



# **Strategy for Learning 2015-2020**

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## GCU Strategy for Learning 2015-2020

### Executive Summary

1. The Strategy for Learning (SfL) has been developed through a consultative process with staff, students, college partners and employers and is informed by international and national developments and effective practice in learning, teaching and assessment.
2. The SfL is inspired by the University's mission for the Common Good and through its implementation supports key elements of the GCU Strategy 2020 goals, in particular that of *Transforming Lives*. This goal centres on delivering 'excellence in learning and an outstanding student experience which equips students with the employability and entrepreneurial skills to succeed as global citizens and enables them to make a positive impact within their communities, transforming their lives and the lives of others' (GCU, 2015). The SfL supports the GCU Values of Integrity, Creativity, Responsibility and Confidence.
3. The SfL reflects a changing HE landscape in terms of the external and internal environment; the changing needs of employers, the economy and society and the changing demands and expectations of our students.
4. The SfL will create successful graduates who are global citizens and who will contribute economically and socially to the communities they serve.
5. This will be achieved by enabling students to deal with complex global challenges through developing divergent, creative, responsible and entrepreneurial thinking applied to real-world problems. The SfL will also develop attributes linked to employability, career development and the motivation to continue to learn throughout professional and personal lives.
6. The SfL recognizes and embraces the diversity of GCU students, current and potential, and the University's commitment to the participation, progression and success of all students regardless of background.
7. The SfL highlights the importance of:
  - A transformative approach to learning
  - Flexible learning pathways and partnerships, particularly with colleges
  - Digital learning
  - Learning and teaching excellence
  - Student engagement

and is centred on a single goal: to develop graduates who will be

**Proficient in their discipline as well as entrepreneurial, confident, responsible and capable of fulfilling leadership roles in different organisational, cultural and global contexts.**

This goal reflects the GCU Common Good Attributes and will empower our students and graduates to make a positive difference to the communities they serve as part of the University's Common Good mission.

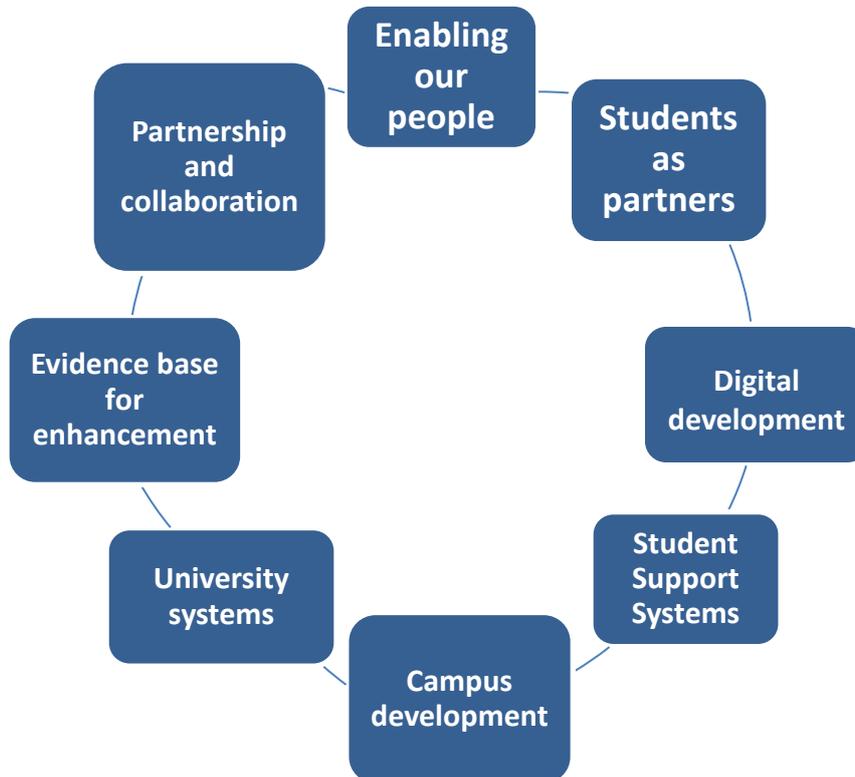
8. In order to achieve this goal, the SfL focuses on a distinctive approach to learning, teaching and assessment. This is based on engagement- led learning and real world problem solving, coupled with inter and multi-disciplinary curricula with opportunities for the co-creation and personalisation of learning.
9. This approach is underpinned by a GCU model comprised of eight curriculum design principles and eight enablers. These design principles will be embedded across all programmes at undergraduate and postgraduate level.

**Figure 1: GCU SfL Curriculum Design Principles**



10. The enablers required to achieve the objectives of the SfL are aligned to the 2020 Strategic Enablers.

**Figure 2: SfL Enablers**



11. The SfL and the GCU Model will demonstrate the following characteristics for both undergraduate (UG) and postgraduate (PG) study:
- An outstanding student experience** in terms of learning, student support and wider opportunities for personal, professional and career development as part of the GCU Student Experience Framework
  - Learning and teaching excellence** underpinned by research and scholarship, linked to GCU’s Research Strategy, as well as through the professional development of our staff and the recognition of excellence in teaching and supporting student learning.
  - A curriculum which is flexible, inclusive, accessible, engaging and internationalised.** The curriculum also reflects the University’s commitment to the Common Good through a distinctive ‘Common Good Curriculum’ which will provide opportunities for all GCU students to develop the Common Good Attributes, making a positive difference to the communities they serve.

d. **Inspirational approaches to learning, teaching and assessment** which embrace innovation and the imaginative use of learning technologies

12. Effectiveness of the SfL will be monitored and evaluated at a programme level through the Annual Programme Analysis process and at a university level through external sector benchmarks and by its contribution to the achievement of the University's 2020 Strategic Indicators in relation to:

- Excellent student satisfaction
- Positive outcomes for students and graduates
- Enhanced staff engagement and an increase in the proportion of academic staff holding doctoral and postgraduate qualification ,
- Professional recognition of staff in relation to the UKPSF (UK Professional Standards Framework for Learning and Teaching in Higher Education.)

