

York St John University

Learning, Teaching and Assessment Strategy

2012-2015

Mission

York St John is committed to the provision of excellent, open and progressive higher education that embraces difference, challenges prejudice and promotes justice, and is shaped by York St John's Church foundation.

Vision

Exceptional Learning & Teaching | Exceptional Student Experience | Exceptional Graduates

Values

Progressive | Transforming | Relevant | Approachable | Inclusive

1. Aim of the strategy

Develop innovative, inclusive and high quality teaching, learning and assessment practices that actively engage students and lead to an exceptional learning experience for students and staff.

2. Key Objectives

- a. Provide high quality, research-informed teaching.
- b. Provide an academic portfolio that is challenging, exciting and attractive to students.
- c. Provide an innovative curriculum that is inclusive and supportive of diversity.
- d. Ensure students have successful academic transitions into, across and out of Higher Education.
- e. Promote a collaborative learning environment that encourages staff and students to engage in dialogue.
- f. Promote an emphasis on assessment for learning whilst maintaining the quality of assessment of learning.
- g. Continuously enhance students' engagement with their studies and extra-curricular opportunities.
- h. Embed employability and enterprise skills through work based learning opportunities and employer-informed curricula.
- i. Make best use of technology enhanced learning tools.
- j. Provide high quality development opportunities to enable staff to deliver exceptional learning, teaching and assessment practices.

3. Achieving the objectives

Objective	Target or Activity	Date	Responsibility
a	Faculties will:		
	<ul style="list-style-type: none"> Increase the number of members of staff with HEA accreditation or equivalent 	2015	Deans Deputy Deans
	<ul style="list-style-type: none"> Expect academic staff to engage in Peer Observation of Learning and Teaching 	Annually	Heads of Subject (HOS)
	<ul style="list-style-type: none"> Follow up on external examiners' reports on research-informed teaching in programmes 	Annually	Heads of Programme (HOP)
LTD will:	<ul style="list-style-type: none"> Provide easily accessible pedagogic practice and research resources that support the development of innovation across the institution. 	2012	Head of Learning and Teaching Development HLTD
b	Faculties will:		
	<ul style="list-style-type: none"> Review the range of learning opportunities offered to students to ensure that they are suitably challenged at each level of study 	2013	HOS HOP Module leaders
	<ul style="list-style-type: none"> Reflect on their programmes to ensure a range of learning opportunities that promote active learning is provided at each academic level e.g. enquiry based learning, problem based learning strategies 	2014	HOS HOP
	LTD will:		
<ul style="list-style-type: none"> provide support for the development of innovative pedagogic practice via curriculum project opportunities that encourage innovation and creativity 	Annually	HLTD	
c	Faculties will:		
	<ul style="list-style-type: none"> enrich curricula to raise student awareness of internationalisation and wider global issues 	2014	Deputy Deans HOS
	<ul style="list-style-type: none"> reflect continually on how teaching and assessment practices can be inclusive and supportive of a diverse student body 	2013	HOP Head of Student Experience
d	Faculties will:		
	<ul style="list-style-type: none"> Evidence the strategic management of student transition into and out of Higher Education, taking cognisance of best practice on retention 	2015	HOS Librarians
	<ul style="list-style-type: none"> Provide accurate information to students that sets out shared expectations for both staff and students 	2012	HOP Deputy Deans
	<ul style="list-style-type: none"> Clarify expectations of, and the support available to, academic tutors 	2012	Deputy Deans
	LTD will:		
<ul style="list-style-type: none"> Work with Faculties to consider how curricula facilitate student transition and engagement 	2015	HLTD	

