



Keele Learning Principles

Keele Learning sets out our model of learning, teaching and assessment for the future. This draws on the experience of our staff and students over recent years as we have transformed our approach, gaining appreciation of how learning can best be enabled across in-person and on-line spaces. Active social learning is at the core of all our teaching.

While the precise balance and blend of modes will differ by programme, a common set of principles will underpin the high quality and engaging student experience which all Keele students can expect. With the exception of programmes designed to be on-line only, our courses will offer opportunities for students to engage in real time and shared space. Here they are able to interact with each other and with content as part of a community of learners. Technology is used deliberately to enhance and deepen learning, adding flexibility to the ways students learn.

It is important that students and applicants have a clear understanding of the design of their learning, the balance of activities and the strategy for assessment. This will be made clear in student-facing materials, for example, at Open Days, in handbooks, programme specifications and at induction.

The following **Keele Learning** headlines are underpinned by 20 principles which will be addressed in design and review. A glossary of key terms will also ensure consistent terminology as we talk about our approach to learning, teaching and assessment.

Headlines:

- **Active social learning as our underlying principle**
- **Digital enhancement of learning**
- **Flexibility and responsiveness to students' learning and study needs**
- **Diverse and authentic assessment for learning**
- **Feedback as integral to learning**

Principles:

1. On all our programmes we seek to **maximise active social learning**. For campus-based programmes, we expect each individual student will experience a significant amount of in-person learning supported by the best use of digital technology for learning.
2. Although the pattern of scheduled class teaching will vary by discipline and course type, the rationale for the balance of on-campus and on-line teaching will be **clear to prospective and current students** in line with CMA requirements and justifiable in relation to the OfS B1.3 conditions of registration (concerning the effective delivery of the academic experience).
3. The **rationale** for the blend of teaching approaches needs to be based on sound pedagogic principles informed by student feedback and consideration of the impact on student success and wellbeing.
4. In-person learning may occur through a variety of teaching settings, including experiential learning opportunities. Our normal expectation is that campus-based programmes will be organised **primarily around an in-person experience**, with on average over the course of the year this representing no less than 80% of scheduled teaching activity. Where the balance varies considerably from this, schools will be asked to justify this (in line with points 2 and 3 above).
5. In-person teaching needs to be designed to encourage **meaningful student engagement**. Through the rich opportunities to interact with teaching staff and fellow students, in-person teaching needs to add value to the learning experience. Staff should actively consider the gain for students from being physically present in a teaching session.
6. Learning is enhanced through the **deliberate integration of digital technology**. In-person teaching will be complemented and framed by the use of digital tools and resources. Materials and activities act as a wrap-around to class sessions, helping students to prepare for class learning and benefit from follow-up or consolidation activities either on-line or off-line. Collaborative spaces through the KLE or Teams will enable students to engage around class sessions.
7. **Content** will be delivered in a way which ensures accessibility and encourages engagement. Where this is provided in a live taught class, including large group sessions/lectures, the expectation is that students will be actively engaged through a variety of techniques, to check understanding, challenge and stimulate involvement. Where content is provided through digital resources, the format will ensure material is structured in a way which helps pace learning and can be easily navigated.
8. On-line resources will be designed with attention to **inclusive learning and accessibility**.
9. The pattern of learning and teaching on a module and programme basis will be made clear to students, preferably expressed in terms of **expected engagement** hours to support students' time management and planning. The requirements and expectations of students should be discussed at induction.
10. Students are expected to attend all scheduled sessions, unless identified in the timetable as opt-in. **Attendance is monitored** and low attendance will be followed up. A specified glossary of terms will be used to describe scheduled sessions.

11. **Academic advice** and access to consultation hours will be provided regularly, both on a group and individual basis, remotely if necessary.
12. Programmes will actively signpost **additional support** for learning, such as School and University-level provision resources.
13. Both new and returning students will be supported by a comprehensive **induction** programme provided through in-person activities and on-line materials as appropriate.
14. Assessment will be designed at **programme level**, so that it is balanced, manageable, well-paced across the semester to minimise deadline bunching. Programme validation and review will give attention to the mapping of assessment types and timing across the programme. Assessment types should conform to the definitions in the glossary.
15. Assessment is seen as an **integral** part of the curriculum, clearly linked to learning outcomes and core to learning. The design of assessments needs to be deliberately matched to learning outcomes, and the rationale for any time-restricted assessment justifiable in relation to the learning outcomes.
16. Across the programme the **assessment strategy** should ensure a balance of authentic assessments, linked to applied learning, disciplinary practice, and the development of skills for future employability.
17. The purpose of assessment should be clearly communicated to students, with **criteria** transparent to students.
18. Assessment should be designed to be **inclusive**, with the learning needs and preferences of diverse students in mind.
19. Assessment should be reliable, robust and fair, with marking conducted in line with the Marking and Moderation Policy.
20. Students should receive meaningful and timely **feedback** on all assessment and should be supported to understand how to understand and take positive learning from feedback.

