

# Learning, Teaching and Assessment Strategy



# Introduction



This Learning, Teaching and Assessment Strategy for 2010-15 delineates the aspirations and targets we have set to enhance the quality of the Queen Mary student experience. Following the approach of the College's Strategic Plan, this subsidiary strategy sets objectives that are clear and quantifiable, against which we and others can measure our progress.

A distinctive part of our strategy is the Graduate Attributes Statement which identifies the skills, values and behaviours that we expect our students to acquire during their time with us. Through this we seek to equip our students to derive greater intellectual and emotional satisfaction from their future professional and personal lives, and to make a greater contribution to UK society or the societies to which they return.

In realising this strategy we aim to employ a variety of approaches to learning, teaching and assessment, notably using learning technologies, while emphasising and enhancing the opportunities for personal interaction that remain at the heart of a valuable higher education experience. This Strategy is for all parts and all members of the College. It takes the form of the 'student journey', to ensure that we place our students at the centre of our practice, and that they may read this document with interest and confidence in the College's ambitions to support learning from before entry through to graduation and beyond.

A handwritten signature in black ink, which appears to read 'Simon Gaskell'.

Professor Simon Gaskell  
Principal

# Introduction and Context

Higher education is undergoing a period of rapid and significant change, both nationally and internationally. Increasingly, higher education is being asked to equip students to play an effective role in society and in the UK and global economies.

The 'student experience' has become increasingly strategically important, not just in determining student choice and recruitment, but also in terms of reputation, profile and esteem of the institution. Alongside this, in recent times the UK higher education sector has been challenged to justify the academic quality and standards of its awards, and the return on public investment these represent. Within Government there have been discussions on the purpose of undergraduate and postgraduate education and related questions on the engagement between higher education and business. High level skills development and employability remain at the heart of Government agendas and there is an expectation that the higher education sector will ensure its graduates meet business requirements. The higher education framework, Higher Ambitions (2009), sets out The Government's strategy for universities to remain world class, providing the nation with the high level skills needed to remain competitive, while continuing to attract the brightest students and researchers.

In these turbulent and complex times the College, needs a Learning, Teaching and Assessment Strategy that encompasses the whole student experience from pre-application through to graduation and on to further study or entry to the world of work. This strategy, based on the distinctive student journey at Queen Mary, seeks to set out through a series of identifiable steps how the College will provide its students with the best possible experience to enable them to achieve their full potential. Its implementation will be facilitated by the College's decision to launch a dedicated Student Experience Investment Fund in 2009.

The College is now firmly positioned as one of a group of top research-intensive universities, as evidenced in the 2008 Research Assessment Exercise. External measures of student satisfaction have suggested that research-intensive universities frequently also offer the best experience for students. Given Queen Mary's reputation for research, it is thus now very well

placed to implement this ambitious strategy and to make a step change in seeking to offer an excellent experience to its students. To this end we aspire to be in the top 10% of universities in National Student Survey league tables by 2015. By this date we also aspire to be in the top 20% of universities for tariff points on entry while sustaining our strong commitment to widening participation to all those UK and international students who can benefit from the Queen Mary student experience.

The success of this strategy will rely upon maintaining a collegial environment in which staff and student engagement is fostered and encouraged across the whole community. In recent years the College has developed increasingly successful ways of working with the Students' Union and their course representatives to help us improve the totality of the student experience. Queen Mary remains committed to sustaining and developing this engagement, across all groups of staff and students over the five year duration of this Strategy.

The College has recently undertaken extensive work to develop a distinctive set of Queen Mary Graduate Attributes. The Graduate Attributes framework articulates a full and challenging set of attributes that we expect our undergraduate and postgraduate taught students to possess on graduation. The achievement of these attributes depends both on learning within and beyond our formal programmes of study. The framework is intended to offer clarity to Queen Mary students and their teachers and will inform curriculum development and programme review. The College will be a leader amongst the UK research-intensive universities in taking forward this new initiative. For our postgraduate research students, the College will ensure their rounded development through its commitment to embedding the UK Research Council Joint Skills Statement in the skills training which forms part of the research student learning experience.

