

# GOAL 1: TEACHING LEARNING AND STUDENT EXPERIENCE

The ethos of the Teaching College is centred around community, with academic and professional services colleagues working in genuine partnership and the student voice championed throughout. Decision making is through the collective voice, with our communities of practice supporting delivery of our shared objectives. Our colleagues and students are actively encouraged to share their views and ideas freely, and through this spirit of openness, a sense of belonging and innovation will naturally flourish. **Professor Peter Green, Vice-Dean, Teaching, Learning and Students**

A key enabler of our Faculty Teaching, Learning and Student Experience Strategy is our Teaching College. The Teaching College is organised around six functional themed strands, each with a responsibility to deliver strategic aims. The strands are Student Experience and Graduate Outcomes; Teaching Academy; Recruitment and Intake; Digital and Flexible Learning; Curriculum Development and Delivery; Teaching Excellence.

We work within a co-designed and shared responsibility model, with academics and professional services staff working in partnership, and the student voice championed throughout.



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Professor Peter Green  
Vice-Dean, Teaching,  
Learning and Students

Strand	Aim
Student Experience and Graduate Outcome	We will continuously improve the student experience throughout the entire student lifecycle, including welcome and transition, teaching and learning, development opportunities, and careers support, to ensure that we provide our students with the best possible graduate outcomes.
Teaching Academy	We will create and promote a culture of innovation and inclusivity within the teaching and learning environment, and ensure that our staff have access to effective Continuing Professional Development.
Recruitment and Intake	We will attract the very best candidates from a diverse range of backgrounds and experiences, and deliver an excellent applicant experience.
Digital and Flexible Learning	We will embed the principles of the University's Flexible Learning Strategy across the Faculty and improve the quality of our flexible and blended learning provision for our staff and students.
Curriculum Development and Delivery	We will create an environment (culture and tools) to enable agile programme creation, development, review, and closure, and which encompasses all delivery and assessment modalities.
Teaching Excellence	We will support the University's strategy and approach to the Teaching Excellence Framework, with the aim to achieve TEF Gold in 2027.





## STRAND TLSE1: STUDENT EXPERIENCE AND GRADUATE OUTCOMES

FSE will be a place where students feel they belong and have a strong sense of community. We will close awarding and graduate outcome gaps and amplify the student voice to ensure purposeful and actionable feedback. We will support students in their understanding of their own physical and mental well-being and provide support where needed.

### OBJECTIVES

1. Eliminate the unexplained gaps in good degree outcomes and graduate outcomes between: White and Black students; White and Asian students; Disabled and non-disabled students; and Indices of Multiple Deprivation (IMD) quintile 1 and quintile 5 students (Widening Participation students).
2. Improve the National Student Survey score for the Student Voice.
3. Improve the experience of women, LGBT+, commuter students, and students who are carers. We will also consider the experiences and support needs of mature students and care leavers.

## STRAND TLSE2: TEACHING ACADEMY

We will promote a culture of teaching excellence and stimulate an inclusive learning environment with research-enhanced and pedagogically based teaching and learning. In this environment, excellent teaching will be recognised and rewarded.

### OBJECTIVES

1. Create a positive culture towards Continuing Professional Development (CPD) for teaching and learning professionals and build a portfolio of CPD courses that inspires and motivates teaching staff. Ensure colleagues are supported through teaching and learning updates and resources. Our new academics will receive the best training and preparation possible for a career as a Manchester Academic.
2. Ensure that staff have received the skills and training necessary to make the best out of our physical and virtual teaching spaces and tools. Work in partnership with staff and students to provide holistic and effective academic support systems for students of all backgrounds.
3. Encourage, support and champion a culture of technical and pedagogical innovation.

## STRAND TLSE3: RECRUITMENT AND INTAKE

This strand will enable wider access to higher education and diversify our student cohort. We will use market intelligence to inform the design of the Faculty's portfolio, to meet the needs of prospective students and develop a resilient admissions service that manages demand effectively and sustainably, whilst delivering a quality applicant experience.

### OBJECTIVES

1. Increase applications and registrations from key widening participation and international student diversification markets, creating a more balanced cohort, reducing risk/financial uncertainty around single markets, and improving the student experience.
2. In anticipation of the UCAS 'Journey to a Million', manage demand across the Faculty and have a resilient, externally engaged Admissions service.
3. Inform and deliver the Faculty's student number plans through a transparent intake management strategy.



## STRAND TLSE4: DIGITAL AND FLEXIBLE LEARNING

The University is making a substantial investment in the Flexible Learning Programme (FLP), we will ensure that the principles underlying FLP are embedded within the Faculty. We will develop new methods of use of digital learning materials, to deliver a substantial improvement in the quality of our flexible and blended learning provision for all our staff and students. We will prepare staff and students for the move to the new learning environment.

