

# ROADMAP FOR THE SCHOOL OF EDUCATION, LANGUAGE AND PSYCHOLOGY

## ALIGNMENT WITH THE UNIVERSITY FOR SOCIAL IMPACT STRATEGY AND STRATEGIC FRAMEWORKS

### STRATEGIC AIMS

- Celebrate our locations in York and London whilst being global in outlook.
- ✓ Enrich our research and the experience of students, staff and communities through transformational partnerships.
- ✓ Be a truly inclusive and equitable organisation.
- ✓ Collaborate with confident, authentic, resilient, enterprising and professional students and staff.
- ✓ Offer a future-focused, high-quality academic portfolio with distinctive learning and teaching.
- ✓ Provide all students with a personalised learning journey underpinned with technology.
- ✓ Produce conscientious graduates who fulfil future skills requirements both domestically and internationally.
- ✓ Be a sector leader in environmental sustainability with a whole-university approach.
- ✓ Innovate through impactful research and knowledge exchange.
- Demonstrate local, national and international social impact.

### INDICATORS OF SUCCESS

- ✓ Score consistently in the top quartile of student satisfaction measures.
- ✓ Double the scale of our research and innovation.
- ✓ Demonstrate students and staff from all cultures and backgrounds feel valued within the YSJ community.
- Evidence increased societal and economic impact.
- ✓ Demonstrate an increase in educational equality and opportunities.
- ✓ Score consistently above national benchmarks for quality.
- ✓ Maintain a resilient financial position.
- ✓ Reduce our environmental footprint.
- ✓ Empower more students to secure meaningful employment or progress onto further study.
- Maintain successful partnerships domestically and internationally.

### LEARNING, TEACHING AND STUDENT EXPERIENCE FRAMEWORK

- ✓ Embed the YSJ Pedagogy to ensure our high-quality personalised student learning experience continues to evolve.
- ✓ Commit to a curriculum that meets the fundamental values and practices of York St John.
- ✓ Enhance the student journey through transformational partnerships with our students and communities.
- ✓ Explore diverse modes of meaningful student engagement and agency.
- ✓ Empower our staff and students to use technologies and resources for learning confidently and consistently.
- ✓ Provide students of all backgrounds and at all levels with an outstanding experience to achieve positive outcomes.
- ✓ Equip our students with skills and experiences that will enable them to have an impact on the communities in which they live and work.

### RESEARCH AND INNOVATION FRAMEWORK

- ✓ Be a place in which all members of the University community have appropriate opportunity to think about, explore or undertake research and innovation.
- ✓ Develop and sustain an inclusive and collaborative research and innovation culture that supports and empowers our community to succeed.
- ✓ Have an international reputation for high-quality, socially engaged and impactful research and innovation.
- ✓ Develop a highly supportive and enabling environment to grow our innovation, knowledge exchange and skills development.
- ✓ Grow and diversify our PGR community and celebrate and support PGRs in their journey to becoming future leaders.
- ✓ Deliver excellence in research and innovation through collaboration and partnerships.
- ✓ Embed equality, diversity and inclusion across all aspects of research and innovation.
- ✓ Deliver economic, social, and cultural benefits from research and innovation for our communities and partners.
- ✓ Embed environmental sustainability across all aspects of research and innovation.

### EQUALITY, DIVERSITY AND INCLUSION FRAMEWORK

- ✓ Use social models of inclusion to ensure EDI by design so that EDI is demonstrated and embedded in all that we do.
- ✓ Prioritise activity that cultivates a sense of belonging and collective commitment across all members of the University community.
- ✓ Create a diverse and inclusive workplace that values, sustains and leverages the perspectives and experiences of all our employees.
- Take a coordinated, prioritised and intersectional approach to our EDI work to maximise the impact of the outcomes we deliver.
- ✓ Promote and cultivate a culture of compassion across our communications, policies and processes.
- ✓ Promote the impact of our EDI-focussed research and will grow that research to deliver enhanced social value.
- ✓ Demonstrate leadership with learning, teaching and assessment activity that delivers inclusive education for all.

