



## Learning and Teaching Strategy

2019-20

Version	Purpose / Changes	Author	Date
V01Draft	Ongoing work on drafting a learning and teaching strategy; distributed to ASAP	ZJ Cole	7/10/2019
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V03.1Draft	Consultation with GSC and MSC	JSC / GSC / MSC	15/11/2019
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## Learning and Teaching Strategy

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### Context

The previous academic year has provided numerous occasions to reflect on the effectiveness of the learning and teaching at Union Theological College. Important among these were (1) a full QAA review with its report and recommendations, (2) a critical analysis of three years of student surveys, and (3) the Principal's annual evaluation report with its strategic enhancement plan. Based on these lines of evidence, the following document outlines our strategic priorities regarding learning and teaching in 2019-20. In order to embed and achieve these strategies, we commit to certain objectives, measures, and timescales for each area of enhancement.

Relevant documents:

Annual Evaluation Report and Enhancement Plan, July 2019 [..\College Evaluation and Enhancement Report.pdf](#)

Strategic Enhancement Plan, 2019 [..\Action Plans\StrategicEnhancementPlanAug2019V02.5.docx](#)

Learning and Teaching Policies and Procedures [..\PTFI Documents\Policy and Procedure Documents\LearningAndTeachingPolicyV05Final.docx](#)

UTC Student Survey Analysis, 2019 [..\Student Affairs\Student Surveys\student survey analysis - final.docx](#)

## **Learning and Teaching Strategic Priorities**

### *High Quality Teaching and Learning*

We aim to improve the quality of our learning and teaching opportunities through reflective practice and evidence-based pedagogy.

### *Student Engagement*

We aim to engage with all our students, individually and collectively, as responsible partners in learning and teaching.

### *External Expertise*

We aim to increase our consultation and collaboration with external experts regarding learning, teaching, and employability.

### *Personal Development*

We aim to create an atmosphere in which students can flourish holistically by providing support for their academic, personal, spiritual, and career development.

### *Admissions*

We aim to create and maintain an admissions policy that is reliable, fair and inclusive, and which widens student access to flexible pathways.

### *Flexible Delivery*

We aim to expand our use of digital resources and online delivery to allow students to gain access to theological education in their own place and to work at their own pace.

### *Monitoring and Review*

We aim to collect, analyse, and act on information that drives improvement and enhancement.

Learning and Teaching Priority	Action to be taken QAA HER recommendations	Target Completion Date	Action by:	Reporting to:	Success indicators/evaluative procedures	Progress (with date) + notes of completion
<b>1. High Quality Learning and Teaching:</b> We aim to improve the quality of our learning and teaching opportunities through reflective practice and evidence-based pedagogy.	1. Develop and approve Learning & Teaching strategy	October 2019	Chair of ASAP	Faculty	L&T Strategy approved by Faculty	<b>Completed:</b> draft approved 16 Oct; final approved 18 Dec 2019
	1.1 Systematically implement the Learning & Teaching strategy	January 2020	Chair of ASAP	Faculty	Faculty considers report on progress on implementation of L&T Strategy	<b>Completed:</b> reviewed by ASAP (7 Feb 2020); reported to Faculty 26 Feb 2020
	2. Establish and implement processes for the prevention, detection and consequences of academic misconduct	September 2019	Chair of QAP	PTFI	Academic Integrity Policy applied to all programmes  Plagiarism detection software activated for all assessment submissions.  Assessment Policy updated	<b>Completed:</b> faculty minute 19 Sept 2019  <b>Completed:</b> 27 Sept (Faculty minute 2 Oct)  <b>Completed:</b> 27 Sept (Faculty minute 2 Oct)
	3. Personal tutors engage students in reflection on their learning performance and achievement to inform their further development.	November 2019	Personal tutors	Faculty	Faculty receives reports from faculty members	<b>Completed:</b> Faculty minute 27 Nov 2019

