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1B: Learning, Teaching and Student Achievement Supporting Strategy

(Supporting the "Building an excellent university 2015 – 2020" strategy)

Introduction

The Learning, Teaching and Student Achievement supporting strategy stems from the University Strategy titled "Building an excellent university 2015- 2020". Southampton Solent University aspires to be the applied university of Southampton with the ambition to be the regional hub for skills development. We will work closely with regional, national and international partners in the industrial and higher education sectors to provide an excellent educational experience for our diverse students/learners. The university strategy clearly states:

"We will provide excellent and engaging learning opportunities, integrating theory and practice through delivery of innovative, inclusive and intellectually stimulating teaching to develop self-confident and highly employable graduates, who have maximized their educational potential."

The Learning, Teaching and Student Achievement supporting strategy is organised around 12 themes below, which collectively achieve the objectives set out in the University Strategy. There are milestones and targets for each deliverables.

1.   Inclusive and Flexible

Our vision is to be an inclusive university that is catalyst for social justice, social mobility and economic prosperity – providing access to top-class university education for all those qualified and able to benefit.

Deliverables	Prerequisites, milestones and targets	Time Scale
1.1 Specialist academic support for students with BTEC and other non-traditional entry qualifications	Development of repository of support materials Targeted programme for courses with high BTEC entry rates Increase in relevant progression rate	2015/16 2015/16 onward
1.2 Designing physical learning environment conducive for diverse learners with specialist requirements	Input to relevant estates development in ensuring inclusivity and accessibility agendas	2015/16 onward
1.3 Consistent use of virtual learning environment as a learning space to aid inclusivity agenda	All units to have Virtual Learning Environment (VLE) presence and adhere to the minimum standard	2016/17

2.   Student Evaluation and Feedback

The Student Experience supporting strategy elaborates related deliverables. However, the Learning, Teaching and Student Achievement supporting strategy presents deliverables around student evaluation and feedback on learning and teaching.

Deliverables	Milestones and targets	Time Scale
2. Responding to student feedback with strategic actions	Evaluation of student feedback with target response rates through Student Unit Evaluation (SUE) survey, Your Course survey and National Student Survey (NSS)	Annually
	Establishing a mechanism to reflect on SUE data as part of the Performance and Development Review (PDR) scheme	2015/16
	Establish strategic actions across the University rooted in student feedback to improve learning and teaching survey outcomes	2016/17
	Improving NSS scores and overall satisfaction to appropriate benchmark or above	Annually

3.   Student Engagement, Progression and Achievement

We need to enhance student engagement to ensure progression and achievement. The following are strategic deliverables to fully engage students in their learning and to maximize their educational potential. In order to enhance and support progression and achievement, our assessments need to be consistently rigorous, fair, balanced, proportionate, relevant and developmental; and assessment feedback needs to be timely, meaningful and engaging.

Deliverables	Milestones and targets	Time Scale
3.1 Development of analytics and related processes to improve student progression through the student lifecycle and deliver fulfilment of individual potential.	Standardise data collection and pilot case management processes	2015/16-2016/17
	Develop predictive analytics to manage student support resources effectively and efficiently	2016/17 onward
	Develop appropriate case management system and related policy to support students to ensure optimal engagement	2016
	Increasing student progression to appropriate benchmark or above	
3.2 Improvement in the clarity of assessment briefs and grading criteria	Develop and deliver staff development programme in writing effective and clear assessment briefs, use of generic grading criteria and giving feedback.	2015/16
	Reduction in assessment non submission.	
	Improvement in assessment and feedback NSS scores to appropriate benchmark or above	2016/17 onward

4.   Internationalised Curriculum

Internationalisation being one of the strategic priorities, it is imperative that our curriculum has global reach in its content and international student experience is embedded consistently in all courses.

Deliverables	Prerequisites, milestones and targets	Time Scale
4.1 Staff with the competency and knowledge to actively support international students with respect to diversity of learning styles and cultures.	Develop "international" staff development programme.	2015/16 – 2016/17
	75 % of staff to have attended	2017/18 – 2018/19
4.2 International experience and study abroad is part of the curriculum and staff development offer.	Map partner university's curriculum with our courses to aid students and staff to take up international opportunities	2015/16 – 2018/19
	5% of student population take up study abroad or work experience opportunities as part of their courses	2017/18

	10% of students population take up study abroad opportunities or work experience opportunities as part of their courses	2019/20
4.3 Enhance the language provision through Curriculum Plus provision	Developing Curriculum Plus language provision in European languages with at least three levels of proficiencies	2015/16 – 2016/17
	5% of the student population take up languages as part of the Curriculum Plus provision	2017/18
	10% of the student population take up languages as part of the Curriculum Plus provision	2019/20

5. Innovative and Creative Pedagogy

Our teachers are innovative in their pedagogic approach and constantly apply creativity in developing learning opportunities. It is essential that creativity and innovation in pedagogy is well supported and encouraged at Solent.

