

# Learning, Teaching, & Student Experience Strategy 2020-2026

## Our Vision

To create an inclusive learning culture and transformative university experience that empowers our students to realise their ambitions and make a positive difference to the world.

## Our Objectives

We will realise our vision for learning and teaching through the achievement of three key objectives:

### 1. Inclusive Curriculum

- Establish programme-level curricula that adhere to the principles of Universal Design for Learning.
- Expand research-led and research-engaged learning.
- Embed academic, technical, professional, and life skills through applied learning, scholarship, and enterprise education.

### 2. Inclusive Experiences

- Define and map the core elements of the Bradford student journey to ensure equality of access and flexibility of support for all students
- Provide an integrated digital experience
- Connect formal and informal learning activities and environments to promote career development education and support the ethos of achieving 'more than a degree'.

### 3. Inclusive Community

- Develop, recognise, and reward staff development and teaching excellence.
- Establish students as partners and co-creators in their learning and broader university experience.
- Recognise mutual interest, share resources, and work towards common aspirations.

We are committed to being an inclusive University which recognises the value and power of diversity in generating change and shaping the future. We have a sustained history of supporting students from diverse backgrounds to become successful graduates who go on to make a real difference to the world around them. We must continue to build on and strengthen our and learning experiences that transform the lives of our students and our communities. Excellence in learning and teaching is key to this. This strategy, based around three 'pillars of inclusivity', will enable staff and students to work together to create a dynamic university culture which nurtures talent, inspires success, and cares for our individual and collective wellbeing.

Inclusive Learning Culture		
Inclusive Curriculum	Inclusive Experiences	Inclusive Community
1. Establish programme-level curricula that adhere to the principles of Universal Design for Learning. 2. Expand research-led and research-engaged learning 3. Embed academic, technical, professional, and life skills through applied learning, scholarship, and enterprise education.	1. Define and map the core elements of the Bradford student journey to ensure equality of access and flexibility of support for all students 2. Provide an integrated digital experience 3. Connect formal and informal learning activities and environments to promote career development education and support the ethos of achieving 'more than a degree.'	1. Develop, recognise, and reward staff development and teaching excellence. 2. Establish students as partners and co-creators in their learning and broader university experience. 3. Recognise mutual interest, share resources, and work towards common aspirations.
Performance	Place	People

## Diagram



## Our Strategic Enablers

The following will be the key enablers in the achievement of our strategic learning and teaching objectives

<p><b>Curriculum Architecture</b> Develop and implement a baseline curriculum standards framework and associated processes to support a model of programme development, learning design, and assessment practice that deliver programme-focused learning experiences for all students.</p>	<p><b>Assessment Regulations</b> Utilise the affordances of the development and implementation of new assessment regulations to enhance the assessment literacy of students and staff.</p>	<p><b>Quality Monitoring and Enhancement Framework</b> Develop and approve a holistic quality standards framework, associated protocols, processes, and systems to support effective, efficient, and data-led oversight over the monitoring and enhancement of the portfolio.</p>
<p><b>Student Support &amp; Success Strategy</b> Develop a student success strategy that delivers effective support for learning to encourage high rates of student retention, progression, and achievement. This will ensure that personal learning support needs are understood and met across the entirety of the student journey, including transition into, through, and out of their programme study,</p>	<p><b>Digital Strategy</b> Develop and implement a strategic approach to the advancement of technology-enhanced learning, digital capability, and student-focused IT solutions. This will encompass both the procurement and management of and resources to support student learning and the design and integration of technology-enabled solutions into the student experience.</p>	<p><b>Learning Environment Plan</b> Maintain and maximise physical, virtual, and social learning spaces to promote active, collaborative and transformational educational experiences. Design flexible learning environments and resources that promote inspirational, research-engaged, and inclusive learning and teaching practices.</p>
<p><b>Staff Development and Scholarship Scheme (Bradford:Fellowships)</b> Embed continuous professional development and career development through the Bradford:Fellowships Scheme and promote the internal and external recognition of excellence in learning and teaching practice. Enhance the learning and teaching reputation of the University through high-quality discipline-specific and pedagogic research, publication, and dissemination.</p>	<p><b>Community and Industry Engagement</b> Collaborate with community and industry partners and offer formal, informal, and co-curricular learning experiences that support our students' capacity to be locally and globally connected, responsible citizens, and able to realise their aspirations in a rapidly changing world.</p>	<p><b>Decolonisation Project</b> Develop a toolkit of resources to support staff and students to develop our understanding of what decolonising means for the University of Bradford in the contexts of its curriculum and broader student experience. Collect, curate, and share stories and experiences that support understanding of how decolonisation might translate into learning opportunities, professional practice, and every day lived experience.</p>

