**Framework for Good Practice in Learning and Teaching – Practical Guide**

As part of the University Strategy, Building Excellence, there is an expectation on all colleagues in the Research, Teaching and Enterprise job family that they develop a record of contributing to learning and teaching that is scholarly and effective in enhancing student learning, and of engaging with current practices in teaching. It is a priority in the Strategic Implementation Plan.

At its meeting on 22 June 2016 Senate approved a Framework for good practice in learning and teaching in our undergraduate and taught postgraduate programmes, which sets out the institutional expectations. It draws together what is already widely recognised, valued and implemented by the overwhelming majority of colleagues across Schools. It also complements the job descriptions/person specifications of staff in the R/T/E job family.

This document provides a context for the Framework and serves as a practical guide.

**Context**

The institutional Framework builds on two complementary and interrelated principles of consistency and creativity. These principles are applied to the three key areas of learning and teaching activity in which colleagues are routinely engaged. These are:

* Curriculum design, delivery, development and evaluation;
* Student engagement, support and development;
* Professional learning and career development.

Within each of these areas it is expected that:

* Colleagues engage in certain core activities that are undertaken effectively and consistently across Schools and that adhere to our internal protocols and external benchmarks. These form the basis for achieving an initial acceptable level of student learning and satisfaction;
* Colleagues develop their teaching styles and strategies during their careers, and enhance their practices in ways that promote active and engaged learning and which stimulate a high level of student satisfaction and achievement.

Implementation of these principles is supported in a range of ways.

* An annual allowance is provided for each academic staff member in the workload model for teaching-related development work
* Opportunities for individual colleagues to introduce significant new initiatives in learning and teaching are facilitated in a range ways, including through institutional Innovation Awards and School-based schemes
* Leadership of developments in learning and teaching is associated with certain roles including ADT, Director of Studies and Programme Director
* The job descriptions of senior colleagues (Readers/Professors) make specific reference to academic leadership including leadership in learning and teaching.

In addition to the above, the University Fellowship scheme and the arrangements within Schools to generate staff capacity as a replacement for Study Leave, provide opportunities for significant developments in learning and teaching.

**Use of the Framework**

The Framework is a prompt for colleagues in the detail they should gather over time as evidence of their good practice.

This evidence has two main purposes:

(1) In Performance and Development Review, Reward Review and promotion

* As a guide in PDR discussions
* As a resource in the preparation of an application for promotion to Senior Lecturer, Reader and Professor or to support an application for Reward Review

(2) In External recognition

* As the basis for a submission for professional recognition of teaching at the appropriate HEA descriptor (eg. Fellow, Senior Fellow, Principal Fellow of the HEA)
* As evidence of ongoing professional practice in order to retain professional recognition and enhance/build external reputation.

The practical guide below provides illustrations of core practice. It also sets out examples of enhanced practice in which colleagues are expected to engage as they develop their teaching over time.

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**Practical Guide to Framework for Good Practice in Learning and Teaching**

**Core Practice**

All colleagues engaging in the three core activities below are expected to provide a consistent and good quality experience for our students. Indicators of institutional expectations [mapped against the UKPSF] are as follows:

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| **Curriculum design, delivery, development and evaluation** |
| 1. Contribute to designing/redesigning a programme Part or whole programme (e.g. through membership of programme team/LTC etc.) [A1, A2, A4, K2, K4] [[1]](#footnote-1)
2. Understand how own modules fit within the overall programme(s). Ensure that teaching and assessment for own modules enables students to obtain and demonstrate that they have met the intended learning outcomes (ILOs) and that these ILOs align with those of the programme Part and whole programme(s)[A1, A2, A3, A4, K2, K4]
3. Deliver module content that is forward-looking and appropriately advanced in terms of level and challenge, and reflects developments in own subject area [K1, V3]
4. Meet deadlines for annual update of programmes and modules [K2,K6, V3]
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| **Student engagement, support and development** |
| 1. Adopt inclusive and supportive practices which engage students fully with the module(s) such that their achievement reflects their full potential and University expectations. Deliver and assess own modules using a blended[[2]](#footnote-2) approach to stimulate enquiry and high achievement. This may include integration of problem-based learning, interactive lectures/sessions where students gain more by preparing and participating, flipped classroom and integration of technology in class [A1,A2,A3,A4, K2,K3,K4,K5, V1]
2. Provide material on LEARN to support student learning in line with School Policy [A1,A4, K2,K4]
3. Provide assessment timings to students in accordance with a published schedule; make marking descriptors available to students in line with agreed University and School policy; carefully design assessment components that stretch students; return assessed work to students by the due date with feedback that supports learning (i.e. constructive; feeds forward), using online tools where appropriate [A2,A3, K2]
4. As academic advisor/personal tutor, facilitate student learning and personal development, and ensure meetings are formally scheduled [A4, V2]
5. Make clear to students arrangements for meetings and support outside scheduled timetabled activities
6. Effectively supervise project/dissertation students and formally record meetings in line with specified module requirements [A1,A2,A4]
7. Act on feedback from students as appropriate and close feedback loop for the benefit of students [A2,A3, K2]
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| **Professional learning and career development** |
| 1. Use feedback from various sources, including module outcomes, external examiners and student module feedback, to reflect on teaching, build on strengths and address any weaknesses or areas for improvement in curriculum design and delivery [A3, K2, V3, V4]
2. Engage positively with peer observation of teaching [A5, K6, V4]
3. Working towards or have secured formal recognition of professional standing in teaching in higher education, for example, through the Higher Education Academy (AFHEA, FHEA) or equivalent [V4]
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**Enhanced practice**

