# Learning, Teaching and Assessment Strategy (2022 update)

## Mission

## Our mission is to inspire our students to become innovative and creative professionals regardless of social background and ethnicity, by connecting them to

exciting and rewarding careers.

## Vision

## Our vision is to be a career focussed, professionally engaged, modern university of quality.

## Values

Our values, underpinning everything that we do, are: accessibility, affordability, diversity, transparency, and accountability.

## Aims

Addressing the broader UWL strategic aim of offering our students a world-class learning experience that recognises their intellectual and cultural strengths, expands their horizons and prepares them for work in a rapidly changing world (Achievement 2023)

1. To provide world-class teaching and learning opportunities to students that are personalised to the students’ needs
2. To provide assessments which will enable students to demonstrate to employers their real-world skills they have developed
3. To ensure all course design is informed by research and enterprise, are creative, rigorous, stretching and inclusive
4. To ensure all students are effectively supported in their development throughout their learning journey

## Key activities for success

1. Development, implementation, and evaluation of the UWL flexible blended learning framework *UWL Flex*
2. Extensive CPD opportunities by the Centre for the Enhancement of Learning and Teaching (CELT), aligned with identified staff needs in observation of teaching practice, appraisal and strategic targets
3. Provision of accredited courses to achieve Advance HE Fellowship at D1-D3 level as well as mentorship towards D2 and D3 through CELT
4. Development of a new course validation process which includes CPD provision for course teams and developmental review of validation paperwork prior to panel
5. Roll-out of new Lead Personal Tutoring role to enhance the personal tutoring system and utilising learning analytics to support the student engagement monitoring process
6. Development of innovative assessment practices to enhance students’ employability

## Success measures

1. KPI: 100% of eligible modules are designed in accordance with the UWL flexible learning framework *UWL* *Flex*
2. KPI: Achieve top 10% ranking for satisfaction with teaching quality in the NSS
3. KPI: Increasing student satisfaction with feedback in the NSS by at least 7%
4. KPI: All academic staff engage in observation of teaching practice every two years (or annually where required as part of Apprenticeship provision);
5. KPI: Increasing the number of permanent teaching staff with recognition of teaching by Advance HE to 83% by 2022
6. KPI: Increasing the number of staff with recognition of (strategic) leadership in learning and teaching by increasing the number of Senior Fellows by at least 15 and Principal Fellows by at least 2
7. KPI: Enhancing the course portfolio by increasing the UG provision by at least 30%
8. KPI: All students are supported by a named personal tutor and all academic schools have at least one Lead Personal Tutor
9. KPI: 99% of EE reports confirming comparability of standards, judged against the following questions: Are the standards set appropriate for the awards, or award elements, with regard to the Framework for Higher Education Qualifications (FHEQ) or equivalent Framework? Does the course comply with relevant sector recognised standards (i.e. Subject Benchmark Statements, PSRB requirements, Apprenticeship Standards)? Is student performance assessed to a standard comparable to that of other institutions?
10. KPI: All courses undergoing (re-)validation are to be reviewed by the CELT team with regards to their learning, teaching and assessment strategy at course level as well as the appropriateness of formative and summative assessment practices