Learning and Teaching Strategy

Contents

1. Introduction

UA92's vision it to deliver distinctive, employer-led Higher Education, rooted in Greater Manchester, to unlock individual potential and prepare students from all backgrounds for career and life transforming success.

UA92's mission is to build our institution to be dynamic and game changing, not accepting of the status quo. Our students will be digital natives, empowered and enabled to succeed in the modern world. We will provide students with a learning and development experience that will develop them academically and equip them to excel in their careers and life beyond. We will establish ourselves as an anchor institution in Greater Manchester, while always taking a global view.

Distinctive:
[1] Making learning active, engaging and grounded in industry practice.
[2] Forging strong employer partnerships to jointly develop, deliver and recruit to our courses.
[3] Embedding character and personal development at the core of all learning.

Unlocking potential:
[4] Making top quality Higher Education accessible to all.
[5] Creating a high-performance culture that inspires hard work, reflection and personal development.
[6] Providing students with regular and deep engagements with industry to accelerate career preparation.

Game changing:
[7] Contributing to social mobility and economic development in Greater Manchester.
[8] Building a dynamic, operationally efficient and sustainable institution.
[9] Influencing change as a beacon of fresh thinking in Higher Education.

UA92 will achieve this by putting character and personal development at the heart of the learning for all students and by developing them as professionals from day one of their learning journey. Students will be encouraged to treat their first day at UA92 as their first day of their career. This will be enhanced by delivering programmes that are genuinely co-designed with leading employers in each field to ensure that our graduates are job-ready at, or even before, graduation.

This is illustrated by diagram 1.

Diagram 1: Character and Personal Development at the core of our approach to learning

The Learning and Teaching strategy provides a framework to achieve that aim by providing clarity of principles and approach in a number of areas fundamental to learning and teaching.

2. Vision

UA92's vision is to deliver distinctive, employer-led Higher Education embedded in Greater Manchester that unlocks individual potential and prepares students from all backgrounds for career and life transforming success.

To underpin this, our strategy for learning and teaching will ensure that:
- Our delivery framework is sustainable, allows multiple entry points and ensures the timetable for full-time undergraduate students will remain fixed for the duration of their studies.
- Learning is active in nature, facilitated by well-qualified tutors.
- Our students will attain the knowledge, understanding, qualifications, professional recognition and skills for a successful career in their discipline area.
- We will use a variety of assessment methods and where possible these will reflect real-world scenarios
- Learning and teaching in the physical environment will be augmented by extensive use of the digital learning environment.
- Our curriculum and learning approach are inclusive.
- Our curriculum is genuinely co-designed and developed with industry and key external stakeholders.
- Our approach to character and personal development will support students in developing their cognitive, emotional and social intelligence, their understanding of physical and mental well-being and their preparation for employment.

3. What we will achieve

UA92 will offer high quality courses, designed and delivered by well-qualified staff in partnership with industry experts. Our approach will be distinctive with character and personal development at the core of all programmes. Modes of study will be designed to maximise access. Students will be fully engaged in their own learning and development, supported to achieve their potential. Graduates will be highly employable and prepared to succeed in their career and life goals.

- The highest quality, employer-informed teaching and learning, across the breadth of our portfolio
- A unique, sustainable, pedagogical approach that puts character and personal development at the heart of learning
- A reputation for producing career-ready graduates, with the right skills and attitudes to succeed in their future careers
- Agility to ensure our portfolio of courses and qualifications continues to reflect the changing needs of employers
- Confidence and excellence in using different delivery modes to provide an inclusive learning experience that meets the needs of students and employers

4. How will we achieve it

Delivery Framework

All undergraduate provision at UA92 will follow a consistent block-based academic framework.

- Each academic year contains 6 blocks.
- Modules can be studied in any order, potentially allowing 6 entry points to a course.
- Academic progression occurs between levels, and there will be no pre-requisite study at the same level.
- For full-time students, each block lasts for 6 weeks and during that time students will undertake the learning and assessment equivalent to 30 credits. This will comprise a 25-credit module in their chosen discipline area and a 5-credit module dedicated to their character and personal development.
- For part-time students, each block lasts for 13 weeks and during that time students will undertake the learning and assessment equivalent to 30 credits. This will comprise a 25-credit module in their chosen discipline area and a 5-credit module dedicated to their character and personal development.

