Vision 2030
Learning, Teaching and Assessment Strategy

A. Alignment to Vision 2030		Primary	Secondary
Strategic Aims:	Student Learning, Life and Futures	X	
	Research, Enterprise and Innovation		X
	People, Culture and Community		X
	Our Impact		X
	Shaping Sustainable Futures		X
Cross-cutting Themes	Sustainability	X	
	Partnerships	X	
	Inclusivity	X	
	Global	X	
	Wellbeing	X	
	Compassion	X	

B. Risks	
1.	Lack of agility in responding to sector trends resulting in outdated/outmoded curricula
2.	Inability to attract specific talent for teaching or research thereby having a negative impact on the quality and perception of courses
3.	Poor external metrics (NSS, TEF, APP, PTES) as a result of underperformance in learning, teaching and assessment and not meeting students' expectations
4.	Non-compliance with mandatory aspects of the strategy resulting in an inconsistent student experience and potential for poor outcomes
5.	Insufficient digital and physical infrastructures to compete across the sector and support new curriculum areas or pedagogies.

C. Governance	
Strategy period	2023-2030
Strategy review arrangements	The strategy will be reviewed by the Learning Teaching and Assessment Subcommittee and reported to Education and Student Experience Committee and Academic Board
Last reviewed	

D. Introduction

Vision:

To develop a reputation for outstanding learning and teaching that is flexible, research led and industry relevant, enhanced by an engaging digital and physical learning environment. To embed sustainability and wellbeing in every subject area taught through transdisciplinary approaches that ensure we are developing empowered graduates ready to solve global challenges. We want every student to thrive on an inclusive and compassionate student journey through an innovative curriculum.

Key enablers:

Strategies
Research and Knowledge Exchange, Digital, People, Finance, Estates

Frameworks
A revised Academic Framework that sets out the requirements and attributes with which all courses must comply. (For example, following V2030 workshops this could include a L0/L4 credit-bearing induction module for establishing wellbeing and belonging and "learning to learn", summatively assessed group work at L4, a L6 transdisciplinary credit bearing offering to as wide a range of students as possible using an authentic industry designed brief (being mindful of PSRB requirements), exploring the potential for an institutional PDP approach with a focus on sustainability and wellbeing).

Wellbeing, Community and Belonging Framework

Framework for Sustainable Futures

E. Priorities and Objectives

1. Promote compassion, inclusion, innovation, courage and creativity in the design, content and engagement with learning, teaching and assessment

In order to promote compassion, innovation, inclusion, courage and creativity in the design, content and delivery of learning, teaching and assessment we will:

    a. Foster a courageous, critical thinking response in individuals and collectively, which will challenge established norms

    b. Adopt an approach to course design, co-created with students, that is inclusive, accessible and compassionate by design and responds to the current and emerging needs of industries, wider society and a healthy and sustainable planet

    d. Reimagine assessment, including formative assessment, authentic and inclusive assessment and feedback practices

    e. Require and provide high quality staff development and opportunities for professional recognition and qualifications to support an excellent student learning experience

    e. Adopt a flexible and inclusive approach including Blended and Hyflex learning to support a wide range of students

    f. Encourage, support and disseminate impactful, sector leading pedagogic and discipline specific research

Enabling Strategies: Digital, Estates, Research and Enterprise
Underpinning Frameworks: Wellbeing, Community and Belonging, Framework for Sustainable Futures

2. Commit to developing learners' academic, career and life-long learning skills through ethical and sustainable curricula

To develop learners' academic, career and life-long learning skills through ethical and sustainable curricula we will:

    a. Cultivate a passion for learning among our students

b. Reimagine graduate skills and attributes for the 21st century
c. Have a key focus on the development of digital capabilities for staff and students including an educative focus on the use of AI
d. Develop curricula informed by and engaged with current research and the needs of industry
e. Require sustainability and wellbeing to be embedded across our curricula

Enabling Strategies: Digital, Research and Enterprise
Underpinning Frameworks: Wellbeing, Community and Belonging, Framework for Sustainable Futures

3. Create people-first communities of learning and belonging throughout all our environments: physical, digital, social, and professional.

In order to create people-first communities of learning and belonging throughout our physical, digital, social and professional environments we will:
a. Embed robust transition, orientation and induction practices, consistent across courses to support all stages of the student journey
b. Strengthen the relationship between students and Personal Academic Tutors
c. Develop stimulating and contemporary learning and study spaces
d. Actively and ethically use data to positively support inclusion, retention, success and progression
d. Ensure timetabling strategies acknowledge, support and enable engagement across the whole student community
e. Work collaboratively with our partners to create opportunities for effective teaching and quality learning across our provision

Enabling Strategies: Digital, People, Estates, Finance
Underpinning Framework: Wellbeing, Community and Belonging

4. Grow existing relationships and foster new opportunities to collaborate across education and industry that enhance individuals and communities meaningfully locally, nationally and internationally

To grow our existing relationships and foster new opportunities to collaborate across education and industry we will:
a. Grow our external reputation through opportunities to promote, share practice and gain recognition and reward for excellence in learning, teaching and assessment (e.g. NTF, CATE, awards etc.)
b. Develop meaningful/purposeful partnerships, civic duties and community relations with mutual benefits
c. Develop transdisciplinary opportunities for student learning and research across teams, schools, faculties and departments
d. Require collaboration with industry and community partners for co-design of curricula, teaching and assessment
e. Provide, monitor and assure high-quality placements and work-based learning

Enabling Strategies: Digital, Research and Enterprise
Underpinning Framework: Framework for Sustainable Futures

F. Key Performance Indicators

Progress against each of the objectives will be articulated through underpinning key performance indicators (KPIs) which will be reported to the SMT and/or Strategic Projects Board on a periodic basis. These support the strategic KPIs which will be reviewed annually by the Governing Body.

1.	*NSS – at least 10% above sector average Q1-5 by 2030 (at least 5% above sector average Q1-5 by 2025)*
2.	*Graduate outcomes – within top 10 for graduate employability across all UK Universities and all courses 5% above OfS Threshold*
3.	*Student outcomes – closing gaps as per APP targets – to be added*
4.	*Completion – 5% above OfS Threshold*
5.	*Continuation – 5% above OfS Threshold*
6.	*Number of teaching qualified staff/research outputs*
7.	*TEF – Silver*