

**Title: Learning and Teaching Strategy
2018-2022**

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UNIVERSITY OF
WINCHESTER

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Summary:

This Strategy is being developed at a time of sector uncertainty, greater regulation of UK higher education, and challenges to the identity and purpose of the university. The University now has a Teaching Excellence Framework Action Plan which responds to an increased focus on metrics and measurements of success, including the NSS. An area of ongoing challenge for us in the NSS is assessment and feedback, and both our TEF Action Plan and this Strategy address this in a number of ways. In complement to this work, our Strategy sets out our commitment to excellent learning, teaching and assessment as a values-driven institution. It seeks to re-ignite passion for, curiosity about and commitment to advanced enquiry; rooted in the knowledge, expertise and experiences of staff and students. As an Anglican foundation, the University seeks to impart not just knowledge but wisdom and as a community we seek to grow in wisdom through the critical exploration and interrogation of depth and transcendence.

Intention and Context

This Strategy is being developed at a time of sector uncertainty, greater regulation of UK higher education, and challenges to the identity and purpose of the university. The University now has a Teaching Excellence Framework Action Plan which responds to an increased focus on metrics and measurements of success, including the NSS. An area of ongoing challenge for us in the NSS is assessment and feedback, and both our TEF Action Plan and this Strategy address this in a number of ways. In complement to this work, our Strategy sets out our commitment to excellent learning, teaching and assessment as a values-driven institution. It seeks to re-ignite passion for, curiosity about and commitment to advanced enquiry; rooted in the knowledge, expertise and experiences of staff and students. As an Anglican foundation, the University seeks to impart not just knowledge but wisdom and as a community we seek to grow in wisdom through the critical exploration and interrogation of depth and transcendence. In an educational climate which prioritises outcomes over journey and process, we argue that other aspects and qualities which are essential in university learning must not be lost. This is our statement about our ambitions for Learning & Teaching at Winchester for the future, what we do well and a signal of what we hold dear.

In addition to the TEF Action Plan this Strategy should be read in conjunction with a range of our other Strategies and Plans. These include:

- Climate Change Education at the University of Winchester
- A Five Year Strategy 2016-2021
- The University Strategic Plan 2015-2020
- Graduate Attributes Statement
- Employability Strategy 2016-2020
- Accessible and Inclusive Learning Policy
- Widening Participation Strategy
- Christian Foundation Strategy
- Faculty & Professional Service Annual Operating Statements
- FADC Chair Action Plans
- The Annual Institutional Learning and Teaching Report
- Activity and discussion in programme committees
- Annual Programme Evaluations

We have two particular priorities as an institution in 2018; these are the employability of our students and improving their assessment and feedback experience. In addition to our Employability Strategy we are actively increasing ways to embed employability in the curriculum. Assessment and feedback features significantly in our TEF Action Plan, our annual NSS Action Plans and a wealth of other initiatives. In 2017-18 these have included special task forces on assessment, the creation of new guidance and a schedule of themed staff development events. In 2018-19 we will introduce radical changes to our assessment and feedback processes. These will complement the renewed focus we are directing to assessment and feedback as being at the heart of our wider daily business. Setting assessments that challenge our students and encourage deep learning while supporting their development through high quality feedback is at the heart of learning and core to everything we do as a university. Our Learning & Teaching Strategy 2018-2021 offers a direction for, and oversight of, our endeavours.

The Learning and Teaching Strategy seeks to work in synergy with these and not to duplicate plans and actions already in place. It is selective; recognising that many matters which pertain to learning and teaching will already be being attended to by Faculty or Service avenues (staffing, resources, specific needs and interests). Its three domains aim to allow for diverse interpretations by different disciplines and groups. It recognises that some programmes will be further advanced in engaging with these aspirations, while others have more ground to make up. It invites Faculties and Departments to identify the ways of engaging with it that best fit their disciplines and contexts. The exemplar implementation plan illustrates how this might happen.