Deliverables	Prerequisites, milestones and targets	Time Scale
5.1 Staff development in creativity and innovation in learning and teaching	Providing staff development workshops on creativity and innovation in learning, teaching and assessment	2015/16 onward
	Two external conference presentation per school per year to showcase innovation in learning and teaching at Solent	2016/17 onward
5.2 Innovation in classroom delivery	Staff development in peer instruction and collaborative learning	2015/16 onward
	Staff development in classroom participation, and classroom management	2015/16 onward
	Staff development in immersive learning experience, problem-based and enquiry-based learning and flipped classroom activities	2016/17 onward
	Adoption of non-traditional learning deliveries in appropriate units	2017/18 onward
	NSS scores in teaching on my course increasing to appropriate benchmark or above	2017/18 onward

6. Confidence and Achievement

Solent students who take up extra-curricular and co-curricular activities are self-confident. They are achievers and the University celebrates their successes through appropriate externally supported award schemes.

Deliverables	Prerequisites, milestones and targets	Time Scale
6.1 Developing curriculum plus (C+) provision in emerging areas of employability and internationalisation	Review of curriculum plus provision to ensure wider student subscription 25% of student population subscribing to at least one C+ unit during their study period	2015/16 2018/19 onward
6.2 Increase in participation in external student competitions and voluntary activities e.g. student entrepreneurial societies and start-up companies	Framework to facilitate students in non- curricula engagement Identifying external student competitions and activities relevant to the disciplines. Every course consistently participates in at least one external student competition and provide necessary support Increase in student start-up companies	2016/17 2015/16 2017/18 onward 2017/18 onward

7. Bridging Theory and Practice

We aspire to establish an international reputation for excellence of our learning and teaching and for our sector-leading integration of theory and practice, which will be embedded in our curriculum through working with professional industry bodies and emphasizing real life problem based assessments.

Deliverables	Prerequisites, milestones and targets	Time Scale
7.1 Embed relevant professional qualifications in course content	Encourage the adoption of professional qualifications as part of the course offering. All courses actively demonstrate integration of industrial practice and skill delivery through validation process	2015/16 2017/18
7.2 Replacing traditional assessment with real life problem-based assessments involving global concerns	Assessment policy development to encourage innovative assessments that are inclusive and real life problem-based Staff development in innovative assessment design that are constructively aligned with learning outcomes Reduction of traditional assessments (e.g. examinations and essay writing) in all courses	2016/17 2016/17 2016/17 onward

8. Employability, Enterprise and Professional Development

Solent graduates are highly skilled, possess all the generic competencies, and are professionally developed, enterprising and confident. They are capable of facing the competitive world and serve the economy and society with integrity.

Deliverables	Prerequisites, milestones and targets	Time Scale
8.1 Consistent adoption of the Capital Compass model or other appropriate external model(s) within our curriculum to embed employability and professional development	All courses participate in Employability Self Evaluation (ESE) test at the start of the academic year (starting with new students) Further enhance recruitment material and student handbooks explaining how employability and professional development are embedded within the curriculum All appropriate courses must embed at least one PSRB recognition or accreditation Improving DLHE results to appropriate benchmark or above	2015/16 onward 2016/17 2016/17 Annually
8.2 Devising a value added matrix to measure students' professional development and achievement	Conceptual development of value added measure and pilot the concept Establishing internal KPI in the value added measure	2015/16 2016/17

9.   Technology Enhanced Learning

We will increase the use of leading-edge technologies to enhance face-to-face, blended and online learning. We will implement a cross-University targeted academic development programme in the use of new technologies coordinated by the Solent Learning and Teaching Institute.

