Section 13: BIMM Institute Learning & Teaching Strategy

This strategy is in four parts:

1. Strategic Aims and Principles guiding BIMM Institute's approach to Learning & Teaching.
2. *Appendix 1*: Teaching Observation Policy.
3. *Appendix 2*: Assessment Policy.
4. *Appendix 3*: Learning & Teaching Enhancement Plan (that defines the current operational implementation of this strategy).

Values:

Our mission: *to provide students with the best opportunity to achieve a sustainable career in the music and broader creative arts industries.*

Our core values:
- That the development of identity, creativity and imagination are fundamental to success in the creative arts
- That being creative requires risk-taking, collaboration, determination and the development of resilience through the experience of both success and failure.
- That students should be provided with opportunities to develop the communication, emotional intelligence, and team work skills that underpin continuous development of their creative practice.

Aims:

BIMM Institute commits to providing high quality teaching and support for its students and in line with the practices and guiding principles of the QAA UK Quality Code for Higher Education and Advance HE's Professional Standards Framework (UKPSF). BIMM Institute aims to meet these expectations as follows:
- Articulate and implement a strategic approach to learning and teaching and promote a shared understanding of this approach among staff[1], students and other stakeholders.
- Ensure that courses are well designed and that learning, and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes.
- Ensure that learning and teaching practices are informed by reflection, evaluation of professional evidence-based practice, subject-specific and educational scholarship.
- Ensure that students are actively engaged individually and collectively, in the quality assurance of their educational experience and its ongoing development and enhancement.
- Ensure that everyone involved in facilitating learning and teaching or supporting student learning is appropriately qualified, supported and developed.
- Ensure physical, virtual and social learning environments and student support services provide effective educational and developmental opportunities that are: safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use.
- Ensure that every student is provided with clear and current information that specifies the learning opportunities and support available to them.

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[1] The word **staff** is used in this document as a generic term that does not refer to any specific employment status.

Principles:

Ensuring our students are supported and enabled
- We will ensure that students are supported to achieve their potential and we will address any barriers to success and achievement.

Outstanding Learning & Teaching:

- All pedagogical approaches adopted by BIMM Institute will be flexible, diverse, inclusive and appropriate to the skills and needs of individual students.
- Assessment and feedback will enable learning through an approach that allows for reflection and dialogue, developing meta-cognition (awareness of one own thought processes and motivations/preferences in the context of learning) and recognising the shared responsibility of students and teachers in the process of giving, receiving and using feedback.
- Data and quality assurance processes must ensure that BIMM Institute is able to monitor and respond to trends and make evidence-based interventions in order to maintain standards and enhance the quality of learning opportunities.
- Learning environments should be designed flexibly to promote deep and active learning, to enable diverse approaches and to reflect future workspaces.
- Learning and teaching will incorporate the appropriate use of technology enhanced and blended learning in order to support students and draw on innovative pedagogical practice.

Establishing and supporting learning communities:

- We recognise that knowledge, understanding and learning are socially constructed in learning communities where staff and students become partners as co-creators of understanding and co-producers of learning.
- A learning community should be a safe space for challenge and transformation where every individual is valued and respected.
- Our approach to learning and teaching should support a culture of active engaged students, both inside and outside of BIMM Institute.
- We should develop opportunities for experiential and professionally authentic learning, in our colleges, with employers and within our local communities.
- We will support our students to become responsible for their own part in learning through the development of individual confidence and skills of self-reflection and questioning.
- We should support our students to challenge their own and others' pre-conceptions of the world and to develop their own viewpoint.
- We will work together to ensure we nurture resilience and promote wellbeing amongst all members of our community.

Valuing and supporting the development of staff:

- Staff are carefully selected, appropriately qualified and supported in developing their expertise and we are committed to the on-going development of all staff who support learning.
- Our approach to staff development ensures that learning, teaching and assessment practices are evidence-based, informed by scholarship and supported by up-to-date tools and technologies.
- We are committed to building staff expertise in curriculum design to provide accessible, diverse learning opportunities with clear paths into employment.

Effective and transformational curriculum design:

- We will develop our curriculum in a holistic and considered way using graduate attributes and overarching aims that provide direction in the formulation of learning outcomes and learning, teaching and assessment strategies at course level.
- We will include employers and other expert external stakeholders in curriculum development and review.
- Learning, teaching and assessment should be informed by both research and practice and draw on innovation in pedagogical research and practice including the incorporation of appropriate learning technologies.
- The curriculum should encourage students to ask deep questions, exploring uncertainty and challenging conventional thinking.

