

**LEARNING, TEACHING**

**AND ACADEMIC**

**EXPERIENCE**

**SUB-STRATEGY**







# CONTENTS

- 1 - 4** Introduction
  - Context
  - Vision
- 5** Impact
  - Individual Students
  - Individual Staff
  - Institutional Environment
  - External Connections and Profile
- 6 - 8** Alignment to the University Strategy
- 9 - 11** Our objectives
  - Objective 1: Co-creation
  - Objective 2: Curriculum Framework
  - Objective 3: Teaching model
  - Objective 4: Career-led approach
  - Objective 5: Research approach
  - Objective 6: Staff development
- 12** Learning, Teaching and Academic Experience Strategy – Supporting Principles





## INTRODUCTION

The rapidly changing higher education landscape, the evolving and changing labour market, along with students' high expectations of their university experience present contemporary challenges. These challenges require a shared commitment and a bold approach to evolving, enhancing, and transforming learning, teaching and assessment to achieve educational excellence. High quality, equitable teaching experiences, with authentic learning and assessment opportunities are fundamental to engaging students in deep learning, to their success and in preparing them for further study and professional life in high level graduate roles beyond the University.

Shaping and delivering a unified, cohesive educational experience requires a cross-cutting approach and a robust university ecosystem. This Learning and Teaching Strategy articulates our ambitions in an integrated manner to address the four pillars of the University strategy: Education and Experience; People and Sustainability; Research Impact and Innovation; and Careers and Enterprise. The strategic aims and subsequent objectives focus on valuing the different perspectives our students bring to their education, empowering them to fulfil their personal and professional ambitions and adding value to the lives of all stakeholders in our educational community. The objectives do not seek to identify every single action which will be taken in relation to learning, teaching and academic experience through the lifetime of this strategy; rather they seek to provide a framework to guide and inform activity at university-level and within academic teams. They are framed in such a way as to allow development and contextualisation as the university's portfolio continues to evolve and embrace new subjects, UK and international partnerships and a broad range of professional and work-based education.

A set of supporting principles will guide and enable this strategy, which recognises the need to engage holistically with a broad range of stakeholders across the institution, across the Leeds City Region and internationally to achieve its ambitions. Enabling structures and measures of success to facilitate implementation and monitor progress are identified to ensure the education provided is of value and meets regulatory requirements. In recognition of the rapidly changing HE and labour market landscape, implementation of this strategy will be approached in 6-month 'sprints' to ensure our actions keep step with the external environment. We will work to ensure that the strategy connects with and supports the full spectrum of regulatory requirements, including OfS quality and standards conditions, Access and Participation Plan priorities and the Teaching Excellence Framework. The strategy will support the development and evidencing of a clear articulation of the benefit of engagement in higher education and Leeds Trinity's offer in terms of educational gain.

## CONTEXT

This sub-strategy has been shaped following the development of our three-phase teaching model during the pandemic. It was developed in the context of the impact technology has had on teaching during two years which have seen significant blocks of online learning. It seeks to draw good practice from this – both at Leeds Trinity University and in the sector, where the three-phase model is widely used – and utilise multi-modal pedagogy to foster connectivity and collaboration with active participation in the classroom as the core focus of our approach. The external regulatory environment was also at the forefront of consideration during the drafting and finalisation of the sub-strategy, with the following noted as being of particular importance:

- The consultation around regulatory baselines which specify university performance above a certain level with regard to progression, completion and highly-skilled graduate outcomes.
- The new Teaching Excellence Framework which emphasises student experience and educational gain and which gives greater weight to provider submissions.
- The renewed Access and Participation Plan focus shifts emphasis to outcomes and requires high levels of evaluation.

The sub-strategy was also written at a notable moment in Leeds Trinity's development, with the approval of three business cases by the Board of Governors to drive portfolio change with expansion into Nursing, Physiotherapy, Biomedical Science and Construction and Built Environment, along with the development of a city centre site. These developments will expand the way the university works with professional bodies, will drive and realise the career-led focus set out in the strategic plan and shape the academic experience of our students. This strategy must support a dynamic and engaging multi-modal learning environment, pedagogic practice and support associated innovation as well as playing a role in unifying student experience across two sites and with collaborative partners.

