

**LEARNING,
TEACHING &
EMPLOYABILITY
STRATEGY**

2015–20

FALMOUTH
UNIVERSITY

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“ The skills that great higher education provides - the ability to think critically and to assess and present evidence - last a lifetime and will be increasingly in demand as the number and proportion of high-skilled jobs rises. ”

Jo Johnson MP

Minister of State for Universities & Science

May 2016

Introduction

PROFESSOR ALAN MURRAY

The Learning, Teaching and Employability Strategy 2015-2020 replaces the previous separate Employability, Enhancement, Learning and Teaching, Learning Technology and Widening Participation Strategies (all 2012-17).

As with Falmouth University's Strategic Plan 2015-20, the Learning, Teaching and Employability Strategy 2015-2020 is written to bring clarity to the objectives, drive action, and provide explicit links to measures of success and required outputs.

This strategy provides a framework for continuous improvement of students' academic experience, and explicitly addresses the requirements of the Government's Teaching Excellence Framework, introduced in 2016 to recognise and reward excellence in learning and teaching.

Identifying and building on existing excellence in learning and teaching at Falmouth, it sets out three strategic objectives designed to enhance our students' learning experiences:

1. To produce satisfied graduates who get great jobs
2. Ensure all of our students can access a thriving learning environment
3. Continue to build staff and students partnerships

This strategy is an *action-oriented* road-map to support Falmouth's strategic aims of diversifying modes of study by providing an industry led curriculum that will drive the growth of Cornwall's creative economy and internationalise our students and campus. We will build on Falmouth's excellent employability record by embedding placements, international exchange and business entrepreneurship in the curriculum.

We will invest in projects to *make the curriculum clearer*, create an *individualised student portal* and develop *learner analytics* that will help understand, support and enhance student progression and attainment. We will work with partners to create innovative distance learning opportunities and ensure quality through blended delivery and an *inclusive learning* approach that ensures that our courses, facilities, resources, teaching and expertise are available to all, regardless of background.

The Learning, Teaching and Employability Strategy should be read in conjunction with the Strategic Plan, the Equality and Diversity Strategy, and the Research and Innovation Strategy.

Professor Alan Murray
Deputy Vice-Chancellor (Academic)
Falmouth University



CONTEXT AND DRIVERS

Falmouth is fortunate to be working in a UK high growth sector and the UK's creative products and creative services are in great demand both at home and overseas. Successive UK Governments have consistently underlined the value of the Creative Industries to the UK economy and it is essential that we build on our successful alignment with those regional, national and international Industries.

Objective 1 of both Falmouth University's 2020 Strategic Plan and the Learning, Teaching and Employability strategy is, "To produce satisfied graduates who get great jobs". Falmouth aims to equip students with the right skills to succeed in the Creative Industries, through continual development of an industry-led curriculum, and support staff to build and maintain professional connections through secondments and partnerships. The University strategically recruits academic staff who are respected and experienced professionals in their industries.

Our graduates are also highly entrepreneurial and well equipped to set up their own businesses: 28% (four times the UK average) choose to do so, creating jobs for themselves and others. Improving our standing in the Destinations of Leavers from Higher Education (DLHE) survey (confirming what students are doing six months after graduating) is an important driver and measure of success.

The strategy also includes a commitment to ensure the learning environment is industry-standard, flexible, fully accessible, multipurpose and agile. The University maintains a consistently high standard of the technical resources available to students.

The Government has introduced a Teaching Excellence Framework (TEF) which aims to recognise and reward excellent learning and teaching. Through the strategy Falmouth continues to align itself with the three metrics that are at the heart of the TEF: retention, student satisfaction and graduate employment. By improving access and outcomes for students from all backgrounds, Falmouth aims to perform well against those metrics and provide a supportive, inclusive environment for all students.

A high priority for Falmouth is to assure the Quality Assurance Agency (QAA) that academic standards and quality at Falmouth exceed expectations in Learning and Teaching through our periodic QAA institutional review.

