



ISBM
UNIVERSITY
— [INDIA] LONDON —



TEACHING, LEARNING & ASSESSMENT STRATEGY 2026 -2029

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1. Introduction

ISBM University [India] London is committed to providing high-quality, practice-led and research-informed education that prepares graduates to thrive in a global society. This strategy sets out our approach to learning, teaching and assessment for 2026–2029. It also includes activities during the formation year 25/26.

The Strategy promotes an inclusive and supportive learning environment that enables all students to access high-quality learning opportunities, succeed academically and progress into positive outcomes.

It emphasises student-centred learning, inclusivity, and innovation. It also reflects the requirements of the UK Quality Code for Higher Education, the Office for Students (OfS) regulatory framework and the Teaching Excellence Framework (TEF).

2. Strategic Aims

Our strategy is built around three core aims:

A. Access, Inclusion and Support

Widening participation and ensuring all students, regardless of background, have the resources and opportunities to succeed.

During the formation phase (25/26), we are prioritising the design of inclusive teaching and assessment frameworks, equitable admissions practices and accessible learning environments that remove barriers before student entry. Once admissions commence from Sept 2026 and the institution strengthens and student numbers grow, access and inclusion will be actively operationalised through targeted outreach, enhanced academic and personal support and early intervention strategies as outlined in our Access and Participation Plan. After the period (26/27 to 28/29), we will be able to demonstrate sustained impact through positive outcomes for underrepresented groups that are equal to or higher than the sector average, equitable achievement rates and a deeply embedded culture of belonging, inclusion and student success across all programmes. The student body will include 25% of students from underrepresented groups enrolling by Sept 2027 and 35% by Sept 2028, with annual monitoring of attainment gaps. We have an ambitious target of recruiting up to 50% students from underrepresented groups by 2030.

B. Transformative Student Experience

Providing high-quality, personalised and engaging education that prepares graduates for employment and lifelong learning.

During the formation phase (25/26), we are focusing on ensuring the Teaching, Learning and Assessment model is student-centred, practice-led and aligned with employability and lifelong learning targets. As programmes are introduced and delivery scales, we will strengthen the student experience through personalised learning pathways, innovative pedagogies, authentic assessment and meaningful feedback that supports learner confidence and progression. As we develop through years 2-4 (26/27 – 28/29), the learning environment will begin to mature and offer a holistic and transformative experience that integrates academic excellence, experiential learning, industry engagement and global perspectives, ensuring graduates are well-equipped for professional and lifelong success. By July 2028, we aim to achieve an overall student satisfaction score of at least 85% in annual student surveys by implementing personalised learning plans, timely feedback on assessments and continuous improvements based on student feedback. Progress will be monitored annually through survey results, course evaluations and review reports to the Teaching Learning & Assessment Committee.

C. Excellence in Governance and Quality

Maintaining rigorous academic standards through robust governance, staff development and continuous improvement.

Our early phase sees the implementation of governance structures, academic regulations and quality assurance systems that support the effective delivery and oversight of teaching, learning and assessment. As our institutional capacity strengthens, these systems will be refined through regular monitoring, internal review, external benchmarking and enhanced staff

development in pedagogic and assessment practice. During our developmental phase (years 2-4), a culture of excellence will be firmly embedded, characterised by reflective practice, evidence-based decision-making and leadership that drives continuous improvement in learning quality, student outcomes and academic integrity. We are implementing the university's governance and quality assurance systems before the enrolment of the first student cohort in September 2026. From 2026/27 onward, we will conduct annual internal quality audits and ensure 100% completion of annual staff performance and development reviews. We will also review alignment with the national higher education standards (the UK Quality Code) to ensure policies, practices and evidence base meet at least 90% of the Code's expectations by 1st Sept 2028.