Programme Enhancement Plans will be produced as an output of the APA process. A University-wide Annual report on the implementation of the SfL will be provided for the Academic Policy Committee (APC) and Senate.

13. The implementation of the SfL will be supported through the 2020 Student Experience annual action planning process, monitored by the Enhancing the Student Experience Steering Group, with updates to APC and Senate as appropriate.

14. The implementation of the SfL will be supported through an integrated approach which aligns the SfL and the University's other Core 2020 Strategies and university initiatives such as the Student Experience Framework as well by the Enabling Strategies.

## The Strategy for Learning Curriculum Design Principles: Summary

*Note: For more detailed explanation and guidance see Appendix A*

### Engaged Learning

- A commitment to student engagement and developing a sense of belonging to maximise learning and realise potential
- Providing a degree of choice in relation to pedagogy, curriculum and learning environments through the use of technology/digital learning where appropriate
- Working with students as partners in shaping and enhancing the student experience

### Divergent thinking

- Developing the capacity to think divergently to address complex global problems through the generation of creative solutions ; drawing on a range of ideas from different disciplines and fields and unexpected connections

### Flexible, Inclusive, Accessible Learning

- Flexibility into and through programmes with wider opportunities for articulation, advanced standing, Recognition of Prior Learning (RPL), Work-based Learning (WBL), distance, part-time and online learning at UG and PG levels
- Creation of space in the curriculum for opportunities for personal and professional development through learning outside discipline area, language development, employer and community led projects and placements, including social entrepreneurship
- Ensuring learning is underpinned by values of equity and fairness, taking account of and valuing diversity and students' differences within mainstream curriculum, pedagogy and assessment

### Broad and Deep Learning

- Interdisciplinarity; electives outside discipline area; co-curricular/informal learning recognised as part of programme
- Learning which is interactive, collaborative and challenging ; balanced assessment and greater formative feedback; reflective learning; self and peer assessment
- Learning about resilience and wellbeing, developing the capacity to balance the competing demands of student life successfully.

### Global Learning

- Internationalisation embedded within the curriculum , including 'internationalisation at home' learning and teaching activities, transnational education, opportunities for international study and exchange for all students
- Developing global citizenship and employability through global perspectives and cross-cultural capability in order to perform professionally and socially in a multi- cultural environment

### Real World Problem Solving

- An emphasis on simulated and work-related learning which is active, authentic and interdisciplinary; direct engagement with employers and the community; researching and addressing live issues through critical analysis, research and innovation
- Developing business awareness and understanding of, and preparation for, graduate careers
- Developing the capacity to manage successfully the real-world demands of 21st Century employment , including workload and inter-relational challenges.

### Entrepreneurship

- Equipping all students with the ability to develop an entrepreneurial mindset to their studies, their career planning and graduate employment or venture creation.
- Developing the capacity to act as 'Changemakers' in organisations and society, who can drive innovation, creativity and sustainable change in the economy and society as a whole.
- Capacity to create and implement ideas and solutions that are ethical, visionary and realistic to engage widespread support in local, national and international communities, making a positive difference.

### Responsible Leadership and Professionalism

- Leadership underpinned by professional ethics and a commitment to sustainable and responsible change
- Professionalism demonstrated by expert and specialised knowledge and a high standard of professional ethics, behaviours and work activities
- Professional accreditation of programmes where possible

## GCU Strategy for Learning 2015-2020

### 1.0 Introduction

- 1.1 The Strategy for Learning (SfL) has been developed through a consultative process with staff, students, college partners and employers and is informed by international and national developments and effective practice in learning, teaching and assessment.
- 1.2 The SfL is inspired by the University's mission for the Common Good and, through its implementation, supports key elements of the GCU Strategy 2020 goals, in particular that of *Transforming Lives*. This goal centres on delivering 'excellence in learning and an outstanding student experience which equips students with the employability and entrepreneurial skills to succeed as global citizens and enables them to make a positive impact within their communities, transforming their lives and the lives of others' (GCU, 2015). The SfL also supports the Strategic Goals of:
- *Enriching cities and Communities* through research led-teaching in our key areas of research strength in inclusive societies, healthy lives and sustainable environments
  - *Innovating for social and economic impact* through the emphasis on real world learning, divergent thinking and entrepreneurship and through working in partnership with business, the community, the professions, public and third sectors
  - *Engaging globally* through the internationalization of the curriculum, including international learning and teaching opportunities for students and staff across our campuses in Glasgow, London and New York and our educational offerings in Oman and Bangladesh
  - *Aligning for the Common Good*, through a curriculum which supports the development of the Common Good Attributes: **active and global citizenship**, an **entrepreneurial mind-set**, **responsible leadership** and **confidence** (Appendix C. These attributes are underpinned by the GCU core values of Integrity, Creativity, Responsibility and Confidence. The goal is to ensure that the GCU student experience equips our graduates with the attributes needed to develop and implement new strategies and ideas that address societal challenges and needs, whether on a local, national or global scale as well as the knowledge, skills and values associated with their particular professional or disciplinary areas.
- 1.3 The SfL also reflects the wider enhancement agenda in Scottish Higher Education, with a particular emphasis on student engagement and underpins all GCU's undergraduate (UG) and taught postgraduate (PG) programmes.
- 1.4 The SfL places the University, as a globally networked institution, at the centre of the wider community and the learner at the centre of the University. The learning community reflects the University's national and international reach, including Glasgow, London, Oman and New York, but has no boundaries as a result of the use