The College has invested substantially in the provision of new learning and teaching spaces over the past five years and has also refurbished the majority of its teaching spaces over this period. This investment will continue on all campuses to ensure that all College teaching spaces are of a high quality, that students have access to a range of appropriate and innovative formal and informal learning spaces, and that the infrastructure to support effective use of learning technologies is robust. The College has an ongoing commitment to investment in high quality learning resources for staff and students and over the next three years will invest in e-learning provision and support.

The delivery of the College's overall strategic aims relies upon the professionalism, enthusiasm and practice of all those staff who teach or support student learning. Over the past few years the College has taken steps to acknowledge excellent teaching practice through promotion criteria and contribution-related awards and has developed its own framework to enable staff to demonstrate the quality of their teaching practice. To help celebrate and acknowledge excellence in teaching, Drapers' Awards and Prizes have been offered and are now firmly established. Currently nominations for the Drapers' Awards for Excellence in Teaching are made by students and attract hundreds of nominations annually. The College actively engages with external schemes to recognise excellent teaching practice and currently has seven National Teaching Fellows designated by the Higher Education Academy, which is more than any other College in the University of London. To enable the College to offer the quality of learning experience for students that we aspire to, we will continue to promote schemes that recognise the outstanding practice of staff, both in the institution, at national and international level.

Since the late 1990s, the College has provided professional development activities for all those who teach our students. The Postgraduate Certificate in Academic Practice has been developed as a modular programme for mostly new academic staff who have a full range of teaching, learning and assessment responsibilities. It has been reviewed and revised twice during this time to ensure that it meets the probationary requirements of academic staff from across the disciplines and is built upon a model of 'academic practice', recognising that academics

at Queen Mary have a range of duties that go beyond teaching, learning and assessment and include research and academic management. In the first nine years since its launch, the Postgraduate Certificate has been awarded to well over 100 members of College staff. For those staff who teach, but have a more limited range of responsibilities, the Certificate in Learning and Teaching is offered and over the first eight years, 77 such awards have been made, typically to staff involved in educating the College's medical and dental students. More flexible technology-based modes of delivery are being developed so as to encompass all categories of part-time teachers who might wish to develop their practice and receive the award of the Certificate in Learning and Teaching.

The strategy applies to undergraduate and postgraduate programmes of study across the College, including those in Barts and the London, Queen Mary's School of Medicine and Dentistry and our Joint Programmes with Beijing University of Posts and Telecommunications.

The Learning, Teaching and Assessment Strategy is one of the aligned subsidiary strategies referred to in the Queen Mary Strategic Plan 2010 to 2015 and spans the twin aims of knowledge creation and knowledge dissemination. The purpose of this strategy is to provide a framework and direction to Schools and disciplines in delivering the best possible learning experience for all Queen Mary students. The three Faculty Vice-Principals and Executive Deans will be accountable for the effective implementation of the Strategy within their Faculties and will ensure that actions plans are developed and implemented in their constituent Schools and disciplines. The Vice Principals for Teaching and Learning and Research and International Affairs will monitor this process and report achievement of outcomes relevant to their own particular areas of responsibility.

# Arriving at Queen Mary

## 1. To become the university of choice for the best national and international applicants.

### Key aspects

- 1.1 To promote awareness of the excellence of the Queen Mary student experience across the UK and in key international markets.
- 1.2 To sustain our commitment to Widening Participation in higher education.
- 1.3 To ensure that decisions taken by Admissions and Teaching Resource Planning Group and Senate lead to significant increases in average tariff points on entry.

## 2. To develop a high level of understanding across the College of the nature of students' pre-university learning and assessment experiences.

### Key aspects

- 2.1 To use available evidence bases related to pre-university learning, such as the Queen Mary Transitions Project, to inform the development of pedagogic policy and practice in departments.
- 2.2 To support School and disciplinary engagement in a range of innovative and high quality outreach activities.
- 2.3 To establish close ties across Queen Mary with the new Drapers' (11 to 19) Academy in Havering which opened in 2010.