### FINANCIAL SUSTAINABILITY FRAMEWORK

- ✓ Grow our core market (Home UG and International PGT) through innovation in high-quality teaching, exploring diverse modes of meaningful student engagement and ensuring a student-centric timetable.
- ✓ Reduce our reliance on fees from Home UG and International PGT students (our core market).
- ✓ Be pragmatic and transparent in operating an efficient academic portfolio.
- Embed a culture of financial challenge and continuous improvement aligned with our strategic aims
- All our people will be aware of the University's financial position, the sector context and the role they play in helping the University to be financially sustainable.
- Improve our financial insights to drive robust decision making
- Make investment available on a strategic and business case-led basis, consistent with our terms of registration with the Office for Students (Financial Viability and Financial Sustainability).
- Broaden our set of financial KPIs to be consistent with our strategy and remain financially viable and financially sustainable.

# ROADMAP FOR THE SCHOOL OF EDUCATION, LANGUAGE AND PSYCHOLOGY

## ROADMAP PRINCIPLES

York St John's school roadmaps will be led with the following principles:

- Prioritising the experience of our learning community.
- Supporting each other by sharing best practice.
- We are one University with two campuses.
- Championing sustainability.
- Remaining future-focused.
- Being agile in our thinking and working collaboratively.
- Ensuring high quality and standards.

## FRAMEWORK AIMS AND OBJECTIVES

### 1. We will meet the aims and objectives set out in the Learning, Teaching and Student Experience Framework.

**By:**

- 1.1 Embedding the YSJ pedagogy across all programmes.
- 1.2 Reflecting YSJ values as part of all curriculum and programme development.
- 1.3 Developing technological expertise including considered awareness and use of artificial intelligence.

**Measures of success:**

- 1.a Improved scores in the National Student Survey (NSS); Postgraduate Taught Experience Survey (PTES); Postgraduate Research Experience Survey (PTRS); and YES survey outcomes.
- 1.b Improve Teaching Excellence Framework award.
- 1.c Improved B3 Graduate Outcomes, Continuation and Completion scores.

### 2. We will meet the aims and objectives set out in the Research and Innovation Framework.

**By:**

- 2.1 Developing a School strategy to support staff from PhD to publication to supervision including local mentor support, collaborative opportunities and inhouse training.
- 2.2 Developing understanding of the REF criteria across the School and using that to set research targets.
- 2.3 Further embedding collegiate and collaborative research activity across the School and professional communities.
- 2.4 Introducing, championing and embedding our suite of MRes programmes.
- 2.5 Supporting colleagues to achieve UKCGE accreditation.

**Measures of success:**

- 2.a Improved return for the REF.
- 2.b Improved research grant income for the School.
- 2.c Increased student satisfaction (Postgraduate Research Experience Survey).
- 2.d Increased number of 'research active' staff (published, supervisory status etc).

### 3. We will meet the aims and objectives set out in the Equality, Diversity and Inclusion Framework.

**By:**

- 3.1 Enhancing the EDI Lead to work with ELP staff to embed the framework in modules (teaching and assessment) and through processes such as revalidation.
- 3.2 Increasing, and building in adaptations to support, a more diverse staff and student population.
- 3.3 Extending use of inclusive assessment strategies.
- 3.4 Maximising School expertise e.g. ASD, BSL, to inform our provision.
- 3.5 Supporting and celebrating EDI-focused research in the School.

# ROADMAP FOR THE SCHOOL OF EDUCATION, LANGUAGE AND PSYCHOLOGY

- 3.6 Establish a School of Education, Language and Psychology Equality, Diversity and Inclusion Group in order to translate the institutional agenda for EDI into practice across the School.

**Measures of success:**

- 3.a Maintain and/or improve Teaching Excellence Framework award.
- 3.b Increased student satisfaction (National Student Survey / Postgraduate Taught Experience Survey/ YSJ Experience Survey).
- 3.c Improved B3 Graduate Outcomes, Continuation and Completion scores.

## 4. We will meet the aims and objectives set out in the Financial Sustainability Framework.

**By:**

- 4.1 Developing School awareness of financial position, insights and decision making.
- 4.2 Growing our core ELP market to support sustainability (Home and International).
- 4.3 Exploring other opportunities for income within the School including CPD courses and Lifelong Learning Entitlement modules.
- 4.4 Maintaining a focus on student continuation across all routes and programmes e.g. through the use of Engage and increased use of compulsory academic tutorial meetings.