As Cornwall's anchor University, a key objective of Falmouth University's 2020 Strategic Plan is to 'Help Grow Cornwall'. A high priority is to develop and ensure an effective framework for partnerships, outreach and collaborative provision with educational and industrial partners to raise aspirations and prioritise access to higher education in Cornwall.

Objective 1

TO PRODUCE SATISFIED GRADUATES WHO GET GREAT JOBS

WHY

Students make a major investment in their future by choosing to study at Falmouth. We will deliver high levels of student satisfaction and prepare our graduates to achieve enhanced career progression and earning power throughout their careers.

We believe in a creative, connected and courageous approach to graduate employability. We will encourage our students to take responsibility for their careers from the beginning of their course of study. We want our graduates to be highly employable, but also to be entrepreneurial: creating jobs for themselves and others within Cornwall's vibrant Creative Economy. We believe this will raise levels of employment and average salaries in the region, and retain greater levels of graduate talent in Cornwall.

HOW

Increase graduate level employment and salaries

We will continue to improve our graduate level employment record and graduate salary year on year.

- We will launch a revised Employability function to support this objective.
- We will create Employability Tutors in each academic department.
- Employability Tutors will coordinate all placement activity for their department; ensure all students will do all or a combination of placement, industry mentoring and/or live projects.

Use business creation as the learning vehicle

We will enable more students to learn through the challenge of starting up a business as part of their course. We will also expand our network of business advisors, mentors and angels to support our students to establish these businesses. We will require every course at Falmouth to offer Entrepreneurial and Business start-up content developed in partnership with Falmouth Business School.

- We will teach entrepreneurship/business challenge through the subject areas, as a credit-bearing part of the curriculum.
- We will offer two pathways: a theory dissertation or a *Business Challenge* module
- We will deliver the *Business Challenge* module through blended learning.

Internationalise our students

We will increase the proportion of Falmouth students participating in study abroad or international placements to ensure we have a balance of incoming and outgoing mobility.

- We will move to 20% of our students having an international experience (Erasmus, international and departmental exchange projects) by 2020.
- 5% of students will have an Erasmus exchange experience; moving from 60 students in, 30 out (2014-15) to 100 students in and 100 students out.

*Image right:
Dr Maria Stukoff, former Head of PlayStation First,
delivers a mentoring session to students*

Provide industry led curriculum

We will co-design our academic curriculum using sector intelligence. We will continue to invest in industry-standard facilities. This will be done through incorporating placement, industry mentoring and live projects, co-led and co-assessed with an industry partner, into every course.

- All students will do all or a combination of placement, industry mentoring and/or live projects. These will be credit bearing.
- Integrated placement support will facilitate the possibility of the wider Creative Industries Economy placement for all students. This will increase the amount of placements that can be delivered in each department.
- A Transition module in the 2nd or 3rd year (bridge from the University to employability) will be promoted as a way to deliver industry connectivity.

We will require all new course proposals to be developed in partnership with one or more high-level industry partners and all academic departments should establish an Industry Advisory Board.

- Industry Advisory Boards will be coordinated through Employability with a clear remit.



Ensure our staff are professionally connected

We will ensure that all staff have live professional connections, enhanced through relevant industry secondments and partnership arrangements.

- We will implement a single platform for academics to report on research, innovation, industry connections, continuing professional development, development in learning and teaching and scholarly activity.
- HR and Departmental budgets will allow for staff developments in industry connections, innovation, learning and teaching and research.

Do it with partners

Every subject area will establish a set of strategic international partnerships to support faculty and student exchange and develop partnership for research and innovation.

- Each course will have strong *Erasmus* and *international partners*.
- Wherever possible, agreements will be made for annual (balanced) exchange numbers with these partners (exchange without portfolio check).
- Universities that offer multiple exchange possibilities will be preferred.
- A credit bearing Exchange Project (distance learning or short-term exchange) will be developed.
- An annual Exchange Meeting will be held to coordinate and manage exchange, partnerships and strategy.

