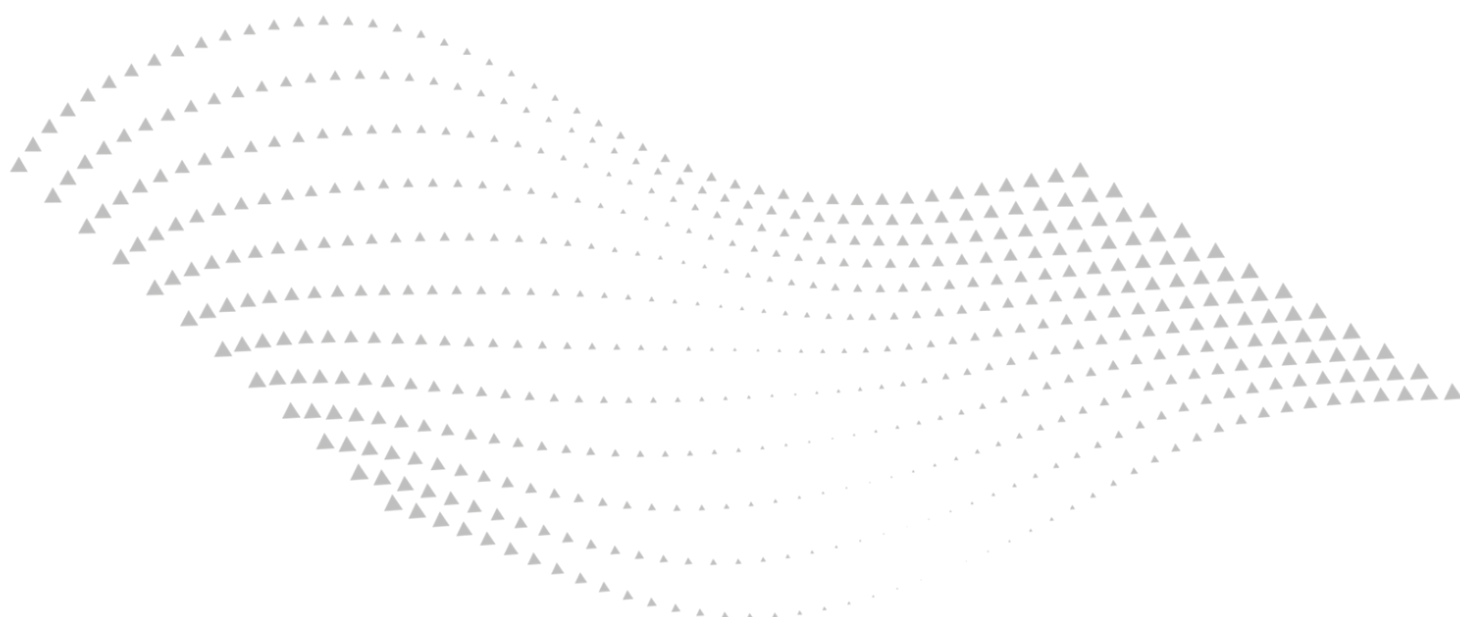


**BIMM
UNIVERSITY**

A university
for the creative
industries

Education Strategy 2025-2030



Last approved:

Date: 28/03/2025

Approved by:

Academic Board

Next review due:

Date: 28/03/2030

Introduction

This strategy applies to all educational provision delivered at BIMM University. It is owned and implemented by the university's Learning, Teaching & Enhancement Committee (LTEC), a subcommittee of the university's Academic Board. This strategy aligns with our core [institutional purpose, vision, and values](#), the university [Access and Participation Plan](#), [Wellbeing Strategy](#), and [Creative Futures Strategy](#).

Who We Are

BIMM University is an established, dynamic, specialist higher education provider that educates practitioners in fields related to arts and culture. At our core is a solid commitment to providing excellence in teaching and learning and further developing our capacity in terms of research and enterprise. The university is a cohesive multidisciplinary community of staff and students passionate about creativity, innovation and collaboration.

Our Educational Values

Students are supported and enabled to succeed: We welcome learners of every background and ensure that all our students are provided with appropriate opportunities to develop and supported to achieve their potential. We will address any barriers to success and achievement. We aim to make our learning communities diverse and culturally rich and promote inclusivity, wellbeing and accessibility. We support our students in fulfilling their potential and positively contributing to the world. We strive to eliminate gaps in access, attainment and progression to employment or further study.

Effective and transformational curriculum design: Our curriculum encourages students to ask deep questions, explore uncertainty and challenge conventional thinking. We develop our courses holistically to meet the needs and expectations of students, employers and the higher education sector. Aims, methods, content and outcomes are aligned and carefully evaluated by teachers, learners and external experts. We strive to innovate in learning design through continual evidence-based experimentation, evaluation and enhancement.

Outstanding learning & teaching: We ensure that learning, teaching, and assessment are enhanced through reflection and by drawing on best practices and current research. We engage students as active participants in their education and creative practice. Assessment is fair, relevant, authentic, collaborative, diverse, inclusive and accessible. We recognise that knowledge, understanding and learning are socially constructed in learning communities where staff and students become co-creators of understanding and co-producers of learning.

Valuing our educators: We recognise, develop, and reward excellent educators across the university and at all career stages by shaping our structures, policies, and resources to achieve this. In addition, we will create an environment that fosters evidence-based innovation in educational practice, thus building both individuals and the university's reputation for educational leadership.