The Strategy

The Strategy sets out aspirations for learning and teaching in three principal domains: *Imagination*, *Expanding Horizons*, and *Wider World*. To explain:

- By *Imagination* we do not only mean the artistic or fantastical. We mean imagination with a big and little 'I'; taking familiar forms, as well as more exotic ones. Imagination may be shown through introducing small differences and changes, or about bolder, larger innovations. Each discipline will know what imagination looks like in their context and where existing good practice is already sparking students' imaginations.
- *Expanding Horizons* reflects our commitment to enabling our students and staff to be lifelong and lifewide learners. Staff will be supported to grow in their roles as academic practitioners, and students will be given every chance to see beyond the confines of their subject alone.
- By *Wider World* we take the concept of horizons a stage further and emphasise how we will enable our students and graduates to examine and to find their place in the world.

Imagination

"The cultivation of imagination which should be the chief aim of education, and in which our present systems of education most conspicuously fail...in education we have a duty to educate the imagination above all else"

Warnock,1976

Warnock said this over 40 years ago, but it has never been truer. We are a bold, resourceful and creative learning community, ideally placed to enable all students to become imaginative learners of all kinds. With this in mind we...

1. provide creative, playful and thought-provoking opportunities for the enhancement of learning, teaching and assessment
2. rethink and create spaces – real and virtual - for education that challenges and expands our students' imagination
3. ensure a collaborative and collegial environment in which our students develop their intellectual curiosity
4. ensure that our environment is conducive to the exploration of wisdom and the growth of wisdom
5. embrace opportunities to inspire learning through our use of technology
6. build our students' wellbeing, trust and confidence in themselves through personalised education that values contributions from diverse learners

7. value our staff and support their academic judgement and freedom to be inspiring and imaginative teachers

Expanding horizons

"If you want to build a ship, don't gather people together to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea."

Attrib. to Antoine de Ste Exupéry (n.d.)¹

We believe in innovative, evidence-led approaches to learning and teaching. To place us at the forefront of educational practice we will support our staff to have an even greater positive impact on student learning. With this in mind, we...

1. design our programmes and assessments to stretch and challenge all our students
2. develop student scholarship through ground-breaking opportunities for engagement
3. build on and evaluate approaches which maximise student growth and achievement
4. create opportunities for students to make connections between their studies, research and professional or work-related activities to broaden their perspectives
5. support our staff to stay abreast of educational change
6. encourage staff to value and share their good practice and celebrate their successes to inspire achievement in others

Wider world

"...the future has always been uncertain. Learning has always, then, been a matter of learning for an unknown world"

Barnett, 2004

Staff and students have complex lives and do not study or work in a vacuum. Our approaches to learning and teaching enable students to navigate boundaries between their different worlds as they prepare for an unknown future. With this in mind, we...

1. develop the self-efficacy, reflexivity and critical thinking of our students so they can articulate their potential to others
2. aim to increase the digital capabilities of all our staff and students in ways that are relevant to their academic, professional and wider lives
3. involve students in examining pressing global challenges and complex contemporary questions within and beyond their discipline
4. continue to develop inclusive learning and assessment experiences that will benefit all students in making a positive transition from university study to the world beyond
5. provide our students with opportunities to engage with employers in a range of contexts relevant to their studies
6. relentlessly relate our learning and teaching to the pursuit of the common good
7. encourage in our students a zest for learning that is carried into their future life and work

How will this Strategy be taken forward?

The Strategy sets out our ethos and philosophy of learning and teaching and puts the importance and quality of learning and teaching centre stage. A key aim for us all is to ensure

¹ Many variants of this quote in French and English

that enhancement of learning and teaching is prioritised and not seen as a luxury activity, attended to when other matters have been addressed. It is for all members of the university community who care about good learning and teaching, irrespective of their role and location.

In order for the Strategy to progress it is important for Faculties, departments and professional services to own and act on it. For this to happen we propose an Implementation Plan which sets out institutional targets as a baseline, and which can be used in Faculties and relevant Services to set out local objectives as required. Illustrations are provided of the ways we already implement the three domain areas and draw from activities across the University. However, these are merely indicative and should not constrain suggestions as to what is being, or should be, done.