### OBJECTIVES

1. Identify areas where online delivery of teaching and learning could enhance the Faculty portfolio. Measure and improve the quality and consistency of flexible learning course delivery across the Faculty and ensure that digital technology is used appropriately to support teaching, learning and assessment.
2. Support and deliver the change of Central Learning Environment (CLE) (from Blackboard to Canvas) through leadership, high quality resources and community support networks.
3. Explore Artificial Intelligence (AI) in the delivery of teaching, integrating AI and Data Science into all curricula across the Faculty, to enable students to critique AI creations and make data-based decisions.

## STRAND TLSE5: CURRICULUM DEVELOPMENT AND DELIVERY

We will create an environment for evaluation and review of our current programmes and their constituent course units, which will enhance the quality, accessibility and sustainability of our current programmes and their constituent course units.

We will create a curriculum development environment that enables portfolio change and growth and facilitate interdisciplinary curricula.

### OBJECTIVES

1. Implement a systematic data-driven course unit review and programme review process, ensuring clear channels for stakeholder engagement.
2. Deliver a Curriculum Development and Delivery toolkit to embed social responsibility, equality, diversity, inclusion and accessibility, digital skills, learning essentials, innovative teaching and assessment activities in our course units and programmes.
3. Refine and enhance our taught programme portfolio to ensure that we are leading and aligning with our competitors.



## STRAND TLSE6: TEACHING EXCELLENCE

The Teaching Excellence strand will embed a framework for teaching excellence across FSE, based on robust data analysis, including formalised evaluation. A key focus is to maximise educational gain for all students.

### OBJECTIVES

1. Promote teaching excellence within the Faculty and externally, by introducing funding opportunities to support staff to host or attend conferences or workshops, and to share knowledge.
2. Work with the university Teaching Excellence Framework (TEF) Group to provide a University-wide solution to the accessibility of teaching, learning and student experience metrics and data analysis, to inform all aspects of teaching, learning and student experience activity.
3. Define, measure, and evaluate 'educational gain'. Evidence the impact of our activities and ensure that impact is measurable through student partnership and appropriate costed staff resource.

## TEACHING, LEARNING AND STUDENT EXPERIENCE SUCCESS MEASURES

### Strand 1: Student Experience and Graduate Outcomes

- To be determined by Faculty depending on Faculty level Access and Participation Plan (APP) targets.
- Embed monitoring of Discipline feedback mechanisms between Discipline with School and Faculty with progress update meetings once per semester (2024/25).
- Complete 16 focus groups across APP target areas to develop informed action points to improve belonging (2023/24).

### Strand 2: Teaching Academy

- Support the transition of CLE with a full range of resources and support opportunities for all Faculty Staff, to show that 80% of academic staff have engaged in these resources.
- Update the existing portfolio of CPD courses to be aligned with FLP principles and models of delivery by September 2025.
- Support Opportunities for external CPD for Academics with a specific focus on Leadership and/or Academic Excellence, at least four candidates per year.

### Strand 3: Recruitment and Intake

- We will evidence an increase in the market-share of non-China domiciles (+3% in 2025), balancing the international cohort, in line with our International Student Diversification targets. Awaiting APP targets from the upcoming plan, we will put clear benchmarking in place to track progress.
- We will deliver an effective service that meets the needs of applicants. Course Portfolios Reviews will be delivered to ensure that our offering is appropriate and attractive for the market. Detailed competitor analysis will inform the annual planning cycle. Points of review will be triggered by tracking course application trends – where there is +/- 5% differentiation to the Faculty average, or a significant change against sector averages, we will request additional insight, which will inform further review.
- We will deliver a clear intake forecasting framework to accurately track progress to targets with greater accuracy to meet student number planning targets across UG/PGT, to a total intake of 5103 by 2029 (+4%). Points of risk will be identified through intake forecasting.

### Strand 4: Digital and Flexible Learning

- All taught course units to be successfully transferred to Canvas before Sept 2025.
- Three on-campus and distance learning twins by 2026.
- An increase in the feedback score of online materials in Unit Evaluation Questionnaires year on year.

### Strand 5: Curriculum Development and Delivery

- Production and implementation of a Course Unit Review (CUR) process and dashboard – pilot in 2024-2025.
- Production of a toolkit of resources for CUR- need to revisit/summarise output of CUR task and finish group during 2024-2025.
- Development of a programme level evaluation framework – by end of academic year 2024-2025, implemented and piloted during 2025-2026. Number of programmes to be evaluated to be confirmed following the development and implementation of the programme evaluation framework.

### Strand 6: Teaching Excellence

- Annual increase in Teaching Excellence Development Fund awards to 15 per year in 2025/26 and 20-25 by 2028/29, with corresponding annual increases in teaching excellence case studies and resources on Teaching College website.
- Facilitate programme teams, disciplines and Schools with user friendly dashboards of accurate and up-to-date data to inform programme review and decision making.
- Definition of Educational Gain within an FSE context, co-created with students and with processes to measure it, expected 2025.