

## ACADEMIC STRATEGY 2020-2030

### Introduction and Purpose of our Academic Strategy

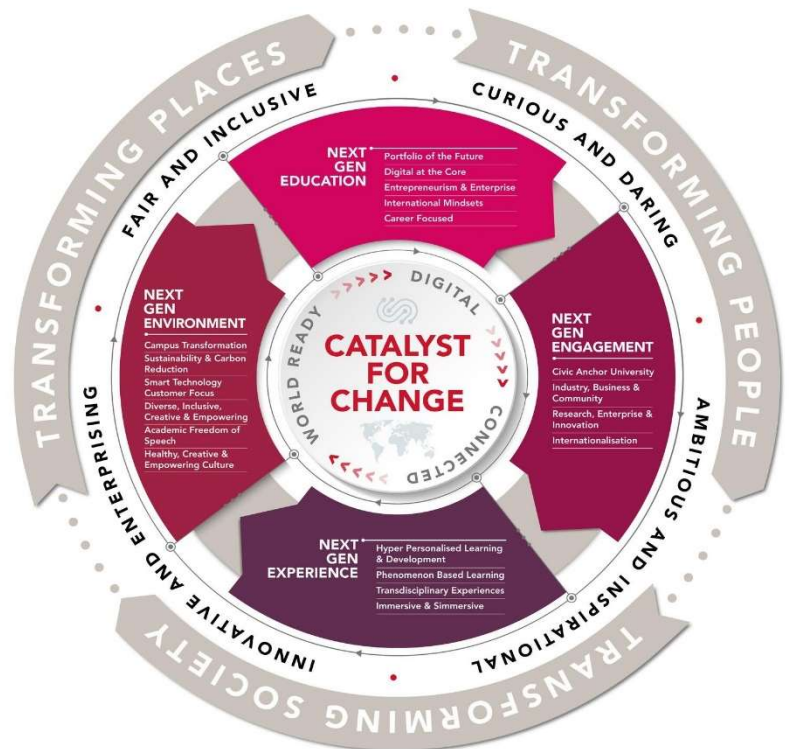
Our academic strategy:

- provides a **coherent framework** to ensure academic credibility and financial sustainability: its whole is greater than the sum of its constituent parts. It guides the organisation virtuously through a symbiosis between teaching, professional practice and research, connecting our learning communities committed to scholarly endeavour, curriculum development and the student experience.
- help us to focus on the **academic integrity** of all of us as learners aspiring to be excellent, through aligning our strengths in learning and teaching, curriculum, research and scholarship and external engagement within our communities.
- builds our **university's reputation** and ensures our courses are recognised as being innovative and cutting edge, enriched by our research, maintaining our links with our communities, partners and industry, and our digital transformation agenda.
- aligns with and supports the overall strategic priorities of the university:
  - Winning and Sustaining our UG market share
  - Winning and Sustaining our PG market share
  - Transforming Student Outcomes and Experience
  - Accelerating Research Impact, Culture and Reputation
  - Building Enterprise
  - Igniting Work Based Learning
  - Sustainability

**Our Vision:** to be recognised in our regions and beyond for our intellectual contribution to the local and regional creative/digital and foundational economies through our next generation approach to education, engagement, experience and environment (4Es), research and professional practice.

As the catalyst for change, we will tackle social inequalities and transform creative/digital and foundational economies through:

- delivering our Access and Participation Plan, driving fair and inclusive outcomes through the 4Es
- developing a next generation portfolio to meet the needs of industry, business and the community, as a civic anchor university
- promoting the success of students from diverse backgrounds, often defined by disadvantage and personal challenge through career focussed next generation education
- creating an inclusive research culture
- extending our research base (with enterprise, innovation and impact), through internationally renowned research centres reflecting our next generation engagement approach
- embedding research inspired education at the heart of our curriculum
- co-creating pioneering approaches to our pedagogy, to enhance the quality of our learning in partnership with our students, trainees and apprentices, with digital at the core
- recruiting, developing and retaining ambitious and inspirational, high quality academic staff, reflecting the region we serve
- developing a sector leading reputation for pedagogic evaluation, so our work both recognises and advances current cutting-edge higher education research
- building connections and creating opportunities across our curriculum for staff, students and communities to work together for meaningful social and economic civic impact across our regions
- coordination of Staffordshire University's Connected Communities approach across the curriculum



