

Education Strategy

General details	
Request type	Full review
Document Lead	Dr Leyanda Purchase, Associate Pro Vice-Chancellor - Academic
Date	27 September 2024
Summary and rationale for changes	<p><i>The proposed Education Strategy is designed to succeed the current Learning and Teaching Strategy (2019), taking into account the University's strategic objectives and organisational developments to support their delivery. It's development and implementation will be owned by the Education Committee (formerly the Academic Enhancement Committee).</i></p> <p>Key features of the proposed strategy:</p> <ul style="list-style-type: none"> • <i>Creating a shared vision for excellence in education at ULaw, aligned with the University's Strategic Plan</i> • <i>Strengthening the working relationships of the University's departments and teams that support learning, teaching and assessment</i> • <i>Creating a Graduate Attributes Framework to scaffold our core values, strategic themes and priorities for this Education Strategy</i> • <i>Identifying the strategic priorities for the period of the Strategy:</i> <ul style="list-style-type: none"> ○ <i>Embedding a new online pedagogy</i> ○ <i>Evidencing the impact of research-informed teaching</i> ○ <i>Embedding ESD</i> ○ <i>Developing a microcredentials portfolio</i> ○ <i>Leveraging digital and GenAI</i> • <i>Identifying the metrics for measuring the success of the Strategy</i> <p>The consultation for this draft strategy was launched at the start of August and included the staging of student focus groups hosted by the SU's co-presidents. Feedback comments were summarised by themes and included in a presentation at the Annual Learning and</p>

	<p>Teaching Conference on 5th September. Proposals for refining the strategy to address these comments were showcased at the same time. Key changes were:</p> <ol style="list-style-type: none"> 1. Refocused strategic priorities <ul style="list-style-type: none"> - Explicit reference to inclusive learning and incorporating EDI and WP initiatives. - Making clear that microcredentials help widen access to learning; support lifelong learning ambitions and those who would otherwise have barriers to HE. - Including greater clarity of the University's pedagogy across all modes, not just online. 2. Updated diagrams to provide greater clarity as to the alignment of the education strategy with the University's overarching strategy 3. Inclusion of outcomes/actions that will form the basis of individual Theory of Changes for each strategic priority area. <p>Following endorsement from ASQC-ARP and the Education Committee, the attached final draft of the Education Strategy (v1.2) is now presented to Academic Board for final approval.</p>
Internal and External benchmarks	<ul style="list-style-type: none"> • <i>ULaw Strategic Plan</i> • <i>ULaw Applied Research Strategy</i> • <i>ULaw EDI and Sustainability Initiatives</i> • <i>ULaw Employability Policy</i> • <i>Examples of education strategies at other HEIs (Exeter, Liverpool and Portsmouth)</i> • OfS conditions of registration • Regulatory advice 22: Guidance on the Teaching Excellence Framework (TEF) 2023 • UNESCO Education for Sustainable Development in the UK • Advance HE Sustainable Development Guidance • UN's Sustainable Development Goals
Internal consultation	<p><u>July</u> <i>Fri 19th EE considered the draft Education Strategy</i> <i>Tues 30th: ASQC-ARP noted development and timeline for consultation and approval.</i></p>

	<p><i>Wed 31st AEC considered the draft Education Strategy</i></p> <p><u><i>August</i></u> <i>Thurs 8th – ASQC noted timeline for consultation and launched of the consultation period.</i></p> <p><u><i>Sept</i></u> <i>Thurs 5th – Annual Learning and Teaching Conference Showcase output from consultation and proposed actions for addressing stakeholder feedback at the annual Learning and Teaching Conference.</i> <i>Mon 23rd – finalised draft Education Strategy circulated to AEE and ASQC-ARP members for endorsement..</i> <i>The draft was also considered by the Education Committee at its meeting.</i></p>
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COMMITTEE NOTING ONLY

Committee undertook scrutiny	<p><i>Name of committee: AEE</i> <i>Date: 19th July</i></p>
	<p><i>Name of committee: AEC/Education Committee</i> <i>Date: 31st July and 23 September</i></p>
	<p><i>ASQC</i> <i>Date: 8th August</i></p>
	<p><i>ASQC-ARP</i> <i>Considered by email circulation in w/c 23rd September</i></p>

Education Strategy 2024-2027

Post Consultation Draft

Context: Our Mission, Vision, Values and Strategic Themes

Our mission

To be the global university of choice for the professions, driving innovation in applied education and delivering outstanding outcomes for our students, colleagues, shareholders and partners

Our vision

We serve our students and their future employers through pioneering professional education and world leading teaching excellence

Our values

- **Professional:** We act with integrity and take responsibility to deliver a high-quality service and education. We update our knowledge and practice to remain current with the changing needs of employers.
- **Student focused:** Our students are at the heart of everything we do. We stand shoulder to shoulder with them, supporting their ambitions and ensuring they are respected and valued.
- **Inclusive:** We embrace diversity of experience and background and connect across different global cultures. We are an inclusive, accessible community and our differences are a source of strength.
- **High-quality:** We are deeply committed to delivering outstanding academic experiences and outcomes. We challenge ourselves in the pursuit of growth and improvement.
- **Supportive:** We work together in an approachable and collaborative way, treating each other with dignity and respect. Everyone is welcomed, valued, and empowered to thrive.

