DUBLIN BUSINESS SCHOOL SLATE2 2023

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‘Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.’ Kofi Annan

1. Introduction

This second Strategy for Learning, Assessment and Teaching Enhancement (SLATE2) outlines Dublin Business School’s academic delivery priorities for the coming three years. The purpose of the SLATE2 is to outline a number of goals, objectives and actions to guide DBS to achieving its strategic objectives as they relate to teaching and learning, while best preparing DBS for the future of higher education.

The strategy is the result of a comprehensive review of literature and a consultation process (Appendix A) involving staff and students from all areas of DBS and external industry advisors. Emerging from the literature review and consultation process are three overarching goals and a series of objectives and corresponding actions to achieve those goals over the next three years. A separate but accompanying execution plan details the tasks, deadlines, responsibilities and measures of success to carry out the actions to achieve the objectives and goals outlined below.

SLATE2 seeks to build on and extend the achievements of the original SLATE (2020) but also recognises that not all the goals from SLATE were achieved during the past three years. Reframing the goals from SLATE illustrates that DBS has progressed in enhancing the learning environment, while acknowledging that the higher education landscape has shifted somewhat since January 2020.

'All too often we are giving young people cut flowers when we should be teaching them to grow their own plants.' John W. Gardner

2. The Challenge of Change

DBS requires a reframed mind-set and series of goals and objectives to meet the challenges of change in higher education. Student and faculty expectations and experiences of learning have changed dramatically since the publication of SLATE in 2020. Likewise, the technological capacity to alter the nature of learning is continuously transforming.

Individualised personal learning is at the forefront of conversations about the future of higher education, assisted by the potential of generative AI and a desire among learners to chart their own path. However, any personalised path still needs to be accessible, scaffolded, quality assured and verified so as to ensure that the learning provides value for industry and society.

Learning is a collective social experience. It is through discussing ideas and practices that learning occurs. Post-Covid, learner and faculty expectations for a flexible learning environment have increased, however, maintaining a social learning experience will be increasingly difficult when the learning is occurring at different times and places. This challenge increases when the learning is skill-based and applied.

As higher education becomes increasingly consumer-centric, the temptation is to perceive students, and for students to perceive themselves, as entitled customers and passive recipients of a service. Learning at a higher level is a challenging experience, where learners have to engage and work hard if they are to realise their potential. Students are entitled to a seamless and efficient higher education experience but, as partners in the learning experience, they also need to take increasing responsibility for their learning, working collectively with DBS faculty and staff to achieve the best learning outcomes.

Framing a strategy to address these and other challenges are the future landscape of higher education in Ireland and DBS's overall strategic goals. The Higher Education Authority (HEA) National Access Plan 2022-2028 emphasises a whole-of-education approach, where everyone across the education system has a responsibility to focus on overcoming barriers. The strategic student-centred goals of **inclusivity**, **flexibility**, **clarity**, **coherence**, **sustainability and an evidence-based approach** have been identified

in the Access Plan to achieve these objectives.

DBS's Strategic Objectives are to:

1. **Create work-ready graduates**
2. **Deliver outstanding learning**
3. Support student engagement and success outside the classroom
4. Be independently sustainable
5. **Support the national agenda on skills, citizenship and the environment**
6. **Be distinct**
7. Develop a strong international ethos to build further on our international reach and reputation

DBS has defined the work-ready attributes (DBS, 2023) required to **create work-ready graduates** that SLATE2 will utilise. Similarly, SLATE2 will move DBS to know what **outstanding learning** looks like and be able to measure the extent to which it has been achieved. To **support the national agenda**, the strategy will drive DBS toward ensuring that its learners are prioritising the skills and values expressed in the national agenda. The strategy will also support the further development of DBS in to **a distinct place within HE**, where the institution can look at its learning environment and clearly identify what sets DBS apart from the sector.

‘Take the attitude of a student, never be too big to ask questions, never know too much to learn something new.’ Og Mandino

3. SLATE 2

Given the challenges and context described above, the three overriding goals of SLATE2 are:

1. Outstanding Learning

‘A measurable engaging transformative learning experience that ensures our graduates are prepared for employment.’

2. Immersive Learning

‘A learning environment that learners can immerse themselves in totally anytime and anywhere.’

3. Ecosystem of Learning

‘An effective and complex interconnected network of people, processes and activities that recognises that all members of DBS at all times are empowered and impacting the learning experience.’

Each goal is accompanied by a number of objectives and a series of actions.

3.1. Goal - Outstanding Learning

‘A measurable engaging transformative learning experience that ensures our graduates are prepared for employment.’

