



Learning, Teaching and Assessment Strategy

2025–2030

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Learning, Teaching and Assessment Strategy

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Table of Contents

1.	<i>Introduction</i>	1
2.	<i>Strategic Priorities</i>	2
2.1	Digital and AI literacy and competency development	2
2.2	Employer integration and partnerships	3
2.3	Transdisciplinary curriculum	4
2.4	Problem and enquiry-based learning	5
2.5	Pedagogical research and scholarship of teaching and learning	7
3.	<i>Strategic Alignment</i>	8
3.1	CX Strategic Plan 2025–2030	8
3.2	Other supporting strategies and frameworks	9
4.	<i>Implementation</i>	10
4.1	Action plan	10
4.2	Monitoring and Reporting	10
4.3	Governance and Responsibilities	12

Learning, Teaching and Assessment Strategy

1. Introduction

The Learning, Teaching and Assessment Strategy (LTAS 2025–2030) provides the framework for curriculum, pedagogy, assessment and academic practice, ensuring that our educational delivery aligns with and enables the University's CX Strategy and its vision for Built Environment education. The LTAS is therefore a key mechanism for translating the ambitions of the CX Strategy into improvements in learning, teaching, assessment and student outcomes.

As a core institutional strategy, the LTAS connects the University's strategic ambitions with educational practice and provides the mechanism through which related strategies – including Widening Participation, Research, Sustainability and Digital – are coherently embedded across programmes and academic activity. Through this integrative role, the LTAS establishes a consistent and future focused approach to Built Environment education, ensuring that our curriculum and pedagogical practices remain responsive to emerging skills needs, technological change and evolving expectations of professional practice.

The LTAS sets out five strategic priorities for the 2025–2030 period. These priorities reflect sector expectations, employer insight, student feedback and the University's emerging academic direction, and they provide the foundation for a coherent, high quality and distinctive educational offer:

1. Digital and AI literacy and competency development
2. Employer integration and partnerships
3. Transdisciplinary curriculum
4. Problem and enquiry-based learning
5. Pedagogical research and scholarship of teaching and learning (SoTL)

These priorities will guide the development of curriculum, assessment and academic practice across the University. They will be supported by a detailed action plan, clear governance arrangements and regular reporting to ensure progress, impact and alignment with institutional strategy.

Across all five priority areas, the University will promote a research-connected approach to curriculum and teaching development, ensuring that learning is informed by current scholarship, professional practice, enquiry and emerging sector knowledge. This will support students to engage critically with built environment challenges and strengthen the integration between teaching, scholarship and professional practice.

2. Strategic Priorities

2.1 Digital and AI literacy and competency development

Digital literacy is the ability to use digital tools, data and technologies confidently, critically and ethically in learning and professional practice. For Built Environment disciplines, digital capability is central to how students design, collaborate, analyse information and communicate in increasingly technology rich workplaces. Strengthening digital literacy ensures that all students can participate fully in their studies, adapt to emerging technologies and meet the expectations of employers and professional bodies. It also supports student outcomes, engagement and wellbeing by enabling students to navigate the University's digital environment with confidence.

Digital and AI literacy and competency development is already a feature of our programmes, but current practice is uneven and often embedded implicitly rather than through a clear, intentional framework. Over the next five years, we will take a more structured and consistent approach that supports students, academic staff and professional services to develop the digital capabilities needed for effective learning, teaching and assessment.

Why this matters:

We will achieve this by:

- Establishing a clear digital literacy framework that defines the core capabilities students should develop at programme and module level and embedding these expectations from validation onwards.
- Embedding digital skills development explicitly within curricula, so that students engage with relevant tools, platforms, data practices and AI-enabled technologies throughout their learning journey.
- Strengthening the integration of industry-relevant software and digital methods within the curriculum to enhance employability and reflect current and emerging professional practice.
- Supporting academic staff to develop their own digital capability through targeted professional development and access to specialist expertise.

Learning, Teaching and Assessment Strategy

- Expanding the effective and consistent use of digital platforms and technologies that enhance learning, collaboration and assessment, across programmes, informed by evidence of student experience, engagement and outcomes.
- Ensuring that digital and AI literacy and competency development is inclusive and accessible, recognising the diverse starting points and needs of our student community.
- Using evidence from student learning experiences, engagement, outcomes and feedback to inform the development and enhancement of blended and digitally enabled learning approaches.

