Learning, Teaching and Assessment Strategy
2015-2017
Vice Chancellor’s Introduction

Our mission statement affirms that we are exceptional and imaginative in the advancement of knowledge and the education of students as well as being passionate about collaboration, innovation and transformation to enhance social, cultural and economic wellbeing.

Our Learning, Teaching and Assessment Strategy 2015-17 is a core strategy which flows from the Corporate Plan 2015-17. It is aligned with other strategies for Employability, Information Technology, People, Research and Student Engagement. We are ambitious for our students and have high expectations of them in terms of their academic achievements while at Anglia Ruskin. We want a larger proportion of our undergraduate students to achieve good honours degrees. We aim to provide a stimulating, challenging, inclusive and satisfying learning experience that enables all students to achieve their personal academic aspirations and employment ambitions. Additionally, we expect them to develop an increased understanding of social and professional responsibility and their role as global citizens.

The Learning, Teaching and Assessment Strategy focuses on the enhancement of students’ learning opportunities and emphasises our commitment to:

- Improve students’ engagement with learning and assessment.
- Raise retention and timely course completion rates.
- Drive up students’ academic achievement.
- Increase students’ satisfaction so that we remain in the top quartile of UK universities for teaching and assessment.
- Achieve excellent employability outcomes for students and equip them with skills for higher level study.

The strategy is organised under four headings: Developing academic practice; Assessment and feedback for effective learning; Student engagement; Quality enhancement. For each of these, we state our overall aim and then list a number of strategies which we’ll implement to achieve that aim together with associated milestones for each of the three years of the Strategy which will serve to demonstrate its realisation.

I hope you will agree with me that, thanks to the excellent contributions from so many colleagues (and to the leadership of Anglia Learning and Teaching), achievement of the goals we’ve set ourselves herein will confirm the enduring quality of our teaching excellence.

We’ll improve students’ engagement with learning and assessment

Professor Michael Thorne
Vice Chancellor
Successful implementation of our new Learning, Teaching and Assessment Strategy is enabled by:

- **Learning, teaching and assessment practices of the highest calibre** - as acknowledged by our students, external examiners, professional, statutory and regulatory bodies, employers and national benchmarks – that "are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship" (QAA, 2012, CH B3: Learning and Teaching, p12).

- **Research-active academic staff**, experts in their field and passionate about their teaching and enhancing their professional practice.

- **Empowering staff** to develop new ways of teaching and assessing which foster active learning, while accepting the need to achieve efficiency.

- **Celebrating and recognising** excellent teaching practice.

- **An inclusive modern curriculum and courses** which maximise formal and informal learning opportunities to equip our students, irrespective of socio-demographic background, with the attributes and skills required for graduate-level employment and/or further study.

- **Stimulating campus, workplace and distance learning environments** enriched by an excellent library and other learning resources.

- **A first-class teaching and learning infrastructure and student services** supported by continuous improvements to accessible classroom and online learning technologies and audio-visual media.

- **Frequent and meaningful professional conversations** between students and staff to agree goals in relation to their academic achievements, promote a shared understanding of our approach to learning, teaching and assessment and enable students to understand their responsibility to engage with the learning opportunities provided and shape their learning experience (QAA, 2012, CH B3: Learning and Teaching, p21).

- **Transparent and accessible** policies, regulations and processes that are systematically reviewed to ensure continuing effectiveness in the enhancement of learning opportunities and teaching practices (QAA, 2012, CH B3: Learning and Teaching, p24).

Notes:
1. The term ‘staff’ refers to academic and support staff, as well as employers and professional practitioners involved in teaching or supporting student learning.
2. NSS is the National Student Survey.
3. QAA is the Quality Assurance Agency.
4. HEA is the Higher Education Academy.
1. Developing academic practice

Our aim:

To develop the highest standards of learning, teaching and assessment practice and learning facilitation in all our staff who teach and who support learning to meet the needs of our diverse student population.