Strategic Themes

- **Outstanding Education:** We will prioritise resources for front-line student experiences to secure the highest quality outcomes
- **Professional Education:** We will transform our students' lives through our graduate employability impact
- **Responsible Education:** We will utilise our resources ethically, efficiently and sustainably
- **Growing Education:** We will grow our business to develop economies of scale and profitability

Introduction to the Education Strategy

The University of Law is one of the longest established providers of legal education and the largest in the UK. We are a pioneer in professional learning and development. Our commitment to driving innovation in higher education and delivering successful outcomes for our students has created a platform to diversify into aligned professions including business, criminology, computer science, policing, psychology and education. We operate through a unique network of national and international campuses and partnerships as well as a growing online campus.

We are passionate in our commitment to drive and develop new programmes aligned to changing societal needs and pressures as well as the needs of employers both within the legal sector and expanding into wider disciplines. Through partnerships with industry, our close links and working relationships with professional bodies, combined with our world class teaching excellence, we will continue to ensure that our students graduate with the highest employability prospects. We remain deeply committed to supporting greater social mobility and access to the professions, contributing to a more diverse, fair and inclusive society through our distinctive, professionally focused academic model.

As we continue to embed our diversified portfolio, we are launching our Education Strategy to strengthen our commitment to developing and delivering an outstanding student experience for all students: driving change, changing lives.

This Strategy aims to:

- Strengthen the working relationships between the relevant University departments and teams to more cohesively support the delivery of this Strategy
- Create a shared vision for Education at The University of Law based on our identity as a pioneer of professional education and world leader in teaching excellence
- Align our core values and Strategic Themes to the development and delivery of educational excellence through the creation of a Graduate Attributes Framework
- Identify priority areas for development and enhancement within the 2024-27 time frame to further strengthen the University's mission to be the global university of choice for the professions, driving innovation in applied education and delivering outstanding outcomes for our students, colleagues, shareholders and partners

- **Embedding inclusive learning practices and Education for Sustainable Development (ESD)**
 - **Widening access to Lifelong Learning through development of a Microcredentials framework**
 - **Leveraging digital and artificial intelligence to tailor student learning and support engagement**
 - **Harnessing the impact of research informed teaching**
 - **Embedding core pedagogic principles across the institution as well as implementing a new online pedagogy**
- Identify key metrics for measuring the success of this Strategy

