



Learning, Teaching and Assessment Strategy

The Learning, Teaching and Assessment (LTA) Strategy is designed to support the implementation of Kingston University's Strategic Plan. It reflects a number of continuing initiatives such as the work on the Student Experience and Student Support, Transition and Retention, Assessment and Feedback, Employability and Research-informed Teaching and it builds on the work undertaken in the implementation of the Quality Enhancement Strategy (QES).

The decision has been taken to replace the QES with the LTA Strategy to address the key objectives for Learning, Teaching and the Curriculum, as defined in the Strategic Plan (Appendix 1). Widening Participation activities are now covered by Strategic Assessments and new strategies are being developed for Employability, Employer Engagement and Workforce Development. It is intended that the LTA Strategy is situated alongside these and other strategies, such as Internationalisation, with opportunities for cross fertilisation of ideas and activities.

The LTA Strategy is intended to allow flexibility to support faculties and departments as they respond to new learning opportunities and as the university creates new learning and teaching spaces and makes use of new technologies. The Goals and Objectives also apply to the learning experience of students taught in Kingston's partner organisations.

Implementation

Annual Action Plans will be developed within Faculties to indicate intentions for ensuring institutional and faculty priorities are met. These action plans will be in line with the Annual Planning process.

An annual report on progress will form part of the annual monitoring process and will be submitted to the Quality Enhancement Committee.

Principles

The Learning, Teaching and Assessment Strategy is underpinned by a commitment to the Kingston Student. It celebrates the diversity of our student body yet seeks to identify those attributes that make the Kingston Graduate unique, including a celebratory approach to creativity, entrepreneurship and global citizenship.

The Learning, Teaching and Assessment Strategy Goals

1. To enhance the quality of the student learning experience by creating a supportive and inspiring learning environment through all stages of the student life cycle in which the value of knowledge and its creation is recognised
2. To support the development of the curriculum to provide relevant and challenging programmes including provision for work-based learning and continuing professional development
3. To improve the students' experience of assessment by ensuring that assessment methods are appropriate to test learning, formative assessment opportunities are integrated into the learning experience, effective assessment guidelines are provided to students and effective feedback is given
4. To recognise and build on the skills, resources, community and personalisation afforded to students through the Internet and web-based and personal technologies.
5. To ensure that appropriate and innovative use is made of educational technologies, supported by on-going staff development and evaluation of new initiatives
6. To ensure that appropriate support, within and beyond the classroom, is available for all learners including undergraduate, postgraduate, home and international students, students with disabilities and those in the workplace
7. To encourage creativity in the use of both existing and new learning and teaching space enhanced by supportive staff development
8. To be informed by the student voice through regular feedback through module review, ISRs, faculty staff/student consultative committees
9. To enhance the quality of teaching by extending opportunities for research informed practice
10. To support the professional development of teaching and those who support learning including colleagues in partner institutions
11. To reward excellent teaching through University teaching awards and promotion criteria

Learning, Teaching and Assessment Strategy Objectives

All objectives relate to the undergraduate and postgraduate student experience

Goal 1: To enhance the quality of the student learning experience by creating a supportive and inspiring learning environment through all stages of the student life cycle

Objectives:

- To support the transition of students into higher education ,into each level and to prepare students for the transition to the next stage following graduation
- To provide explicit information to students about the key stages of their learning journey to help them navigate their learning
- To ensure that the opportunity for Personal Development Planning is available to all students throughout their time in the university and to foster the development of reflection

Goal 2: To support the development of the curriculum to provide relevant and challenging programmes including provision for work-based learning and continuing professional development

Objectives

- To ensure the curriculum is informed and enriched by sound pedagogic practice and research
- To ensure that the curriculum offers the opportunities for students to develop research /enquiry skills and also offers the opportunity for fostering creativity
- To offer opportunities for the development of Key and Employability Skills
- To offer the opportunity for the development of entrepreneurial skills
- To ensure the curriculum is rooted in current disciplinary research
- To involve students as active learners in all parts of the curricula.
- To increase opportunities for enquiry based learning and other active learning approaches

Goal 3: To improve the students' experience of assessment and feedback

Objectives

- To ensure that formative assessment opportunities are integrated into the learning experience
- To ensure that assessment criteria are explicit, accessible and discussed with students within modules
- To offer feedback on assessment that is timely (within 4 weeks of submission), engaging, consistent and makes clear how performance can be improved

Goal 4: To recognise and build on the skills, resources, community and personalisation afforded to students through the Internet and web-based and personal technologies.