Measures of Success

Baseline 2014 Target 2020

Measures of Success	Baseline 2014	Target 2020
National Student Survey: target minimum score for overall satisfaction for all undergraduate courses	82%	90%
Proportion of leavers in graduate-level employment six months after graduation	74%	80%
Proportion of leavers in self-employment six months after graduation	24%	32%
Number of Outgoing and Incoming international exchange students	30/60	100/100
Number of students on international placements / exchanges	44	150

Objective 2

ENSURE ALL OUR STUDENTS CAN ACCESS A THRIVING LEARNING ENVIRONMENT

WHY

We believe that we will grow and thrive by offering a comprehensive range of authentic provision in the creative disciplines, available on-campus, online or in blended form and through a growing number of collaborative partnerships.

We believe that raising aspirations and prioritising access to HE is an essential component of growing Cornwall. As the number of HE places per head of population is lower than the national average, we will work with further and higher education partners to improve HE participation in the region.

HOW

Making the curriculum clearer

We will establish a clear framework for curriculum description, design, development and review and ensure that all of our courses have well-designed forms of assessment with feedback that is timely and constructive.

- We will restructure the curriculum framework. The priority is to introduce clarity and ease of use for staff and students so all areas of learning and assessment have a focused clarity across the University.

Diversify the modes of study

We will build on our educational technology and e-learning resources to develop a personalised and scalable online domain that seamlessly blends and enhances learning and teaching on and off campuses. We will develop an integrated set of agile online learning platforms that support blended learning on-campus to a full distance learning model.

- We will continue to use and develop online learning platforms.
- We will implement a *student portal* that is the 'single point of reference' for all course content and student support for staff, students and professional services.
- We will ensure that all courses deliver an element of blended learning.
- We will explore diverse education markets and adapt our assets and modes of delivery to attract new learners.
- We will optimise the use of the online learning platform so that it becomes an agile online learning platform that supports blended learning on-and-off campus.

Measures of Success	Baseline 2014	Target 2020
Proportion of students with individual online timetables	11%	100%
Proportion of courses offering a module via blended learning	TBC	100%
Number of students from Cornwall	455	1126
Number of students from low-participation neighbourhoods	8.3%	12.3%
Proportion of students retained	91.2%	95%

Increase access and enhancement

We will work across the student lifecycle, ensuring that our courses, facilities, resources, teaching and expertise are available to all, regardless of background. We will ensure all students are part of a fair application process and supported through enhanced engagement whilst studying. They will experience equality of outcomes and continuing support after graduation.

- We will develop more postgraduate programmes aligned to Launchpad and look for opportunities for undergraduate courses to create a pipeline for postgraduate Launchpad.
- We will ensure that the University is positioned to effectively manage the impact of Disabled Student Allowance (DSA) reductions and to capitalise on the opportunity to work towards a more inclusive environment for all learners.
- We will work to attract students from all backgrounds, enhancing their learning whilst on course and optimise the trajectory and success when graduating and finding employment.
- We will support (mandatory) core academic training to ensure effective teaching of all students from all backgrounds.
- We will support on-course-enhancement for widening participation students by providing bursaries for placement and exchange to improve employability.

The University becomes a launchpad

We will increase postgraduate opportunity at Falmouth by establishing the Launchpad approach at the heart of our postgraduate offer.

- We will develop more postgraduate programmes aligned to Launchpad and look for opportunities for undergraduate courses to create a pipeline for postgraduate Launchpad.