**Measures of success:**

- 4.a Minimum cohort sizes consistently met.
- 4.b Increased and/or maintained student recruitment with appropriate balance across home and international markets.
- 4.c Course viability data consistently indicates programme viability.

## 5. We will continue to develop an environment where staff can thrive and are valued.

**By:**

- 5.1 Rolling out an academic promotion mentoring programme across the School.
- 5.2 Promoting and developing opportunities for subject specific CPD.
- 5.3 Refining processes and feedback mechanisms so they are equitable and transparent to all staff.
- 5.4 Building in opportunities for focus days, events and writing retreats.
- 5.5 Considering allocation of funds within school budget to allow for CPD activities.
- 5.6 Reviewing ELP CPD strengths and expertise and rolling these out as CPD activities across staff (e.g. BSL inclusive framework, mental health).
- 5.7 Building on existing cross-disciplinary ELP School working party (and event) practice.

**Measures of success:**

- 5.a Staff survey results indicate increased staff satisfaction.
- 5.b Reduced staff turnover rates.
- 5.c Strong academic promotion outcomes.
- 5.d Increased participation in staff CPD.
- 5.e PDR data indicating strong staff development and opportunities.

## 6. We will foster transformational partnerships to generate, sustain and enrich engagement with partners, industry and alumni.

**By:**

- 6.1 Embedding WREL principles across relevant areas of the curriculum.
- 6.2 Continuing to invest in the maintenance and development of partnerships.
- 6.3 Taking a proactive approach to horizon scanning for new partnership opportunities e.g. prioritising network and collaboration within subject areas, researching and advertising local opportunities, exploring links with recruitment.
- 6.4 Developing and implementing programme-based alumni strategy.
- 6.5 Developing marketing strategies to celebrate the successes of ELP alumni and our work with partners.

# ROADMAP FOR THE SCHOOL OF EDUCATION, LANGUAGE AND PSYCHOLOGY

## Measures of success:

- 6.a Increased growth of partnerships (e.g. partnership agreements) within and beyond the local community.
- 6.b Increased student application numbers.
- 6.c Improved B3 Graduate Outcomes, Continuation and Completion scores.
- 6.d Increased ELP KEF income.
- 6.e Increased 3 and 4 star research outcomes across ELP.

## 7. We will embrace new technologies and improve the use and management of physical and digital spaces to enhance learning, collaboration, and sustainability.

### By:

- 7.1 Further enhancing the focus of the ELP AI working group focusing on ongoing sharing of good practice, understanding of suitable assessment design, sharing work more widely including publication and conference presentation.
- 7.2 Reviewing current space and technological infrastructure.
- 7.3 Reviewing staff technological CPD needs and roll out local ELP training programme.
- 7.4 Building in opportunities for student use of technology across the curriculum including assessment (link to inclusive framework).
- 7.5 Exploring new opportunities for different delivery models which account for physical and digital spaces.

## Measures of success:

- 7.a Improved scores in the National Student Survey (NSS); Postgraduate Taught Experience Survey (PTES); Postgraduate Research Experience Survey (PTRS); and YES survey outcomes.
- 7.b Reduction in academic misconduct cases.
- 7.c Increased staff satisfaction (staff survey data).

## 8. We will create systems to support interdisciplinary engagement and collaboration

### By:

- 8.1 Developing and supporting current cross-University groups and networks (e.g. Ripple, AH networks);
- 8.2 Considering further opportunities for cross-School curriculum development focused on pedagogy, research etc.
- 8.3 Ensuring effective communication and shared goals between academic and professional support staff systems.
- 8.4 Further exploring opportunities for cross-School teaching e.g. shared Foundation Year; guest lectures.

## Measures of success:

- 8.a Increased attendance at staff networks, extracurricular events.
- 8.b Improved scores in the National Student Survey (NSS); Postgraduate Taught Experience Survey (PTES); Postgraduate Research Experience Survey (PTRS); and YES survey outcomes.
- 8.c Increased sharing of cross disciplinary good practice; collaborative projects including research, learning and teaching across ELP.

