<u>Teaching Conference on 5th September</u>. Proposals for refing the strategy to address these comments were showcased at the same time. Key changes were:

- 1. Refocused strategic priorities
 - Explicit reference to inclusive learning and incorporating EDI and WP initiatives.
 - Making clear that microcredentials help widen access to learning; support lifelong learning ambitions and those who would otherwise have barriers to HE.
 - pedagogy across all modes, not just online.
- 2. Updated diagrams to provide greater clarity as to the alignment of the education strategy with the
- 3. Inclusion of outcomes/actions that

Education Strategy 2024-2027

Post Consultation Draft

| Context: Our Mission, Vision, Values and Strategic Themes |
|---|
| Our mission |
| |
| Our vision |
| |

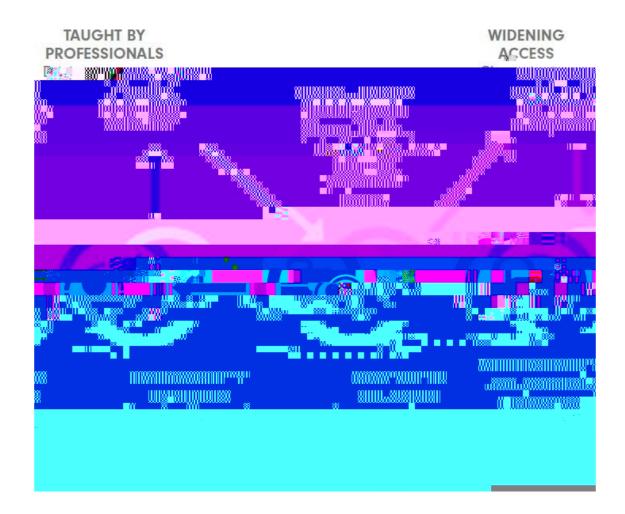
Our values

- Ø Professional: We act with integrity and take responsibility to deliver a high-quality service and education. We update our knowledge and practice to remain current with the changing needs of employers.
- Ø Student focused: Our students are at the heart of everything we do. We stand shoulder to shoulder with them, supporting their ambitions and ensuring they are

- o Embedding inclusive learning practices and Education for Sustainable Development (ESD)
- o Widening access to Lifelong Learning through development of a Microcredentials framework
- o Leveraging digital and artificial intelligence to tailor student learning and support engagement
- o Harnessing the impact of research informed teaching
- o Embedding core pedagogic principles across the institution as well as implementing a new online pedagogy
- Ø Identify key metrics for measuring the success of this Strategy

Pioneering Professional Education and World Leading Teaching Excellence

Our unique model of specialist education, means we have a number of key USPs:



Supporting Frameworks

There are several University frameworks, strategies and structures which are integral to the successful implementation of this Education Strategy. These are:

- Ø Our Learning, Teaching and Assessment Framework, incorporating our Core Design Principles and Universal Design for Inclusive Learning. These are further supported by the Monitoring of Inclusive Learning policy.
- Ø Our Digital Education Strategy which supports the integration of appropriate learning technologies to support student learning, teaching and assessment.
- Ø Our Educational Gains Framework that supports the development of learning, social and cognitive gains.

- Ø Our Widening Participation Strategy and Access and Participation Plan
- Ø EDI and Student Support and Success Plan 2022-2027
- Ø Working with employers and PSRBs to ensure the curriculum and the student experience aligns with set standards and requirements.
- Ø Provision of diverse and efficient physical and virtual learning resources and social environments to support both group and individual learning.
- Ø Maintenance of an inclusive culture, mutual respect and co-operation between staff and students.
- Ø Provision of clear and transparent guidance to students, our academic faculty and business professional teams as to their respective responsibilities for learning and teaching.
- Ø Development, implementation and evaluation of learning experiences, including the use of online and blended learning, to:
 - o widen access to learning;
 - o enhance student engagement; and
 - o promote deep learning.
- Ø Maximisation of

Our Values,

Strategic Priority Widening Access to Lifelong Learning through development of a Microcredentials Framework

Graduate Attribute Employability and Professional Development

Through our unparalleled commitment to professional education and our close working relationships with employers, together with our award-winning Employability service, we will continue to embed key employability and professional development values into our curriculum.

| Education | We will provide greater variety of assessment methods that are authentic to a professional/workplace environment, to optimise appropriate outcomes-based assessment. | |
|------------------------|--|--|
| | We will use assessment not only to measure achievement but also to promote student learning and contribute to student development by providing feedback and feedforward, enabling more self-reflective practice. | |
| Responsible | We will uphold our Employment Promise and we will expand and diversify our alumni network. | |
| Professional Education | We will work in partnership with employers to ensure our students are equipped with the transferable skills required of their profession. | |

Strategic Priority Harnessing the Impact of Research Informed Teaching

Graduate Attribute Academic and Research Literacy

We will provide students with guidance, encouragement and support during appropriately timed student-centred activities to ensure students practice how to achieve the learning outcomes at a level of competence appropriate to their programme.

We will ensure our students are able to conduct research in an efficient, ethical and sustainable manner to build rapport and trust with stakeholders.

We will support our staff through our Centre for Learning and Development, to ensure they are equipped to deliver highly effective and engaging classes to students through a tailored approach.

We

Strategic Priority Embedding Core Pedagogic Principles across the

Institution as well as implementing a New Online

Pedagogy

Graduate Attribute Lifelong Learning and Self Awareness

We will enhance the student experience by ensuring our students are able to develop knowledge and

Delivering our Strategic Priorities

As part of this Education Strategy, we have identified five strategic priorities which will be our focus for the 2024-2027 period. These Strategic Priorities will be delivered and monitored by the newly formed Education Committee, unless stated otherwise.

1. Embedding Inclusive Learning Practices and Education for Sustainable Development

Our first strategic priority under the Education Strategy is to embed inclusive learning practices and sustainability principles in response to the increasing global demand for more socially responsible and environmentally

2. Widening Access to Lifelong Learning through development of a Microcredentials Framework

In a rapidly changing job market, professionals need ongoing access to education and skills development. Many individuals, especially working professionals, face barriers to traditional higher education

Leveraging Digital and Artificial Intelligence to tailor

Harnessing the Impact of Research Informed Teaching

Research-informed teaching is essential to ensure students engage with cutting-edge knowledge and skills relevant to their fields. The University of Law seeks to enhance the integration of applied research into teaching to support deeper learning, critical thinking, and the development of research literacy among students.

The aim is to fully integrate research-informed teaching across all relevant programmes by 2027, ensuring that students engage with the latest research, methodologies, and critical thinking skills. We will work closely with the Research Committee to ensure our applied research supports, enhances and positively impacts the learning and teaching experience. We will further enhance this strategic priority by ensuring our students are able to articulate the impact of their research. This will allow us to work closely with our students to co-create, where appropriate, learning materials that draw on impact from our student research. As part of this, we will be encouraging our academic faculty to co-create research with our students.

| Timing | Success Criteria (Outcomes) | Actions (Activities / Outputs) |
|---------|--|---|
| 2024/25 | Increased awareness and application of research-informed teaching across academic programs. Improved student satisfaction (NSSscore, MQSand EOY survey) NSSQs 2, 3 and B15 (2). | Oreation of the Applied Research Community Showcase (ARCS) Site to showcase the research informed teaching activity taking place across the University Increased number of research seminars, workshops, and collaborative projects available to students. |

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2025/26

3. Embedding Core Pedagogic Principles across the Institution as well as implementing a New Online Pedagogy

A review of the

online pedagogy across 23/34, highlighted the need to explicitly articulate the core pedagogic