



Strategy for Learning 2030



Transformative Education on a page

Delivered across Campuses, Schools, Partnerships and Professional Services



Common
Good
Attributes

Learner Agency is at the centre of: Active global citizenship; Entrepreneurial Mindset; Systems Thinking; Responsible leadership; Resilience, Compassion and Empathy; Confidence

Pedagogic
Principles

**Our pedagogic principles drive the design of our curricula, its delivery and assessment
Underpinned by our values: Confidence, Responsibility, Integrity, Creativity**

Priority areas
for action



Key intentions

Executive Summary

This document presents Glasgow Caledonian University's (GCU's) Strategy for Learning which works in concert with the Research Strategy to support the delivery of our Strategy 2030 ambitions.

This new Strategy for Learning (SfL) seeks to deliver "Transformative Education" through excellence in learning, teaching and assessment, an outstanding student experience, research-led and enquiry-based pedagogies and practice. We will continue to embrace technological developments that enhance interactive, participatory learning and diversify learning opportunities. We seek to equip our students from diverse backgrounds and at different stages of their learner journey to succeed in a competitive changing world landscape, as active global citizens.

GCU's distinctive pedagogic approach is shaped by the University's recognised strengths in its disciplines, widening access, work-based education and our research-led, interdisciplinary and enquiry-based approaches to student learning. In conjunction with this is our commitment to co-creating educational solutions with industry partners (nationally and internationally) and to providing real world experiences for learners. Further, the University offers a holistic, inclusive and embedded approach to supporting learners to thrive and succeed, providing a range of curricular and co-curricular opportunities to develop our learners as confident, active global citizens. We place learner agency at the centre of our Common Good Attributes as we support our students to have the confidence and capacity to set their own goals, reflect and effect positive change.¹

To achieve the ambitions of the SfL, there are five priority intentions each of which has a series of accompanying actions:

- Champion equality of participation and attainment for all students
- Deliver excellence in teaching and the student experience, underpinned by our holistic approach to student support
- Enhance the employability of our students and graduates through collaborative and active learning
- Embed a commitment to the Sustainable Development Goals² within our research-led, globally-aware curriculum
- Facilitate innovative learning which supports flexible provision and a blend of campus, off-campus, and multi-campus experiences.

University resources will be targeted at facilitating the highest quality learning, teaching and assessment, to create an outstanding student experience across all of our provision, including through our diverse local, national and international partnerships.

Implementation of the SfL will be assessed against a number of key performance indicators (KPIs) as defined in the University's Strategy 2030 and evaluated through additional indicators of success outlined in this strategy and enabling plans. The Strategy 2030 KPIs for Transformative Education are as follows:

1. SIMD20 intake, 20%
2. SIMD20 retention, 90%+
3. National Student Survey results, percentage of subjects in the upper quartile, 70%+
4. Degree completion, 83%+
5. Graduate Outcomes, highly skilled employment, exceed Scottish sector average.

¹ <https://www.oecd.org/education/2030-project/teaching-and-learning/learning/student-agency/>

² <https://sdgs.un.org/goals>

6. Platinum Engage Watermark Award.

1. Introduction

1.1 As the University for the Common Good and a values-led organisation, the focus of Strategy 2030 is being recognised as a world leader in social innovation, delivering transformative education and impactful research through purposeful partnerships, and as a globally connected University with an engaged University community committed to our Common Good mission. The Strategy for Learning (SfL) will work in concert with the University's Research Strategy and the accompanying Enabling Plans for Infrastructure, People and Finance to collectively support the delivery of the University's 2030 ambitions ([Insert link to Enabling Plans, once approved and uploaded](#)).

1.2 The SfL seeks to deliver "Transformative Education" through: excellence in learning, teaching and assessment; inclusive, research-led and enquiry-based pedagogies and practice; and outstanding student support – all set within the guiding framework of the Sustainable Development Goals (SDGs). We will continue to embrace technological developments that enhance interactive, participatory learning and diversify learning opportunities. We seek to equip our students from diverse backgrounds and at different stages of their learner journey to succeed in a competitive changing world landscape, as active global citizens.