Over time colleagues are expected to develop their teaching styles and strategies, and enhance their practices in ways that promote active and engaged learning and which stimulate a high level of student satisfaction and achievement.

Illustrations of institutional expectations [mapped against the UKPSF] are as follows:

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| **[[3]](#footnote-3) Curriculum design, delivery, development and evaluation** |
| 1. Adopt an individual approach to teaching to enrich programmes and encourage students’ deep engagement. This may include excelling in and championing appropriate delivery mechanisms both in class and in the materials provided outside of class; championing and innovating in the use of appropriate technology; and contributing to the scholarship of the discipline [A1, A2, A3, A4, A5, K1, K2, K3, K4, K5, K6, V1, V2, V3, V4]
2. Take a proactive role in curriculum development beyond own teaching responsibilities[[4]](#footnote-4), for example, by contributing to or leading developments at programme level and working with colleagues to benefit student learning [A1, A4, K2, K4, K5, K6]
3. Effectively discharge a formal role relating to learning and teaching/student experience, including committee participation[[5]](#footnote-5) [K6, V4]
4. Adopt a clear research-informed approach to curricula design that, where appropriate, engages students in the research frontier of their subject [A5, K1, V3]
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| **Student engagement and support** |
| 1. In formal and informal interactions with students, enrich the learning environment by interacting with students in ways that motivate them, give them confidence and a clear sense of their value [V1,V2,V4]
2. Make innovative use of resources and media to enhance curriculum delivery and student engagement [A1, A4, K2, K4]
3. Employ LEARN to augment face-to-face interactions and to support both independent learning and collaborative learning [A1, A2, A4, K2, K4, V1, V2]
4. Adapt teaching style to different settings (lecture theatre, laboratory, studio, online delivery, etc.) and students, such that they all have the opportunity to gain the desired knowledge, skills and attributes [A1, A2, A3, A4, K1, K2, K3, K4, K5, V1, V2]
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| **Professional learning and career development** |
| 1. Use regular, evidence-based reflection/evaluation, together with feedback from various sources, to develop individual practice [A1, A2, A3, A4, K2, K3, K4, K5, V1, V2]
2. Record of participating in workshops and seminars that develops individual practice, including in curriculum design and delivery [A5, K6, V3, V4]
3. Record of proactively sharing effective practice within/beyond School which may include taking the initiative to organise activities to support the professional development of others [A5, V3, V4]
4. Record of growing academic leadership and influence in learning and teaching within and beyond the University [K6, V3, V4]
5. Working towards or attained and maintaining formal recognition of professional standing in teaching in higher education by the Higher Education Academy (HEA), or equivalent, as Senior or Principal Fellow. Where appropriate, membership achieved of relevant subject-specific professional bodies [V4]
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1. UK Professional Standards Framework (UKPSF); A = Areas of Activity; K = Core Knowledge; V = Professional Values, <https://www.heacademy.ac.uk/system/files/downloads/ukpsf_2011_english.pdf> [↑](#footnote-ref-1)
2. Blended learning is interpreted here as the blending within and across modules of different styles of teaching delivery, modes of assessment and feedback, in contrasting but also complementary learning spaces and supported by appropriate learning technologies.  The objective is to enable students to achieve the learning outcomes in ways that stimulate active engagement in their studies.  [↑](#footnote-ref-2)
3. Indicators / evidence of creativity and enhanced practice support a high level of student engagement in learning and satisfaction [↑](#footnote-ref-3)
4. In line with institutional job descriptions there is an expectation that senior staff assume greater leadership responsibilities in learning and teaching, including for policy initiatives within the School, major programme developments, mentoring of and supporting colleagues [↑](#footnote-ref-4)
5. As in 4 above [↑](#footnote-ref-5)