Education Strategy

2004 – 2008

EDUCATION THROUGH EXCELLENCE

Approved By Council,   March 2004

EDUCATION STRATEGY

EXECUTIVE SUMMARY

The University of Bristol has a long and distinguished academic record but its sights are set firmly on the future. It combines a sense of tradition with a taste for innovation. Its watchword is quality.

The University is intent on strengthening its position as an internationally competitive, research-led institution that excels at knowledge transfer and offers a world-class education to the most talented students from all backgrounds.

The Education Strategy will help to ensure that the reality matches the rhetoric. Its starting point is the Vision set out in the University Plan 2003-2008. Aims specified in the Plan are here distilled into ten objectives, each of which is broken down into prioritised actions. The people responsible for making progress in each area are identified, together with the anticipated timescales. The date by which the last of the objectives should be fulfilled is 2008.

We want our students to have a rewarding time at Bristol and the Strategy offers a definition of what that means. It also paints a clear picture of what constitutes excellent teaching. The Strategy looks at the external and internal context in which teaching and learning take place and describes new mechanisms at faculty level for improving standards.

The Strategy focuses on what students from diverse backgrounds need if they are to be able to take advantage of the opportunities available, thrive academically and personally and contribute to the success of the wider world. Part of this is about the quality of teaching and the value placed on it by the institution, and the Strategy incorporates actions designed to make sure Bristol remains synonymous with professional excellence in this regard.

Teaching, learning, research, scholarship, enterprise – the Strategy treats them as complementary and helps to establish a distinctive view of their interrelationship. In an increasingly competitive environment, with growing pressure to provide what individuals and societies need and to differentiate the institution from its competitors, the Strategy helps to reassert the different strands of Bristol's mission. It should render the University better able to deal with change without compromising the values that have always sustained it.

The Student Experience at the University of Bristol

Bristol's overall objective is to offer a rewarding student experience. It will provide its students with:

- An opportunity to engage with the latest thinking and research in their subject area

- Excellent and creative teachers

- A stimulating and supportive environment in which to learn

- High levels of support in their personal development

- An opportunity to be part of a cosmopolitan and diverse community dedicated to learning, discovery and enterprise

- Qualifications valued by employers throughout the world as a guarantee of quality

- High quality teaching, social and residential accommodation

- Numerous opportunities to take part in social, sporting and cultural activities

- A location physically and culturally at the heart of a beautiful, vibrant and geographically well-connected city

CONTEXT

Research and scholarship, combined with teaching and learning conducted within a defined community, are the activities that define a university. At their best, they complement, support and strengthen one another.

This Education Strategy has therefore been developed in conjunction with the Research Strategy to ensure that the University's two core activities are closely integrated. Both strategies stress the need to provide excellent education that is intellectually demanding and relevant for the 21st century, to a talented and diverse student population.

What do we mean by 'education' in this document?

Education means providing students with an excellent teaching and learning experience in an environment in which they can manage their programme of study according to their needs. In parallel, we aim to offer a range of personal, sporting and cultural experiences that enable students to develop as individuals.

This environment is designed to:

- Support the learning and cultural needs of students from diverse backgrounds
- Nurture a community where learning is valued for its own sake
- Enable students to develop personally and academically, so that they reach their potential throughout their programmes of study, are encouraged to become lifelong learners, and to acquire the skills they will need in their chosen career and other aspects of their lives
- Support excellent teachers and teaching

Strategic issues for Bristol

Bristol University has a well-deserved reputation for providing a satisfying student experience, academically and culturally. It recruits outstanding undergraduate and postgraduate students and achieved a high number of 'excellent' scores in HEFCE and QAA subject-level reviews, averaging 22 points out of a maximum 24 across all the subjects reviewed. Since 1995, only two universities with an average score of 22 or above have had as many or more subjects reviewed as Bristol. The goal of this strategy is to build on these strengths.

The Education and Research Strategies are complementary in supporting the academic aspirations set out in the University Plan 2003 to 2008, and are equally important to the University's development and continuing success. Specifically, the Education Strategy supports the statements on Learning included in the University's Mission: "*We will admit the students with the best potential. We will challenge students intellectually and prepare them for life in the 21st century*". It is based on the University's commitment to international excellence in research and the belief that this informs student learning and contributes to the distinctive Bristol experience. It is also based on a commitment to: effective teaching, enhancing student learning and facilitating the most efficient use of academic resource.