It offers the following opportunities:

- To embed and enhance digitally-enabled, multi-modal pedagogy to foster connectivity, collaboration and content creation.
- To foster new ways of working with our students and to embed co-creation at the heart of everything we do.
- To bring to life our mission, vision and values through the development of a curriculum framework for social justice.
- To shape and deliver educational journeys which are career-led, supported by embedded employer content and showcased through our career-passport.
- To embed approaches to research-informed teaching and support the development of pedagogic research.
- To develop a reflective, evaluative learning and teaching environment which develops a rich evidence base to support the development of our own practice and both the Teaching Excellence Framework and our Access and Participation Plan.

In moving forward with this sub-strategy, we need to consider the following challenges:

- Embarking on an ambitious strategy at a time when we are dealing with learning loss and loss of social interaction caused by the pandemic.
- The need to deliver on performance metrics and regulatory requirements.
- Evolving technology platforms and the implications for practice.
- Contextualisation to discipline alongside a growing place for transdisciplinary working.

## VISION

The strategy aims to transform the way we work co-creatively with students, how we connect them and our learning and teaching with the outside world and societal issues and support all our learners on a personalised, values-based and career-led journey through their studies.



# IMPACT

## Individual students

- Students engaged in active, participatory learning, with a clear understanding of the value of learning, support and progression through their educational journey.
- Students understand their role as active citizens and engage with community and sector issues through the Curriculum Framework for Social Justice.
- Students have a clear understanding of the development of and application of knowledge and attributes.
- Career development articulated through Career Passport.
- Placement and work-based learning pathway open to individual negotiation and personalisation.
- Wrap-around support through academic progress tutoring, student success team and well-being services.

**Relevant KPIs:** Progression, student satisfaction, including NSS, awarding data, awarding gaps; engagement with Career Passport, Graduate Outcomes, impact of Curriculum Framework for Social Justice evidenced through Programme Annual Review process.

## Individual staff

- Clarity of career journey through academic pathways.
- Opportunity to progress through research, learning and teaching or professional practice pathways.
- PGCHE for new staff.
- Support through accredited Fellowship scheme.

- Access to support, development and space for innovation through Centre for Excellence in Learning and Teaching.
- Engagement with strategy and performance through Performing and Developing objectives.

**Relevant KPIs:** Employee satisfaction score, PGCHE completions, Fellowship completions, use of internal progression and promotion rounds, pedagogic research outputs.

## Institutional environment

- Full engagement with peer review of teaching process.
- Wide range of staff involved in supporting the PGCHE.
- Wide range of staff involved in sharing practice through learning and teaching development events and through case studies, blogs and videos.
- Clear support for staff to engage with pedagogic research and scholarship of teaching and learning and share this at institutional and sector conferences.
- Wide range of staff actively involved in projects to provide evidence to support Access and Participation Plan and Teaching Excellence Framework.
- Approaches, achievements and institutional evidence-base communicated through external-facing web pages.
- Clear connectivity with local, regional and national agendas and involvement in sector developments and research.

**Relevant KPIs:** Peer Review of Teaching data, staff participation in PGCHE contributions, staff participation in learning and teaching events, pedagogic research projects approved through ethics process, pedagogic research outputs, contribution to TEF and APP.

## External connections and profile

- Employer content embedded in all programmes.
- Active Employer Advisory Boards for all subject areas with clear evidence of use of feedback to inform course delivery and developments.
- Presentations at sector events and conference.
- Pedagogic practice and research profiled through publications.
- Contributions to sector projects and consultations.
- Active connectivity with local, regional and national agendas and involvement in core regional and sector agenda projects and issues.

**Relevant KPIs:** Employer engagement (content and Advisory Boards) evidenced through Programme Annual review process, presentations and publications recorded through PURE; development of apprenticeship programmes; development of employer partnerships.

# ALIGNMENT TO THE UNIVERSITY STRATEGY

The following table sets out five cross-cutting strategic aims for this sub-strategy, aligned to the pillars of the strategic plan. These strategic aims are supported by six objectives and six underpinning principles. Key stakeholders and enablers are identified.

