

Teaching and Learning Themes, 1, 2 and 3: Guidance for Programme Teams			
Version:	December 2015	Date last reviewed:	December 2015
File name:	Teaching_Learning_Themes, 1, 2 and 3_Guidance_Programme_Teams_December_2015		

Contents

1. Introduction	1
2. Requirements	2
3. Theme 1 - Achievement and enhancement of academic standards	3
4. Theme 2 – Learner centred approaches ¹	4
5. Theme 3 - Electronic and blended approaches	6
6. Appendix 1: The Audit Tool for Themes 1, 2 & 3 ^{1 2}	7
7. Appendix 2: Audit Report	12
8. References	13

1. Introduction

BUE's Vision commits the University to providing, *“internationally recognised quality degrees that develop the knowledge and skills to help our students shape and lead their countries.”* Moreover, its Mission is to develop, *“capable graduates, educated to the best UK academic standards, who are independent learners.”*

The University has now graduated 7 cohorts in BAEPS and ICS, 6 cohorts in Engineering and 4 cohorts in Nursing. As the University enters Phase Two of its development, the revised Strategic Plan reconfirms its Vision and Mission whilst also committing to:

- a. The delivery of a Teaching and Learning Strategy which seeks to support the development of students and graduates with the required attributes to reflect the aspirations set out in the Vision and Mission of the University.
- b. The enhancement of a broad Student Experience that includes a growing emphasis on the delivery of an experience which will enhance the employability prospects of BUE graduates.
- c. The development of University wide student support services including Careers, Alumni and Student Activities.
- d. Ensuring that BUE graduates are recognised within the employment market as possessing the required skills and attributes sought by employers.

The University's Teaching and Learning Strategy includes six themes for the enhancement of Teaching and Learning and it seeks to support faculties, departments and programme teams to prioritise four inter-related key themes.

They are:

- a. Theme 1 - Achievement and enhancement of academic standards
We will continue to sustain and increase student academic achievement standards.
- b. Theme 2 - Learner centred approaches
We will continue to develop a learner-centred approach that is responsive to the needs of students as individuals and which promotes student engagement.
- c. Theme 3 - Electronic and blended approaches
We will enhance the teaching and learning experience through the development of electronic and blended learning approaches.
- d. Theme 5 - Employability opportunities
We will advance our students' employability through a curriculum and Learning Pathways taking account of Graduate Attributes required by employers.

A separate document, *A University Process for the Auditing and Mapping of Employability Skills/Attributes: December 2015* sets out the University's approach for the integration of employability skills/attributes within each of its programmes. The focus of this document is to set out how faculties, departments and programme teams can develop their own Teaching and Learning Strategies to ensure that Themes 1, 2 and 3 are appropriately advanced.

2. Requirements

It is important for teaching teams, as well as service teams, to develop shared understandings of why the University seeks to advance the three themes as part of its Teaching and Learning Strategy, how each theme is inter-related, and the role that teams plays in advancing them.

During 2015/16, the University requires all programme teams to complete four actions:

- a. **Understanding:** To begin to foster common understandings of Themes 1, 2 and 3.
- b. **Audit:** To complete programme audits.
- c. **Strategy and Action Plan:** To agree a Teaching and Learning strategy and the specific actions required to advance each theme.
- d. **Practice:** To agree how each theme will be advanced and to develop shared Teaching and Learning approaches within each team.

Sections 3 to 5 below outline how programme teams can advance Teaching and Learning Themes 1 to 3. It is suggested that each programme team and faculty may consider focusing on just one or two elements in the development of its own Teaching and Learning Strategy for the coming year.

3. Theme 1 - Achievement and enhancement of academic standards

The University is committed to the safeguarding, maintenance and enhancement of academic standards as set out by the UK QAA benchmark statements and norms as well as the Egyptian NAQAAE National Academic Reference Standards.