## Our Key Objectives

Inclusive Curriculum	Inclusive Experiences	Inclusive Community
<p><b>Establish programme-level curricula that adhere to the principles of Universal Design for Learning.</b></p>	<p><b>Define and map the core elements of the Bradford student journey to ensure equality of access and flexibility of support for all students</b></p>	<p><b>Develop, recognise, and reward staff development and teaching excellence.</b></p>
<p>We aim to make learning accessible to all of our students regardless of starting point or individual circumstance. By developing a programme-based approach to curriculum design and delivery, we will improve the coherence and quality of the learning journey and provide all students with the opportunity to succeed. We will embed the principles of Universal Design for Learning into our curriculum and ensure that inclusivity, flexibility, and choice for staff and students is at the heart of our approach.</p>	<p>We aim to develop comprehensive student journey maps for all principal student constituencies (undergraduates, postgraduates, and international students) to inform the enhancement of the 'total university experience' and assist students in navigating their individual pathways through that experience. This will encompass on- and off-curricular activities, engagement with academic and non-academic experiences, admirative and support services, as well as the development of communication strategies for improving student engagement.</p>	<p>We aim to develop, recognise, and reward teaching excellence and innovation by providing scaffolded pathways for continuous development that align with external and internal accreditations, awards, and promotions criteria. Through Bradford:Fellowships, our whole-career CPD scheme, staff will have opportunities to engage with a variety of courses, activities, and events designed to both promote and value exceptional teaching practice in all its forms. To achieve this, we will work with UBU to ensure that the student voice is a key part in recognising teaching excellence.</p>
<p><b>Expand research-led and research-engaged learning</b></p>	<p><b>Provide an integrated digital experience</b></p>	<p><b>Establish students as partners and co-creators in their learning and broader university experience.</b></p>
<p>We aim to develop and embed pedagogic practices that support the principles of student-as-producer of knowledge as well as promote models of active, collaborative, co-operative learning. Our students will actively participate in the processes of knowledge acquisition and creation through research-enriched teaching and research-engaged learning. The classroom will become a site of and for research where staff and students collaborate to produce, critique, and disseminate new ideas.</p>	<p>We aim to develop high-level digital and information literacies in our students and staff by providing physical spaces and online environments that create an integrated student learning experience. We will use digital technologies to promote flexible pedagogies and support multiple modes of student and staff engagement. In traversing digital and physical spaces as seamlessly as possible, the learning experience will enable students to act confidently in the digital age.</p>	<p>We aim to engage students as partners in designing and enhancing their university experience. These partnerships will value and leverage the diverse backgrounds, experiences, and capabilities of our student body to facilitate the co-creation of learning opportunities and enrichment of the student experience.</p>
<p><b>Embed academic, technical, professional, and life skills through applied learning, scholarship, and enterprise education.</b></p>	<p><b>Connect formal and informal learning activities and environments to promote career development education and support the ethos of achieving 'more than a degree'.</b></p>	<p><b>Recognise mutual interest, share resources, and work towards common aspirations.</b></p>
<p>We aim to empower students to be successful in their personal lives and professional pursuits by providing integrated curricular and co-curricular learning experiences that promote their holistic development as active, enterprising citizens who contribute to the economy and their community.</p>	<p>We aim to provide curricular and co-curricular opportunities for students to engage in meaningful career-focused learning that is subject-specific, enterprise-led, and personalised. Working in partnership with local, national, and international employers/agencies, we will expand the number and type of placement/internship opportunities for our students to engage in work-related and work-based learning.</p>	<p>We aim to ensure that our ambitions for learning, teaching and the student experience align with other major institutional strategies, plans, frameworks, and policies. We will work in partnership with our students to define common goals and seek ways of achieving them. Additionally, we will design and implement processes and procedures that will reduce duplication of effort and explore opportunities for more effective resource sharing.</p>

## Implementation Measures

### INCLUSIVE CURRICULUM

#### **Establish Programme-Level curricular that adhere to the principles of Universal Design for Learning (UDL)**

1. We will revise policies, processes, and data specifications to produce a model of curriculum design/approval/development and portfolio monitoring that is data-informed, encourages continual enhancement, and promotes innovation in learning and teaching (i.e. programme-centric design, the use of active and collaborative learning, research-engaged L&T). This will include the development of a 'Curriculum Architecture Scorecard' to structure the design and approval process and 'measure inclusivity'.
2. We will revise our graduate attributes / capabilities statement.
3. We will work with HR to formalise statements that set out the responsibilities for Associate Deans (L&T) Programme Leaders, and Module Leaders.

