



Swansea  
University  
Prifysgol  
Abertawe

# Learning and Teaching Strategy

2019-2024



## Introduction

We recognise that there are significant global challenges ahead for upcoming generations. Underpinning our planned developments for learning, teaching and assessment over the next two to five years are our centenary commitments, hallmarks of a Swansea Graduate coupled with curriculum enhancements to deliver these, and support for all our students. Central to these enhancements and the delivery of high quality teaching are our staff and students. We continue to commit ourselves to working in partnership, ensuring we are providing the best possible experience for all to face a future of uncertainty with confidence.

## Centenary Commitments

1. We will deliver inspirational teaching, enhanced and informed by world-class research and professional practice
2. We will increase the participation of students from under-represented groups and communities, and provide the quality of support needed to enable their success
3. We will respect and value our students as partners
4. We will create a supportive and enriching learning environment for all our students
5. We will provide exciting opportunities for students to enhance their skills, global knowledge and cultural agility
6. We will support our students to achieve the highest possible academic and employment outcomes

## Swansea Graduate

- We will ensure that students receive the best possible quality of teaching and assessment, providing them with a wealth of **knowledge** in their chosen discipline
- We will provide students with opportunities to develop the transferable **skills** they'll need in their careers
- We will give our students the necessary **experience** to ensure that they are able to make educated decisions
- We will equip our students with a growth **mindset** – ensuring that they are positive, adaptable, and ready for any situation they may be faced within life after university
- Swansea University graduates will be resilient, confident, able to work effectively with colleagues, have the ability to **critically evaluate their own perspectives and those of others**, they will plan the way forward **with creativity** and be adept at making things happen

## Curriculum

In order to deliver on the Swansea Graduate all Swansea University programmes will embed the following characteristics:

- **Inclusive learning and teaching** – to embrace the view of the individual and individual difference as the source of diversity that enriches society, both recognising individual needs and helping the wider student community to expose and explore issues of privilege and bias
- **Assessment and feedback** – to improve the effectiveness of assessment and feedback methods for staff and students and to reduce the overall burden of assessment
- **Research-led, practice-driven learning** – to integrate students into the research and practice community and to inspire them with the opportunities of research and 'real-working' practices.
- **Technology enhanced learning** – to provide support for alternative delivery methods and to promote a digital culture
- **Student professional and academic development** – to embed within the curriculum the academic, personal and professional skills that will help our students make an impact in business, organisations and industry
- **Student opportunities** – to increase the range of opportunities for students to study abroad or to take part in volunteering and UK placement opportunities

## Support for students

Swansea University will enable access and ensure that all potential, current and graduating students, whatever their educational, cultural and socio-economic backgrounds and/or protected characteristics, have the opportunity and support to progress and succeed. We will achieve this through specific strategies:

**Access** – enabling individuals from underrepresented groups to enter higher education

**Retention** – supporting students to continue study and complete their programmes of study

**Progression** – ensuring that students have the academic and pastoral support to progress from level to level

**Success** – providing the opportunities for all students to achieve the best degree and employment outcomes that they can

## Valuing Teaching

As well as the above, underpinning this strategy will be specific plans to enhance the quality of our academic

workforce, including through adequate workforce planning, appropriate support, CPD activity, and internal and external reward and recognition.

## KPIs

We will measure the success of this strategy through a series of appropriate KPIs rooted in, but not limited to the measures that are required for the TEF (NSS, Continuation rates, and Employability).

## Pro Vice-Chancellor and Students' Union

Through a strong working relationship, the Students' Union and the University seek to continue to prioritise the Student Voice in order to enable the best possible student experience. An established Rep System of over 350 members acts as a bridge between students and the University. The elected representatives for each course

are equipped with suitable skills to ensure themselves and their peers thrive in their optimal teaching environment.

Our vision is to be the higher education institution of choice locally, nationally and globally for students, recognised for our professional, personal and partnership approach to learning, teaching and assessment. Together we will empower our staff and students to enhance their learning and teaching experiences by developing high quality, collaborative and easy to use systems and processes to better support the student experience.

The University and the Students' Union will continue to work in partnership collaborating on further ventures in order to ensure that students continue to receive support that effectively prepares them for their future.

## Objective 1

### General objective

Students will benefit from personalised, flexible and inclusive learning with the support of learning communities.

### Rationale

We will continue to develop an environment in which students are able to learn and grow, feel part of a community, have a sense of belonging and develop social capital. This will enable our students to benefit from support that is specific to their needs to help them to progress their learning and to develop their academic and transferable skills, as well as helping to build confidence and resilience. Students taking ownership of their learning experience will empower them and prepare them for life after University.