3. Our Vision

To be a globally recognised centre of academic excellence, bridging the rich educational heritage of India with the dynamic innovation of the UK. Our London campus aspires to cultivate future-ready leaders by fostering cross-cultural learning and meaningful industry partnerships. Through international collaboration and a commitment to inclusivity, we aim to shape a new generation of global thinkers who drive positive change in society.

4. Our Values

Our values are rooted in compassion, excellence, inclusivity and respect.

- **Global Collaboration & Exchange:** We believe in the power of cross-cultural learning, building strong partnerships with UK institutions and creating dynamic student exchange programmes that enhance global perspectives.
- **Academic Excellence:** We are committed to delivering world-class education, fostering intellectual curiosity that addresses global challenges.
- **Inclusivity & Diversity:** We celebrate the richness of cultures, backgrounds and ideas, creating an environment where every student feels valued, respected and empowered to succeed.
- **Integrity & Ethical Leadership:** We uphold the highest ethical standards in education and professional conduct, nurturing responsible and principled global citizens.
- **Student-Centred Learning:** We prioritise student success through holistic education, personalised support and opportunities for academic and professional growth.
- **Industry & Societal Impact:** We bridge academia with industry, fostering innovation and entrepreneurship that contributes to economic development and social progress.
- **Sustainability & Responsibility:** We are dedicated to promoting sustainable practices, social responsibility and education that leads to meaningful, positive change in communities worldwide.

5. Our Commitments

We commit to:

- Widening access and addressing attainment gaps.
- Providing personalised, flexible and inclusive learning experiences.
- Ensuring practice-led and research-informed teaching.
- Championing excellence in teaching, assessment and feedback.
- Embedding digital innovation and problem-based learning.
- Preparing students for employability, entrepreneurship and global citizenship.

6. Teaching, Learning and Assessment Principles

- **Inspirational Teaching:** Delivered by qualified, passionate staff who bring research, scholarship and practice into the classroom.
- **Inclusive Learning:** Programmes and curricula designed to support diverse learners and create a sense of belonging.

- **Authentic Assessment:** A range of fair, transparent and accessible assessment methods linked to real-world challenges.
- **Feedback for Growth:** Timely, constructive feedback that supports learning and personal development.
- **Partnership:** Students as co-creators in their learning journey, with opportunities for participation and leadership.
- **Digital Confidence:** Equipping students and staff to use technology effectively and responsibly, including AI.

7. Principles for Teaching, Learning and Assessment defined within the UK Quality Code for Higher Education

Providers facilitate a collaborative and inclusive approach that enables students to have a high-quality learning experience and to progress through their studies. All students are supported to develop and demonstrate academic and professional skills and competencies. Assessment employs a variety of methods, embodying the values of academic integrity, producing outcomes that are comparable across the UK and recognised globally.

Key Practices:

- a) Learning and assessment at all levels is informed by research and/or scholarship. Teaching, learning and assessment align to ensure students can demonstrate their achievements, reflect on and reinforce their prior learning, skills and knowledge and fulfil their potential.
- b) Students are given clear information about the intended modular and/or programme learning outcomes and the purpose of assessment and are enabled to use feedback/ feedforward to support further learning.
- c) Staff involved in facilitating learning and supervising research are appropriately qualified and supported to enhance their teaching and supervisory practice. Research degrees are delivered in supportive environments that are conducive to learning and research.
- d) Students are enabled and encouraged to take responsibility for their own learning and to take an active role in shaping and enhancing the learning process. Providers offer ongoing advice and guidance about academic integrity to ensure that students and staff understand what is expected of them.
- e) As students move through their learning journey, they are given the opportunity and support to transition effectively between academic levels, further study and employment. Providers enable students to recognise the progression they have made and steps they need to take to achieve their potential.
- f) Providers design assessments that test appropriate learning outcomes and are fair, reliable, accessible, authentic and inclusive. Where applicable and sustainable, students are offered different options for undertaking assessments to promote accessibility and inclusion.
- g) Providers establish coherent approaches to technologies that impact teaching, learning and assessment (such as Generative Artificial Intelligence). These approaches are clearly communicated to staff and students, include how they are utilised and define misuse of such technologies.
- h) Providers offer advice and guidance about academic integrity to ensure that students and staff understand what is expected of them throughout the learning journey. The advice is kept current.