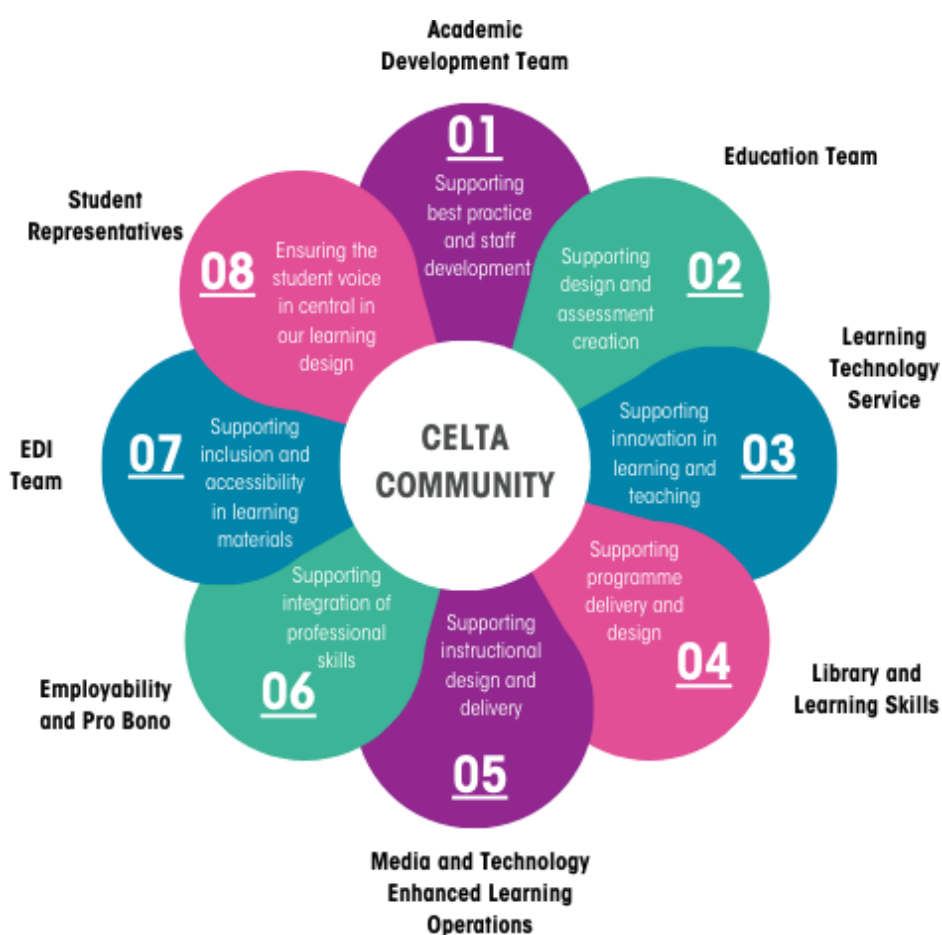
Working Together

In conjunction with this Education Strategy, we are working on transforming the current Academic Enhancement Committee (AEC) into an Education Committee. One of the key aims of this transformation is to ensure all teams and departments involved with learning, teaching and assessment work together more cohesively.

In addition, we will create a Centre of Excellence for Learning, Teaching and Assessment to further support the cohesive working practices of the relevant teams, services and groups.

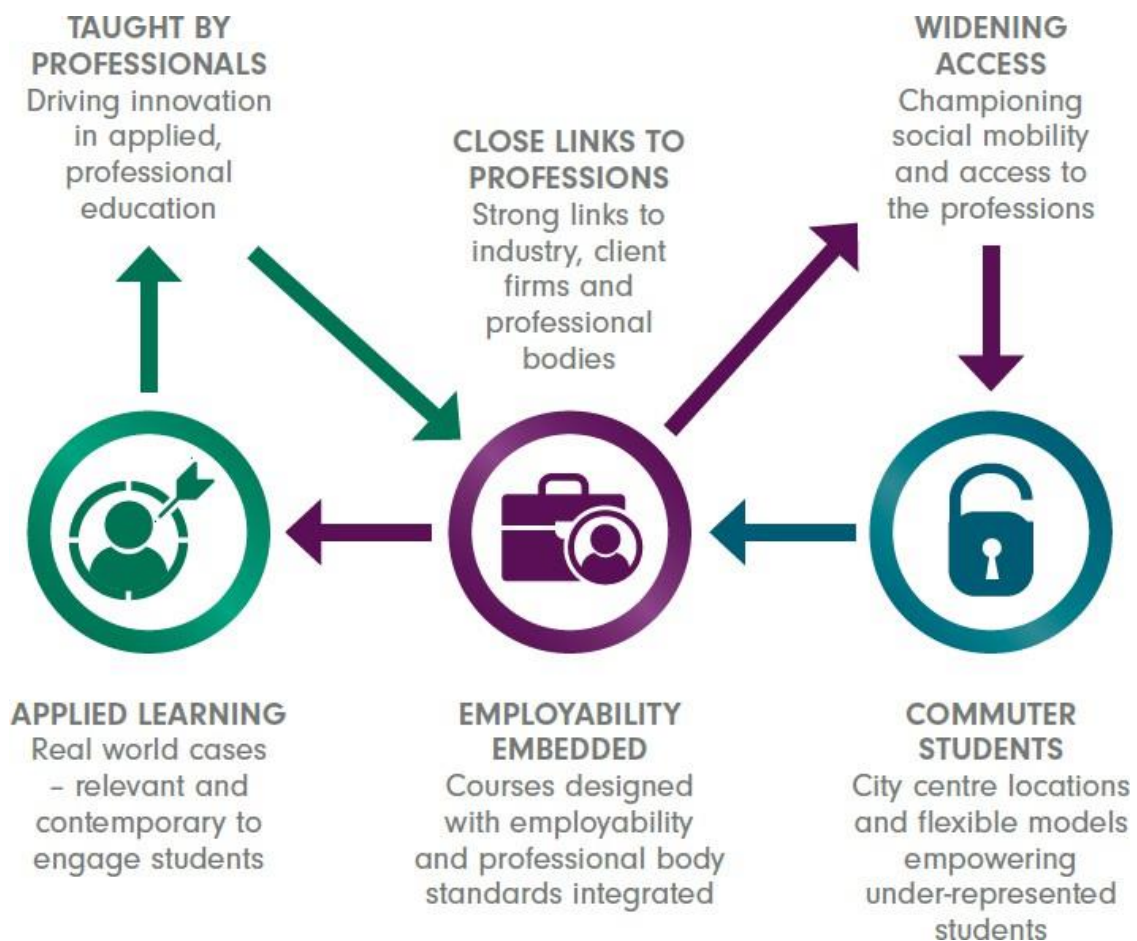
These are:

