



The
University
Of
Sheffield.

Teaching &
Learning
Support
Unit.

Shaping Our Learning Teaching & Assessment Future.

Our Shared Vision

Our achievements so far

We are recognised as a leading international University that delivers learning and teaching, research and knowledge transfer of the highest quality.

Our learning, teaching and assessment goal

Our goal is to produce Sheffield graduates who demonstrate impact, excellence and distinctiveness in their chosen field.

Our measure

We will recognise our success by assessing how leading international employers view the Sheffield graduate.

Our current position

Research-led teaching

Importantly, the work of our high quality researchers enriches our curriculum – in the 2001 Research Assessment Exercise we had the sixth highest number of top rated departments (5 and 5*). But the most distinctive feature of our research-led approach to learning and teaching is the way our students benefit from learning experiences that mirror research processes and activities.

Building on existing excellence

Our strategy builds on several recent learning and teaching quality enhancement developments and successes.

- A successful learning and teaching grant scheme supporting innovative projects to enhance the student experience of learning, teaching and assessment.
- The introduction of our Senate Award scheme to recognise excellence in learning and teaching.
- Major investment in teaching facilities, including the £23m Information Commons opened in April 2007. Open 24/7, it offers integrated IT and library facilities, with a range of flexible learning and study environments designed to stimulate new forms of learning and pedagogy.
- Support for cross-University networking and dissemination events, including spotlight sessions, conferences and away days to help staff to share and learn from excellent practice.



The Information Commons



Manufacturing and Management Teaching Group Senate Award Winners for Excellence in Collaboration Design



CILASS Collaboratory,
Bartolomé House



Official opening of the
Enterprise Zone



Enterprise Learning



Inquiry-Based Learning

External recognition

For the University

- In 2005 the Higher Education Funding Council for England awarded us two Centres of Excellence in Learning and Teaching. They are the Centre for Inquiry-Based Learning in The Arts and Social Sciences (CILASS) and the White Rose Centre for Excellence in the Learning and Teaching of Enterprise (a joint venture with the Universities of Leeds and York).
- The Higher Education Academy has accredited our three Professional Development programmes. Two are for Initial Professional Development for academic staff and Graduate Teaching Assistants delivering learning and teaching – the Certificate in Learning and Teaching and the Post Graduate Certificate in Higher Education. The third is for Continuing Professional Development, the MEd in Higher Education.

Competitive awards and national prizes for individuals or teams

Higher Education Fund for Development of Teaching and Learning

- WiLEN (Web-based Inter Professional Learning Network), based in the Department of Clinical Dentistry.
- CONTACT (Collections Network for Archaeology and Classics Teaching), hosted by the Department of Archaeology.

Higher Education Academy subject centres

- Enhancing Careers Services for English Students (English Subject Centre), a collaborative project of the Department of English and the Careers Service.
- UK Centre for Material Education Supported Change Programme, a project based in the Department of Engineering Materials.
- Developing undergraduate work-based learning in non-archaeological organisations, based in the Department of Archaeology (History, Classics and Archaeology).

National teaching prizes

- Higher Education Academy National Teaching Fellowship: Professor Nigel Bax of the Academic Unit of Medical Education, Dr Duco Van Oostrum, School of English.
- Royal Academy of Engineering, Engineering Teaching Prize (established to reward the most able lecturers who have chosen to remain in the Higher Education sector during the early years of their careers): Anthony Rossiter of Automatic Control and Systems Engineering and Eleanor Rodríguez-Falcon of Mechanical Engineering.
- Political Studies Association Sir Bernard Crick Award for Outstanding Teaching: Dr Sean Carey of the Department of Politics.

Building the future: the Sheffield graduate

We will create the right conditions and opportunities for our students to graduate equipped to:

1. demonstrate a sound knowledge base within their academic subject, and the skills and competencies to apply that knowledge appropriately;
2. carry out extended independent enquiry, formulating relevant questions and engaging critically with a wide range of evidence;
3. demonstrate the core capabilities and skills of information literacy, interacting confidently with the nature and structure of information in their subject and handling information in a professional and ethical manner;
4. explore the history of and challenge the processes of knowledge creation, applying creativity, enterprise and innovation to push against the boundaries of current practice;
5. be a constructive team member working collaboratively towards a shared goal and demonstrate transferable skills, where appropriate working across academic disciplines, professional and organisational boundaries;
6. communicate effectively, orally, in writing or by other means as appropriate, and in accordance with agreed conventions, and handle ICT packages and specialist software efficiently, effectively and innovatively;
7. critically reflect on their strengths and weaknesses, and plan their personal and career development to fulfil both work and personal responsibilities and aspirations;
8. work independently, setting their own goals and the strategies for achieving them;
9. overcome problems through effective planning, monitoring and evaluation whether working independently or as part of a team;
10. identify the wider social, cultural and economic context of their academic knowledge and skills base, and relate their understanding and practical abilities to the needs of individuals and communities;
11. recognise their responsibilities as active citizens and apply their knowledge and skills productively, respecting diverse viewpoints and treating others as equals;
12. demonstrate that they are fit to practice and progress in their chosen professional field, working responsibly, safely and ethically, recognising their limitations, and meeting the requirements of relevant statutory bodies.