Deliverables	Prerequisites, milestones and targets	Time Scale
9.1 Enhancing virtual learning environment (VLE) usage across the disciplines	Refresh, re-brand and re-launch the VLE platform NSS learning resources scores increasing to appropriate benchmark or above	2016/17 2017/18 onward
9.2 Supporting innovative pedagogy using learning technologies	Staff development in technology enhanced classroom pedagogy Support pedagogy involving BYOD through conducive IT infrastructure and high quality reliable information access Developing lecture capture capabilities in Solent classrooms NSS scores in learning resources and teaching in my course increasing to appropriate benchmark or above	2015/16 onward 2016/17 2015/16 – 2016/17 Annually

10.   Research Informed Teaching

We will contribute to national and international pedagogic practice by increasing our expertise in the delivery of research informed teaching. Our students will engage in our research activities as articulated in the research and innovation supporting strategy.

Deliverables	Prerequisites, milestones and targets	Time Scale
10.1 Supporting academic staff in action research and pedagogic research	Staff development in pedagogic research methodology	2015/16
	Increase number of staff presenting pedagogic papers at national and international education conferences relevant to different subject disciplines	2015/16 onward
	Increased number of pedagogic research papers published in peer reviewed journals (supporting REF 2020)	2017/18 onward
10.2 Developing curriculum to facilitate student engagement in research	Modify course designs to incorporate research activities for students alongside dissertations and final year projects	2015/16
	Embedding student research engagement consistently in all courses	2016/17
10.3 Showcasing student research activities	Organising internal student research conference with best output award	2015/16
	Participating annually in national and international student research conferences	2015/16 onward

11.   Staff Development

Our teachers and facilitators are confident, research active and informed, creative and reflective professional. We support them through extensive staff development to aid their continuing professional development (CPD) and reward them for their excellent contributions.

Deliverables	Prerequisites, milestones and targets	Time Scale
11.1 Enhancing CPD, Professional Development Units (PDU), and PGCTLHE provisions	Incorporating CPD workshops, PDUs, and the PGCTLHE course into the SLTI	2015/16
	Successful achievement of HEA accreditation	2015/16
	Build strong disciplinary links between the PGCTLHE participants and the Schools to foster ongoing staff development	2016/17
	Improving PTES scores in all aspects for PGCTLHE	2017/18 onward
11.2 Establishing peer observation of teaching	Incorporating peer observation into the PDR scheme	2015/16
	Ensuring all teaching staff actively engage with the Peer Practice Exchange (PPE) once every two years	2015/16 onward
11.3 Developing pedagogic mentoring scheme to mentor new teachers and unit leaders of outlying units	Pedagogic mentoring scheme development for new starters and early career academic staff	2015/16
	Piloting mentoring scheme for new starters and selective unit leaders of outlying units	2016/17
	Established mentoring scheme to improve unit performance for all outlying units	2016/17

11.4 Adoption of UKPSF in all aspects of staff development	Incorporating UKPSF in consistently in all staff development programmes	2016/17
	Aligning relevant staff development and learning and teaching projects to UKPSF for supporting greater uptake of HEA and SEDA fellowships	2015/16 onward
	SEDA (and other appropriate) badging of relevant staff development programmes	2017/18 onward Annually
	All academic staff incorporate CPD to be "in good standing" in their annual PDR	2018/19
	All fulltime staff members are at least HEA fellows and all part-time staff members are HEA associate fellows	2018/19
	5% of the fulltime academic staff members are HEA senior fellows distributed among the schools	
	Five HEA principal fellows from the University	2018/19
11.5 Developing Solent Learning and Teaching Award and Student Support Award	Award framework development in line with UKPSF and national teaching fellow (NTF) scheme	2015/16
	Awarding deserving teachers and facilitators and supporting them to produce research outcome based on their excellent initiatives	2015/16 onward

12.   Reputation

We will continually showcase our excellence in learning and teaching and student achievement within the organisation as best practices and outside the organisation for reputation all gain. We will participate in sector-wide and industry-led initiatives as experts in research-informed teaching, technology enhanced learning, and integration of theory and practice.

Deliverables	Prerequisites, milestones and targets	Time Scale
12.1 Showcasing excellence in learning, teaching and student achievement	Developing case studies, podcasts, video-casts showcasing excellence in learning, teaching and student support	2015/16 Onward
	Developing dedicated streamlined portal resource in disseminating best practices in learning and teaching (e.g. learning resource exchange)	2016/17
	Developing dedicated learning and teaching page on external website showcasing excellence in learning, teaching and student achievement	2016/17
12.2 Ensuring academic and professional staff members are externally engaged	Increase number of staff Staff members engage in (and not limited to) external examining, validating courses outside of Solent, editorial board of research conferences and journals	2015/16 onward