Glossary of Keele Learning terms

Types of scheduled activity

Interactive lecture: students and teacher are co-present in a scheduled session. This will typically consist of a mixture of presentation and interaction, for example, through Q&A, discussion and student response which may be facilitated by a range of media and technologies. Digital tools may include mentimeter, quizzes, padlet, and so on. The interactive activities (staff-student or student-student) are fundamental to the nature of the learning. Group size may vary depending on the size of the room, but interaction is key to the session in all settings. Unless by exception, the session will be scheduled on campus.

Lecture: students and teacher are co-present in a scheduled session, usually in person (see below under alternative *Structured engagement with on-line resources* to refer to pre-recorded content). The dominant mode is presentation only with a member of staff or external holding the floor for the majority of the session, typically presenting content. Interaction with students is optional and is incidental to the main learning and may include individual questions from students, typically at the

end of the session. In the context of the Keele Learning headline of active social learning this type of session will be infrequent.

Seminar: Small group sessions providing the opportunity for students to engage in discussion or collaborate on a particular topic. A typical model would involve a guided, tutor-led discussion in a small group. However, the term also encompasses student- or peer-led classes with a staff member present. This may be organised on campus or online depending on practicality.

Tutorial: a meeting involving one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project. Tutorials may be distinguished from seminars for the stronger emphasis that they place on the role of the tutor in giving direction or feedback. Tutorials can take place digitally or face-to-face.

Practical classes: A session involving the development and practical application of a particular skill or technique. Examples are wide ranging and could include a laboratory class, recital, artefact handling/identification, and so on. Practical classes might incorporate elements of teaching or guided learning, and they are at least likely to be supervised or observed. Unless by exception, these sessions will take place on campus. The size of a practical class will depend upon the nature of the activity.

Demonstration: A session involving the demonstration of a practical technique or skill. Examples might include the demonstration of laboratory skills, clinical skills, performance art or fieldwork techniques. Demonstrations can take place virtually or in person. The size of a demonstration is likely to depend upon the number of students involved in the work concerned, as well as the nature of that work, but could also take place on a one-to-one basis.

Supervised time in studio or workshop: Time in which students work independently but under supervision, in a specialist facility such as a studio or workshop. Examples might include time spent in an art or design studio, or in a rehearsal space. It could be timetabled or take place on an ad hoc basis. Peers as well as staff or affiliates may be involved. Supervised time in a studio/workshop will be on campus and might involve a group or individual

Non-classroom-based activity

Fieldwork Practical work conducted at an external site or on campus but outside teaching rooms. Examples of fieldwork might include survey work and other forms of data collection, excavations and explorations. The work might be unsupervised or supervised, and supervision could be provided by staff or appointed representatives. Some fieldwork may be conducted virtually. Fieldwork might be conducted in groups of various sizes, or by individuals, depending on the nature of the work involved

Placement: An experience that is intended to give the student insight into a practical element of the award they are studying. In some programmes, the placement element is facilitated through the University and is a mandatory assessment component. Placements may also be conducted in an online environment. In some cases placement may be formally scheduled.

Structured engagement with on-line resources: typified by student control over time, place, pace, sequence of learning; typically unscheduled engagement hours, but will be captured through certain types of engagement data, and will be defined to the student in the module or programme description of learning. The types of resources will vary, but will include engagement with:

- Pre-recorded teaching sessions in PowerPoint with/without voiceover (or equivalent)
- Pre-recorded teaching sessions
- Podcasts/ Video and Radio (note that the need for captioning)
- Links to journal articles or online data sets, blogs, case studies

- Externally sourced media such as online news, art or performance
- Interactive knowledge checks, quizzes
- Forum or discussion boards
- Online simulations used to reinforce key concepts
- An online demonstration.