### By 2021, we will have

- enhanced and integrated study skills for all students
- enhanced and supported peer learning and mentoring opportunities for our students
- support for all students in their transition to higher education

### By 2024, we will have

- students take ownership of their learning journey
- embedded flexible, distance and blended learning to support all students
- appropriate tools and training to support students on all aspects of their learning journey

## Objective 2

### General objective

The six dimensions of the Centenary Curriculum will be embedded to the highest standard within all programmes to develop the Swansea Graduate.

### Rationale

Our teaching needs to satisfy the needs of students, society and employers. Critical thinking, creativity, communication and collaboration are key to success recognised and valued by employers. Our teaching, learning and assessment methods need to reflect these. Our curriculum will provide our students with the tools to meet the challenges of the future, preparing students for mixed careers and fast-changing requirements for skills and knowledge.

### By 2021, we will have

- embedded appropriate assessment and high quality feedback within the curriculum
- included opportunities to celebrate inclusivity and diversity within our curriculum
- curriculum design that is driven by the learning outcomes for the programme

### By 2024, we will have

- enhanced all our programmes to ensure they embed the six dimensions of Centenary Curriculum
- embedded inclusivity and diversity across all aspects of the curriculum as core topics to be engaged with by all students
- opportunities for all students for UK and/or international placements

## Objective 3

### General objective

Our teaching community will be empowered to deliver high quality teaching and assessment and will be recognised and rewarded for doing so.

### Rationale

Staff involved in all aspects of teaching are responsible for enhancing teaching quality and innovation. Having a well-trained, rewarded and supported teaching community is critical to our learning and teaching quality.

### By 2021, we will have

- teaching quality fully considered in line management for current staff and in the selection and development of new staff
- the infrastructure for sharing and disseminating learning and teaching best practice between staff
- all new staff with teaching responsibilities engaged in a portfolio of practical, skills-based training in learning, teaching and assessment

### By 2024, we will have

- embedded high quality support for staff in their achievement of HEA Fellowship
- learning and teaching practice that is grounded in best research evidence with support for internal educational research
- support for all staff to develop their profile and practice as excellent teachers

## Objective 4

### General objective

Representatives of students, alumni, employers and service users will engage and contribute to the development in learning, teaching and assessment.

### Rationale

Improving engagement with all of our stakeholders will maximise opportunities for partnership and co-creation, enhance the University's civic role and authenticity in the student learning experience. We will continue to work with our students to provide them with the best experience, contributing to positive student outcomes.

### By 2021, we will have

- established our current relationships with stakeholders and identified the mechanisms for developing and integrating sustainable stakeholder relationships
- shared best practice where effective working relationships are already in place

- established ongoing support for our student representatives

### By 2024, we will have

- a University-wide database of all stakeholder activity and nurtured and maintained stakeholder relationships for the benefit of all
- maximised the opportunities provided by our relationships with stakeholders to support the University's priorities
- developed opportunities to maximise student co-creation in learning, teaching and assessment

## Objective 5

### General objective

Cultivate our learning environment to enable our learning communities to flourish.

### Rationale

We will continue to support our students to learn well by providing physical and digital environments that reflect the way they learn. We will regularly review and modernise our teaching methods and challenge ourselves. By working with our students to develop learning environments, we will ensure they are up-to-date and provide choice for students and staff in modes of delivery and assessment.

### By 2021, we will have

- delivered efficient, accurate and connected systems and processes relating to learning and teaching that are fit for purpose
- developed learning environment standards that continuously evolve in the line need to ensure up to date dynamic learning environments
- resource and reading list coverage reaching 100% of taught modules

### By 2024, we will have

- high quality physical and virtual teaching spaces offering choice to teaching staff
- provided test and training spaces/researching R&D spaces
- supported our communities to thrive in a digital world

## Objective 6

### General objective

Our academic data systems and processes will support staff and students in the delivery of excellence in learning, teaching and assessment.

### Rationale

Compatible and flexible systems and processes, as well as properly stewarded academic data sources will empower staff and students. Evidence-based decision-making is crucial for excellent learning and teaching.

### By 2021, we will have

- mapped our data sources, systems and processes to have prioritised and secured areas of investment and resource needed

- refined and resourced our quality systems and processes to maximise staff engagement and efficiency
- empowered staff and students to have the capability to use the systems effectively

### By 2024, we will have

- enabled staff and students to utilise sector best practice to inform our processes
- embedded quality enhancement processes across the University
- all staff and students utilising data and analytics to support their decision-making