of technology which creates accessible education, anywhere and at any time. It includes key partners, from Colleges to internationally-renowned universities, from national public service providers to multinational corporations.

- 1.5 The SfL has been developed within the context of a changing regional, national and global HE landscape. It addresses the changing needs of employers, the economy and society and the changing demands and expectations of our students. The SfL will enable our students to deal with complex global challenges through developing divergent, creative, responsible, entrepreneurial thinking applied to real-world problems. The SfL will also develop attributes linked to employability, career development and the motivation to continue to learn and develop throughout professional and personal lives.
- 1.6 The SfL recognizes and embraces the diversity of GCU students, current and potential, and a commitment to the participation, progression and success of all students regardless of background.

#### ***A transformative approach***

- 1.7 The SfL will be transformative and this approach will ensure as it will ensure potential, whether individual or organisational, is fulfilled. This approach will include engagement-led and real-world learning and inter- and multi-disciplinary curricula with opportunities for the co-creation and personalisation of learning. In other words, learning which is active, collaborative, authentic and challenging.
- 1.8 This distinctive approach to learning, teaching and assessment supports the development of divergent thinking in considering real world issues. At UG and PG levels, it fosters independent, reflective learning, high level digital literacy, entrepreneurship, confidence, empathy, responsible leadership, global citizenship and professionalism, extending to advanced professional practice at PG level.

#### ***Flexible learning pathways and partnership***

- 1.9 The SfL supports, and reflects, a commitment to lifelong learning and development through flexible learning and progression pathways at UG and PG levels, enabling students to enter and re-enter programmes at various stages of their lives and careers. This commitment to flexibility includes the extensive use of articulation from college to university, recognition of prior learning (RPL), credit transfer, work-based learning (WBL), distance learning and online learning.
- 1.10 The flexibility outlined above is underpinned by GCU's commitment to widening participation and equality of opportunity for all. The University is proud of its success in attracting students from non-traditional backgrounds, particularly from backgrounds of social and economic disadvantage, and will continue to build on this success through effective partnership working with colleges, schools, employers and other higher education institutions (HEIs), regionally, nationally and internationally. The University recognizes the need to understand and build on the prior learning

experience of students whether gained through school, college, the workplace, the local or international community, to ensure seamless transition into, through and beyond university.

- 1.11 In the case of local and regional colleges, GCU has a strong commitment to work in partnership at strategic and operational levels to: strengthen articulation as a route for entry to the University with full advanced standing; encourage progression to honours and postgraduate study; support internationalisation; collaborate in wider learning and teaching developments and engage in shared continuing professional development (CPD).

### ***Digital Learning***

- 1.12 The implementation of the SfL will be supported by the extensive use of digital education and learning technologies to enhance student engagement, accessibility, flexibility and personalisation of the curriculum. Learning, teaching and assessment need to be embedded in a digital environment across *all* programmes and fully exploit the potential this offers for new models of provision and for student engagement as well as the development of on-line learning. Developments in digital learning will be supported through the Digital Strategy, as well as through professional development and support to enhance staff capabilities.

### ***Learning and teaching excellence***

- 1.13 To ensure learning and teaching excellence, the development of staff is essential, particularly in relation to digital learning, and a shift in role from ‘instructor’ to ‘facilitator’ or ‘director’ of learning. The professional recognition of our staff is also a priority in both discipline, and in teaching and supporting student learning, the latter aligned to the UK Professional Standards Framework (UKPSF). The SfL requires the continued development of a University-wide culture where staff value and contribute to the continuous enhancement of learning and teaching, creating an environment which motivates students to achieve their full potential.
- 1.14 The SfL highlights the importance of links between research and teaching in order to enhance the student experience and to inform the professional development of staff. GCU will provide teaching that is:
- research-led and utilizes research in the relevant disciplines to build a curriculum that is cutting edge and presents students with an evidence based view of the world
  - informed by pedagogical research and scholarship, as well as horizon scanning and understanding of the theoretical and empirical evidence supporting international best practice, to ensure a robust evidence base for enhancement
  - enquiry-based and gives students the opportunity to engage in research projects of their own at all levels of programmes ( linked to real-world

problem solving, entrepreneurship, broad and deep learning , divergent thinking and engaged learning)

## ***Student Engagement***

1.15 Student engagement is at the heart of the SfL and forms a key element of the University's approach to supporting retention and success as well as enhancement of the student experience. The two dimensions of engagement, - engaging students in their own learning and teaching and engaging students in shaping the learning and teaching experience at GCU - are underpinned by the following principles:

- Enhancing the student experience, including students working as partners with the wider community
- Working with students as partners and co-creators
- Capturing the student voice
- Engaging with the university

## **2.0 Background**

2.1 The SfL will contribute to the achievement of the University's 2020 Strategy and is aligned to the other GCU 2020 Core strategies, : the Research Strategy, Internationalisation Strategy, Business Innovation and Enterprise Strategy and supported by the Enabling Strategies. The SfL supports the GCU Values of Integrity, Creativity, Responsibility and Confidence.