2.2 Employer integration and partnerships

Strong relationships with employers and industry partners are central to the University's mission as a specialist institution for the Built Environment. Employer insight shapes the relevance of our programmes, informs curriculum design, and ensures our graduates develop the skills, behaviours and professional confidence needed for contemporary practice. Partnerships also create opportunities for students to engage with real world challenges, build networks and enhance their employability.

Employer integration is already a feature of our programmes, but activity varies across disciplines and is often dependent on individual relationships. Over the next five years, we will take a more coordinated and intentional approach that strengthens our industry connections, supports consistent practice across programmes, and ensures employer insight is embedded meaningfully in learning, teaching and assessment. For apprenticeship provision, employer and professional requirements, including End-Point Assessment (EPA), will be reflected explicitly within curriculum, assessment and programme development to ensure that apprentices are appropriately prepared to demonstrate the knowledge, skills and behaviours required at the end of their programme.

We will achieve this by:

- Developing a clear framework for employer integration that sets expectations for how industry insight informs programme design, curriculum development and assessment from validation onwards.

Learning, Teaching and Assessment Strategy

- Expanding opportunities for students to engage directly with employers through activities such as micro-placements, live briefs, guest contributions and authentic assessment tasks that contextualise employability skills.
- Strengthening programme level relationships with employers and professional bodies to ensure our curriculum reflects current and emerging sector needs.
- Encouraging programme teams to work with industry partners to co-design elements of the curriculum where appropriate, ensuring alignment with professional standards and future skills requirements.
- Drawing on the industry experience of academic staff and supporting colleagues to build and maintain employer relationships through guidance, shared practice and access to central expertise.
- Ensuring employer integration activity is inclusive and accessible, enabling all students to benefit from industry relevant experiences regardless of background or mode of study.
- Ensuring apprenticeship curricula and assessment arrangements support effective preparation for End-Point Assessment (EPA) and associated requirements.

2.3 Transdisciplinary curriculum

Built Environment challenges increasingly require professionals who can work across disciplinary boundaries, integrate different forms of knowledge and collaborate effectively with others. A transdisciplinary approach goes beyond combining disciplines (interdisciplinarity) by enabling students to work with concepts, methods and perspectives from across the Built Environment to address complex, real-world problems. This includes engaging with sustainability as a core professional responsibility, helping students understand the environmental, social and economic dimensions of the decisions they make. Transdisciplinary learning supports student outcomes, employability, engagement and wellbeing.

The University already delivers programmes that draw on multiple disciplines, but opportunities for students to work across subject areas vary.

Learning, Teaching and Assessment Strategy

Over the next five years, we will take a more intentional approach to designing learning experiences that help students make connections across the Built Environment, develop broader professional awareness and engage with the wider context of their practice.

Why this matters:

We will achieve this by:

- Creating opportunities for students to engage with concepts, methods and perspectives from across the Built Environment, helping them understand how different disciplines contribute to shared professional and sustainability challenges.
- Designing learning activities and assessments that encourage students to integrate knowledge from multiple subject areas and apply it to authentic, real-world problems, including those relating to sustainability and whole-life thinking.
- Strengthening collaboration between programme teams to support shared curriculum design, cross-disciplinary modules and joint learning experiences from validation onwards.
- Working with industry partners to identify the transdisciplinary and sustainability-related skills and behaviours needed in contemporary practice, ensuring these are reflected in curriculum expectations.
- Supporting academic staff to develop confidence in designing and delivering transdisciplinary learning through guidance, shared practice and access to specialist expertise.
- Ensuring transdisciplinary learning opportunities are inclusive and accessible, supporting student engagement, wellbeing and success across all programmes and modes of study.

2.4 Problem and enquiry-based learning

Problem and enquiry-based learning enable students to develop the critical thinking, curiosity, collaboration and professional judgement needed to address the complex challenges of the Built Environment. These approaches place students in active learning roles, encouraging them to investigate real-world questions, work with uncertainty, and apply knowledge in authentic contexts. They support stronger student outcomes by building confidence, deepening understanding and strengthening the skills that underpin progression, attainment and employability.

Learning, Teaching and Assessment Strategy

These approaches will also support the University to respond effectively to relevant regulatory expectations, including Ofsted requirements for apprenticeship provision and to use feedback and evidence from students and other stakeholders to inform ongoing learning, teaching and enhancement activity.

Elements of problem-based and enquiry-based learning already exist across the University, but they are not applied consistently and are often dependent on individual programme teams. Over the next five years, we will take a more intentional and coherent approach that embeds these methods into curriculum design from validation onwards, ensuring that all students benefit from engaging, relevant and inclusive learning experiences that support their wellbeing and success.

