Education Strategy 2023-2026

The education strategy is grounded in the University Strategic Plan 2021-2026 "Fit for the Future". It sets out the educational enhancement aims that will ensure the university college succeeds in creating an exceptional educational experience for students of the university college.

Our Mission, Values and Strategic Aims

Mission

"Creating a healthier society through education, research and clinical care"

Our Vision

"To be a leading specialist health sciences university providing excellent education, clinical care and applied research. We will become an important anchor institution serving Dorset and our local communities, recognised nationally and internationally as a Centre of excellence"

Our Values

Our institutional values we aim to embed in everything we do, include being:

- Caring
- Professional
- Passionate
- Inclusive
- Collaborative

Our Strategic Aims (From the Strategic Plan 2021-2026)

1. *Provide an outstanding student experience and deliver excellent graduate outcomes*
2. *Support the expansion and development of the health workforce by providing demand-led high-quality education and training programmes*
3. *Provide affordable patient-centered care through multidisciplinary clinical, rehabilitation and diagnostic services*
4. *Position ourselves as a first-choice partner within specialisms for research and innovation in the health science community*
5. *Establish ourselves as an anchor university for knowledge exchange and economic development within our local community*
6. *Create a diverse, inclusive and sustainable environment in which we support our people and develop our activities, spaces and facilities to be fit for the future*

In achieving strategic aims one we will:

- Developing a new student experience strategy with our students as partners
- Maintaining our outstanding graduate outcomes
- Addressing gaps in the success of different groups of students
- Providing a unique opportunity for students to study and practice together in a multi-professional health science environment
- Providing more support for student enterprise/entrepreneurialism
- Investing in learning spaces and facilities
- Creating lifelong learning opportunities
- Background to our Education Strategy

Learning and Teaching at Health Sciences University (HSU)

As a small, specialist Health Sciences University with the knowledge and experience gained from delivering high-quality health education, clinical care and applied research over the last 57 years, creating a global reputation for high-quality training. Our provision continues to diversify into postgraduate healthcare and a CPD framework to support the health workforce. Our student population is diverse with many mature (over 21 upon entry) students and student representation from 56 different countries our numbers of students classified as minority ethnic continue to grow.

We continue to invest in our teaching facilities and spaces around campus equipping them with latest technology available and we are continuously upgrading our clinical skills teaching spaces and resources to support the teaching of skills training and to support out-of-hour practice. These investments complement our extensive anatomy facilities including the only pro-section laboratory outside of a medical school in the UK, an extensive models laboratory, a museum of pathological specimens and software such as Anatomy TV, a 3D human anatomy. Following a successful bid to Health Education England £300,000 funded immersive virtual reality simulation equipment and high-fidelity mannequins, adding to our existing range of simulation models and equipment. Using this equipment students are supported to develop diagnostic skills through case study-based approaches to ensure they have experienced simulated complex, acute and emergency situations, including patient deterioration rarely experienced in clinical training.

We recognize the value that comes from investing in the development of our staff through continued professional development has to the educational experience of students and are committed to increasing the number of staff with FHEA or equivalent status and a commitment to supporting staff in obtaining a PG teaching qualification

(PG Cert Health Sciences Education). Additionally, a new Academic Framework which articulates the framework of a clear promotion with a specific route for progression through teaching and scholarship, together with a new workload model, provides protected time for staff development. This demonstrates the commitment of HSU to professional development and teaching excellence.

To enable an outstanding student experience, key developments since the last educational strategy (2019-2021) and the appointment of the Deputy Vice-Chancellor in 2021 have been made included

senior institutional appointments for a Head of Learning and Teaching, Head of Practice Learning and Head of Academic Enterprise and Engagement.

HSU has adopted a new institution-wide pedagogical approach to teaching and learning adopting the active learning ABC (Active Blended Connected) Learning Design approach (June 2022). This approach has been widely utilized across the sector and backed by research to support its effectiveness. Through a series of CPD workshops 90% of our teaching staff have been supported in adopting the ABD approach in their teaching. Further work is required to extend the range of learning design and technology-enhanced learning (TEL) development opportunities for staff to support workshop participants' future development needs. The ABC learning approach fosters student engagement and participation in their own learning. Bovill states "students who participate in their institutional student engagement themes have higher levels of attainment than the institutional student average and that no students who participated in these schemes withdrew from university" REACT Case studies Exeter, Winchester & London Met (Bovill, 2017)

The head of practice learning is tasked with building on our established placement/practice learning expertise and developing pockets of excellence in simulated placements to ensure they meet the educational needs of external partners and our students. This includes the strategic development of simulation-based education across the University College, optimizing opportunities for interprofessional education across the organization.

Interdisciplinary learning allows for the integration of learning in professionalism and fosters potential shared research/study opportunities. Around our clinic environment, students observe and integrate with other professions. The clinic is viewed as an environment where there is no distinguishing between the students on different courses when they enter the clinic. Students experience a diverse case mix, students are encouraged to 'buddy' up and observe cases to broaden their experience. Students are also expected to reflect on their interactions with other health care providers as part of their portfolio assessments. Additional specific units have been conceived around the area of service improvement projects where students will work across courses to address a problem or service proposed by external stakeholders.