1. Academic Development Team
2. Education, including Design and Assessment
3. Learning Technology Service
4. Library and Learning Skills
5. Media and Technology Enhanced Learning Operations
6. Employability and Pro Bono
7. EDI Team
8. Student Representatives



Pioneering Professional Education and World Leading Teaching Excellence

Our unique model of specialist education, means we have a number of key USPs:



Supporting Frameworks

There are several University frameworks, strategies and structures which are integral to the successful implementation of this Education Strategy. These are:

- Our Learning, Teaching and Assessment Framework, incorporating our Core Design Principles and Universal Design for Inclusive Learning. These are further supported by the Monitoring of Inclusive Learning policy.
- Our Digital Education Strategy which supports the integration of appropriate learning technologies to support student learning, teaching and assessment.
- Our Educational Gains Framework that supports the development of students' learning, social and cognitive gains.

- Our Widening Participation Strategy and Access and Participation Plan
- EDI and Student Support and Success Plan 2022-2027
- Working with employers and PSRBs to ensure the curriculum and the student experience aligns with set standards and requirements.
- Provision of diverse and efficient physical and virtual learning resources and social environments to support both group and individual learning.
- Maintenance of an inclusive culture, mutual respect and co-operation between staff and students.
- Provision of clear and transparent guidance to students, our academic faculty and business professional teams as to their respective responsibilities for learning and teaching.
- Development, implementation and evaluation of learning experiences, including the use of online and blended learning, to:
 - widen access to learning;
 - enhance student engagement; and
 - promote deep learning.
- Maximisation of opportunities for students and academic faculty to co-create learning materials to ensure the student voice is incorporated across our programmes.

Our Values, Strategic Themes and Outstanding Education

Our Strategic Plan 2022-2027 provides an effective, thematic framework for our Educational Strategy. To this end, we are able to use our Strategic Plan to create a Graduate Attributes Framework to help articulate what outstanding education looks like at the University of Law. These attributes also align with the Education Strategy Priorities as demonstrated in the table below.

The ULaw Graduate Attributes are:

1. Global Citizenship and Engagement
2. Employability and Professional Development
3. Digital Expertise
4. Academic and Research Literacy
5. Lifelong Learning and Self-Awareness

Education Strategy Priorities	Embedding Inclusive Learning Practices and Education for Sustainable Development	Widening Access to Lifelong Learning Through Development of a Microcredentials Framework	Leveraging Digital and Artificial Intelligence to Tailor Student Learning and Support Engagement	Harnessing the Impact of Research Informed Teaching	Embedding Core Pedagogic Principles across the Institution as well as implementing a New Online Pedagogy
Graduate Attributes	Global Citizenship and Engagement	Employability and Professional Development	Digital Expertise	Academic and Research Literacy	Lifelong Learning and Self Awareness
ULaw Strategic Themes	Responsible Education: We will utilise our resources ethically, efficiently and sustainably	Professional Education: We will transform our students' lives through our graduate employability impact	Outstanding Education: We will prioritise resources for front-line student experiences to secure the highest quality outcomes	Growing Education: We will grow our business to develop economies of scale and profitability	All Four
ULaw Mission	Global University of Choice	For the Professions	Driving Innovation	in Applied Education	Delivery Outstanding Outcomes for Students

ULaw Values	Inclusive: We embrace diversity of experience and background and connect across different global cultures. We are an inclusive, accessible community and our differences are a source of strength.	Professional: We act with integrity and take responsibility to deliver a high-quality service and education. We update our knowledge and practice to remain current with the changing needs of employers.	High-quality: We are deeply committed to delivering outstanding academic experiences and outcomes. We challenge ourselves in the pursuit of growth and improvement.	Supportive: We work together in an approachable and collaborative way, treating each other with dignity and respect. Everyone is welcomed, valued, and empowered to thrive.	Student focused: Our students are at the heart of everything we do. We stand shoulder to shoulder with them, supporting their ambitions and ensuring they are respected and valued.
Connected Policies / Initiatives	EDI Sustainability	Employability Pro Bono	Digital Strategy	Applied Research Strategy	Education Strategy
Primary TEF Indicators	SE5 & SE7	SE3 & SE5	SE6 & SE7	SE3 & SE4	SE1 & SE2
Educational Gains Themes	Cognitive Gains	Social Gains	Learning Gains	Learning Gains	Learning, Cognitive and Social Gains

Strategic Priority Embedding Inclusive Learning Practices and Education for Sustainable Development

Graduate Attribute Global Citizenship and Engagement

By embedding inclusive learning practices and Education for Sustainable Development we will create global citizens who are engaged and committed to creating a better, more inclusive future.