We will judge how far our students can demonstrate these characteristics by using assessment (summative and formative) and personal development portfolios.

Our Shared Vision

The Achievement of Excellence

We will:

Offer academic programmes that change students' lives for the better, equipping them to make a difference in their chosen field, profession or career and achieve personal fulfilment.

Inspire our graduates and engender in them a quest for knowledge.

Use our excellent research to ensure that individuals and groups are at the forefront of professional practice in learning and teaching.

Provide a global learning and teaching environment in which our students benefit from an international dimension to their studies.



Our Shared Vision

The Power of People

We will:

Place the student experience at the centre of our educational activities.

Share with our students a lasting sense of civic and regional pride, encouraging them to seek opportunities to give back to the communities in which they live.



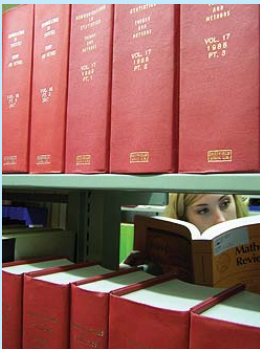
CILASS Student Ambassadors

The Sense of Belonging

We will:

Encourage pride in our University's civic heritage and the region.

Nurture in our alumni a pride that motivates them to support and promote the University throughout their lives.



We will achieve our Learning, Teaching and Assessment goal by giving our students opportunities to develop the attributes, skills and knowledge of the **Sheffield graduate. We will provide all students at Sheffield with the opportunity to:**

1. develop understanding of the **processes of knowledge creation** and of the fluidity, uncertainty and contested nature of knowledge in their discipline(s);
2. **engage critically** with the intellectual and creative works that constitute the focus or evidence base of their discipline(s), including the problems it poses and the questions it raises;
3. achieve the learning outcomes of their programme and reflect upon that achievement with the help of **appropriate assessment and feedback**;
4. **work collaboratively** and participate actively with tutors, peers, researchers and others;
5. access **high quality learning and information resources** in a variety of formats and become information literate by seeking out, evaluating and engaging with a wide range of information resources effectively and ethically in support of their critical engagement with their discipline;
6. become involved in **inquiry-based learning**, as a means of actively engaging with the questions and problems of their discipline(s) and of developing a range of inquiry-related capabilities and skills;
7. learn to **communicate effectively** through a variety of media and enhance their communication skills through written and oral presentation opportunities as appropriate coupled with appropriate feedback;
8. extend their skills in the use of **information and computing technology** (ICT);
9. become confident and skilled in **applying research methodologies and techniques**, and in interacting with diverse sources and formats of information;
10. develop **enterprise and employability** through participation in work-based learning opportunities such as work shadowing and placement, employment skills development programmes, and activities that support entrepreneurship;
11. plan their **career development** and engage consciously in planning their own personal development, reflecting on their progress as learners, identifying and developing capabilities that are essential to scholarship, employability and lifelong learning;
12. extend their **cultural and social awareness** and sensitivity;
13. **extend their international horizons**, for example, in collaboration with international students, by taking part in international visits, exchanges and placements, or by learning foreign languages;
14. **participate in voluntary activities** of benefit to the wider community;
15. **influence this university** through participation in departmental/institutional activities.

Postgraduate students will also have opportunities to:

1. explore their academic subject in **greater depth** focusing on a specific and specialised area by undertaking further study and/or research;
2. **critically analyse** the knowledge, ideas and research of their discipline and **apply that knowledge** to new scenarios or to professional practice;
3. enhance the skills developed at undergraduate level, further developing their ability to take **independent responsibility for learning** and knowledge creation.

The strategy for achieving our goal

Our Shared Vision for learning, teaching and assessment takes account of, and in turn has informed, University strategies for Research, Estates, Human Resources and Finance.

Our strategy has these objectives:

- improving our offer
- improving the learner experience
- investing in learning and teaching
- focusing on learning and teaching
- working in partnership.

