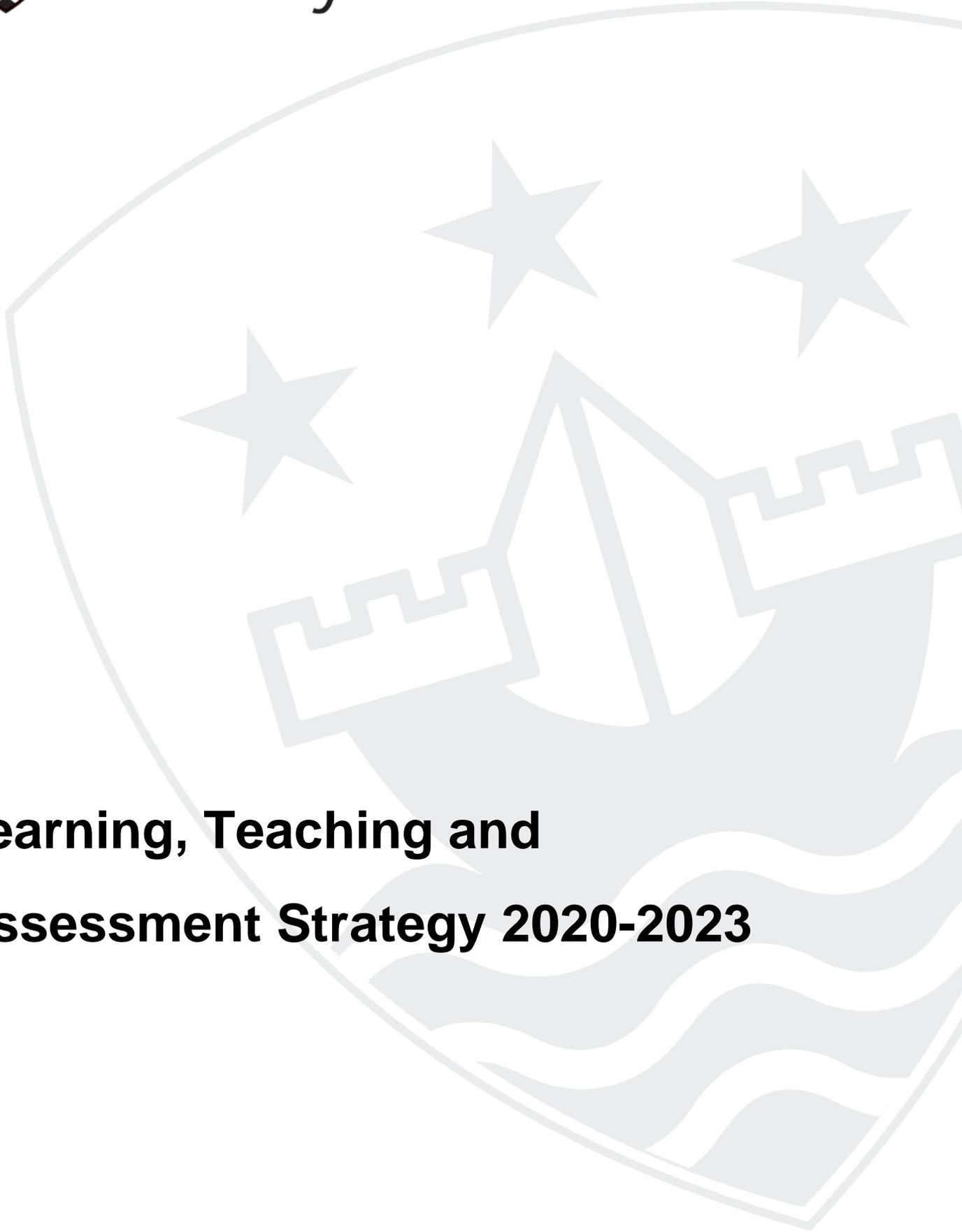




Leeds Trinity  
University



**Learning, Teaching and  
Assessment Strategy 2020-2023**

## Learning, Teaching and Assessment Strategy 2020-23

Our Learning, Teaching and Assessment Strategy delivers excellence by providing the framework for:

- high quality teaching,
- an engaging and inclusive approach to learning, assessment and achievement and
- a clear structure through which students progress in their academic studies, their personal development and towards professional-level employment or further study.

It ensures students and apprentices engage and connect with Leeds Trinity University's mission, vision and values by promoting the principles of dignity, respect, social justice, equality and inclusion throughout our programmes of study and our university learning community more widely.