Integrating employability and introducing diverse perspectives:

- Initiatives to support graduate employability should be embedded in the curriculum and informed by employers and other relevant stakeholders.
- Cultural and international perspectives should inform and be made explicit in the curriculum and support students in understanding of diversity and inclusion.
- Curriculum content should challenge cultural bias and stereotyping.

Pedagogic approaches

BIMM Institute encourages teaching staff to adopt innovative and inclusive approaches to academic and vocational pedagogy and seeks to promote an active community of practice (Lave and Wenger, 1991) where students and professionals from the creative industries are able to interact and learn from each other through practice and participation. This approach fosters reflection on and in action (Schon, 1981) or metacognition (Flavell, 1979).

Furthermore, teaching should aim to make learning visible to both teacher and student and create an environment where there are opportunities to practice the skills being taught (Hattie, 2009) and make use of feedback as one of the most powerful influences on learning (Hattie & Timperley 2007). Teachers should also be flexible and open in their approaches, acting as experts in their subject, but also as guides or facilitators and as co-creators (McWilliam, 2008). We recognise that learning in the creative industries is both formal and informal (Green, 2002) and we seek to draw on what our students learn in class and outside in making the opportunities for learning we provide more effective. BIMM Institute also recognises that learning in the creative industries is an iterative and aesthetic process (Finney, 2002) and above all a process of identity formation (Frith, 2004). Finally, that the education we provide should be an experience that is authentic to our students and one that encourages them to be creative and innovative practitioners.

Learning & Teaching practice reflects the stages of assessment through degree-level courses

At FHEQ Level 4 UK or NFQ Level 6 in Ireland (Year 1 UK or Year 1 and Year 2 in Ireland):
Students are introduced to the methods and skills required for successful Higher Education study and will begin to develop a self-guided approach to learning. They will also acquire knowledge of the principles and theories associated with their area of study, and be able to present, evaluate and interpret data in order to make sound judgments. Learning and teaching at this level has a practical focus on the development of subject specific skills, with discussion and peer group feedback regularly encouraged.

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At FHEQ Level 5 UK or NFQ Level 7 in Ireland (Year 2 UK or Year 3 in Ireland):
At this level we build on the foundations laid previously: students are encouraged to take a more critically reflective and self-guided approach to their learning, devising their own essay titles and projects. Students will acquire knowledge and critical understanding, the ability to apply underlying concepts outside of their original context(s) and an understanding of the limitations of knowledge in their field, whilst also developing skills appropriate to future employment. Learning and teaching includes a range of activities such as group work, experiential learning, industry field trips, guest lectures, work-based learning and placements.

At FHEQ Level 6 UK or NFQ Level 8 in Ireland (Year 3 UK or Year 4 in Ireland):
Students are required to become effective practitioners, with an in depth understanding of professional standards in their field and display high levels of self-organisation. Students should also demonstrate the ability to guide their own development and be critical and analytical. Students should likewise be able to respond to criticism of their own work positively. Furthermore, students will acquire a detailed understanding of the body of knowledge in their discipline, some of which will be at the forefront of the field. Students will also be able to solve problems: deploying techniques of analysis and enquiry; be able to sustain arguments; and support those arguments through reference to advanced scholarship, in their discipline. Learning and teaching offered by tutors therefore leans towards tutorial assistance, seminars, reflection, and formative feedback.

At FHEQ Level 7 UK or NFQ Level 9 in Ireland (Postgraduate study to Master's level):
Students will develop mastery of complex specialised skills and knowledge. They will employ these skills and knowledge to conduct research or advanced technical and professional activity displaying high levels of autonomous decision making, supported through individual supervision. Students will develop deep systematic understanding of their subject/field and be able to demonstrate an understanding of methodological and theoretical models and their use within a discipline/subject. Students will be able to conceptualise and apply well-developed critical thinking to solve complex problems, through the application of research, enquiry, synthesis and creativity, employing skills of analysis and evaluation to make sound judgments/arguments. Students will be able to operate in abstract and unpredictable environments, working as effective members of a team and able to draw on innovative approaches and ideas. Students will be reflexive and will incorporate a critical ethical dimension to their work. Learning and teaching will focus on high-level skills development and academic supervision to support students to explore key areas within their discipline and its theory and practice.

