

LEARNING AND TEACHING POLICY AND GRADUATE ATTRIBUTES¹

SUMMARY OF PRINCIPAL CHANGES

General changes

Section 4: see text

(Amendments to version 05.0, UPR TL03 are shown in italics.)

1 INTRODUCTION

1.1 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 2017².

1.2 Terminology

This document uses the terminology set out in UPR GV08³.

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 to 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 AS17⁴, refers).

2.2 The policy reflects national priorities for Higher Education, including Widening Participation and graduate employability 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 The University is committed to providing a culturally enriched and research-informed educational experience that will transform the lives of its students. Its aspiration for its graduates is that they will have developed the knowledge, skills and attributes to equip them for life in a complex and rapidly changing world.

3.2 In addition to their subject expertise and proficiency, the University's graduates will have the following attributes:

¹ Note 1 for collaborative institutions (UK and overseas)

Partner Organisations to which the University franchises programmes are expected to subscribe to the attainment of the University's Graduate Attributes and Learning, Teaching and Assessment Principles which are set out in section 3 of UPR TL03. Partner Organisations must have a local mechanism for the implementation of these policies and principles - and for the monitoring and evaluation of that implementation - within those programmes franchised to them by the University. It is also expected that institutions will have an appropriate learning and teaching strategy to support the policy and principles. Where the University validates a programme designed by a Partner Organisation, the University expects that Organisation to have developed appropriate learning and teaching policies and strategies to give effect to the policy and principles in UPR TL03.

² **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, refer.

³ UPR GV08 'Terminology – Glossary of Approved Terminology'

⁴ UPR AS17 'Academic Quality'

3.2.1 Professionalism, employability and enterprise

The University promotes professional integrity and provides opportunities to develop the skills of communication, independent and team working, problem solving, creativity, digital literacy, numeracy and self-management. Our graduates will be confident, act with integrity, set themselves high standards and have skills that are essential to their future lives.

3.2.2 Learning and research skills

The University fosters intellectual curiosity and provides opportunities to develop effective learning and research abilities. Our graduates will be equipped to seek knowledge and to continue learning throughout their lives.

3.2.3 Intellectual depth, breadth and adaptability

The University encourages engagement in curricular, co-curricular and extra-curricular activities that deepen and broaden knowledge and develop powers of analysis, application, synthesis, evaluation and criticality. Our graduates will be able to consider multiple perspectives as they apply intellectual rigour and innovative thinking to the practical and theoretical challenges they face.

3.2.4 Respect for others

The University promotes self-awareness, empathy, cultural awareness and mutual respect. Our graduates will have respect for themselves and others and will be courteous, inclusive and able to work in a wide range of cultural settings.

3.2.5 Social responsibility

The University promotes the values of ethical behaviour, sustainability and personal contribution. Our graduates will understand how their actions can enhance the wellbeing of others and will be equipped to make a valuable contribution to society.

3.2.6 Global awareness

The University fosters discussion of complex and evolving world issues. Our graduates will be confident to act effectively in settings where language and culture are not familiar to them and will have an understanding of international traditions and practices both within, and beyond, their discipline.

4 LEARNING AND TEACHING POLICY

4.1 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 promoting and supporting the following principles:

- i learner-centred and *Technology-Enhanced Learning (TEL)* approaches that encourage active student engagement and provide flexibility in how, when and where students learn;
- ii complementary learning, teaching and assessment practices that are transparent, inclusive and fair and take account of the needs of a diverse student body;
- iii fit-for-purpose curricula that have been developed in conjunction with appropriate stakeholders to enhance the employability of our graduates;

- iv effective mechanisms that enable students to work with staff and other stakeholders in order to ensure that Learning, Teaching and Assessment practices are continuously enhanced;
- v academic and professional staff who are valued, rewarded and supported as scholarly and reflective practitioners in Higher Education;
- vi 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 Learning and Teaching Innovation Centre and the Student Educational Experience Committee of the Academic Board, is responsible to the Academic Board and the Deputy Vice-Chancellor for the implementation, further development, monitoring and evaluation of the University's Learning and Teaching Policy and Graduate Attributes.

5.2 Education Operational Plan 2015-2020

The University's Learning and Teaching Policy and Graduate Attributes will be realised through the Education Operational Plan 2015-2020 which, together with the Learning and Teaching Policy and Graduate Attributes, will be reviewed, by the Student Educational Experience Committee of the Academic Board, every five (5) years. The Committee will make a report to the Academic Board on the outcomes of that process.

5.3 Committee structure of the Academic Board

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

5.3.2 Student Educational Experience Committee

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

5.3.3 School Academic Committees

- i School Academic Committees are responsible for the development of School Action Plans to give effect to the University's Education Operational Plan 2015-2020, Learning and Teaching Policy and Graduate Attributes. These plans and any amendments to them will be received by the Student Educational Experience Committee of the Academic Board which will also note, annually, Schools' progress in relation to their published Action Plans.
- ii 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.
- iii 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.

5.4 Responsibilities in relation to individual programmes

- 5.4.1 As a regular item in annual monitoring and evaluation processes and with reference to the Education Operational Plan 2015-2020, all programmes will evaluate learning, teaching and assessment methods.
- 5.4.2 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.

5.5 Individuals engaged in the support of learning

- 5.5.1 All individuals engaged in the support of learning are expected to take account of the University's Education Operational Plan 2015-2020 and its Learning and Teaching Policy and Graduate Attributes.
- 5.5.2 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.

Mrs S C Grant
Secretary and Registrar
Signed: **1 August 2017**