The values on which the Education Strategy is based are the same as those that support the Research Strategy. Quality, professionalism and efficiency must characterise the University's activities if it is to be successful. The capacity to embrace change and to continue learning, not only as students and staff but as a learning institution, will be fundamental to our future strength.

Strategies of particular relevance to the Education Strategy are:

- Learning and Teaching Strategy
- eLearning Strategy
- Participation Strategy
- Enterprise Action Plan
- Graduate Strategy
- Admissions Principles and Procedures
- Careers Strategy
- People Strategy
- Estates Strategy
- Financial Strategy

The eLearning and Graduate Strategies and the Enterprise Action Plan are developing alongside the Education Strategy, and the Participation Strategy is reviewed regularly. This continuing development and review enables the University to assure itself that the various strategies are complementary and up to date, and support the vision in the University Plan.

THE STRATEGY

Link between Principles and Objectives

The following over-arching principles shape the Education Strategy. Individual objectives (with associated actions) are mapped to the principles as outlined in the following table.

	PRINCIPLE	Objectives
A	**Research-driven** Part of the distinctiveness of Bristol's learning experience is a continued emphasis on research and scholarship. This enables high quality teaching and support for learning to be achieved within a research intensive environment which ensures that the curriculum: ▪ is informed by research and that teaching and learning methods enable students to learn about the evaluation and conduct of research ▪ is primarily delivered by scholarly and research-active staff, who have an enthusiastic and professional approach to education ▪ responds, where relevant, to the requirements of external professional bodies	1 3 4 10
B	**Well-led** Academic leadership of both research and teaching will be equally valued and recognised by the University.	2 3 10
C	**Emphasising the student experience** We will provide a high quality and distinctive student experience, including an emphasis on an appropriate educational infrastructure.	1 2 4 5 6 7 10
D	**Utilising technologies appropriately** We will be proactive in developing the appropriate use of new methods of delivery such as eLearning to enhance both the quality and efficiency of teaching, learning and assessment.	6 8 10
E	**Efficient and appropriate** A model to monitor the cost of teaching will be developed. The aim will be to provide a mechanism that allows us to measure the cost-effectiveness of teaching while providing sufficient and effective support for student learning.	5 6 9 8 10
F	**Encouraging student diversity** We will establish a diverse student body, indicative of Bristol's status as an international university and its commitment to serving its local and national community. This will include the exploration of flexible educational pathways.	5 10

Objectives

To achieve these principles, the University will be required:

1. To ensure that the curriculum is informed by research at all levels and that wherever possible students have the appropriate opportunities to contribute to the development of their subject. This relies on the University's ability to recruit and retain staff who can contribute to the distinctive learning experience of a research-intensive university.

2. To develop an effective and enabling educational leadership and management structure

3. To reward staff for excellence in teaching and for supporting the learning experience of a diverse student group.

4. To establish an international profile in teaching, research and enterprise.

5. To select, recruit and retain a diverse student body, which has the potential to excel in and contribute to the kind of education we offer. To attract this mix of students, we will provide more flexible educational pathways at undergraduate and postgraduate levels, create strategic partnerships with other educational institutions and provide appropriate support for different student groups.

6. To build on good practice in learning, teaching and assessment, and related administration, in a co-ordinated way that supports quality and efficiency.

7. To respond to student needs in all aspects of university life and to ensure students' views, and also the views of those who deliver the teaching, are taken into account in academic, social and cultural matters.

8. To establish a stable and sustainable financial base that enables educational infrastructure needs of all kinds – teaching accommodation and equipment, learning resources and appropriate social facilities – to be met.

9. To contribute to the financial health of the University by ensuring that teaching is self-supporting at faculty level.

10. To implement the Education Strategy successfully, continually monitor performance and identify key risks.

OBJECTIVES AND ACTION PLAN

Key:

Deadline for completion of action: University Priority for action:
O = Ongoing   1* = Key Priority
S = Short Term   December 2004   1 = Higher Priority
M = Medium Term   December 2006   2 = Medium Priority
L = Long Term   December 2008   3 = Lower Priority

Objective 1

To ensure that the curriculum is informed by research at all levels and that wherever possible students have the appropriate opportunities to contribute to the development of their subject. This relies on the University's ability to recruit and retain staff who can contribute to the distinctive learning experience of a research-intensive University.

The University of Bristol is noted for an obvious commitment of academic staff to student education, combining both academic and pastoral support. We will retain this commitment and ensure that research informs teaching and learning as students progress through their degree programmes, influencing curriculum content and intended learning outcomes. Students in all subjects will continue to have contact with leading research staff.