Our values manifest themselves in the strategy in the following ways:

**Care** – we want students to feel that they are constantly and consistently valued and supported in their studies, through the way their learning and assessment is designed, through our personal tutoring system and through our student support services

**Collaboration** – our approach to programme and assessment design is underpinned by our view that our students are partners in their learning and their experience is further enhanced through our partnerships with employers

**Integrity** – we are committed to open and honest conversations with our students about their experience at Leeds Trinity and to clear and transparent processes around learning, teaching and assessment

**Excellence** – we aspire to deliver the highest standards, to continuously improve on our performance and to support all our students to achieve to the best of their ability and step into a fast-changing world of work with the confidence and attributes required to follow the path of their choice.

**Inclusivity** – we value our diverse learning community and respect all our students. We endeavour to ensure that all students have the same rights, status and opportunities through their learning experience and to provide an environment in which they can all contribute and thrive.

We recognise that our students come from a wide variety of backgrounds and bring a wealth of different experiences to their higher education experience with us. Our strategy aims to inspire, develop, support and empower our diverse community of students in their chosen field of study. It will shape how we design and deliver our programmes and provide an enriching higher education learning experience which allows each and every student to achieve to the best of their ability. It promotes the development of the capability and opportunities for our students to apply their knowledge and skills in the workplace, in particular through embedded work placements and apprenticeship programmes, and provides them with the foundation

for life-long learning and development in their chosen field and beyond. It also encourages students to think beyond the boundaries of their own experience and connections and to develop a global mindset through understanding how their study, interests and interactions can impact their immediate and global communities and through the opportunities to include international study or placement as part of their degree.

Our learning, teaching and assessment approach is informed by relevant subject research, pedagogic research, sector knowledge and awareness of potential graduate destinations, best practice, reflection and innovation. Our strategy is underpinned by pedagogic research and practice and particularly draws on work which:

- Establishes the importance of partnerships as part of the university experience, both with students themselves and with employers and other organisations
- Views assessment as an integrated part of the student learning and development experience
- Sets a foundation for co-construction of both curriculum content and assessment with students and employers
- Places an emphasis on personal and professional development, networking and work placement in supporting students to develop towards their chosen graduate outcome

Through our strategy, we endeavour to develop curiosity, confidence, courage, ambition and aspiration in all students, in line with our widening participation values, and to prepare them for employment, enterprise or further study as follows:

**At Level 4**, we set out to engage students in their programme of study, provide transitional support to higher education, support the development of self-awareness and resilience and shine a light on the broad workplace and development opportunities open to graduates.

**At Level 5**, we work to promote confidence in the application of knowledge and skills and develop a focus on deeper and more specialist knowledge and skills, supporting students to begin to shape their pathway towards graduation.

**At Level 6**, our strategy supports students to show independence and innovation through the development of major academic and workplace projects and hone intellectual, personal and professional skills ready to make a contribution in the field of their choice, enter further study or professional-level employment.

**At postgraduate level and through work-based learning programmes**, we work to build, apply and exchange knowledge, expertise and skills in a range of specialist fields.

We have built our strategy around five core themes:

## **STUDENT INVOLVEMENT AND ENGAGEMENT**

We will put students at the heart of their learning experience, collaborating with them on course development, negotiated assessment and taking a leading role in how they develop and shape their studies. We provide clear communication about learning opportunities, teaching methods, assessment processes and engage students in feedback on all aspects of their experience. Throughout their programmes of study, our students are provided with personal tutoring to support all aspects of development and achievement and to help them understand the value and breadth of activities which encompass involvement and engagement, including attendance, involvement inside and outside the classroom, submission of required work, representation within university structures, influence on programme development, personal reflection and development, academic and professional achievement.

## **INCLUSION**

In recognition of our increasingly diverse student body, it is essential that we reflect on all aspects of our curriculum, learning resources, learning experience and teaching practice to promote and advance equality and address attainment gaps. Providing an inclusive education demands ongoing critical reflection from all staff, students and other stakeholders. This reflection should lead to transformative practices which enable all individuals to access learning and development, irrespective of background. Engaging with inclusivity is pivotal to developing a strong community of learning and social belonging, where all are valued and heard, and where the learning experience is enriched for all.

## **INTEGRATED PROGRAMME AND ASSESSMENT EXPERIENCE**

We recognise the importance of students being able to make connections across their learning experiences, drawing learning from inside and outside of their programme of study to apply to assessment, workplace experience and their personal and professional development more broadly. Our programmes and assessments are informed by contemporary subject research and expertise, designed to allow students to understand how their knowledge and skills are connected and can be applied in a variety of contexts and as a foundation for further academic, professional and personal development. We are developing assessment strategies which are designed to promote deep learning and to allow students to integrate their knowledge and skills from across their programme of study through tasks which are authentic and which connect to real-world experience.

## **DIGITAL LITERACY & SKILLS**

We recognise that technology is driving change in every sector of the labour market, as well as in education. We are working to ensure that our staff and students understand these changes, the implications for their own practice and the opportunities which these developments are opening up for them. Leeds is the

largest digital and creative sector outside London and our graduates need to be able to take advantage of the potential this affords them. This means supporting our staff and students in the development of flexible and up-to-date skills, working to put digital at the heart of our learning and teaching, harnessing the expertise of our own community and our network of local employers and making the most of digital technology available to enhance students' learning. Our aim is for all our students to be confident in learning new skills and creative in the use of a range of digital technology in order to live, learn, and work in a digital society.