*Image right:
Students on the Launchpad programme work in teams on projects set by strategic partners and become Directors in their own companies*

Ensure our campus facilities and infrastructures are industry standard

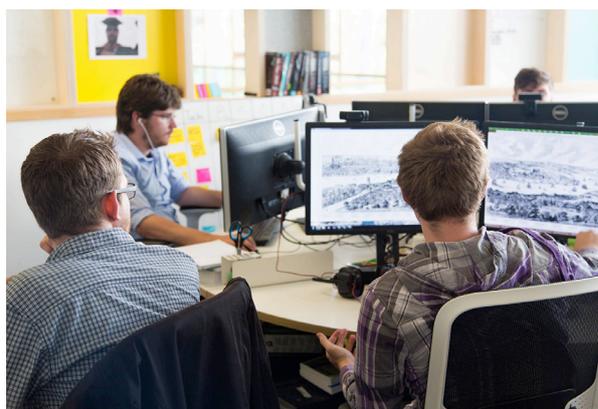
We will continue to develop industry-standard, flexible learning environments suitable for teaching and multipurpose activities to more effectively support agility in learning, teaching and assessment. The learning environment should support and reflect the academic departmental structure by giving each a sense of place and home whilst at the same time supporting cross working and sharing.

- We will ensure the environment is industry-standard, flexible, fully accessible, multipurpose and agile through accurate student forecast planning and integration with the Estates strategy.
- We will improve course organisation and management by delivering an efficient and effective individual student and staff timetable.

Do it with partners

We will work with the best strategic partners, agencies and bodies responsible for development of the region, to deliver projects with relevant and ambitious outputs for the benefit of the Cornish economy.

- We will ensure effective partnership framework, outreach & partnership, collaborative provision, presence & promotion and direct financial support and incentives are in place to support Cornish students.
- We will develop external strategic partnerships to explore the potential collaborative delivery of full and blended distance learning.



Objective 3

CONTINUE TO BUILD STUDENT AND STAFF PARTNERSHIPS

WHY

We believe that our activities must focus on fields where Falmouth can build significant volume and depth and which respond to the grand challenges identified by the national research agencies. The themes of Digital Economy, Created Connected Communities and Smart Design continue to connect to regional growth plans and have major potential for national and international impact.

In an environment of greater funding concentration, it is important to attract funding from a variety of sources and to engage more in collaborative interdisciplinary projects with other Higher Education institutions, businesses and agencies.

HOW

Make regulations and procedures on teaching and assessment clearer

We will articulate policy on learning, teaching and assessment to ensure a coherent high quality student learning experience across the University.

- We will ensure that there is a definitive, clear and accessible policy on Learning, Teaching and Employability.

Improve our organisation and efficiency

We will build a clear model to support academic staff to develop expertise in Learning, Teaching and Employability.

- We will ensure that the departmental workload is balanced to encourage and enable excellence in research, innovation, teaching and student support.
- This will provide a transparent process to inform all staff of workload allocations.

Develop discipline-led distance and blended learning models

We will require all departments to develop pedagogical innovation in distance and blended learning.

- We will task all departments to engage in discipline-specific distance and blended learning opportunities.



Measures of Success

Baseline 2014 Target 2020

Proportion of substantive teaching staff that hold, or are registered on a Postgraduate qualification	66%	100%
Proportion of all substantive teaching staff holding Teaching Qualification or Higher Education Academy Fellow (FHEA) or Senior Fellow (SFHEA)	44%	100%

Understand behaviour through Learner Analytics

We will extend our use of Learner Analytics in order to understand, support and enhance student progression and attainment. We will support all students by analysing each student life cycle from application through graduation and employment.

- Learner Analytics will be focused on student support by providing an individual Personal Tutee scorecard to each Personal Tutor:
- Phase 1 - A number of areas piloted with individual timetables and attendance monitoring
- Phase 2 - Five basics we need in place to do Learner Analytics (individual student scorecards):
 1. individual timetables
 2. attendance monitoring
 3. online learning platform as one-point of reference
 4. receipting of work (with adjustments)
 5. single sign-on (2017)
- Phase 3 - predictive and 'what if modelling' (e.g. Award Prediction and Peer Group comparison)

Expand the role of Personal Tutor

The Personal Tutor will provide academic guidance and pastoral support through regular meetings with their tutees.