Strategies to support the achievement of Theme 1 include but are not limited to:

#	Area	Strategies include
1	External benchmarks	<ul style="list-style-type: none"> a. Ensuing mapping of programmes to QAA benchmark standards and norms. b. Ensuing mapping of programmes to NAQAAE NARs. c. Seeking accreditation from professional bodies.
2	General Academic Regulations	<ul style="list-style-type: none"> a. Ensuring consistent implementation of the General Academic Regulations. b. Ensuring consistent and transparent systems and processes to manage all student processes. c. Ensuring consistent information is provided to students. d. Ensuring information in accessible formats.
3	Programme management	<ul style="list-style-type: none"> a. Effective delivery of each role. b. Ensuring consistent application of the Annual Quality Enhancement Cycle. c. Ensuring consistent and transparent systems and processes to manage all student processes. d. Regular review of data to inform programme delivery and development. e. Effective implementation of committee structure locally and centrally. f. Effective management of module and programme boards.
4	Curriculum design and resourcing	<ul style="list-style-type: none"> a. A curriculum which incrementally develops the knowledge and skills required for students to achieve. b. Appropriate physical resources to support curriculum delivery. c. Appropriate curriculum resources, including Library resources, to support curriculum delivery. d. Use of eLearning to support programme delivery.
5	Teaching and Learning	<ul style="list-style-type: none"> a. The delivery of Student Centred Learning approaches which promote student engagement. b. The delivery of differentiation. c. Use of eLearning to support programme delivery.
6	Assessment and marking	<ul style="list-style-type: none"> a. Development of an appropriate assessment strategy to support learning. b. Effective design of coursework briefs. c. Effective design of examinations. d. Transparent marking criteria understood by staff and students. e. Effective marking processes. f. Effective moderation processes. g. Effective systems for input and checking of marks on the SRS. h. Timely responses to External Examiners.
7	Feedback on formative and summative assessments	<ul style="list-style-type: none"> a. Effective feedback is provided in a range of formats including: 1:1; written feedback; oral feedback; group feedback etc. b. Feedback that is constructive and builds on learners' strengths. c. Feedback that is timely to inform future learning: feed-forward approaches.
8	Identification of students at risk	<ul style="list-style-type: none"> a. Agreed definitions of 'at risk'. b. Systems informed by data to identify at risk students. c. Systems to ensure early interventions with appropriate support in place.

#	Area	Strategies include
9	Support for transitions	<ul style="list-style-type: none"> a. Induction programmes for all years. b. Programme Student Handbooks. c. Handbooks for particular years e.g. final year dissertations, internships etc. d. Use of student mentors.
10	Delivery of student support on programme and centrally	<ul style="list-style-type: none"> a. Systems to enable early interventions. b. Transparent student support mechanisms in place including office hours, workshops, Personal Tutors. c. Effective use of Personal Tutors. d. Use of the SRS to provide data and to support delivery of student support.
11	Listening and responding to student feedback	<ul style="list-style-type: none"> a. Engagement with students via feedback mechanisms including Module and Programme evaluations and SSLCs. b. Representation of students on committees.

4. Theme 2 – Learner centred approaches ¹

Within UK HE there is an expectation that staff and students should work in partnership. In the *UK Quality Code for Higher Education*, the Quality Assurance Agency (QAA) gives the following definition of partnership:

In this Chapter, the terms 'partner' and 'partnership' are used in a broad sense to indicate joint working between students and staff. In this context partnership working is based on the values of: openness; trust and honesty; agreed shared goals and values; and regular communication between the partners. It is not based on the legal conception of equal responsibility and liability; rather partnership working recognises that all members in the partnership have legitimate, but different, perceptions and experiences. By working together to a common agreed purpose, steps can be taken that lead to enhancements for all concerned. The terms reflect a mature relationship based on mutual respect between students and staff. (QAA 2013, p. 3)

A key way in which effective partnerships are constructed is via the Teaching and Learning process. To ensure this the University's Teaching and Learning Strategy seeks to develop a Student Centred approach. Student Centred Learning (SCL) was credited to Hayward as early as 1905 and to Dewey's work in 1956. Carl Rogers was then associated with expanding this approach into a theory of education in the 1980s and this learning approach has also been associated with the work of Piaget (developmental learning) and Malcolm Knowles (self-directed learning).

SCL is characterised by (cf. Lea et al, 2003):

- a. The reliance on active rather than passive learning.
- b. An emphasis on deep learning and understanding.
- c. Increased responsibility and accountability on the part of the student.
- d. An increased sense of autonomy in the learner.
- e. An interdependence between teacher and learner.
- f. Mutual respect within the learner teacher relationship.
- g. A reflexive approach to the teaching and learning process on the part of both the teacher and the learner.

One definition of SCL that seeks to incorporate the different elements is:

Student-Centred Learning represents both a mindset and a culture within a given higher education institution. It is a learning approach which is broadly related to, and supported by, constructivist theories of learning. It is characterised by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical thinking and reflective thinking.*

* Constructivism is a theory of knowledge that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas.

