Learning, Teaching, Student Experience & Scholarship Exemplar Objectives

Objectives should align with University Strategy, Learning & Teaching Strategy and Student Experience Strategy and follow the SMART format.

Please note that these objectives are for illustrative purposes only and are intended to help all academic staff whose duties include teaching, and Professional Services staff involved in supporting teaching activities. Objectives for staff on the Learning, Teaching and Scholarship track should also take account of the descriptors in the promotion criteria.

Example 1

By August (YEAR), and working closely in partnership with students, I will improve the XXX laboratory script and assessment in line with the Learning Through Assessment framework, particularly with regard to clarity of the script and by replacing open questions (leading to vague answers) with more targeted questions, making it easier to answer precisely, assess and provide effective feedback. Effectiveness will be assessed via student feedback by DATE.

Example 2

Complete the development of a new UG Honours in XXX course by the beginning of next academic session, in light of the peer review of the proposal, with a view to enhancing course design and learning through the use of an in-class response system and Moodle quizzes.

Example 3

In response to student feedback, and working closely with colleagues and students, I will review School/Subject practices around responding to student feedback. This review will be undertaken in light of the guidance within the Student Voice resources, with recommendations for future practice developed and implemented accordingly.

Example 4

Following on from concerns raised in School regarding the statistical ability of first year students, I will lead on the development, in collaboration with the Statistics and/or Maths Adviser in Student Learning Development (SLD), of an asynchronous teaching resource to address this widely perceived skills gap. Content for the teaching resource will be developed by May 2026 with the aim to trial content with students in July and August 2026. The resource will be evaluated through testing student self-perceived confidence logging in statistical analyses and through targeted course evaluation.

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Example 5

Lead a project, in collaboration with Student Learning Development (SLD), to target the development of XYZ skills within the curriculum. Work in partnership with SLD and other relevant services to design, deliver and evaluate change in pedagogical/assessment practices that put the development of students' skills at the centre of the curricula. This will involve:

- Apply for funding from LTDF by xxx. If LTDF bid is unsuccessful, alternative ways to resource and undertake the project will be investigated
- Gain ethical approval by xxx
- Seek internal support to deliver a similar approach at scale, using internal governance structures and informal networks. (Committees could include EdPsc, Student Experience, Learning & Teaching)
- Submit presentation to an external conference with recommendations for changes to practice by xxx

Example 6

In consultation with the School Director of Learning and Teaching / Dean of Learning and Teaching and responding to the insights from the Practice Enhancement Tool for my School/Subject, I will lead a project to identify how best to embed Learning Through Assessment within my discipline. The project will:

- identify clear timelines for outcomes
- involve all course coordinators
- adopt a student-partnership approach for reviewing and redesigning assessments
- ensure full compliance with University quality assurance processes

Example 7

Demonstrate active citizenship and commitment to inclusive practice through ongoing personal and professional development in areas that directly impact the overall student experience, such as increasing student opportunity, supporting wellbeing, or improving inclusion and belonging in [School/Subject/ Service area]. This may include engaging with internal staff-student forums, training on diversity, equity and inclusion, championing inclusive practice across [the School/Service area], and proactively reviewing and enhancing the accessibility of service provision and operational practices, delivering [x, y, z] benefits as measured by [metrics] over a [timescale] duration.

Example 8

Demonstrate commitment to enhancing the student experience through ongoing personal development in areas that directly support student inclusion, engagement and access. This includes active participation in training related to diversity, inclusion and accessibility, applying learning to review and improve service delivery, and championing inclusive practices that remove barriers and promote equitable outcomes for all students, delivering [x, y, z] benefits as measured by [metrics] over [timescale] duration.