### 3. To provide effective orientation and induction for students at College level and for all programmes of study.

#### Key aspects

- 3.1 To keep under review the core purpose, planning and delivery of week zero activities to ensure effective orientation of new students into the Queen Mary student experience before the beginning of semester one.
- 3.2 To develop, initiate and evaluate a policy to ensure that all Queen Mary students are effectively inducted into their departments and to facilitate effective engagement with their programmes of study.
- 3.3 To actively promote the use of internet and technologies such as social networking, in engaging students and to develop intuitive ways to distribute information to them about Queen Mary orientation and induction activities.

### 4. To ensure all students are offered the skills, knowledge and attributes to succeed throughout their studies.

#### Key aspects

- 4.1 To enhance students' writing in order to facilitate their learning at Queen Mary.
- 4.2 To improve the support for students to ensure appropriate competency in numeracy and mathematics.
- 4.3 To enhance the support for students to ensure appropriate competency in information skills and information literacy.
- 4.4 To ensure that all students with disabilities and specific learning difficulties have access to the support they require to study successfully at Queen Mary from application through to graduation.
- 4.5 To create a College strategy and coherent organisational structure to support student language learning.
- 4.6 To facilitate the implementation of the Graduate Attributes framework through enabling aspiring students to gain competence in more than one language.

## FUTURE CHALLENGES

#### Key Performance Indicator

To improve the quality of students entering all programmes year-by-year so as to be in the top 20% of universities based on College average tariff points on entry by 2013 and the top 10% in 2015.

## Rewarding excellence

The College is committed to rewarding excellence in teaching, learning and assessment and is delighted that the Drapers' Company have been able to support this area of work for many years. Currently we offer Drapers' Awards for Excellence in Teaching and Drapers' Prizes for Developments in Learning and Teaching. Staff are nominated for the Awards by students and fellow staff members, and up to four Awards are made annually, with around 500 students nominating between 50 and 70 staff per year. The Prizes recognise innovation and development in the disciplines, making funding available to enhance, continue or develop existing projects. Around 20 applications are received annually for up to 6 Prizes.

# Learning at Queen Mary

**5.** To offer programmes of study and modes of assessment designed to ensure rounded intellectual development high level critical thinking and the creation of independent learners.

**Key aspects**

- 5.1 To embed in curricula a range of learning opportunities sufficient to develop in all students a distinctive profile of graduate attributes.
- 5.3 To articulate the minimum number of staff hours necessary to teach and support students in each module to enable success.
- 5.5 To ensure all programmes at Queen Mary conform to the academic standards set out in various national reference points that constitute the Quality Assurance Agency Academic Infrastructure.
- 5.2 To develop and initiate a College policy on entrepreneurship education for undergraduates, postgraduates and researchers.
- 5.4 To identify clearly for students the minimum number of learning hours required within each module to facilitate success.

**6.** To drive successful learning for students through regular and appropriate assessment together with detailed, high quality feedback on their work.

**Key aspects**

- 6.1 To ensure that Queen Mary Students will have clarity about the criteria that will be used in assessment.
- 6.2 To evaluate and review the College's Code of Practice on Assessment and Feedback in collaboration with QM Students' Union.
- 6.3 To introduce end-of-year reports on student performance in each module examination that will enable feedback to be given to individual students and/or module cohorts on how the learning outcomes were met.

## FUTURE CHALLENGES

**Key Performance Indicator**

To move year-by-year up the NSS national rankings so as to be in the top 20% by 2011 and top 10% of universities by 2015, based on overall satisfaction with the quality of the course (Question 22).



**7.** To enthuse students and inspire them to learn through working with committed and proficient teachers and supervisors with an excellent track record in research or professional practice.

**Key aspects**

7.1 To ensure that professional development opportunities, contribution reward schemes and promotions criteria, enable and reward high quality teaching, facilitation of student learning, assessment and supervision, taking account of the UK Professional Standards Framework for staff who teach.

