standards
& Success**

We will promote the highest standards and facilitate student achievement by embedding a clear and transparent approach to curriculum delivery which is fair, consistent, supportive and aspirational. Our unswerving commitment to teaching quality and enhancement will safeguard academic standards and ensure consistency in the student experience throughout the University Centre Reaseheath.

Aim 7: To embed inspirational approaches to teaching, learning and assessment which nurture student:

- creativity
- self-discipline
- critical enquiry and discovery
- solution-orientated thinking
- critical analysis, synthesis and evaluation.

By embracing pedagogic innovation, we will establish rich and meaningful opportunities for students to engage in deep-learning and achieve academic, technical and professional excellence. Our approach to teaching, learning and assessment will enable students to go far beyond knowledge acquisition and will facilitate the effective development of graduate attributes and abilities which are essential for further study and work.

Aim 8: To facilitate the development of graduate attributes alongside subject knowledge by providing a diverse and engaging range of innovative assessment opportunities.

Through curriculum design, we will seek to diversify our approach to assessment and encourage students to employ active learning approaches to draw on learning both within and across modules. We will drive innovation in assessment to engage students in learning by providing exciting, interesting and relevant opportunities to develop their knowledge, skills, practices and attributes.

Aim 9: To engage in an effective dialogue with students about their progress through the provision of high-quality, regular and timely feedback which is clear, concise, and advances student learning.

Our assessment practices will ensure that students have clear, timely, transparent and accessible information on assessment outcomes and the criteria for success. We will utilise regular formative and summative assessment as opportunities to enable students to develop their understanding and secure progress. Assessment feedback

will be clear, personalised, inspire advancement, and seek to enhance learning by identifying key areas for further enhancement.