Action 1
The University will seek to appoint and retain staff with the potential to achieve the highest level in any international benchmarking or assessment of research, who normally also have the potential to be excellent teachers and who will exploit the links between their research and teaching activities to benefit student education. Appointment criteria will include the need to provide evidence of these qualities and will be linked with the People Strategy.

Lead: Deans   Deadline: S/O   Priority: 1
In consultation with: Heads of Departments, Director of Human Resources

Action 2
The balance of academic staff time spent on research and teaching and related administration will be reviewed and measured against agreed guidelines by departments and reported to the Faculty annually.

Lead: Deans   Deadline: O   Priority: 1
In consultation with: Heads of Departments and Faculty Education Directors

Action 3
All members of academic staff, but especially those in the early stages of their career, will have sufficient opportunity for professional development. The University's Teaching and Learning in Higher Education (TLHE) and Teaching and Learning for Health Professionals (TLHP) programmes will continue to be regularly reviewed and subject to accreditation by ILT or the equivalent body. Career progression for academic staff will depend on the achievement of professional competence, which will be appropriately rewarded (see Objective 2). Individual members of academic staff will be entitled and expected to undertake professional development on a regular basis.

Lead: Heads of Departments   Deadline: S/O   Priority 1
In consultation with: Pro-Vice-Chancellors, Deans

Objective 2

To develop an effective and enabling educational leadership and management structure.

Underpinning the strategy is the need for effective leadership. Implementation will require effective channels of management and communication at every level of the University. Such leadership and management needs to encourage individuals to take the opportunity to exercise their initiative in all areas of education, including: curriculum development (creative and up to date curricula, incorporating new research findings where appropriate); assessment methods that are appropriate to the learning outcomes being tested; and enthusing others to share ideas and good practice.

Action 4
Each Faculty will appoint an Education Director, using the attached job description and person specification (**Annex A**).

The Faculty Education Director role is more strategic than operational. The Education Director post might well become part of the remit of the existing faculty role of either the Undergraduate or Graduate Dean, depending on faculty requirements and the person specification. It will be for Deans of faculties, to determine the structure within which the Education Director will work and to what extent roles should be linked.

Lead: Pro-Vice-Chancellor for Education   Deadline: S   Priority: 1*
In consultation with: Deans

Action 5
Faculty Planning and Resources Committees (FPRCs) will ensure that learning, teaching, assessment and research issues are brought together for discussion. The purpose of this is to assure the coherence and complementarity of academic and financial decision-making in the two core elements of the University's mission: education and research.

Lead: Deans   Deadline: O   Priority: 1

Objective 3

To reward staff for excellence in teaching and for supporting the learning experience of a diverse student group.

Excellent teachers can be identified in every department and some are now formally recognised through the University's annual Teaching Prizes. The University's summary definition of an excellent teacher is attached (**Annex B**). Educational leadership will be given new emphasis, involving 'champions' in faculties and departments who will promote education and learning.

Action 6
The University will explore the possibility of introducing a new, senior role equivalent to Professor that provides an appropriate career grade for staff who may not be at an international level in research, but whose educational leadership, pedagogic research and scholarship enable them to make a significant contribution to research-informed education and supporting the student learning experience. The University's promotions criteria will be updated to include recognition of these achievements and to introduce the new grade.

Lead: Pro-Vice-Chancellors   Deadline: S/O   Priority: 1*
In consultation with: Deans, Heads of Department

Action 7
The University will acknowledge and give publicity to achievement in teaching through the annual Learning and Teaching Exhibition and University teaching prizes. We will apply for wider recognition for individuals through the National Teaching Fellowship scheme.

Lead: Director, Teaching Support Unit   Deadline: O   Priority: 1

Objective 4

To establish an international profile in teaching, research and enterprise.

There is already a high level of international activity within the University, which is reflected in research and educational partnerships. In the 2001 RAE results, Bristol achieved a 5* rating in 15 subjects, and a 5 rating in 21 others, reflecting the international research profile of the staff in those areas. Many staff are involved in international consultancy, either in research or education, or both. International partnerships include a small number of associated institutions overseas, together with involvement in the Worldwide Universities Network (WUN), and the COIMBRA partnership of European universities. There are also long-standing collaborations with a range of European and US institutions involving student exchanges, particularly through the Socrates / Erasmus and Study Abroad schemes.