4. Students are consulted about the effectiveness of learning and teaching through surveys and by involvement in course design and review process.	January 2020	Heads of Departments	Faculty	<p>GSC and MSC minutes reported to Faculty</p> <p>Departments collect student feedback and discuss it</p> <p>Students included in module review process</p> <p>Departments report to Faculty on results of student feedback</p>	<p><b>Completed:</b> Faculty minute 8 Jan 2020</p> <p><b>Completed:</b> Dept. reports, faculty minute 18 Dec 2019; 8 Jan 2020</p> <p><b>Completed:</b> GSC and MSC discuss LTS (31 Jan 2020); Faculty minutes 17 June 2020</p> <p><b>Completed:</b> (See above)</p> <p><b>Summary report</b> 23 April 2020</p>
5. Library staff included in faculty discussions and decisions about support for students' learning.	November 2019	The Principal, Acting Librarian	Faculty	Acting Librarian participation in review of L&T strategy	<p><b>Completed:</b> Acting Librarian a member of ASAP 11 Oct 2019; ASAP minutes 11 Oct 2019</p>

6. Faculty development activities enable faculty to reflect critically on their teaching practice with research and best practice in mind.	June 2020	The Principal	Faculty	Good Practice themed meeting programme and schedule agreed.  Principal reviews Good Practice themed meetings.	<b>Completed:</b> Programme for first semester 2019-20 agreed; faculty minute 18 Dec 2019
7. Develop informal learning spaces for group collaboration and dialogue.	November 2019	The Bursar	Faculty	Students report use of informal spaces.	<b>Completed:</b> Reported to students GSC minute 13 Nov 2019; report to faculty 27 Nov 2019
8. Make clear to students the learning opportunities and support available to them through the VLE for blended and online learning opportunities.	October 2019	Module Coordinators	Faculty	Introduce students to VLE during orientation week	<b>Completed:</b> GSC minutes 25 Sept 2019
9. Staff embed the use of the VLE across all modules.	November 2019	Heads of Departments	Faculty	Good practice themed meeting to embed use of VLE across all modules (6 Nov 2019)	<b>Completed:</b> themed meeting 6 Nov 2019
10. Implement new intensive mode of language teaching, monitoring and reviewing its	March 2020	Faculty	TLP	Report considered by departments	<b>Completed:</b> Reported to BS dept. (25 Feb 2020); to

effectiveness in light of student performance and feedback.					Faculty (26 Feb); to TLP (6 April)
11. Heads of Departments use adjunct faculty, teaching assistants and guest lecturers in the delivery of modules and programmes	26 June 2020	Heads of Departments	Faculty	Minutes of Departmental meetings record use of adjuncts, TAs and guest lecturers.  Annual Departmental review assesses their effectiveness	<b>Completed:</b> BS minute 4 Sep 2019; STCH minute 29 Aug 2019; PT minute 20 Nov 2019; faculty minutes 10 Sept 2019 and 2 Oct 2019;  BS dept. review (25 June 2020)
12. Develop a long-term learning and teaching strategy (3-5 year plan).	October 2020	ASAP	Faculty	Learning and Teaching Strategy Proposal drafted and approved	

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<b>2. Student Engagement:</b> We aim to engage with all our students, individually and collectively, as responsible partners in learning and teaching.	1. Approve draft Student Charter.	October 2019	The Principal	The Faculty	Student body meeting approves Student Charter	<b>Completed:</b> GSC minute 25 Sept 2019
	2. Consult with students on all PTFI pathways concerning their appreciation of their respective programmes	17 June 2020	Chair of ASAP	The Faculty	Data on programme-level satisfaction collected and used in programme review process	<b>Completed:</b> module and programme review meeting 17 June 2020
	3. Meet with student body to explain Strategic Enhancement Plan	October 2019	The Principal	The Faculty	Report of meeting with student body received by Faculty	<b>Completed:</b> GSC minute 25 Sept 2019; faculty minute 2 Oct 2019
	4. Meet with incoming students to explain Academic Integrity Policy	October 2019	The Principal	The Faculty	Students report clear understanding of the importance of academic integrity.	<b>Completed:</b> GSC minute 25 Sept 2019
	5. Agree with General Student Committee and Ministerial Students Council with regard to the number, nature and timing of student surveys to be conducted in the College year.	October 2019	The Principal	The Faculty	Students agree on number and type of student surveys	<b>Completed:</b> Considered at GSC (13 Nov 2019) and MSC (15 Nov 2019).



