

By 2020, University of Suffolk courses will be characterised by their innovative and leading-edge approaches to learning and teaching, will be informed by research and scholarly activity, and will enable students to achieve their full potential in employment and in life.

AIMS

Over the next five years the University of Suffolk will further develop flexible modes of supporting learning that enable students to flourish as independent learners with the capacity for analytical, critical and creative thinking. Through the development of dynamic and responsive learning environments, active participation will be a central aspect of all student learning.

As partners in learning, students at the University of Suffolk will experience:

- Learning opportunities to develop critical thinking and analytical skills, fostering a curiosity for the chosen subject
- Flexible and innovative approaches to learning and assessment, informed by contemporary pedagogical research
- Learning activities and teaching that enthuse, while recognising individual differences and taking advantage of size and small groups
- Perspectives drawn from broad societal debates, as well as from within the disciplinary and/or professional practice contexts
- Opportunities to develop relevant knowledge and skills for employability

Students at the University of Suffolk will graduate as:

- Independent lifelong learners, confident in challenging and influencing in learning and professional environments
- Global citizens, able to work and lead effectively within their chosen careers, ready to contribute to the development of knowledge and practice
- Professionals with high employability and transferable skills to thrive within a changing world

The University of Suffolk will strive to develop and recruit academic staff who:

- Are engaging and inclusive, student centred, and whose practice is underpinned by their own research and scholarly activity
- Reflect a professional academic approach, working in partnership with peers and students, who are willing to develop and innovate to the benefit of student learning
- Embrace an evolving culture of learning and research, working collaboratively and responsively with professional bodies and external stakeholders

LEARNING, TEACHING AND ASSESSMENT STRATEGY



PRIORITY 1

To take advantage of size and small groups in promoting flexible and creative learning experiences across the University, and developing students' critical thinking and analytical skills.

PRIORITY 2

To build on current good practice with regard to student engagement with learning, teaching and assessment, and from best practice in the sector.

PRIORITY 3

To strive to ensure course provision fully meets Equality and Diversity expectations.

PRIORITY 4

To continue to embed the application of technology enhanced learning (TEL), relevant to enhancing pedagogic rationales.

PRIORITY 5

To promote quality in all aspects of assessment and feedback.

PRIORITY 6

To promote the integration of employability in curricula, developing key graduate transferable skills, for example through placements and internships.

PRIORITY 7

To foster opportunities for students' engagement with broader societal perspectives, as well as with perspectives within disciplinary and/or professional contexts.

PRIORITY 8

To ensure learning, teaching and assessment practices are underpinned by active engagement in research, professional and scholarly activity.

PRIORITY 9

To promote staff's ongoing critical and reflective engagement with continuing professional development (CPD) opportunities, with the UK Professional Standards Framework (PSF) and with reflective peer review of teaching.

PRIORITIES 2015-2020