Action 8
Faculties will review existing partnerships and investigate the possibility of new opportunities for student exchange (through such bodies as Socrates and Erasmus) in the light of identifiable benefits. They will ensure that existing connections and partnerships are kept under review in order to maximise their potential for educational as well as research benefit and eliminate those that are no longer fruitful. Where appropriate, faculties will build new teaching collaborations with international partners at both undergraduate and postgraduate level, both on a bilateral basis and as part of existing networks such as WUN.

Lead: Faculty Education Directors   Deadline: M   Priority: 2
In consultation with: Undergraduate and Graduate Deans, Director of International Affairs

Action 9
The exchange of academic staff with other international institutions will be encouraged where it will have a beneficial impact on student learning.

Lead: Faculty Education Directors   Deadline: L   Priority: 3

Action 10
Opportunities for research students to have experience abroad will be increased in line with research council policy, by growing the WUN mobility scheme and providing greater assistance in funding attendance at international conferences.

Lead: Heads of Departments   Deadline: M   Priority: 2
In consultation with: Research and Enterprise Division

> **Objective 5**
>
> **To select, recruit and retain a diverse student body, which has the potential to excel in and contribute to the kind of education we offer. To attract this mix of students we will provide more flexible educational pathways at undergraduate and postgraduate levels, create strategic partnerships with other educational institutions and provide appropriate support for different student groups.**

A diverse and international student body is an important contributor to the distinctive Bristol learning experience. The University's Admissions Principles and Procedures and Participation Strategy are key to this objective. The University will provide an educational experience that is attractive to local, national and international students and to students who would not traditionally view Bristol as their choice for Higher Education. Existing and new educational partnerships will be used to support student recruitment.

To help attract a more diverse mix of undergraduates, we will introduce:

- More opportunities for a year abroad and / or in industry or commerce
- More possibilities for short-term student placements
- Marketing of the benefits of flexible learning to students and potential applicants
- Part-time and flexible programmes
- Enhanced support for students for whom English is not the primary language

Actions under this heading are split into sections that reflect different student groups and support needs.

a)   *Overseas students*

Action 11
As part of its Overseas Student Recruitment Plan , the University will ensure available resources are used efficiently to target overseas markets and to support marketing and recruitment. The Strategy will include mechanisms and resources that, over time, enable the recruitment of larger numbers of high quality overseas students from different continents.

Lead: Pro-Vice-Chancellor for International Affairs   Deadline: S/O   Priority: 1
In consultation with: Academic Registrar, Director of Student Recruitment, Access and Admissions

Action 12
The University will build on existing international partnerships such as the Worldwide Universities' Network to raise the international profile of Bristol University as a premier learning institution in order to promote international educational links that will support overseas student recruitment.

Lead: Director of International Affairs   Deadline: O   Priority 2
In consultation with: WUN Steering Group

Action 13
As part of an International Strategy, the University will ensure that overseas students receive appropriate academic and pastoral support during their period of study, for example with language support, immigration advice and a good induction into the learning culture of their department.

Lead: Deans   Deadline: O   Priority 1
In consultation with: Director of Academic Affairs, Academic Registrar, Director of Student Services

Action 14

A mechanism will be devised to link income generated from overseas students' fees to an incentive system for overseas recruitment. Departments that meet or exceed their planned overseas recruitment numbers will receive resources to reflect the additional workload and to support the additional needs of the students.

Lead: Pro-Vice-Chancellor for Budgets   Deadline: O   Priority: 1
In consultation with: Registrar, Academic Registrar, Finance Director, Director of Planning, Policy
                        and Projects

b)   Students currently under-represented in higher education

Action 15

The University will develop its Widening Participation strategy. The new strategy will need to ensure that:

- the University is made more accessible in terms of image;
- initiatives and links with local schools and colleges continue to be developed;
- progression routes are provided for potential students through regional HE/FE partnerships;
- more flexibility in study patterns is introduced;
- consideration is given to the provision that can be made through bursaries and scholarships to encourage wider participation;
- encouragement is given to increase the number of applications from local and mature students.

Lead: Pro-Vice-Chancellor for Education   Deadline: O   Priority: 1*
In consultation with: Academic Registrar

Action 16

The University will review its policy on scholarships and bursaries for home and international students in order to encourage high quality applications, diversity and equality of access*.*

Lead*:* Pro-Vice-Chancellor for Education   Deadline: M   Priority: 1
In consultation with: Academic Registrar

c)   Continuing Education

Action 17

Recommendations of the Continuing Education Working Group will seek to ensure that the University's vision of and provision for, continuing education and continuing professional development are practicable and financially sustainable, and that we continue to provide and develop a portfolio of continuing education that meets the needs of a variety of learners while also communicating the University's research interests and strengths to a wide range of local and regional partners.