1.3 GCU's distinctive approach to learning, teaching and assessment is shaped by the University's recognised strengths in its disciplines, widening access, work-based education, interdisciplinary and enquiry-based approaches to student learning, and in co-creating educational solutions with industry partners (nationally and internationally) in conjunction with our commitment to providing real world experiences for learners. Further, the University has an inclusive and embedded approach to supporting learners' mental health and wellbeing so that they may thrive and succeed. An appropriate set of pedagogic principles have therefore been developed (outlined in section 3 below) to guide curriculum design, support and assessment.

1.4 The importance of the University's long-established commitment to the Sustainable Development Goals (SDGs) as the framework for our research and our mission as the University for the Common Good has been re-enforced by the significant health, social and economic challenges experienced across societies resulting from the pandemic and its consequences. Therefore, by proactively using the SDGs as a more explicit and embedded framework to guide learning and teaching as well as research we seek to shape a student experience that prepares learners to address these challenges.

1.5 The pandemic has, however, also had a number of positive consequences for many aspects of our pedagogic approach that by necessity has significantly accelerated. For example, the centrality of learning technologies, need for increased flexibility, role of learning communities in facilitating learning and the expansion of blended online and on-campus learning have all experienced a step change and informed the creation of the [GCU Going Digital framework](#). We will build on these advances and the lessons learned to significantly extend and diversify our offer through co-creation with industry, our students and other key stakeholders ensuring our curricula remain accessible, relevant and forward looking to support lifelong learning, continuous professional development and upskilling.

1.6 SfL has been developed in partnership with staff, students, the Students' Association, University Court and taking account of local, national and international partners. Partnership is central to our approach; our academic schools, library, student services, students and Students' Association

work together to deliver an excellent student experience. A range of curricular and co-curricular opportunities will further develop learners' entrepreneurial mindset, confidence, passion, knowledge and skills.

2. GCU vision for learning, teaching and the wider student experience

Transformative Education

2.1 We recognise that for the foreseeable future, graduates will face a very challenging employment market shaped by significantly increased globalisation, automation, advances in artificial intelligence and digitisation. Many job types will be adversely affected, others transformed and future graduates will need to be prepared and able to adapt to and excel through multiple career changes over their working lives.

2.2 The key challenges facing society today, require systems thinking, interdisciplinary working, creative problem solving and an entrepreneurial mind-set to address them. Effective upskilling, flexibility and resilience will be key for individuals' success and there will be increased demand for graduates who, in addition to subject specialism skills, possess high level "human" meta skills³ and are able to work with others on complex interdisciplinary challenges.

2.3 As the University for the Common Good, our pedagogical approach, our professionally focused programmes and our applied research are all designed to support the delivery of all 17 of the UN Sustainable Development Goals. Of particular importance for learning and teaching, however, is UN SDG Goal 4 – Quality Education:

"ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."
UN SDG Goal 4, Quality Education, target 7.

2.4 GCU graduates will not only develop the core knowledge and skills required to succeed in their initial chosen profession but will acquire a set of Common Good Attributes (section 3. below) that will help prepare them to become resilient, independent, self-directed learners able to succeed in a dynamic and changing global environment.

Learning and Teaching Excellence

2.5 A key enabler of our vision and ambitions is our distinctive approach to learning, teaching, assessment and student support that promotes pedagogy that is *constructively aligned, encourages creativity, problem solving, resilience, interactive and experiential learning whilst also facilitating personalisation of learning and flexible modes of engagement.*

2.6 Our holistic and inclusive approaches to academic, pastoral, mental health and wellbeing support aim to collectively enable students to succeed whatever their background, geographical location or the stage they are at on their learner journey. A set of inclusive, embedded Pedagogic

³ Skills Development Scotland strategy 2035: A human future: <https://www.skillsdevelopmentscotland.co.uk/a-human-future-strategic-plan/scotland-2035-a-human-future/>

Principles, that are underpinned by the University's core values (Integrity, Creativity, Responsibility and Confidence) shape the content, design and delivery of our academic programmes and the student learning experience as part of our distinctive pedagogic approach, section 3.

2.7 Learning and teaching excellence is underpinned by research and scholarship. The SfL works in concert with the Research Strategy recognising the importance of the research teaching nexus, ensuring a culture of research-led curriculum, enquiry-based learning and evidence-based practice is embedded across all disciplines. Curriculum design is informed by pedagogical research, international best practice and scholarship ensuring a robust evidence base for enhancement.