Education and Experience	People and Sustainability	Research, Impact and Innovation	Careers and Enterprise
<p><b>Strategic Aim 1</b> Every student experiences excellence in education, shaped around co-creation, social justice, active participation, real-world approaches, digital pedagogies and multi-modalities, global outlook and research informed teaching.</p>	<p><b>Strategic Aim 2</b> Sustainability is embedded in the curriculum, our practice and behaviours, fostering and prioritising a considerate approach to communities the environment, personal growth, mental and physical well- being.</p>	<p><b>Strategic Aim 3</b> Our research-informed curricula bring together academic research and teaching, creating a culture of pedagogical inquiry and innovation and an environment in which our students employ and value the importance of evidence and research in practice.</p>	<p><b>Strategic Aim 4</b> Our career-led approach engages students in applied, current real-world curricula and assessments which establishes the skills and knowledge for a flexible career portfolio.</p>
<p><b>Strategic Aim 5</b> Our approach to career-led education will engage students with changing and emerging labour market trends, the need for flexibility and adaptability, the increasingly powerful place of digital tools and technology and the rich opportunities for employment, study and community impact in the Leeds City Region.</p>			
<p><b>Stakeholders, enabling infrastructure and services</b></p>			
<p>We will work with all stakeholder groups – students, staff, employers and professional bodies – to provide excellence in experience and outcomes, demonstrated through our performance in key metrics and delivering on regulatory requirements, including OfS specified baselines, Teaching Excellence Framework and Access and Participation Plan. This enabling infrastructure includes:</p> <ul style="list-style-type: none"> <li>• Centre for Excellence in Learning and Teaching</li> <li>• Graduate Outcomes and Enterprise Directorate</li> <li>• Employer Advisory Boards</li> <li>• Staff development and Advance HE Fellowships</li> <li>• Faculties and Schools</li> <li>• Data intelligence to inform all activities</li> <li>• Student Support and Engagement infrastructure</li> <li>• Academic Quality Office and associated quality structure</li> <li>• IT Infrastructure</li> <li>• Library and Learning Resources</li> </ul>			



# PERFORMANCE MEASURES

The progress of the strategy will be formally reviewed periodically and will be measured against our intended outcomes as detailed below.

Strategic ambition/goal	Intended Outcome
<p>Every student experiences excellence in education, shaped around co-creation, social justice, active participation, real-world approaches, digital pedagogies and multi-modalities, global outlook and research informed teaching</p>	<p>Improved student satisfaction</p> <p>Improved progression</p> <p>Co-creation embedded in every programme</p> <p>Curriculum Framework for Social Justice supports engagement with real-world and societal issue, community and global focus</p> <p>All programmes develop and actively embed and utilise multi-modal learning and digital pedagogies</p>
<p>Sustainability is embedded in the curriculum, our practice and behaviours, fostering and prioritising a considerate approach to communities the environment, personal growth, mental and physical well-being</p>	<p>Curriculum Framework for Social Justice supports engagement with real-world and societal issues, community and global focus</p>
<p>Our research-informed curricula bring together academic research and teaching, creating a culture of pedagogical inquiry and innovation and an environment in which our students employ and value the importance of evidence and research in practice</p>	<p>All teams have pedagogical inquiry and scholarship of teaching and learning embedded to support their practice</p> <p>Our approach to research-informed teaching is clearly communicated to students and students are actively engaged with these approaches</p> <p>We will extend our approach to research-based learning to ensure opportunities are available in each programme</p>
<p>Our career-led approach engages students in applied, current real-world curricula and assessments which establishes the skills and knowledge for a flexible career portfolio.</p>	<p>Graduate Outcomes – highly skilled</p> <p>Active Employer Advisory Board running in every subject area</p> <p>Employer content embedded in all programmes</p> <p>All students engaged with Career Passport</p> <p>Career registration used for all students</p>
<p>Our approach to career-led education will engage students with changing and emerging labour market trends, the need for flexibility and adaptability, the increasingly powerful place of digital tools and technology and the rich opportunities for employment, study and community impact in the Leeds City Region</p>	<p>Refreshed and enhanced approach to placement module content which evidences strong engagement with Leeds City Region opportunities and impact of digital</p>

# OUR OBJECTIVES



## Objective 1: Co-creation

Student co-creation will be at the heart of all our development, delivery and reflection, shifting the emphasis of provision for student to provision with students, and cementing our 'name, not a number' ethos throughout our work. We will also involve employer, professional and partners in co-creation.

*This will include:*

- 1.1 Recognising our students as individuals and giving them agency, choice and support to personalise their academic journey.
- 1.2 Engaging students in co-creative approaches around curriculum design, content, assessments, academic support, co-curricular events and policy development.
- 1.3 Providing continuous opportunities for our students to discuss their university-experience with staff.
- 1.4 Providing clear, transparent and timely process for collecting and analysing student views and closing the feedback loop with students will be embedded throughout the university. It will address the needs of the diverse nature of our student body.
- 1.5 Strengthening student voice through the governance structure and quality enhancement processes.
- 1.6 Engaging with employers, professional bodies and third sector organisations in co-creation to support our educational approach.

