



Connected Teaching & Learning Principles

All of the principles below are connected through **reflective practice**. Self-reflection is about making informed and intentional decisions about changes in practice based on evidence and by drawing from multiple perspectives and sources.

In the first year this can include reflecting upon, in depth, multiple aspects of our practice adopted during the pandemic and to consider the implications for policy and practice.

Incorporate a blended approach that actively and intentionally fosters collaboration to ensure an equitable learning experience to build a sense of belonging and welcoming community.

1. Blended by Design

Students will experience a blend of onsite and online learning with a range of approaches taken to learning and teaching as well as assessment.

Ensure student voice is promoted through the co-design of content, curriculum and assessment by including learners as partners. Provide multiple ways for learners to engage in their learning by offering choice in learning and assessment activities.

2. Student Voice, Student Choice

Students will experience involvement in the shaping of their learning, through co-design, student voice committees and other fora.

Encourage learners to learn together in order to achieve more. This not only applies to the formal curriculum but to extra-curricular activities as well.

3. Communities

Students will experience working in diverse groups and be encouraged to engage in communities to support their wellbeing and celebrate cultural differences.

Design and develop an inclusive and equitable quality education to ensure that it serves a diverse and global audience and empowers and nurtures global citizens.

4. Relevant & Global Curriculum

Students will experience an inclusive and accessible curriculum that is future-focused in that it is designed around a world that is interconnected that requires active citizenship and genuine collaboration that goes beyond national borders.

Ensure a diverse range of assessment methods are adopted that are well-aligned with intended learning outcomes, are transparent and clearly communicated in order to develop assessment literacy.

5. Authentic Assessment

Students will experience a choice in assessment and a range of assessment formats that enable a range of skills and discipline knowledge to be assessed in an authentic and contextual manner.

Provide effective, timely and individualise feedback for learners to identify a progression in their learning.

6. Feedback for Learner Progression

Students will experience feedback on all of their relevant work that clearly outlines next steps and ensures that they can act upon this before the next similar item of assessment is due for submission.

Enable the development of essential digital skills and provide a focus on becoming digitally literate (to think, to communicate, to learn and to engage with the world around them) to support their time at university and future graduate opportunities.

7. Digital Skills

Students will experience the embedding of digital skills and approaches to support their learning and teaching. These skills can be assessed as part of their on-going skills development with a focus on graduate opportunities.