7.2 To build on our success in identifying and recognising excellent university teachers through College and national schemes (primarily the National Teaching Fellowship Scheme and Drapers' Awards).

7.3 To develop a scheme to ensure effective induction, development and appraisal of all categories of part-time teachers across the College so that quality of teaching is assured across the College.



## National Teaching Fellowship

The College has entered members of staff for the highly prestigious National Teaching Fellowship Scheme since 2006, and has been successful in gaining at least one Fellowship in every year since. Queen Mary now has the highest number of National Teaching Fellows of any institution in the Greater London area. 218 institutions in England and Northern Ireland are eligible to submit three candidates for fellowship each year, with 50 fellowships being awarded annually by the Higher Education Academy. The Fellowships look for excellence across a wide range of teaching and learning areas, including individual excellence, raising the profile of excellence, and developing excellence in others.

## FUTURE CHALLENGES

**Key Performance Indicator**

To increase year-by-year the number of the College's National Teaching Fellows to achieve a cadre of 15 by 2015.

# Succeeding at Queen Mary

## 8. To facilitate learning for students through effective use of a range of appropriate learning technologies.

### Key aspects

- 8.1 To use learning technologies to achieve efficiency (improving existing processes through cost, time benefits and scale), enhancement (improving existing learning opportunities) and transformation (new learning opportunities and processes) in order to improve the student experience.
- 8.2 To provide all students with a consistent and formally articulated e-learning experience across their courses of study.
- 8.3 To provide all staff and students with the technologies to provide, access and share electronic learning content, to make digital recordings of teaching events, to record and reflect on progress, and to communicate and collaborate with each other on their courses and across subject groupings.
- 8.4 To provide practical and pedagogic support for students and staff using ICT for learning.
- 8.5 To use web-based learning technologies to improve recruitment and retention of students.
- 8.6 To make effective use of ICT in the physical learning environment.



## FUTURE CHALLENGES

### Key Performance Indicator

To improve International Student satisfaction year-on-year so that (by 2013) 40% of students completing the International Student Barometer survey say they would actively recommend Queen Mary to their peers.

## 9. To consolidate and reinforce students' learning throughout the whole academic year by support from teachers and supervisors.

### Key aspects

- 9.1 To implement agreed minimum standards on academic advising.
- 9.2 To require departments to ensure academic support is provided throughout the academic year, to include the revision and examination periods.
- 9.3 To deploy effectively the new Queen Mary Student Experience Investment Fund to enable enhancement.
- 9.4 To implement the 2009 Code of Practice on Research Degree Programmes and for the Vice-Principal (Research and International) to evaluate its effectiveness.

## 10. To develop a discipline-based international perspective in all students.

### Key aspects

- 10.1 To facilitate in students capacity to adapt effectively in inter-cultural environments.
- 10.2 To develop a Queen Mary policy on the internationalisation of the curriculum in all disciplines.
- 10.3 To increase opportunities for students to embed international experience within their programmes of study through appropriate means.
- 10.4 To draw on the expertise gained through our wide range of collaborations to inform new pedagogic initiatives.

## 11. To work in partnership with the Students' Union to identify and understand student aspirations and needs.

### Key aspects

- 11.1 To work with the Students' Union to enhance the College's practice in collection and analysis of student feedback on undergraduate and postgraduate modules.
- 11.2 To support further development of the course representative system across the College.
- 11.3 To seek to develop further opportunities for effective consultation with the Students' Union on matters within the College.
- 11.4 To work in partnership with the Students' Union to ensure highest possible levels of participation in national surveys of the student experience.

## E-learning

The College is committed to using learning technologies to enhance the quality of teaching and the student experience. E-learning is a daily part of life here for a majority of students already, and we aim for all taught programmes to have a major e-learning component (by 2013). For us, learning technologies add to and aid good teaching, rather than replace it. From web-based tools and content for modules, to opportunities for cross-subject and extra-curricular learning, to teaching room technologies and student-run online learning spaces, the Learning Institute's E-Learning Unit offers services and support for all staff and students engaged or interested in using technology to enhance learning. For more information about developments in and help available for e-learning, see the E-Learning Unit's website at [www.learninginstitute.qmul.ac.uk/elearning](http://www.learninginstitute.qmul.ac.uk/elearning)

# Equipping you for life after Queen Mary

**12.** To enrich programmes of study and enhance learning through collaboration, co-curricular activities and work-based learning.