Strategies to support the achievement of Theme 2 include but are not limited to¹:

#	Area	Strategies include
1	Understanding how teams might develop SCL approaches in their programmes	<p>The development of SCL approaches that might include:</p> <ol style="list-style-type: none"> <u>Making students more active in acquiring knowledge and skills</u>: This can include activities in class, fieldwork, and the use of computer-assisted learning packages etc. <u>Making students more aware of what they are doing and why they are doing it</u>: This can be done by using learning logs, analytical presentations etc. <u>Focusing on interaction</u>: Such as by the use of tutorials, buzz groups and larger discussion groups etc. <u>Focusing on transferable skills</u>: Looking beyond the immediate programme requirements to other benefits to students later on in their careers and in life.
2	Using SCL approaches in lectures	<p>The development of SCL approaches that might include:</p> <ol style="list-style-type: none"> Buzz groups (short discussion in twos) Snowballing (turning buzz groups into larger groups) Cross-overs (mixing students into groups) Use of tutorial groups Rounds (giving turns to individual students to talk) Quizzes Writing reflections on learning (duration of 3-4 minutes) Student presentations Poster presentations Role play Use of short video clips Students producing mind-maps Differentiation
3	Using SCL approaches outside the classroom	<p>The development of SCL approaches that might include:</p> <ol style="list-style-type: none"> Learning and working in partnership through learning communities and communities of practice Problem based learning approaches Subject-based research and inquiry Independent projects Group discussion Peer mentoring of other students Team work Debates Field-trips Internships Practicals Reflective diaries or learning logs Computer-assisted learning Writing media articles

#	Area	Strategies include
		o. Portfolio development
4	The role of the Library and eLearning	The development of approaches that include: <ul style="list-style-type: none"> a. <u>Providing Information Resources</u>: To ensure appropriate resources that are available in different formats and on eLearning. b. <u>Fostering Partnerships and Collaboration</u>: To support effective planning and delivery of the curriculum. c. <u>Developing Students' Information Literacy Skills together with Members of Teaching Staff</u>: To ensure that students know when they need to find information, identify the information relevant to addressing their problem and find, evaluate, organise and use the information effectively in addressing the problem they are faced with. d. <u>Provision of technology-rich online environments</u>: To serve as a physical space for student collaboration, discovery and innovation and to support the learning that takes place inside the classroom.
4	The provision of internships and work experience	<ul style="list-style-type: none"> a. Provision of internship opportunities in each programme. b. Provision of mentoring opportunities.
5	The delivery of a Student Experience including Clubs, Societies and extra-curricular activities	<ul style="list-style-type: none"> a. Provision of a wide range of clubs and societies for students to broaden their experience and to organise a range of activities and events.

5. Theme 3 - Electronic and blended approaches

One definition of blended learning that has been proposed by Professor McDonough is:

A formal education programme in which a student learns in part through online delivery of content and instruction with some element of student control over time, place, path or pace. There will still be face-to-face classroom methods. These will be combined with computer mediated activities.

The benefit of blended learning approaches is that they support Student Centred Learning by:

- a. Providing students with a more complete learning experience.
- b. Encouraging learning by doing rather than learning by being told.
- c. Providing teachers with a more interesting teaching experience.
- d. Helping to differentiate student abilities and outcomes.

Strategies to support the achievement of Theme 3 include but are not limited to:

#	Area	Strategies include
1	eLearning Musts Phase 2	<ul style="list-style-type: none"> a. Ensuring all modules meet the requirements of eLearning Musts Phase 2. b. Seeking to develop the provision of resources and learning activities as part of Phase 2.
2	Pilot blended learning projects	<ul style="list-style-type: none"> a. Identification of modules in each year to pilot a blended learning approach.

6. Appendix 1: The Audit Tool for Themes 1, 2 & 3^{1 2}

Adapted from - <https://www.heacademy.ac.uk/resource/mapping-employability-toolkit>

Introduction

The University's Teaching and Learning Strategy includes six themes to for the enhancement of Teaching and Learning and it seeks to support faculties, departments and programme teams to prioritise four inter-related key themes. They are:

- a. Theme 1 - Achievement and enhancement of academic standards
We will continue to sustain and increase student academic achievement standards.
- b. Theme 2 - Learner centred approaches
We will continue to develop a learner-centred approach that is responsive to the needs of students as individuals and which promotes student engagement.
- c. Theme 3 - Electronic and blended approaches
We will enhance the teaching and learning experience through the development of electronic and blended learning approaches.
- d. Theme 5 - Employability opportunities
We will advance our students' employability through a curriculum and Learning Pathways taking account of Graduate Attributes required by employers.

