

Education for Life 2030+

A vision for education and skills at Newcastle

Senate Update – 30th April 2025

Ruth Valentine (PVC Education)



To be a global, future-facing provider of leading edge, inclusive and transformational higher education for our students.

Aims

Aim 1: Equity

To provide a core, universal offer for **all** students, including tailored provision where needed, to ensure equity of access, experience and in outcomes for all, regardless of background, identity, nationality, location or mode of study.

Aim 2: Encounters with the leading edge

To put at the heart of our curriculum and learning experiences, encounters with our world leading research and the leading edge of industry and practice.

Aim 3: Fit for the future

Students – fit for their future.
Teaching, learning and support – fit for the future of our offer.
Colleagues – fit for the future of HE.

Objectives

Objective 1:

Leading edge curriculum

A new universal curriculum framework for Newcastle

Objective 2:

Educator accelerator

A step change in support of educational excellence

Objective 3:

Student launchpad

A transformed model of academic support allowing all students to explore and achieve their potential

Objective 4:

Newcastle beyond the curriculum

A new articulation of our core offer beyond the curriculum

[illegible]

Programme Title	Education for Life 2030+ Programme
Date	30 th April 2025
Programme Manager	Rachel Keene

Sponsor	Programme status*
Ruth Valentine	Amber

Achievements

- Obj 1 Leading Edge Curriculum projects:
 - Project 1:** Approved by Programme Board: (i) Encounters with the Leading Edge (direction of travel) (ii) Programme level design approach (iii) Criteria for inclusion of programmes in the 'non-modular/credit-bearing' programme category and (iv) Cross cutting themes/dimensions of social justice, global, sustainability and digital.
 - Project 2:**
 - Workstreams 1 and 2: Directors of Education forum feedback being incorporated into ongoing work on teaching/assessment approaches. Student focus groups in progress.
 - Workstream 3: 'Education for Life' Framework (including skills) approved by Programme Board
 - Project 3:** Power Bi report completed for audit of academic Schools readiness for change. Preparation for transformation work ongoing
- Obj 3 Student Launchpad Project: Consultation on the eight themes and associated features of a transformed academic support model closing end April 25. An iterative implementation plan and terminology for core activity planned. Positive response from Snr tutors, Newcastle Educators and DoEs.
- Obj 2 Educator Accelerator: Delivery plan drafted for agreed outputs of project. Internal review of data started. External discovery of best practice at other HEIs started.
- Obj 4 Newcastle Beyond: Desktop literature reviews complete. Internal data gathering of known existing extra-curricular activity complete, currently being reviewed. Consultation with students through focus groups and desk top reviews complete. External discovery to investigate practices at other HEIs with a focus on UK and international to start shortly. University webinar 1st May 2025.

Milestones (over next 3 months)

- Obj 1 Leading Edge Curriculum: In person all-School meetings (May) and webinars (June) to ensure consistent level of understanding of elements/implementation approach and to gain feedback:
 - Project 1:** To be approved by the May Programme Board: Policy wording for modular/credit bearing and non-modular/non-credit bearing; Models of delivery for Level 7; Capstone project credit structure; cross cutting dimensions approach; Definitions of Leading Edge encounters; pathways; scope (online and partnership programmes). To be approved by UEC (May) and Senate (June): (i) 20 credits, semesterised, no long thin modules (ii) models of delivery (iii) Education for Life skills and attributes
 - Project 2:**
 - Workstreams 1 and 2: Proposals to be submitted to Project Leads for approval mid-May and Programme Board approval in June.
 - Workstream 3: To be approved by May Programme Board: EFL attribute definitions and Educational Gains
 - Project 3:** By June/July - development of transformation process model (curriculum design and programme validation); audit of regs/policy and review of programme and module information in preparation.
- Obj 3 Student Launchpad Project: Prepare proposal for a transformed approach to academic support.. Write Conceptual Framework, Develop Local Leadership, Resources and develop CPD
- Obj 2 Educator Accelerator: PM resource paused and team are working to new, extended timescales to prioritise Obj 1 & 3 in current financial context. Discovery work underway
- Obj 4 Newcastle Beyond: PM resource paused and the team are working to new, extended timescales to prioritise Obj 1 & 3 in current financial context. Work is still underway in terms of discovery (mapping; internal and external reviews of existing data and support provision; consultation with staff and student stakeholders. EB Seminar on 1 May to support to communicate progress and support discovery.
- Deliver Education for Life 2030+ Communication and Engagement Plan