Lead: Pro-Vice-Chancellor for Education   Deadline: M   Priority: 1*
In consultation with: Continuing Education Working Group and Public Programmes Office

d)   *Postgraduates*

Action 18
The University will increase the numbers of postgraduate students overall as envisaged in the University Plan. Achievement of this will require increasing activity in: recruitment, marketing, programme development and support for postgraduates, all of which will be encompassed in a Graduate Strategy. As part of the implementation of the Graduate Strategy, faculties and departments will be asked to review their postgraduate programmes (taught and research), with a view to making them more attractive, and taking into account interdisciplinary and international developments.

Lead: Chair, Graduate Deans   Deadline: M   Priority: 1
In consultation with: Director of Academic Affairs, Academic Registrar, Director of Teaching Support Unit, Director of Research and Enterprise Development, Head of International Student Recruitment

e)   *Undergraduates*

Action 19
The University's Education Committee will establish a group that will identify and review the opportunities to offer foundation provision, flexible pathways and partnerships with local Further and Higher Education providers. The aim is to widen access to Higher Education both at Bristol and elsewhere.

Lead: Chair, Partnerships and Progression Group   Deadline: S   Priority: 2

Action 20
The University will seek to expand upon a network of collaborations and partnerships with HEIs that will help it to achieve its strategic aims. The Working Group on the Bristol Partnership Programme is exploring opportunities for such collaboration.

Lead: Director of Academic Affairs   Deadline: M   Priority:2

Action 21
The University will increase awareness across the University of the educational benefits of programmes with a 'period out'.

Lead: Placements Co-ordinator   Deadline: M   Priority: 2
In consultation with: Director, Teaching Support Unit, Faculty Education Directors

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Objective 6

To build on good practice in learning, teaching, assessment, and related administration, in a co-ordinated way that supports quality and efficiency

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The University already has an excellent record of achievement in education, in respect of students and staff. Entrance profiles are among the best in the UK at undergraduate and postgraduate level; graduates' achievements and expectations are high; and University staff are committed to excellent educational practice (as noted in many external reviews).

The aim of this part of the Strategy is to enhance current practice whilst optimizing efficiency and continue to embed quality assurance procedures, using technological developments where appropriate to support learning and facilitate administration, and ensuring that skills acquisition for

students is part of programme outcomes. External advice will be sought where relevant, such as that offered by the new Academy for Higher Education.

Action 22
Each faculty will review the scope for enhancing the efficiency and quality of existing and new programmes. Strategies will include:
- Shared units between departments and faculties;
- Increasing the amount of student self-learning;
- Offering fewer units within more flexible curriculum models;
- Reviewing different forms of assessment;
- More interdisciplinary programmes if appropriate;
- Encouraging students to maintain their own Progress Files.

Lead: Faculty Education Directors   Deadline: M   Priority: 1
In consultation with: Heads of Departments, Director, Teaching Support Unit

Action 23
The University will initiate a review of assessment practices. Through pilot studies in a small number of departments, we will identify ways of reducing the time and effort spent on assessment whilst enhancing the quality of learning and ensuring that assessment methods test intended student learning outcomes.

Lead: Director, Teaching Support Unit   Deadline: M   Priority: 1

Action 24
The University will co-ordinate at Faculty and University level the development and implementation of an eLearning strategy that includes both educational and infrastructure needs.

- The eLearning Advisers' Network (ELAN) will take the lead in promoting eLearning developments, supported by LTSS and TSU.
- Information Services will lead the creation of a University portal that supports the use of managed learning environments, including commercial products such as Blackboard.

Lead: Pro-Vice-Chancellor for Education   Deadline: M   Priority: 1
In consultation with: Senior eLearning Adviser, Director of Information Services, LTSS and TSU

Objective 7

To respond to student needs in all aspects of university life and to ensure students' views, and also the views of those who deliver the teaching, are taken into account in academic, social and cultural matters.

One of the strategy's targets is to identify and articulate what constitutes an excellent learning experience in the widest sense (including: recruitment; academic and pastoral support; quality of input by academic subject staff in teaching, supporting learning, and assessment; infrastructure; accommodation).

