Our Twenty-Twenty Vision

“By 2020 the University of Chichester will be internationally recognised as a beacon of good practice for high quality, student-centred higher education within a supportive community of learning”

Twenty-Twenty Vision
University Strategy: 2013 to 2020
Vision

The University is committed to providing an outstanding learning experience for every student.

The Learning and Teaching strategy will ensure that graduates will be:

- Inspired and engaged through challenging, provoking and collaborative learning opportunities
- Confident in their understanding of their discipline, and able to support their own continued learning and professional development
- Equipped to lead and respond to transformative change in a global environment
- Digitally literate, confident users of technology
- Enterprising and employable
- Socially and environmentally aware

Context

- The University is an inclusive learning organisation that promotes a sense of mutuality and seeks to work in partnership with students and the wider community
- A paradigm shift is placing greater emphasis on students as active participants, collaborators and co-creators of knowledge in HE
- The learning space is changing, highlighting the importance of the quality of the physical and virtual environment as a differentiator for student choice
- Competition for jobs is increasing and there is a need to enhance employability skills to support graduate level employment
- The student profile is changing warranting patterns of provision that support flexibility, participation, access and inclusivity
- Efficiency, quality, and value for money must be demonstrated in all aspects of the strategy
The Student Experience

Strategic Goal 1:
Every Student Will have an Outstanding Learning Experience

“Our learning community will inspire and empower our students to exceed their expectations. Learning and teaching will be based on research and pedagogy that is of national and international repute. For us, our pedagogy is not just an approach to teaching but a commitment to inform and inspire. We will, therefore, work in partnership with our student community to ensure that our learning and teaching reflects excellent practice and recognises the opportunities presented by new technologies. A focus on employability and enterprise skills will mean our graduates are equipped to thrive in a global economy”

Twenty-Twenty Vision
University Strategy: 2013 to 2020

The Learning and Teaching Strategy is designed to ensure the attainment of this goal.
The Chichester Graduate

As part of the consultation process we wish to capture your views on the characteristics of a Chichester graduate.

The final results will be presented here.
Developing Enterprise and Employability

There is a compelling argument for greater emphasis on enterprise and employability education within our programmes to support students entering into a complex global economic environment. This requires an integration of knowledge, experience, skills and understanding. Personal attributes gained through their academic curriculum and extra-curricular activities will ensure that our graduates are well placed to gain and retain employment, develop their career and be successful in their chosen occupations.

At the heart of our approach is a commitment to helping students acquire an enterprising mindset that encompasses both entrepreneurial capacity and employability capacity.

Career opportunities in many areas are driven by demands of portfolio careers, where our graduates may have to promote themselves as a small business, which effectively creates a need for better integration of skills across subject areas to enhance entrepreneurship.

The University is committed to creating a learning environment where students and graduates gain these skills. The Enterprise Cadre, with champions in each department, will lead the integration of enterprise and employability skills into every curriculum to ensure the best outcomes for our students on graduation.

**Key Enterprise Learning Capabilities**
[reproduced with permission from Langston and Brown, 2011]

---

**Entrepreneurial Capacity**
Understand the realities of entrepreneurship such as: uncertainty; importance of endeavour; sense of independence; exploiting ideas; principles of wealth creation and starting and growing a venture in all contexts.

**Enterprising Mindset**
“can-do, will-do, be all you can be”
Understand yourself, motivations, set goals, creative problem-solving, opportunity spotting, generate and present ideas, make things happen, evaluate risks, take responsibility, learn from consequences, build relationships.

**Employability Capacity**
Develop personal learning skills such as: communication; numeracy; problem-solving; information technology; working with others; planning and organising; creative and critical thinking; employability and career management skills and relevant vocational skills.

---
Greening the Curriculum

The twin crises of economy and environment have brought into sharp focus the need for flexible, well informed graduates who are able to question the assumptions of the past and to come up with answers to the big questions which face us. In a rapidly changing world, knowledge of and an ability to critique ideas of social, cultural, economic and environmental sustainability are crucial, not only for employability, but more importantly for life as a socially responsible, politically aware citizen.

By involving students in the sustainability debate, we will be preparing them to be global citizens for the twenty first century. For an English student, this debate might take place through a discussion of the ways in which the more-than-human world is portrayed in various kinds of texts. For a Tourism Management student, an understanding of environmentally sustainable practice will be crucial to future employment as well as an understanding of the role business can play in a sustainable future. For a Music student, the important social role that music can play will be a catalyst for thinking about social sustainability. For an Adventure Education student, an understanding of environmental impact will be critical for running any form of Adventure Education.

Education for Sustainable Development blurs the boundaries between the social, the cultural, the economic and the natural. It is about creating critically aware, intellectually curious graduates.
Learning and Teaching Priorities

Priority 1: An Outstanding Learning Experience
Priority 2: Excellence in Learning and Teaching
Priority 3: An Outstanding Learning Environment
Priority 4: Enhancing and Embedding Employability and Enterprise
Priority 5: Fostering Internationalism and Global Citizenship
Learning and Teaching Strategy 2014-2020

Priority 1: An Outstanding Learning Experience

The University is committed to delivering an outstanding learning experience, where the student is at the heart of everything we do.

