

**Learning, Teaching  
and Enhancement  
Strategy  
2015-2022**

**Delivering  
transformative  
education**

**‘This strategic area  
requires us to ensure  
that all our students can  
reach their full potential.  
It requires us to work in  
partnership with them  
to develop and deliver  
an education that is  
responsive, responsible,  
imaginative and  
inspirational.’**

**UAL Strategy  
2015-2022**



# LEARNING TEACHING AND ENHANCEMENT STRATEGY

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This strategy sets out UAL's ambition in relation to learning, teaching and enhancement. The production of this strategy has been supported by staff and students working across the constituent colleges of UAL.

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## Context

The university recognises that exceptional teaching is at the heart of our ambition to be internationally renowned as a leading institution for creative arts education. At UAL students' learning will be developed and enhanced by exceptional creative teaching, enriched by research, industry and scholarship.

This strategy applies to all teaching at UAL from Foundation Diploma to Research Degrees and it acknowledges differences in approaches in levels and disciplines.

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## Enhancement

This strategy reflects the university's commitment to the strategic leadership of enhancement. Reporting directly to the Academic Board, the Learning, Teaching and Enhancement Committee (and its college level equivalents) is a key driver for the delivery of this strategy.

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## Reclaiming teaching

For some years at UAL, there has been (appropriately) a concentrated focus on students, the student experience and learning. This focus has been important to ensure that our policies, practices and approaches support student learning and attainment. However, this shift in focus has inadvertently drawn our attention away from teaching and teachers. We know that teaching and learning are jointly premised on enquiry and the co-production of knowledge and practice. This strategy addresses teacher experience as well as student experience. Teaching is at the centre of this strategy. This does not downplay the importance of students or learning. Instead the objective is to adopt an expanded definition of teaching that encompasses its distinctiveness across our diverse disciplinary (and inter-disciplinary) contexts.

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## Teaching as a creative practice

Consultation for this strategy underlined the centrality of, and commitment to, creative teaching and learning. Whilst acknowledging that creativity is a complex and contested term it is recognised that all subjects can be taught creatively. As a large specialist arts university, creative education lies at the heart of the student experience. We offer students teaching and learning environments that support creativity. At UAL teaching is understood as a creative practice. Foregrounding the creativity of teaching opens up the synergies between the creative practices of teaching and making. This strategy recognises and celebrates the creative teaching practices that underpin our offer across all our subjects.

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## Partnership

Student learning is maximised when students, academic, professional, technical and support staff work in partnership to support student learning. This strategy recognises the important contribution made by technicians, academic support staff, librarians and special collection managers. This strategy also seeks to establish effective partnership working within and across the colleges and departments in UAL. Partnership working is a key enabler.

# OUR VALUES

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## Our values

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### Collaborative

Outstanding learning experiences are the outcome of partnership with colleagues and students to bring together their expertise, inventiveness and unique perspectives to enrich the student learning experience.

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### Inclusive

Recognising, valuing and promoting diversity is central to a fair and inclusive learning environment for all staff and students.

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### Ground-breaking

Creative teaching is only possible when we can challenge orthodoxies and experiment, innovate and take creative risks as pedagogically-informed and highly-skilled educators.

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### Practical

Our activities should lead to concrete, accessible and usable ideas, tools and resources that can make an immediate and meaningful difference to the learning and teaching environment.

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### Scholarly

The enhancement of learning and teaching should be evidence- and research-informed, drawing on the outcomes of rigorous and ongoing critical questioning, evaluation and enquiry into teaching.

# Strategic Priorities

## Strategic priority 1

**We will promote teaching excellence through a systematic approach to recruitment, reward and recognition**

### We will do this by:

Establishing recruitment approaches that evaluate teaching excellence at point of recruitment

Supporting the staff development needs of teaching staff at all points in their teaching career

Establishing clear job specifications and job descriptions that set out the requirements for teaching excellence across all relevant job families

Developing a UAL Teaching Excellence Profile that supports reward and recognition policies and delivery

Increasing engagement in HEA UK Professional Standards Framework at all levels from Associate to Principal Fellowship

Establishing a well recognised teaching career ladder

Appointing Visiting Professors to support the development of excellent teaching

Embedding Teaching Scholars and SUARTS/UAL teaching awards

Hosting internal and external seminars and conferences to lead pedagogic debate

Creating a UAL Teaching and Learning Journal to share and disseminate best practice

Increasing the numbers of staff eligible for a National Teaching Fellowship

Ensuring that the Teaching and Learning Exchange staff development offer meets needs of diverse job families (including library/technical/research and academic support)

## Strategic priority 2

**We will develop and offer creative, curious, critical curricula**

### We will do this by:

Developing and disseminating expertise in enquiry-based and object-based learning

Enhancing the enterprise and employability offer within the curriculum, working through the University's Careers and Employability Unit and College-based teams

Developing close relationships between teaching and research teams to promote research-rich teaching practice

Developing approaches to the adoption of Quality Enhancement themes that enable the university to share best practice

Establishing a joint student and staff fund to support innovative curriculum development

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### Strategic priority 3

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**We will embed the digital within all aspects of teaching and learning to prepare students for digital futures.**

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#### **We will do this by:**

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Working with colleges to support pedagogic digital development in all of the University's buildings

Developing staff and student digital capacity using a wide range of approaches that include blended learning/workshops/short courses/bespoke training and research

Developing our core platforms in response to colleagues' and students' needs and aspirations

Undertaking ongoing investigations into the appropriation of digital technology by students to inform the development of services and to keep colleagues up to speed on evolving approaches to learning

Working with colleagues to shape the ongoing development and research of relevant areas such as Open Practice, Digital Literacy and Digital Identity

Facilitating constructive and critical discussions around the value, role and use of digital platforms and spaces in learning and practice at UAL and beyond

Ensuring that staff are equipped to keep abreast of the ways that emergent technologies can transform learning and teaching

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### Strategic priority 4

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**We will deliver inclusive teaching and learning**

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#### **We will do this by:**

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Coordinating attainment gap work across the university

Embedding inclusion and diversity into all Continuing Professional Development for teaching staff

Increasing numbers studying the Teaching and Learning Exchange Diversity and Inclusion unit

Working in partnership across the Colleges/Exchange Team/Widening Participation/Language Centre and Academic Support to maximize impact of work addressing inclusion

Offering peer mentoring to support inclusion and attainment

Offering teaching spaces that support collaborative, participatory and enquiry-led teaching

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### Strategic priority 5

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**We will enhance students' employability**

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#### **We will do this by:**

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Offering a wide range of extra curricula employability opportunities that address key stakeholder groups including widening participation students, postgraduate students and international students

Establishing employability mentoring support for targeted hard-to-reach student groups

Offering awards and funding opportunities for students to develop their employability

Embedding the work of the Student Employability Practitioners within each of the colleges

Working proactively with course leaders who are developing new courses to embed employability in the curriculum

Promoting our employability online resources for use by students and staff at UAL

Offering high-quality staff development that builds staff capacity in relation to employability and intellectual property

Promoting engagement with annual DLHE statistics to steer employability priorities in the colleges

Supporting systems that allow students to track their employability development

Offering students work through UAL Arts Temps and Creative Opportunities

Developing a framework for creative employability and enterprise attributes to help students and staff map the development of employability across each course

Camberwell College of Arts  
Central Saint Martins  
Chelsea College of Arts  
London College of Communication  
London College of Fashion  
Wimbledon College of Arts

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Teaching and Learning Exchange

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