Strategies

We will:

1. Ensure that our staff induction, mentoring, continuing professional development (CPD) and support processes provide all staff with the skills they need to meet our learning, teaching and assessment requirements.
2. Enable every member of staff with a role in teaching and/or supporting learning to develop and enhance their own classroom and online teaching practice to promote active student learning.
3. Ensure that all staff engaged in teaching and/or supporting learning are supported to achieve the HEA Fellowship category appropriate to their role and experience either via the PG Cert Learning and Teaching in Higher Education or through direct application to our CPD framework - the Anglia Professional Recognition Scheme for Teaching and Supporting Learning (APRS).
4. Provide support for academics undertaking CPD activities to achieve their learning, teaching and assessment-related objectives as determined through teaching review and appraisal.
5. Provide opportunities for academic promotion and progression based on excellence and leadership in teaching, and supporting learning and associated research.
6. Embed best practice in inclusive curriculum design and delivery in support of our corporate target to grow our work-based, distance, international, part-time and postgraduate student populations.
7. Enable academics to share their best learning, teaching and assessment practices through coaching, mentoring and teaching review at individual and course level across the full range of delivery modes.
8. Enable staff to improve and extend their digital literacy skills through the implementation of the Technology-enhanced Learning and Teaching (TEL) framework to provide a more engaging learning experience.
9. Celebrate excellent individual and course team teaching and supporting learning practices through our recognition schemes.

Milestones

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Target 2015</th>
<th>Target 2016</th>
<th>Target 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1a</td>
<td>50% of all courses score 90% or higher overall NSS satisfaction.</td>
<td>55% of all courses score 90% or higher overall NSS satisfaction.</td>
<td>60% of all courses score 90% or higher overall NSS satisfaction.</td>
</tr>
<tr>
<td>1.2a</td>
<td>91% of core modules receive an overall satisfaction score of more than 6.5.</td>
<td>93% of core modules receive an overall satisfaction score of more than 6.5.</td>
<td>95% of core modules receive an overall satisfaction score of more than 6.5.</td>
</tr>
<tr>
<td>1.3a</td>
<td>100 or more experienced academic staff who teach are Senior or Principal Fellows of the HEA.</td>
<td>125 or more experienced academic staff who teach are Senior or Principal Fellows of the HEA.</td>
<td>150 or more experienced academic staff who teach are Senior or Principal Fellows of the HEA.</td>
</tr>
<tr>
<td>1.4a</td>
<td>15% of postgraduate teaching assistants who complete the Learning and Teaching in Practice course achieve Associate Fellowship of the HEA.</td>
<td>20% of postgraduate teaching assistants who complete the Learning and Teaching in Practice course achieve Associate Fellowship of the HEA.</td>
<td>25% of postgraduate teaching assistants who complete the Learning and Teaching in Practice course achieve Associate Fellowship of the HEA.</td>
</tr>
<tr>
<td>1.5a</td>
<td>Academic staff with a record of excellence and leadership in learning and teaching and pedagogic research are encouraged to apply for Readerships or Professorships.</td>
<td>Continue 1.5a.</td>
<td>Continue 1.5a.</td>
</tr>
<tr>
<td>1.6a</td>
<td>Each Faculty makes two University Teaching Fellow applications to lead strategic LTA projects. One National Teaching Fellow success.</td>
<td>Six new University Teaching Fellows are appointed to lead strategic LTA projects. One National Teaching Fellow success.</td>
<td>Six new University Teaching Fellows are appointed to lead strategic LTA projects. One National Teaching Fellow success.</td>
</tr>
<tr>
<td>1.7a</td>
<td>All core campus teaching staff complete at least two days learning and teaching related CPD (pro rata to their contracts).</td>
<td>All core campus teaching staff complete at least three days learning and teaching related CPD (pro rata to their contracts).</td>
<td>All core campus teaching staff complete at least four days learning and teaching related CPD (pro rata to their contracts).</td>
</tr>
<tr>
<td>1.8a</td>
<td>Develop a barometer of digital literacy and establish a baseline digital literacy requirement for staff with CPD needs identified through induction, Teaching Review and appraisal.</td>
<td>As part of the regular review of courses by course teams, use the barometer to measure the effective use of classroom and online learning technologies and levels of staff digital literacy skills.</td>
<td>Previous milestone retained.</td>
</tr>
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</table>
2. Assessment and feedback for effective learning

Our aim:

To develop the highest standards of inclusive assessment and feedback practice that enables all students to demonstrate the extent to which they have achieved the intended learning outcomes whether studying on or off campus, at a distance or in the workplace. Set high expectations specifically for our undergraduate students by establishing targets across all courses for the percentages of students who will achieve good honours degrees. Ensure that the burden of assessment on students and staff is reduced to manageable levels across all courses.