Objectives:

- To ensure that staff develop and maintain an understanding of the digital world inhabited by our students and within which they have grown up.
- Ensure that students act as informed users of web-based services with the university helping students to refine and extend their skills.
- To ensure that staff maintain their skills to reflect the evolving nature of web-based information sources.
- Work in partnership with students to develop new approaches to learning and teaching.

Goal 5: To ensure that appropriate and innovative use is made of educational technologies

Objectives:

- To support and develop educational technologies that enhance the student contribution, collaboration and engagement in learning and their ownership of the learning process
- To support and develop technologies that promote flexible design and delivery
- To develop pedagogic models that effectively integrate learning and teaching in the physical and virtual environments to enhance student learning.
- To support and develop learning resources and activities that can be interfaced with students personal learning environments and technologies

Goal 6: To ensure that appropriate support is available for all learners including undergraduate, postgraduate, home and international students and those in the workplace

Objectives:

- To ensure that all students have access to a named member of staff for academic advice and for pastoral support
- To ensure access to an Academic Skills Centre for all students
- To extend the opportunities for students to access on-line academic skills support
- To extend the opportunities for Peer Assisted Learning

Goal 7: To encourage creativity in the use of both existing and new learning and teaching space

Objectives

- To use and timetable teaching spaces flexibly and in multiple configurations to support both staff led and learner led activities.
- To further develop and integrate into teaching programmes the use of dedicated collaborative learning spaces such as pod based IT laboratories.
- To use as appropriate classroom and personal technologies to enhance active and collaborative learning.

Goal 8: To be informed by the student voice

Objectives:

- To foster the development of course representatives
- To engage students in process for curriculum planning and review
- To embed , where possible, student volunteering initiatives, work placement , community engagement and study abroad
- To work with the Students' Union to improve practice

Goal 9: To enhance the quality of teaching

- To extend opportunities for research informed practice
- To introduce schemes for the peer observation of teaching
- To ensure annual monitoring and ISR processes review teaching and recommendations are acted upon

Goal 10: To support the professional development of teaching and those who support learning including colleagues in partner institutions

Objectives:

- To establish a coherent CPD framework which reflects the UK Professional Standards for Learning and Teaching in Higher Education
- To seek continually to improve the Postgraduate Certificate in Learning and Teaching in Higher Education
- To offer opportunities for the development of teaching skills for GTAs and others who support learning

Goal 11: To reward excellent teaching through University teaching awards and promotion criteria

Objectives:

- To review and develop the role of Kingston University Teaching Fellows
- To recognise a "Teacher of the Year" and "Peer Mentors of the Year"

Appendix 1 The Strategic Plan Key Objectives for Learning and Teaching

Comprehensive scope

- 1** To ensure a broad base of curricula while developing relevant, challenging and well-taught programmes that engage with theory and practice and with teaching informed by research.
- 2** To respond swiftly to new learning opportunities and lead the development of new areas within the curricula.

Academic focus

- 1** To support the growth of programmes, particularly at postgraduate level, that focus on identified areas of academic strength, and which will include provision for employer-led, work-based learning and continuing professional development.
- 2** To ensure that the curriculum takes full account of the challenges of our age.

Fitness-for-purpose

- 1** To develop learning spaces and the social environment on our campuses to meet the needs and rising expectations of a diverse student body.
- 2** To expand and adapt our provision to offer additional funded places, where possible, by building upon our network of partners in the local and international markets

Appendix 2 Attributes of the Kingston Graduate

The Learning, Teaching and Assessment Strategy is intended to create opportunities for students to graduate with

1. A sound knowledge base within their subject
2. A sense of preparedness for a knowledge driven economy
3. Confidence
4. KEYS: Self-awareness, Communication skills, Interpersonal Skills, Research and Information Literacy Skills, Numeracy Skills, Management and Literacy Skills and Creativity and Problem-Solving Skills
5. A reflective approach to their own learning and an appreciation of the benefits of lifelong learning
6. An awareness of the social, cultural and economic context of their university experience
7. A respect for the views of others
8. International horizons and an awareness of global citizenship
9. Entrepreneurial zeal
10. Commitment to Ethical Practice

Appendix 3 Implementation

It is intended that the following table will be completed on an annual basis by each of the faculties, ADC and other departments, to monitor and evaluate the implementation of the Learning, Teaching and Assessment Strategy. It is intended that the first part of the table will be completed prior to the start of the academic year in order to identify priorities and means of implementation. The second part of the table will be completed towards the end of the academic year to evaluate progress and help identify new and continuing priorities for the coming year.