2.8 The rapid pace of technological development and significant sophistications in data science, artificial intelligence and virtual reality present real opportunities but simultaneously challenge established pedagogic approaches, the traditional role of academic staff and staff-student relationships. A key pillar of the SfL, is, therefore, staff development; creating opportunities for staff to develop new knowledge and skills in emerging pedagogies and technologies supporting staff to confidently embrace new ways of working⁴ (*Insert link to People Enabling Plan and ADSL, once approved and uploaded*). The professional recognition of staff is also a priority in both their academic discipline and in learning and teaching. The University's Academic Development Framework aligns with the UK Professional Standards Framework (UKPSF⁵) and seeks to support and develop staff throughout their academic or professional service careers.

2.9 Close partnership working between staff, students and the Students' Association characterises the GCU learner experience and ensures our student experience continually evolves providing opportunities and support that enhances learners' academic, professional, personal, career and employability attributes.

3. GCU's Distinctive Pedagogic Approach

3.1 GCU's distinctive pedagogic approach, shaped by our strengths outlined in the introduction, is summarised in a series of pedagogic principles and Common Good Attributes all of which are underpinned by the University's core values (Integrity, Creativity, Responsibility and Confidence).

Pedagogic Principles

3.2 The following set of inclusive, embedded Pedagogic Principles shape the content and design of our academic programmes and the student learning experience thus ensuring learners at all stages engage in deep and meaningful learning, informed by academic colleagues, external experts, students and their peers.

Pedagogic Principle	GCU Values
1. Deliver excellence in teaching and the student experience.	Integrity
2. Our curricula, learner support and assessments will be inclusive of all protected characteristics, be anti-racist and promote mental health, resilience and wellbeing.	

⁴ <https://www.gcu.ac.uk/adsl/>

⁵ <https://www.advance-he.ac.uk/guidance/teaching-and-learning/ukpsf>

3. Facilitate innovative learning and practice opportunities drawing upon the expertise of our staff that facilitate flexible, multi-modes of access, delivery, assessment and student support.	Creativity
3. Promote research-led and enquiry-based learning through evidence-based and practice-informed curricula that build strong learning communities.	
5. Our curricula will demonstrate alignment with the SDGs and identify opportunities for our students to deliver positive impact on societal challenges.	Responsibility
6. Support our students to succeed as active global citizens and responsible leaders committed to furthering the Common Good.	
7. Enhance the entrepreneurial mind set and employability of our learners through collaborative and active learning with the opportunity to engage in real world experiences.	Confidence
8. Adopt a holistic approach that encourages the development of human meta skills, resilience, mental health and wellbeing to create independent, flexible lifelong learners.	

Table 1. GCU pedagogic principles.

Common Good Graduate Attributes 2030

3.4 As our Transformative Education approach is intended to empower, GCU has defined a set of Common Good Attributes that we believe all of our learners should develop. The Common Good Attributes are underpinned by the University's core values and expected behaviours, and will be achieved through combination of curricular, co-curricular opportunities and activities that are designed to build our students' knowledge, skills and personal attributes thus preparing them to succeed (Common Good Curriculum).

3.5 We place learner agency at the centre of our Common Good Attributes as we believe our students have the capacity to set their own goals, reflect and effect positive change.⁶ The Common Good Attributes are as follows:

1. Active global citizenship
2. Entrepreneurial mindset
3. Systems thinking
4. Responsible leadership
5. Resilience, compassion and empathy
6. Confidence

Further guidance on each of the Common Good Attributes is provided in Appendix 1.

⁶ <https://www.oecd.org/education/2030-project/teaching-and-learning/learning/student-agency/>



Figure 1. Common Good Attributes 2030.

4. Delivering the strategy: priority intentions, actions and enablers

4.1 Priority Intentions and actions

In order to realise the vision and ambition of Sfl 2030 and to deliver our goal of “Transformative Education”, there are five priority intentions and accompanying actions, which are in turn supported by a series of overarching enablers. The intentions are as follows:

1. Champion equality of participation and attainment for all students
2. Deliver excellence in teaching and the student experience, underpinned by our holistic approach to student support
3. Enhance the employability of our students and graduates through collaborative and active learning
4. Embed a commitment to the Sustainable Development Goals within our research-led, globally-aware curriculum
5. Facilitate innovative learning which supports flexible provision and a blend of campus, off-campus, and multi-campus experiences

1. Champion equality of participation and attainment for all students

We are committed to being recognised as a sector leader in diversity, inclusion and equality of participation and attainment of our learners through our distinctive approach to widening participation and outreach.