Issues to overcome

- Resource implications of VS and potentially CR in terms of availability, capacity and willingness to engage in change
- Resource and support required for delivery of vital enabling projects: eg CMS
- Industrial Action and Action Short of a Strike
- Scale of change vs funding available vs timescales
- Overarching transformation with EFL, TNE, Online, systems requires portfolio management
- Raising awareness, engagement and desire for change across University
- Coordination with related initiatives eg Advancement; Careers strategy, academic calendar
- Representation from Academic Units

Next steps

- New workstream to manage systems requirements across the programme
- Monitor budget and impact on scope and timescale of change
- Further engagement with key stakeholders and governance process eg UEC/EB/FMBSG/Senate on proposals and budget requirements
- Prepare proposals for Objective 1 and 3 for Education for Life 2030+ Programme Board to review/feedback.

* RAG Status Definitions: Red = off track without clear mitigation plan, needs urgent attention, flagged for support to resolve
Amber = off track, some target dates at risk, but with clear mitigation plan, highlighted for awareness
Green = on track.

Objective 1: Leading Edge Curriculum

Objective 1: Designing our new universal curriculum framework

Our mission

Develop and embed a new universal curriculum framework for Newcastle that reflects our values, is inclusive, focuses on career outcomes for our students, supports our disciplines with pedagogic innovation, and simplifies and harmonises University structures

Our plan to achieve this...

Project 1:
Models of delivery and programme structures

Project 2:
Learning, teaching and assessment

Project 3:
Implementation preparation

What is a curriculum framework?

A curriculum framework is a structured approach that outlines educational goals and principles, providing direction for designing, implementing, and evaluating academic programmes. It ensures alignment with institutional vision while addressing evolving needs of students and society

- Define our long-term educational goals, aligned with our institutional vision
- Establish a set of academic principles upon which our curriculum is based
- Establish our distinctive educational offer meeting student and societal needs

- Define a set of pedagogic principles which underpin our curriculum models
- Articulate how we design, develop and assess our graduate outcomes (knowledge, skills, competencies)
- Encompass comprehensive learning, teaching and assessment strategies

- Getting ready for curriculum transformation: programme design and approval
- Getting ready to transform our regulations, policies and programme and module documents

The 'Leading Edge Curriculum' (LEC) team



Dr Sara Marsham
LEC Academic
Lead



Michelle Black
LEC Core Member



Sharon Herkes
Programme and
Change Manager



**Prof Rene
Koglbauer**
Project 1

WS1 Teaching &
Learning
**Dr Sarah Dunn and Dr
Terry Charlton**

David Kennedy
Project Member

**Jasmine Banks
(NUSU)**
Project Member



**Prof Stuart
Edwards**
Project 2

WS2 Assessment
**Dr Helen St-Clair
Thompson
& Nuala Davis**



Rachel Dearlove
Project 3 and LEC
PS lead

WS3 Employability &
Skills
**Dr Alison Williams &
Chris Traynor**

**106 colleagues
involved in the
project overall**



LITERATURE

Future of HE
Future skills
Competency-based education
Inclusive education
Block and immersive delivery



BEST PRACTICE

Models of delivery
Credit structures
Curriculum frameworks
Optionality
Assessment frameworks
HE skills Frameworks



