# Bath Spa University: Education Design Principles

These principles provide a summary of our [Education Strategy 2030 Objectives](https://www.bathspa.ac.uk/media/1188b-Education-Strategy-final.pdf) and outline the nature of our students’ educational experience and gains.

A transformative learning journey with BSU enables:

• Connectivity;

• Creativity;

• Sustainability and

• Digital Fluency

 Through inclusive, collaborative and curiosity-driven pedagogies.

Underpinning these principles is a commitment by the University to support staff in the development of their expertise for teaching in higher education.

### Connectivity:

* Students are connected with their future careers through developing their academic and employability skills, and their confidence;
* Students are challenged at the forefront of their disciplines through the connection of curricula with research, professional practice and knowledge exchange activities.

### Creativity:

* Students are encouraged to explore, experiment, and reflect, including through cross-disciplinary activities, and through opportunities for active learning and authentic assessment.

### Sustainability:

* Students experience academic programmes that are regionally anchored and address global challenges, including environmental sustainability, through the UN Sustainable Development Goals.

### Digital Fluency:

* Students use and experience relevant and appropriate technologies, including through blended learning, and have opportunities to evaluate and develop their digital capabilities.

### Inclusive teaching:

* Our curriculum, learning resources and activities are diverse, inclusive and accessible, enabling a sense of belonging, opportunity and ambition.

### Collaborative learning:

* Our ways of working are enhanced through supportive learning communities. Staff and students engage in collaborative activities with peers and together through co-creation.

### Curiosity-driven Pedagogies:

* Our staff take an evidence-informed and scholarly approach to developing their curricula and teaching practices, and are supported in developing their expertise for teaching.

## How can these Principles be used?

These principles can be used as an aide memoire of the Education Strategy for a variety of activities, for example designing and reviewing academic modules and programmes; planning or evaluating for student experience-related projects and initiatives.

## What does this mean for curriculum design?

We take a thoughtful and evidence-informed approach to curriculum design at modular and programme level. At all stages we consider how the Education Design Principles are enacted:

1. **Big Picture:** we step back and consider the overall intention of our module or programme.
How will it change our students’ ways of thinking about and viewing the subject and the world?
What are the big ideas and concepts they will need to get? For modules, how does this connect with other modules to create a coherent programme picture?
2. **Aims:** having considered the bigger picture this can now be articulated as the educational aims of the module or programme. The aims are statements of the University’s intention for the module or programme, these might include: its purpose, the audience, and where it fits in the context of careers and/or further study. These aims will help students understand broadly what they should expect to gain from participating in the module or programme. Articulating these aims together as a teaching team (and with students through co-creation) helps to ensure a shared vision.
3. **Learning Outcomes**: the educational aims articulate what the module or programme intends to achieve. The intended learning outcomes articulate what the student will be able to do as a result of actively participating.
4. **Assessment**: assessment evaluates the extent to which the student has achieved the learning outcomes. If thoughtfully planned, it can also act as a vehicle **to enable better learning**. The type of assessment and learning activity/activities should be clearly aligned to the learning outcomes.
5. **Learning Activities**: learning activities are designed to provide a clear structure for students to enable them to navigate through the module and programme, and to develop the skills, knowledge and ways of thinking and practising required to meet the learning outcomes. This structure can be communicated and supported through the use of Ultra. This structured learning can be complemented by enhanced learning opportunities such as co-curricular support from Academic Skills (Ask), the Library, and Careers & Employability.
6. **Resources:** what resources do we need to ensure an effective learning experience? As well as teaching staff and materials, resources might include those from professional services such as the Library, Academic Skills (ASk), Careers & Employability, Student Wellbeing Services (SWS) etc; LinkedIn learning (and other e-learning tools); and specialist space (e.g. labs or studios), technologies and associated technical support.