We will undertake the following actions to achieve this:

- Ensuring a strategic approach to widening participation; our existing and any new partnerships should deliver mutual benefit by creating coherent and flexible tertiary education pathways.
- Diversifying, co-creating and decolonising ⁷ our curricula with our learners to ensure they are anti-racist, socially just, inclusive of global academia, research and society.
- Supporting all our students through a holistic range of core and specialist services and exploit advances in technology to proactively identify students at risk e.g. through suite of learning and student analytics and also provide greater digital equality, inclusivity and accessibility.
- Continuing as a leading Civic University providing a clear sense of purpose and place in the cities and communities we serve, helping to make them inclusive, safe, resilient and sustainable (SDG 11).
- Enhancing our students' Common Good attributes in response to the changing global context.
- Creating opportunities for students to actively engage with the communities we serve locally, nationally and internationally.

2. Deliver excellence in teaching and the student experience, underpinned by our holistic approach to student and staff support

We aim to deliver a transformational education experience for all our students through consistent excellence in learning and teaching, underpinned by our holistic approach to student and staff support. We recognise our that staff are pivotal to providing an excellent student experience and the success of our learners.

We will undertake the following actions to achieve this:

- Recognising that, and responding to, the constantly evolving nature of learning and teaching with new developments in pedagogy and learning technologies.
- Embedding enquiry-based and research-led learning that is designed to support communities of learners create, challenge and share knowledge as knowledge itself evolves.
- Offering a comprehensive range of academic development and professional support for new and existing academic staff and those providing student learning support. This will be informed by latest developments in pedagogic understanding, theory, academic and professional practices and digital technologies.
- Building our expertise and sector profile in pedagogic research (REF 2027) through external networks and partnerships.
- Developing new range of mechanisms to recognise excellent teaching and student learning support internally and support colleagues' external professional recognition, nationally and internationally.
- Strengthening our learning infrastructure (Estates and IT) and diversifying our students' learning environments to include virtual and augmented reality to deepen our students' knowledge, understanding and digital literacy.
- Exploiting new technologies, including learning analytics and artificial intelligence, to develop innovative pedagogies and student support.
- Offering flexible, accessible academic and pastoral care, mental health and wellbeing, finance and general support on campus and on line to meet the differing needs of our learners.

- Streamlining systems and processes for quality assurance and enhancement, whilst ensuring effective arrangements for quality and academic standards are upheld.

3. Enhance the employability of our students and graduates through collaborative and active learning

We will enhance the employability, knowledge, skills and attributes of all our students through curricular and co-curricular activities that will prepare them for a competitive global market place.

We will undertake the following actions to achieve this:

- Providing all of our students with the opportunity to develop and apply core knowledge in key topics essential for graduate success in our changing world such as; data science, business acumen, project management, leadership and sustainable development literacy.
- Ensuring our portfolio and curricula remain leading edge, preparing our graduates for the world of work and co-creating learning opportunities with key stakeholders to meet the development needs of existing and future workforces.
- Developing a more diverse range of credit-bearing awards, including microcredentials (delivered online, possibly self-paced or with flexible entry dates) and stackable credits, suitable for upskilling those already in work.
- Providing all of our students with the opportunity of undertaking real world, work-based experiences as part of their University studies either as part of the curriculum or co-curriculum.
- Developing our students' digital skills to evolve with technological developments and changing demands in the workplace.

4. Embed a commitment to the Sustainable Development Goals within our research-led, globally aware curriculum

We will embed a commitment to the Sustainable Development Goals (SDGs⁷) within our research-led, globally aware curriculum to deliver positive impact for the societal challenges of inclusive societies, healthy lives and a sustainable environment.

We will undertake the following actions to achieve this:

- Embedding our enhanced Common Good Outcomes across our provision.
- Mapping our provision and learning outcomes explicitly to the SDGs.
- Providing our students with opportunities to deliver positive impact on societal challenges throughout their studies and the co-curriculum.
- Ensuring all of our programmes assess students' relevant sustainability competencies.
- Supporting our students to succeed as active global citizens and responsible leaders committed to furthering the Common Good.
- Strengthening our research-teaching nexus, ensuring our curricula are informed by leading developments in research and professional practice.
- Developing an inclusive, enquiry-based and research-led learning approach to curriculum design and student engagement.

