Our Learning & Teaching Strategy:

Pro-Vice-Chancellor’s Introduction

Our strategy design reflects the input from hundreds of individuals across the institution to shape our vision. Our Strategy is just that – collectively owned, a communal endeavour which represents all of us, and is indicative of the challenges we set ourselves and which we are set by the world around us. It also speaks to the broader values of our University’s Strategic Plan which our Vice-Chancellor outlined as being ‘more than simply ours as an academic community – it serves our wider world’.

This document summarises the Learning & Teaching Strategy which sets our direction by highlighting areas of focus for 2016 - 2021. Within it you will see your own priorities and aspirations clustered within major themes, shaped by the institutional values on which we pride ourselves. You will also notice an encouragement towards an holistic view of programmes. All of this aims to ensure collective ownership of learning and teaching alongside our ability to respond to external pressures without being blindly driven by them.

The key themes within the Strategy require us to work together as an institution in order to ensure we offer the highest quality education and student experience, underpinned by a number of key principles:

• Flexibility
• Rich and constructive dialogue between staff and students
• Developing a Programme level view
• Supporting our students
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Learning and Teaching at the University of Sheffield 2016-2021

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Our Ethos: We aim to build on the progress of previous activities and enhance our reputation as an inspiring, engaged, research-led institution committed to supporting the development of our staff and students. This involves valuing staff and providing them with the environment, resources and time to be able to develop and innovate as teachers within the context of their discipline and according to the needs of their students. At the same time, our students need to be challenged, enthused and supported as they develop a love of learning, curiosity and self-direction in their studies.

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