SCHOLARSHIP

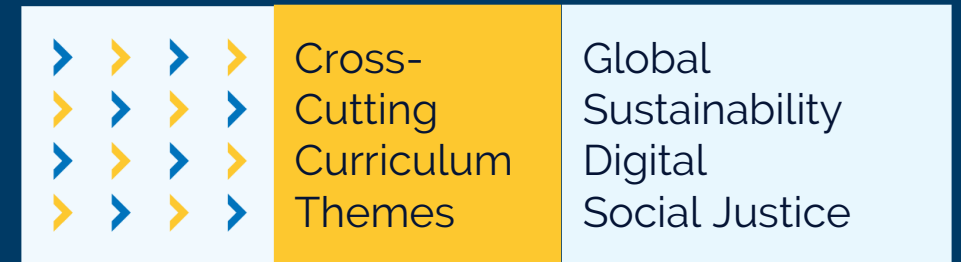
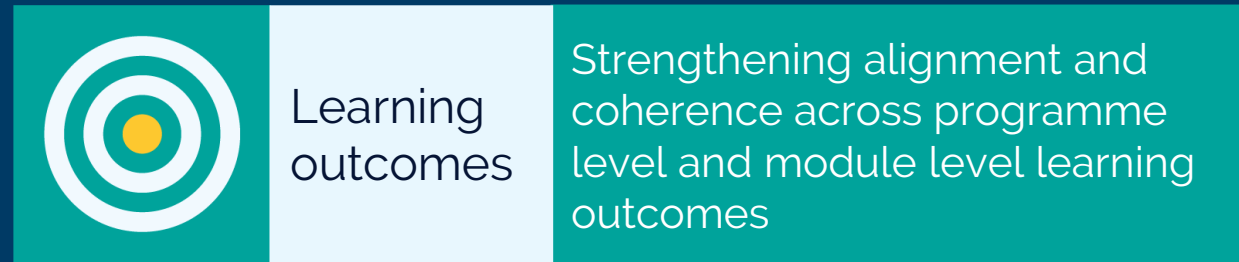
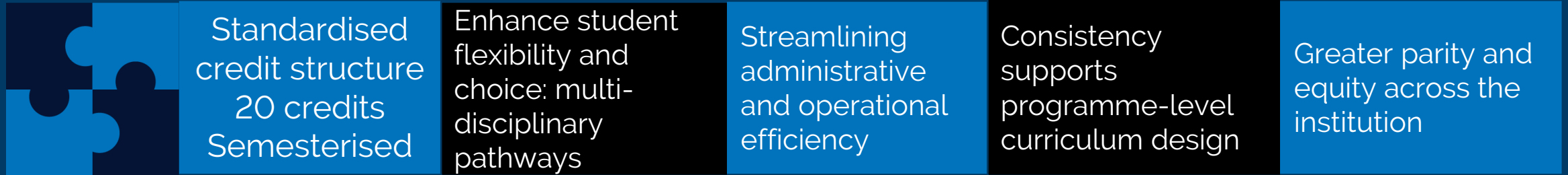
Thematic curriculum
Active learning
Teaching approaches
Authentic assessment
AI and assessments



