Learning and Teaching Strategy

Approved by Academic Council: 4 June 2014

Statement of Aim

To foster a world-class learning community in which top-level research influences educational design and practice, and where excellent students are supported to fulfil their potential as independent, analytical and thoughtful contributors to society.

Priorities

• Select students of the highest academic calibre without regard to circumstances, progressively increasing qualification levels as well as numbers for admissions of a diverse range of international students.

• Ensure student engagement with the University’s research culture through teaching at every level, including innovations in the syllabus to reflect advances in research and methodologies.

• Maintain a balance between scheduled teaching and guided learning, such that students progressively develop a high degree of intellectual and organisational independence over the course of their studies.

• Promote the four-year Honours Degree as a model of educational excellence aligned with international norms, subject to a certain flexibility in entry and exit points.

• Promote balance and breadth in the curriculum, both within individual subject areas and across the University as a whole.

• Support class sizes, staff-student ratios, staff expertise and student preparation conducive to exceptionally high-quality exchanges in the classroom.

• Expect high standards of commitment and performance from students at every level, as partners rather than customers in the university experience.

• Develop and reward excellent teaching skills through induction, training, appraisal and promotion for academic staff.

• Ensure that employability is integrated throughout the educational process, with particular emphasis on the distinctive skills developed through study at a research-intensive institution.

• Provide a high-quality physical environment, a range of study spaces, well-chosen learning technologies and a level of support and resource that is conducive to excellent learning and teaching.
• Develop a teaching timetable that enables a better use of teaching space ensuring that the physical infrastructure is appropriately upgraded and fit for purpose.

• Adjust the portfolio of subject disciplines, degrees, collaborations and modes of delivery (such as e-learning) as appropriate to the University’s emerging needs.

Related Strategies

• Quality Enhancement Strategy
• Postgraduate Strategy
• Employability Strategy
• Student Experience Strategy

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