Strategies

We will ensure that:

2.1 Courses adopt a coherent approach to the design of assessment and feedback using appropriate and inclusive forms of formative and summative methods that promote as well as measure learning. Course Leaders review module assessment strategies regularly to ensure the burden of assessment on students and course teams is kept to minimum threshold levels, such that academics have sufficient time to mark and provide helpful and good quality feedback.

2.2 New courses and those undergoing periodic review are subjected to a comprehensive review of their assessment strategies to ensure coherence and eliminate unnecessary assessment.

2.3 Students develop their assessment literacy by providing opportunities that enhance their appreciation of assessment processes and criteria - for example, through involvement in module and course assessment design, self and peer-assessment and the use of exemplars.

2.4 Students receive constructive, frequent and timely feedback that enables them to monitor and reflect on their performance and understand what they need to do in order to improve their learning.

2.5 All module leaders actively promote a shift in the balance of feedback - with greater emphasis placed on formative feedback or feed-forward, to improve performance, than on summative feedback.

2.6 Students have complete information for each assessment task including intended learning outcomes and clear marking criteria, and understand the nature of, and arrangements for, the assessment and marking processes.

2.7 Course teams review assessment design annually to ensure that methods used continue to be ‘fit for purpose’ and designed to minimise opportunities for academic misconduct. This will include giving careful consideration to module tariffs, credit volume and timing of assessment tasks.

2.8 Staff and students are fully supported in exploiting the benefits of technology for assessment and feedback.

2.9 We continue to promote good academic practice among students through opportunities for formative Turnitin®UK submissions; understanding the Turnitin®UK Originality Report; and providing enhanced University Library and Student Services resources.

2.10 Our Academic Regulations, in relation to assessment and feedback, are reviewed on an annual basis to ensure that these remain fair and in step with other UK HEIs.

### Milestones

<table>
<thead>
<tr>
<th>Target 2015</th>
<th>Target 2016</th>
<th>Target 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1a 50% of all courses score 75% or higher NSS satisfaction for 'Feedback on my course has helped me clarify things I did not understand'</td>
<td>2.1b 58% of all courses score 75% or higher overall NSS satisfaction for 'Feedback on my course has helped me clarify things I did not understand'</td>
<td>2.1c 65% of all courses score 75% or higher overall NSS satisfaction for 'Feedback on my course has helped me clarify things I did not understand'</td>
</tr>
<tr>
<td>2.2a Students’ assessment literacy is developed through a combination of induction and tutorials, self and peer assessment activities and continuous dialogue with staff, their peers and, if in the workplace, their employers - resulting in 76% or higher overall NSS satisfaction with assessment and feedback.</td>
<td>2.2b Students are supported to actively engage in activities designed to enhance their assessment literacy resulting in 78% or higher overall NSS satisfaction with assessment and feedback.</td>
<td>2.2c Students are supported to actively engage in activities designed to enhance their assessment literacy resulting in 80% overall satisfaction with assessment and feedback.</td>
</tr>
<tr>
<td>2.3a Encourage academic staff to shift the “assessment feedback” balance to providing more formative feedback/ feed-forward and less summative feedback.</td>
<td>2.3b Forms of formative feedback are embedded in 75% of modules.</td>
<td>2.3c Forms of formative feedback are embedded in 100% of modules.</td>
</tr>
<tr>
<td>2.4a Easy-to-use tools for providing computer-based assessment which generate automated formative feedback are identified and piloted.</td>
<td>2.4b Tools for providing computer-based assessment which generate automated formative feedback are integrated with the VLE and teaching staff are trained in their use.</td>
<td>2.4c Tools for providing computer-based assessment which generate automated formative feedback are used by most students in appropriate contexts.</td>
</tr>
<tr>
<td>2.5a An institutional protocol or compact for course level assessment design and feedback is developed.</td>
<td>2.5b The assessment and feedback protocol or compact is implemented for all courses.</td>
<td>2.5c Previous milestone retained.</td>
</tr>
<tr>
<td>2.6a All new courses and those undergoing periodic review are subjected to a comprehensive review of assessment to eliminate unnecessary assessment. A course level map of assessment is provided to inform students of assessment load and interrelationships.</td>
<td>2.6b Online systems (VLE, SITS, timetabling) are set up to generate course assessment maps from existing data holdings. Continue 2.6a through periodic review.</td>
<td>2.6c Assessment maps are used routinely to inform students of assessment load and interrelationships. Continue 2.6a through periodic review.</td>
</tr>
<tr>
<td>2.7a A feasibility study is undertaken for the configuration of University online systems (including the VLE and SITS) to provide automated support for the use of online formative and summative submission, marking and feedback.</td>
<td>2.7b University online systems (including the VLE and SITS) are configured to provide automated support for the use of online formative and summative submission, marking and feedback.</td>
<td>2.7c Online formative and summative submission, marking and feedback is available for all appropriate submission formats, supported by automated assignment administration.</td>
</tr>
<tr>
<td>2.8a 65% of first degree students will achieve good honours degrees.</td>
<td>2.8b 64% of first degree students will achieve good honours degrees.</td>
<td>2.8c 67% of first degree students will achieve good honours degrees.</td>
</tr>
</tbody>
</table>
We’ll increase students’ satisfaction so that we remain in the top quartile of UK universities for teaching and assessment.
3. Student engagement