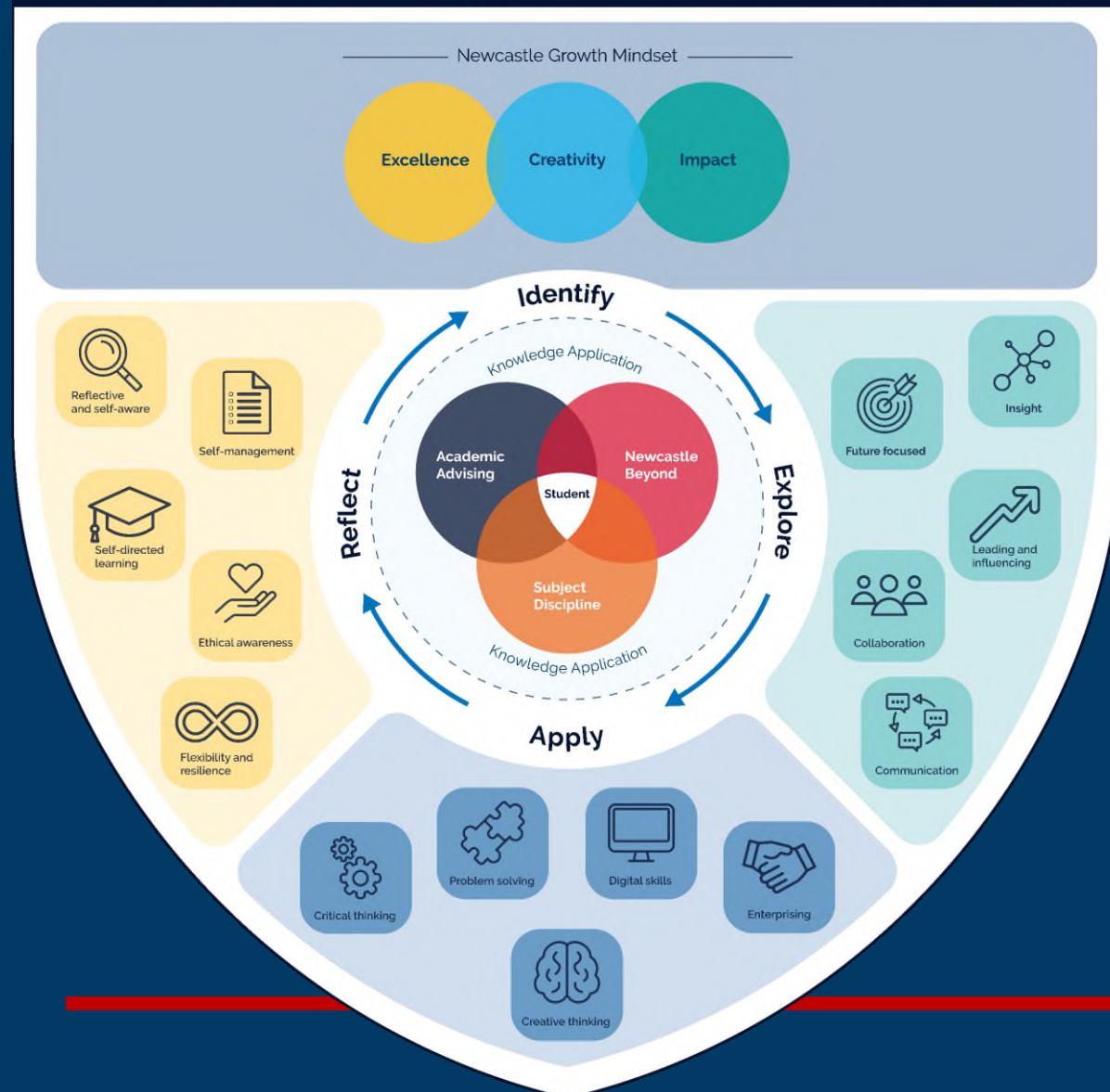
ENGAGEMENT TO DATE

Student/Colleague Workshops
NUIs/NUMed colleagues
Faculty Education Committees
Academic Units
Heads of School
Directors of Education
NuCores
INTO
Careers Service
Timetabling
Planning
NUSU Wellbeing, Actions and
Liberation Executive Committee
External Institutions

Project 1: Models of delivery and programme elements



Education for Life Attributes



Newcastle University approach for developing the whole person to navigate and shape a changing world through integrated academic, professional, and personal growth

Newcastle Growth Mindset

Our graduates will:

- Pursue **excellence** in all that they do
- Apply **creativity** to solving the problems of today and tomorrow
- Make an **impact** on whatever path they follow

	(Pilot) Tranche 1	Tranche 2	Tranche 3
2025-26	Redesign		
2026-27	Market	Redesign	
2027-28	Entry	Market	Redesign
2028-29		Entry	Market
2029-30			Entry

Colleagues contributing to the project

Abby Reeds, Alex Barfield, Alison Williams, Andrew Grenfell, Andrew, Chaytor, Andrew Wade, Andrew Roberts, Anne-Marie Lacey, Beth Lawry, Bethany Usher, Bikramjit Pal,

Carys Watts, Cees van der Land, Chris Traynor, Chris Graham, Chris Roberts, Christopher Soan, Claire Irving, Claire Nicoll, Damien Hall, David Grundy, Dimitra Boutsoukis,

Ellen Arkless, Emily Dott, Emma Haagensen, Emma McCulloch, Gabriele Vosseberg, Gemma Mitchelson, Geoff Poole, Gigi Herbert, Gillian Whittaker, Gillian Mabbitt, Gosia Rabenda Derman, Graeme Holloway, Graeme Redshaw-Boxwell,

Hannah Keys, Helen St Clair-Thompson, Henny Mills, Iain Keenan, James Stanfield, James Wright, James Gerrard, Jane Nolan, Janet Webster, Janice Trewick, Jarka Glassey, Jean Hall,

Jessica Jung, Jill Richardson, Jon Goss, Josslynne Brown, Justin Bartlett, Karina Lee, Katie Wray, Kay Crosby, Kayvan Pazouki, Laura O'Flynn, Laura Johnson, Lee Higham, Lily Moore,