This audit tool is provided to enable programme teams to identify their current position in relation to Themes 1, 2 and 3 with a separate audit provided for Theme 5.

How to use the Audit

The audit should be carried out with respect to the totality of provision within a programme.

The numeric scoring system allows for the situation where an issue might be addressed but only superficially or at the wrong time. Only score 4 if you believe the programme optimally deals with the audit point.

In the various aspects of the programme score (0-4) for each of the audit points depending on how closely you believe these audit points are optimally achieved in the programme being audited. Make a judgement and score accordingly. Think about it from the student's point of view as well as that of the programme team.

Score	Descriptor
0	Score 0 if the audit point has not been seriously considered at all.
1	Score 1 if the audit point has been considered but reflection indicates it is poorly satisfied.
2	Score 2 if the audit point has been considered but reflection indicates it is partially satisfied.
3	Score 3 if the audit point has been considered and reflection indicates it is adequately satisfied.
4	Score 4 if the audit point has been considered and reflection indicates it is optimally satisfied.

Using the results of the Audit

Having completed the audit you should analyse each of the audit points with a score of 2 or less:

- a. What possible options could be envisaged which would satisfy the audit point?
- b. Do resource or other constraints make any of these options unrealistic?
- c. At what point in the programme could appropriate changes be made?
- d. Which changes would most benefit employability aspects of the programme?
- e. Can a realistic action plan be formulated to introduce these changes into the programme before the next intake of students?

Issues to consider:

- Are there potential quick wins? There may be something that you or your colleagues could do very easily that would not cost a lot in terms of resources or time.
- Are there changes that require longer term planning? Does the change require agreement of others/resource allocation/time to implement?
- Collect all your action points and record them in the Audit Report.
- Having instituted changes as a result of the audit the process should be repeated in 12-24 months.

1. Consultation with students

1.1 Consultation with Students	Score
Are there transparent procedures in place for students to be able give feedback on the quality of the educational process?	
Are students consulted on curriculum content?	
Are students consulted on the teaching and evaluation methods used?	
Are students consulted on the teaching and evaluation methods used?	
Are students involved in periodic programme quality reviews?	
Are students involved as full and equal members in committees where issues relating to the student experience are discussed at all levels (e.g. department, faculty, university, etc.)?	
Are straightforward procedures in place for students to appeal decisions regarding their academic attainment or progression?	

2. Design of learning, teaching and assessment

2.1 Learning outcomes	Score
Are students consulted when learning outcomes are designed?	
Are student needs and the diversity of the relevant student group considered when designing learning outcomes?	
Are students informed on the intended learning outcomes before they start a module?	
Are credits measured based on student workload, independent of contact hours?	
Is the programme structured so that it incrementally develops the skills and knowledge that students require for achievement of each year/level ILOs?	

2.2 Teaching and Learning Methods	Score
Does your programme team use peer assessment and peer learning?	
Does your programme team have modules in which it uses student centred learning approaches?	
Is group-work used in the learning process within your programme?	
Are extra-curricular activities of students accepted and recognised as an essential part of the learning experience?	
Are examples of good practice in teaching and learning discussed and disseminated at the programme, faculty and institutional level?	

2.3 Assessment Methods	Score
Are the goals of the learning process agreed upon between teachers and students?	
Are peer- and self-assessment used as a method in the student assessment process?	
Are projects used in the assessment of students?	
Are simulations of tasks and 'real life' situations used in the assessment of students?	

2.4 Learning Environment	Score
Do students have access to appropriate research and study facilities both on and off campus?	
Is information technology used within the learning process?	
Do librarians collaborate with teachers in order to enhance students' learning experience?	

2.5 Professional Development	Score
Does your programme, faculty or the University have any guidelines on teaching and learning?	
Does your programme, faculty or the University have a regular professional development programme for teaching staff?	
If yes, does this programme include a constructive discussion on the application of teaching methods?	
Does your programme use an SCL approach in providing training on the use of innovative teaching methods and student centred curriculum development?	

