

# Our Learning and Development Strategy

## The Graduate School, Imperial

### Vision

The Graduate School’s overall purpose is to support the provision of excellent postgraduate education and enhance the postgraduate student experience at Imperial.

As part of this, the Graduate School aims to provide and offer inclusive, learner-centred, and research-informed professional and research development activities and opportunities for postgraduate students and doctoral supervisors, which align with Imperial’s current Learning and Teaching Strategy principles and priorities.

We aim to model the [Imperial Values](#) of respect, collaboration, integrity, innovation, and excellence in our interactions with students and supervisors in all our learning environments, including workshops, one-to-one sessions, retreats, and every other activity, both online and in-person.

### Strategic Aims

- Commit to maintain our disciplinary and developmental expertise to be able to plan and/or deliver our courses and activities with appropriate authority.
- Adopt a variety of teaching and learning strategies which are inclusive, supportive, effective, efficient, interactive, and appropriate to our specific topics and audiences.
- Commit to develop and use scholarship, research, professional learning and critical evaluation as a basis for effective practice.
- Seek collaboration and mutual support with our student partners, experienced supervisors, Graduate School professionals, and other Imperial units to:
  - develop our awareness and professional learning
  - avoid duplication of effort
  - expand the reach and quality of the support we provide to postgraduate students and supervisors.
- Commit to enhance our teaching and support practices through our own professional development.

Strategic Aim	Achieved by / implemented by
<ul style="list-style-type: none"> <li>• Commit to maintain Graduate School and external tutor disciplinary and developmental expertise to be able to plan and/or deliver courses and activities with appropriate authority.</li> </ul>	<ul style="list-style-type: none"> <li>- Keep up to date and aware of HE sector’s practices on disciplinary and developmental topics relevant to our work.</li> <li>- Whenever appropriate, look out and draw on Imperial experts to deliver specialised topics in our courses and activities.</li> </ul>
<ul style="list-style-type: none"> <li>• Adopt teaching and learning strategies which are inclusive, supportive, effective, efficient, interactive, and appropriate to</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure courses/retreats and other activities foster engagement and participation of all learners, considering specific needs and adjustments (see <a href="#">EDU</a> and <a href="#">EDIC</a>)</li> </ul>

<p>the specific topics and audiences.</p>	<ul style="list-style-type: none"> <li>- Use learning environments to benefit from their best qualities (online, in person, self-paced, mixed mode).</li> <li>- Implementing activities which facilitate learning in the most effective/efficient ways.</li> <li>- At least twice a year review the evaluation gathered on courses/retreats and other activities, to identify enhancements/updates needed in their design, content, activities or materials.</li> </ul>
<ul style="list-style-type: none"> <li>• Commit to develop and use scholarship, research, professional learning and critical evaluation as a basis for effective practice.</li> </ul>	<ul style="list-style-type: none"> <li>- Promote and monitor the evaluation of our activities to identify weaknesses and strengths and develop actions to address them.</li> <li>- Seek feedback from peers and other stakeholders to learn and improve our practice.</li> <li>- Provide caring and constructive feedback to our peers to foster the enhancement of our activities and practice.</li> <li>- Actively participate in the Sharing Practice procedure to foster a mutually supportive environment for teaching development.</li> <li>- Actively participate in the review and improvement of proposals for new courses, retreats, and other activities.</li> </ul>
<ul style="list-style-type: none"> <li>• Seek collaboration and mutual support with student union/partners, supervisors, other GS professionals, and other Imperial units to develop our awareness, professional learning, avoid overlapping of efforts to expand the reach and quality of support provided.</li> </ul>	<ul style="list-style-type: none"> <li>- Pursue cooperation with student partners, supervisors, peer Graduate School professionals and other units across Imperial to collaboratively build the best activities and opportunities.</li> <li>- Explore development funding opportunities in collaboration with others to expand and/or enhance our work.</li> </ul>
<ul style="list-style-type: none"> <li>• Commit to enhance our teaching and support practice through our own professional development.</li> </ul>	<ul style="list-style-type: none"> <li>- Engage in development activities in professional networks and other relevant sector bodies (e.g. UKCGE, HEA).</li> <li>- Use at least 1 of our 10 development days to engage in internal or external activities that will expand and develop our personal teaching and/or coaching skills.</li> </ul>