In synergy with Faculty and Professional Service annual operating statements it is proposed that engagement with the Learning and Teaching Strategy is set out at the start of the academic year. This may happen through a variety of mechanisms; through FADC, a Faculty Forum, dedicated meeting or other. It is anticipated that programmes will, in consultation with their HoDs/Dean/FADC Chair, will identify how they will engage with key areas. Progress with these will be reported on by FADC Chairs at the November meeting of SADC, through their 'chapters' in the Institutional Learning and Teaching Report, which is presented at this time. FADC Chairs will report against the three domain headings of the Strategy. Throughout the year there will be further opportunities to promote and present progress with the Learning and Teaching Strategy, for example through learning lunches, departmental or Faculty events and at Learning & Teaching Day. Furthermore, the three domains of the Strategy may each be used over the next three years as an overarching theme for L&T Day.

Where will this Strategy live?

We will create a dynamic and digital version of the Strategy; one with which colleagues can interact. Its exact form and function will be fleshed out in 2018/19.

INSTITUTIONAL IMPLEMENTATION PLAN

IMAGINATION: We...	What we will do	Target & Lead
<p>will provide creative, playful and thought-provoking opportunities for enhancement of learning, teaching and assessment</p>	<p>Increase staff and student participation in annual Festivals on Play and Creativity</p> <p>Participate in OECD Teaching Creativity Project 2018-22</p> <p>Use domains of Strategy as overarching theme for Annual L&T Day</p> <p>Devise, undertake and disseminate other initiatives</p>	<p>by 10% annually over next three years <i>Play & Creativity Festival Team</i></p> <p>Recruit cross- Faculty programme participation in 2018/19 and minimum 500 students in test group by 2020 <i>DAQD, DCRL</i> <i>AQD, annually 2019-2021</i></p> <p><i>Faculties & Professional Services, as appropriate: ongoing and recorded in Annual Learning & Teaching Report</i></p>
<p>rethink and create spaces – real and virtual - for education that challenges and expands our students' imagination</p>	<p>Support staff in defining what the possibilities of space offer and how they might conceive of space differently</p> <p>Explore the effects of space on learning for students with specific learning difficulties/disabilities</p> <p>Investigate and collate examples of ways in which the West Downs Contemplation Space might be used.</p> <p>Pilot mobile Lecture Capture², under moniker Live Capture</p>	<p>Guidance to be included in new learning, teaching and assessment resource <i>to be created by LTD by December 2018</i></p> <p>Research to be completed by June 2020. Interim documentation & final recommendations to be disseminated through LTA resource and Inclusive Practice webpages <i>Director AQD, Head of Wellbeing, Senior Educational Developer, Head TELDL</i></p> <p><i>Dean of Chapel & Contemplative Pedagogies Group, by September 2019</i></p>

² See TEF Action Plan

IMAGINATION: We...	What we will do	Target & Lead
		<i>Head TELDL trials with selected teaching staff in 2019-20 and evaluates for progress</i>
will ensure a collaborative and collegial environment in which our students develop their intellectual curiosity	<p>Embed, build on and disseminate good practices from Changing Mindsets Catalyst Project</p> <p>Extend Peer-led to three additional programmes taking up PAL and widen conceptions of PAL e.g. through adoption of round table mentoring for doctoral study</p> <p>Widening participation of staff who have not hitherto supported a Student Fellow project</p> <p>Students have a strong sense of what happens when their assessments are submitted for grading³.</p>	<p><i>Research Officer-Changing Mindsets, By June 2020</i></p> <p>Head of Student Academic Support, by June 2019</p> <p>Senior Ed Developer; 10% of staff supporting SFS projects to be new to scheme (annual to 2022)</p> <p><i>Director of Communications and Marketing with AQD. Posters detailing journey of assessment and moderation to be produced and distributed. Youtube video also made and publicised to students, detailing the journey of their assessment. Semester 1 2018-19</i></p> <p><i>Deans. All programmes engage their students with Assessment and Feedback literacy. Autumn 2019</i></p> <p><i>SU with Academic Regs committee. The University reviews its Late Submission rule to build up confidence in the fairness of</i></p>