Outstanding learning is transformative by prioritising engagement with accessible quality teaching content, peers and experts and utilising experience and reflection to have a real tangible impact on learners to prepare them for employment.

Objectives

- Increase learner engagement with industry leaders and experts.
- Embed the skills and competencies that are relevant to learners' personal and professional goals.
- Provide a variety of suitable assessment and feedback methods that are transparent, authentic and developmental.
- Facilitate learners in bringing their prior experiences into the learning process and connecting it with the new knowledge being gained.
- Improve the quality, currency and accessibility of teaching content.
- Challenge learners to think critically and engage in discussions and debates with their peers and other relevant stakeholders.
- Develop mechanisms to assess the extent to which the learning experience is active, peer-led, experiential and reflective.

Actions

- Further utilise and develop partnerships with industry leaders and innovative companies to provide opportunities for learners and faculty to engage with real-world scenarios and develop relevant skills, competencies and profiles via guest lectures, industry visits, networking events and other related activities.
- Map the identified graduate attributes to programme and module learning outcomes.
- Design programmes, modules and micro-credentials for learners that address the specific skills, capabilities and competencies required for the (future) world of work.
- Increase the number of assessments with tangible outputs of learning and other expressions of personal achievement.
- Review assessment rubrics for alignment with graduate attributes and grading criteria.

- Ensure all teaching content and delivery is in line with principles of Universal Design for Learning (UDL).
- Establish appropriate student-to-teacher ratios for types of learning to allow for more personalised attention and feedback.
- Increase the frequency and suitability of feedback provided to learners throughout their relationship with the institution.
- Actively manage learner expectations on the challenges and the engagement required to meet those challenges.
- Devise and implement tools for assessing the quality of teaching delivery.
- Equip faculty through CPD with an understanding of how to maintain a learning experience that meets DBS defined quality standards for teaching.

3.2. Goal - Immersive Learning

‘A learning environment that learners can immerse themselves in totally anytime and anywhere.’

In order to immerse themselves in learning, students need to be able to immerse their learning into their lives. This level of immersion requires flexible teaching delivery and digital platforms that allow learners to engage with a fully rounded learning experience at any time or from any location. It also requires learners to rise to the demands of higher education. Properly utilised, generative AI and immersive technologies and teaching techniques can support existing digital technologies to provide that immersive learning experience.

Objectives

- Increase flexibility of delivery in all programmes through programme review and development.
- Provide mobile-friendly accessible learning content that is available anytime, anywhere.
- Create a genuinely immersive seamless virtual learning environment through utilising generative AI tools and immersive technologies.
- Facilitate learners to define and develop their relationship with and within a flexible learning environment.
- Facilitate the delivery of hyflex learning from all DBS locations.
- Ensure all faculty have mastered hyflex, immersive teaching delivery that incorporates generative AI.

Actions

- Review DBS capacity to deliver programmes and services against QQI Quality Assurance Guidelines on Blended, Hybrid and Online Learning.
- Pilot immersive teaching techniques in each discipline.
- Implement additional self-assessment tools for learners to reflect on their learning and take ownership of their personal learning journey.
- Devise programme development plans to create more flexible programmes that will facilitate learners to devise personalised learning paths.
- Devise and implement a plan to transform DBS's virtual learning environment into an immersive learning environment.

- Review DBS's physical learning environment to support hyflex and immersive teaching delivery.
- Continue to develop comprehensive training and CPD programmes for faculty and students on hyflex delivery, generative AI tools and immersive teaching technologies.
- Develop a mechanism to periodically benchmark the learning environment against competitors and internationally recognised standards.

3.3. Goal - Ecosystem of Learning

‘An effective and complex interconnected network of people, processes and activities that recognises that all members of DBS at all times are empowered and impacting the learning experience.’

An outstanding immersive learning environment is only possible if the complex interconnected network that is DBS functions effectively, and where every aspect of the organisation takes ownership of its impact on teaching and learning.

Objectives

- Develop a collaborative teaching and learning network that encompasses all areas of DBS
- Support non teaching staff and stakeholders’ ability to impact the learning environment
- Create a culture of inclusive continuous teaching and learning improvement for all staff.
- Develop mechanisms to recognise and acknowledge good practice that enhances teaching and learning from all areas of the college.
- Ensure that all staff work collectively to support the reliable and technical infrastructure required for a positive learning experience.
- Enhance communication on teaching and learning issues throughout the college.