## 9. We will enhance our external reputation within the sector, regionally, nationally and internationally.

### By:

- 9.1 Celebrating and promoting our work via research and other outlets, capitalising on technology to share information.
- 9.2 Reviewing current public engagement activities and enhancing this profile.
- 9.3 Seeking out and embracing opportunities to work with professional bodies and organisations.
- 9.4 Reflecting YSJ values and those of partner organisations, for example, The Cathedrals Group (as appropriate) as part of all curriculum and programme development.

# ROADMAP FOR THE SCHOOL OF EDUCATION, LANGUAGE AND PSYCHOLOGY

## Measures of success:

- 9.a Increased REF data (3 and 4 star outputs plus environment).
- 9.b Increased international student recruitment across ELP subjects.
- 9.c Increased ELP KEF outcomes and income.

## 10. We will be proactive, agile and flexible to support our future strategic direction to meet changing student, staff and other stakeholder needs.

### By:

- 10.1 Engaging with the continual review of our academic portfolio and delivery models to ensure they are fit for purpose.
- 10.2 Developing and refining systems to support our understanding of the needs of our students, staff and other stakeholders.
- 10.3 Participating in University-level decision making by actively supporting committees and development groups.
- 10.4 Continuing to focus on refining systems for student feedback to ensure we listen and explicitly respond.

## Measures of success:

- 10.a Improved scores in the National Student Survey (NSS); Postgraduate Taught Experience Survey (PTES); Postgraduate Research Experience Survey (PTRS); and YES survey outcomes.
- 10.b Successful revalidation and validation outcomes and follow on recruitment.
- 10.c Fewer high and very high risks flagged through the annual review of programmes.

## PATH TO 2030

### Ongoing activity

- Reflect on how we can ensure YSJ values, are considered as part of curriculum and programme development.
- Develop understanding of REF criteria across the School.
- Further embed collaborative research groups across the School.
- Grow our core market to support sustainability (Home and international).
- Maintain focus on student continuation.
- Build in opportunities for themed days, events and writing retreats.
- Continue to invest in the maintenance and development of partnerships.
- Ensure effective communication and shared goals between academic and professional support staff systems.
- Celebrate and promote our work via research and other outlets, capitalising on technology to share information.
- Seek out and embrace opportunities to work with professional bodies and organisations.
- Embody the YSJ values within all aspects of our work and across professional networks.
- Continually review our academic portfolio and delivery models to ensure they are fit for purpose.
- Ensure School presence, influence and leadership in University-level strategic decision making.

### 2024/25

- ELP EDI Lead to work with staff to embed the framework.
- Embed WREL principles across relevant areas of the curriculum and as part of revalidation cycle.
- Establish an AI working group and develop critical understanding of the implications for practice, opportunities and challenges.
- Establish student voice working group and explore how we can better visibly action student feedback across the School.

# ROADMAP FOR THE SCHOOL OF EDUCATION, LANGUAGE AND PSYCHOLOGY

## 2025/26

- Embed the YSJ pedagogy across all programmes.
- Develop strategy to support staff from PhD to publication to supervision.
- Introduce, champion and embed suite a of MRes programmes; the MSc Psychology (Conversion) programme and the new routes for the MA Ed.
- Increase, and build in adaptations to support, a more diverse staff and student population.
- Work with ELP expertise to extend use of inclusive assessment strategies.
- Evaluate our own CPD strengths then maximise School expertise e.g. ASD, BSL, to inform our provision through series of whole school training events.
- Work with finance team to continue to develop awareness of financial position, insights and decision making.
- Prior to launch of promotion round develop an academic promotion mentoring programme across ELP.
- Review processes and feedback mechanisms and refine accordingly so they are equitable and transparent to all staff.
- Calendar regular horizon scanning for new partnership opportunities.
- Encourage attendance at current cross-University groups and networks (e.g. Ripple, AH networks).
- Evaluate current public engagement activities.
- Roll out (and continue to review) student feedback loops identified in previous year.

## 2026-30

- Continue to build in adaptations to support, a more diverse staff and student population.
- Roll out identified opportunities for income including CPD courses and Lifelong Learning Entitlement modules, subject specific CPD.
- Consider allocation of funds within school budget to allow for external CPD.
- Calendar regular horizon scanning for new partnership opportunities.
- Develop and action programme based alumni strategy and accompanying market strategy to support recruitment.
- Review space and technological infrastructure then build in opportunities for student use of technology across the curriculum including assessment and opportunities for different delivery models.