Implementation of BIMM Institute's Learning & Teaching Strategy

This strategy is owned and implemented by BIMM Institute's Learning, Teaching & Enhancement Committee (LTEC) - a sub-committee of BIMM Institute's Academic Board. Implementation is achieved through the policies and action planning outlined in the appendices that follow, which are in turn guided by the aims and principles laid out above. The quality assurance and enhancement of learning and teaching is operated through the Teaching Observation Scheme with each BIMM Institute college reporting thematically to LTEC. LTEC then uses this data and the data generated by College Boards of Studies (BoS) to inform the themes for the Learning & Teaching Enhancement Plan (LTEP), which are responded to in the College Enhancement Plans (CEPs) that feed into college and institutional action plans.

Staff development

Staff development is supported both at college level and centrally through the principles laid out in the Academic Staff Development Policy (Hyperlink here TBC) and the work of LTEC to produce an annual Staff Development Plan (Academic).

BIMM Institute college teams are responsible for:
- Ensuring that tutors deliver the approved curriculum.
- Ensuring that the course, module and assessment requirements are clear to the students, that feedback on assessment is of good quality and students are supported in developing their capacity to use feedback for learning/personal development.
- Ensuring that teaching staff are assisted and supported with appropriate training to maximise the potential of their teaching.
- Helping tutors maintain a professional, respectful and relaxed environment conducive to students in the creative industries realising their potential.

Appendix 1: Teaching Observation Policy

Policy Overview

The purpose of the Teaching Observation Policy is to clearly identify the way that teaching observations are used and managed at BIMM Institute. As an organisation, BIMM Institute places very high value on the quality of learning and teaching within its College's and utilises both management and peer observation of teaching in order to monitor and report and standards, provide opportunities for feedback and mentoring, and share good practice. Our aim is to develop a culture of critical self-reflection that is effectively supported by peer feedback. There are written criteria and feedback forms for all observations, although the criteria used may differ between Further Education (FE) and Higher Education (HE).

The Policy

The primary objectives of teaching observations are as follows – to:

- Develop new teachers as pedagogical professionals in line with sector expectations.
- Ensure that experienced teachers are fully supported in their classroom practice and their professional development.
- Maintain appropriate professional standards in line with the UKPSF and ensure and enhance the quality of the learning experience for all learners.
- Foster dynamic approaches to learning and teaching that are: student centred, holistic, creative, and innovative.
- Recognise and value the variety and quality of learning, teaching and assessment practice.

Implementation

Responsibility for implementing these objectives is held by the Learning, Teaching & Enhancement Committee (LTEC), a sub-committee of BIMM Institute's Academic Board.

Operation

Operation of the observation scheme is the responsibility of College Heads of Education/Heads of Learning & Teaching.

Training

Staff who are acting as management observers must undertake training and regular refresher sessions to ensure that they are up to date with the current scheme. Staff new to observation will be required to co-observe until they are confident to work autonomously.

Management observations

All BIMM Institute teaching staff will have at least one formal observation during each three-year observation cycle. These observations will be undertaken by a small team of experienced observers, in each college who are trained and supported by the Associate Dean: Learning & Teaching.

A minimum of 10% of observations undertaken at each stage of the observation cycle will be observed by a moderator from another college who will provide a short report on the moderation process. Observation outcomes will include a summary assessment against a set of seven criteria with a red/amber/green flag being assigned against each one to highlight any development needs and risk to the quality of the student experience.

The outcomes of all teaching observations will be submitted to the ADQA Academic Development Officer, who will record them and maintain a live reporting tool for College Principals and Heads of Education/Heads of Learning & Teaching to make use of. The results of observations will feed into annual appraisal (where staff are subject to annual appraisal and where they are not into meetings with their line manager) and into monthly teaching observation reports to the Chief Operating Officer, UK Colleges. LTEC will receive an annual summary report of all observations.

Peer observations

All learning and teaching staff are encouraged to observe their peers, as and when they wish to, and staff at all levels within the organisation may drop in to observe teaching. This may be purely informal with only verbal feedback or more formal providing written feedback and comments designed to provide support in professional personal development.

Appendix 2: BIMM Institute Assessment Policy

There are three broad purposes to assessment:
1. To allow a student to proceed to the next stage of a courses or to graduate.
2. To classify the performance of a student.
3. To improve student learning (assessment *for learning* rather than *of learning*).

Aims:
- Assessment should be valid, reliable and consistent.
- Information about assessment should be explicit, accessible and transparent, and where possible assessment should be inclusive and equitable.
- Assessment should also be integral to course design and relate directly to course aims and learning outcomes.
- The amount of assessment should be manageable, and assessment should be carried out using both formative and summative methods.
- Feedback on assessment should be developmental: staff involved in assessing students must be trained to an appropriate level and student must be supported to interpret and use the feedback they gather.