Degree Courses can potentially be studied full-time, over three years (see diagram 2), on an accelerated basis over two years (see diagram 3) and on a part-time basis over four years (see diagram 4).
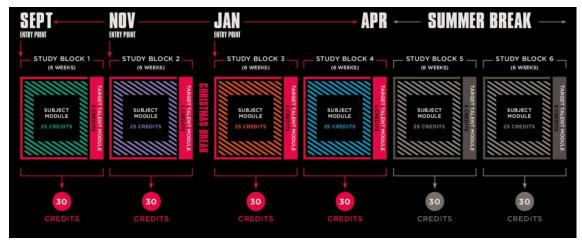
Diagram 2: Delivery Framework for a three-year full-time course

For three-year programmes of study, students will normally be permitted to enrol in September, November and January.
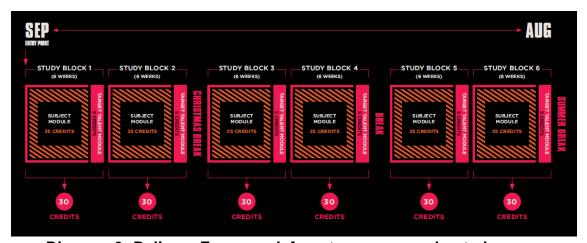

Diagram 3: Delivery Framework for a two-year accelerated course

For two-year, accelerated, programmes of study, students will normally be permitted to enrol in September and January.
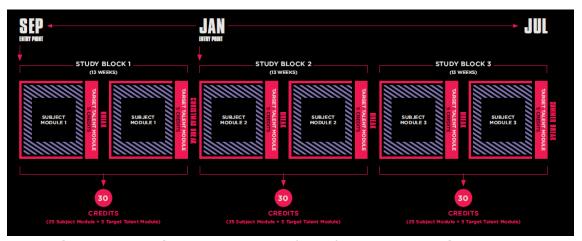

Diagram 4: Delivery Framework for a four-year part-time course

For four-year, part-time, programmes of study, students will normally be permitted to enrol in September and January.

The timetable for full-time undergraduate students will remain fixed for the duration of their studies and will comprise:

- 16 hours facilitated and structured learning activities class-contact a week delivered as 4 contiguous hours on 4 days (Monday, Tuesday, Thursday and Friday) throughout the duration of a block.
- 4 hours of learning facilitated entirely online, for completion on a Wednesday

A student will either be enrolled as a morning student or as an afternoon student, with morning students having timetabled learning from 9:00 am until 1:00 pm and afternoon students having timetabled learning from 2:00 pm until 6:00 pm. The week structure is illustrated in diagram 5.

Diagram 5: Weekly structure for a full-time or accelerated course

Active Learning

Learning at UA92 will be active in nature, facilitated by well-qualified tutors and, wherever possible, we will use active forms of student-centred and enquiry-based learning to support the development of life-long learning. The following principles will apply:

- Students will learn in a variety of different ways independently, with peers and in small groups.
- The majority of "in class" learning will typically take place in seminar, workshop or practical sessions; however, keynotes will also be used from time to time.
- Typical class sizes for subject modules will be no larger than 30 students; however multiple classes (and their tutors) may be brought together in the same space where this is beneficial to the learning experience.
- Students will break-out during classes, to work individually or in groups to solve problems to apply and consolidate their learning.

- Learning will be enhanced by the engagement of guest speakers (including industry leaders and advanced practitioners) to support the contextualisation of theory.
- Insight days will be provided to facilitate engagement and learning within an industry, community or business setting, enabling students to relate theoretical concepts to current practice.
- Problem and project-based learning will be applied where appropriate.
- Students will undertake industry placements during levels 5 and 6 of their studies.

Assessment

A variety of assessment methods will be employed and where possible these will reflect real-world scenarios. Assessments will focus on the development and achievement of intended programme outcomes rather than on marks and grades, i.e. assessment for learning rather than simply assessment of learning.
Summative assessments will be realistic and real-life focused and will, as much as possible, emulate tasks students might encounter in the workplace and there will be no traditional end of year examinations or traditional examination period.

Inclusivity

We will be inclusive in our approach to learning and offer learning which is accessible to all. We will provide and signpost flexible pathways to access and we will consider different learning styles and cultural backgrounds in designing our curriculum.
Students will be exposed to a variety of approaches and a wide range of learning activities will be used to appeal to different students' learning styles and to minimise barriers to learning.
A variety of assessments will be used to ensure that all students are equally able to demonstrate their achievement and to provide students with a range of opportunities to demonstrate their achievement.

Learning Environment

We will provide accessible, inspirational, physical and digital learning environments that allow students to collaborate and be active in their learning.

