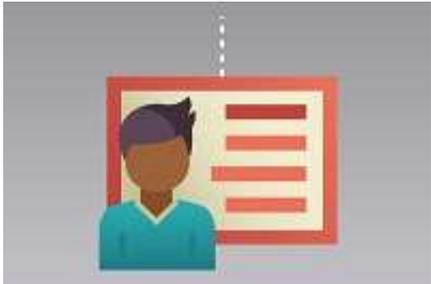
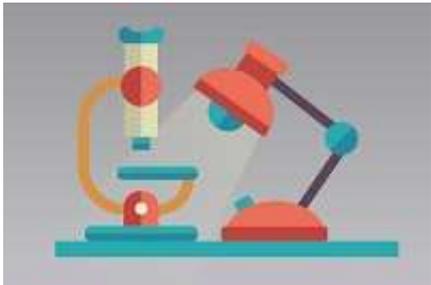


## Learning and Teaching Enhancement Strategy Values

Value	Ethos
<p><b>Learning for employment</b></p> 	<p>We will engage our students in learning activities and experiences that reflect and replicate how they will work and collaborate in the vocation, profession, or field they are preparing for. As a student progresses through their chosen unit, module or programme, they will engage in activities that will help them to further transition into the working environment.</p>
<p><b>Learner choice and personalisation</b></p> 	<p>Students will be engaged in helping to shape and create their learning through choice and negotiation relating to the individual and collaborative activities that they undertake. Wherever possible this should extend to what students focus on and produce for their assessed work.</p>
<p><b>Providing a connected learning experience</b></p> 	<p>We will create opportunities within and through the curriculum for students to engage and learn with peers inside and across cohorts, to engage with the professional and scholarly communities to which they belong or will come to join, and to engage within wider learning communities locally and beyond.</p>
<p><b>Evidence-based educational practice</b></p> 	<p>Our approaches to learning, teaching and assessment will be informed by existing scholarship and research relating to effective educational practice, through feedback received from our students and evidence relating to their engagement and success, and through staff undertaking their own educational scholarship and research.</p>

## Learning and Teaching Enhancement Strategy Values

Value	Ethos
<p><b>Engaging our students as researchers</b></p> 	<p>We will engage students in research-based activities appropriate to their subject and level of study, including discovery and enquiry based learning. Research-based learning and teaching will become more prominent as students progress throughout levels of study, with an increasing focus on students undertaking research projects that have value for groups, communities and contexts beyond the university.</p>
<p><b>Assessment and feedback for learning</b></p> 	<p>Assessment practice will be rich and varied, and place an emphasis on students undertaking forms of assessment that present relevant learning opportunities. Formative assessment and feedback should allow students to reflect upon and refine their work, with feed forward opportunities supporting students in making decisions in how they progress within their studies.</p>
<p><b>Active and creative use of technology</b></p> 	<p>Will be embedded throughout learning and teaching to support active individual and collaborative learning, including allowing students to have meaningful and connected learning experiences regardless of their location or how their curriculum is delivered. This will incorporate co-creative approaches to learning within which students use technology to create and share digital resources, and to develop their digital literacies.</p>
<p><b>Integrated and sustainable teaching practice</b></p> 	<p>More integrated and sustainable approaches to learning, teaching and assessment will be enabled through practices including: designing assessments that bring together work from related units and modules; using blended approaches to engage students prior to and between face-to-face classroom or online sessions; and repurposing relevant content and resources.</p>

## Learning and Teaching Enhancement Strategy Values

Value	Ethos
<p><b>Harnessing open education approaches</b></p> 	<p>Developing online and other open education practices and approaches to support and enhance learning and teaching, to use, create and share open educational resources, and to widen access to education including within our local communities.</p>
<p><b>Supporting the learner as an individual</b></p> 	<p>Our learning, teaching and assessment practices will ensure that all students have the opportunities and support they require to succeed, and that diverse and individual student needs are met through inclusive approaches to curriculum design and delivery, and contextualised personal and professional development.</p>
<p><b>Reflective practice and continuous improvement</b></p> 	<p>At individual, team, departmental and institutional level we will review the effectiveness of our teaching practices, reflect on the potential for improvement and actively plan for a better educational experience for current and future students.</p>
<p><b>Supporting professional development in learning and teaching</b></p> 	<p>We will provide a range of opportunities for our educators to engage in relevant professional development activities that are focused on enhancing and sharing effective learning and teaching practice, and which are open to all colleagues who directly support student learning.</p>