

# Learning and Teaching Policy and graduate attributes<sup>1</sup>

UPR TL03 version 07.01

## Policies superseded by this document

This document replaces version 07.0 of UPR TL03 with effect from 1 September 2024.

## Summary of significant changes to the previous version

Minor changes have been made to this UPR to reflect updated terminology.

## Glossary

A glossary of approved University terminology can be found in [UPR GV08](#).

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## 1 Introduction

This document sets out the University’s policy in relation to learning, teaching and assessment, the principles which underpin it and supersedes all previous versions with effect from 1 September 2024<sup>2</sup>.

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<sup>1</sup> **Note 1 for collaborative institutions (UK and overseas)**

Partner Organisations to which the University franchises programmes should consider how the University’s Graduate Attributes are developed and the Learning and Teaching Policy (set out in section 4 of UPR TL03) is implemented.

<sup>2</sup> **Academic Board Minutes:** 241.2.3 and 242, 1 March 2006, 369, 7 March 2007, 489.2, 1 June 2008 and 574.3, 11 March 2009; 123, 14 March 2012; 359, 12 March 2014; 480, 11 March 2015; 621, 22 June 2016; 693, 15 March 2017; 52, 16 March 2022, refer.

## 2 Scope

- 2.1 The University's Learning and Teaching Policy and Graduate Attributes apply to all learning, teaching and assessment activities conducted at the University of Hertfordshire and informs University of Hertfordshire programmes provided by Partner Organisations. The associated issues of curriculum development are addressed through the processes of validation and periodic review (UPR AS17<sup>3</sup>, refers).
- 2.2 The policy reflects national priorities for Higher Education, including access and participation, graduate outcomes and the requirements of legislation and relevant University policies and regulations such as those concerning equality and diversity, individuals' rights and institutional duties to promote equality.

## 3 University of Hertfordshire Graduate Attributes

- 3.1 We will develop graduates who are capable and professional, building on the engagement of employers and professional bodies who contribute to the development of our curriculum. We will encourage students to be creative and enterprising, and to build their social and global awareness. We will be compassionate and inclusive, supporting students in their learning and their living.
- 3.2 In addition to their subject expertise and proficiency, as a University of Hertfordshire graduate, they are
- Professionally focused
  - Globally minded
  - Sustainability driven
  - Digitally capable and confident
  - Inclusive and collaborative
  - Evidence based and ethical

## 4 Learning and Teaching Policy

- 4.1 Through the Education and Student Experience commitments within the University's 2020-2025 Strategic Plan, we will deliver high-quality and distinctive education that transforms lives by:
- Providing opportunities to develop students' skills for life
  - Working in partnership with our student community
  - Delivering flexible education with clear career pathways

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<sup>3</sup> UPR AS17 'Academic Quality'

## **4.2. Herts Learning Principles**

To enable students to achieve the Graduate Attributes and to reflect other local and national priorities for learning, teaching and assessment, the University is committed to designing curricula which share the following principles, known as the Herts Learning Principles:

### **4.2.1 Prioritises student learning**

Teaching, learning and assessment is inclusive and accessible, motivating all students to engage fully in their learning. Scaffolded support is provided at all stages to enable students to shape their individual learning experience. Programmes will centre authenticity and provide a research-rich and professionally focused education. Programmes will ensure development of our Graduate Attributes to enable student success in determining and reaching their personal and professional aspirations.

### **4.2.2 Ensures coherent design**

Deliberative curriculum design provides structure which enables student engagement through a considered blend of modes (e.g., campus-based; work-based; online learning modes), creating a rich learning experience. The Guided Learner Journey and Assessment Landscape communicate clear expectations for students about directed, independent and collaborative teaching, learning and assessment activities. The vision, and continuous enhancement, of the programme is shared by students and staff.