Our aim:
Our students are independent learners, taking responsibility for their learning and development in a supportive environment in and outside the curriculum. They are actively engaged in their learning through involvement with their academic departments, wider Faculties and other Services. While studying with us, they will acquire subject knowledge and understanding and also gain skills that will enhance their employability and enrich their lives after university enabling them to provide a valuable contribution to a diverse society.

Strategies

We will:

3.1 Ensure that students have the opportunities to develop the graduate skills and attributes that will equip them for the workplace through the provision of placements, work experience, mentoring, research internships and volunteering. These opportunities are detailed in our Employability Strategy.

3.2 Enable our students to acquire high level academic, information and digital literacies necessary for success in their courses and future careers.

3.3 Continue to review courses and modules, using feedback from students whenever possible, to ensure that content, teaching and assessment tasks are fair for all students studying on and off our core campuses, regardless of ethnicity, disability, domicile, gender or age. Take action to ensure that assessment loading is proportionate and efficient for both students and staff.

3.4 Provide course teams with data on student achievement across different socio-demographic groups and ensure action is taken to address differences in achievement where these exist.

3.5 Ensure that disabled students with assessed learning support needs receive the identified reasonable adjustments to teaching, learning and assessment and that academic staff develop inclusive practices through anticipating any necessary adjustments.

3.6 Develop and implement, with our Students’ Union and Student Services, an institutional framework for enabling students to be effective and fully engaged partners in as many of our academic processes as possible.

3.7 Continue to incorporate sustainability across the curriculum with the assistance of the Global Sustainability Institute.

3.3. Student engagement

<table>
<thead>
<tr>
<th>Milestones:</th>
<th>Target 2015</th>
<th>Target 2016</th>
<th>Target 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1a</td>
<td>160 students undertake internships on our undergraduate research internships scheme.</td>
<td>3.1b</td>
<td>220 students undertake internships on our undergraduate research internships scheme.</td>
</tr>
<tr>
<td>3.2a</td>
<td>Each academic department’s student engagement action plan ensures that a diverse range of students are actively involved in the development and review of their courses and that 80% of courses have effective student representation.</td>
<td>3.2b</td>
<td>Each academic department’s student engagement action plan ensures that a diverse range of students are actively involved in the development and review of their courses and that 85% of courses have effective student representation.</td>
</tr>
<tr>
<td>3.3a</td>
<td>The course development and review process will measure the level of engagement with support for the development of academic, digital and information literacies, and internationalism.</td>
<td>3.3b</td>
<td>Online tutorial support in academic, digital and information literacies, and internationalism is integral to all courses.</td>
</tr>
<tr>
<td>3.4a</td>
<td>Course (re)approval, regular course review meetings and periodic review ensure the provision of inclusive teaching and proportionate levels of assessment as well as localization and globalisation of content.</td>
<td>3.4b</td>
<td>Course (re)approval, regular course review meetings and periodic review ensure that assessment tasks are proportionate and designed to be accessible to all students and provide opportunities for completion within cultural contexts.</td>
</tr>
<tr>
<td>3.5a</td>
<td>48% of on-campus students will use our VLE on a frequent basis.</td>
<td>3.5b</td>
<td>60% of on-campus students will use our VLE on a frequent basis.</td>
</tr>
<tr>
<td>3.6a</td>
<td>50% of students will say that sustainability has been a feature of their experience.</td>
<td>3.6b</td>
<td>60% of students will say that sustainability has been a feature of their experience.</td>
</tr>
</tbody>
</table>