Our implementation plan uses six themes to focus our activities:

- Departmental Learning, Teaching and Assessment Strategies
- University-wide support and development projects
- quality management
- promoting professional standards
- recognising and rewarding excellence
- networks and special interest groups

Departmental learning, teaching and assessment strategies: improving our offer

We will ask departments to identify their own priorities for action, to support their own planning and to:

- inform enhancement funding allocation
- identify the priorities and focus for institution-wide projects
- help us determine priorities and timescales for learning and teaching infrastructure enhancements.

We will use the departmental strategies to help us gauge progress in providing the Sheffield graduate opportunities and to identify and achieve the required balance between departmental and central delivery.

We will review departmental strategies annually as part of the academic planning round.



Measuring our success

Every academic department will have produced their own Learning, Teaching and Assessment Strategy and these will have informed activities to develop and enhance learning, teaching and assessment.

Priorities and funding will have been identified for the start of each academic session and communicated to colleagues.

Measuring our success

Our approaches to enhancing learning, teaching and assessment will be shown to be systematically informed by quality management information and evaluation.

The CPD framework, including portfolio tools, initial professional development and centrally supported dissemination materials and events will have been introduced and have been communicated to all staff.

Published measures will be used to inform promotions.

The Senate Award scheme will have identified excellent practice and enabled colleagues to share their expertise.

Faculty-wide topics will have been taken forward on an annual basis.

The Annual Learning and Teaching Conference will have attracted attendees and presenters from across the University and from relevant external organisations.



Networking at the annual Learning and Teaching Conference

University-wide support and developmental projects: improving the learner experience

We will identify annual priorities for University-wide projects to support curriculum development and enhancement.

We will provide resources for University-wide projects and developments and/or identify external funding that can support them.

We will publicise, monitor progress, evaluate and share the outputs of our University-wide projects.

Quality management to improve the learning experience

We will use quality management activities, including the Annual Review of Learning and Teaching and the Independent Evaluation of Teaching, to promote and focus on opportunities to enhance learning, teaching and assessment for students and staff.

We will encourage and disseminate the good practice identified through our quality management and evaluation activities.

We will use the evidence from student feedback and other evaluation data to help us enhance learning, teaching and assessment.

Promoting professional standards: focusing on learning and teaching

We will provide a framework that enables all staff to engage in and record their Continuing Professional Development.

We will provide places on the Certificate in Learning and Teaching course to all staff appointed to teach who have limited, or no, prior teaching experience.

We will provide ways of sharing and learning from good practice, including face to face events and resources for using and contributing resources and examples of good practice.

Recognising and rewarding excellence: focusing on learning and teaching

We will provide measures of learning and teaching contributions that can be used when applying for promotion or for assessing cases for promotion.

We will recognise excellent practice – including 'rising stars', 'sustained excellence', 'excellence in collaboration' and 'excellence in leadership' - through the annual Senate Fellowships awards.

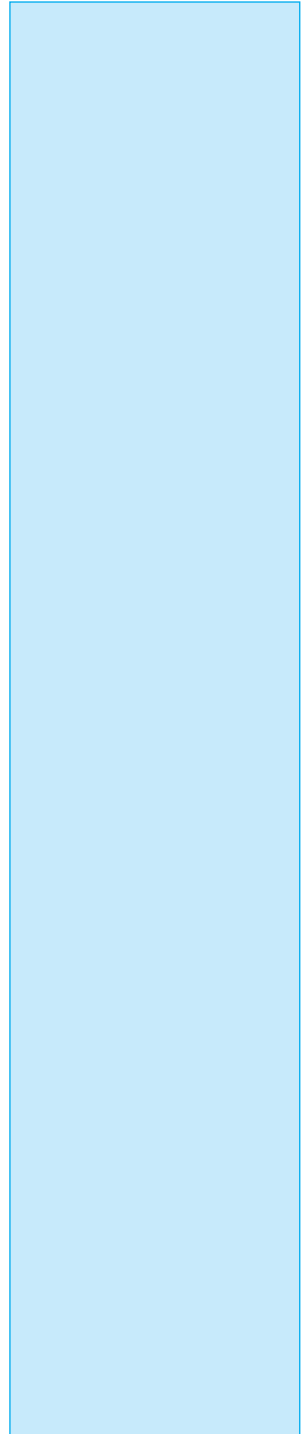
We will build on the expertise of staff who demonstrate excellence, so that they can contribute to and influence learning and teaching enhancements.

Networks and special interest groups: working in partnership

We will facilitate faculty level networks and activities to promote and support enhancement, using our Faculty Directors of Learning and Teaching Development and our Departmental Advocates.

We will support Special Interest Groups to explore current topics, stimulate engagement and/or pilot new approaches, technologies and ideas.

We will provide centrally supported networking events, including an annual conference, where staff from academic and professional support departments can exchange ideas, advice and knowledge.





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