8. Teaching, Learning and Assessment Priorities (2026-2029)

The Teaching, Learning and Assessment Strategy is underpinned by the clear, measurable aims in Section 2 that are designed to drive excellence, equity and continuous enhancement across the student journey. Alongside these core aims, we have identified a number of priority areas that will guide targeted action and sustained improvement. These priority areas run in parallel with the strategy's overarching aims, ensuring coherent and sustained progress.

8.1. Widening Access and Participation in Higher Education

We are committed to ensuring that all students and prospective students have equitable opportunities to engage, learn and succeed, regardless of their educational, cultural, or socio-economic backgrounds. Our approach embeds widening participation principles directly into our teaching, learning and assessment practices.

Priorities:

- Establish outreach initiatives and partnerships with local schools, colleges, independent learning providers, local authority, adult education services and charities/NGO's, to deliver subject-specific enrichment sessions, study skill workshops and curriculum-aligned tutoring, that will open access opportunities.
- Adopt inclusive admissions processes that recognise prior learning and diverse entry routes.
- Provide targeted academic, financial and wellbeing support to improve access, retention and progression.
- Ensure our learning environments are inclusive and accessible, supported by staff development in inclusive practice.

Outcomes by 2029:

- Within our first cohorts of students we aim to set the benchmark that students from underrepresented groups e.g. FSM, Care experienced, Disabled students etc, have continuation rates equal to their peers.
- 35-40% of students enrolling year on year will be from underrepresented groups, including first generation students and mature students.
- Ensure student satisfaction with belonging and inclusion (as measured by the National Student Survey), using the NSS results as the baseline for improvement.

8.2. Personalised, Flexible and Inclusive Experiences

All our students will enjoy a personalised, inclusive and transformative learning experience that empowers them to be engaged, committed learners who thrive academically and personally.

Priorities:

- Embed personal tutoring and academic advising across programmes.
- Offer flexible learning pathways, including blended and digital delivery.
- Provide coherent support across the student journey, integrating academic, pastoral, and wellbeing services.
- Design inclusive curricula and assessment strategies aligned to Universal Design for Learning (UDL) principles.
- Celebrate diversity and create a sense of belonging through strong cohort identity and community engagement.

Outcomes by 2029:

- Improved student satisfaction with academic support and wellbeing
- Annual inclusion audits demonstrate embedded inclusive curriculum design in at least 80% of modules.
- Enhanced student confidence and resilience.

8.3. Practice-led, Research-informed and Industry-relevant Education

Our programmes will bridge theory with practice, preparing students to be confident problem solvers and global professionals.

Priorities:

- Audit current employability provision; integrate employability skills and sustainability outcomes in all new programmes.
- Expand opportunities for work-based learning, placements, internships and live industry projects.
- Ensure research and scholarship directly inform teaching, exposing students to cutting-edge knowledge.
- Strengthen international and cross-cultural opportunities, including mobility programmes and global projects.

Outcomes by 2029:

- 100% of students to complete at least one work-related learning experience verified through the student record system.
- Graduate employment/further study rates to exceed OfS thresholds by at least 5 percentage points annually.
- Annual employer feedback survey evidences satisfaction ($\geq 80\%$) with graduate preparedness and curriculum relevance.

8.4. Digitally-enabled, Innovative and Problem-based Learning

We will use technology not as a substitute but as an enabler of creative, interactive and collaborative learning.

Priorities:

- Develop a sector-leading Virtual Learning Environment (VLE) offering dynamic digital resources and real-time engagement.
- Equip students and staff with digital literacy and AI literacy, ensuring responsible and ethical use of technology.
- Scale up problem-based learning (PBL) approaches across disciplines.
- Address digital poverty by providing resources and support for students with limited access to technology.