Actions

- Define a “cradle-to-alumni” pathway identifying all the touchpoints of a learner journey.
- Create forums for staff who influence the touchpoints on the learner journey to exchange experiences, e.g. career readiness modules and digital badges..
- Ensure academic management teams regularly discuss efforts to enhance the learning environment with all areas of DBS.
- Develop teaching and learning training and CPD opportunities that bring together faculty and non-teaching staff.
- Review and assess current communication channels and processes for teaching delivery to ensure they are effective, efficient and supportive of collaboration across all stakeholders.
- Foster partnerships and collaborations with other educational institutions

- Further develop the system for capturing and utilising feedback from all stakeholders, including learners, faculty, staff and partners, to improve processes, services, and outcomes.
- Establish clear expectations and responsibilities for all stakeholders within the ecosystem, one that ensures alignment and accountability for achieving institutional goals.

APPENDICES

‘The technology itself is not transformative. It’s the school, the pedagogy, that is transformative.’

Tanya Byron

Appendix I

Strategy Development Process

SLATE2 followed a similar developmental journey as the original SLATE. A global survey of current and developing trends in higher education was conducted, and the findings of this survey (summarised in Appendix 2) were then developed into a series of consultation documents. The documents became the basis for a series of workshops conducted with a wide range of relevant stakeholders. The outcome of all this activity was the DBS Learning, Teaching and Assessment Strategy Review 2022-2023 document where all of the relevant information resulting from the entire process was captured. As the Strategy Review notes:

> The purpose of a learning, teaching and assessment strategy (SLATE2) is to outline a number of goals and actions to achieve those goals that will guide DBS to achieving its strategic objectives, while best preparing DBS for the future of tertiary education. As such, DBS’s next LT&A strategy needs to emerge from the fusion of two concepts:
>
> 1. DBS’s Strategic Objectives as they relate specifically to teaching and learning
> 2. The future direction of tertiary learning
>
> while also taking into consideration the thoughts and ideas of its stakeholders: learners, faculty, academic management, members of the industry advisory board and the senior leadership team. The purpose of this discussion is to outline the outcomes of these aspects that will feed into the construction of SLATE 2. (3)

The Review revealed that SLATE2 will look to aid the development of an approach to learning that **creates work-ready graduate**s, highlighting the graduate attributes that the workplace prioritises. For outstanding learning, the strategy will aim to move DBS toward a place where we know what **outstanding learning** looks like and can measure it, or at least identify where and when it is present or not. To **support the national agenda**, the strategy will seek to drive DBS toward ensuring that its learners are prioritising the skills

and values expressed in the national agenda. The strategy also intends to support the further development of DBS **to a distinct place within HE**, where the institution can look at its learning environment and clearly identify what sets DBS apart from the sector.

The review process identified four themes related to the future of Learning in Higher Education:

Shared Knowledge System
A knowledge system where the responsibility for learning falls on everyone found within that system. Gone are the days when roles and responsibilities across an institution are discrete and distinct and so the phrase also implies ideas like total assessment literacy; universal design as a starting-point for all conversations; transparency; agency; unity of purpose; research-oriented outcomes; inter and multi-disciplinarity; partnerships and industries.

Immersion
Where everyone can learn from everywhere and be totally immersed in the learning experience however long it lasts. The key here is reconceiving the learning environment as being three-dimensional with a myriad of entry, engagement and exit points across a wide range of levels for the largest variety of durations. Additionally, the word looks forward to future possibilities for access, engagement and involvement afforded by technologies. Additional keywords here are user, deep learning, fully immersive, integration, discovery and experience

Learning ecosystem
Education is organic and speaks to the total ecology of a particular knowledge system. Inherent in this concept are further ideas of diversity, evolution, sustainability, responsibility and citizenship. This theme indicates a total transformation, one where the words user, culture, digital and technology combine to create new experiences, redefine existing ones, drawing new maps, charting new territories, working with new data, discovering new species, witnessing new adaptations and mutations, and developing new hybrids.

Evolutionary
The emphasis here is on the fact that there are lots of different but related educational and other futures which are constantly occurring as technology and education continue to merge and transform. Evolutionary acknowledges that change is normal and inevitable, defining, undergirding, and ultimately being the only reason for an institution

to exist going forward. This also makes the word revolutionary as new knowledge systems emerge from the stasis and atrophy of existing systems. As a theme, Evolutionary is also inextricable from the learning ecosystem and both themes seamlessly interchange continually.

Workshops and Consultations

These four themes then became the basis for a series of workshops and consultations. The workshops were conducted in person and virtually. Each workshop was an opportunity for relevant internal stakeholders to fully engage with the review process.

Learners

For example, the learners expressed a desire for improvements in teaching practices, assessments, timetabling, and learning spaces to enhance immersion. Additionally, they suggested alternatives to current collaborative group work practices and highlighted the need for a brand-new approach to improve the overall user experience. Finally, they identified transferable skills, technology, customer & user experience, workplace, and digital learning as keywords for DBS's future direction.

