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 develops the key skills that students will gain through their study.

2. The Christ Church Graduate Attributes will inform and be entwined into the transformative curriculum to ensure all relevant graduate attributes will be developed.

3. The curriculum will reflect the intersection of social, skills and life skills.

4. All new and revalidated programmes of study will continue to be reviewed in partnership with students, employers and alumni where appropriate.

5. Library and Learning Resources will offer transformative curriculum and provide students with the key QAA theme areas of: global citizenship; curriculum development for sustainability under Technology Enhanced Learning; and work towards integrating capabilities within the curriculum.

6. The University will pursue its development of a fully inclusive curriculum as part of the strategy to ensure student success and attainment.

7. We will continue to invest in technologies for learning, teaching and assessment excellence is assured through evidence-based practice including space, facilities and technologies.

8. 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.

**LEARNING & TEACHING STRATEGY 2015-2022**

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.

**We value:**

- The development of the whole person, respecting and nurturing the inherent dignity and potential of each individual.
- The integration of student teaching, research and enterprise.
- The power of higher education to enrich individuals, communities and nations.
- Our friendly, inclusive and professional community of students, staff and partners, engaging individuals to contribute to a just and sustainable future.

The Learning and Teaching Strategy underpins the University’s Strategic Framework 2015-2022 which supports the mission inspired by our Christ Church 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:

- Recognise that the Christ Church learning community is interconnected with local, national and international workplaces and global challenges and aim to produce graduates able and equipped to contribute to these wider social purposes.
- Provide flexible and responsive learning environments which enable effective learning to take place in a variety of places and contexts utilizing a range of teaching and learning technologies where appropriate.

The strategy is informed by the cross-cutting themes of Employability; Internationalisation; Widening Access; Inclusion and Participation; Sustainability; Partnership and Community; Student and Staff Wellbeing; Equality; Diversity and Inclusion; and Digital Experience. It is underpinned and informed the Strategy Plan for Research and Entrepreneur, and the key enabling strategies Research and Knowledge Exchange, People, Finance and Estates.
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 to explore, the quest for knowledge, love of neighbour and belonging and return, where life-long friendships are formed.

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

### 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 intrinsic flexibility and where possible, which future workplaces.

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

We work together to promote well-being and wellness for all our members and partners, exploiting 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 commitment to a sustainable future.

### 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 domestic students to support their development as global citizens and understanding of diversity and inclusion.

Curriculum content should challenge cultural bias and stereotyping.

Curriculum design should include a focus on the student experience, while delivering cultural diversity within our different learning communities and contexts.

Curriculum design should be informed by research and evidence-based practice.

### Outstanding learning, teaching and assessment practices

Outstanding, innovative, learning and 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.

### Students as partners in learning

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

We will continue to value student/staff partnerships, building a stronger learning community where we co-create understanding, co-construct curricula and co-produce knowledge.

### 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 services should provide opportunities for all students to reach their full potential. This work should include initiatives, recognising the value of individual characteristics, background or location.

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 encourage, be delivered 24/7 in our physical and virtual environments to meet the needs of local, national and international students.

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

### An integrated approach to graduate employability

Curricula should reflect the array of skills and attributes necessary to shape their own futures and success and fully prepare them for a future we cannot yet describe.

We encourage the development of a sense of wonder, the quest for knowledge, love of neighbour and belonging and return, where life-long friendships are formed.

The University should recognise the need for maximising and supporting learning.

### Building communities

The University recognises that learning is at the core of all our activity and that learning takes place within and outside of the taught curriculum, contributing to outstanding higher education experience and excellent outcomes for all students.

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-constructors of learning, partners in a shared process of research and reflection.

The University is a place where everybody’s potential is recognised and realised 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

Curriculum design should be an integral part of our commitment to deliver the University’s ambition for an outstanding higher education experience and excellent outcomes for all students.

Curriculum design should encourage deep learning, questioning and challenging established knowledge and understanding.

Curriculum design should reflect the array of skills and attributes necessary to shape their own futures and success and fully prepare them for a future we cannot yet describe.

An integrated approach to graduate employability.

Building communities.

Curriculum design for transformation.