



## **STRATEGY FOR THE ENHANCEMENT OF THE QUALITY OF STUDENT LEARNING OPPORTUNITIES (ACADEMIC)**

(Revised 2017)

- 1) Our Mission
  - a) Mattersey Hall is a Christian College whose main aim is to help train, equip and form the next generation of Christian Leaders. This includes providing appropriate training for ministry (understood in its widest sense) and the development of students' critical skills that enable them to engage with, analyse and evaluate theory and praxis.
  - b) Key to fulfilling our mission is our full engagement in providing, maintaining and enhancing high quality HE provision, in partnership with our validating University and with the help of other supporting bodies.
- 2) Aims:
  - a) To strengthen and enhance the quality of the learning experience of Mattersey Hall students;
  - b) To promote a learning environment which encourages both excellence in teaching and the continuing refinement and improvement of teaching practice;
  - c) To encourage the active participation of all of those involved in teaching and supporting learning in both ensuring and enhancing the quality of Mattersey Hall's academic provision.
- 3) Enhancement strategy:
  - a) Engagement with students and student feedback; effected through:
    - i) Students and faculty meetings (SFM)
    - ii) Student involvement on the Board of Studies (BoS)
    - iii) Direct contact with students – informally, in mentoring sessions, etc.
    - iv) Responses to programme and module surveys.
  - b) Engagement with External Examiners (EEs):
    - i) Discussion of, and responses to, EE Reports (SFM; BoS)
    - ii) Engagement with EEs in relation to Programme Renewal Pack (PRP); Annual Monitoring Report (AMR), etc. submitted to the University.
  - c) Periodic review of Programme and Modules – to ensure that our academic provision is forward-looking and is matched to the ongoing and changing needs of students;
    - i) Primary responsibilities of the BoS include:
      - (1) Ensuring that the academic programmes agreed with the University of Chester are delivered appropriately and that all requirements of the University are met.
      - (2) Monitoring and offering strategic review of programmes to ensure that relevant academic standards are met and that they are fit for purpose.
      - (3) The enhancement of student learning opportunities.
    - ii) There are two extended BoS meeting each year devoted to programme and module review:
      - (1) June: review of the previous academic year:
        - (a) Review of the suitability of the previous year's programme and appropriateness of modules, etc.
        - (b) Analysis and discussion of feedback from students received to date;

- (c) Analysis and review of feedback from peer reviews of lecturers.
  - (d) Reflection on, discussion of, and response to the UG EE Report;
  - (e) Preparations for the UG AMR (September)
  - (f) Discussion of refinements and improvements to be included in the PRP (March);
  - (g) Discussion of the Enhancement Action Plan for the next academic year
  - (h) Action Plan, including time frame, for any necessary changes
- (2) February:
- (a) Analysis and discussion of feedback from students received from the previous academic year;
  - (b) Reflection on, discussion of, and response to the PG EE Report;
  - (c) Preparations for the PG AMR (March)
  - (d) Final discussion of changes to be included in the PRP (March);
  - (e) Review of the Enhancement Action Plan
  - (f) Action Plan, including time frame, for any necessary changes.
- iii) There will be a Student Results and Progression Board (SPRB) held early in the academic year (as soon as possible following the release of student outcomes from the University of Chester) to analyse student results and of completion and progression data from the previous academic year.
- iv) The BoS receives input from the Strategic Management Team and from discussions at Strategic Planning Days (see Mattersey Hall's *Organisational Structure*).
- d) Continuing review to maintain and enhance the quality of teaching, in line with the UK Professional Standards Framework, through:
- i) The appointment of teaching faculty committed to academic excellence;
  - ii) The promotion of an environment that encourages and supports teaching faculty in continued research and scholarship in subject specialisms;
  - iii) Encouragement and support for teaching faculty to engage in further study and continuing professional development, including pursuit of Level 8 qualifications.
  - iv) Encouragement of new and existing teaching faculty to obtain PGCHE or PGDHE qualifications, or recognition by HEA.
  - v) Regular peer observations of classroom lectures:
    - (1) Under normal circumstances, every classroom lecturer is observed by a peer once each academic year;
    - (2) The reviewer will come from the full-time teaching faculty, and will be appointed with the consent of the lecturer;
    - (3) Observations are preceded by a brief conversation with the reviewer, in order to discuss time, date, procedure, points of observation, etc.
    - (4) Observations are followed, within two weeks, by a longer conversation in which key aspects of the review are discussed, including ways forward, positive elements and areas of good practice that might be shared with others.
    - (5) Points of good practice will be recorded, discussed at BOS, and disseminated to the wider teaching faculty at appropriate meetings (see below).
- e) Regular meetings involving all teaching faculty:
- i) To explore and discuss Teaching and Learning and Enhancement Strategies ensuring College-wide understanding and ownership;
  - ii) To receive guidance and training on key educational issues by experts in the field;

- iii) To receive feedback from those who have attended training events and meetings in other venues (e.g. Partnership Days organised by the University of Chester);
- iv) To disseminate good practice (e.g. as a result of peer observation).