⁷ <https://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

5. Facilitate innovative learning which supports flexible provision and a blend of campus, off campus and multi-campus experiences

We will champion widening access and the diversification of our student body making our provision more accessible and attractive to a wider cohort of learners, including those in work. We wish to provide our students with a more personalised experience and greater flexibility in terms of learning pathways, mode of study (on campus, off-campus, blend of on and off) and pace of learning (accelerated degrees, part-time study).

We will undertake the following actions to achieve this:

- Reviewing and re-profiling our Estate to provide a greater diversity of learning spaces, that aid flexibility and enhance the student experience whilst also being sustainable and future proofed in a post Covid context.
- Reviewing our IT infrastructure and capitalising on advances in technology to enable a sustainable, enhanced, flexible, inclusive and accessible user experience.
- Reviewing timetabling (e.g. block timetabling models).
- Reviewing our academic calendar, systems and processes, including entry points, to ensure they permit our desired flexibility.
- Using learning analytics to enhance students' engagement in their learning to identify areas for their own development and to proactively support student mental health and wellbeing.
- Offering blended learning across all provision with specific, online-only programmes, particularly at Masters Level, that are internationally attractive and profitable.

4.2 Enablers

The following overarching enablers are key to achieving our intentions:

- **Our mission and values.** The University community is engaged in a strong sense of purpose and shared commitment to the Common Good mission underpinned by our values.
- **Our distinctive approach to learning, teaching, assessment and student support** promotes pedagogy that is *constructively aligned, encourages creativity, problem solving, resilience, interactive and experiential learning whilst also facilitating personalisation of learning and flexible modes of engagement.*
- **Our people.** Our staff who teach and support student learning are experts in their field and committed to providing the best possible learning experience for our students. We regularly review our portfolio and our curricula to ensure they continue to meet the needs of industry, our learners and society more generally. The University's people (staff and students) are its most important asset.
- **Our Staff development.** The University values the contribution made by staff in learning, teaching and research. Enabling staff to develop their academic careers through learning and teaching, research or both. As such, we invest significantly in staff development to help our staff to continue to succeed, be innovative and lead local national and international developments in learning and teaching pedagogies, technologies and or practice.

- **Our students as partners.** The University and the Student Association form a strong partnership built upon trust, mutual respect and the Common Good. The University has a strong and recognised track record of involving students as partners in the learning process.
- **Our infrastructure.** Resources committed by the University are allocated to ensure that our learning environments, information systems and assisting technologies are fit for purpose, meet the rapidly changing needs of our staff and learners and support the delivery of a high quality experience whether it be on campus, online or hybrid.
- **Finance.** The University is continually investing in our infrastructure, in staffing and continuing professional development (CPD) to ensure that we have the right people with the right skillset and the right facilities to deliver our ambitions.
- **Our support services.** The University offers a range of professional services to support staff new to teaching and supporting student learning as well as more experienced staff, underpinned by the Academic Development Framework. Similarly, the University takes a holistic approach to student support and provides a range of services to support students' academic, welfare and career development.
- **Learning resources.** Our library works closely with academic and professional services colleagues to ensure that the resources required by academic and students are easily accessible both on and off campus. Strong links with our research community ensures research informs our learning resources and student experience. Creating the right conditions for study, formal and informal, whether as an individual or with peers is central to our approach.
- **External agencies.** Much of the University's taught provision is accredited by various professional and statutory bodies and we co-create our provision with business and industry. We also work in partnership with Government, our funders (the Scottish Funding Council), key external development agencies such as the [Quality Assurance Agency](#), [AdvanceHE](#), [JISC](#) and Student Partnerships in Quality Scotland ([spargs](#)) and various professional networks to support our strategic goals.

5. Expected Learning and Teaching Outcomes in 2030

The implementation, impact and effectiveness of SfL will be monitored through a combination of metric-based KPIs as defined by the University's overall Strategy 2030 and additional indicators of success specific to the learning and teaching strategy. The centrality of the enabling plans to delivering the SfL is evident through the associated actions and measures of success outlined within the Enabling Plans.

Strategy 2030 KPI ambitions for Transformative Education:

- SIMD20 intake, 20%
- SIMD20 retention, 90%+
- NSS, percentage of subjects in the upper quartile, 70%+
- Degree completion, 83%+
- Graduate Outcomes, highly skilled employment, exceed Scottish sector average.
- Platinum Engage Watermark award.