	6. Discuss feedback from student surveys with student body and student reps. Including student feedback on Learning and Teaching Policy and Procedures	May 2020	The Principal	The Faculty	Agreed actions with student body published on website	Feedback discussed by ASAP (19 June 2020); reported to Faculty (24 June 2020)
	7. Seek feedback from college alumni on training pathways as part of the post-ordination training events	May 2020	DMSD	Faculty and CTM	Feedback collected and used in programme and policies review process	
	8. Collect feedback from international students (including distance learners) specifically about their experience.	May 2020	ASAP	Faculty	Feedback collected and used in programme and policies review process	<b>Completed:</b> Discussed by ASAP (19 June 2020); reported to Faculty (24 June 2020)

Learning and Teaching Priority	Action to be taken QAA HER recommendations	Target Completion Date	Action by:	Reporting to:	Success indicators/evaluative procedures	Progress (with date) + notes of completion
<b>3. External Expertise:</b> We aim to increase our consultation and collaboration with external experts regarding learning, teaching, and employability.	1. Faculty develops Terms of Reference and appoints Higher Education Advisory Panel.	September 2019	The Faculty	PTFI	Validation and Review Report received from HEAP	<b>Completed:</b> HEAP membership established and approved by faculty: minute 10 Sep 2019  HEAP meeting 12 Feb 2020; report to Faculty 25 March 2020
	2. Ensure that the approval of new programmes includes scrutiny by independent external academic expertise (Expectation A3.1, A3.4, B1)	September 2019	Chair of HEAP	Faculty	Programme Design and Review Policy implemented.  New programmes scrutinised by HEAP	<b>Completed:</b> PDRP revised, approved by faculty and published on website: minute 2 Oct 2019 (QAP report)  <b>Completed:</b> HEAP meeting 12 Feb 2020; report to Faculty 25 March 2020
	3. Management Committee confirms that external examiners for AY 2019-20 have been appointed and remunerated.	25 November 2019	Secretary of Management Committee	Faculty and PTFI	Minutes of MC record details	<b>Completed:</b> MC Minutes 25 Nov 2019

4. ASAP report to Faculty about the role and contribution of external examiners and advisers to all PTFI programmes.	November 2019	ASAP	Faculty	ASAP report to Faculty where EE reports are available	<b>Completed:</b> ASAP report to Faculty 18 Dec 2019
5. Faculty response to feedback from external expertise is clearly recorded and reported.	Ongoing	Heads of Departments	Faculty	External Examiners' reports and response recorded in Faculty minutes	BS dept. 25 June 2020

Learning and Teaching Priority	Action to be taken QAA HER recommendations	Target Completion Date	Action by:	Reporting to:	Success indicators/evaluative procedures	Progress (with date) + notes of completion
<b>4. Personal Development:</b> We aim to create an atmosphere in which students can flourish holistically by providing support for their academic, personal, spiritual, and career development.	<p>1. Good Practice: Encourage all academic and support staff in maintaining and developing the meticulous and supportive approach to pastoral care for all students and their integration in a wide range of community activities, which strongly support students' personal and professional development</p> <p>1.1 Faculty members follow guidelines in Personal Tutor Manual for initial meeting with students and review its use.</p>	December 2019	Principal	Faculty	Personal Tutor Manual reviewed	<p><b>Completed:</b> PTM prepared: Sept 2019; reviewed 24 June 2020</p> <p><b>Completed:</b> Faculty report on PT meetings: minute 27 Nov 2019</p>
	2. Employability skills are described in Programme and Module Learning outcomes.	September 2019	Module Coordinators	Faculty and EEs	Assessment regimes show how students can demonstrate achievement of transferable skills.	<b>Completed:</b> EE approval of module outlines 16 Oct 2019
	3. Session on employment opportunities arranged for first semester.	November 2019	The Principal	Faculty	Faculty receive report on employment opportunities session	<b>Completed:</b> Faculty minute 27 Nov 2019; ASAP report to Faculty 18 Dec 2019

