

## Section B

### LEARNING AND TEACHING STRATEGY 2007-2012

#### Key Principles

The Learning and Teaching Strategy derives directly from the University's Strategic Framework (<http://www.fiveyearplan.bham.ac.uk/>). It sets out how we aim to deliver 'A Vision for Birmingham Learning' through a framework of five core strands. These core strands are:

- **Staff (Staff engagement with excellence in teaching and learning);**
- **Learning Development and Environment (Pedagogical environment and infrastructure);**
- **Students (Student skills and support);**
- **Quality Enhancement and Communications (Educational enhancement process management and promotion of learning and teaching);**
- **Curriculum (Curriculum development and cross-curricular issues)**

The key principles of each are articulated below in tabular form, for ease of reference. They have been developed through the work of the University's **Educational Enhancement Group** and the **Educational Enhancement Coordination Group** which bring together academic staff, student representatives, and Corporate Services staff from our Academic Practice and Organisational Development Unit and our Academic Services Division. They have been discussed at meetings of the **Directors of Learning and Teaching** and the **Heads of Student Development and Support**, and, more widely, through the PVC's annual roadshows.

Together they provide the strategic priorities for the implementation of the **Learning and Teaching Strategy** through the **Educational Enhancement Action Framework** which requires actions at both a University and School level (attached).

The University's quality system, *Birmingham Integrated Quality Assurance and Enhancement System* (BIQAES) encompasses all of the arrangements that the University has put in place to monitor, review and enhance academic standards, the quality of its learning, teaching and assessment and the academic support given to students. The BIQAES processes allow for the continual monitoring and enhancement of the implementation of the Key Principles in the Learning and Teaching Strategy.

## LEARNING AND TEACHING STRATEGY 2007-2012 – KEY PRINCIPLES

At the University of Birmingham we will:

<b>STAFF</b>	<b>LEARNING DEVELOPMENT AND ENVIRONMENT</b>	<b>STUDENTS</b>	<b>QUALITY ENHANCEMENT AND COMMUNICATIONS</b>	<b>CURRICULUM</b>
Promote research-informed teaching and the support of learning as core activities of the University	Develop a cross-institutional culture of enquiry-based, independent learning	Recruit the ablest of students irrespective of gender, social, economic or ethnic background, and making appropriate adjustments for those with specific needs, to ensure inclusiveness	Ensure that teaching and learning enhancement and quality assurance processes (BIQAES) interrelate and mutually support each other	Develop and deliver the curriculum so that it reflects and embodies the institutional learning culture
Promote good practice in teaching and learning, informed by current pedagogic research and innovation	Introduce and embed the effective use of e-learning technologies and a virtual learning environment to support teaching and enhance the student learning experience	Develop and deliver pre-entry and induction processes that effectively prepare students for each stage of their learning experience at Birmingham	Actively support the identification and dissemination of good practice	Develop and deliver a curriculum that is flexible, distinctive and current, and that stimulates learners' natural curiosity
Support and encourage the strategic professional development of staff who teach or support learning	Develop, embed and contextualise learning skills to enhance the student learning experience	Use personal development planning, personal tutor and student support systems to enable all students to achieve their full potential as learners, including students with disabilities	Use communication systems and strategies effectively to engage staff and students with the institutional learning culture	Ensure an effective fit between the curriculum and institution-wide strategic imperatives including student employability
Recognize and reward staff for high quality teaching and learning support activity	Review and develop library facilities and information resources taking into account learning and teaching needs	Enhance student employability through curriculum development, employer engagement and voluntary activity	Promote learning and teaching effectively within the University, as a core and high quality activity, and outside of the University	Promote the integration of the research and teaching agendas and interdisciplinarity through appropriate curriculum design
	Develop and maintain a supportive and enabling physical learning environment		Develop effective relationships with external bodies and groups engaged with teaching and learning development	
	Enhance assessment and feedback			

## LEARNING AND TEACHING STRATEGY: IMPLEMENTATION

Implementation of our Learning and Teaching Strategy is achieved through our **Educational Enhancement Action Framework**, which serves as the operational plan for our **Learning and Teaching Strategy** and translates key Learning and Teaching principles into strategic priorities, implementation actions and progress indicators. The Framework is a working document that is regularly reviewed and updated by the University's Educational Enhancement Coordination Group, in consultation with a range of key stakeholders.

It has as its partner a **School-Level Educational Enhancement Action Framework** which is reviewed annually with Directors of Learning and Teaching, and is distributed to Schools in September as part of the BIQAES process. Our BIQAES key processes and documents checklist is the primary mechanism through which School-level implementation of the educational enhancement action framework is tested: other BIQAES processes also serve as monitoring mechanisms.

Further, implementation of the Learning and Teaching Strategy is supported through the work of key institutional committees and groups (see <http://www.studserv.bham.ac.uk/committees>)

- The Quality Assurance and Enhancement Committee
- The Educational Enhancement Group
- The Educational Enhancement Coordination Group
- The Directors of Learning and Teaching (<http://www.ppd.bham.ac.uk/quality/dlt%20role.doc>)
- The Heads of Student Development and Support (<http://webct-cluster.bham.ac.uk/webct/entryPage.dowebct>)
- The Campus Life Committee
- The Learning and Teaching Facilities group
- The Learning Systems Group
- Equality and Diversity Committee
- The Portfolio Development Committee
- The Academic Policy and Regulations Committee
- The International Board
- Board of Studies for the PGCert
- The Graduate School (<http://www.graduateschool.bham.ac.uk/index.htm>)
- The Postgraduate Strategy Group

and through allied strategies and activities, including the following:

- Birmingham University International Strategy (<http://www.inter-strategy.bham.ac.uk/strategy/index.shtml>)
- Birmingham University Student Life Strategy (under construction)
- Birmingham University Human Resources Strategy
- Birmingham University Academic Strategy (<http://www.planninghub.bham.ac.uk/plan/Academicstrategyfinal.pdf>)
- Birmingham University Widening Participation Strategy (under review)
- Birmingham University Learning Spaces Strategy (<http://www.isprojects.bham.ac.uk/Learning%20Spaces%20Strategy/draftstrategy.htm>)

- Birmingham University Integrated Quality Assurance and Enhancement System (BIQAES) (<http://www.ppd.bham.ac.uk/bhamonly/BIQAES/index.htm>)
- Birmingham University Learner Independence projects
- (<http://www.ldu.bham.ac.uk/LIP/about.htm>)
- Birmingham University Learning and Teaching conference (<http://www.sdu.bham.ac.uk/esl/themes.htm>)
- Equality and Diversity Plan
- (<http://www.hr.bham.ac.uk/policy/diversity.shtml>)

and through the University's Codes of Practice, detailed at <http://www.ppd.bham.ac.uk/policy/cop/>