3. Student support

3.1 Mechanisms to support transitions	Score
Does the programme have a Programme Student Handbook that sets out the requirements of the programme?	
Does each year of the programme have a student induction in which students are told about the requirements of the year of study?	
Are students provided with appropriate information when choosing either their programme of study (Engineering) or their specialisations (Business, Mass Media and ICS)?	
Is the Preparatory Year effective in supporting the transition from school and developing the skills required for study in Degree year 1?	

3.2 Mechanisms to identify student support needs and students 'at risk'	Score
Does the programme team identify the support needs of different cohorts and groups of students in different years of the programme?	
Are systems in place within the programme team to ensure that student data from the SRS (e.g. English language levels, assessment results etc) is reviewed to help identify student support needs as well as 'at risk' students?	
Has the programme team a shared understanding of how 'at risk' is defined?	
Are effective systems in place to identify 'at risk' students at an early stage?	
Is specific support available for 'at risk' students	

3.3 Student Support	Score
Are all members of the programme team aware of the full range of support opportunities available?	
Are all students aware of the full range of support opportunities available?	
Is there clarity in the teaching team and with students on the role and availability of a menu of support options and which includes: <ol style="list-style-type: none"> a. Office hours b. TAs c. Module Leaders d. Revision workshops e. Small group support at key times of the semester f. Personal Tutors 	
Are workshops offered to students in different years of study e.g. on Revision, on Academic Honesty, on Final year Dissertations etc?	
Is eLearning used to provide support to students?	
Are labs, workshops and IT facilities available to provide students with the required level of support?	

3.4 Central University Academic and Welfare Support Services	Score
Are staff and students aware of the range of academic student support services that are currently available to students?	
Does the programme team have coordination systems in place to work closely with academic support services e.g. the Library, student welfare etc?	

3.5 Students with Specific Learning Difficulties or Disabilities (SLDD)	Score
Are central University systems available to identify students with SLDD requirements at an early stage?	
Do members of the programme team understand how different SLDD needs may impact learning, teaching and assessment?	
Are systems in place to ensure that students with SLDD needs are identified, reasonable adjustments made and students supported?	

4. Quality assurance

4.1 Quality Assurance	Score
Are both staff and students consulted during the institutional quality assurance process?	
Are both representatives of teachers and students involved as members in the panels undertaking institutional quality assurance reviews?	
Do institutional quality assurance reviews and guidelines take into account the overall elements of teaching and learning?	
Do programme quality reviews take into account the use of learning outcomes?	
Do programme quality reviews take into account the assessment methods used?	
Do external quality assurance evaluations refer to the teaching and learning process?	

4.2 Standards and Regulations	Score
Are programmes appropriately mapped to external benchmarks including QAA benchmark statements and to NAQAA NARs/ARS?	
Are exam questions and exam papers appropriately designed and reviewed?	
Are coursework briefs appropriately designed and reviewed?	
Are explicit marking criteria shared and understood by all staff and students?	
Are there effective moderation systems in place that includes written records of outcomes?	
Is feedback provided to students in a timely and constructive way?	

7. Appendix 2: Audit Report

Programme title:

Date:

Report completed by:

Once the Audit has been completed, please complete a short one page report that should be presented to the FTLC and UTLC.

1. Current Strengths

Please list the current strengths of the programme:

- 1.
- 2.
- 3.
- 4.
- 5.

2. Areas for development

Please list the areas for development that the programme has identified:

- 1.
- 2.
- 3.
- 4.
- 5.

3. Actions to be included in the Departmental and Faculty Teaching and Learning Strategies

Please list the actions that the programme team will include in its Departmental and Faculty Teaching and Learning Strategies:

#	Action	By who	By when	Success criteria	Progress
Theme					

8. References

University Strategic Plan

The Toolkit for Mapping Employability, HE Academy, <https://www.heacademy.ac.uk/resource/mapping-employability-toolkit>

Time for a new paradigm in Education: Student Centred Learning, SCL Toolkit, Angele Attard

Engagement through partnership: students as partners in learning and teaching in higher education, HEA, Mick Healey, Abbi Flint and Kathy Harrington, July 2014

Note

Sections marked ² have been adapted/taken from - *Welcome to the Toolkit for Mapping Employability.*

Sections marked have been adapted/taken from - *Time for a new paradigm in Education: Student Centred Learning, SCL Toolkit, Angele Attard*