Through our global network of campuses and partnerships, our growing online campus, and our commitment to EDI and sustainability, the University is focused on ensuring our students' educational experience is inclusive and accessible, promoting social mobility and engages with the most important global challenges, to create a better future.

Responsible Education	By embedding inclusive practices across our curriculum, we will ensure our pedagogy is accessible and inclusive to students from underrepresented backgrounds and provide tailored support.
	By embracing the UNESCO Education for Sustainable Development and Advance HE Sustainable Development initiatives, we are committed to embedding sustainability into our programmes of study.
	We will assess students fairly against their programme's stated learning outcomes, applying transparent and consistent assessment criteria, and using a variety of assessment methods appropriate to the desired outcomes.
Professional Education	We will connect sustainability issues in the curriculum with professional practice to ensure our students appreciate how these issues are impacting the professions they are seeking to enter and better prepare them for practice.
	We will prepare our students for the challenges of professional careers through tailored support for students from underrepresented backgrounds.
	We will encourage all students to engage with opportunities to develop as global citizens, whether through reciprocal partnership arrangements or via our University-wide Global Citizen Scheme.
Outstanding Education	We will continue to actively monitor our inclusive learning practices across our programmes, embedding core inclusive learning principles and ensuring our students help co-create our curriculum.
	We will continue to work alongside our Students Union and ensure we seek, listen to and respond to the student voice as we grow, and develop our outstanding student experience.
	Through our sustainability initiatives and goals, we are taking an integrated approach to sustainability and continue to create sustainability-infused curricula.
Growing Education	We recognise our large international student community as well as the diverse characteristics of our student population as a whole and will ensure we embed inclusivity to improve access for both domestic and international students.
	We are committed to supporting the diversification of our portfolio through our global network of campuses and partnerships.
	We will provide students from underrepresented backgrounds with access to a diverse portfolio of courses and programmes and a range of modes of study.

Alignment with TEF: SE5, SE6, SE7

Strategic Priority Widening Access to Lifelong Learning through development of a Microcredentials Framework

Graduate Attribute Employability and Professional Development

Our microcredentials framework will widen access to lifelong learning, enabling students to continue to engage with employability focused professional development learning opportunities.

Through our unparalleled commitment to professional education and our close working relationships with employers, together with our award-winning Employability service, we will continue to embed key employability and professional development values into our curriculum.

Responsible Education	We will provide greater variety of assessment methods that are authentic to a professional/workplace environment, to optimise appropriate outcomes-based assessment.
	We will use assessment not only to measure achievement but also to promote student learning and contribute to student development by providing feedback and feedforward, enabling more self-reflective practice.
	We will uphold our Employment Promise and we will expand and diversify our alumni network.
Professional Education	We will work in partnership with employers to ensure our students are equipped with the transferable skills required of their profession.
	We will work with our alumni network and our advisory boards to ensure our extra and co-curricular offering is fully aligned with the needs of the professions.
	For our apprenticeship provision, we will work with employers and apprentices to support active engagement in apprenticeship training programmes, including the assessment process, and in providing effective teaching, training, coaching and support.
Outstanding Education	We will ensure all programmes of study combine outstanding teaching with a professional focus enabling our students to apply their specialist knowledge.
	We will continue to enhance and expand our Student Support Services, and to emphasise the value of ongoing academic and professional skills development through our provision of extra and co-curricular provision.
	We will empower students to tailor their educational experience to enhance their individual needs and career aspirations.
Growing Education	We will develop our employability and professional development provision to support an expanding and more diverse student population.
	We will forge new partnerships with employers and expand the range of PSRBs that we work with to ensure our programmes remain relevant and competitive in a global market.
	We will widen access to our courses and programmes of study through the development of a microcredentials framework aimed at supporting working professionals reengage with higher education.

Strategic Priority Leveraging Digital and Artificial Intelligence to Tailor Student Learning and Support Engagement

Graduate Attribute Digital Expertise

We will leverage digital and artificial intelligence tools to tailor student learning, support engagement ensuring our students gain the digital expertise required to succeed.