We’ll drive up students’ academic achievement.
4. Quality enhancement

Our aim:
To enable staff, students and other stakeholders to work together to ensure an excellent and inclusive learning experience for all our students. Undergraduate students understand what is required of them to achieve good honours degrees and are supported in their efforts to meet those requirements. All students are able to use their feedback constructively to further improve their performance on subsequent assessment tasks.

Strategies

We will:

4.1 Use quantitative and qualitative data to review and enhance the quality of learning, teaching and assessment as part of continuing module and course monitoring.

4.2 Further improve learning support to enable students to develop as independent learners and researchers and enhance their ‘capacity for analytical, critical and creative thinking’ (QAA, 2012, CH B3: Learning and Teaching, p6) in order to succeed in their academic studies.

4.3 Give closer scrutiny, via course (re)approval events to the stated learning, teaching and assessment methods to ensure learning gain, taking into account the intended student population’s context (including location, mode of study, academic subject and whether full-time or part-time).

4.4 Ensure our curriculum reflects the diverse and international nature of our students and their learning contexts.

4.5 Make our Virtual Learning Environment (VLE), learning technologies and digital media integral to course design and delivery to support and enhance the student learning experience in all contexts, including distance and work-based learning.

4.6 Through course (re)approval and annual monitoring, we will ensure effective and consistent use of the VLE and that its content is designed to improve ‘the motivation of students to engage with learning and to learn independently’ (QAA, 2012, CH B5: Student Engagement, p2).

4.7 Work with Professional, Statutory and Regulatory Bodies and other stakeholders to ensure that our courses continue to be ‘fit for purpose’ and equip our students with the professional values, attributes and skills expected of them.

4.8 Ensure that all our students have the opportunity, individually and collectively, to participate as partners in the quality assurance and quality enhancement of their educational experience (QAA, 2012, CH B5: Student Engagement, p4).

Milestones:

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<th>Target 2015</th>
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<th>Target 2017</th>
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<tbody>
<tr>
<td>4.1a 65% of undergraduate courses have overall NSS satisfaction of 86% or more.</td>
<td>4.1b 70% of undergraduate courses have overall NSS satisfaction of 86% or more.</td>
<td>4.1c 75% of undergraduate courses have overall NSS satisfaction of 86% or more.</td>
</tr>
<tr>
<td>4.2a 86% of postgraduate taught students are satisfied overall with the quality of their course.</td>
<td>4.2b 88% of postgraduate taught students are satisfied overall with the quality of their course.</td>
<td>4.2c 90% of postgraduate taught students are satisfied overall with the quality of their course.</td>
</tr>
<tr>
<td>4.3a 76% of modules receive 80% or more for satisfaction with the use of the VLE to support their learning.</td>
<td>4.3b 78% of modules receive 80% or more for satisfaction with the use of the VLE to support their learning.</td>
<td>4.3c 80% of modules receive 80% or more for satisfaction with the use of the VLE to support their learning.</td>
</tr>
<tr>
<td>4.4a 80% of course teams hold twice yearly review meetings involving course representatives.</td>
<td>4.4b 90% of course teams hold twice yearly review meetings involving course representatives.</td>
<td>4.4c 100% of course teams hold twice yearly review meetings involving course representatives.</td>
</tr>
<tr>
<td>4.5a 80% of all modules have an online reading list.</td>
<td>4.5b 90% of all modules have an online reading list.</td>
<td>4.5c 100% of all modules have an online reading list.</td>
</tr>
</tbody>
</table>

We’ll achieve excellent employability outcomes for students and equip them with skills for higher level study.
For more information about Anglia Learning & Teaching
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