The University makes the following commitments in order to deliver the Learning and Teaching Strategy through operationalising the nine principles as follows:

**Developing the transformative curriculum**

1. The Christ Church graduate should be well equipped to contribute to the world through their skills, knowledge and attitudes. The University’s Graduate Attributes Statement demonstrates the high value we place on the development of our graduates.

2. The Christ Church Graduate Attributes will inform and be embedded into the transformative curriculum to ensure it is relevant, holistic and provides a platform for lifelong learning.

3. The curriculum will be developed in partnership with students, employers and alumni where appropriate.

4. Delivery of the transformative curriculum will be achieved through programme-based enhancement and development to ensure the distinctive ethos of each discipline and initiatives are relevant, innovative and effective.

5. All new and existing programmes of study should adhere to the University’s Framework for Developing Emerging, Professional Graduates. They should exhibit a coherent understanding of learning and teaching and demonstrate effective engagement with students, ensuring that students are well equipped to contribute to the world through their skills, knowledge and attitudes.

6. Opportunities will be increased for cultural enrichment and participation, helping students to develop a sense of global responsibility.

**People**

1. Academic professional development of all staff who support learning, teaching and assessment will continue to be a priority for the University. In particular, there will be an expectation that students will participate in radiating and engaging learning through use of evidenced-based teaching and learning methods which encourage active and deep learning. This will also be evident through continued emphasis on assessed learning for the purpose of student learning.

2. We will continue to offer academic development activities that develop pedagogical expertise in graduate employability, inclusion, education for sustainable development (2022), technology and interpersonal skills and is delivered in a relevant, innovative and effective way.

3. Programme approval will be supported by multi-disciplinary teams to ensure learning, teaching and assessment models are as well as strong, integrated pedagogies to enhance the student experience and learning outcomes.

4. There will be an expectation that students are learning, teaching and assessment models are as well as strong, integrated pedagogies to enhance the student experience and learning outcomes.

5. The University will continue to utilise the hubs to host inspiring, relevant and appropriate balance between collection building, electronic delivery and on-demand services.

6. Opportunities will be increased for cultural enrichment and participation, helping students to develop a sense of global responsibility.

**Partnerships**

1. We will foster relationships with employers to enhance the provision of work placements, industrial work experience, industry relevant projects and employment networks.

2. We will ensure that staff in partner institutions are supported in developing the transformative curriculum and provided with relevant professional development, reward and recognition.

3. We will continue to offer academic development activities that develop pedagogical expertise in graduate employability, inclusion, education for sustainable development (2022), technology and interpersonal skills and is delivered in a relevant, innovative and effective way.

4. Programmes will continue to be supported by multi-disciplinary teams to ensure learning, teaching and assessment models are as well as strong, integrated pedagogies to enhance the student experience and learning outcomes.

5. The University will continue to utilise the hubs to host inspiring, relevant and appropriate balance between collection building, electronic delivery and on-demand services.

6. Opportunities will be increased for cultural enrichment and participation, helping students to develop a sense of global responsibility.

**Supporting good students and staff**

1. The University’s Strategic Framework 2015-2022 sets out the University’s commitment to providing all students with an outstanding higher education experience which equips them for success in personal aspirations and wider contribution to society beyond graduation.

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**SUPPORTING THE EXPRESSION OF THE PRINCIPLES 2015-2022**

The University has defined its commitment to providing all students with an outstanding higher education experience which equips them for success in personal aspirations and wider contribution to society beyond graduation through operationalising the nine principles in the following ways:

1. The University’s Strategic Framework 2015-2022 sets out the University’s commitment to providing all students with an outstanding higher education experience which equips them for success in personal aspirations and wider contribution to society beyond graduation.

2. The strategy sets out the University’s commitment to providing all students with an outstanding higher education experience which equips them for success in personal aspirations and wider contribution to society beyond graduation.

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6. The strategy sets out the University’s commitment to providing all students with an outstanding higher education experience which equips them for success in personal aspirations and wider contribution to society beyond graduation.
There are nine principles underlying the strategy which provide a foundation for strategic actions to be decided at all levels of the University. They are intended to provide a starting point for discussions regarding priorities and commitment to resources and activities designed to deliver the outcomes inherent in the vision. They have been designed to be flexible enough to promote diversity of expression, and strong enough to guide interpretation back to the intention of the strategy.