4. Students provide feedback on the usefulness of the personal tutor scheme in support of their personal and professional development.	Ongoing	Student reps and Chair of ASAP	Faculty	Student feedback received and used by Faculty in review process	<b>Completed:</b> Faculty minute 27 Nov 2019; GSC/MSC joint meeting minutes (31 Jan 2020); discussed by ASAP (7 Feb 2020) and reported to Faculty (26 Feb 2020)
5. Ensure that the appointment of full-time academic staff takes account of the diversity and needs of all students in order that individual students are able to develop and achieve their academic, personal and professional potential (Expectation B4)	November 2019	The Principal	Management Committee	Criteria agreed for recruitment of both full-time and part-time staff.	<b>Completed:</b> Diversity Task Group meeting: 8 Nov 2019; Reported to MC 25 Nov 2019
6. Prepare policy and procedures for the diagnosis and support of students with learning disabilities.	June 2020	Chair of ASAP	Faculty	Policy and procedures developed and approved	<b>Completed:</b> draft approved 3 June 2020; scrutinised by ASAP (19 June 2020), by Faculty (24 June 2020)
7. Collect student feedback on curriculum enrichment.	June 2020	Departments	ASAP	Report on student feedback	<b>Completed:</b> SSCC (19 Feb 2020)

Learning and Teaching Priority	Action to be taken QAA HER recommendations	Target Completion Date	Action by:	Reporting to:	Success indicators/evaluative procedures	Progress (with date) + notes of completion
<b>5. Admissions:</b> We aim to create and maintain an admissions policy that is reliable, fair and inclusive, and which widens student access to flexible pathways.	1. Admissions Policy is reviewed to ensure that it describes an accessible and transparent process for application, selection and admission to all courses.	June 2020	The Principal	Faculty	Principal reports on review of the Admissions Policy	<b>Completed:</b> Reviewed 24 June 2020
	2. Admissions Policy is reviewed to ensure that it contains clear information about the complaints and appeals process for prospective students.	December 2019	The Principal	Faculty	Principal reports on review of the Admissions Policy	<b>Completed:</b> Admissions Strategy reviewed in light of Quality Code theme (faculty minute 18 Dec 2019, #8.7)
	3. The College provides clear information on the fees and other costs associated with each programme of study as well as scholarships that are available.	December 2019	The Bursar	Faculty	Website updated with accurate and up-to-date information	<b>Completed:</b> FPA report to MC minutes 10 Feb 2020
	4. The College develops a Widening Access and Participation Policy.	February 2020	The Principal	Faculty	Widening Access and Participation Policy approved by Faculty	Draft policy discussed by Faculty (5 Feb 2020)