Principles:
- To recognise that not all useful learning can be objectively measured and to value the place of formal and informal learning in student learning and achievement.
- To ensure that assessment is conducted with attention, integrity and with due regard for security.
- To ensure that the standard for each award and award element is set and maintained at the appropriate level, and that student performance is properly judged against this.
- To ensure that assessment is clear, legitimate, relevant and consistent.
- To ensure that fair assessment is integrated with a dynamic student-focused learning and teaching process.
- To ensure that there is an emphasis on assessment for learning that reflects professional practice and includes self-assessment, peer assessment and work-based assessment.
- To evaluate the student's knowledge, understanding, abilities and skills, with an emphasis on problem-solving, critical thinking and performing in professional contexts and settings.
- To ensure that there is an effective balance of formative and summative assessment in course design and delivery.
- To utilise technology to ensure quick and effective feedback when appropriate.
- To promote and enhance student learning by providing the student with continuous, motivating and constructive developmental feedback, which helps the student improve their performance and achievement.
- To enable the wider public, including employers, to be sure that the student has attained an appropriate level of achievement that reflects the academic standards set by the UK Quality Code and our awarding institutions.
- To enable students to understand the assessment process and develop skills of self-evaluation and professional judgement, and the ability to articulate and express what they have learnt to potential employers.

The principles of BIMM Institutes' policy are achieved through:

- Evaluating the extent to which assessment tasks and associated criteria are effective and sustainable in measuring student achievement of the intended learning outcomes of modules and courses.
- Ensuring that the amount and timing of assessment enables effective and appropriate measurement of students' achievement of intended learning outcomes.
- Where possible, co-ordinating assessment deadlines, including resits, to avoid clashes and excessive assessment burdens for students and staff, whilst also ensuring appropriate frequency and regularity.
- Designing assessments that provide adequate opportunity for students to undertake assessment of work that is demonstrably their own designing out misconduct where possible.
- Encouraging students to adopt good academic conduct regarding assessments and ensuring that they are aware of their responsibilities.
- Promoting diversity and authenticity of assessment practice and requiring and enabling students to appropriately demonstrate their capabilities and achievements within each module or course.
- The provision and use of clear assessment criteria and marking schemes to ensure that marking is carried out fairly and consistently at all BIMM Institute colleges.
- Providing appropriate, clear and timely feedback to students on assessed work in a way that promotes learning and personal development.
- Providing adequate opportunity for students to apply formative feedback (from staff or peers) to improve their performance in further assessments.
- Encouraging the development of feedback that is flexible and suited to students' needs.
- Working with students to develop their engagement with feedback as a shared dialogue between student and teacher so that they are able to make more effective use of all the feedback they gather.

Glossary

Assessment criteria: These are based on the intended learning outcomes for the work being assessed, the knowledge, understanding and skills markers that BIMM Institute would expect a student to display in the assessment task.

Marking schemes: These provide clear statements on the quality and defining characteristics of work submitted for assessment against marking bands and are used by markers to guide marking decisions. BIMM Institute utilises generic level-based marking schemes that work with assessment criteria to guide students and markers.

Authentic assessment: This involves designing credible tasks that require students to utilise prior knowledge, recent learning and relevant skills to tackle complex 'real world' problems (Di Martino 2007). Authentic assessment can play an important role in higher education courses that seek to equip students with the transferable skills that employers increasingly demand of graduates. Although it formed a focus for discussion among educational professionals throughout the 1990s, the adoption of 'authentic assessment' approaches in HE remains rather patchy (Herrington & Herrington 2006), not least because of the many challenges it presents to the designers of assessment tasks (Wiggins 1996). Foremost among these is how to ensure 'fidelity to the real-world ways in which knowledge is used in the discipline or field of study' (Maclellan 2004: 21). There are some excellent documented examples of authentic assessment practice in laboratory-

based sciences (Bailey 2005), psychology (MacAndrew & Edwards 2002) teacher education (Moss & Godhino 2005) and business studies (Southern & Barr 2002).

Diagnostic assessment: This is used to show a learner's preparedness for a module or course and identifies, for the learner and the teacher, any strengths and potential gaps in knowledge, understanding and skills expected at the start of the course, or other possible problems. Particular strengths may lead to a formal consideration of accreditation of prior learning. Diagnostic assessment may also be used as part of formative assessment, allowing teaching staff to identify the gap between current ability and desired levels of performance.