Responsible Education	We will ensure our students are exposed to the power of digital innovation as a means of helping solve global challenges, thereby enabling our students to become digital innovators.
	We will use artificial intelligence and other digital tools ethically, to support guided student learning.
	We will work with students to find solutions for those who experience digital poverty.
Professional Education	We recognise that artificial intelligence and other digital technologies are driving change in the student experience as well as in the employment sector.
	We will work with employers to better understand the digital capabilities required of graduates to ensure we are fully integrating these skills into our curriculum, extra and co-curricular activities.
	We will ensure our own staff are digital capable to fully support our students wherever they may be.
Outstanding Education	We will continue to be ahead of the curve by developing an integrated approach to developing digital literacy and skills within all learning opportunities.
	We will develop a suite of extra and co-curricular learning materials to support students and staff to enable all members of the University to fully leverage the use of digital technologies and artificial intelligence.
	By promoting a greater use of technology within our learning materials, we will arouse curiosity in its use to bring about deep learning for all students.
Growing Education	We acknowledge that our online campus is now our largest, and we commit to further enhancing our digital offering to ensure the provision of a world-class online education, to students from across the world.
	We will invest in our platforms and our digital eco-system to continue to support learners as our portfolio expands.
	We will continue to monitor our digital environment and integration to ensure we are aligned with sector best practice as our programme offering develops.

Alignment with TEF: SE1, SE3, SE4, SE6

Strategic Priority Harnessing the Impact of Research Informed Teaching

Graduate Attribute Academic and Research Literacy

We will harness the impact of research-informed teaching to ensure our students can connect their learning to appropriate research and understand the importance and significance of this process.

Responsible Education	We will provide students with guidance, encouragement and support during appropriately timed student-centred activities to ensure students practice how to achieve the learning outcomes at a level of competence appropriate to their programme.
	We will ensure our students are able to conduct research in an efficient, ethical and sustainable manner to build rapport and trust with stakeholders.
	We will support our staff through our Centre for Learning and Development, to ensure they are equipped to deliver highly effective and engaging classes to students through a tailored approach.
Professional Education	We will ensure all our programmes of study combine excellent research-informed teaching with a professional focus.
	Our programmes will incorporate interdisciplinary curricula, where possible, to enrich the student experience from modular level upwards.
	Where research is integrated into a programme of study, we will ensure our students are able to confidently articulate the impact of their own research to their discipline or profession.
Outstanding Education	Through our distinctive model of inclusive and active learning, we will ensure students are able to contribute new knowledge and ideas within their discipline or professional context.
	We will ensure all programmes embed Library and Learning Skills resources and support, where appropriate, to enable students to easily access the support they need.
	Our research-informed teaching will enable us to support students to become creative and innovative thinkers, capable of communicating their ideas coherently and persuasively to a wide range of stakeholders.
Growing Education	We will ensure we respond dynamically to the needs of our growing student body, and ensuring we offer a tailored experience to take account of specific student needs.
	We will ensure that our staff recruitment and retention strategies are aligned with our growth across all areas: student numbers; study locations; and disciplines.
	As our international student numbers continue to grow, we will continue to improve the support we offer by carefully scaffolding our materials and providing additional support where needed.

Alignment with TEF: SE3, SE4

Strategic Priority Embedding Core Pedagogic Principles across the Institution as well as implementing a New Online Pedagogy

Graduate Attribute Lifelong Learning and Self Awareness

We will explicitly embed our core pedagogic principles across the institution, including Library and Learning Skills, as well as implementing a new online pedagogy to ensure we encourage and support lifelong learning and self-awareness for all students.

Responsible Education	We will enhance the student experience by ensuring our students are able to develop knowledge and social capital to address and resolve societal issues.
	We will develop our curriculum responsibly, ensuring accessibility to a lifelong learning model that is both flexible and supportive.
	We will use our embedded approach to sustainability to ensure our students are able to self-reflect on their own impact and goals for the future.
Professional Education	We will provide flexible and diverse routes into our subject disciplines.
	We will provide a consistent student experience taking into account the Professional, Statutory and Regulatory Bodies (PSRB) recognised skills, abilities, knowledge and learning needs of the particular students engaged in the activity.
	We will provide all our students with the opportunity to develop their employability skills and post-graduation career prospects through our graduate employability impact.
Outstanding Education	We will align our learning and teaching practices to our holistic Educational Gains model so that each student can tailor their learning, social and cognitive goals.
	Our Student Journey Advisors and Academic Coaches will ensure that each student's journey is monitored, supported and tailored, and that each student can succeed beyond graduation.
	We will ensure our students have well developed critical self-awareness skills which will enable them to maximise their potential, be intellectually curious, develop their own self-improvement strategies and visualise their future-facing self.
Growing Education	We will invest in new curriculum management and student records systems to support students through their learning journey more dynamically.
	We will introduce a new online pedagogy across all University online programmes to reflect the growing and dynamic requirements of our online student community.
	As we expand our online offering, we will commit to providing an equitable academic and pastoral experience to all our students, whether studying on campus or online.

Alignment with TEF: SE1, SE2, SE4, SE6, SE7, SO4, SO5, SO6

Delivering our Strategic Priorities

As part of this Education Strategy, we have identified five strategic priorities which will be our focus for the 2024-2027 period. These Strategic Priorities will be delivered and monitored by the newly formed Education Committee, unless stated otherwise.