Learning and teaching in the physical environment will be augmented by extensive use of the digital learning environment. The following principles will be applied:

- Microsoft Teams will be the platform for the digital learning environment
- A blended approach to delivery will be facilitated along with provision of accessible self-study outside of timetabled classes.

- The digital learning environment will provide a repository for learning resources to support all aspects of learning along with tools for collaboration and improved access/inclusivity.
- The digital environment will be the priority medium for provision of essential and supplementary learning materials.
- On Wednesdays all learning will be supported by the digital learning environment.

Character and Personal Development

Our approach to character and personal development will support students in developing their cognitive, emotional and social intelligence, their understanding of physical and mental well-being and their preparation for employment and life beyond Higher Education. Key strands of our approach to character and personal development are shown in diagrams 6 and 7.

COGNITIVE INTELLIGENCE	EMOTIONAL INTELLIGENCE	SOCIAL INTELLIGENCE	PHYSICAL AND MENTAL WELL-BEING	CAREER PREPAREDNESS
The intellectual abilities to learn, retain and use knowledge to reason, recognise, pose and solve problems.	The ability to identify, assess, and manage your emotions, and handle interpersonal relationships with empathy.	The ability to naturally perceive and respond appropriately to the personalities of individuals and dynamics of groups.	An awareness and understanding of physical and mental health and your impact on personal performance and development.	Development of the attributes of a highly employable professional and the ability to communicate those attributes successfully.

Diagram 6: Strands of the Character and Personal development curriculum

Resilience	Health and Well-being	Problem Solving
Communication Skills	Professionalism	Team Working
Financial Literacy	Global Citizenship	Leadership
Career Preparedness	Reflective Practice	Digital Literacy

Diagram 7: Character and Personal Development themes

Character and Personal Development will be delivered through dedicated themed modules embedded in each block, industry experiences via insight days, work placements, guest speakers and masterclasses as well as Personal Development Coaching for individual students.

Every undergraduate student will have a Personal Development Coach. The aim of coaching sessions is to support students in taking responsibility for their own personal development and future career path.
Students will meet with their coaches twice each block to support them in their personal development journey and preparation for future employment.
Coaching sessions will centre on the eight character traits that UA92 will support all students to develop and be able to demonstrate.
Coaches will not be tutors from the academic discipline studied by students in order to maintain a distinction between the coach and tutor role.
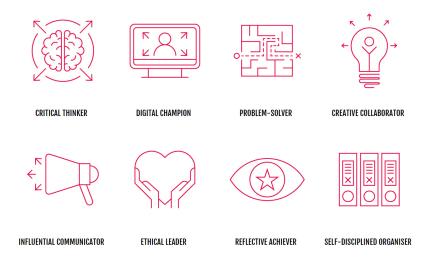
CRITICAL THINKER   DIGITAL CHAMPION   PROBLEM-SOLVER   CREATIVE COLLABORATOR

INFLUENTIAL COMMUNICATOR   ETHICAL LEADER   REFLECTIVE ACHIEVER   SELF-DISCIPLINED ORGANISER

Diagram 8: Key Character Traits

Stakeholder Input

Engagement from employers is a fundamental aspect of UA92. This is key to ensuring that the knowledge and skills our graduates develop align with the current and future needs of employers.

Partners will be involved in the co-creation and development of the UA92 curricula to ensure the knowledge and skills our graduates develop align with the current and future needs of employers.

Partners will also have an active role to play in the delivery of our curriculum through:

- Guest speakers engaging in class to support the contextualisation of theory and ensure learning is grounded in an understanding current practice.
- Partners involved in setting projects and problems.
- Insight days to facilitate engagement and learning within an industry, community or business setting.
- Work placements for students during levels 5 and 6 of their studies.

Partners may also offer paid work opportunities to be advertised to students (with selection on a competitive basis and provide sponsorship for students.

Each separate partner relationship will develop individually, and some partners may offer specific support (e.g. Microsoft supporting the Digital Learning Environment as well as having a base on the UA92 campus, and KPMG working as Social Mobility Partner).

5. Measures, Goals and Milestones

KPI	Measure
Student Satisfaction	Achieve overall satisfaction levels of 90% in every year
Continuation	Level 4 to level 5 continuation – 90% Level 5 to level 6 continuation – 95% Level 6 to award – 95%
Attainment	81% achieve target award 76% of graduates achieve 1st or 2:1
Progression	First UA92 graduate outcomes data published 2023/24 – internal leavers survey as proxy