Additional indicators of success specific to Strategy for Learning 2030:

- Enhanced sector profile and esteem (e.g. national, international awards, league table position etc.) for learning and teaching through improvements in: teaching reputation survey, academic staff: student ratio, proportion of doctorates to undergraduate degrees awarded, proportion of doctorates to members of academic staff, institutional income per member of academic staff and an increase in the number of learning and teaching-focused professorial staff.
- All staff who teach/support student learning have appropriate national professional recognition (UKPSF).
- Applications and outcomes for promotion on grounds of learning and teaching up to and including professorial appointment.
- At least 50% overall score at 3* and 4* in REF 2027 Education unit of assessment.
- Increased levels of self-reported staff confidence and capability around advanced use of learning technologies, measured through internal survey.
- Successful Enhancement-led Institutional Review (ELIR), professional, statutory and regulatory bodies (PSRB) accreditation, national equality chartermarks e.g. Athena Swan, Platinum Engage Watermark award, Advance HE Race Equality chartermark.
- All programmes are co-created with key stakeholders (e.g. industry and students) and have a work based opportunity.
- All programmes have an embedded, explicit commitment to the SDGs.

6. Resources

6.1 Resources are being committed by the University visible through the Finance, Estates & IT Enabling Plans to ensure that our learning environments, information systems and assisting technologies are fit for purpose, meet the rapidly changing needs of our staff and learners and support the delivery of a high quality learning experience whether it be on campus, online or hybrid.

6.2 We are committed to creating flexible, multi-purpose physical learning spaces that support collaborative learning and allow a degree of personalisation in relation to on and off campus engagement. Implementing tools and platforms to support creation, delivery, engagement and assessment of student learning; and we will embrace data science (including learning analytics) and artificial intelligence to allow us to proactively identify students at risk of non-continuation and help our learners maximise their potential.

6.3 The University continues to invest in continued professional development of all staff who teach and/or support student learning. The University's Academic Development Framework and People Services plan seek to support staff development both generally, and specifically to support academic development pathways, student learning and research.

7. Implementation

7.1 The University's planning process will require all Schools and professional services to demonstrate how their operational plans support the implementation of Strategy 2030, the Strategy for Learning, Research strategy and the Enabling plans (Infrastructure, People and Finance). Appropriate actions will also be reflected at a more local level e.g. through annual departmental plans and individuals' performance and development annual reviews (PDARs). Implementation will be

supported through Senate, Academic Policy and Practice Committee, Enhancing the Student Experience Group and the Learning and Teaching sub-committee.

A suite of supporting documentation, tools, guidance and development opportunities will support staff in implementing the strategy. A student-facing repository will provide students with additional support and guidance to help them make the most of their learner experience both on campus and online.

Appendix 1. Common Good Graduate Attributes 2030

The Common Good Attributes are underpinned by the University's core values (Integrity, Creativity, Responsibility and Confidence) and expected behaviours, and will be achieved through combination of curricular and co-curricular opportunities and activities that are designed to build our students knowledge, skills and personal attributes thus preparing them to succeed. We place learner agency at the centre of all our Common Good Attributes as we believe our students have the capacity to set their own goals, reflect and effect positive change.

Common Good Attributes	GCU Values	GCU Behaviours
1. Active and global citizenship <i>What does this mean?</i> Acting honestly, fairly and ethically in: <ul style="list-style-type: none"> • Recognising and actively seeking to address global social trends and challenges • Viewing the world from the perspective of different cultures • Participating in the community at a local, national and global level • Taking account of and valuing diversity • Exploring social problems and taking action to build a more just and sustainable society • Addressing inequality and disadvantage 	Integrity	<ul style="list-style-type: none"> • Openness, honesty and reliability • Treating others with dignity and respect • Looking for ways to make a positive difference • Discretion when dealing with confidential or sensitive information • Reflecting honestly on my work practices and behaviours • Taking personal responsibility for my actions and behaviours
2. Entrepreneurial mind-set <i>What does this mean?</i> <ul style="list-style-type: none"> • Being curious and prepared to take calculated risks • Identifying opportunities for change • Creating solutions, and putting these into practice, in response to identified real-world problems • Thinking creatively, critically and divergently, drawing on a range of ideas and unexpected connections • Dealing with complexity and uncertainty • Actively seeking a diversity of experiences and concepts from different cultural contexts 	Creativity	<ul style="list-style-type: none"> • Looking for ways to be innovative • Flexible and open to change • Looking for opportunities to work with, learning from sharing with others • Being prepared to look outside my own environment to find solutions to problems • Open to positive feedback on the way I do things • Regularly looking to improve the way we do things
3. Systems Thinking <i>What does this mean?</i> <ul style="list-style-type: none"> • Understanding of complex systems by examining the comprising elements as well as the linkages and the interactions between them. • Systems thinking helps to understand a situation from a holistic perspective. 		