2.2 The SfL is based on a distinctive GCU Model and will entail investment in staff and technology. The success of the SfL will depend on staff being able to respond flexibly and confidently to the pace of change.

## **3.0 Strategy for Learning (SfL) and the GCU Model**

3.1 The SfL is centred on a single goal: to develop graduates who will be:

**Proficient in their discipline, entrepreneurial, confident, responsible and capable of fulfilling leadership roles in different organisational, cultural and global contexts.**

This goal reflects the GCU Common Good Attributes (Appendix C) and serves to empower our students and graduates to make a positive difference to the communities they serve as part of the University's Common Good mission.

3.2 The SfL and the GCU Model will demonstrate the following characteristics for both undergraduate (UG) and postgraduate (PG) study:

- **An outstanding student experience** in terms of learning, student support and wider opportunities for personal, professional and career development as part of the GCU Student Experience Framework.
- **Learning and teaching excellence** underpinned by research and scholarship, linked to the GCU Research Strategy: teaching that is informed by evidence; professional development that is scholarly, critical, evidence-based and draws on international best practice; and the recognition of excellence.
- **A curriculum which is :**
  - **Flexible:** flexible routes into and through programmes; flexibility within the curriculum;
  - **Accessible and inclusive :** valuing diversity and recognising and meeting the learning needs of *all* students through an inclusive learning environment, commitment to widening participation and the 'Common Good';
  - **Engaging :** developing a sense of belonging ; ensuring a real-world, challenging learning experience ; and opportunities for personalised approaches to reflect the individual needs of students through the use of digital learning;
  - **Internationalized:** developing global perspectives, linked to employability and global citizenship;
- **Inspirational approaches to learning, teaching and assessment** which embrace innovation and the imaginative use of learning technologies.

3.3 The SfL is based on a GCU Model comprised of eight curriculum *design principles* and eight *enablers* given in 3.3.1 and 3.3.2 respectively.

### 3.3.1 SfL: GCU Model Curriculum Design Principles

The following design principles should be embedded in all programmes at UG and PG levels.

***Note: definitions and summary guidance on how the design principles can be embedded within the curriculum are provided in Appendix A. This should be used as a resource to guide staff in programme design, approval and review.***

**Figure 1: SfL: GCU Model Curriculum Design Principles**

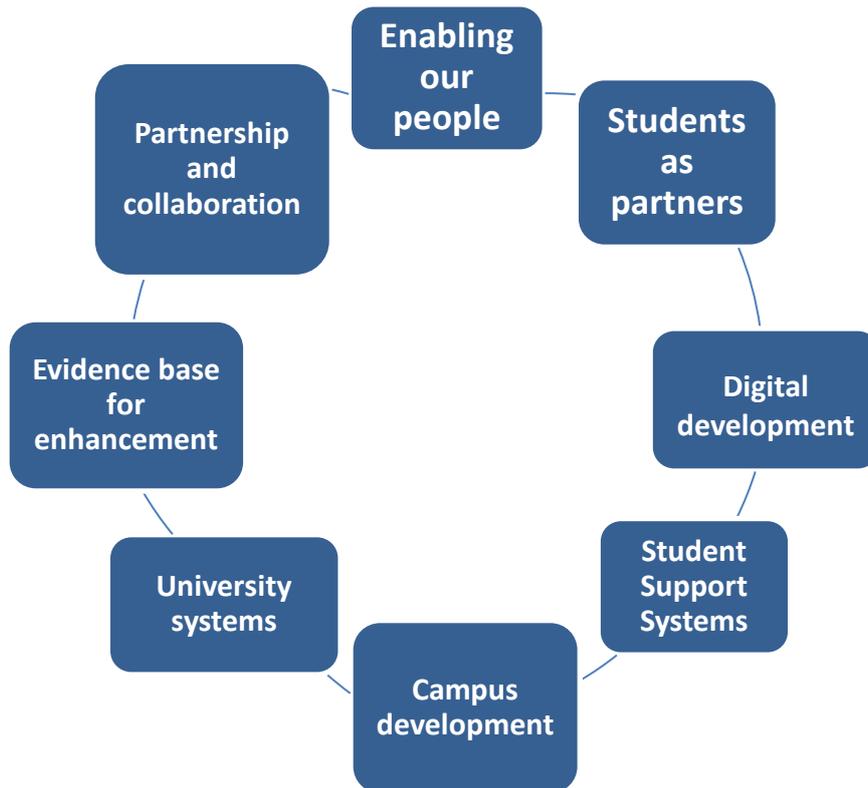


### **3.3.2 SfL: GCU Model Enablers**

The following enablers are required to ensure the design principles are embedded in the curriculum and the objectives of the SfL (outlined in 3.1 and 3.2 above) are achieved. These enablers align to the overarching 2020 strategic enablers

These SfL enablers are summarized in **Appendix B**

**Figure 2: SfL Enablers**



#### **4.0 Monitoring and Evaluation**

4.1 The effectiveness of the SfL will be monitored and evaluated:

- at a programme level through the Annual Programme Analysis process
- at a University level through external sector benchmarks, as well review of the GCU Strategy and its contribution to the achievement of the University Strategic Indicators and 2020 outcomes in relation to:
  - excellent student satisfaction , including the enhanced use of digital learning across the curriculum
  - positive outcomes for students and graduates in relation to progression, retention, completion and graduate employment
  - enhanced staff engagement and an increase in the proportion of academic staff holding doctoral and postgraduate qualificationIn addition:
  - Professional recognition of staff in relation to the UKPSF (UK Professional Standards Framework for Learning and Teaching in Higher Education.)