Outcomes by 2029:

- Increase student engagement with VLE analytics, e.g. active weekly logins, by 20% year-on-year from baseline.
- By 2029, 90% of students demonstrate digital and AI literacy competencies in assessments.
- Annual staff CPD participation in digital pedagogy reaches 85%.

8.5. Championing Teaching Excellence

We will foster and reward teaching excellence across the University, ensuring students benefit from high-quality, engaging and inspirational teaching.

Priorities:

- Recognise and reward outstanding teaching through CPD, career progression and awards.
- Encourage innovation in pedagogy, curriculum design and assessment.
- Support educational leadership development and mentorship within programme teams.
- Ensure academic staff are supported to meet UKPSF standards and gain Advance HE Fellowship.

Outcomes by 2029:

- 80% staff participation in CPD by 2027; 90% by 2029.
- Increase in internal recognition for teaching excellence (awards, promotions) by 20% year-on-year.
- NSS teaching quality scores to exceed the sector median by 2029.

8.6. Assessment and Feedback for Learning

Assessment and feedback will be designed to support learning, promote reflection and prepare students for real-world challenges.

Priorities:

- Design assessments that are inclusive, authentic and aligned to intended learning outcomes
- Use diverse and innovative assessment methods to reflect professional practice
- Provide timely, developmental and constructive feedback that enhances student learning
- Monitor assessment loads to reduce over-assessment and increase learning effectiveness
- Continuously review assessment practices to ensure fairness, transparency and alignment with sector standards

Outcomes by 2029:

- Feedback timeliness compliance above 90% by 2029.
- NSS 'assessment and feedback' score to improve by 10% over 2026 baseline.
- External examiner and employer reports to confirm authenticity and relevance of assessment by 2029.
- Annual moderation reports to demonstrate continuous improvement and student performance gains.

9. Engaging with the Policy

Academic Managers and Course Leaders will take strategic responsibility for ensuring the successful implementation of the Strategy within their areas of responsibility.

They will:

- Ensure that all staff are fully aware of the Learning, Teaching and Assessment Strategy and that the strategy is being implemented.
- Provide regular feedback to the Executive Board through the designated communication channels.
- Work with staff so that they have to opportunity to express their views and opinions on internal procedures, policies and practices.
- Make Learning, Teaching and Assessment targets a key result area in staff performance reviews.
- Include the Strategy in relevant departmental meetings.
- Contribute to staff development and scholarship activities to facilitate enhanced learning opportunities within the curriculum.

All members of staff who have any responsibility for delivering and supporting effective learning, teaching and assessment must engage with this strategy and work to achieve the operational outcomes of the school. They should:

- Work with peers and managers to use this strategy to improve and develop pedagogies, which in turn will improve the student experience and impact positively on success.

- Take part in relevant staff development and scholarly activity to enhance learning opportunities across the curriculum.
- Use established channels of communication to feedback views on the impact of this strategy on their practice and the student experience.
- The SLT will have oversight of the strategy by actively and demonstrably applying its principles to all aspects of their work.
- They will communicate their decisions, and the strategic thinking behind them, clearly to Academic Managers, Course Leaders and Academic Teams to ensure actions to ensure compliance can be in place in timely and effective manner.
- The Executive Board will also ensure that the strategy targets are included as a Key Performance Indicators in the annual performance reviews of relevant staff.

10. Staff Development

The University recognises that the success of our Learning, Teaching and Assessment Strategy depends on the knowledge, expertise and commitment of our staff. We are dedicated to investing in their continuous professional development (CPD) to ensure high-quality teaching, research-informed practice and student-centred learning.

Our staff development strategy will focus on the following areas:

10.1. Professional Standards and Induction

- All new academic staff will complete a structured induction programme, introducing them to ISBM's teaching philosophy, values and quality expectations.
- All teaching staff will be expected to work towards, or maintain, appropriate professional recognition (e.g., Advance HE Fellowship, HEA accreditation).
- Staff will be supported in meeting the UK Professional Standards Framework (UKPSF) for teaching and supporting learning.