- We will create a *Senior Tutor* role in each academic department.
- Senior Tutors will coordinate Personal Tutors in their department and ensure the system is working properly and will include at least one individual meeting per tutee per semester.
- Personal Tutors will use Learning Analytics (individual student scorecard) to support all students, with a focus on categories of students requiring additional support.

Do it with partners

Work closely with Higher Education Academy to ensure that pedagogical excellence is embedded in all aspects of Learning, Teaching and Employability.

- We will validate a stand-alone Post Graduate Certificate in Higher Education (PGCHE).
- We will expect all teaching staff to have either a PGCHE (or equivalent teaching qualification), Higher Education Academy Fellow (FHEA) or Senior Fellow (SFHEA).
- We will develop a programme of mandatory core academic training to improve the student experience and promote consistency, compliance and a sharing of good practice.



MONITORING OUR PROGRESS

Governance

Academic Board regularly monitors progress against the objectives set out in the strategy. Regular reports are also provided to both the Vice-Chancellors Executive Group (VCEG) and the Board of Governors. An annual report is presented to the Board of Governors to demonstrate Academic Quality Assurance as part of the Annual Accountability Return. Quality issues in the strategy are monitored by the Academic Quality & Standards Committee (AQSC) and Equality and Diversity issues are overseen by the Equality and Diversity Group.

Link to other Strategies

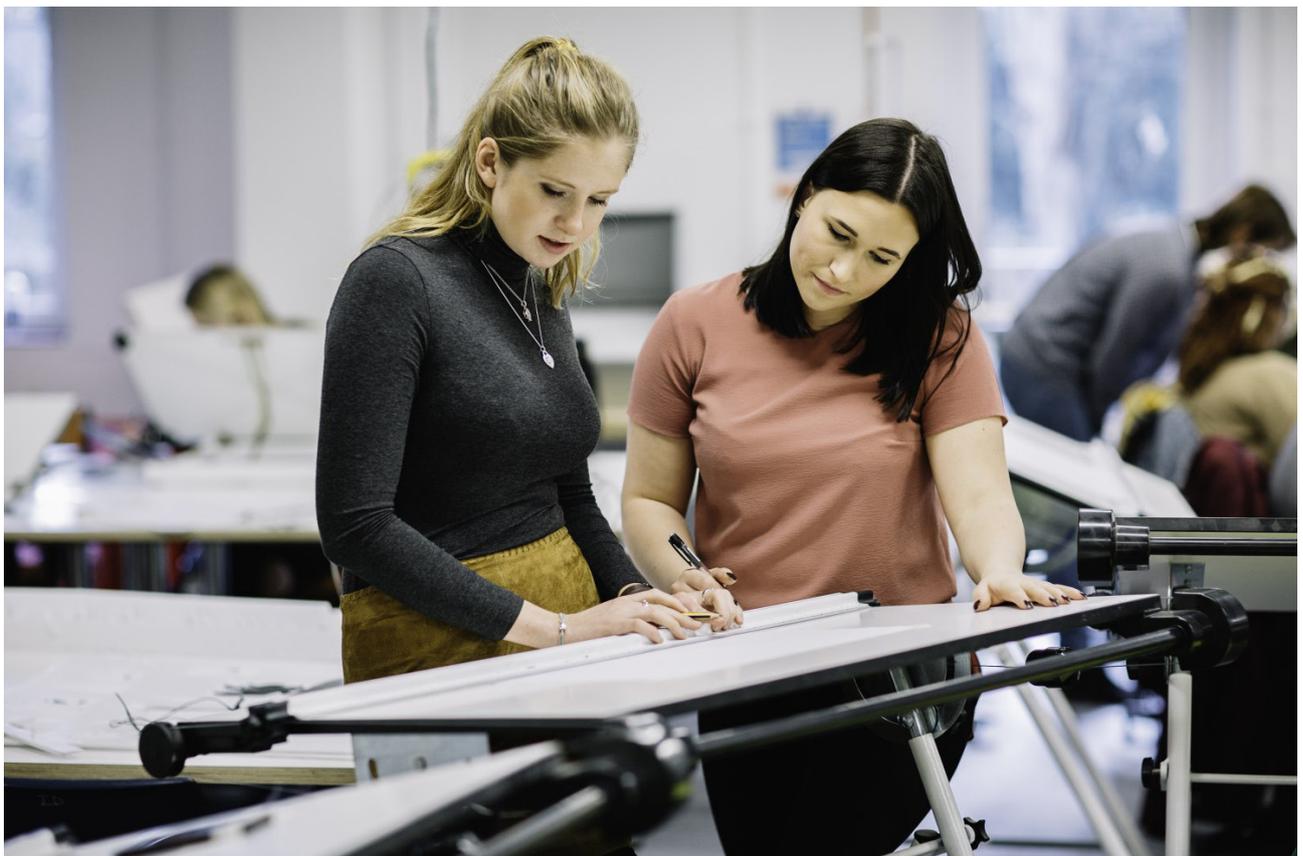
The Learning, Teaching and Employability Strategy (LTE) is a sub-strategy of the University Strategy 2015-2020 and is a sister strategy to the Research and Innovation Strategy 2015-2020, and Equality and Diversity Strategy 2015-2020, which should be read in conjunction with this strategy.