#### **Expand research-led and research-engaged Learning**

1. We will embed the principle of student-as-producer into the core curriculum of all taught awards and establish an institution-wide culture of research-engaged learning. This will include highlighting 'student as expert' as an essential component of all programmes.
2. We will provide opportunities and incentives for students to engage with the University's Student-as-Researcher projects.

#### **Embed academic, technical, professional, and life skills through applied learning, scholarship, and enterprise education.**

1. In partnership with Student Success and the Library, we will embed a 'minimum skills offer' into the core curriculum of each taught programme.
2. We will increase the number and range of internship opportunities for undergraduates. By 2025, all undergraduate students will have the opportunity to undertake internships.
3. In partnership with Alumni and Careers, we will devise and establish a baseline for the defining and evaluating 'employability' beyond the GOS and LEO surveys.
4. We will develop mechanisms to engage industry advisers/Boards and/or community groups to participate in programme development and review cycles.
5. We will embed the knowledge, skills and attributes associated with employability, entrepreneurship, and enterprise awareness, in all undergraduate programmes.

### INCLUSIVE EXPERIENCES

#### **Define and map the core elements of the Bradford student journey to ensure equality of access and flexibility of support for all students**

1. We will align student journey mapping activities to inform best practices in academic, administrative, and support services
2. We will develop the student portal to ensure it offers a seamless integration of physical and digital spaces, services, and opportunities.
3. We will enhance our one-stop-shop approach to student support including physical and online locations, faculties, the Library student services

#### **Provide an integrated digital experience**

1. We will develop a long-term digital road map for the introduction of technologies and spaces that:
  - enable collaboration, active participation, and connection
  - promote blended learning across the curriculum

- embrace the principles of universal design for learning
2. We will identify strategic opportunities for the development of distance learning programmes and the delivery of online-only modules / short courses
  3. We will develop and implement an integrated data and learning analytics approach to student support and success.

**Connect formal and informal learning activities and environments to promote career development education and support the ethos of achieving ‘more than a degree’.**

1. We will identify and engage industry/business advisers, community group, charities and other key external agents/bodies to participate in programme development, design, approval, review and delivery
2. We will embed notions of enterprise education, employability, and entrepreneurship into all curricula.
3. We will expand the number of co- and extra-curricula opportunities available to students and explore ways of formally recognising/accrediting these either through a programme of studies or to complement it.

## **INCLUSIVE COMMUNITY**

**Develop, recognise, and reward staff development and teaching excellence.**

1. We will continue to roll out the Bradford:Fellowship scheme to offer professional learning and development opportunities and support staff seek recognition and reward for their expertise in learning and teaching
2. We will expand the Pedagogic Research Group to engage in and disseminate the scholarship of learning and teaching.
3. We will relaunch the annual Learning and Teaching Conference to promote innovation, share knowledge, and help us achieve our strategic ambitions

**Establish students as partners and co-creators in their learning and broader university experience.**

1. We will engage students in developing and personalising their own learning experience, developing the confidence, knowledge, and skills required to realise their ambitions.
2. We will review the system of student representation to ensure that we know and value our students and we are able to develop programmes, offer experiences, and provide opportunities that respond to their needs.
3. We will work with our students to develop and implement a new model of evaluating the quality of the Bradford student journey, seek feedback on teaching and assessment practices, and explore mechanisms to ensure that the student voice is heard in all key decisions.

**Recognise mutual interest, share resources, and work towards common aspirations.**

1. We will identify core or common areas (for example, research methodologies) that might be aligned and /or may benefit from the development of shared resources to support staff and students
2. We will identify and offer projects where students and staff from different disciplines can collaborate to provide solutions to local problems
3. We will review key administrative processes to ensure that they effectively support the provision of high-quality learning and teaching.
4. We will develop a toolkit of resources to support staff and students to develop our understanding of what decolonising means for the University of Bradford in the contexts of its curriculum and broader student experience.