## How we will deliver our 4Es vision

### 1) by implementing a consistent educational philosophy throughout our courses

#### a) delivering learning and teaching that:

- enables students to acquire skills to be life-long and life-wide learners, through hyper personalised learning and development
- builds diverse, inclusive, creative, and empowering expectations about students' successful future selves and promotes student self- reflection and awareness of their journey throughout by creating opportunities for co-creation
- utilises/builds/critiques the application of digital technologies
- builds on innovative pedagogies, including immersive and 'simmersive' learning that enhance social mobility, promote confidence-building and belonging as key pre-requisites that enhance resilience
- stretches the boundaries of disciplinary studies and promoting inter-/trans-disciplinary learning and provides students with personal experience of delivering solutions to societal issues through phenomenon-based learning
- includes student employment/employability/enterprise opportunities as an integral part of their course
- embeds sustainability as a core theme, reflecting our commitment to the United Nations Sustainability Development Goals
- reflects an internationalised curriculum and aligns with the Internationalisation Strategy to promote an international mindset
- builds connections between staff, students and communities for societal impact

**b) developing and implementing our 'Connected Curriculum Continuum and Employability Framework' (C<sup>3</sup>)** to deliver our educational philosophy and augment connections between our education and research. It will build from inclusive research/professional-practice inspired education, aligned with the Research Innovation and Enterprise Strategy, at Levels 4 and 5, to the co-creation of research and professional practice, at Level 6 onwards, through students working with our staff and external stakeholders. It will enable us to remain responsive to the needs of industry, business and the community, supporting upskilling of the current workforce and creating graduates for employment and societal needs.

The success of the Connected Curriculum Continuum and Employability Framework will be evaluated through enhanced:

- student retention and engagement
- academic stretch, continuation and timely completion rates
- progression from undergraduate studies to higher level / postgraduate studies, career progression into higher-skilled better paid jobs, or enterprise and innovation opportunities
- development of a research pipeline from undergraduate to doctoral study
- research output, giving students access to cutting edge knowledge and skills, enabling them to challenge accepted wisdom and create alternative solutions to real-life issues
- feedback from employers and other stakeholders concerning the relevance of the skills and competencies of our graduates

**2) by developing our research (with enterprise and innovation) so that we will be known as a leading UK modern university for research and its impact:**

- ensuring we are creating knowledge and new ways of thinking in areas where we are delivering next generation education
- developing areas of internationally recognised expertise, evidenced by critical mass (REF, citation data and grant successes) in:
  - Business, Enterprise and Management
  - Crime, Justice and Security
  - Culture, Heritage and Society
  - Engineering, Technology and Environment
  - Health, Wellbeing and Education

**3) by developing the size and shape of our academic portfolio to:**

- deliver key commitments in our strategic vision (above) associated with promoting social mobility and our role as a civic anchor university, by promoting courses in three priority economic areas:
  - creative/digital economy (e.g. Computing, Engineering, Games/Esports, Creative Arts)

- foundational economy (e.g. Allied Health, including related sciences, Education, Emergency Services and the Armed Forces, Supply Chain Management and Logistics) and
  - professional skills/business
- honour existing external strategic commitments relating to our education, research and knowledge exchange, including deliverables relating to the Catalyst Project (to 2028) and our Access and Participation Plan (to 2025).
- grow our postgraduate offer in the three priority areas (identified above) to extend the education and research pipeline at level 7 and 8