The table below is partially completed to suggest indicators of success and ways in which faculties/departments may wish to identify how the Learning, Teaching and Assessment Strategy is being achieved. The table also suggests lead players in this process for each of the goals. This will vary between faculties and departments and is intended to be indicative only.

Goal	To be completed before the start of the academic year				To be completed at the end of the academic year
	Initiatives (as appropriate for each Faculty/Department)	Indicators of Success (Evidence and measure as appropriate for each Faculty/Department)	Lead Players and Resources (as appropriate for each Faculty/Department – all to include partner institutions)	Programme	Evaluation
1		All students to have identified opportunities to undertake PDP within the curriculum and through extra curricula activities. PDP evaluation indicates students level of active engagement with PDP activities	ADC Student Services Faculty Employability Coordinators Faculty L&T Coordinators Faculty PDP Champions		
2		RIT Projects External Examiner reports to indicate satisfaction MRDP's New curriculum developments	ADC Deans Directors of UG/PG Study Course Directors/Field Leaders Faculty Workbased Learning Reps Faculty L&T Coordinators Faculty BL Leaders		
3		NSS Monitoring and evaluation as appropriate for each Faculty	ADC Directors of UG/PG Study Course Directors/Field Leaders Module Leaders Faculty L&T Coordinators		

Goal	To be completed before the start of the academic year				To be completed at the end of the academic year
	Initiatives (as appropriate for each Faculty/Department)	Indicators of Success (Evidence and measure as appropriate for each Faculty/Department)	Lead Players and Resources (as appropriate for each Faculty/Department – all to include partner institutions)	Programme	Evaluation
4		Staff development programmes Evidence of on-line pedagogies, as appropriate, for all schools/courses/modules	ADC Staff Development & Training Faculty BL Leaders		
5		Evidence of on-line pedagogies, as appropriate, for all schools/courses/modules	ADC HoS's Course Directors/Field Leaders Module Leaders Faculty BL Leaders		
6		Provision and use of Academic Skills & Student Support Centres Provision of online academic skills support Growth in PAL initiatives	ADC KU English Language Support Faculty Academic Skills & Student Support Coordinators Student Services HoS's Course Directors/Field Leaders		
7		Research completed and disseminated on 'learning spaces' at KU Increased use of innovative technologies to deliver aspects of different subject content Development of curricula reflecting non traditional utilisation of learning spaces	ADC Rooming? L&T and Space Manager (correct title?) HoS's Course Directors/Field Leaders Module Leaders		
8		Coordination and enhancement of various student questionnaires/feedback mechanisms to provide meaningful student feedback. Coordination and enhancement of communication to report back to staff and students on results of feedback and actions coming out of this. SSCC's	ADC KUSU Student Services HoS's Course Directors/Field Leaders		

Goal	To be completed before the start of the academic year				To be completed at the end of the academic year
	Initiatives (as appropriate for each Faculty/Department)	Indicators of Success (Evidence and measure as appropriate for each Faculty/Department)	Lead Players and Resources (as appropriate for each Faculty/Department – all to include partner institutions)	Programme	Evaluation
9		RIT Projects Response to ISR recommendations Schemes for peer observation	ADC Directors of UG/PG Study HoS's Course Directors/Field Leaders Faculty L&T Coordinators Faculty BL Leaders		
10		Number of staff completing L&T courses	ADC HoS's Faculty L&T Coordinators		
11		Actions through appraisal process Creating learning communities Numbers of staff and students being nominated/applying for Awards Dissemination of good practice across learning, teaching and assessment internally and externally	ADC Deans HoS's and other line managers Faculty L&T Coordinators Faculty BL Leaders		