³ See TEF Action Plan

IMAGINATION: We...	What we will do	Target & Lead
		assessment. Autumn 2019
ensure that our environment is conducive to the exploration of wisdom and the growth of wisdom	Embed this aspiration through the many ways we explore and live out values-based education; through our work in contemplative pedagogy and through the evolution of our new Strategic Vision 2020-2030	<i>The University Community</i>
embrace opportunities to inspire learning through our use of technology	<p>Explore and adopt innovative digital assessment methods.</p> <p>Offer learning design workshops for all programmes in validation/revalidation</p> <p>Utilise L&T Innovation funding to support new initiatives</p> <p>Increase staff awareness of the benefits of utilising technology to ensure inclusivity and accessibility</p> <p>Implement a system of online module evaluation which fosters support for, and the development of, excellent teaching</p>	<p><i>Programmes</i> due for validation/revalidation to engage with <i>LTD</i> to arrange learning design workshops, which will incorporate response to TESTA recommendations, assessment method review and embedding of digital capabilities for employability (20% in 18/19)</p> <p><i>TEL</i> to support L&T funded projects incorporating technology (5 in 18/19)</p> <p><i>TEL and Student Services</i> to raise awareness of technology for inclusivity in L&T through TEL tips (6 in 18/19)</p> <p><i>Head TELDL</i>. Review templates and questions to establish consensus around university wide module evaluation Sept.2019. Roll out online module evaluation across all departments Sem 1 2019/20</p>
build our students' wellbeing, trust and confidence in themselves through personalised education that values	<p>Develop our repertoire of strategies for small group teaching and identify ways of making large group teaching interactive and involving</p> <p>Disseminate and expand on our work with contemplation</p>	<p><i>AQD and Faculty representation</i>. 5 Case Studies annually to be created for new LTA resource. 2019-2021</p> <p><i>Dean of Chapel</i> to expand CP</p>

IMAGINATION: We...	What we will do	Target & Lead
contributions from diverse learners	and contemplative pedagogy through events and creation of local network. To embed our endeavours to develop wisdom within this work.	network, make connection with UK CP networks, learn from best practice in USA and plan publication on CP at Winchester. By 2021.
value our staff and support their academic judgement and freedom to be inspiring and imaginative teachers	<p>Support colleagues on the new Teaching & Scholarship contract in developing a community of practice to enhance teaching</p> <p>Create a community of practice for programme design and approval</p> <p>Encourage staff to develop interactive, creative and engaging approaches to teaching through participation in Learning Circles</p>	<p><i>DAQD</i> Establishment of Pedagogic Enhancement group September 2018 open to all colleagues on T&S contract. Termly meetings. <i>Head TELDL/LTD/QO, Faculties, programme teams</i></p> <p>6 Mini vignettes of practice, one from each LC to be added to DELTA annually (<i>LC leads</i>)</p> <p>Revamp TEL Advisory Group (<i>Research Officer TEL, Head TELDL</i>) July 2019</p>

EXPANDING HORIZONS: We...	What we will do	Target and Lead
design our programmes and assessments to stretch and challenge students	<p>Implement a radical programme of change in assessment practices set out in full in SMT paper of July 2018. To include:</p> <p>first marking/feedback timescale of 15 days Publication of marks and feedback after first marking Institutional guidance on length and word count of assignments Mapping of assessment criteria to learning</p>	<p>All actions to be introduced from September 2018 and progress to be monitored by <i>DAQD in consultation with Deans. Record of Programme Amendments/Re/validations/exemptions to be held in Quality Office</i> <i>Senior Research Officer TESTA. 100% of programmes to have engaged with TESTA by 2021</i> Examples from each Faculty to be provided in</p>