Formative assessment: This has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment.

Black and Wiliam (2009) suggest the following types of activity as examples of formative assessment:
- Sharing success criteria with learners.
- Classroom questioning.
- Comment-only marking.
- Peer and self-assessment.
- Formative use of summative tests.

This list is far from exhaustive but provides a starting point to consider the use of formative approaches. There is a great deal of debate over the definitions of formative and summative (Taras 2005, 2008; Black & Wiliam 1998, 2006, 2009). However, for our purposes we will accept that assessment designed to provide developmental feedback from tutors or peers (and which may also provide feedback to tutors from students) as its primary goal is in essence formative.

Summative assessment: This is used to indicate how far a learner has succeeded in meeting the assessment criteria which is used to gauge the intended learning outcomes of a module or course.

Synoptic assessment: This is an assessment that encourages students to combine elements of their learning from different parts of a course and to show their accumulated knowledge and understanding of a topic or subject area.

Example assessment methods

Type
Indicative – summative
Tutor-marked unseen examinations under controlled conditions.
Tutor-marked open-book examinations under controlled conditions.
Tutor-marked practical performance, aural and sight-reading examinations under controlled conditions.
Tutor-marked practical competency tests.
Tutor-marked group assignments including projects, reports and portfolios.
Tutor-marked group assignments including case studies, problem-solving exercises, design tasks, audio and audio-visual artefacts.
Tutor-marked assignments including learning or practice diaries and logs, mapping exercises, notebooks, websites and promo packs.
Tutor-marked group assignments including presentations, pitches and artefacts.
Tutor-marked assignments including projects, dissertations, portfolios, research reports, business reports, work-based learning portfolios, essays and reflective essays, marketing plans, compositions, arrangements, transcriptions and audio-visual artefacts.
Tutor-marked individual assignments including case studies, problem-solving exercises, design tasks, fieldwork.
Tutor-marked individual assignments including learning logs, diaries, mapping exercises, notebooks.
Tutor-marked individual assignments including presentations and viva voces.
Tutor-marked synoptic examinations, projects, portfolios and dissertations.
Multiple choice tests.

Indicative – formative
Negotiated learning contracts.
Peer assessment (of performances, compositions, artefacts, presentations and written work).
Self-assessment (of performances, compositions, artefacts, presentations and written work).
Classroom questioning.
Sharing success criteria with learners.
Work-based assessment.
Comment-only marking.
Placement assessment.
Simulation exercises.
Multiple choice questionnaires via the VLE (automated feedback and multiple attempts allowed).

Appendix 3: BIMM Institute Learning & Teaching Enhancement Plan 2018-2022

Introduction and aims

BIMM Institute commits to providing high quality teaching and support for its students. The Institute aims, via its learning and teaching strategy to address the different needs of individual learners and ensure that all students have equal and fair access to learning resources. In line with the QAA UK Quality Code and the Advance HE UK Professional Standards Framework (UKPSF), BIMM Institute aims to meet the expectations as follows:

- Articulate and implement a strategic approach to learning and teaching and promote a shared understanding of this approach among staff, students and other stakeholders.
- Ensure that learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes.
- Ensure that learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship.
- Everyone involved in learning and teaching or supporting student learning is appropriately qualified supported and developed.
- Ensure physical, virtual and social learning environments are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use.
- Ensure that every student is provided with clear and current information that specifies the learning opportunities and support available to them.

The Learning, Teaching & Enhancement Plan (LTEP) sets out the direction for successfully supporting achievement of the above strategic aims of the BIMM Institute through thoughtful engagement with on-going, iterative cycles of activity and reflection structured as follows:

- Identifying a small number of key development areas for us to focus on, allowing for sustained attention and progress.
- Setting clear goals for improvements in the identified areas, including both output ('what will we do?') and outcome ('what should this achieve?').
- Designing and carrying out activities to achieve those goals, with clear lines of responsibility and report, via group-wide and college-based staff development initiatives.
- Taking an evidence-based approach to monitoring and evaluating our progress towards achieving our goals.
- Reporting on the impact of project work with a view to establishing systematic approaches to enhancing learning and teaching for use across all BIMM Institute college.

Goals (2017-2022)

The learning, teaching and enhancement plan sets out four primary goals which identify the key areas for both college, and group-level action planning to address as appropriate. The goals set forth are for the period 2017-2020 and are agreed by members of LTEC, who hold responsibility for oversight of this strategic plan.