4.2 Programme Enhancement Plans will be produced as an output of the APA process. The implementation of the SfL will be supported through the 2020 Student Experience Action Plan.

## **5.0 Resources**

- 5.1 Resources are currently being committed by the University to effect significant improvements in the physical environment, through the Estates and Infrastructure Strategy; in the digital environment through the Digital Strategy and in staff capability, through Accelerate CPD Learning and Teaching Framework and Policy and the People Strategy.

## **6.0 Implementation**

- 6.1 To ensure University-wide engagement with the SfL, its implementation will be supported through the 2020 Student Experience annual action planning process, monitored by the Enhancing the Student Experience Steering Group, with updates to APC and Senate as appropriate. Its implementation will be supported through university-wide and school-based developments and related strategies.

- 6.2 The implementation of the SfL will be supported through an integrated approach which aligns the SfL and the University's other Core 2020 strategies and university initiatives such as the Student Experience Framework.

## Appendix A

### Strategy for Learning: GCU Model Curriculum Design Principles

Design Principles	What does this mean?	How can this be embedded into the curriculum?
<b>Engaged learning</b>	<ul style="list-style-type: none"> <li>• A commitment to the concept of student engagement, on the basis that students who are engaged will maximise their learning and realise their potential. This includes developing a sense of belonging with peer groups, with programmes and with the University as a whole and begins before a student arrives at GCU</li> <li>• A commitment to the individual student experience of engaged learning and research.</li> <li>• A commitment to enable a personalised learning experience where possible, involving some element of choice about what, when and how learning takes place. This enables a degree of customisation by students of the curriculum and of their wider learning experience in line with their needs, interests and goals.</li> <li>• Acknowledging students as partners in shaping and enhancing the student experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples include opportunities for learning which are: project-based; interdisciplinary; group-based; work-based; co-designed; personalised.</li> <li>• Recognizing and building on the range of skills, knowledge and strengths gained through work-based and other experiences which students bring to the curriculum</li> <li>• Range of effective and accessible forms of academic support, including academic advisors, academic development tutors and peer mentors</li> <li>• The tailoring of pedagogy, curriculum, and learning environments to meet the needs and aspirations of individual learners through the use of technology/digital learning where appropriate.</li> <li>• Personalised approaches to learning, teaching and assessment are linked closely to the flexibility of the curriculum in terms of pace, mode and content ( see below)</li> <li>• Wide range of formal and informal opportunities at programme, School and University levels for students to be involved in processes of change and learning and teaching developments</li> </ul>
<b>Divergent thinking</b>	<ul style="list-style-type: none"> <li>• Developing the capacity to think divergently (as well as convergently) to tackle complex global challenges and real-world problems. Divergent thinking results in the generation of creative ideas by exploring many possible solutions, drawing on ideas from different disciplines and</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities within the curriculum, to explore open ended problems and encourage students to develop their own solutions drawing on a range of different ideas drawn from different contexts and discipline areas, generating possible solutions in a creative, unstructured way, challenging assumptions and being able to take risks.</li> </ul>

	<p>areas, through which often unexpected connections are made.</p>	<ul style="list-style-type: none"> <li>• Opportunities within and alongside the curriculum to engage in social innovation as part of the University's Common Good mission supported by a Common Good Curriculum Framework.</li> <li>• Divergent thinking can be supported through social and collaborative learning approaches, and collaborative web-based technologies to support geographically dispersed groups as well as social networking platforms.</li> </ul>
<p><b>Flexible , Inclusive and Accessible Learning</b></p>	<p>Development of a FAIR (Flexible, Accessible, Inclusive, Relevant) Curriculum:</p> <ul style="list-style-type: none"> <li>• Meeting the needs of an increasingly diverse student population by: <ul style="list-style-type: none"> <li>• providing flexible routes into and through programmes, recognising and building on prior learning where appropriate</li> <li>• a flexible curriculum , providing students with a degree of choice in terms of what, when, where and how learning occurs</li> </ul> </li> <li>• Flexible learning also supports the personalisation and accessibility of the curriculum.</li> <li>• Inclusive learning and teaching refers to the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all.</li> <li>• It embraces a view of the individual and individual difference as the source of diversity that can enrich the lives and learning of others.</li> <li>• It is underpinned by values of equity and fairness, taking account of and valuing</li> </ul>	<ul style="list-style-type: none"> <li>• Flexibility into and through programmes with wider opportunities for articulation, advanced standing, RPL, WBL, distance, part-time and online learning at UG and PG levels.</li> <li>• Create space within the curriculum for opportunities for personal and professional development, such as learning outside the programme discipline area, study abroad, language development, work placements, employer or community--led projects, vertical projects, engagement in social innovation opportunities.</li> <li>• Development of an accessible and inclusive curriculum and the development of programmes/modules that anticipate, acknowledge and take into account students' entitlements according to the Equality Act (EqA) 2010, aiming beyond the focus on disability to include all the EqA 2010 characteristics as well as social class and cultural differences.</li> <li>• Learning and teaching materials that avoid stereotypes and assumptions</li> <li>• Learning and teaching materials that account for the needs of disabled students</li> <li>• Fair assessments (e.g. anonymised marking)</li> <li>• Flexibility in timetabling to account for the needs of students who are parents and carers</li> <li>• Embedding understanding of equality and diversity within programmes through the inclusion of online Managing Diversity</li> </ul>