EXPANDING HORIZONS: We...	What we will do	Target and Lead
	<p>outcomes Standardised categories for feedback Reduction of numbers and components of assessments Refocus on formative activity which encourages deep learning rather than on assessment Increased use MCQs for higher order learning Increased adoption of programmatic assessment</p> <p>Encourage staff to create innovative assessment solutions which do not overburden students and which encourage deep and lasting engagement through assessment for, not of, learning</p> <p>Design and pilot programmatic assessment in 3 programmes: History, ARTS and Fashion Media Marketing</p> <p>Monitor answers to APE, Validation and EE questions which specifically target rigour and stretch*</p> <p>Review the use of assessment criteria and learning outcome guidance for clarity and fitness for purpose and level</p> <p>Dedicated turnaround times for return of student work in Year 3.⁴</p>	<p>Annual L&T Report by November 2019. <i>Programme teams in conjunction with Professor Peter Hartley (Emeritus, University of Bradford)</i> Minimum 1 programmatic assessment to be adopted by September 2019 <i>Quality Office & programme teams.</i></p> <p><i>DAQD.</i> Guidance to be produced by September 2018 and made available on L&T Resource. To be acted on by all programmes going through re/validation/PAC⁵</p> <p><i>HoDs.</i> One NSS programme per Faculty will pilot 2 week turnaround of Year 3 work in 2018-19. <i>Deans and HoDs.</i> All Faculties to consider standard expectations for the review and return of dissertation draft work. Summer 2019</p> <p><i>QO to draw out specific references and report to Institutional Lead for TEF annually</i></p>
will develop student	Refocus the Student Fellows Scheme with more	<i>Senior Educational Developer, VPED SU: 15% of</i>

⁴ See TEF Action Plan

⁵ See TEF Action Plan

EXPANDING HORIZONS: We...	What we will do	Target and Lead
scholarship through ground-breaking opportunities for engagement	<p>specific support for staff and students to co design curriculum together</p> <p>Encourage students to publish more widely (Alfred & beyond)</p> <p>Support for students to attend academic conferences</p>	<p>Student Fellows Projects will focus on curriculum design with specific support developed for this, including a focus on inclusive practice</p> <p><i>Senior Educational Developer, Learning & Teaching Enhancement Officer:</i> Redevelop the promotion of Alfred to increase submissions by 10% each year</p> <p><i>Senior Educational Developer, Head of Careers, Director RKE.</i> Fund developed to support 10 student places for presentations at academic conference</p>
build on and evaluate approaches which maximise student growth and achievement	We will explore outcomes of the HEA learning gain projects and their applicability to our contexts	<p><i>Learning and Teaching Enhancement Officer</i> to collate and disseminate information on learning gain on DELTA.</p> <p><i>LTEO and Senior Ed Developer</i> to gather evidence of learning mechanisms and outcomes cross-institutionally and align with emerging OfS protocol for measuring learning gain. June 2020</p>
create opportunities for students to make connections between their studies, research and professional or work-related activities to broaden their	All students will do work placement/volunteering/study abroad	<i>Deans:</i> Every student to complete a volunteering or placement module or exchange by 2020-21. ⁶

⁶ See TEF Action Plan

EXPANDING HORIZONS: We...	What we will do	Target and Lead
perspectives		
support our staff to stay abreast of educational change	<p>Support attendance at teaching and learning conferences through Learning & Teaching Innovation Fund.</p> <p>Create a new Canvas-based Learning, Teaching & Assessment Resource to inform and support staff development</p> <p>Establish Learning Circles open to all staff around domain themes and other areas (e.g. mental health and wellbeing) to support implementation and dissemination of ideas and practices.</p> <p>All programmes/departments will be supported in the development of [assessment] 'criteria literacy'⁷.</p>	<p><i>DAQD</i>. £5k to be vired from L&T Innovation Funding to support staff prioritised by T&S contract.</p> <p><i>AQD/Research Officer TEL</i>. By September 2018</p> <p><i>DAQD/FADC Chairs</i>. initial leads and themes to be identified by July 2018 and 6 circles piloted and evaluated by July 2019.</p> <p><i>DAQD/Programme Teams</i>. All programme teams to be clear on the criteria against which grades are determined. September 2019.</p>
encourage staff to value and share their good practice and celebrate their successes to inspire achievement in others	<p>Explore new forms of celebrating and recognising the wealth of every day good practice which often goes unnoticed</p> <p>Use Learning Circles, Faculty fora, Learning Lunches and other events to celebrate and share good practice</p> <p>Introduce Departmental L&T Co-ordinators (40/50 hours a year) who will support this increased focus on dissemination and adoption of good practices</p> <p>Collate and publicise excellent teaching, learning and assessment practices identified through POT</p>	<p><i>AQD, Faculties & relevant Professional Services</i>. Proposals to be included in Annual L&T Reports annually and evaluations of success in subsequent reports</p> <p><i>Deans</i> to introduce in Faculties by September 2018</p> <p><i>Head APD</i>. November 2019. Outcomes to be shared on L&T resource and in annual L&T Report.</p>

