LEARNING & TEACHING STRATEGY
2015-2020

AN INTEGRATED
APPROACH
TO GRADUATE
EMPLOYABILITY

BUILDING
LEARNING
COMMUNITIES

CURRICULUM
DESIGN FOR
TRANSFORMATION

EDUCATING
THE WHOLE PERSON

FLEXIBLE AND
RESPONSIVE
LEARNING
ENVIRONMENTS

INTERNATIONALISATION
AND GLOBAL
CITIZENSHIP

OUTSTANDING
LEARNING,
TEACHING AND
ASSESSMENT
PRACTICES

STUDENTS
AS PARTNERS
IN LEARNING

SUPPORTING
SUCCESS FOR
ALL STUDENTS

Canterbury
Christ Church
University

LEARNING AND TEACHING STRATEGY 2015-2020

This 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.

It was developed through a cycle of consultations with staff and students across the institution and reflects our values and the opportunities and challenges of a changing world.

We value:

- The development of the whole person, respecting and nurturing the inherent dignity and potential of each individual.

- The integration of excellent teaching, research and knowledge exchange.

- The power of higher education to enrich individuals, communities and nations.

- Our friendly, inclusive and professional community of students and staff, preparing individuals to contribute to a just and sustainable future.

The Learning and Teaching Strategy underpins the **University's Strategic Framework 2015-2020** which supports the mission inspired by our Church of England foundation, **'to pursue excellence in higher education; transforming individuals, creating knowledge, enriching communities and building a sustainable future.'**

It aims to meet the following purposes:

- Recognises that the Christ Church learning community is interconnected with local, national and international workplaces and global challenges and aims to produce graduates able and equipped to contribute to these wider social purposes.

- Aspires to provide an inclusive learning community which recognises the diversity of our staff, students, disciplines and campuses and aims to provide an equitable learning experience across these differences.

- Continues to enhance academic excellence in learning, teaching and assessment as a partnership between staff and students and recognises the scholarship of learning and teaching as a core foundation for excellence.

- Provide flexible and responsive learning environments to enable effective learning to take place in a wide variety of physical and virtual spaces supported by up-to-date learning technologies where appropriate.

The strategy is informed by the cross-cutting themes of Employability, Internationalisation, Widening Access, Inclusion and Participation, Sustainability, Partnerships and Community, and Technology. It sits beside and informs the key underpinning strategies: Research and Knowledge Exchange; People; Finance and Estate.

VISION

The development of a vibrant learning community of staff and students in which outstanding learning, teaching and assessment practice plays a key role in providing an outstanding higher education experience and excellent outcomes, underpinned by and contributing to research and knowledge exchange and shaping the physical, social and spiritual environment of the University.

PRINCIPLES UNDERLYING THE LEARNING AND TEACHING STRATEGY

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.

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 which fully prepares them for a future we cannot clearly describe.

Initiatives to support graduate employability should be embedded in curricula, relevant to programmes and delivered by programme staff, supported by employability experts.

Where appropriate, employers 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 graduate employability.

Building learning communities

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 a outstanding higher education experience and excellent outcomes.

Recognises that the Canterbury Christ Church University learning community is interconnected with local, national and international workplaces and global challenges.

We will work towards co-creating a place with a clear centre and purpose but with permeable boundaries open for creative exchange between any combination of staff and students and the wider community.

The University's learning community should be a place in which students and staff become co-creators of understanding, co-producers of learning; partners in a shared praxis of reason and reflection.

The University is a place where everybody's potential is recognised and nurtured through a combination of support and challenge.

Our learning communities should provide spaces of belonging and return, where life-long friendships are nourished.

Curriculum design for transformation

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

All new curricula should demonstrate clearly how the learning, teaching and assessment strategy supports the inclusion and success of diverse student groups, accessibility, graduate employability, internationalisation and social and environmental responsibility.

Curricula should encourage asking deep questions, accepting uncertainty and challenging accepted thinking through excellent learning, teaching and assessment strategies.

Curricula should develop a quest for knowledge and understanding through creating, testing and communication of ideas using inter-relationships within and beyond the programme.

Curriculum design should take into account the need for increasingly flexible modes of delivery.

Curricula should be informed by research and involve the students in the creation of research.

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, places to learn how to think and to be able to distinguish a good from a poor argument.

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 resilience 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.

Flexible and responsive learning environments

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

New physical environments should be designed for deep and active learning with maximum flexibility and where possible, reflect future workplaces.

Infrastructure and systems are required to be robust to support different approaches to learning.

