Looking ahead:

Looking ahead, we plan to draw on the top-level University Strategy but also provide an opportunity to consider the priorities for learning and teaching in more depth.

Current potential themes for exploration include:

1. Research-led and inter-disciplinary learning, for example considering how these vary across the discipline contexts, how they shape programmes, modules and student learning and engagement at the university, and whether there is a Sheffield approach;

2. Considering approaches that could make it easier for departments to respond to industry, public and third sector organisations, or to explore new modes of engagement in terms of the supporting infrastructure and resources. The ongoing Student Systems Project is an important complement to these developments.

The updates provided in this leaflet cover enhancement highlights at university and faculty level, and developments in learning and teaching being implemented either by individuals or departments and proven to work that could be taken forward.

The strategy has been implemented against a backdrop of significant changes to the funding of Higher Education, the wider economic policy narrative around austerity, and in a complex and volatile global environment with implications for the international reputations of our universities. The updates provided in this leaflet cover enhancement highlights at university and faculty level, and developments in learning and teaching being implemented either by individuals or departments and proven to work that could be taken forward.

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A key goal for all of us is to improve the educational experience of our students and to prepare them for a rapidly changing world, and to do so through high-quality learning and teaching. This leaflet provides an overview of the key themes for development and improvements that are under consideration to achieve these aims.
**Arts & Humanities**

- **Cultural agility and diversity**
- **Achieve More Faculty Challenge**
- **Interdisciplinary Programmes Office**
- **Learning & Teaching Professional Recognition Scheme**
- **Student engagement**
- **Effective and efficient resource use**
- **Personal & academic support and feedback**
- **Research experiences**
- **Collaborative teaching and learning**
- **Creating, communitising learning opportunities**
- **Research excellence**
- **Influencing, understanding intellectual contexts**
- **Delivering the LTS priorities**
- **Leading by example, excellence, opportunity, enterprise**
- **SALTs delivered projects exploring student-focused initiatives**
- **Breaking Boundaries training sessions delivered by 301, CiCs, the Library and the University of Sheffield Employment Service (UES)**
- **Peer Assisted Study Sessions (PASS)**
- **Preparing to deliver L3 Achieve More**
- **Engaged students in experiential learning**
- **Breaking Boundaries programme**
- **Personal & academic support and feedback (PAS)**
- **Effective and efficient resource use (ERU)**
- **Cultural agility and diversity (CAD)**

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**International Faculty, City College**

- **Social Sciences**
- **International Faculties**
- **Achieve More Faculty Challenge**
- **Interdisciplinary Programmes Office**
- **Learning & Teaching Professional Recognition Scheme**
- **Student engagement**
- **Effective and efficient resource use**
- **Personal & academic support and feedback**
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**Social Sciences**

- **International Faculties**
- **Achieve More Faculty Challenge**
- **Interdisciplinary Programmes Office**
- **Learning & Teaching Professional Recognition Scheme**
- **Student engagement**
- **Effective and efficient resource use**
- **Personal & academic support and feedback**
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**Digital Engagement Group & Digital Learning Excellence**

- **New learning pathways developed to widen access to HE and meet demand for different types of high quality education, work-based learning and low-demand education**
- **Teaching, learning and assessment practices**
- **Collaborative teaching and learning**
- **Creating, communitising learning opportunities**
- **Research excellence**
- **Influencing, understanding intellectual contexts**
- **Delivering the LTS priorities**
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