

## What our priorities are, and how we are doing

Information about the University's strategy and performance

### Strategic Framework

We developed our new strategic framework for the next few years – [Vision 2030](#). We have reaffirmed our mission as an institution and identified [values, aims, and cross-cutting themes to support Vision 2030](#).

It sets out our aims and objectives, providing a structure and purpose through which we can build on our strengths as an institution and significantly contribute to the wider world.

It places [collaboration, courage, and creativity](#) at its heart as we seek to enrich communities and shape sustainable futures.

The strategic framework has four clear strategic aims:

- [student learning, life and futures](#);
- [research, enterprise and innovation](#);
- [people, culture and community](#); and
- [impact](#)

Our commitment to [sustainable futures](#) underpins our strategic aims.

### Annual Reports and Financial Statements

Our [annual report and financial statements](#) contain extensive information about our priorities and how we are doing.

### Environment and sustainability

We publish information on the [environment and sustainability](#) to set out how we are developing an ethical, socially just and inter-generational approach to the Climate Emergency. We provide information on our [social and environmental responsibilities](#).

The University recognises the vital role the [built and natural environment](#) has on the [wellbeing of its community](#) and in achieving its key strategic aim. We take a [green heritage approach to managing our campus](#), which means sympathetic management of green spaces and wildlife within heritage sites.

Climate change is one of the most significant challenges the world faces. We are keenly aware of our responsibility as an institution and community to protect our environment and become [Climate Ready](#). At the start of 2022, we published our response to the climate emergency in the [Climate Emergency Commitment](#).

The role of our [Academy for Sustainable Futures](#) is to advocate for and influence our sustainable futures.

We recognise the importance of the interrelationship between student and staff experience and that a [sustainable community](#) is one in which everyone feels able to engage and contribute.

[Education for Sustainable Futures \(ESF\)](#) aims to prepare our students for the complexities before them by fostering the development of a commitment to a sustainable future.

The Strategic Framework for Research and Enterprise recognises [sustainability research](#) as a distinctive feature at Christ Church.

## Teaching and Learning strategy

The University's sets out our commitment to provide all students with an outstanding higher education experience that equips them for success in their aspirations and contribution to society.

Our [Learning, Teaching and Assessment Strategy](#) sets out information on the University's approach to learning and teaching that is flexible, research led and industry relevant, enhanced by an engaging digital and physical learning environment.

## Blended Learning

We aim to provide students with an outstanding education and on-campus learning experience supported by online activities called "blended learning." We provide support so that students can benefit from all that this teaching method offers

We will teach most courses on campus. Each course will tailor its blended learning to its students' needs and course requirements, which may require access to specialist rooms or equipment.

We set out information on [blended learning](#) methodologies in designing and delivering learning activities. They provide practical advice and examples of effective ways that CCCU colleagues can support their students' learning in a blended environment.

## Academic quality and standards

Our [course approval process](#) involves an examination of the academic plan for a course. It focuses on whether the course meets national and subject expectations and whether it is likely to provide a high-quality learning experience.

Our [Quality Manual](#) outlines the University's quality assurance procedures for all quality assurance and enhancement aspects. It covers academic and professional service departments and collaborative arrangements with partner institutions.

The [Marking Procedures](#) set out the University procedures for submitting, marking, and feedback on assessed work.

The [external examiner](#) system is the principal external means for ensuring quality, academic standards, and comparability across the higher education sector.

## Degree Outcomes Statement

In May 2019, the UK Standing Committee for Quality Assessment published a [Statement of Intent](#) proposing that every higher education provider across England internally review its degree classification profile and post a Degree Outcomes Statement analysing the impact of its classification arrangements.

Each year, we produce and publish our [statement](#) following the [guidance](#) made available by the UK Standing Committee for Quality Assessment.

## **Bullying, harassment and sexual misconduct**

The University is committed to ensuring a safe, compassionate, and inclusive campus for all members of our community.

Every student, including apprentices and partners, staff member, and visitor deserves to work, study, and participate in an environment free from discrimination, bullying, harassment, and abuse.

In compliance with the Office for Students requirements, all relevant information on harassment and sexual misconduct can be found in our [Single Comprehensive Source of Information](#) (SCSI).

We believe that sexual violence, sexual harassment, relationship abuse, bullying, harassment and hate crime are never acceptable. All staff, students, and visitors to our campus can report something anonymously or with contact details to receive a response. Reports can be about an individual, a group of people, or cultures.

We set out our approach in [Report + Support](#).

## **Closing Our Gap**

[Closing Our Gap](#) is our campaign to share how our University is working to reduce the attainment gap between white and ethnic students. We do this through our inclusive curriculum, academic research, and engagement opportunities for students, staff, and our wider academic community.

We produced a [Decolonising the curriculum: a health check](#).

We [stand against racism, discrimination, harassment, and bullying](#). We believe that everyone has a right to a high-quality education that celebrates diversity.

## **Responding to student feedback**

We use [student feedback](#) to inform decisions made at all levels of the University.

We have developed a [Student Futures Commitment](#), co-created with students and the Students' Union, and it is our pledge on what truly matters to the student experience and sustainable future.

## **External audit**

The report from the independent financial auditors is available in our annual [financial statements](#).

## **Government and Regulatory reports**

There are reports on our provision by:

[Ofsted](#)

[Nursing and Midwifery Council](#)

[Social Work England](#)

[Health and Care Professions Council](#)

[National Student Survey](#)

## **Compliance with its duties under the Equality Act 2010**

We believe everyone deserves an equal opportunity to succeed in an environment free from discrimination and where diversity and inclusion thrive. We provide information about [equality, diversity and inclusion](#) at Canterbury Christ Church University.

Last Date of Review and Update: 16 January 2026