There should be consistency across the student experience while celebrating cultural diversity within our 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 commitment 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.

Choice and use of learning, teaching and assessment strategies should be mindful of culture and seek to include all students.

Curriculum design should include the opportunity for an international experience.

Outstanding learning, teaching and assessment practices

Maximising potential for learning, living and contributing must be at the heart of all our teaching and assessment practices.

Students' experience of learning, teaching and assessment should be stimulating and delivered by staff committed to their subject area and underpinned, as far as possible by research involved 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 HE learning and teaching and employs up-to-date learning tools and technologies.

We expect all 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.

The University should recognise and reward excellence in learning and teaching and assessment.

Students as partners in learning

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

We will continue to value student/staff partnerships building a vibrant learning community where we are co-creators of understanding, co-constructers of curricula and co-producers of 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 should be key characteristics of a Canterbury Christ Church University graduate at every level.

Our learning, teaching, assessment and student support and engagement practices should provide opportunities for all students to reach their full potential in life, work or other aspiration, regardless of individual characteristics, background or location.

Our specialist support services will inform, educate and complement inclusive practice within the delivery of learning, teaching and assessment.

All parts of the University system should contribute to easing the transition between levels of study from Foundation to postgraduate.

Access to learning opportunities and support for learning should increasingly be delivered 24/7 in our physical and virtual environments to meet the needs of local, national and international students at all levels.

We will support students to become responsible for their own part in learning through developing confidence and capability in questioning, developing and challenging arguments and constructing their view of the world.

Students and staff are encouraged to use technology and a wide range of digital media to maximise and support learning.

SUPPORTING THE EXPRESSION OF THE PRINCIPLES 2015-2020

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. Therefore the University has made it a priority to develop a Graduate Attributes statement to describe the distinctive qualities of our graduates at all levels.

2. Once developed, the Christ Church Graduate Attributes will inform and be embedded into the transformative curriculum to ensure it is relevant and responsive. The curriculum will be regularly reviewed in partnership with students, employers and alumni where appropriate.

3. Delivery of the transformative curriculum will be built through programme-based enhancement and development to ensure the distinctiveness of disciplines is retained and initiatives are relevant, innovative and effective.

4. All new and revalidated programmes of study should exhibit a coherent employability strand across all curriculum levels, such as work-based experience and projects, internships, 'live briefs', enterprise and entrepreneurship, and appropriate skills development. Ideally, such strands should include at least one episode of assessed work placement or the nearest possible equivalent experience.

5. The curriculum will reflect the intersection between local, national and international learning and employment communities, research and knowledge exchange.

6. The University will actively work towards providing a fully inclusive curriculum as part of the strategy to ensure student success and attainment. This will be developed co-operatively to provide an integrated approach through pedagogy and support services.

Building capacity to deliver the transformative curriculum

In order to meet the University's strategic goals and ambitions for 2015-2020, it is necessary to invest in and develop its workforce and infrastructure.
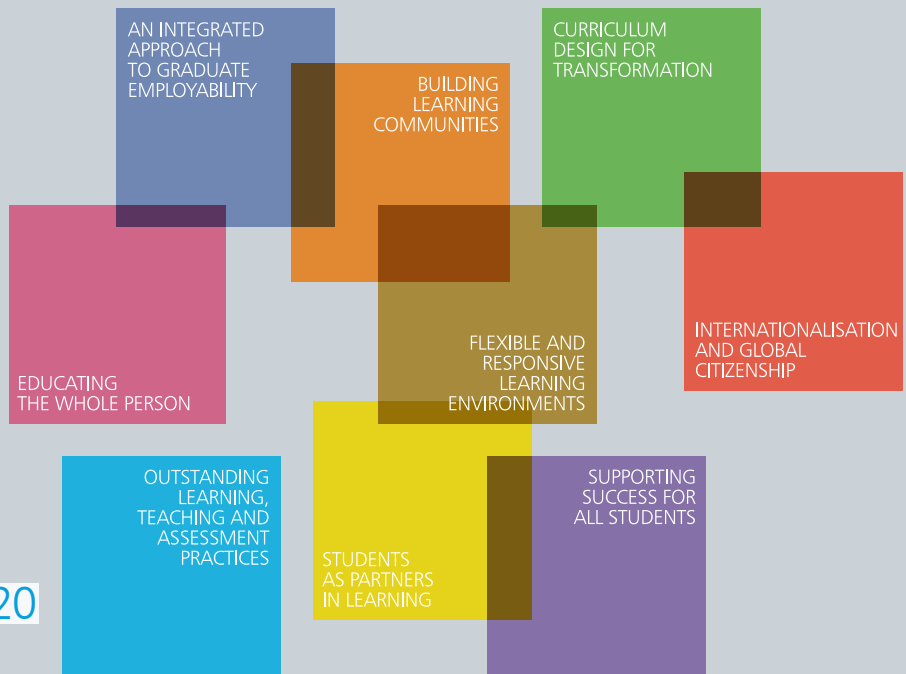
People