## Key aspects

- 12.1 To facilitate the development of the skills and attributes of all students engaged in co-curricula activities.
- 12.2 In collaboration with Queen Mary Students' Union, to support growth and diversification on student opportunities for volunteering.
- 12.3 To evaluate the pilot phase of the Drapers' Skills Award scheme and seek ways of making it available to a wider range of students.
- 12.4 To develop a coherent cross-College approach to the enhancement of work-based learning for students.
- 12.5 To maximise the opportunities for development of postgraduate research students through engagement in appropriate projects and collaborations.



### 13. To enable students to understand and exploit the full range of skills and attributes they have acquired as part of their learning experience at Queen Mary.

#### Key aspects

- 13.1 To encourage and support all students to exploit the Graduate Attributes profile.
- 13.2 To identify new models of engaging students in reflective self-evaluation of their learning.
- 13.3 To ensure that all research students gain the maximum benefits from the skills training requirements, as set out by Research Councils UK.

### 14. To launch students successfully into their chosen world of work or future academic study.

#### Key aspects

- 14.1 To identify opportunities for students through networking, internship, work shadowing and similar initiatives that will enhance their knowledge of the world of work.
- 14.2 To provide effective guidance on opportunities for study beyond the undergraduate or masters degree in departments and at College level.
- 14.3 To invest in the further development of the College Careers Service to facilitate active engagement of the whole student body.
- 14.4 To foster close relationships with the College alumni to learn from their success and to enrich the experience of future generations of Queen Mary students.

## FUTURE CHALLENGES

#### Key Performance Indicator

To increase year-by-year the percentage of Queen Mary graduates employed (in graduate jobs) or in further study so as to be in the top 10% of universities in the HESA Employability Performance Indicator data by 2015.

## Understanding our students

The College has undertaken a number of projects and initiatives in recent years in order that members of staff can have a better understanding of the students who come to Queen Mary. One major project has been the Transitions research project, which has surveyed all new undergraduate students over the last three years between the confirmation of the place and their starting at the College. The project team has also followed a set of students through their studies. This project, which will be published on the Learning Institute website in 2010/11, seeks to identify ways in which the transition into higher education can be better understood and made easier. Another initiative in this area is the annual Student Experience Seminar, which is run by the Students' Union on a subject of their choice, but which is attended by staff from across the College who wish to learn more about how students view their experiences at the College.

# Queen Mary Graduate Attributes

As part of our commitment to preparing our students for the complexities of the twenty-first century, Queen Mary staff have in consultation with students, recent alumni and selected employers produced this statement of graduate attributes. The statement captures the distinctive features of our learning environment so that we can share it more explicitly with our students and their parents, and all those who wish to engage with the university and its graduates.

Below are seven attribute themes with detailed descriptors that are grouped into the categories of Vision and Realisation. The Vision descriptors embody the core attributes at the heart of the College's framework for teaching and learning across the institution as a whole. The Realisation descriptors express ways in which our degree programmes are designed to develop in our students an understanding of their own unique capabilities. Taken together, the seven attribute themes reflect the most significant elements of the learning experience achievable through study and engagement in the wider Queen Mary experience.

By developing this statement we aim to foster a shared commitment to developing student opportunities for learning that are consistent with the mission and vision of Queen Mary, but are also focused on preparing our graduates for their future places in the modern world. Thus the

intended use of the statement is to inform the review and enhancement of curriculum provision, provide a framework for students' personal development planning, and provide support for student learning activity achieved through extra-curricular activities.

The Graduate Attributes framework closely aligns to items 4, 5, 8, 9, 10, 12, 13 and 14 in this Learning, Teaching and Assessment Strategy, including the key aspect 'to embed in curricula a range of learning opportunities sufficient to develop in all students a distinctive profile of graduate attributes.'