	<p>differences within mainstream curriculum, pedagogy and assessment and moving towards a 'universal design' model which addresses the needs of all students and away from remedial intervention.</p>	<p>course in all programmes through relevant core modules, linked to responsible leadership and global citizenship.</p>
<p><b>Broad and Deep learning</b></p>	<ul style="list-style-type: none"> <li>• Development of graduates who are not only proficient in their chosen subject but who will have benefited from a broader, multi- and inter-disciplinary curriculum.</li> <li>• A broader range of learning tasks, opportunities and assessments to enable students to develop and demonstrate wider attributes linked to employability and citizenship and the capacity to deal with complexity, diversity and change.</li> <li>• The ability to analyse critically new ideas, linking them to already known concepts and principles leading to understanding and long-term retention of knowledge and skills so they can be used for problem solving in unfamiliar contexts.</li> <li>• Learning about resilience and wellbeing, developing the capacity to balance the competing demands of student life successfully</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for multi- and inter-disciplinary or inter-professional learning within all programmes</li> <li>• Use of wide range of learning and teaching resources including videos, podcasts, and open learning resources across programmes, with a particular focus on supporting inter-disciplinary learning</li> <li>• Opportunities, through elective modules, to gain credits in subjects, including languages, outside a chosen discipline area.</li> <li>• Opportunities for co-curricular, social and informal learning to develop broader capacities and attributes which are explicitly recognised, i.e. credit-rated, as part of the wider learning experience</li> <li>• Opportunities for collaboration, challenge and experimentation through, for example, multi- or inter-disciplinary group projects, as well as vertical projects (students working together from different years); research projects addressing 'real-world' issues</li> <li>• Innovative and balanced assessment methods to ensure engagement, learning through assessment and development of graduates as summarised in 3.1.</li> <li>• Timely, high quality and constructive formative feedback in a variety of forms, particularly that which is given early within each level of study to reinforce levels of student engagement and their understanding of learning requirements, expectations and assessment processes.</li> <li>• Opportunities for reflection and self- and peer-assessment embedded in the curriculum to encourage interaction and discussions around learning.</li> </ul>

		<ul style="list-style-type: none"> <li>• Embedded sessions within programmes which tailor mental wellbeing support to the specific contexts of study and discipline , targeted at key stages of the student experience/lifecycle</li> </ul>
<b>Global learning</b>	<ul style="list-style-type: none"> <li>• Global learning incorporates teaching international students, transnational teaching, internationalising the curriculum and increasing student international mobility with a view to developing global citizenship and employability.</li> <li>• An internationalised curriculum enables students to develop global perspectives and cross-cultural capability in order to be able to perform, professionally and socially in a multi-cultural environment</li> </ul>	<ul style="list-style-type: none"> <li>• Internationalisation to be a feature of all programme curricula, to be required for programme approval purposes and evidenced by appropriate internationally-renowned accreditations and/or periodic reviews by international teams (note: Internationalisation Strategy).</li> <li>• Curriculum structures and design should facilitate inward and outward student mobility and incorporate learning and teaching activities which support ‘internationalisation at home’</li> </ul>
<b>Real-world Problem solving</b>	<ul style="list-style-type: none"> <li>• Improving employability of graduates through embedding of work-related activities into programmes, using innovative approaches in learning and teaching to enhance students’ professional skills and engage with employers and /or community and third sector organisations on a regular basis.</li> <li>• Developing business awareness and understanding of graduate careers and making realistic preparations for entering the graduate labour market through a coherent programme of career planning.</li> <li>• Enhancing the academic, personal and professional development of learners to meet the changing needs of employers, the economy and society.</li> <li>• Developing the capacity to manage successfully</li> </ul>	<ul style="list-style-type: none"> <li>• Real-world learning at UG and PG levels through an emphasis on simulated and work-related learning which is active, authentic and interdisciplinary ; direct engagement with employers, third sector and the community ; researching and addressing live issues through critical analysis and innovation, supported through the Business, Innovation and Enterprise strategy</li> <li>• Opportunities for all students to engage in social innovation as part of the Common Good Framework</li> <li>• Opportunities for students to explore and engage in venture creation through UHatch</li> <li>• Inclusion of modules which engage students in analysis, research and discussion of contemporary, real life issues in all PG programmes, including consideration of professional ethics/responsible leadership.</li> <li>• Innovative approach to dissertation/work-based project at PG level, including consideration of real work-based issues linked to advance professional practice in disciplines where this is</li> </ul>