Enhancing education and the student experience

We will deliver an enhanced education and student experience under a number of key pillars
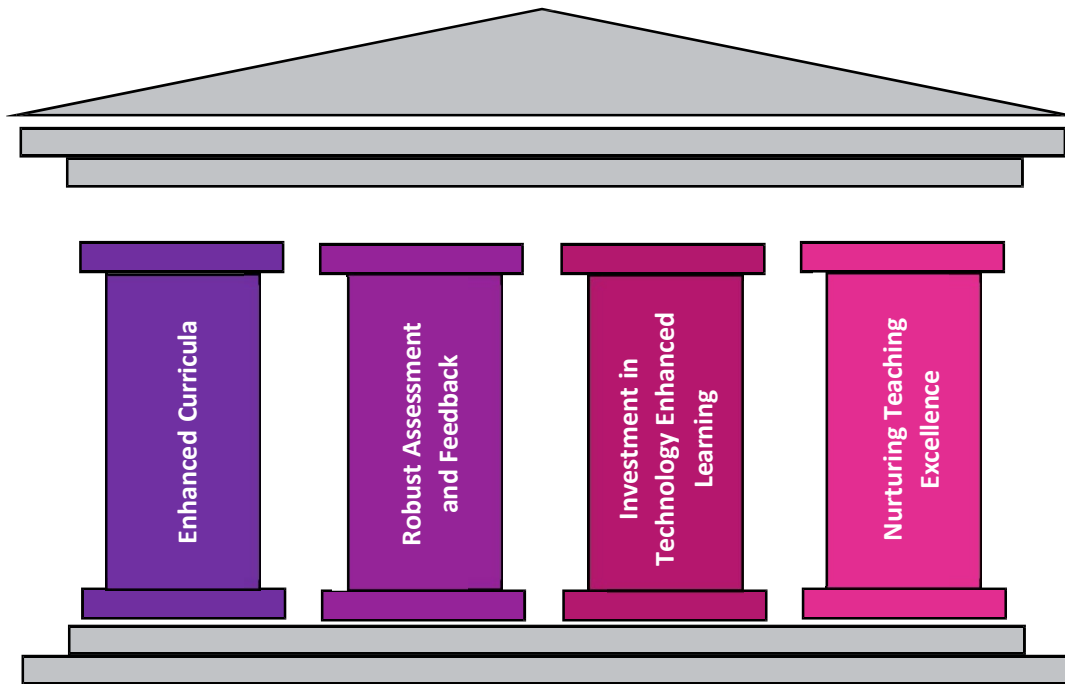
Below are a series of aims to support the delivery of these themes

We will develop and enhance our curriculum by:

A. Supporting pedagogy research excellence wherever it is found within the University
B. Establish a Centre for Learning and Teaching Excellence to encourage and support the student experience through the engagement of staff in pedagogic research and innovation.
C. Establish teaching and learning projects that mirror institutional priorities
D. Working in partnership staff and students will be empowered to bring about enhancements to learning and teaching through meaningful engagement
E. Taking a team approach to course design and delivery, involving more diverse staff and stakeholder inputs
F. Adopting a student-centered but staff-led active learning approach across HSU
G. Presenting the curricula in multiple ways using varied methods
H. Encouraging students to become responsible for self-directed learning that bridges learning gaps
I. Reviewing the curricula for balance, effectiveness and consistency
J. Developing a dashboard of metrics that underpin teaching quality

K. Providing a learning experience for all students that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences

Develop robust assessment and feedback practices by:

L. Establishing a baseline understanding of assessment load, tariff and number of assessments across the curricula.
M. Letting students present knowledge in multiple ways providing a range of opportunities for students to meet ILOs
N. Drawing on best practice locally and globally to increase the authenticity and inclusivity of assessments
O. Implementing best practice guidelines for the management of academic integrity for staff and students
P. Investigating new/existing assessment practices including student self and peer assessment

Investment in the role of technology enhanced learning across the curricula by:

Q. Increasing the digital capabilities of all staff and students which are relevant to their academic, professional and wider lives
R. Consolidate central learning design and learning technology support, ensuring widespread awareness of sources of expertise centrally, communicate and demonstrate how this expertise might be more easily accessed.
S. Draw on the disciplinary, technical and educational experience across the university community to inform, engage with and evaluate learning developments and technology adoption.
T. Rethink and recreate spaces - real and virtual for education that challenges and expands the imagined
U. Developing a TEL toolkit that strengthening technology infrastructure to support pedagogy, building the capacities of university staff and helping learners to take advantage of the available technology

We will nurture teaching excellence by:

V. Encourage staff to share their good practice, celebrate others success and inspire others
W. Raise the profile of our teaching excellence through effective dissemination, creating an engaging and inspiring professional development programme that supports excellence and innovation in the leadership, management and delivery of education
X. Encourage and support the pursuit of qualifications, appropriate academic development and professional recognition that informs high-quality teaching, research and scholarship activities
Y. Review the peer observation of teaching model
Z. Grow a pool of educational leaders (Senior Fellows)

Implementation, Monitoring & Evaluation

This strategy is supported by an implementation plan which sets out specific ways in which we will aim to deliver this strategy.

The Deputy Vice-Chancellor (DVC) will be responsible for overall strategic oversight of this strategy with the Head of Learning and Teaching (HoLT) responsible for the process of monitoring the implementation of this strategy. Progress on this strategy will be reported into the education committee (quarterly) and formally reviewed annually to ensure its continued relevance and effectiveness before reporting to academic board for approval within the institution's reporting structure. Staff across the university college will play their part in the strategies success.

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Equality Impact:	No Direct Impact
Amendments:	Provider name - AECC UC to Health Sciences University [Version 1.2 to Version 1.3]