<ul style="list-style-type: none"> • Systems thinking is critical to sustainable development and achieving the Sustainable Development Goals. 		
<p>4. Responsible leadership <i>What does this mean?</i></p> <ul style="list-style-type: none"> • Exercising professionalism • Inspiring and influencing the thinking, attitudes and behaviour of others • Working collaboratively towards a common vision and common goal • Building communities through the development of trust • Developing solutions that are ethical, visionary, realistic and sustainable • Actively demonstrating a personal commitment to equality and diversity 	<p>Responsibility</p>	<ul style="list-style-type: none"> • Taking personal responsibility for my work • Admitting to mistakes and learning from experience • Helping others to develop their skills and confidence • Raising awareness of poor practice or behaviour when I see it • Strive to keep up to date with laws and regulations that directly influence my work • Use equipment, resource and time in an efficient and sustainable way
<p>5. Resilience, compassion and empathy <i>What does this mean?</i></p> <ul style="list-style-type: none"> • Resilience is the ability to recover from difficult life events and adapt to change • Compassion is the ability to recognise the suffering of others and take positive action to help • Empathy is the ability to sense others' emotions and be able to imagine who they are feeling or what they might be thinking. 		
<p>6. Confidence <i>What does this mean?</i></p> <ul style="list-style-type: none"> • Acting assertively and reasonably • Challenging yourself and continually learning from experience • Respecting your own and others' rights and needs • Becoming a 'changemaker', making a positive difference • Being able to understand, respect and engage with a diverse range of audiences and stakeholders. 	<p>Confidence</p>	<ul style="list-style-type: none"> • Generous with my knowledge and expertise • Treating mistakes as an opportunity to learn and develop • Believing that I can make a difference by what I do • Willing to step outside my comfort zone to learn or achieve something new • Speak positively about GCU and its Common Good mission

Appendix 2: Supporting Blended and Online Curriculum Design at GCU- the Responsive Curriculum Design Toolkit

The GCU Responsive Curriculum Design Toolkit, which is a derivative of the [ABC Curriculum Design Framework](#), was launched in June 2020 during the context of the global pandemic and the ‘pivot online’ to enable GCU staff to rapidly and effectively begin the process of (re)designing their modules and programmes for online delivery.

The original framework facilitates a workshop-based, sprint design approach that centres around a collaborative module storyboarding activity. It draws upon theoretical work by Diana Laurillard⁸ which breaks down the university learning experience into six distinct Learning Types: Acquisition, Discussion, Collaboration, Investigation, Practice and Production. These learning types are an effective way of helping academic staff to describe, discuss and plan the student learning process within a module. By ensuring a module design includes a meaningful and diverse pattern of these different learning types, this helps to assure an active and engaging online learning experience for students.

At GCU, the ABC Framework has been developed further in two key ways: the workshop was adapted from paper-based and in-person to an online activity; and the original six learning types cards were extended with three further cards related to the design of the online environment in which learning takes place.

The resulting [Responsive Curriculum Design Toolkit](#) can be used by individuals or module teams, and uses a ‘self-service’ delivery to enable maximum flexibility for time-pressured academic teams. The curriculum design process comprises four sequential elements:

- A live or [recorded introductory webinar](#);
- A downloadable [PDF guide to the approach](#);
- An [online storyboarding tool](#) (provided via Padlet);
- An [online community](#) where staff can ask questions and share ideas.

Within the central storyboarding activity, academic staff:

- A) Map out the learning design for their modules using the Learning Types ‘cards’
- B) Use the cards to identify digital tools and technologies in service of their designs
- C) Identify any gaps in their knowledge and skills relating to digital tools and tech
- D) Link in to a wider programme of staff development which had been designed to fit in with the learning types cards.

