|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A close up of a logo  Description generated with high confidence    **LEARNING, TEACHING & ASSESSMENT STRATEGY 2018-2023** | | | | |
| **VISION** | **To be a career focussed, professionally engaged, modern university of quality** | | | |
| **MISSION** | **To inspire our students to become innovative and creative professionals connecting them to exciting and rewarding careers.** | | | |
| **VALUES** | **Accessible, Affordable, Diverse, Transparent, Accountable** | | | |
| **STAKEHOLDERS** | **OUR STUDENTS CAN EXPECT:**   * To be supported in their development so they can demonstrate the UWL graduate attributes. * Curricula that are informed by research & enterprise, are creative, rigorous, stretching and inclusive * Assessment which will enable them to demonstrate to employers the real-world skills they have developed. * Opportunities for relevant, co & extra curricula learning which enhances their engagement, personal confidence & employability. * To adhere to the agreed conditions in the student charter. | | **OUR STAFF CAN EXPECT:**   * An environment that supports & rewards attainment of the highest academic & professional practice standards. * To show mutual respect for our students and each other, ensuring partnership working for the good of the University and its student cohort. * To contribute as appropriate to our transnational education activities * To adhere to the agreed conditions in the student charter. | **EMPLOYERS, PARTNERS & PSRBS CAN EXPECT, WHERE RELEVANT:**   * To have a say in curriculum content & design. * To have the opportunity to engage with our students through exchanges, **i**nternships, placements & live projects. * To have graduates who are critical thinkers, creative problem solvers, enterprising & independent learners. |
| **AIMS** | **Portfolio & Curriculum**  **Portfolio:** to regularly refresh our portfolio, developing new courses, including apprenticeships, which meet student, employer and society’s demands and removing those that are no longer current  **Curriculum design:** to use up-to-date and innovative curriculum design methods to develop & enhance courses that support students to become self-directed, creative thinkers; which are inclusive, international in outlook and meet the demand of employers and society at large.  **Learning Technology:** to review and develop the use of technology as an embedded part of pedagogy at UWL; to aid student engagement & retention and using it as a positive influence for change in teaching practice.  **Assessments:** to use a range of authentic and creative methods of assessment throughout our courses which are inclusive and that drive learning as detailed in the Assessment & Feedback policy  **Feedback:** all courses include multiple opportunities for formative feedback so that students develop a ‘growth’ mindset, and enhance their learning gain  **Student Voice:** to enhance & clearly communicate the ways in which the student voice is heard and acted up | | **Teaching & Research**  **Research informed teaching:** all modules and courses to be informed by research and scholarship both from within and beyond UWL  **Pedagogic research:** to enhance cross institutional pedagogic research skills and its dissemination; enhancing teaching practice and the student experience.  **Pedagogy:** to develop a UWL pedagogy within a robust academic framework which puts students at the heart of their learning, is inclusive, recognises the value of extra and co-curricula learning and supports the development of employable, successful students with the skill sets demanded by employers  **Teaching Excellence:** through implementing processes and procedures that encourage personalisation of learning, encourage student’s engagement and enable the evidencing, promotion and celebration of teaching excellence.  **Personal tutoring:** To enhance the personal tutor system to ensure that no student is without support and to enhance retention and student success. | **Staff Development**  **Teaching Qualifications:** All staff involved in teaching to develop current & appropriate academic and teaching qualifications through PgCert, MA, Doctorate , UKPSF or apprenticeship programmes as appropriate.  **CPD:** To provide an extensive CPD programme to ensure the quality of our provision meets expected standards and that staff have the requisite skills to design and deliver innovative curricula as well as obtain further professional recognition and support student success.  **Transnational education:** To provide accessible opportunities for staff in partner institutions to engage in enhancing their professional practice through consultancy, collaboration, research and scholarship enhancing the experiences of our transnational students.  **Recognition and Reward:** To recognise excellent teaching through the institutional and national fellowship schemes and through appraisal and promotion processes. |
| **ENABLERS** | **Processes**  **Academic Framework:** the revised Academic Framework will ensure our provision is inclusive and supports the success of UWL students.  **Quality Assurance:** continuousreview of our processes will ensure that we are in line with the new Quality Code, that they are fit for purpose and support the design and delivery of innovative curricula  **Annual review:** the revisedprocesses will enable course and module teams to enhance their delivery contemporaneously and to reduce bureaucracy.  **Appraisal & Promotion:** Along with the new CPD Framework, will support and enable the continuing professional development of our staff  **REF:** the process will inform and support the pedagogic research forum activities  **CPD Framework:** Will ensure staff are focussed on the issues we need to tackle to ensure student success  **ADAM:** process of peer mentoring and coaching to enhance teaching practice and support promotion and progression  **Employer-engagement:** Will inform our approaches to course design both for apprenticeships and new curriculum models to meet the demand for a highly skilled workforce. | | **Policies**  **Assessment & Feedback policy:** mandates expected standardsand processes  **REF policy:** will inform the Pedagogic Research & Scholarship Community activities and mandate approaches to REF  **Research & Scholarship Strategy:** Identifies expectations in relation to scholarship & research  **UKPSF:** Will inform our academic staff development activities  **Apprenticeship standards:** Will inform the design of a range of new courses  **Environmental policy:** Guiding our approach to embedding sustainability and environmental thinking in our curricula and the design of our learning spaces  **Equality and Diversity Statement:** informing curriculum design and approaches to teaching & learning to fulfil the Universities commitment to Equality, Diversity and inclusivity. | **Resources**  **Staff:** workload allocation models will include responsibilities associated with the LTA Strategy  **Technology:** systems will need to be fit to support our ambitions with regards to recruiting and retaining students, and blended/online learning  **Learning spaces:** will be developed in consultation with students, professional and academic staff to ensure they support our ambitions for our pedagogy and curricula  **Learning resources**: Student support services and the physical resources designed to support learning to be regularly reviewed in relation to their currency and effectiveness particularly for students with protected characteristics. |
| **RISKS** | **Academic**  Failure to deliver a modern portfolio to meet employer and student demands impacts recruitment  Failure to meet standards required to achieve TEF gold because of ineffective QA processes or lack of appropriate staff development impacts student demand | **Reputational**  Failure to achieve aims of LTA strategy leads to decreased student satisfaction and consequent demotion in the league tables. | **Financial** | **Legal & Ethical**  Failure to ensure all our practices comply with legal and ethical requirements in respect of our students.  Failure to monitor co-curricular activity to ensure it complies with ‘Prevent’  Failure to ensure the accuracy of our information to student about the content and delivery of the curriculum including web, prospectus and MSGs. |
|  | | | | |