1. Embedding Inclusive Learning Practices and Education for Sustainable Development

Our first strategic priority under the Education Strategy is to embed inclusive learning practices and sustainability principles in response to the increasing global demand for more socially responsible and environmentally conscious education systems. This reflects societal pressures to address inequalities in access to education and the demand for a more sustainable approach to professional training. The University aims to ensure its students are equipped to address global challenges while supporting social mobility, especially for underrepresented groups in higher education.

Timing	Success Criteria (Outcomes)	Actions (Activities / Outputs)
2024/25	<ul style="list-style-type: none">Increased awareness of inclusive learning and sustainability principles among students and staff.	<ul style="list-style-type: none">Provide workshops and training for staff and students on inclusivity and sustainability.
2025/26	<ul style="list-style-type: none">Increase in students from underrepresented backgrounds reporting positive experiences regarding accessibility and support.	<ul style="list-style-type: none">Embed the UN's SDGs into the curriculum.
2026/27	<ul style="list-style-type: none">Evidence of improved engagement and success among students from diverse backgrounds.Increased student participation in sustainability-related extracurricular activities.	<ul style="list-style-type: none">Co-create learning materials with students to ensure the curriculum is relevant, inclusive, and engaging.Introduce real-world sustainability issues into learning materials (as appropriate), ensuring the curriculum reflects current global challenges.

2. Widening Access to Lifelong Learning through development of a Microcredentials Framework

In a rapidly changing job market, professionals need ongoing access to education and skills development. Many individuals, especially working professionals, face barriers to traditional higher education due to time, financial constraints, or geographical limitations. The University of Law aims to address these barriers by developing a Microcredentials Framework. This framework will allow professionals, and others who would otherwise struggle to access higher education, to engage in lifelong learning through short, flexible, and employer-aligned courses that provide relevant skills and knowledge.

The aim is to widen access to higher education by offering flexible, employability-focused microcredentials that align with industry needs and professional development requirements. These microcredentials will provide pathways to further study and degrees or stand alone as valuable credentials that enhance professional skills. The University seeks to create an accessible lifelong learning model that enables working professionals to re-engage with education without requiring commitment to long-term traditional programmes.

Timing	Success Criteria (Outcomes)	Actions (Activities / Outputs)
2025	<ul style="list-style-type: none">Development and launch of the Microcredentials Framework with initial course offerings.	<ul style="list-style-type: none">Create a portfolio of microcredential courses tailored to different industries and professional needs.Develop our online platform to enable the offering of these courses in flexible formats.
2025/26	<ul style="list-style-type: none">Increased awareness and engagement in microcredential courses, particularly from underrepresented and working professional groups.Enhanced employability skills and professional development among participants.	<ul style="list-style-type: none">Establish partnerships with key employers and professional bodies to validate and endorse the microcredential offerings.Create marketing materials and outreach initiatives that raise awareness about the new educational opportunities for lifelong learning.
2026/27	<ul style="list-style-type: none">Widespread use of microcredentials as a recognised form of professional development across our schools and disciplines.Increased access to higher education for diverse groups, contributing to social mobility and lifelong learning.	<ul style="list-style-type: none">Plan and conduct regular evaluations and updates to the curriculum based on feedback from learners and industry partners.

Leveraging Digital and Artificial Intelligence to tailor student learning and support engagement

The rapid advancement of digital technologies and artificial intelligence (AI) is transforming higher education. Students today expect personalised, flexible learning experiences that cater to their individual needs, yet many institutions face challenges in implementing these technologies effectively. The University of Law aims to harness the potential of digital tools and AI to provide tailored learning experiences, enhance student engagement, and improve educational outcomes.

The goal is to leverage digital tools and AI to personalise learning pathways, provide timely and adaptive feedback, and support student engagement in both online and blended learning environments. This will enhance the student experience by making learning more accessible, flexible, and aligned with individual learning styles and needs. The initiative aligns with the University's commitment to providing outstanding education and preparing students for a digitally driven workforce.