Exceptional graduates: Employers, alumni, and other stakeholders will inform the design and delivery of our curriculum by sharing their diverse external perspectives with us and supporting students in becoming agents of change. Furthermore, we believe identity, creativity and imagination are fundamental to success in the creative arts. Being innovative requires risk-taking, collaboration, determination, and resilience through the experience of both success and failure. Moreover, we will provide our students with opportunities to develop the communication, emotional intelligence, and teamwork skills that underpin the continuous development of their creative practice (see our [Creative Futures Strategy](#)). Our approach to higher education will produce graduates who are:

- **Highly skilled and adaptable**, embracing change and keeping an open mind.
- **Professional, employable, entrepreneurial**, and able to create opportunities ethically and sustainably.
- **Proactive, resilient, tenacious and resourceful**, able to remain motivated to overcome uncertainty, learn from constructive criticism and bounce back from rejection.
- **Creative, innovative and articulate**, able to conceive new ideas, tell stories, and engagingly communicate with others.
- **Collaborative and connected**, able to work effectively in teams, create networks and contribute to communities of practice.
- **Globally aware and socially responsible**, with a positive mindset and a fearless and playful attitude
- **Intellectually curious and critical**, can question received knowledge, seek new perspectives and analyse data to make meaning.
- **Self-aware and compassionate**, confident in your abilities, conscious of the needs of others, and invested in continuing to grow and develop.

Our Priorities 2025-2030

For the five years this strategy covers, we have agreed on the following priorities for action to enhance the educational student experience we provide. We have called this action plan **Pathways to Educational Improvement (PEI)**.

Strategic and evaluative:

- Make more explicit and accessible links between our institutional aims, educational strategy, graduate attributes, and our approach to learning, teaching and assessment.
- Improve our data systems to monitor quality better and take a more consistent approach to evaluation using the Theory of Change as an institutional methodology for implementing and evaluating action.
- Benchmark ourselves against the sector and use our industry and external partners to validate our approach.

Teaching, assessment and feedback:

- Ensure assessment is authentic, inclusive, innovative, flexible and tailored to our students.
- Work with our students and staff to ensure the university's common assessment rubric is fully understood.
- Provide further opportunities for students to personalise their learning in ways that suit them, for example, through negotiated assessment, work-based and project-based learning.
- Emphasise the importance of providing continuous and paced formative feedback and highly effective summative feedback, all with a clear focus on driving student improvement and success.
- Work with our staff and students to improve assessment literacy and ensure academic integrity.

Course content, delivery, engagement and stretch:

- Ensure our curriculum is practice-led, enables research, fosters interdisciplinary learning, and prioritises employability.
- Look for new ways to stretch student skills, allowing our students to learn from success and failure and challenging them to create their best work.
- Reiterate the importance of the Curriculum Spine in effectively delivering our graduate attributes, as it provides our students with the transferable skills they will need in the creative industries.
- Communicate our educational strategy and pedagogic approaches to our students.

Learning environment and support:

- Adopt a holistic and strategic approach to student support that is well-led and appropriately resourced (including training for those who support students).
- Provide course-specific learning support targeted and tailored to cohorts and individual student needs.
- Instigate equality, diversity, and inclusion interventions to provide timely and targeted support for under-represented groups, for example, through mentorship and bespoke transition support.
- Provide effective and consistent tutorial support by reviewing our approach and working with our students to ensure effective academic and pastoral care.

Student engagement in improvement:

- Adopt a partnership approach that aligns the priorities of BIMM University and its governing bodies with those of its students.
- Take a strategic approach to democratising and equalising spaces where the student voice can inform policy and practice.
- Engage students in developing strategy and policy at all levels of governance.
- Create more opportunities to partner with our students, co-creating projects that lead to institutional and educational change.
- Find better ways to communicate with our students.

Our Approach to Implementation and Evaluation

To ensure success in this plan, we will ensure that all the interventions we make are:

- **Targeted** – specific to our context, students, and problems or challenges we have identified.
- **Effective** – results in the outcomes we wish to achieve, providing evidence that we can evaluate to demonstrate impact.
- **Embedded** – our interventions are integral to our educational approach and aligned with our educational and institutional values.

To implement this approach, we use the Theory of Change methodology to plan our interventions and evaluate their impact.

Theory of Change

Theory of Change (ToC) is a planning, participation, and evaluation methodology to promote social change. A theory of change describes the underlying assumptions about how planned activities lead to intended outcomes. By developing a model that sets out our theory of change, we can understand how different aspects of our planned interventions fit together to achieve our final goal(s). This is best done collectively, drawing on the experience of those who will work on implementation.

A Theory of Change model allows us to:

- Describe the need we are trying to address.
- Describe the changes we want to make (our outcomes).
- Describe our plan to achieve these changes (our activities).

Establishing a theory of change before we start to deliver an intervention allows us to set out the aims, context, resources required, processes, and intended impact.

Evaluating the Impact of Our Work

Theories of change also integrate process and impact evaluation into the same process whilst clearly distinguishing evaluative activities relating to process and those focusing on measures concerning impact(s). Evaluating an intervention's inputs, activities, and outputs forms the process and implementation evaluation, which then logically feeds into the outcomes and impacts of an intervention– the impact evaluation.

The PEI will be reviewed periodically by our Learning, Teaching and Enhancement Committee, and progress against targets in the plan will be reported to Academic Board annually. Any changes to the university's strategy will trigger a review of this strategy.