## **EMPLOYABILITY AND ENTERPRISE**

Our focus on employability and work with employers is anchored in all aspects of course design and delivery. Through our subject-specific Employer Advisory Boards, we take soundings from employers on course design, assessment and the formulation of authentic and real-world experience as part of student study. Each programme embeds work placements and fosters close links with industry, allowing students to expand their experience of work, increase their professional contacts and develop their confidence and ability to achieve a professional-level outcome be it employment or freelancing and entrepreneurial ventures. In addition to placements, LTU hosts inspiring specialist speakers, sets real-world assessments and project work with industry partners, and offers support in start-up enterprises, networking and mentoring opportunities. Our approach to work-based learning (including apprenticeship programmes) allows students to develop and apply their learning in a real-world context, in line with nationally agreed industry standards, and which allow individuals to realise the benefits of a University experience as both a student and a professional.

## **OUR PRIORITIES**

### **Academic**

- We recognise and celebrate the diversity of our student and staff community and actively pursue inclusive practice and development in all aspects of our work and, in particular in the provision of learning, teaching and associated resources.
- We are committed to eradicating all forms of inequality for all of our students and staff, with a particular focus on racial inequality, ensuring that our university community, programmes, assessment practice and learning support are shaped and delivered in such a way as to facilitate the success of all our students and staff including black and minority ethnic students and staff who are an integral part of the Leeds Trinity community
- We will work to co-construct our curricula and associated extra-curricular activities, including research, knowledge exchange, enterprise and entrepreneurship through consultation and collaboration with our students, employers and staff

- We design our programmes holistically, and based on contemporary subject research and professional practice, to allow students to make connections throughout their studies, between different areas of subject content, between each level, with their professional placement and with networks relevant to their development
- We provide our students with training and education in research that is not only relevant to their areas of study but also equips them with lifelong learning skills and provides them with research-led educational and vocational opportunities and experiences that help them achieve their potential.
- Research-informed teaching, including: Research-led – where students are taught research findings in their field of study; Research-oriented – where students learn research processes and methodologies; Research-tutored – where students learn through critique and discussion between themselves and staff; and Research-based – where students learn as researchers, will be used across our academic programmes.
- Our talented academic staff generate original research of high impact in their fields of study through external funding and/or apply it through research-informed teaching and in a range of real-world contexts, including professional practice, to enrich student learning and development.
- Our staff are supported to develop and share a range of high-quality teaching practices, to use research and technology to support innovation in their teaching practice.
- Our staff are supported and encouraged to seek recognition for their development through Fellowships of the Higher Education Academy and our own internal Academic Development Pathways, which places equal value on contributions to student experience from specialists in learning, teaching and assessment, research and knowledge exchange, professional practice and leadership and management.
- Our students will experience a range of innovative and authentic methods of assessment to address programme-level outcomes in an integrated and cohesive manner which will better prepare them for the opportunities available in the professional workplace
- Our students can individualise their programme through assessment choice and application of their knowledge and skills to their chosen placement pathway
- Real-world and authentic assessments, case studies and project work with industry partners are routinely integrated into learning and assessment
- We support our students to understand that technology and development of associated digital skills are an integral part of academic and professional development and workplace requirements

- We are working to create learning environments (on campus, in the work place and virtual) which support learning, development and networking
- We evaluate and apply the findings from our data to support student involvement and achievement
- We embed a system of personal tutoring to support academic, professional and personal development

### **Professional**

- We embed opportunities for students to learn and demonstrate employability and enterprise skills as an integral part of their studies, both within their programme and through their professional placements, which are a key part of the Leeds Trinity experience
- All programmes will have an Employer Advisory Board to inform subject development, assessment and professional development for students
- We will work to support students to develop confidence around the changing role of technology in the workplace, to be digitally literate and to confidently and creatively use computers, mobile devices, software and online services
- We will work with employers to provide and develop support for student understanding of sector requirements

### **Personal**

- We work to foster confidence and courage and raise aspirations in our students in preparing them to make a difference in society, to succeed in their chosen pathway upon graduation, to achieve professional-level employment or go on to further study
- Our programme teams will seek to recognise the unique and diverse development journeys of their respective students, providing an opportunity for them to develop their confidence and fulfil their potential, through the provision of tailored support and guidance
- Our staff and students engage in awareness raising together regarding diversity and inclusion, which are embedded through the curriculum and specific events aligned with religious and cultural calendars
- We will develop the appropriate skills in our students and signpost them to a range of freely available learning resources that they can use for their own development to encourage a culture of lifelong self-directed learning