Our goals are:

1. To ensure students experience a rich and stimulating educational journey that recognises their diversity and life experience, and enables them to realise their potential

2. To encourage critical engagement and continual dialogue between staff and students, with students seen as collaborative partners in the development of new knowledge and understanding

3. To support the development of relational pedagogies that facilitate a respectful learning partnership between staff and students

To achieve these goals, the University will:

1. Support a holistic approach to enhancement, using the student journey to inform and guide provision

2. Support the development of approaches to learning and teaching that are student-centred and fit for purpose, using the opportunities afforded by emerging technologies

3. Develop creative and flexible approaches to assessment and feedback that motivate and engage students, support deep learning, and promote critical thinking

4. Ensure students have access to an academic advisor, and structured academic and pastoral support to enhance their own learning and professional development in accordance with the University Commitment Charter

5. Ensure that infrastructure, services and processes are centrally focused on the student experience and are responsive to the student voice
Learning and Teaching Strategy 2014-2020

Priority 2: Excellence in Learning and Teaching

The University is committed to enhancing excellence in learning and teaching.

Our goals are:

1. To enable staff to be innovative facilitators of learning and teaching, embodying values of enquiry and scholarship
2. To support research-led approaches to learning and teaching, making full use of opportunities provided by emerging technologies to enhance the learning experience
3. Enable staff to develop, and be recognised, as outstanding teachers

To achieve these goals, the University will:

1. Adopt an institutional commitment to enhancement through a systematic approach to the application and dissemination of good pedagogic practice in relation to learning, teaching and assessment
2. Provide institutional support and resource to facilitate innovation in learning and teaching within both the physical and virtual learning environment
3. Provide relevant and effective staff development to support all staff in attaining the HEA UK Professional Standards
4. Develop clear institutional criteria that support recognition and promotion on the basis of excellence in learning and teaching
Priority 3: An Outstanding Learning Environment

Enhancing the student experience will be the cornerstone upon which we develop both our physical and virtual campus environments.

Our goals are:

1. To provide high quality, flexible and adaptable learning and teaching spaces which facilitate student engagement, and creativity

2. To create spaces for co-operative and collaborative working amongst students and staff

3. To provide and support relevant technologies that give opportunities for flexible approaches to provision, enabling students to exercise choice in relation to where, when and how they manage their learning

To achieve these goals, the University will:

1. Continue to invest in the development of both campuses to ensure there are sufficient learning and teaching spaces, that are fully equipped, with the capacity to meet the creative, physical and technological needs of all staff and students

2. Further develop the VLE and IT infrastructure to support student learning and engagement, and to give staff opportunities to develop innovative approaches to learning and teaching, assessment and feedback

3. Provide sufficient high quality learning resources on both campuses

4. Develop spaces that support interaction and connection throughout the University and the wider community

5. Ensure that infrastructure, services and processes are centrally focused on the student experience and are responsive to the student voice
Learning and Teaching Strategy 2014-2020

Priority 4: Enhancing and Embedding Employability and Enterprise

A focus on employability and enterprise skills will mean our graduates are equipped to thrive in a global economy.

Our goals are:

1. To foster a spirit of enterprise and employability across the University community
2. To support student employability through the development of entrepreneurial skills and attributes
3. To encourage innovative approaches to enterprise education and encourage student engagement with employers through curricular and extra-curricular activities
4. To facilitate entrepreneurship by supporting enterprise development after graduation

To achieve these goals, the University will:

1. Offer students access to a taught module on enterprise start-up and self-employment notwithstanding their individual degree programme
2. Support enterprise champions in each department to lead the integration of enterprise and employability skills
3. Provide staff with access to relevant continuing professional development to enhance the inclusion of enterprise and employability within modules and capitalise on existing staff networks for employability and enterprise development
4. Develop new ways to measure the impact of employability and enterprise initiatives
5. Develop the entrepreneurial culture by offering support for individual enterprise activities outside the University
6. Provide practical support through business incubation and mentoring programmes where appropriate
Learning and Teaching Strategy 2014-2020

Priority 5: Fostering Internationalism and Global Citizenship

Internationalism and global citizenship are key themes for the 21st century, and will be supported by the University through its focus on education for sustainable development, and wider initiatives supporting the sustainability agenda.

Our goals are:

1. To foster a holistic approach to developing social and environmental awareness across all programmes, equipping students to be capable of leading transformative change in global society
2. To see staff and students making a positive contribution to the local community
3. To foster a spirit of internationalism, recognising the value of transnational education and the rich contribution of international staff and students
4. To provide opportunities for both staff and students to engage with the sustainability agenda to become powerful advocates for ethical and sustainable futures
5. To develop skills for the global business environment, global citizenship and multi-cultural awareness

To achieve these goals, the University will:

1. Provide access to relevant continuing professional development to enhance the inclusion of sustainability and internationalisation within modules
2. Support and promote schemes that encourage collaborative activities between staff, students and external partners to create an environmental ethos throughout the University and the region
3. Actively support and involve international staff and students throughout the University
4. Recognise and celebrate student endeavour through the Chichester Award, V Inspired and The HEAR
5. Promote the University locally, regionally, nationally and internationally through staff attendance at conferences
pedagogy

noun
1. the method and practice of teaching, especially as an academic subject or theoretical concept.