10.2. Continuous Pedagogical Development

- Staff will have access to ongoing training in innovative teaching methods, including problem-based learning, flipped classrooms, inclusive pedagogy and digital learning design.
- Workshops and seminars will be provided on curriculum development, assessment strategies and student engagement.
- Staff will be encouraged to integrate research and scholarship into teaching practice, ensuring teaching remains current and research-informed.

10.3. Digital and Technological Skills

- Dedicated training in the use of ISBM's Virtual Learning Environment (VLE), digital tools and learning analytics.
- Support for staff to use emerging technologies responsibly, including generative AI, simulations and collaborative platforms.
- Action plans to reduce digital poverty among staff, ensuring equal access to hardware, software and connectivity.

10.4. Inclusive and Culturally Responsive Teaching

- Development programmes on inclusive curriculum design, accessibility and Universal Design for Learning (UDL).
- Training to support teaching in a diverse, international and multicultural student body, reflecting ISBM London's global outlook.
- Awareness training on equality, diversity and inclusion (EDI), ensuring all staff foster a sense of belonging for students.

10.5. Leadership and Career Development

- Clear pathways for staff progression in teaching, research and educational leadership.
- Development of programme leaders, academic managers and educational innovators through mentoring and leadership programmes.
- Recognition and reward for teaching excellence through awards, promotions and scholarship opportunities.

10.6. Research, Scholarship, and Industry Engagement

- Encouraging staff to participate in research, scholarly activity and knowledge exchange to enhance teaching and learning.
- Supporting collaboration with industry and professional bodies, ensuring staff remain current in their disciplines and enhance employability outcomes for students.
- Funding opportunities for staff to attend conferences, publish educational research and disseminate best practice.

10.7. Wellbeing and Workload

- Ensuring workload allocations are fair and balanced, enabling staff to maintain teaching quality while engaging in CPD, research and personal development.
- Providing access to wellbeing and mental health resources to support sustainable careers.
- Embedding a culture of collaboration, reflection and mutual support among staff.

11. Implementation Plan

The implementation of this Teaching, Learning and Assessment Strategy will progress through defined stages of institutional maturity, Establish (2026–2027), Strengthen (2027–2028), and Enhance (2028–2029), ensuring measurable development toward sustainable excellence.

Each stage will be monitored through key performance indicators (KPIs) aligned to the University's Strategic Plan, OfS metrics, and TEF benchmarks. Progress will be reported annually to the Academic Board and Executive Board, with findings informing subsequent enhancement cycles.

11.1. Year 1 (2026–2027): Establish - Capacity Building and Foundations

Purpose: Lay the groundwork for consistent, inclusive and data-informed teaching practice.

Baseline data collection: Student satisfaction (NSS 2025), continuation rates, attainment gaps, digital engagement.

Priorities:

- Establish a Teaching, Learning and Assessment (TLA) Committee to oversee implementation and data governance.
- Deliver CPD for all teaching staff on inclusive pedagogy, digital delivery and assessment design.
- Pilot initiatives in digital learning tools, problem-based learning and inclusive assessment across selected programmes.
- Implement data dashboards to monitor student progression, attainment gaps and satisfaction.
- Launch student partnership panels to inform curriculum development.

Milestones:

- TLA Committee operational and reporting quarterly to Academic Board.
- 40% of teaching staff complete digital and inclusive pedagogy CPD by July 2027.
- Evaluation report produced for pilot projects, with success metrics and recommendations for scaling.

- Baseline institutional data established for key indicators (continuation, attainment, satisfaction).

11.2. Year 2 (2027–2028): Strengthen - Scaling and Integration

Purpose: Consolidate and expand proven approaches institution-wide.