	<p>the real-world demands of 21st Century employment, including workload and inter-relational challenges.</p>	<p>appropriate.</p> <ul style="list-style-type: none"> <li>• Embedded sessions within programmes which tailor mental wellbeing support to the specific contexts of study, discipline and professional area and which develop the capacity to deal with the competing work/life demands of post qualifying employment.</li> </ul>
<p><b>Entrepreneurship</b></p>	<ul style="list-style-type: none"> <li>• Equipping all students with the ability to develop an entrepreneurial attitude to their studies, their career planning and graduate employment</li> <li>• Embedding an understanding of being entrepreneurial as a way of thinking and behaving that drives innovation, creativity and ethical, sustainable change in the economy and society as a whole</li> <li>• Encouraging the development of an 'entrepreneurial mindset' which includes generic personal attributes such as initiative, independent thinking, problem solving, creativity, networking, identifying business or social innovation opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• For all disciplines at UG level, core and high-profile modules which explicitly address employability and foster an entrepreneurial attitude throughout the programme of study, including consideration of responsible management/leadership and professional ethics (amended as appropriate in the case of direct entry students articulating on to any programme).</li> <li>• Opportunities for every student for entrepreneurial development, in particular in relation to social innovation, through core and/or co-curricular activities such as volunteering, internships, and authentic projects either employer- or community-based and for such activity to count towards a degree award.</li> </ul>
<p><b>Responsible Leadership and Professionalism</b></p>	<ul style="list-style-type: none"> <li>• Leadership that is underpinned by professional ethics and a commitment to sustainable and responsible change.</li> <li>• Professionalism that is demonstrated by expert and specialized knowledge in the professional field and a high standard of professional ethics, behaviours and work activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The development of entrepreneurship, enterprise and employability within the curriculum explicitly to address principles of responsible leadership.</li> <li>• The development of an understanding and engagement with equality and diversity within the context of responsible leadership.</li> <li>• Opportunities for every student to develop responsible</li> </ul>

		<p>leadership skills through co-curricular activities such as volunteering, internships, community projects, mentoring and for such activity to count towards a degree award.</p> <ul style="list-style-type: none"><li>• Reflective element in all UG and PG programmes to develop reflective practitioners.</li><li>• Sustainability to be an aspect of all programme curricula, raising awareness of the environment and developing a sense of civic responsibility and of health and well-being.</li><li>• Programmes to be professionally accredited wherever possible. It is recognised this may necessitate refinement of some of the above but programme teams will need to justify any programme-specific exclusions.</li></ul>
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## Appendix B

### Strategy for Learning and GCU model: Enablers

<p><b>Enabling our People</b></p>	<ul style="list-style-type: none"> <li>• <b>Academic staff</b> (note: People Strategy and AcceleRATE CPD Learning and Teaching Framework and Policy, CREDO Researcher Training) – investment in professional development associated with research, scholarship, academic and teaching-related qualifications, peer review scheme (including peer observation), digital literacy and capabilities and opportunities to spend time in an external organisation in the private, public or third sectors to refresh thinking and practice.</li> <li>• <b>Professional and administrative staff</b> (note: People Strategy and AcceleRATE CPD Framework and Policy) – investment as required to enhance their contribution to the student experience.</li> <li>• <b>All staff</b>- investment to develop the knowledge and skills to provide information and guidance and, where appropriate, support to enhance student health and well-being</li> <li>• <b>All staff</b> – initiatives to ensure enhanced partnership working between academics and professional and administrative staff to deliver higher impact outcomes for students and foster excellence in the staff experience.</li> <li>• <b>All staff</b> – ensure all staff demonstrate the attributes expected of students, necessitating investment to develop attributes where necessary through, for example, international staff development, exchange and secondments, community engagement, social innovation opportunities, equality and diversity CPD</li> </ul>
<p><b>Students as partners</b></p>	<ul style="list-style-type: none"> <li>• Partnership with students, and the GCU Students’ Association, in terms of their role in :             <ul style="list-style-type: none"> <li>○ engaging with the learning opportunities provided</li> <li>○ shaping and enhancing the learning experience and increasing opportunities and choices for students</li> </ul> </li> <li>• GCU’s approach to the two dimensions of student engagement (above) supported by the Engage initiative reflects that of the Scottish Funding Council, QAA, HEA, NUS and SPARQs</li> </ul>
<p><b>Digital development</b></p>	<ul style="list-style-type: none"> <li>• Supported by the Digital Strategy, achieve a step-change in the nature and use of digital learning and resources, including social media and mobile devices, within and external to the classroom, to facilitate learning and to enhance flexibility, accessibility ,personalization and collaborative learning</li> <li>• Development of online programmes at PG level , as well as embedding online learning experiences across all programmes at GCU to ensure an engaging, accessible, interactive online learning environment : diverse opportunities to engage and interact with learning resources; staff; peers at GCU and internationally, with flexibility in terms of time and place.</li> </ul>