The principles can be re-ordered or re-arranged to encourage discussion and creative responses.

### Educating the whole person

For all members of our learning community, learning extends beyond subject disciplines, developing able individuals equipped for living and contributing to wider social purposes.

- The learning community should provide a safe space for challenge and transformation, placing students at the heart of things to think and to be able to distinguish a good and a bad experience.
- There should be opportunities within curricular, extra-curricular and work-based activities for students and employers to develop a range of national and international opportunities to maximise employability.
- Staff involved in all parts of the student learning journey should collaborate with each other, students and employers to develop a range of national and international opportunities to maximise employability.
- The University should encourage the development of a sense of wonder, the quest for knowledge, love of neighbour and global citizenship.
- The University recognises that learning is at the core of all of our activity and that learning takes place within and outside of the taught curriculum, contributing to an outstanding higher education experience and excellent outcomes for all students.

### Flexible and responsive learning environments

All learning environments (e.g., physical, virtual, etc.) are designed to support and sustain individual and collective learning pathways.

- New physical environments should be designed for deep and active learning with maximum flexibility and scope possible, reflecting future workspaces.
- Infrastructure and systems are required to be robust to support different approaches to learning.
- There should be consistency across the student experience while reflecting cultural plurality within different learning communities and contexts.

### Internationalisation and global citizenship

International perspectives should inform and be made explicit in every curriculum area in order to foster global citizenship and contribute to a sustainable future.

- International perspectives are equally relevant for home and overseas students to support their development as global citizens and understanding of diversity and inclusion.
- Curriculum content should challenge cultural bias and stereotyping.
- Chosen use of learning, teaching and assessment strategies should be mindful of culture and seek to include all students.

### Outstanding learning, teaching and assessment practices

Outstanding learning and teaching are core to the student experience and delivery of excellent education and outcomes.

- Students’ experience of learning, teaching and assessment should be stimulating and delivered by curriculum design which is student centred, as far as is possible by research informed and research informed teaching, as well as future social and employment needs.
- We remain committed to supporting the development of all staff involved in supporting learning ensuring that their practice is evidence based, informed by scholarship in learning and teaching and employs up-to-date learning tools and technologies.
- We expect staff involved in supporting and enhancing learning to engage in professional learning as an individual and collective enterprise within a robust development framework.
- The development of innovative learning and teaching pedagogies, particularly those mediated by technology, will be encouraged.

### Students as partners in learning

We recognise that student representation, engagement and partnership have important roles in ensuring the student experience and delivering excellent education and outcomes.

- We will continue to value student/staff partnerships, building a vibrant learning community wherein we co-create understanding, co-construct curricula and co-produce knowledge.
- Partnership with students underpins the entire student learning journey from pre-arrival to graduation and beyond.

### Supporting success for all students

Graduate employability and global citizenship for a sustainable future shall be key characteristics of a Canterbury Christ Church University graduate at every level.

- Our learning, teaching, assessment and student support services should provide opportunities for all students to reach their full potential, in this context or other perspectives, regardless of individual characteristics, background or location.
- We encourage the development of a sense of wonder, the quest for knowledge, love of neighbour and a commitment to a sustainable future.
- We encourage the development of a sense of wonder, the quest for knowledge, love of neighbour and a commitment to a sustainable future.
- We encourage students to become responsible for their own part in learning through developing independent capability in questioning, developing and challenging arguments and constructing their case of the world.
- Students and staff are encouraged to use technology and a wide range of digital media to maximise and support learning.

### Building learning communities

Building expertise in curriculum design is essential to deliver the University’s ambitions for an outstanding higher education experience and excellent outcomes for all students.

- All new curricula should demonstrate clearly how their learning, teaching and assessment strategy supports the inclusion and success of all students, groups, communities, graduate employability, internationalisation and social and environmental responsibility.
- The University should encourage the development of a sense of wonder, the quest for knowledge and global citizenship.
- The University’s learning community should be a place in which students and staff become co-creators of understanding, co-constructers of learning, co-constructers of understanding, co-producers of knowledge.
- The University is a place where everybody’s potential is recognised and fulfilled through a combination of support and challenge.

### Curricula design for transformation

An integrated approach to graduate employability

Curricula should enable students to gain the experience, skills and attributes necessary to shape their own future and success and fully prepare them for a future we cannot clearly describe.

