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
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
- 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

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.

Context
The university recognises that exceptional teaching is at the heart of its mission. Teaching has long been renowned as a leading institution for creative education. UAL’s students’ learning will be developed and enriched by exceptional creative teaching, enriched by research, industry and scholarship.

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

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.

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. 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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Learning and teaching emergent technologies can transform ensuring that staff are equipped to keep abreast of the ways that beyond learning and practice at UAL and discussions around the value, role and facilitating constructive and critical relevant areas such as Open Practice, ongoing development and research of approaches to learning.

Digital Literacy and Digital Identity working with colleagues to shape the development of services and to keep technology by students to inform the needs and aspirations of work addressing inclusion.

We will do this by:

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 the centrality of and to keep colleagues up to speed on evolving opportunities.

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

Facilitating opportunities for 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.

We will deliver inclusive teaching and learning to prepare students for digital futures.

Strategic priority 3

Our values

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.

Inclusive

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

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.

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.

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.

We will embed the digital within all aspects of teaching and learning.

We will do this by:

Coordinating alignment 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 Colleagues/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.

We will deliver inclusive teaching and learning.

Strategic priority 4

We will enhance students’ employability.

We will do this by:

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 Practitioner’s within each of the colleges.

Working proactively with course leaders who are developing new courses and the curriculum.

Providing empowerable 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 and intellectual property.

Supporting systems that allow students to track their employability developed.

Offering students work through UAL Arts Temps and Creative Opportunities.

Developing a framework for creative teaching that builds staff capacity in relation to employability and intellectual property.

We will do this by:

Developing a framework for creative teaching that builds staff capacity in relation to employability and intellectual property.

Fostering an environment that allows staff to experiment, innovate and take creative risks as pedagogically-informed and highly-skilled educators.

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Enhancing 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 an education that is creative and that support creativity. All UAL teaching is understood as a creative practice. Foregrounding the creativity of teaching and learning 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.

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.

We will do this by:

Working with colleagues 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.

Partnership

Strategic priority 5

Teaching as a creative practice

Teaching as a creative practice

Teaching as a creative practice
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- Embedding Teaching Scholars and SU/SU/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
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Teaching as a creative practice

Consultation for this strategy will involve a wide range of stakeholders 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 the opportunity to work with content that support creativity. All UAL teaching is understood as a creative practice. Foregrounding the creativity of staff and students is essential to place them at the centre of the creative practices of teaching and making. This strategy recognises and celebrates the creative teaching practices that underpin our offer across all our subjects.

Strategic priority 3

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

We will do this by:

- Working with colleagues to shape the 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 in 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 the sector, and to keep colleagues up to speed on evolving approaches.

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

Balanced engagement in digital 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 emerging technologies can transform learning and teaching

Strategic priority 4

We will deliver inclusive teaching and learning

We will do this by:

- Coordinating alignment 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

Strategic priority 5

We will enhance students’ employability

We will do this by:

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- 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 and securing the curriculum

- Providing and employing 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 external DELHE statistics to steer employability
- Developing a framework for creative employability and enterprise attributes to help students and staff map the development of employability across each course
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.”

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