

**Learning, Teaching,
Assessment Strategy**

2017-2021

Goldsmiths University of London

Learning, Teaching, Assessment Strategy 2017-2021

A note from
Elisabeth Hill

The Learning, Teaching, and Assessment Strategy (LTAS) presented here could not have been formed without the commitment and focus of colleagues from across Goldsmiths who contributed their ideas and vision. Our students, past and present, and the Students' Union deserve particular acknowledgement for their pioneering work in enabling the 'liberating our degrees' strand to become part of our LTAS.

Based on these contributions, our Learning, Teaching, and Assessment Strategy for the next five years has five strategic priorities. In short, LTAS 2017-2021 aims to:

1. Liberate our degrees
2. Develop research-teaching synergies
3. Ensure access, inclusion, and robust learning support for all our students
4. Extend our reach
5. Enhance graduate futures

To ensure the LTAS is embedded and remains relevant across the university, operational plans, with associated success criteria, will be regularly reviewed.

In striving for these aims, we hope that our already vibrant and dedicated community will use these guiding principles to enhance our students' experience - and their futures.

Elisabeth Hill
Deputy Warden
Pro-Warden Learning,
Teaching & Enhancement

Strategic Aim 1: Liberate our Degrees

Goldsmiths has a rich heritage of challenging inequality in all its forms. Equality, inclusion and social justice are values which are very important to Goldsmiths. We work to ensure our pedagogical approach is inclusive and pioneering, engaging with our students to ensure our curriculum and delivery methodologies continue to evolve.

The aim to 'liberate our degrees' means to proactively challenge the white, middle-class, ablist, male-dominated curricula that are prevalent across the Higher Education sector, and to centre the work of marginalised scholars on race, sexuality, gender and disability within academia.

We will do this through:

- Ensuring student involvement at every level of decision making concerning their education; from curriculum and programme design, to pedagogical developments, to being on interview panels for new academic staff members;
- Developing and extending collaborative and critical pedagogical approaches and accessible and relevant assessments;
- Delivering relevant learning and development opportunities to equip staff and student representatives with the skills and knowledge they need to support a diverse student and staff body (such as workshops for unconscious bias, mental health first aid and disability awareness training).
- Committing to centring marginalised voices through inclusion in the curriculum, and actively working to improve Black and Minority Ethnic (BME), Lesbian, Gay, Bisexual, Trans and Queer / Questioning + (LGBTQ+), disabled and female staff representation within HE;



Strategic Aim 2: Research-Teaching Synergies

Our strong link between research and teaching sustains knowledge production in both areas of activity, and contributes strongly to the *radical and innovative thinking* strand in the Goldsmiths' Strategy. This bidirectional research-teaching synergy ensures that knowledge production will exceed what can be achieved by the sum of research and teaching activities conducted separately.

We aim to challenge the concept of research-led teaching by developing our research-teaching synergies.

We will do this through:

- Further developing the democratic research, practice and scholarship culture within our staff and student body, in that the ideas, work and findings of students and academics of all levels are treated with equal intellectual respect and contribute to research outputs;
- Engaging students, at all levels of study, in research, practice and scholarship as part of their learning experience at Goldsmiths, taught by staff of all levels of seniority;
- Developing a curriculum that is informed by contemporary research, particularly that undertaken by our staff;
- Ensuring that through this research-teaching synergy students can understand and demonstrate the ways in which the knowledge and experience gained is of relevance to their future career paths.

Strategic Aim 3: Access, Inclusion and Learning Support

Our commitment to promoting access and diversity is clearly outlined in Goldsmiths' Strategy, as well as in our Equality and Diversity Objectives 2017-2021 and associated action plan. It is also reflected in the diversity of our student population.

We aim to ensure that all students are supported to engage in every aspect of Goldsmiths' learning, teaching and assessment.

We will do this by:

- Providing a flexible learning environment both in terms of physical space and in the application of innovations in technology;
- Devising and refining inclusive teaching and assessment practices for all programmes;
- Ensuring our staff are supported to deliver an inclusive and innovative curriculum across all disciplines;
- Working in partnership with students to bring about enhancements in Goldsmiths' learning practices;
- Resourcing these developments to ensure that they are effective.

Strategic Aim 4: Extending our Reach

Goldsmiths has a unique learning and teaching experience of which we are proud. We recognise that access to this curriculum and pedagogical approach is limited to those who are able to access our physical campus.

We aim to use technology to extend our reach to learners - nationally and internationally - who wish to experience the distinctive Goldsmiths offer beyond the confines of our physical campus or within alternative forms of education, such as apprenticeships.

We will do this by:

- Expanding our provision of distance learning courses to reach learners globally through online technology;
- Providing courses for learners in full time employment or with caring responsibilities through block and blended learning;
- Developing teaching partnerships with universities and educational institutions worldwide;
- Reaching out to the broader public with short courses, MOOCs and engagement with the media;
- Working with the Students' Union and our student ambassadors to enable student mentoring and student-led workshops to support communities of learners outside of our physical campus.

Strategic Aim 5: Graduate Futures

We believe that our students should graduate with the capability to make and execute well-informed plans for the future to navigate and influence a changing world.

We aim to develop resourceful, creative and entrepreneurial graduates, ready to pursue and create range of careers and make a difference to the world.

We will do this by:

- Ensuring that all students have clear opportunities to develop within, and beyond, their curriculum through, for example, work placements and overseas study;
- Providing students with mechanisms for articulating the full breadth of their skills and experiences;
- Recognising the importance of different career trajectories for individuals, society and the economy;
- Challenging restricted views of graduate employment success.

Complementary Strategies and Policies

LTAS has been informed by, and will align with, the following strategies and agreements - keeping track of developments in these documents during the period of the strategy:

- Access Agreement
- Employability Strategy
- Equality and Diversity Strategy
- Equality and Diversity Objectives 2017-21 and Action Plan
- Feedback Policy
- Student Experience and Engagement Strategy
- Internationalisation Strategy
- Research and Enterprise Strategy



Goldsmiths, University of London
New Cross
London
SE14 6NW
United Kingdom