- Initiative to support graduate employability should be embedded in curricula, relevant to programmes and delivered by programme staff, supported by employability experts.
- Where appropriate, employees should contribute to curriculum development, teaching, learning and assessment.
- Staff involved in all parts of the student learning journey should collaborate with each other, students and employers to develop a range of national and international opportunities to maximise employability.

### Nine principles

1. **Educating the whole person**
   - For all members of our learning community, learning extends beyond subject disciplines, developing able individuals equipped for living and contributing to wider social purposes.
   - The learning community should provide a safe space for challenge and transformation, placing students at the heart of things to think and to be able to distinguish a good and a bad experience.
   - There should be opportunities within curricular, extra-curricular and work-based activities for students and employers to develop a range of national and international opportunities to maximise employability.
   - The University should encourage the development of a sense of wonder, the quest for knowledge, love of neighbour and global citizenship.
   - The University recognises that learning is at the core of all of our activity and that learning takes place within and outside of the taught curriculum, contributing to an outstanding higher education experience and excellent outcomes for all students.

2. **Flexible and responsive learning environments**
   - All learning environments (e.g., physical, virtual, etc.) are designed to support and sustain individual and collective learning pathways.
   - New physical environments should be designed for deep and active learning with maximum flexibility and scope possible, reflecting future workspaces.
   - Infrastructure and systems are required to be robust to support different approaches to learning.
   - There should be consistency across the student experience while reflecting cultural plurality within different learning communities and contexts.

3. **Internationalisation and global citizenship**
   - International perspectives should inform and be made explicit in every curriculum area in order to foster global citizenship and contribute to a sustainable future.
   - International perspectives are equally relevant for home and overseas students to support their development as global citizens and understanding of diversity and inclusion.
   - Curriculum content should challenge cultural bias and stereotyping.
   - Chosen use of learning, teaching and assessment strategies should be mindful of culture and seek to include all students.

4. **Outstanding learning, teaching and assessment practices**
   - Outstanding learning and teaching are core to the student experience and delivery of excellent education and outcomes.
   - Students’ experience of learning, teaching and assessment should be stimulating and delivered by curriculum design which is student centred, as far as is possible by research informed and research informed teaching, as well as future social and employment needs.
   - We remain committed to supporting the development of all staff involved in supporting learning ensuring that their practice is evidence based, informed by scholarship in learning and teaching and employs up-to-date learning tools and technologies.
   - We expect staff involved in supporting and enhancing learning to engage in professional learning as an individual and collective enterprise within a robust development framework.
   - The development of innovative learning and teaching pedagogies, particularly those mediated by technology, will be encouraged.

5. **Students as partners in learning**
   - We recognise that student representation, engagement and partnership have important roles in ensuring the student experience and delivering excellent education and outcomes.
   - We will continue to value student/staff partnerships, building a vibrant learning community wherein we co-create understanding, co-construct curricula and co-produce knowledge.
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7. **Building learning communities**
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   - The University’s learning community should be a place in which students and staff become co-creators of understanding, co-constructers of learning, co-constructers of understanding, co-producers of knowledge.
   - The University is a place where everybody’s potential is recognised and fulfilled through a combination of support and challenge.

8. **Curricula design for transformation**
   - An integrated approach to graduate employability
   - Curricula should enable students to gain the experience, skills and attributes necessary to shape their own future and success and fully prepare them for a future we cannot clearly describe.
   - Initiative to support graduate employability should be embedded in curricula, relevant to programmes and delivered by programme staff, supported by employability experts.
   - Where appropriate, employees should contribute to curriculum development, teaching, learning and assessment.
   - Staff involved in all parts of the student learning journey should collaborate with each other, students and employers to develop a range of national and international opportunities to maximise employability.

9. **Nine principles**
   - For all members of our learning community, learning extends beyond subject disciplines, developing able individuals equipped for living and contributing to wider social purposes.
   - The learning community should provide a safe space for challenge and transformation, placing students at the heart of things to think and to be able to distinguish a good from a poor experience.
   - There should be opportunities within curricular, extra-curricular and work-based activities for expected and unexpected learning to take place.
   - We work together to promote wellbeing and wellness for all our members and partners, exploring and engendering understanding of equality, diversity and inclusivity.
   - We encourage the development of a sense of wonder, the quest for knowledge, love of neighbour and a commitment to a sustainable future.

The principles can be re-ordered or re-arranged to encourage discussion and creative responses.