Learning and Teaching Priority	Action to be taken QAA HER recommendations	Target Completion Date	Action by:	Reporting to:	Success indicators/evaluative procedures	Progress (with date) + notes of completion
<p><b>6. Flexible Delivery:</b> We aim to expand our use of digital resources and online delivery to allow students to gain access to theological education in their own place and to work at their own pace.</p>	<p>1. Report prepared on the use of digital resources and online delivery and how it may be enhanced including policy for ensuring quality of online learning experiences, and consideration of additional online programme offerings.</p>	<p>March 2020</p>	<p>ASAP</p>	<p>Faculty</p>	<p>MC receives report and makes recommendations</p> <p>QAP review the results of the survey of good practice completed by all module coordinators whose modules form part of a PTFI programme</p>	<p><b>Completed:</b> Discussed at ASAP (7 Feb 2020); report approved by ASAP (27 May 2020); reported to Faculty 17 June 2020</p> <p><b>Completed:</b> QAP report to Faculty 18 Dec 2019</p>
	<p>2. Training and orientation sessions on flexible delivery offered for students and staff</p>	<p>June 2020</p>	<p>Chair of ASAP</p>	<p>Faculty</p>	<p>Faculty receives report on training and orientation events for staff and students</p>	<p>Good practice themed meeting re. VLE (6 Nov 2019)</p>
	<p>3. Maintain online MTh and MA and monitor progress.</p>	<p>June 2020</p>	<p>ST/CH Department</p>	<p>ASAP, Faculty</p>	<p>Faculty receives report on programme review</p>	<p><b>Completed:</b> programme review 17 June 2020</p>
	<p>4. Develop PG Certificate in Biblical Greek</p>	<p>June 2020</p>	<p>Bib Studies Department</p>	<p>ASAP, Faculty</p>	<p>Faculty receives report on programme review</p>	<p><b>Completed:</b> programme review 17 June 2020</p>

Learning and Teaching Priority	Action to be taken <b>QAA HER recommendations</b>	Target Completion Date	Action by:	Reporting to:	Success indicators/evaluative procedures	Progress (with date) + notes of completion
<b>7. Monitoring and Review:</b> We aim to collect, analyse, and act on information that drives improvement and enhancement.	1. Ensure that the process for approval of new programmes and of changes to programmes is consistently applied (Expectation B1)	September 2019	Chair of QAP and HEAP	The Faculty	PDRP reviewed and meeting schedule arranged.	<b>Completed:</b> PDRP timetable completed for 2019-20 (faculty minute 2 Oct 2019)
	2. Establish and implement effective, regular and systematic processes for monitoring and review of programmes (Expectation B8, B7, A3.2)  2.1 Ensure that all relevant data from students, external examiners, external advisors and professional bodies is collected and collated for all new programmes at the end of each semester.	Ongoing	Chair of ASAP	The Faculty	All relevant data available for programme and module reviews.	<b>Completed:</b> first semester report drafted approved by ASAP (27 May 2020); reported to Faculty 17 June 2020  <b>Completed:</b> ASAP report second semester to Faculty 24 June 2020
	3. Take steps to fully embed the strategy for enhancement in the college's planning processes.	Ongoing	Chair of QAP	The Faculty	Senior staff are committed to implement the strategy.	<b>Completed:</b> L&TS considered and reviewed by TLPL on 11 Nov 2019.



	3.1 Ensure that Strategic Enhancement Action Plan is monitored and shared with all stakeholders.				<p>Staff and students are engaged in the strategy of enhancement.</p> <p>Staff and students are involved in the review of the strategy for enhancement.</p>	<p>Reported to MC 25 Nov 2019</p> <p><b>Completed:</b> ASAP includes staff and students.</p> <p><b>Completed:</b> TLS approved by ASAP on 11 Oct 2019. Report to Faculty 16 Oct 2019.</p> <p>QAP report to TLPL 11 Nov 2019 and to MC 25 Nov 2019.</p>
	<p>4. Ensure that the lines of reporting in the governance structure are aligned with responsibilities for academic authority (Expectation A2.1)</p> <p>4.1 Prepare report on Academic Governance and implement recommendations</p>	September 2019	The Principal	Management Committee	Report received and recommendations enacted.	<b>Completed:</b> MC minutes 30 Sep 2019
	5. Establish, implement and effectively manage secure arrangements for the delivery of	September 2019	DMSD	The Faculty	Report received and recommendations enacted.	<b>Completed:</b> Work-based Learning Opportunities Policy

	<p>learning opportunities in student placements (Expectation B10)</p> <p>5.1 Prepare report on managing arrangements for the delivery of learning opportunities in student placements.</p>					<p>discussed by Faculty (10 Sep 2019), approved by Faculty (19 Sept 2019) and reported to MC (30 Sep 2019).</p>
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