1. To develop approaches to Assessment and Feedback (output) to improve student achievement and progression (outcome).
2. To support students in taking effective and self-aware approaches to development of academic, practical, cognitive and personal skills throughout their studies (output) to improve student achievement and progression and ensure that BIMM Institute students possess graduate attributes which higher education aims to provide (outcome).
3. To make effective use of appropriate technology to enhance learning both inside and outside of the classroom (output) to ensure that student learning environments are appropriately

flexible, and that learning opportunities support self-directed, formal and informal learning in an integrated manner (outcome).

4. To establish and maintain active, student-centred learning environments which prioritise visible learning (output) to improve student achievement, attendance, retention and progression (outcome).

Defining and measuring impact

Impact in a Higher Education context can be broadly defined in typologies as follows:

- ***Process impact*** – changes in the way processes are organised (i.e. learning and teaching).
- ***Systems impact*** – changes in the support systems (finance, IT, VLE, reward and performance management systems i.e. teaching observation and staff appraisal, etc.).
- ***Structural impact*** – the organisation of the institution, such as names, titles, branding and the way an institution is organised.
- ***Policy impact*** – changes to frameworks policy and process that set the direction for institutional behaviour.
- ***Cultural impact*** – changes to the paradigm of the institution – the way we think and talk about ourselves, our values, routines and internal and external relationships.[2]

It is also important to assess impact in terms of:

- *Who is impacted?*
- *Raised awareness - has your approach changed stakeholder conceptions?*
- *Increased understanding - Has your approach improved the knowledge or increased the skills of stakeholders?*
- *Has your approach changed practice /policy and have stakeholders taken action or applied what they have learned?[3]*

Measuring impact - self-assessment:

- *What do we do that is working?*
- *What else could we do?*
- *What needs to change?*
- *Next steps?*

Should we feel that we have successfully achieved these goals before the end of the academic year 2021/22, we will begin work on our next set of priorities. Similarly, if we feel that further focus is required in these areas at the end of academic year 2021/22, we will seek to extend these goals as necessary.

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[2] Adapted from: Seel, R. (2006) *The nature of organisational change.* http://www.new-paradigm.co.uk/nature_of_change.htm
[3] HEA Impact Assessment Framework

LTEP Delivery Plan (2018-19)

This plan will be reviewed on an annual basis at LTEC.

Goals:	Planned activities:	Impact assessment:
1. To develop approaches to Assessment and Feedback **(output)** to improve student achievement and progression **(outcome)**.	• Delivery of training to colleges on engaging students with their feedback. • Continued emphasis on assessment literacy for staff and students. • Emphasis in assessment design on effective, authentic and student centered assessment design that allows students to use feedback for learning.	*NSS and Module Survey data* *Retention, progression Achievement data* *Student feedback* *Approval panel feedback* *Learning analytics data* *Teaching observation data*
2. To support students in taking effective and self-aware approaches to development of academic, practical, cognitive and personal skills throughout their studies **(output)** to improve student achievement and progression and ensure that BIMM Institute students possess graduate attributes which higher education aims to provide **(outcome)**.	• Define BIMM Institute graduate attributes at both institutional and course level and share them with all stakeholders. • Implement an institution wide approach to learning analytics. • Review and revise academic support arrangements. • Emphasis on guided personalised learning opportunities in both delivery and curriculum design.	*Industry and academic advice on proposed graduate attributes* *NSS and Module Survey data* *Tutorial data* *Learning analytics data* *Retention, progression Achievement data* *Teaching observation data* *Student feedback* *Approval panel feedback*

3. To make effective use of appropriate technology to enhance learning both inside and outside of the classroom **(output)** to ensure that student learning environments are appropriately flexible, and that learning opportunities support self-directed, formal and informal learning in an integrated manner **(outcome)**.	• Define and implement a strategy for technology enhanced and blended learning. • Support colleges to implement technological enhancements effectively.	*NSS and Module Survey data* *Learning analytics data* *Retention, progression Achievement data* *Student and staff feedback* *Teaching observation data*
4. To establish and maintain active, student-centred learning environments which prioritise visible learning **(output)** to improve student achievement, attendance, retention and progression **(outcome)**.	• Support and enable teaching staff to employ active learning strategies that are effective and student centered. • Monitor and review learning resources to ensure that they are flexible, student centred and provide high quality learning opportunities to all students.	*Teaching observation data* *NSS and Module Survey data* *Learning analytics data* *Retention, progression Achievement data* *Student and staff feedback*

Approved by Academic Board 25/01/19