### **4.2.3 Offers opportunities for personalisation**

Programmes create and communicate opportunities for student choice. These may include when and where students learn; or what and how they learn (e.g., online or on campus, through the provision of some optional and/or additional modules, choice of technology, collaboration with peers). Personalisation in assessment is made available where appropriate. This may include choice of topic; assessment format; feedback mode. Students are supported to make timely, informed, and purposeful choices about their learning to ensure they can meet module and programme learning outcomes.

### **4.2.4 Harnesses technology**

Pedagogy, inclusivity, and accessibility determine the use of technology to support engagement in learning, teaching and assessment. Students are supported to develop their digital capabilities (including discipline-specific digital capabilities) for learning, personal and professional development. Staff are supported in their digital capabilities and are confident in their choice and use of technology for teaching and assessment.

### **4.2.5 Builds communities**

Collaborative endeavours support the development of learning communities, within and beyond the curriculum. Learning, teaching, and assessment are designed to build confidence in collaborative working. Learning and enhancement activities develop partnership working within, and between, student and staff communities. Programmes foster connectivity with communities inside and outside of the University; professionally, locally and globally.

- 4.3 To enable staff to address local and national priorities for learning, teaching and assessment, and meet the educational aims of the 2020-2025 Strategic Plan, the University is committed to promoting and supporting:
- academic and professional staff who are valued, rewarded and supported as scholarly and reflective practitioners in Higher Education;
  - the provision of high quality virtual and physical learning spaces and excellent learning resources

## **5 Implementation, Monitoring and Evaluation**

### **5.1 Role of the Director of Learning and Teaching**

The Director of Learning and Teaching, with the support of the Centre for Learning, Access and Student Success and the Educational Student Experience Committee of the Academic Board, is responsible to the Academic Board and the Pro-Vice Chancellor Education and Student Experience for the implementation, further development, monitoring and evaluation of the University's Learning and Teaching Policy and Graduate Attributes.

### **5.2 Committee structure of the Academic Board**

5.2.1 Implementation of the University's Learning and Teaching Policy and Graduate Attributes is through the following elements of the Academic Board structure.

5.2.2 Educational Student Experience Committee

- a The Academic Board has delegated authority to its Educational Student Experience Committee for all aspects of the University's Learning and Teaching Policy and Graduate Attributes, other than the approval of amendments.
- b The Committee will be advised and informed by the Director of Learning and Teaching.

5.2.3 School Academic Committees

- a School Academic Committees are responsible for the development of School Action Plans to give effect to the University's Learning and Teaching Policy and Graduate Attributes. These plans and any amendments to them will be received by the Educational Student Experience Committee of the Academic Board which will also note, annually, Schools' progress in relation to their published Action Plans.
- b Within the overarching framework provided by the School's Action Plan, local strategies may be developed provided that these are consistent with those identified at School level.
- c Each Dean of School will appoint an Associate Dean of School (Learning and Teaching) to have responsibility for leading learning and teaching developments within the School and, in this regard, the member of staff will report direct to the Dean of School.

### **5.3 Responsibilities in relation to individual programmes**

- 5.3.1 As a critical part of the Continuous Enhancement Planning process, all programmes will evaluate learning, teaching and assessment methods.
- 5.3.2 Feedback from students will be designed to elicit responses about the effectiveness of the learning and teaching they have experienced. This feedback will be evaluated and, where appropriate, will influence future delivery.

### **5.4 Individuals engaged in the support of learning**

- 5.4.1 All individuals engaged in the support of learning are expected to take account of the Learning and Teaching Policy and Graduate Attributes.
- 5.4.2 All academic staff will have the opportunity to contribute to the development of the Learning and Teaching Policy and Graduate Attributes and, throughout their teaching activities, are expected to demonstrate commitment to the learning and teaching principles set out in this document.

Sharon Harrison-Barker  
Secretary and Registrar  
Signed: **1 August 2024**

#### **Alternative format**

If you need this document in an alternative format, please email us at [governanceservices@herts.ac.uk](mailto:governanceservices@herts.ac.uk) or telephone us on +44 (0)1707 28 6006.