Action 25
The University will continue to work with students to refine the definition of an excellent student experience and seek to implement it in partnership with them.

Lead: Director of Academic Affairs   Deadline: O   Priority: 2

Action 26

Students will be offered the opportunity to contribute to decision-making on academic, social and cultural matters, through committees, forums and other mechanisms. Proper mechanisms will be in place for involving students on inter-departmental programmes.

Lead: Pro-Vice-Chancellor for Education   Deadline: O   Priority: 2
In consultation with: Director of Academic Affairs, Student Union President

Action 27

The University will ensure that the University's personal tutoring guidelines are being implemented.

Lead: Director, Teaching Support Unit   Deadline: S   Priority: 1

Objective 8

To establish a stable and sustainable financial base that enables educational infrastructure needs of all kinds – teaching accommodation and equipment and appropriate social facilities – to be met.

The current context for higher education is likely to make student demand for the provision of appropriate educational infrastructure of central importance. It is essential that we find ways of using our existing resources as efficiently as possible in order to release funds to meet the objectives of the Strategy.

The obvious requirement for learning resources that support our aspirations to provide a high quality student experience underlines the need for an enterprising approach to education. This includes recognising the need for a balanced portfolio of programmes so that high-earning activities and students paying market rates can support the University's overall mission.

At present there is no clear mechanism for identifying educational infrastructure needs whether departmental, faculty or University-wide.

Action 28

The University will develop a procedure for identifying and prioritising educational infrastructure needs.

Lead: Pro-Vice-Chancellor for Education   Deadline: M   Priority: 2
In consultation with: Bursar

Action 29

The University will develop and implement a philanthropic fundraising strategy that raises significant funds to identify, prioritise and support the needs of the educational infrastructure.

Lead: Director of Campaigns and Alumni Relations   Deadline: O   Priority 1

Action 30

The University will ensure that all students and teachers have access to appropriate computing facilities that are fit for purpose and provide support for digital technologies and eLearning.

Lead: Director of Information Services   Deadline: M   Priority: 2

Action 31

The University recognises the central importance of excellent library provision and will ensure that students have opportunities to access up-to-date and well equipped library services, as outlined in the University's Library and Information Resources Provision Strategy. It will pursue sources of income that enable library provision to be enhanced and maintained.

Lead: Director of Information Services   Deadline: L   Priority: 1

Objective 9

To contribute to the financial health of the University by ensuring that teaching is self-supporting at Faculty level.

Universities' sources of income are becoming increasingly diverse. In the future it is likely that more income generation will be needed if the University is to continue to maintain currently high academic standards and an infrastructure of sufficient quality to support this aspiration and to respond positively to rising student expectations.

Research-intensive universities like Bristol have a number of options open to them in seeking new sources of income. They include: development of new programmes that target particular markets, and also draw on research developments; and identifying new sources of funding, for example through industry. Making best use of public income is also important.

Action 32

A costing model for teaching will be developed centrally to enable the cost-effectiveness of existing and planned new programmes to be evaluated as envisaged in the University Plan.

Lead: Finance Director   Deadline: S   Priority: 1*
In consultation with: Pro-Vice-Chancellor for Budgets

Action 33

The University will review teaching in terms of cost-effectiveness whilst maintaining high quality. While retaining the principle that programme content should be informed by the research expertise of the academic staff, faculties and departments will review the scope for rationalisation of course units and their delivery.

Lead: Faculty Education Directors   Deadline: M   Priority: 1
In consultation with: Director, Teaching Support Unit

Action 34

To increase unregulated income from education faculties will consider, as part of the financial planning process, the development of new and existing programmes as one element of the research-informed education they provide.

Lead: Faculty Education Directors   Deadline: M   Priority: 1*

Objective 10

To implement the Education Strategy successfully, continually monitor performance and identify key risks

Monitoring implementation of the Strategy is a key issue for the future, for quality assurance, risk management and for planning purposes. The Education Strategy Working Group will play an important role in this and will provide an annual report on the extent to which the principles and actions in the Strategy are being achieved.

Action 35
The Education Committee will be responsible for reviewing the strategy and the role of Faculty Education Directors. The Education Strategy Group will be continued as a sub-group of Education Committee to monitor and implement the objectives and actions of the Education Strategy.