Lisa Ramshaw, Lisa Riddle, Liv Jonassen, Lizzie Taylor, Louise Hurst, Lucy Hatt, Lucy Morgan, Lucy Bell, Lynn Oakes, Lynne Dixon, Marie Devlin, Mary Davidson, Matthew Armstrong, Melissa Suddes,

Neil Ford, Nigel Russell-Sewell, Nils Braakmann, Nuala Davis, Paul Fleet, Rebecca Hancock, Richard Glenton, Rob McEwen-Orr, Rosie Parnell, Ruth Morrow, Sandra Salin, Sarah Dunn, Sarah Barksby, Sarah Whalley, Sarah May,

Saurabh Bhattacharya, Sherelle Coulson, Simon Cotterill, Sonia Bussey, Sophie Hill, Terry Charlton, Tim McVicar, Toby Price, Yanna Li.

Objective 3:

Student Launchpad

Our aim:

Transform our model of student academic support to ensure all students have a consistent and equitable academic support journey into, through and from Newcastle, enabling them to explore and achieve their potential.

Our new model of student academic support needs to:

- Deliver improved, equitable and consistent academic support structures and opportunities for students
- Deliver improved skills for study and life for students

How we will achieve this

1. A new model for academic support
2. A new suite of materials for colleagues and students



Key milestones

A new conceptual framework
for academic advising
at Newcastle

Model(s) proposed and presented
to EfL Programme Board/UEC

Model evaluation

University-wide rollout of
new model

Core team

Sarah Graham (Academic Lead), Sally Ingram, Wendy Luker, Yvonne Chase, Nicky Cooney, Leo David, Helen Elliott, Lindsey Ferrie, Stacy Gillis, Clare Guilding, Kate Henderson, David Hope, Rachel Keene, Kristy Johnson, Kirsty Munro, Caitlin Shelley, Gabby Vallons.

Plus, a [Staff Special Interest Group of over 40 members](#) AND a [Student Insight Group](#)



Milestones and Work-breakdown

September 2024 – April 2025

Discover



- Review internal data
- Sector Practice Review
- Literature Review
- Internal consultation

Define



- Co-creation & consultation
- Conceptual framework for academic advising
- Create model(s) proposal
- Business case
- Present to EFL Programme Board/UEC

April 2025-September 2026

Develop



- Co-creation & consultation
- Test model(s)
- Create new materials and communities of practice
- Evaluation
- Finalise model

Deliver



- University-wide rollout
- Training
- Evaluation & improvement
- Monitor impact

Core

- Conceptual framework (values and approach)
- Clear purpose and outcomes for students
- CPD and support for colleagues
- Advising footprint
- Evaluation

Core +

- Specific advising curriculum (co designed)
- Extra/intra curriculum
- Data and system enabled
- External accreditation framework

Core ++

- Additional / specialist roles
- Technology e.g. automation
- Community actively constructing Scholarship

- All discovery work is complete
- Initial architecture is being consulted on with staff and students
- Work to develop materials, local leadership and buy-in will commence in June 2025
- Project ready for implementation phase to commence July 2025
- On track for completion of Core/Core+ by September 2028

Student Launchpad Implementation Timeline



	2025					2026		
	Mar-Apr	May-Jun	Jul-Aug	Sept-Oct	Nov-Dec	Jan	Feb	
Consultation	Phase 1 Themes, Features, Approach		Phase 2 Conceptual Framework			Phase 3 Testing		
	Colleagues & Students	Consult FECs PTs	Senior Tutors	Consult Schools		Focus on Students and Personal Tutors		
Delivery Plan (Core Model)		Draft Conceptual Framework	Student journey	Develop Local Leadership				
		Student outcomes and colleague development	Develop CPD with *EA	Identify Early Adopters (align with LEC)		Early adopters to begin testing model		
			Create resources					
					Theory of Change Plan			
					Recognition			
Decisions	Student Footprint System	UKAT Membership (Financial)	Programme Evaluation Decision (ToC)	Agree Terminology: i.e. Academic Advising	Finalised Conceptual Framework			
	Institutional Leadership: Dean of Students	SWAYS uplift (FTE needed by Sep 25)						

Remaining objectives..

- Objective 2: Educator accelerator
- Objective 4: Newcastle beyond the curriculum