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 an expectation that students will participate in stimulating and engaging learning through use of evidence-based teaching and learning methods which encourage active and deep learning. This will also be evident through continued emphasis on assessment for learning as part of a learning-centred student experience.

2. New academic development activities will be based on the need to develop pedagogical expertise in graduate employability, inclusion, education for sustainable development (ESD), technology for learning and internationalisation and delivered at programme level to ensure relevance.

3. Programme validation will be supported by multi-disciplinary teams to ensure that learning, teaching and assessment excellence is assured as well as strong, integrated pedagogies to enhance the student experience and graduate employability.

4. There will continue to be taught, accredited and non-accredited courses as well as a CPD route to different Fellowship levels of the HEA as appropriate.

5. Student partners in learning will be offered academic development opportunities to equip them to carry out their collaborative projects.

6. We will encourage programme enhancement through 'buddy' schemes between programme teams where the sharing of expertise can take place.

7. The Library services will offer training and support in research skills, particularly digital capabilities, for all students at all levels as well as working with programmes to enhance integration of capabilities within the curriculum.

8. Seed funding will be provided through the Futures Initiative to support academic development in ESD under the four key theme areas of; global citizenship; environmental stewardship; social justice, ethics and wellbeing; and futures thinking.

Partnerships

1. We will foster relationships with employers to increase the provision of work placements, internships, 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.

www.canterbury.ac.uk/LTS

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Infrastructure

1. The ongoing development of the University's existing Estate and proposed developments in the Master Plan will be designed with best evidence for learning and future employability in mind.

2. The University will continue to invest in technologies for learning, in particular those which support increased flexible learning in order to meet the challenges of students who may be learning in different modes, places and pace.

3. Library resources will continue to be reviewed and updated, focusing on the development of an appropriate balance between collection building, electronic delivery and on-demand services.

4. The University will improve its use of Student Survey data to monitor success, attainment, retention and graduate employment outcomes for different groups of students and produce tailored responses where appropriate.

Building spaces for learning communities to grow

1. We will develop campus 'hubs' to bring together staff and students in a physical location to encourage creative, intellectual and research exchange, celebrate achievements, enhance learning both within and beyond the subject discipline and form potential collaborations for innovation and enterprise.

2. We will utilise the learning hubs to host inspiring, relevant and international events, debates, workshops and interactive opportunities.

3. An active online resource will be maintained to inform and inspire excellence in education and delivering a high quality student experience with resources and case studies to share good practice.

4. We will encourage research in higher education and create an online journal.

Aspiring to an inclusive curriculum to engage all students

1. All curricula will be expected to demonstrate clearly how the learning, teaching and assessment strategies support the inclusion and successful outcomes of diverse student groups.

2. The inclusive curriculum will be developed co-operatively to provide an integrated approach through pedagogy and support services.

3. We will continue to increase the awareness of teaching staff with regard to equality and diversity and related issues (such as unconscious bias) and their confidence to deal with diversity.

4. We will increase programme-level analysis of student demographic data analysis (including comparative attainment between students with protected characteristics) and identify opportunities for improvement.

5. Targeted strategies will be implemented to improve the engagement and attainment of student groups identified through data analysis, particularly with regards to 'good' degrees and graduate employability.

Delivering a high quality student experience to support learning

1. Graduate attributes will be developed with the whole person and their future aspirations in mind.

2. Learning and teaching will be put at the heart of institutional services, systems and processes.

3. We will increase programme-level analysis of student demographic data analysis (including comparative attainment between students with protected characteristics) and identify opportunities for improvement.

4. We will work towards a 24/7/365 provision of services to support learning development and student health and wellbeing.

5. We will enhance student orientation, induction and transition, particularly pre-arrival and first year experience.

6. The rich diversity of extra-curricular activities and opportunities will be enhanced and graduates will be recognised through an extended Higher Education Achievement Record.

7. Opportunities will be increased for cultural exchange through physical and virtual collaborations at home and abroad.

8. We will extend opportunities for student partnerships and employment.