	<ul style="list-style-type: none"> <li>• Development of open education and open educational resources (OERs), reflecting the University commitment to the common good</li> <li>• A focus on enhancing digital capability through the professional development of staff.</li> <li>• Investment in library resources to support learning and teaching in a digital environment.</li> </ul>
<b>Student Support systems</b>	<ul style="list-style-type: none"> <li>• A co-ordinated and integrated approach to student support and career development, throughout the student lifecycle at UG and PG levels. This is linked to long, thin induction and pre- and post-entry support provided by central services, Schools (<a href="#">vizia</a> Learning Development Centres, Academic Advising) and peer mentoring.</li> </ul>
<b>Campus development</b>	<ul style="list-style-type: none"> <li>• Create an appropriate physical and virtual learning environment in all parts of the University (Glasgow, London, New York and any other hubs) which matches if not exceeds competitor institutions. The physical environment, through Heart of the Campus, will reflect the engagement-led learning approach, supporting creative and innovative approaches to learning, e.g. practice simulation labs, re-designing the layout of lecture theatres and seminar rooms to suit more activity-focused sessions with students and allow for the use of different technologies and the creation of more informal 'social' learning spaces to encourage interaction.</li> </ul>
<b>University Systems</b>	<ul style="list-style-type: none"> <li>• Ensure University systems and their use by staff, e.g. registration, ISIS, access to GCU LEARN, library and support services, support flexibility of provision, including part-time, distance, work-based and online learning.</li> </ul>
<b>Evidence base for enhancement</b>	<ul style="list-style-type: none"> <li>• Ensure timely and focused surveys are conducted at each level of study, including extending NSS-equivalent to PG programmes, and rapidly feed into actions as necessary.</li> <li>• Gather and analyse appropriate quantitative and qualitative data to ensure evaluation and continuing enhancement of the student experience (including investigating the use and development of learning analytics).</li> </ul>
<b>Partnership and collaboration</b>	<ul style="list-style-type: none"> <li>• Partnership with schools, regional, national and international colleges and higher education providers the professions, employers, community, to ensure effective transition to the University, flexible progression pathways, new approaches to curriculum design and delivery; opportunities to support the Developing Scotland's Young Workforce agenda; opportunities for social innovation as part of the Common Good mission</li> </ul>

## Appendix C Common Good Attributes

The Common Good Attributes define the knowledge, skills and attitudes we are seeking to develop in our students and graduates, which are aligned to the GCU core values and demonstrated through the associated core behaviours. All GCU students will develop the Common Good attributes through their taught curriculum. The Common Good Curriculum will also provide opportunities for all GCU students to enhance and develop these attributes further through engaging in co and extracurricular activities aligned to the Common Good- for example, social innovation<sup>1</sup>, community engagement, volunteering

GCU core values	Common Good attributes	GCU Behaviours
Integrity	<p><b>Active and global citizenship</b>  <i>What does this mean?</i>            Acting honestly, fairly and ethically in:</p> <ul style="list-style-type: none"> <li>• Recognising and actively seeking to address global social trends and challenges</li> <li>• Viewing the world from the perspective of different cultures</li> <li>• Participating in the community at a local, national and global level</li> <li>• Taking account of and valuing diversity</li> <li>• Exploring social problems and taking action to build a more just and sustainable society</li> <li>• Addressing inequality and disadvantage</li> </ul>	<ul style="list-style-type: none"> <li>• Treating others with dignity and respect</li> <li>• Looking for ways to make a positive difference</li> <li>• Reflecting honestly on my work practices and behaviours</li> <li>• Taking personal responsibility for my actions and behaviours</li> </ul>
Creativity	<p><b>Entrepreneurial mind-set</b>  <i>What does this mean?</i></p> <ul style="list-style-type: none"> <li>• Being curious and prepared to take calculated risks</li> <li>• Identifying opportunities for change</li> <li>• Creating solutions, and putting these into practice, in response to identified real-world problems</li> <li>• Thinking creatively, critically and divergently, drawing on a range of ideas and unexpected connections</li> <li>• Dealing with complexity and</li> </ul>	<ul style="list-style-type: none"> <li>• Looking for ways to be innovative</li> <li>• Flexible and open to change</li> <li>• Looking for opportunities to work with, learning from sharing with others</li> <li>• Being prepared to look outside my own environment to find solutions to problems</li> <li>• Open to positive feedback on the way I do things</li> <li>• Regularly looking to</li> </ul>

<sup>1</sup> Social innovation at GCU is defined as follows: 'Social innovation involves new strategies, ideas and organisations that meet social needs of all kinds. It flourishes when people from different backgrounds and experiences come together to produce new ideas and initiatives'

	<p>uncertainty</p> <ul style="list-style-type: none"> <li>Actively seeking a diversity of experiences and concepts from different cultural contexts</li> </ul>	<p>improve the way we do things</p>
Responsibility	<p><b>Responsible leadership</b> <i>What does this mean?</i></p> <ul style="list-style-type: none"> <li>Exercising: <ul style="list-style-type: none"> <li>Empathy</li> <li>Resilience</li> <li>Professionalism</li> </ul> </li> <li>Inspiring and influencing the thinking, attitudes and behaviour of others</li> <li>Working collaboratively towards a common vision and common goal</li> <li>Building communities through the development of trust</li> <li>Developing solutions that are ethical, visionary, realistic and sustainable</li> <li>Actively demonstrating a personal commitment to equality and diversity</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility for my work</li> <li>Admitting to mistakes and learning from experience</li> <li>Helping others to develop their skills and confidence</li> <li>Raising awareness of poor practice or behaviour when I see it</li> </ul>
Confidence	<p><b>Confidence</b> <i>What does this mean?</i></p> <ul style="list-style-type: none"> <li>Acting assertively and reasonably</li> <li>Challenging yourself and continually learning from experience</li> <li>Respecting your own and others' rights and needs</li> <li>Becoming a 'changemaker', making a positive difference</li> <li>Being able to understand, respect and engage with a diverse range of audiences and stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Generous with my knowledge and expertise</li> <li>Treating mistakes as an opportunity to learn and develop</li> <li>Believing that I can make a difference by what I do</li> <li>Willing to step outside my comfort zone to learn or achieve something new</li> </ul>