Measures of Success

We have developed a set of high level performance indicators, which draw upon quantitative and qualitative information to provide an overview of progress against our Learning, Teaching and Employability objectives. We use the information gathered to refine and develop our strategies and to communicate the resulting achievements and outcomes.

Risk Management

The Board of Governors and its committees are responsible for monitoring key risks to the University and for ensuring appropriate and flexible management responses. Many of the issues that face us in fulfilling our objectives also carry significant risks. The aim is to ensure that Falmouth operates a 'no surprises' culture and that the Board has early indication of any major threats to the delivery of our overall strategy and to our sustainability.



LEARNING, TEACHING AND EMPLOYABILITY TOOLKIT

LTET (1) Where can I get involved in LTE activities and receive support?

LTET (2) What is the Learning Space?

LTET (3) Where can I find information on Timetabling?

LTET (4) Where can I find the Estates Strategy?

LTET (5) Who are our Collaborative Partners?

LTET (6) What is Core Academic Training (CAT)?

LTET (7) What is Launchpad?

LTET (8) What is blended learning and distance learning?

LTET (9) What is Widening Participation?

LTET (10) Who are Student Services?

LTET (11) What is the Management Information System?

LTET (12) Who are our Partnerships Tutors?

LTET (13) What is Assessment?

LTET (14) What is the 'Making the Curriculum Clearer' project?

LTET (15) What is the Student Portal?

LTET (16) What is Feedback?

LTET (17) What is the Access Agreement?

LTET (18) Who are our Employability Tutors?

LTET (19) How do I obtain teaching qualifications (PGCHE, MA)?

LTET (20) What is DSA and Inclusive Learning?

LTET (21) What is the Destinations of Leavers from Higher Education (DLHE) survey?

LTET (22) What is Erasmus and International Exchange?

LTET (23) What is a Placement and career hub?

LTET (24) Who are and what is Employability?

LTET (25) What is Industry Mentoring?

LTET (26) What is the National Student Survey (NSS)?

LTET (27) What is the Business Challenge module?

LTET (28) Where do I find staff development information?

LTET (29) What is an Industry Advisory Board?

LTET (30) Where can I find the Learning and Teaching regulations (AQSC)?

LTET (31) What is Workload Planning?

LTET (32) What is the Higher Education Academy (HEA)?

LTET (33) Who are our Personal Tutors and Senior Tutors?

LTET (34) What is Attendance Monitoring?

LTET (35) Where can I find information on Teaching Excellence Framework (TEF)?

LTET (36) What online courses do we currently offer?

LTET (37) What is Learner Analytics?

LTET (38) Where can I find information on the Creative Industries?

LTET (39) What is the QAA Institutional Review?

LTET (40) How do I request to add something to the LTE toolkit?