Timing	Success Criteria (Outcomes)	Actions (Activities / Outputs)
2024/25	<ul style="list-style-type: none"> Training for students and staff to ensure minimum standards of digital and AI literacy are established across the University. Awareness of digital hardship fund of all students (EOC survey) and importance of digital hardship fund for recipients (Financial Support Survey) 	<ul style="list-style-type: none"> Create and embed digital literacy modules and AI-related content in the curriculum. Develop CPD courses for academic staff to enhance their ability to use AI and digital tools in teaching.
2025/26	<ul style="list-style-type: none"> Increased student engagement with online learning resources and tailored content delivery. Improved student satisfaction rates with learning resources (NSS and End of Course Surveys) 	<ul style="list-style-type: none"> Introduce AI-driven feedback mechanisms for formative assessments. Embed a suite of AI-powered tools embedded within the learning management system, offering personalised learning pathways.
2026/27	<ul style="list-style-type: none"> Evidence of improved student outcomes, such as higher retention, completion, and satisfaction rates, particularly in online and blended learning settings. A fully digital and AI-enabled learning environment that offers personalised learning at scale, contributing to higher academic achievement, deeper engagement, and better preparation for digitally intensive careers. 	<ul style="list-style-type: none"> Continue to review the effectiveness of the embedded tools and evaluate the impact of the actions taken.

Harnessing the Impact of Research Informed Teaching

Research-informed teaching is essential to ensure students engage with cutting-edge knowledge and skills relevant to their fields. The University of Law seeks to enhance the integration of applied research into teaching to support deeper learning, critical thinking, and the development of research literacy among students.

The aim is to fully integrate research-informed teaching across all relevant programmes by 2027, ensuring that students engage with the latest research, methodologies, and critical thinking skills. We will work closely with the Research Committee to ensure our applied research supports, enhances and positively impacts the learning and teaching experience. We will further enhance this strategic priority by ensuring our students are able to articulate the impact of their research. This will allow us to work closely with our students to co-create, where appropriate, learning materials that draw on impact from our student research. As part of this, we will be encouraging our academic faculty to co-create research with our students.

Timing	Success Criteria (Outcomes)	Actions (Activities / Outputs)
2024/25	<ul style="list-style-type: none"> Increased awareness and application of research-informed teaching across academic programs. Improved student satisfaction (NSS score, MQS and EOY survey) – NSS Qs 2, 3 and B15 (2). 	<ul style="list-style-type: none"> Creation of the Applied Research Community Showcase (ARCS) Site to showcase the research informed teaching activity taking place across the University Increased number of research seminars, workshops, and collaborative projects available to students.
2025/26	<ul style="list-style-type: none"> Enhanced student outcomes, including improved research literacy, critical thinking, and practical application of research in assessments. More students actively engaging with research projects, both within and outside the curriculum. 	<ul style="list-style-type: none"> Explicitly connect appropriate curricula with the relevant research-informed content, directing students to ARCS to enable additional connections between materials to be made. Faculty trained and supported to integrate research into teaching across all programmes as appropriate.
2026/27	<ul style="list-style-type: none"> A research-informed teaching culture fully embedded across the institution, leading to graduates who can apply research to real-world problems and who are better prepared for research-driven industries. Students demonstrate in their learning where innovation, scholarship, professional practice has influenced their educational gains (SO4, SO5 and SO6) 	<ul style="list-style-type: none"> Higher engagement of students in research activities, such as publishing research papers and attending conferences.

3. Embedding Core Pedagogic Principles across the Institution as well as implementing a New Online Pedagogy

A review of the University's online pedagogy across 23/34, highlighted the need to explicitly articulate the core pedagogic principles at the institution across all disciplines and modes to ensure absolute clarity as to how we approach teaching and learning, extending to our non-academic teams. The University seeks to enhance both in-person and online learning by embedding core pedagogic principles and creating a new online pedagogy. This aims to address the challenge of maintaining teaching excellence in a dynamic educational landscape while ensuring that online offerings are equally robust, engaging, and accessible to students. As student expectations rise and digital tools evolve, it is essential to develop teaching frameworks that are flexible, inclusive, and aligned with professional outcomes.

The aim is to enhance the student learning experience by establishing institution-wide core pedagogic principles and a new online pedagogy that supports lifelong learning and self-awareness. This will ensure consistent high-quality teaching across all modes of delivery while preparing students for modern professional environments.

Timing	Success Criteria (Outcomes)	Actions (Activities / Outputs)
2024/25	<ul style="list-style-type: none">Staff and students are aware of the core pedagogic principles and online pedagogy through training and communications.Improved student engagement and satisfaction in both online and in-person courses, reflected in surveys such as NSS and MQS.	<ul style="list-style-type: none">Develop and implement staff training focused on core pedagogic principles and digital tools for online teaching.Provide continuous support through Academic Coaches and Student Journey Advisors to ensure tailored learning journeys.
2025/26	<ul style="list-style-type: none">Faculty adopt the pedagogic principles consistently across courses, improving the quality and coherence of learning experiences.	<ul style="list-style-type: none">Implement new technologies and tools (e.g., AI-driven platforms) to personalise learning experiences.
2026/27	<ul style="list-style-type: none">The online pedagogy provides flexible, accessible learning pathways that promote self-directed learning.	<ul style="list-style-type: none">Create and integrate skills for lifelong learning and self-awareness into the curriculum.