Lead: Director, Teaching Support Unit   Deadline: O   Priority: 1
      (on behalf of Education Committee)

Action 36
Each faculty will have an Education Strategy to which all departments contribute. It will focus upon the faculty's strengths, include strategies for income generation and be cost-effective. The Faculty Education Director will monitor the development and the implementation of the strategies and report annually to the Faculty Planning and Resources Committee. An annual submission will be made to the University Education Committee on progress in implementing the education strategies.

Lead: Faculty Education Directors   Deadline: M   Priority: 2

Annex A

Appointment of Faculty Education Directors

1.   INTRODUCTION

Action 4 in the Education Strategy (March 2004), states that:

"Each Faculty will appoint an Education Director, using the attached job description and person specification".

The following documents are provided to support the appointment process:

- A process for selection of the Faculty Education Directors
- Job particulars
- Person specification

2.   PROCESS FOR THE APPOINTMENT OF FACULTY EDUCATION DIRECTORS

The positions will be advertised internally using the normal advertising processes and procedures.

Applicants will be asked to submit their curriculum vitae supported by a personal statement of the skills and experience that they can bring to this role. They will also be asked to provide a summary of how they would approach their main responsibilities, as outlined in the Education Strategy.

The applications will be short-listed by the Pro-Vice-Chancellor with responsibility for Education, the Dean of Faculty and the Director of the Teaching Support Unit.

Short-listed applicants will be interviewed by a Panel.

Feedback will be provided to all applicants who are not successful.

3.   JOB PARTICULARS: FACULTY EDUCATION DIRECTOR

University Education Strategy

The University is finalising an Education Strategy designed to create the physical and cultural environment that will enable it to continue to offer a high quality student learning experience, defined in partnership with students.

The role and responsibilities of Faculty Education Directors

Given the demands of this job, we anticipate that following discussion with the Dean or Head of Department the appointee will be relieved of some existing responsibilities during the tenure of this position.

The Faculty Education Director will work closely with the Dean of the Faculty, the Director of the Teaching Support Unit and the Pro-Vice-Chancellor responsible for Education.

All Faculty Education Directors will be members of the Education Strategy Group.

Faculty Education Directors will normally chair their faculty's Learning and Teaching Development Group.

The Faculty Education Director will report to the Dean of Faculty.

The responsibility for monitoring and reporting of progress on implementing the Education Strategy lies with the Director of the Teaching Support Unit. The Faculty Education Directors will therefore work closely with the Director and other members of the TSU.

In addition to the appointee's contracted duties and responsibilities, the duties of the Faculty Education Director include:

- supporting and facilitating the implementation of the University's new Education Strategy at faculty level;

- supporting colleagues in the development of new initiatives, including faculty strategies;

- representing the Faculty externally in educational fora, to raise its profile;

- leading the development and sharing of good practice, within the faculty (working with Learning and Teaching and eLearning Advisers), and at a University level in collaboration with other Faculty Education Directors;

- taking the lead in developing an appropriate portfolio of Continuing Education/Continuing Professional Development/Lifelong Learning activities and regularly reporting on the faculty's progress in these areas;

- working with the Faculty Research Director to identify research themes in which the Faculty has an international profile that can inform programme development;

- supporting members of the Faculty in generating additional income from education for the faculty;

- assuring the efficiency and quality of teaching.

As is clear from the person specification below, the Faculty Education Director role is more strategic than operational. The Education Director post might well become part of the remit of the existing faculty role of either the Undergraduate or Graduate Dean, depending on faculty requirements and the person specification. It will be for Deans of faculties to determine the structure within which the Education Director will work and to what extent these roles should be linked.

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4. PERSON SPECIFICATION

The University will be looking for *evidence* from applicants of the following skills and experience:

Professional Experience

1. Up-to-date knowledge and experience of teaching, learning and assessment, with undergraduate or postgraduate students, or both.

2. A scholarly approach to education, reflecting the importance of research-informed learning and its implications for the overall student experience.

3. Awareness of current issues in teaching, learning and assessment, including eLearning and the use of new technologies.

4.   Experience of programme development and educational leadership within the applicant's subject area.

5.   Recognition of the need for graduate employability and the integration of skills development in the curriculum, reflected in appropriate assessment methods.

6.   Educational experience outside the applicant's home department and faculty. For example, involvement in international, national or University initiatives relating to learning, teaching or assessment.

Strategic Awareness

7.   Acknowledgement of the need for a strategic approach to education, including responsiveness to external developments such as changes in the 16-19 curriculum, the need to widen participation, government initiatives, new opportunities internationally, and general educational trends.

Leadership

8.   Ability to take the lead in educational development at faculty level and work with other members of the faculty's senior management team to provide a dynamic educational environment for students.