⁷ See TEF Action Plan

WIDER WORLD: We...	What we will do	Target and Lead
develop the self-efficacy, reflexivity and critical thinking of our students so they can articulate their potential to others	<p>Develop reflexive capacities more explicitly in students through supported/taught sessions and online resources</p> <p>Review present provision and make more effective use of PDP</p> <p>Review and recommend improvements on use and understanding of HEAR by students, staff and employers</p> <p>Create and run events to promote growth mindset, including resilience and ability to learn from mistakes/unexpected outcomes</p>	<p><i>AQD</i>. Models, materials and guidance for reflective practice to be included on L&T resource, including Faculty/programme suggestions. September 2019.</p> <p><i>DAQD, Head CSE, Head of Careers</i> by June 2019</p> <p><i>SU, LTD, Head CSE, Head of Careers</i>. 5 events annually.</p>
Aim to increase the digital capabilities of all our staff and students which are relevant to their academic, professional and wider lives	<p>Harness technology to create dynamic learning opportunities and empower students to work in different contexts</p> <p>Task and Finish Group to be set up on employability/digital capability outcomes</p> <p>Monitor engagement with The Duke of York Inspiring Digital Enterprise Award (IDEA) for staff and students, launched at L&T Day 2018</p>	<p><i>Deans</i> to ensure 100% of academic staff engage in CPD provided by <i>TEL</i> each year⁸</p> <p><i>TEL</i> support <i>TEL Champions</i> to provide peer support to students (15 by June 2020)</p> <p><i>Head of Careers and Head of TELDL</i>⁹</p> <p><i>Head of TELDL</i> 30% of staff/students to Bronze level by 2021</p>
involve students in examining pressing global challenges and complex contemporary questions within and beyond their discipline	<p>Explore ethical, cultural, social, environmental, economic and human dilemmas through our distinctive values-based education and sustainability and climate change programmes.</p> <p>Launch and evaluate the Contemporary Conversations module</p>	<p><i>Chair Responsible Futures/Sustainability Education Group; Director Centre for Climate Change; Director Institute for Values Studies; Student Union Ethical and Environmental Officer:</i></p> <p>By 2020 Education related to sustainability (including climate change) and values will be made available, accessible and relevant for</p>

⁸ See TEF Action Plan

⁹ See TEF Action Plan

WIDER WORLD: We...	What we will do	Target and Lead
		<p>all undergraduates;</p> <p>Sept 2018 CC module to be launched with pilot 7 programmes.</p> <p>International Sustainability Literacy Test available for all new students from Sept 2018 (With follow up in later years of study)</p>
<p>continue to develop inclusive learning and assessment experiences that will benefit all students in making a positive transition from university study to the world beyond</p>	<p>Increase online provision as part of greater accessibility to promote positive student outcomes</p> <p>Run and evaluate the Audio notetaker project to enable students to record lectures for study purposes</p> <p>Enable staff to better understand and support their students accessible learning needs</p>	<p><i>Head of TELDL, Deans/Directors Academic Services</i> to investigate potential use of Canvas Connect as short course vehicle. <i>Hd Wellbeing, SED</i> to advise on accessibility aspects. August 2019.</p> <p>Timeline for project plan to be drawn up if potential is promising and funded.</p> <p><i>Inclusive Practice & Support Co-ordinator</i> 2018-19</p> <p>Review and update guidance to all staff by September 2019 <i>Head Wellbeing, SED, DAQD</i></p>
<p>provide our students with opportunities to engage with employers in a range of contexts relevant to their studies</p>	<p>Placement officer roles in post for 2018/19; Faculty Industry advisor panels; in ARTS having SMEs and large employers separately;</p>	<p><i>Deans, DVC Marriott, Head of Careers, Director for Employer Partnerships-</i> Summer 2019¹⁰</p>
<p>relentlessly relate our learning and teaching to the pursuit of the common good</p>	<p>Situate our teaching and support for learning within contexts that actively support our efforts to create a better world, through our values-based education,</p>	<p><i>Academic staff, Dean of Chapel, Centre for Climate Change education</i></p>