## Objective 2: Curriculum Framework

We will develop an anti-discriminatory curriculum framework for social justice to embed key approaches, including race equity, inclusion, globalisation, citizenship and sustainability.

*This will include:*

- 2.1 Using the framework when developing new programmes, reviewing current programmes and considering modifications to ensure we meet our commitment to social justice and provide an appealing, career-led portfolio to support institutional growth ambitions.
- 2.2 Embedding non-deficit, anti-discriminatory, approaches to student progress and success.
- 2.3 Redesigning our approach to personal tutoring to support students and staff in a non-deficit model which enhances student success, focusing on individual academic progress, personal and professional development.
- 2.4 Forging and supporting engagement with Responsible Futures and United Nations Sustainable Development Goals (UNSDG) and embedding the UNSDG through the curriculum framework.
- 2.5 Supporting transdisciplinary project-based approaches to learning and teaching to support students in working beyond discipline boundaries and in understanding the development and application of transferrable skills.
- 2.6 Ensuring that our academic provision and overall student academic experience connects all our learners to the outside world, supporting them to develop professional and work-based networks, helping them to understand their role and impact as active citizens.
- 2.7 Helping students to recognise the benefits of global engagement through a rich and broad student mobility offer and virtual international experiences.



# OUR OBJECTIVES



## Objective 3: Teaching model

Our three-phase teaching model will ensure the thoughtful integration of in-person teaching with digital learning materials and activities to challenge and inspire students in their knowledge and skills development.

*This will include:*

- 3.1** Shaping our three-phase teaching model around inquiry-led active participation and real-world approaches and utilising multi modal learning, digital pedagogy, digital tools and platforms to provide accessible, engaging and developmental teaching materials.
- 3.2** Ensuring our approach to assessment is authentic, creative and open. It will support students in understanding how knowledge and skills are applied to real-world scenarios, utilise a range of formats, and permit student negotiation and choice. We will provide an equitable and innovative assessment portfolio with co-production, negotiation and choice.
- 3.3** Designing student academic experience and approaches to learning, teaching and assessment at the level of the programme to ensure full engagement across the curriculum, connectivity across modules and robust approaches to ensure programme outcomes are met.
- 3.4** Co-creating effective digital and physical learning spaces which support innovative pedagogical approaches and environments through the opportunities offered by digital technology.
- 3.5** Supporting students and staff in understanding the importance of digital skills, their level of proficiency and provide developmental pathways for all to enhance their skills.
- 3.6** Adopting a four-phase model to enhancement: Embed, Develop, Innovate and Reflect to ensure continuous improvement, to evolve pedagogy and to support new initiatives.

## Objective 4: Career-led approach

We will enhance student academic experience and our profile locally, nationally and internationally through career-led and connected approaches with industry, developing programmes with applied real-world learning, enterprise and entrepreneurship. This work will support achievement of highly skilled outcomes for our students and support the university in excelling against its regulatory requirements.

*This will include:*

- 4.1** Embedding core graduate attributes across our curriculum and making clear how they are developed through programmes, modules and assessment.
- 4.2** Encouraging and supporting reflection to enable students to articulate the transferability of learning across programme and co-curricular activities.
- 4.3** Providing a Career Passport scheme for all our students, providing them with a rich evidence-base to draw on when applying for highly skilled work or further study.
- 4.4** Establishing Industrial Advisory Boards for every subject area and embedding employer delivery and assessment.
- 4.5** Providing sector-informed / supported placement or work-based projects at every level of undergraduate study.
- 4.6** Providing a framework to support students in business and social enterprise activities, including embedded enterprise and entrepreneurship content for all and additional activity for those who wish to follow a start-up approach as their graduate pathway.

# OUR OBJECTIVES



## Objective 5: Research approach

We will embed research into the curriculum, to enhance both disciplinary knowledge and pedagogy, ensuring students benefit from staff research expertise.