## CONNECTED CURRICULUM CONTINUUM and Employability Framework (C<sup>3</sup>)

C3 with EF	L3	L4	L5	L6	L7	L8
<b>Life-wide learning skills and experiences</b>	Preparing to Learn in HE <ul style="list-style-type: none"> <li>Identifying learning resources for success</li> </ul>	Learning to learn: <ul style="list-style-type: none"> <li>Learning styles critique</li> </ul>	Applying your learning: <ul style="list-style-type: none"> <li>Knowledge as a dynamic construct</li> <li>Ethical appreciation</li> <li>Methodologies &amp; data analysis</li> </ul>	Experimenting with new knowledge: <ul style="list-style-type: none"> <li>Comparative approaches</li> <li>Future disruptor to knowledge, disciplines &amp; practice</li> </ul>	Evaluation and professional application: <ul style="list-style-type: none"> <li>Current &amp; future knowledge gaps &amp; foci.</li> <li>Challenges for professional practice in a changing and increasingly digital future</li> </ul>	Creating new knowledge and practices: <ul style="list-style-type: none"> <li>Thought leadership development</li> <li>Public engagement with new knowledge.</li> <li>Influencing disciplines/policy/practice.</li> </ul>
<b>Trajectories to &amp; through work</b>	<ul style="list-style-type: none"> <li>Basic numeracy</li> <li>Basic literacy</li> <li>Understanding of work sector</li> <li>Presenting self</li> <li>Awareness of UN SDGs</li> </ul>	<ul style="list-style-type: none"> <li>Basic financial literacy</li> <li>Time management</li> <li>Staying well</li> <li>Scoping projects and work</li> <li>Knowledge and understanding of UN SDGs</li> </ul>	<ul style="list-style-type: none"> <li>Handling change</li> <li>Conflict management</li> <li>Mental health and positive stress</li> <li>Project working</li> <li>Developing skills (e.g. communication, navigational) to respond to UN SDGs to discipline content</li> </ul>	<ul style="list-style-type: none"> <li>Phenomenon-based learning:               <ul style="list-style-type: none"> <li>Global challenges &amp; interdisciplinary/transdisciplinary solutions</li> </ul> </li> <li>Collaborative project management/leadership</li> <li>Analysis and Evaluation of UN SDGs in context</li> </ul>	<ul style="list-style-type: none"> <li>Independent project/research</li> <li>Inter-/intra-professional practice</li> <li>Solutions focussed appraisal of UN SDGs</li> </ul>	<ul style="list-style-type: none"> <li>Developing leadership:               <ul style="list-style-type: none"> <li>Managing ambiguity in complex environment</li> <li>Co-production and disruption</li> </ul> </li> <li>Making new jobs/products/practices</li> <li>Testing or evaluating implementation of UN SDG projects</li> </ul>
<b>Enquiry, research &amp; dissemination</b>	<ul style="list-style-type: none"> <li>Basic information retrieval skills</li> <li>Accessing relevant sources of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Research approaches &amp; methods of enquiry</li> </ul>	<ul style="list-style-type: none"> <li>Research methodologies</li> <li>Pushing disciplinary paradigms</li> </ul>	<ul style="list-style-type: none"> <li>Examining and multidisciplinary and interdisciplinary worlds</li> <li>Relevant evaluative approaches</li> </ul>	<ul style="list-style-type: none"> <li>Research ethics</li> <li>Evaluation practice</li> </ul>	<ul style="list-style-type: none"> <li>Communicating for academic &amp; other purposes</li> <li>New forms of engagement.</li> <li>Developing &amp; influencing research careers</li> </ul>