⁸ Laurillard, D. (2012) Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology. New York and London: Routledge

Appendix 3: Strategy for Learning 2030 Consultation process

Consultation on the new Strategy for Learning has taken place through several mechanisms building on specific issues which arose from initial consultations on the wider institutional Strategy 2030 during 2019. An initial presentation on the proposed vision and direction of travel for the new Strategy for Learning was considered by Court and Executive Board in September 2020. This was followed with a written draft that was considered at the Academic and Student Experience Delivery Group (AcSED) and Executive Board before the Festive Break.

List of consultation meetings

This trimester, consultation meetings have been held with:

- School SMGs (GSBS, 28/1/21; SHLS, 4/2/21; SCEBE, 8/2/21)
- GCU London (3/2/21)
- Institute of University to Business Education (3/2/21)
- University Research Committee (3/2/21)
- Departmental Digital Leads (25/1/21)
- Senior Fellow of the HEA network (9/2/21)
- SHLS Programme Leaders Forum (2/3/21)
- Registry/ Quality Assurance and Enhancement/ School Professional Services (10/2/21)
- Student Life Senior Management Team (4/3/21)
- Library Services (15/3/21)
- Trade Unions (11/3/21)
- Two open drop-in sessions for all staff (10/2/21 am and pm)

In terms of student engagement, the Director of ADSL has also presented on the draft strategy at:

- Student Voice (8/2/21)
- Academic class reps networking meetings (24/2/21)
- PGR class reps (25/2/21)
- Student Action Group for Engagement (SAGE) (3/3/21)

A set of presentation slides has been made available to all staff and a [padlet](#) has been created where staff have provided written feedback on the draft strategy. Finally, discussions have been held with the Director of People Services, Director of Information Services and Director of Estates to ensure the University's enabling plans dovetail and support the draft new Strategy for Learning.

Key points raised during the consultation

Overall, feedback has been very positive with stakeholders endorsing the vision and direction of travel and described the draft as variously 'exciting', 'transformative' 'ambitious', 'recognising the human elements so important'.

The following key points were raised during consultation process (it is important to note that many of these comments relate to the first draft version of the consultation presentation slides and were addressed in the version that was considered by Senate on 24th February):

- Support for the Sustainable Development Goals (SDGs) being the institutional framework and the need to articulate clearly within the new strategy for learning.
- Strong linkages between the Research and L & T strategies should be clearly visible as we develop our research-led teaching and learning
- Greater clarification of how the various elements of the strategy work together and the need to clearly articulate in the Strategy how it will support the delivery of the University's 2030 ambitions has been noted.
- The proposal to extend the Common Good Attributes has been particularly welcomed, especially the inclusion of graduate human-type attitudes/ behaviours e.g. compassion, wellbeing and resilience
- Clearly articulating research-led and research-informed learning, teaching and assessment was welcomed.
- Need for greater recognition of the changing role of academic staff, CPD and career development.
- Work placements for all programmes does not seem feasible- could this be reworded e.g. work-based opportunity?
- Greater clarity on what we mean by personalisation and emphasise that our pedagogic approach is still founded on collaborative enquiry.
- Concerns have been raised in relation to operationalisation and resourcing the new strategy to ensure the ambitions can be delivered.
- More explicit reference to linkages with the various Enabling plans was suggested.
- The need to ensure implementation is articulated clearly through the University Planning Process and thus clearly visible in stakeholder's plans
- Once the new Strategy for Learning has been finalised and approved consideration should be given to developing an online, interactive tool for the new strategy where users could explore the various intentions and link to accompanying actions, evidence, good practice, guidance etc.

A near-final version of the Strategy was considered and endorsed by Senate in March 2021, pending some updates following feedback from Senate members, which included:

- The inclusion of Learner Agency in the 'Strategy on a page' and emphasis in the executive summary.
- Explicit reference to our approach to mental health and wellbeing, rather than implicit in previous reference to student 'support'.
- Overt reference to all 17 of the UN Sustainable Development Goals, rather than a select few only.
- Rephrasing some of the Pedagogic Principles
- Inclusion of terminology about 'decolonising the curriculum' with learners, as part of our priority intentions and a commitment to creating safe spaces for debate

- 'Research-led' being clearly signposted in Delivering the Strategy section, with priority intentions and enablers as well as in the earlier sections
- Including staff development under 'enablers', to strengthen the commitment to learning and teaching career development