Why this matters:

We will achieve this by:

- Embedding problem and enquiry-based learning principles into programme and module design from validation onwards, ensuring students engage with authentic, real-world challenges throughout their studies.
- Designing learning activities and assessments that encourage students to investigate questions, analyse information, test ideas and apply knowledge to complex Built Environment problems.
- Strengthening the use of authentic assessment to support the development of professional behaviours, soft skills and employability attributes that are difficult to teach through traditional methods.
- Creating opportunities for students to work collaboratively on enquiry-driven tasks, including projects linked to employer briefs, to support engagement, confidence and wellbeing.
- Supporting academic staff to design and facilitate problem and enquiry-based learning through guidance, shared practice and access to specialist expertise.
- Ensuring that problem and enquiry-based learning approaches are inclusive and accessible, enabling all students to participate fully regardless of background, prior experience or mode of study.
- Encouraging student co-design in shaping enquiry questions, project themes and learning activities, strengthening relevance, ownership and connection to professional practice.

2.5 Pedagogical research and scholarship of teaching and learning

Pedagogical research and the Scholarship of Teaching and Learning (SoTL) enable the University to enhance the quality of learning, teaching and assessment through evidence-informed practice. A strong culture of SoTL supports innovation, improves student outcomes and strengthens the University's influence within the Built Environment sector. It also provides academic staff—particularly those on teaching-focused pathways—with opportunities for professional growth, recognition and contribution to institutional priorities.

While examples of excellent pedagogic practice and research already exist across the University, activity is uneven and often dependent on individual interest or external opportunities. Over the next five years, we will take a more coordinated and enabling approach that supports staff to engage in SoTL, strengthens our collective pedagogic expertise and ensures that our learning and teaching practices are grounded in robust evidence. This will help define and refine the University's pedagogic model, supporting access, retention, progression and student success.

We will achieve this by:

- Developing a clear institutional approach to SoTL that aligns pedagogic research with the University's strategic priorities and emerging pedagogic model.
- Creating opportunities, including potential funding mechanisms, for staff—particularly those on teaching-focused pathways—to undertake pedagogic research and evaluation.
- Strengthening staff capability in SoTL through professional development, mentorship and access to specialist expertise.
- Embedding evidence-informed decision-making into curriculum design and enhancement processes to support student outcomes, access and retention.
- Supporting the dissemination of pedagogic research internally and externally to enhance the University's influence in Built Environment education.

3. Strategic Alignment

3.1 CX Strategic Plan 2025–2030

The LTAS strengthens the quality, relevance and inclusivity of learning, teaching and assessment. In doing so, it cuts across the ambitions in the CX Strategy, supporting and enabling across each of the strategic themes:

Student Outcomes	Improves student outcomes by strengthening curriculum quality, assessment design and academic practice.
Student Satisfaction	Enhances student satisfaction by improving the consistency and quality of learning, teaching and assessment.
Widening Participation	Supports widening participation through inclusive teaching, accessible digital learning and equitable opportunities for skills development.
Reach	Supports the University's reach by enabling scalable, flexible and high quality delivery across different modes and partnerships.
Education	Enhances the University's educational reputation by setting clear expectations for high quality, evidence informed teaching and curriculum design.
Industry	Deepens engagement with industry by embedding employer codesign and real world learning throughout programmes.
Depth & Breadth	Supports depth and breadth by promoting curriculum approaches that work across disciplines and levels, strengthening the University's academic offer.
Collaboration	Reinforces collaboration by encouraging cross-disciplinary teaching and meaningful partnerships with employers and external organisations.
Organisational Health	Contributes to organisational health by strengthening academic capability and supporting effective, sustainable use of digital tools.

Learning, Teaching and Assessment Strategy

3.2 Other supporting strategies and frameworks

There are several University frameworks, strategies, and structures which are integral to the successful implementation of this LTAS. These are:

Widening Participation Strategy and Access & Participation Plan (APP)	Improves access, retention, progression and outcomes for under-represented groups. Underpins all LTAS priorities by ensuring digital literacy, employer integration, problem-based and enquiry-based learning and SoTL approaches support equitable outcomes.
Research Strategy	Strengthens the University's research culture, capacity and influence across Built Environment disciplines. Supports Priority 5 (SoTL) by enabling pedagogic research, evaluation and dissemination, and by reinforcing the University's ambition to lead in Built Environment education.
Sustainability Strategy	Embeds sustainability into learning and teaching and promotes environmentally responsible digital practice. Relates to Reinforces Priority 3 (Transdisciplinary Curriculum) by positioning sustainability as a core lens for real-world problem-solving and curriculum integration.
Digital Strategy	Sets the vision for digital transformation across the University, providing foundations to support digital literacy.
Digital Campus Programme	Delivers the platforms, systems and digital learning environment that support teaching, assessment and student engagement. This will enable consistent use of digital tools across programmes and support active, collaborative and enquiry-based learning.