<b>People, place &amp; society (PPS)</b>	<ul style="list-style-type: none"> <li>Identifying fundamental pillars of societal wellbeing</li> <li>Understanding growth and development of subject/discipline area</li> <li>Identifying the value of the subject area to society and civic region, nationally and internationally</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the nature, development and implications of societal trends</li> <li>Identifying the local, regional, national and international context of the subject area</li> <li>Understanding our university approach to Connected Communities and civic impact and relevance to area of study</li> </ul>	<ul style="list-style-type: none"> <li>Understanding different world views and experiences</li> <li>Identifying stakeholders relevant to the subject area and articulating their needs</li> </ul>	<ul style="list-style-type: none"> <li>Applying principles of PPS, through an internationalised curriculum, within a subject-related context</li> <li>Reflect on the civic impact of own practice on local, regional, national and international stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Formulating and implementing policy/practice in PPS and global context.</li> <li>Formulate and Implement actions for civic and societal impacts</li> </ul>	<ul style="list-style-type: none"> <li>Influencing trajectories and debates on PPS in a global context</li> <li>Influence the policy and practice for societal impact</li> </ul>
<b>Digital Capability</b> (Productivity, Finding & Managing Information, Communication & Collaboration, Identity & Security)	Digital Capability <ul style="list-style-type: none"> <li>Identifying digital skills needs</li> <li>Basic skills in MS Word and Excel</li> </ul>	Basic Digital Skills <ul style="list-style-type: none"> <li>MS Office Specialist Certification</li> </ul>	Digital Productivity <ul style="list-style-type: none"> <li>MS Office Expert Certification</li> <li>Awareness of disruptive technologies (Cloud, Artificial Intelligence, Analytics, Internet of Things)</li> </ul>	Advanced Digital Proficiency <ul style="list-style-type: none"> <li>Understanding disruptive technologies (Cloud, AI, Analytics, IoT)</li> </ul>	Expert Digital Proficiency <ul style="list-style-type: none"> <li>Applying digital technologies in innovative ways</li> </ul>	Digital Disruptor <ul style="list-style-type: none"> <li>Researching, developing, applying new technologies</li> </ul>
<b>Employability Framework and Career Readiness</b>	Start Where You Are <ul style="list-style-type: none"> <li>Understanding learning preferences</li> <li>Life goal reflection</li> <li>Creation of Continuing Professional Development (CPD) portfolio</li> <li>Understanding potential barriers</li> <li>Reflecting on own social</li> </ul>	Design Your Life - Explore <ul style="list-style-type: none"> <li>Identifying route options, pathways</li> <li>CDP as dynamic process. Developing digital CPD portfolio</li> <li>Self-reflection</li> <li>Identifying skills deficits and action planning</li> <li>Articulating and flexing a career plan</li> </ul>	Prototyping – Experience <ul style="list-style-type: none"> <li>Developing knowledge through praxis</li> <li>Developing experience, experimenting pathways</li> <li>Applying learning</li> <li>Learning through failure, building resilience</li> <li>Articulating growth via experience</li> <li>Understanding skills and experience in</li> </ul>	Sell Yourself – Connect <ul style="list-style-type: none"> <li>Articulating life journey, growth and barriers faced</li> <li>Recognising learning as a life-long process</li> <li>Articulating skills, competencies and experiences</li> <li>Demonstrating professional competencies (generic and subject)</li> <li>Articulating development of social capital</li> </ul>	Advanced Experience and Connect <ul style="list-style-type: none"> <li>Specialist career paths</li> <li>Specialist articulating of life journey, growth and barriers</li> <li>Articulating specialist skills, competencies and experiences</li> <li>Advanced and specialist understanding of recruitment</li> </ul>	Advanced Experience and Connect <ul style="list-style-type: none"> <li>Specialist career paths</li> <li>Specialist articulating of life journey, growth and barriers</li> <li>Articulating specialist skills, competencies and experiences</li> <li>Advanced and specialist understanding of recruitment</li> </ul>

	<p>capital</p> <ul style="list-style-type: none"><li>• Research skills &amp; strengths</li><li>• Understand personal brand and online presence</li></ul>	<ul style="list-style-type: none"><li>• Understanding career progression and industry needs</li><li>• Basic understanding of recruitment processes and documents</li></ul>	<p>social mobility</p> <ul style="list-style-type: none"><li>• Analysing Labour Market Intelligence/industry data</li></ul>	<ul style="list-style-type: none"><li>• Advance understanding of recruitment processes and documents</li><li>• Giving back to place and society. Mentoring others.</li></ul>	<p>processes and documents</p> <ul style="list-style-type: none"><li>• Giving back to place and society. Mentoring others.</li></ul>	<p>processes and documents</p> <ul style="list-style-type: none"><li>• Giving back to place and society. Mentoring others.</li></ul>
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