Collaborative activity on-line: may be required as part of preparation for teaching sessions or assessment; typically unscheduled engagement hours, but will be captured through certain types of engagement data, and will be defined to the student in the module or programme description of learning. Problem based exercise sessions online enable students independently or in groups to develop practical responses to societal or practical problems. Discussion boards, chat rooms, case study exercises and wikis may require response to other students and/or collaborative co-production with peers.

Independent study hours: in addition to structured engagement hours and collaborative activity on-line as defined above, students will be expected to manage their time spent on independent study. This may include activities, such as in reading, note taking, researching and drafting assignments, preparing individual contributions to teaching sessions, reviewing module content and revising. These hours are not formally captured through engagement data, although module specifications give an estimate of the total expected hours per credit weighting.

Assessment

Open-Book Assessment: An opportunity for students to apply their knowledge, understanding and skills within a **28-hour assessment window**. Students can access and utilise any resources available to them during the assessment window (e.g., notes, textbooks, journal articles, internet resources, KLE resources etc.). Students should work independently on the assessment unless specified otherwise. The questions set for students in an open-book assessment should be constructed in a way that prevents students from being able to simply 'look up' the answers online. The requirements of the open-book assessment should be clearly articulated to students via (e.g.,) the module KLE or Teams space. All open-book assessments should specify an **active-working time**, which helps to set clear expectations for students. All open-book assessments should normally be scheduled centrally by Student Records and Exams. Where exemptions are permitted, Schools should report the date and time of such assessments to Student Records and Exams. Misconduct such as collusion and/or sharing of questions or answers in open-book assessments will now be treated as a serious misconduct offence with the penalties for proven offences reflecting this.

Assessment Window: All open-book assessments should have a clearly defined assessment window in which students are able to access, complete and submit the assessment. This is normally 28 hours (from 9 am (local time) on the first working day until 1 pm (local time) on the second working day). Any exception to this assessment window will need to be accompanied by a clear rationale. Assessment windows are designed to be inclusive and supportive of all students, and to allow for all technical issues and reasonable adjustment requirements. All open-book assessments that specify an assessment window should also state a suggested 'active working time.' There is no requirement for students to remain online for the duration of the assessment window. Once students have accessed their assessment paper or brief, they can work offline and submit their assessment online when ready.

Active-Working Time: This is the amount of time that a typical student should spend working on a specific assessment during the 28-hour assessment window. All open-book assessments should have a suggested active-working time, which helps to set clear expectations of students. The suggested wording by which this would be presented to students would be: *'the time available to complete this*

assessment is 28 hours but you would normally not be expected to invest more than 2 hours of active-working time on this assessment’.

Class Test: An opportunity for students to apply their knowledge and/or understanding within time-restricted conditions (typically up to 1 hr) during a timetabled session as an integral part of a module. Class tests may be conducted on campus or online (e.g., via the KLE) and are set and scheduled by module leaders. Students should be informed of the date, time, and duration of any class test at the beginning of the module.

Flexible Class Test: An opportunity for students to apply their knowledge and/or understanding within time-limited conditions (typically up to 1 hr) but within a flexible assessment window (typically one week). The questions set for students should be constructed in a way that prevents students from being able to simply ‘look up’ the answers. Flexible class tests usually take place online (e.g., via the KLE or similar). Students have the flexibility to choose when they take the test however, once students have started the test the countdown timer begins to run.

Examination (Exam): An opportunity for students to apply their knowledge and/or understanding under invigilated conditions (typically 2-3 hours but can be shorter). All examinations should take place on campus, or in an alternative agreed setting (e.g., the Clinical Education Centre). Examinations can also be practical in nature. All examinations should be scheduled centrally by Student Records and Exams. Where exemptions are permitted, Schools should report the date and time of such assessments to Student Records and Exams.

Objective Structured Clinical Examination (OSCE): a type of examination specific to Medicine and Health Sciences that assesses competency in a structured way through direct observation. OSCEs are used to test a wide range of clinical skills and can be written or practical in nature.

Externally Developed Assessments: for some programmes, externally developed assessments are used which must comply with Professional and Regulatory Body (PSRB) requirements. These assessments can continue to be used as part of a varied assessment diet, as per PSRB requirements.

Aside from those specific assessments detailed above, programme teams can continue to deploy a wide range of other types as assessments, as part of a well-designed, programme-level assessment strategy (e.g., reports, blogs, videos, essays, podcasts, portfolios, presentations, practical assessments, laboratory reports, field work). Students should be given a period within which to complete an assessment that is aligned with the nature of the task. All assessment should adhere to the principles of Keele Learning, and in particular those principles relating to assessment.

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