If you would like further information, please contact Dr Caroline Walker, The Learning Institute – [c.e.walker@qmul.ac.uk](mailto:c.e.walker@qmul.ac.uk)  
You can follow progress with the project by visiting [www.qmul.ac.uk/gacep/](http://www.qmul.ac.uk/gacep/)



## Vision

### ■ Engage critically with knowledge

#### **Queen Mary is committed to developing graduates who:**

- acquire and apply knowledge in a rigorous way
- connect information and ideas within their field of study
- use writing for learning and reflection
- adapt their understanding to new and unfamiliar settings

### ■ Have a global perspective

#### **Queen Mary is committed to developing graduates who:**

- accept the responsibilities that come from taking a global perspective
- recognise the value of operating in more than one language
- work effectively in diverse communities
- engage with the professional world

### ■ Learn continuously in a changing world

#### **Queen Mary is committed to developing graduates who:**

- acquire new learning in a range of ways, both individually and collaboratively
- possess the skills to influence, negotiate and lead
- respond appropriately to criticism
- use quantitative data confidently and competently

## Realisation

### ■ Rounded Intellectual Development

#### **While at Queen Mary, we expect our students to develop:**

- good judgement
- curiosity and openness to change
- initiative and resilience in meeting challenges
- respect for the opinions of others and a readiness to act inclusively
- the ability to reflect upon and assess their own progress
- transferable key skills to help them with their career goals and their continuing education

As a result, Queen Mary graduates will be self-aware and responsible learners

### ■ Clarity of Communication

#### **While at Queen Mary, we expect our students to:**

- develop effective spoken and written English
- explain and argue clearly and concisely
- apply different forms of communication in various social, professional and cultural settings
- use communication technologies competently

As a result, Queen Mary graduates will communicate effectively with a range of audiences

### ■ Research Capacity

#### **While at Queen Mary, we expect our students to:**

- grasp the principles and practices of their field of study
- produce analyses which are grounded in evidence
- apply their analytical skills to investigate unfamiliar problems
- work individually and in collaboration with others
- develop a strong sense of intellectual integrity
- acquire substantial bodies of new knowledge

As a result, Queen Mary graduates will be able to extend their understanding through academic enquiry

### ■ Information Expertise

#### **While at Queen Mary, we expect our students to:**

- identify information needs appropriate to different situations
- use technologies to access and interpret information effectively
- critically evaluate the reliability of different sources of information
- use information for evidence-based decision-making and creative thinking

As a result, Queen Mary graduates will be able to use information constructively and critically

## Recognising skills for the workplace

The College had developed the Drapers' Skills Award as a module which aims to provide students with structured support for the learning undertaken in activities outside the curriculum such as voluntary work, internships, and extra-curricular activities such as being a PASS mentor or a Student Ambassador. It will motivate students to get the kind of high quality work experience needed to succeed in an increasingly competitive graduate employment market. Students complete three assessments and attend workshops to help them develop the transferable skills they need for the world of work. Those who complete the Award have the achievement recorded on their transcript and announced at graduation.

# Raising the profile of excellence

Over the course of the previous Teaching and Learning Strategy, the College has made innovations to raise the profile of excellence in learning and teaching. Two of these innovations are the Drapers' Annual Lecture in Learning and Teaching and the Student Experience Investment Fund.

The College hosted its inaugural Drapers' Lecture in Learning and Teaching in 2006, given by Professor Marcus du Sautoy from the University of Oxford on 'Why we should tell students about the big stories of maths'. The Drapers' Lectures give new and challenging perspectives on learning and teaching from a variety of viewpoints, institutions and organisations. They are given by high-profile speakers with expertise and experience connected with learning and teaching in higher education.

Other Drapers' Lectures have been given by former Education Secretary, Baroness Estelle Morris, who spoke on 'What is Higher Education for?', Professor Peter MacPhee, Provost of the University of Melbourne, whose lecture 'Rethinking undergraduate education for the 21st century' looked at the innovations in the curriculum undertaken at Melbourne, and Professor Steve Smith, Vice Chancellor of the University of Exeter and President of Universities UK who spoke on 'The future of higher education: funding and the economy'.