¹⁰ See TEF Action Plan

WIDER WORLD: We...	What we will do	Target and Lead
encourage in our students a zest for learning that is carried into their future life and work	Proposal for governors to work with one programme each from ARTS and HSS on intensive employer links and confidence/aspiration raising work to improve DLHE/Graduate Outcomes Draw on Honorary Graduands to inspire career aspirations of students	<i>Deans HSS & ARTS, Head of Careers.</i> In development

EXAMPLES OF PRACTICES WHICH ALREADY LINK TO THE DOMAINS

IMAGINATION: We...	Things we already do
will provide creative, playful and thought-provoking opportunities for the enhancement of learning and teaching	The Annual Play and Creativity Festival Individual approaches to teaching Individual publications
rethink and create spaces – real and virtual - for education that challenges and expands our students' imagination	Learning in outdoor spaces Contemplative pedagogy group Labyrinth & Yurt Flexible classroom design Play Tent Music Recording Studios labs, new newsroom in TAB; screening room
will ensure a collaborative and collegial environment in which our students develop their intellectual curiosity	Research Informed Teaching Transitions project in Psychology, Criminology and Creative Writing; Public assessments e.g. History posters; Sociology mini conference; Film videos as trailers for major events e.g. PCF Green Gown award for student collaboration "This Changes Everything" WINOL.co.uk
embrace opportunities to inspire learning through our use of technology	Learning & Teaching Day 2018 Faculty adoption of Canvas TEL module and workshop Canvas support

build our students' wellbeing, trust and confidence in themselves through personalised education that values their contributions	Renewed emphasis on small group teaching to improve student attainment and satisfaction Creation of contemplative pedagogy group Values Studies modules
value our staff and support their academic judgement and freedom to be inspiring and imaginative teachers	Innovation funding for projects and good ideas PG Cert & MA L&T
EXPANDING HORIZONS: We...	Some examples of what we do
design our programmes and assessments to stretch and challenge students	TESTA our distinctive values-based education actions in response to grade inflation
will develop student scholarship through ground-breaking opportunities for engagement	Student Fellows Scheme WRAP
will build on and evaluate approaches which maximise student growth and achievement	Use of UKES as a self-evaluative tool Effective pedagogic approaches
create opportunities for students to make connections between their studies, research and professional or work-related activities to broaden their perspectives	Accredited volunteering module with blog reflection on experiences and how it relates to career goals Faculty Employability Advisers have input into the curriculum
support our staff to stay abreast of educational change	AQD CPD Days Technology Educational staff development Writing retreats and support for HEA Fellowship* Peer support and mentoring Peer observation of teaching Informal and research networks Outreach and externally facing engagement
encourage staff to value and share their	Learning lunches, awards, HEA Fellowship, external recognition, funding streams

good practice and celebrate their successes to inspire achievement in others	for innovation Faculty forum as space for sharing good practice
WIDER WORLD: We...	Some examples of what we do
develop the self-efficacy, reflexivity and critical thinking of our students so they can articulate their potential to others	Use the HEAR to evidence additional capabilities to employers Future Leader Experiences 3 day intensive, with reflective focus Writing retreats for PhD students; prep groups for mature students; ELTSU in session
will increase the digital capabilities of all our staff and students which are relevant to their academic, professional and wider lives	Run Canvas training sessions Provide resources CPD Days
raise student awareness of pressing global challenges and socio-cultural differences within and beyond their discipline	Responsible Futures initiative aims to embed sustainability (in all forms) through formal, informal and subliminal curriculum. Optional modules on Climate Change, Global Politics and Faith & Spirituality Centre for Climate Change Education and Communication -events and activities Dissertations for Good (DfG) Go Green Week PRME (Principles for Responsible Management Education) – events, activities & Champion projects International Sustainability Literacy Test (Sulitest)
continue to develop accessible learning experiences that will benefit all students in making a positive transition from university study to the world beyond	Beyond your Degree events (2018) to help students prepare for their future
provide our students with opportunities to engage with employers in a range of contexts relevant to their studies	Alumni and guest talks; mentoring by alumni; internships
encourage in our students a zest for learning that is carried into their future life	Visiting Professors participating in extra curricula activities to inspire students (e.g. at PCF)

and work	
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