e	Faculties will:			
	<ul style="list-style-type: none"> Consider how virtual and physical spaces, notably the FLC, can best be used to enhance students' academic experience, particularly through collaborative learning conversations 	2012	All Academics Librarians TEL (technology enhanced learning) advisors	
	<ul style="list-style-type: none"> Offer all staff and students a half day dialogue opportunity every year to consider learning, teaching and assessment on each programme and formally feedback to students on the outcomes 	Annually	HOP	
	<ul style="list-style-type: none"> Reflect on how programmes facilitate student engagement in peer learning and assessment 			
LTD will:	<ul style="list-style-type: none"> Facilitate dialogue days or assist Faculties in setting up such events 	Annually	HOP Module leaders	
			HLTD	
f	Faculties will:			
	<ul style="list-style-type: none"> Provide evidence-based rationales for assessment design in the validation of new programmes 	As and when validation occurs	HOP HOS	
	<ul style="list-style-type: none"> Embed a range of formative assessment opportunities within all modules, shifting the emphasis from summative to formative feedback 	2013	HOP Module Leaders All Academics	
	<ul style="list-style-type: none"> Normally provide feedback to students within three weeks of submission and notify students about when they can expect feedback 	2012		
	<ul style="list-style-type: none"> Reflect on summative assessment outcomes across programmes and consider whether assessment opportunities could encompass the learning outcomes of more than one module. 	2014	HOP HOS Deputy Dean Module Leaders	
	LTD will:	<ul style="list-style-type: none"> Facilitate development opportunities for reconsidering assessment strategies and practices 	2012	HLTD
		<ul style="list-style-type: none"> Provide staff development to support the increase in formative assessment activity 	2013	
		<ul style="list-style-type: none"> Provide ongoing staff development and support for e-submission, e-marking and e-feedback 	2012	TEL advisors
<ul style="list-style-type: none"> Facilitate a university-wide student-led project designed to encourage student engagement with feedback. 		2012	HLTD	

g	Faculties will:		
	<ul style="list-style-type: none"> Develop strategies to improve student engagement in learning and evaluate the effectiveness of those strategies 	2014	HOP HOS
	<ul style="list-style-type: none"> Develop a strategic approach to demonstrate how programmes empower students to take control of their own learning 	2015	Librarians
	<ul style="list-style-type: none"> Work with the SU to actively engage in relation to programme representatives and Faculty chairs 	Ongoing	HOPs, SU
h	Faculties will:		
	<ul style="list-style-type: none"> Continually reflect on how programmes can best develop the employability skills of all their students 	2014	HOP HOS
	<ul style="list-style-type: none"> Provide students with opportunities to learn from expertise developed elsewhere within the university and beyond 	2015	Careers advisors
i	Faculties will:		
	<ul style="list-style-type: none"> Continually explore how e-pedagogy can inform the developing curriculum 	Annually	HOP All Academics
	<ul style="list-style-type: none"> Encourage staff to engage with the range of technologies available to support student learning 		TEL advisors
	<ul style="list-style-type: none"> Continue to develop e-marking and e- feedback within programmes 		
	LTD will		
<ul style="list-style-type: none"> Facilitate staff development to increase expertise in the use of technology enhanced learning 	Ongoing	TEL advisors HLTD	
<ul style="list-style-type: none"> Work with Faculties in the development of a quality framework for technology-enhanced learning to enhance students' virtual learning experiences 	2012	e-Pedagogy Fellows	
j	Faculties will:		
	<ul style="list-style-type: none"> Provide local staff development activities appropriate to individual needs 	Annually	Deputy Deans HOS
	LTD will:		
	<ul style="list-style-type: none"> Provide a development programme that inspires staff to reconsider pedagogic practice 	Annually	HLTD HOS
	<ul style="list-style-type: none"> Establish a CPD framework that provides opportunities for staff to gain recognition of their expertise 	2012	
<ul style="list-style-type: none"> Promote opportunities for staff to engage in curriculum projects that encourage innovation and that push the boundaries of pedagogic practice 	Annually		

4. Risks for the achievement of the strategy

- Inability of University processes to adapt to enhancement focus
- Reluctance to take risks in learning, teaching and assessment practices stifles creativity and innovation
- Absence of buy-in to staff development opportunities limits enhancement

- Inadequate resources limit the extent of possible pedagogic innovations
- Creative pedagogic innovations stifled by restrictive regulations

5. Document control

Principal responsibility: DVC

Strategy approved by:	Date
Strategic Leadership Team	X
Academic Board	Y
Board of Governors	Z