Priorities:

- Roll out successful Year 1 pilots across all programmes (digital, blended and problem-based initiatives).
- Embed University-wide assessment and feedback principles ensuring consistency and transparency.
- Expand international and industry partnerships for work-based and practice-led learning opportunities.
- Integrate Universal Design for Learning (UDL) into programmes.
- Enhance wellbeing and academic skills support, targeting identified retention gaps.

Milestones:

- 100% of programmes include blended or digital learning elements aligned with UDL principles.
- NSS 'Academic Support' scores improve by 5 percentage points over 2026 baseline.
- At least 60% of programmes incorporate embedded employability or work-based learning components.
- Retention rate for underrepresented groups improves by 5 percentage points.

11.3. Year 3 (2028–2029): Enhance - Review, Enhancement and Future-Proofing

Purpose: Evaluate impact, embed sustainability and plan for the next strategic cycle.

Priorities:

- Conduct a comprehensive review of the strategy against performance indicators (TEF metrics, NSS, graduate outcomes, continuation rates)
- Engage stakeholders (staff, students, industry partners) in co-creating the 2029–2032 TLA Strategy.
- Extend leadership development and recognition schemes for teaching excellence
- Embed sustainability initiatives within curriculum and operations
- Explore emerging technologies (AI, immersive learning, analytics) to enhance future delivery.

Milestones:

- Comprehensive evaluation report approved by Academic and Executive Boards.
- Attainment gap between underrepresented and non-disadvantaged students no greater than 5%.
- 70% of academic staff achieve Advance HE Fellowship or equivalent recognition.
- Evidence of improvement across all key performance indicators compared to 2026 baseline.
- Draft 2029–2032 Learning, Teaching and Assessment Strategy submitted for approval.

12. Monitoring and Evaluation

ISBM University London will monitor progress through annual reviews of student outcomes, engagement metrics, and staff development benchmarks, moving from an initial stage of establishing inclusive practices to expanding and enhancing personalised learning opportunities. Whilst the success of our Strategy will be measured at one level by the progress of its implementation, we have also identified a series of appropriate KPIs rooted in, but not limited to

the measures that are required for the TEF (NSS, Continuation rates, and Employability) which we believe provide a measure of its overall success:

- Performance in Teaching Excellence Framework (TEF).
- Progress against our Access and Participation Plan targets.
- Student outcomes, engagement, and satisfaction data.
- Student continuation rates and progression.
- Staff and student feedback on ongoing improvements.
- National Student Experience Surveys (NSS).
- No unexplained continuation, award, progression, or graduate outcome gaps.
- Staff engagement with professional development.
- External dissemination of teaching related outputs.

13. Stakeholder Engagement

The University recognises that effective learning, teaching and assessment require strong collaboration with a wide range of stakeholders. Engagement with students, staff, alumni, employers, professional bodies and community partners will ensure our provision remains inclusive, relevant and impactful. Stakeholder input shapes decision-making, curriculum design and the continuous enhancement of the student experience.

14. Resources and Support

The University is committed to ensuring that students and staff have access to the facilities, services and resources required to deliver and experience high-quality learning, teaching and assessment. Investment in infrastructure, systems and human resources will underpin the objectives of this strategy.

14.1. Academic Resources

- Expand access to high-quality library services, including physical and digital collections, journals and specialist databases.
- Provide students with access to academic skills support, including writing development, study skills workshops and referencing guidance.
- Ensure that resources are inclusive, accessible and aligned to the diverse needs of our global student body.
- Partner with external providers to expand access to subject-specific resources and e-learning materials.

