



TEACHING AND LEARNING STRATEGY

A key aim of Mattersey Hall College is 'to help form the next generation of Christian leaders'. In the case of postgraduate students, the formative element may well already be largely in place, and so we modify this key aim: to train, equip and offer opportunities for continuing professional development to those already in Christian ministry.

Mattersey Hall's academic programmes are intended to facilitate the development of the critical skills that enable both existing and potential leaders to engage with, analyse and evaluate theory and praxis, and thus to be better equipped to face the challenges and make the critically informed decisions associated with Christian life, ministry and mission in the 21st century. To achieve this goal we are committed to the following key principles:

1. To maintain high academic standards, in accordance with national expectations, and offer awards that are comparable with those attained in other Higher Education institutions.
2. To offer to students, and continually seek to improve, high quality learning opportunities, including a degree programme structure that is flexible and responsive to the needs of students and to the challenges of their prospective workplaces, in order to facilitate students to fulfil their potential, and to equip them for leadership and ministry.
3. To provide a high quality, stimulating learning environment, including the provision of:
 - a. An environment that facilitates research and encourages students to engage in independent study;
 - b. Appropriate space for teaching and research;
 - c. Access to appropriate technology and learning resources;
 - d. Teaching and support by highly qualified, able, experienced, committed and well-motivated faculty, who are themselves engaged in research and continuing professional development;
 - e. An interactive classroom environment where students are encouraged to engage in discussion around key areas, and where there is opportunity to relate theory to practice.
 - f. Appropriate workplace based learning;
 - g. The support of an able and well-motivated academic administrative team.
4. To continue to support improvement of quality of classroom practice, through peer observation of lectures, constructive criticism, sharing of best practice and student feedback.
5. To facilitate the continuing professional development of teaching faculty, both in their areas of subject specialism and in educational theory and praxis.
6. To recognise and build on existing knowledge and skills.
7. To encourage students to become life-long learners who are able to study independently and to engage in critical reflection on theory and practice.
8. To provide students with the information and resources needed to engage, actively, in their own learning, including appropriate feedback with regard both to summative assessment, setting out progress against Learning Outcomes, and formative assessment, suggesting ways of improving performance.

9. To support students in their move to Higher Education, including offering academic, pastoral and mentoring support.
10. To recognise and celebrate diversity within the student population, including in ethnicity, culture, and life experience, and to maintain equality of opportunity for all students, including those with disabilities.
11. To recognise and respond in an appropriate and timely way to the needs both of the student body and of individual students.
12. To continue to develop a working partnership between faculty and students, and to improve ways of engaging with students in decisions that affect the quality of their learning experience.
13. To plan and implement processes that monitor and review current practice to ensure the continuing and improving quality of our product.