*This will include:*

- 5.1 Embedding four approaches to research-informed teaching:
  - **Research-led** – where students are taught research findings in their field of study;
  - **Research-oriented** – where students learn research processes and methodologies;
  - **Research-tutored** – where students learn through critique and discussion between themselves and staff;
  - **Research-based** – where students learn as researchers, will be used across our academic programmes.
- 5.2 Providing a framework to engage staff in the reflection, planning and evaluation which underpins action research and pedagogic research.
- 5.3 Encouraging co-created applied research opportunities, with a focus on real-world research projects.
- 5.4 Supporting collaborative and cross-disciplinary approaches to pedagogic innovation.
- 5.5 Participating in institutional and sector events and seeking opportunities to apply for external funding to enhance collaborative pedagogic research opportunities and demonstrate the sector-leading work of our staff and students.
- 5.6 Planning and working collaboratively to develop a clear plan for pedagogic contributions to the next REF and contributing to institutional RKE targets through publication and funding bids.

## Objective 6: Staff development

We will support our staff in their practice and career development to ensure a whole-institution approach to continuous enhancement around learning, teaching and academic experience.

*This will include:*

- 6.1 Our Centre for Excellence in Learning and Teaching establishing itself as a sector leader in supporting pedagogic practice, multi modal learning, digital capabilities, equity and inclusion, professional development and impact on student experience and outcomes.
- 6.2 Valuing, rewarding and celebrating innovation, excellence and evolution in academic practice.
- 6.3 Our Postgraduate Certificate in Higher Education providing the foundations for teaching excellence, academic development for staff who are new to higher education.
- 6.4 Our Advance-HE approved CPD framework engaging staff the UK Professional Standards Framework and progression through relevant levels of HEA Fellowship.
- 6.5 Engaging staff in other award and recognition opportunities, including NTFS, CATE and other national award schemes to raise the profile of teaching excellence.
- 6.6 Utilising our Academic Development Pathways to support staff to progress, encourage them to contribute to wider university initiatives and focus on their broader career development.
- 6.7 Developing and broadening our approach to professional education by engaging academic teams in the development of external CPD provision.



## LEARNING, TEACHING AND ACADEMIC

### EXPERIENCE STRATEGY -

### SUPPORTING PRINCIPLES



The following principles will guide and enable the work to deliver the objectives set out in this strategy:

**Experience and enhancement focused:** All work which is developed and delivered as part of this sub-strategy will be cognisant of the place of, and impact of, learning and teaching in the overall student experience and will support a culture of continuous enhancement.

**Evidence-informed:** Our approach to developing pedagogic practice and enhancement initiatives will be evidence-informed. We will provide space and frameworks for reflection, experimentation, evaluation and pedagogic research, allowing our staff and students to be involved in a dialogue about practice, the interrogation of enhancement approaches and the generation of evidence to further inform the academy.

**Data informed:** Our approach to learning, teaching and enhancement will be data informed. We will use data to identify where we need to improve student experience and outcomes, to inform enhancement activities and address regulatory requirements.

**Stakeholder engagement:** This sub-strategy recognises the role of students, staff, alumni, employers and other external and professional bodies in developing learning, teaching, student experience and enhancement initiatives and will seek to engage stakeholders across its life cycle.

**Whole institution approach:** This sub-strategy recognises that learning, teaching and enhancement are not discreet or exclusively academic activities. Delivering the objectives in this sub-strategy will require utilising and nurturing an institutional eco-system across every service in Leeds Trinity to deliver excellence in practice, experience, and outcomes.

**Scaffolded support:** Our approach to learning, teaching and academic experience seeks to develop curiosity, courage, confidence, and aspiration in all our students and recognise the importance of student well-being. It recognises the need to address expectations and provide support appropriate to both the individual and their level of study. This means that across all of our provision, including UK and international partnerships and work-based learning:

- At Foundation Year and Level 4, we engage students with what being at university means, provide transitional support to higher education, support the development of self-awareness and persistence, engage them with their programme and shine a light on the broad workplace and development opportunities open to graduates.
- At Level 5, we work to promote confidence in the application of knowledge and skills and develop a focus on deeper and more specialist knowledge and skills, supporting students to begin to shape their pathway towards graduation.
- At Level 6, our strategy supports students to show independence and innovation through the development of major academic and workplace projects and hone intellectual, personal and professional skills ready to make a contribution in the field of their choice, enter further study or highly skilled employment.
- At postgraduate level and through work-based learning programmes, we work to build, apply and exchange knowledge, expertise and skills in a range of specialist fields.



**LEEDS TRINITY  
UNIVERSITY**

Horsforth  
Leeds  
LS18 5HD

+44 (0) 113 283 7100

[leadstrinity.ac.uk](http://leadstrinity.ac.uk)