14.2. Digital and Technological Infrastructure

- Maintain and continually enhance the Virtual Learning Environment (VLE) to ensure it is user-friendly, accessible and fit for innovative pedagogy
- Provide access to essential learning technologies and platforms, including video-conferencing tools, collaboration software and discipline-specific applications
- Support students who face digital poverty by offering device loan schemes, subsidised software and connectivity support
- Invest in secure systems for online assessment, feedback and student engagement

14.3. Student Services and Support

- Expand student wellbeing services, including counselling, mental health support and proactive wellbeing programmes.
- Provide careers and employability services that link academic study to professional futures, including CV support, interview preparation and employer networking.
- Ensure tailored support is available for international students, students with disabilities and those from underrepresented groups.
- Offer flexible services, both in-person and online, to ensure equitable access for students studying on campus, blended or at a distance.

14.4. Staff Development Resources

- Provide funding and time allocation for staff to participate in CPD, pedagogical training and research-informed teaching practice.
- Ensure fair workload allocation that enables staff to balance teaching, research and professional growth.
- Support staff with access to modern teaching tools, classroom technologies and collaborative spaces.
- Develop a culture of peer learning and mentoring, supported by staff networks and communities of practice.

14.5. Learning Environment and Facilities

- Invest in modern, flexible teaching spaces that support interactive, inclusive and problem-based learning.
- Ensure facilities are accessible and sustainable, designed to meet the needs of a diverse student population.
- Create digital collaboration spaces for online students to engage with peers and staff.
- Enhance laboratories, studios and specialist learning environments to ensure practice-led education is supported.

14.6. Financial and Strategic Investment

- Allocate budgetary resources strategically to support the priorities of this strategy.
- Establish transparent processes for identifying, approving and monitoring investments in learning and teaching.
- Leverage external partnerships and funding opportunities to enhance provision without compromising academic standards.

15. Sustainability and Future-Proofing

The University recognises its responsibility to equip students and staff with the knowledge, skills and values needed to address the global challenges of the 21st century. We are committed to embedding sustainability principles into our teaching, learning, assessment and institutional culture. This commitment goes beyond environmental stewardship to include social responsibility, ethical practice and long-term resilience in a rapidly changing higher education landscape.

15.1. Curriculum and Pedagogy

- Embed Education for Sustainable Development (ESD) across programmes so that all students engage with sustainability challenges relevant to their discipline.
- Promote critical thinking, ethical reasoning and global citizenship in the curriculum to prepare students as socially responsible leaders.
- Encourage interdisciplinary learning opportunities that address real-world sustainability issues e.g. climate change, inequality, technological ethics.

15.2. Assessment and Learning Design

- Develop authentic assessments that address contemporary sustainability problems and encourage creative solutions.
- Incorporate sustainability considerations into problem-based learning projects and live case studies with industry and community partners.
- Support responsible use of emerging technologies, including AI and digital innovation, ensuring they are integrated ethically and sustainably.

15.3. Campus, Operations and Digital Infrastructure

- Ensure that ISBM's physical and digital learning environments are managed responsibly, with attention to energy efficiency, accessibility and reduced environmental impact.
- Promote sustainable procurement practices and the use of digital tools to reduce reliance on paper and non-renewable resources.
- Encourage sustainable behaviours among students and staff, including responsible travel, energy use and digital consumption.

15.4. Staff and Student Development

- Provide staff development on ESD and sustainable pedagogy, equipping them to embed sustainability across disciplines.
- Support student-led initiatives, societies and projects that promote sustainability on campus and in the wider community.
- Celebrate and reward examples of innovation and leadership in sustainability from both staff and students.

15.5. Global Engagement and Partnerships

- Collaborate with international universities, industry and professional bodies to address shared sustainability challenges.
- Develop partnerships that enhance student opportunities for sustainable enterprise, research, and mobility.
- Ensure that employability initiatives prepare graduates for careers in a rapidly evolving global economy that increasingly values sustainability expertise.

15.6. Future-Proofing and Institutional Resilience

- Continuously monitor global and sector trends in higher education, technology and labour markets to anticipate future learning needs.
- Invest in adaptive curriculum design that can evolve with emerging disciplines and societal priorities.
- Ensure that institutional policies, strategies, and resources are resilient to economic, technological and environmental change.