The 2010 lecture, entitled 'Higher Education and the Question of Conscience', will be given by Professor Sir David Watson, Principal of Green Templeton College, Oxford and Professor of Higher Education Management at the Institute of Education.

A second innovation was the creation of the Student Experience Investment Fund in 2009 to provide funds for schools, departments and institutes within the College for large scale projects with the specific aim of enhancing the Queen Mary Student Experience. In its inaugural year, the fund invested a total of nearly £500,000 in ten projects from across the College's faculties, services and the Students' Union. Areas of enhancement work include communication skills, work experience, supporting the year abroad, research based learning, student writing, development of feedback awareness, course representatives, interactive teaching and using new technologies for student learning. It is intended that this funding will be continued in 2010.



Baroness Estelle Morris



Professor Marcus Du Sautoy



Professor Sir David Watson receiving an Honorary Fellowship at the College, with Professor Morag Shiach



# Managing teaching performance

Using a Fellowship from the Leadership Foundation for HE in 2006, a research team from the College, led by Professor Morag Shiach, investigated approaches to encourage, assess and reward excellent teaching in a range of research-intensive universities.

The research team visited HEIs in the UK, in Australia and in Sweden, to explore the ways in which the measurement of teaching performance informed HR policies and procedures, as well as investigating the ways in which measurement of teaching performance was used to support larger strategic goals. The project objectives were:

- To survey existing practices on assessing teaching performance in selected UK and overseas higher education institutions and to identify best practice;
- To develop a framework for use by senior managers of KPIs for the assessment of individual teaching performance
- To lead in the implementation of the framework of KPIs at QMUL
- To evaluate fitness for purpose of the KPI Framework with stakeholders and assess any discriminatory impact on staff coming from different backgrounds, including disciplinary differences

The findings of the research are now central to the development of learning and teaching in the College and have informed the development of this Strategy. They have also been disseminated widely outside the College, and have been influential in discussion around measuring and rewarding teaching excellence across the UK and internationally.

The key outcomes of the project were:

- The identification of 'indicators of teaching performance' for Queen Mary that can be used to assess the overall quality of teaching within a given academic department, and also to underpin a case for individual teaching excellence
- Increased understanding of the ways in which data on student satisfaction can be used successfully to underpin teaching enhancement
- Insight into the ways in which rigorous analysis of desired 'graduate attributes' can facilitate the development of a shared culture of teaching excellence
- Recognition that institutional and departmental cultures and structures are central to creating and sustaining opportunities for teaching excellence
- Identification of excellence teaching as teaching that produces the best possible outcomes for students.

## Investing in excellent learning environments

The College is committed to enhancing and improving the spaces in which students learn. Over the last five years a major capital programme has been undertaken which has made significant improvements to the environments in which students study and learn. Works which have been carried out in this programme include: the rolling refurbishment of lecture rooms and other teaching spaces, including installation of state of the art AV and IT equipment; the creation of the Hive on the Mile End campus, a flexible learning space for individual and group study; and the use of funding from the Centre for Excellence in Learning and Teaching for Clinical and Communication Skills to create the Clinical Skills Centre at Barts. Current and future work includes the continuation of the rolling programme of improvements to teaching rooms, and major refurbishment of the Mile End library.

# Notes

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[hr-equality@qmul.ac.uk](mailto:hr-equality@qmul.ac.uk);  
Tel: +44 (0)20 7882 5585.

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NOTE: Since approval of this Strategy, the College Senate has replaced the Academic Board. This Strategy has been amended to reflect this.

# The Learning Institute

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For further information contact:  
The Learning Institute  
Francis Bancroft Building  
Queen Mary, University of London  
London  
E1 4NS

t: (0)20 7882 2800  
e: [li@qmul.ac.uk](mailto:li@qmul.ac.uk)  
[www.learninginstitute.qmul.ac.uk](http://www.learninginstitute.qmul.ac.uk)