4. Implementation

The LTAS sets the strategic direction for learning, teaching and assessment across the University. Its successful implementation depends on coordinated action across the University. This section outlines how LTAS will be enacted, monitored and governed over the five-year period.

4.1 Action plan

Implementation of the LTAS will be supported by a structured action plan that translates the five strategic priorities into phased, achievable activities. The action plan will:

- identify key milestones for each priority, aligned with the academic cycle and programme validation timelines;
- set out responsibilities for academic schools, central teams and cross-institutional working groups;
- ensure that implementation of the LTAS is explicitly aligned with relevant CX Strategy priorities, measures and institutional improvement activity;
- ensure alignment with related strategies and frameworks, including the Digital Strategy, Sustainability Strategy, Research Strategy, and Access & Participation Plan;
- incorporate mechanisms for student and employer involvement in the development of learning, teaching and assessment practices; and
- remain flexible to respond to emerging opportunities, sector developments and regulatory requirements.

The action plan will be reviewed annually to ensure it remains relevant, achievable and aligned with institutional priorities.

4.2 Monitoring and Reporting

Progress against the LTAS will be monitored through the LTAS Action Plan and through established academic governance and performance monitoring processes. This will ensure the strategic priorities are being implemented effectively and delivering the intended impact on learning, teaching and assessment.

Learning, Teaching and Assessment Strategy

Monitoring will focus on:

- **Progress against the LTAS Action Plan** – tracking delivery of agreed actions and milestones, ensuring activities are progressing as planned and that responsibility for implementation is clearly owned.
- **Implementation within programmes and curriculum development** – Monitoring how LTAS priorities including digital literacy, employer integration, transdisciplinary learning are embedded through programme design, programme review and revalidation processes.
- **Impact on learning, teaching and assessment practice** – reviewing the extent to which the strategy is influencing pedagogical practice, including new approaches and staff engagement with professional development.
- **Student outcomes, progression, retention and satisfaction** – considering relevant institutional performance indicators, including continuation, completion, attainment and graduate outcomes.
- **Student experience and feedback** – reviewing student survey data, module feedback and other student engagement mechanisms to assess the impact on the learning experience.
- **Employer and external engagement** – monitoring how employer insight and industry collaboration are informing curriculum design and student learning opportunities.
- **Pedagogical research and scholarship** – reviewing engagement with pedagogical research and scholarship activities that support evidence-informed teaching and learning.
- **Feedback and enhancement** – using student, apprentice, employer, assessment and other relevant feedback to identify areas for improvement and inform learning, teaching and enhancement activity.
- **Regulatory and stakeholder expectation** – monitoring relevant regulatory requirements, including Ofsted expectations for apprenticeship provision, alongside student, apprentice and employer feedback to identify emerging issues and inform enhancement activity.

Reporting will highlight progress, emerging risks and areas requiring further institutional focus. Reporting will take place through:

- annual monitoring and enhancement reports to LTEC;
- periodic programme review; and
- updates to Academic Board.

4.3 Governance and Responsibilities

Clear governance ensures that the LTAS is implemented consistently and effectively across the University. Responsibilities are distributed as follows:

- **Academic Board** holds overall responsibility for the LTAS, approving the strategy and receiving annual progress reports.
- **Learning, Teaching and Enhancement Committee (LTEC)** oversees implementation, monitors progress against priorities and advises on enhancement activity.
- **Schools and Programme Teams** are responsible for embedding LTAS priorities into curriculum design, delivery and assessment, and for engaging students and employers in enhancement activity.
- **Digital Learning, Academic Quality, Registry, Careers and other Professional Services** provide expertise, guidance and operational support to enable consistent implementation across programmes.
- **Students and Student Representatives** contribute to co-design, feedback and evaluation processes, ensuring the LTAS remains responsive to student needs and experiences.
- **Employers and Industry Partners** support curriculum relevance through co-design, live briefs, placements and professional insight.

Governance arrangements will ensure that the LTAS remains a living strategy—actively shaping practice, informing enhancement, and supporting the University’s ambitions for student success and sector leadership.