9.   Vision to put in place educational initiatives that will encourage flexibility and inspire and enthuse others. This will include an approach to education within the faculty that enables individuals to pursue activities for which they have an aptitude and enthusiasm.

10.   Ability to work as part of a University team with other Faculty Education Directors.

11.   Committed to the highest professional standards. Prepared to support, develop and, when appropriate, champion activities for the Faculty.

Communication and Interpersonal Skills

12.   An articulate and confident communicator, able to present ideas and concepts clearly and deal effectively with difficult situations.

13.   Ability to lead initiatives that support institutional objectives while remaining sensitive to the needs of individuals and subjects.

14.   Ability to communicate equally effectively orally and in writing.

Remuneration

Dependent on the appointee's current conditions of employment, the Faculty Education Director will receive the same honorarium as that of the Faculty Research Director in recognition of the additional duties required by this role.

The term of the role of the Faculty Education Director will be for three years, with the possibility of re-appointment.

Annex B

Characteristics of an Excellent Teacher

The characteristics below summarise the attributes of an excellent teacher, as defined by the University of Bristol. They are based on the National Teaching Fellowships Scheme criteria for awarding fellowships.

The characteristics are not exhaustive, but provide an indication of the areas in which an individual teacher should expect to be able to provide evidence of his / her excellence. Such evidence might include:

- Student feedback
- The outcome of an independent peer review process that involves observation of teaching and / or supporting learning
- Work as an external examiner
- Assessed material that forms part of an accredited programme, e.g. an assignment or portfolio
- Different examples of continuing professional development

Characteristic	*Examples of how this might be demonstrated*
Application of scholarship in the support of learning	Programme and / or module development and delivery that incorporates recent research developments within sound subject knowledge, providing intellectually challenging material and learning techniques for students. Evidence that students' research skills are developed through learning, teaching and assessment methods, as outlined in programme specifications
Creative use of a variety of techniques that are fit for purpose in the context of different modules and learning outcomes	Matching teaching and learning opportunities to module and programme learning outcomes. For example, if one of the learning outcomes for a module is the acquisition of presentation skills, the teacher will ensure that students have the opportunity to practice those skills during the module, and will provide them with appropriate learning support and feedback
Ability to plan and deliver a session (whether lecture, tutorial, seminar, lab class or another type of session), and to manage it successfully, being flexible and responding to students' needs	Different strategies that enable students with different learning needs to achieve the learning outcomes for a session, including: providing appropriate background material; a high level of oral (and, where relevant, practical), communication skills; the use of appropriate technology, where relevant; encouraging student interaction where feasible and relevant; ensuring that learning materials and technology are available
Ability to use assessment as a tool for encouraging student learning, while maintaining rigour and academic standards. Actively seeking out good practice in assessment, both in the subject and more widely	Appropriate use of formative and summative assessment techniques, according to the needs of the programme and module(s). Providing students with timely and meaningful formative feedback so that they are able to improve their performance. Using previously specified marking criteria that are made transparent to students. Where appropriate, using marking schemes and / or model answers to support the student learning process Experience as an external examiner and the application of that experience to student assessment in the teacher's home institution Student achievement that demonstrates a high level of knowledge and understanding and good progression rates within the programme(s)
Awareness of developments in teaching and learning methods and the ability to embrace them where appropriate for the teacher's own subject. The ability to apply new developments and techniques in the planning and delivery of programmes and modules to improve any aspect of student learning and assessment	Keeping abreast of developments promulgated by the Academy for Higher Education, including relevant Subject Centres; thinking creatively about new methods of teaching and assessment; using eLearning and other technologies as appropriate.

Ability to evaluate own performance in all the areas above, to articulate that analysis and identify areas for improvement	Use of a portfolio or learning log to define and analyse the individual's development and contributions to learning, teaching and assessment
Understanding of the need to share good practice and to promulgate this within his / her own subject, both within the institution and externally	Involvement in departmental, faculty, institutional and national activities that help to promote aspects of high quality learning, teaching and assessment. For example, participation in national workshops and projects concerning educational developments
Ability to show a genuine interest in students, to be sympathetic and effective in supporting them and to be accessible and approachable	Highly thought of by students at different levels and stages in the programme(s) delivered and supported
Awareness of external reference points that relate to academic standards and quality assurance	Evidence that these reference points have been used in the development of programmes and modules and in introducing learning, teaching and assessment methods.