Academic Directors and the Learning Unit

Academic Directors and the Learning Unit were asked about the nature of learning, learners' expectations, the future of DBS and learning, and how to verify learning. Their responses were extremely insightful. As they indicated, learners value flexibility and convenience but a tension exists between the obligations of the institution and the demands of the learners. It was also noted going forward that learning in DBS should be more active, experiential, reflective and creative. In addition, the verification of learning needs to be addressed and reconsidered, especially in relation to student numbers and the increased use of technology.

Various strengths were identified during the consultation, including the presence of industry experts within the faculty and the institution’s capacity for agility. However, these strengths were balanced by weaknesses that include a lack of a clear definition of the expectations of the learning environment as well as an issue around the recruitment of students.

Objectives and actions suggested included increasing support for CPD that has a clear pathway, increasing collaborative decision making, incorporating more artificial intelligence, increasing opportunities for learners to personalise their learning, and having a clearly articulated mechanism that aligns assessment to learning outcomes and skills assessed.

DBS Faculty

A workshop was conducted with invited members of DBS faculty and a range of questions derived from the research survey were discussed. Strategies for engaging current and future classrooms were discussed and suggestions included creating tangible artefacts, involving primary research and industry leaders, assessing learning styles and expectations, delivering workshops, and using experiential and reflective assessment strategies. It was also felt that more needs to be done in order to enhance the learning environment. This includes establishing trust, reliability and proficiency in the use of technology; more involvement in decision-making processes; benchmarking ourselves against best practice elsewhere; and investing in learner and lecturer-friendly technology. The workshop also identified the constant need for innovation and the challenges this can cause, the need to develop an immersive learning environment, as well as an institutional conversation initiated and designed to gauge faculty's comfort and understanding of new and emerging technologies.

Library and Content Development Team

Over two online sessions, these teams discussed what they perceived to be the most important priority that SLATE 2 should address. The challenge identified was how to produce skilled, work ready graduates during the paradigm shift brought on by generative AI and the pressure that exerts on the traditional programme structure. Keys in meeting that challenge identified included the value in having Universal Design Learning (UDL) principles underpin all teaching content and delivery, breaking down barriers through improved communication between teaching and non-teaching staff and learners to remove miscommunication and allow a collective approach to learning to emerge and striving to achieve a balance between personalised learning and scaffolded socialised learning.

Senior Leadership Team

A consultation exercise was also carried out with the Senior Leadership Team. The outcomes of this consultation orient around the need to provide seamless integration of any learning, teaching and assessment strategies in order to improve the experience of both learners and faculty. Key to this would be capturing alumni details more effectively and thereby better identifying any potential need or contribution.

The team also expressed a desire to acknowledge the contribution of faculty whilst also looking to ensure that recruitment focussed on the best candidates available. Partnerships were another key area for consideration and the ambition is to embrace a wide range of partners and utilise their skills and needs to support and develop our own. Workplace learning featured, as did the need to engage with the full range of learners looking for an educational experience. There was also a desire to develop mobile-friendly learning, increase attendance, and improve communication with faculty. The flexibility of any learning taking place was also a key consideration. Learning is flexible and will continue to be. Finally, the ambition expressed during the consultation was that DBS will be able to differentiate itself through the engagement of the faculty and their sense of pride, passion and commitment to its vision. This ambition is in line with the values of Dublin Business School. Ultimately, the key outcome from this consultation was the stated desire for creating the best learning experience possible, one that will make people want to engage fully with the DBS learning environment.

A First Draft

A first draft of the strategy was then drawn up by coding and categorising the notes from the discussions at the multiple workshops and incorporating that analysis into the themes identified from the review of higher education trends. This draft was circulated to the Learning, Teaching and Assessment subcommittee, Academic Directors, members of the industry advisor boards, the senior leadership team, student representatives and a selection of DBS managers and professional staff. The feedback from these groups was incorporated into the drafting of this version of the SLATE2, which was distributed to the members of the Learning Teaching and Assessment Committee before being submitted to the Senior Leadership Team and the Academic Board for consideration.

Appendix II

Summary of the Review of Higher Education Trends

The Higher Education Authority (HEA) National Access Plan 2022-2028 highlighted the strategic student-centred goals of **inclusivity**, **flexibility**, **clarity**, **coherence**, **sustainability and an evidence-based approach**.

In terms of **inclusivity**, the Plan envisions 'creating an inclusive education experience and a sense of belonging - embedding a whole-of-institution approach to student success and universal design; engaging priority group students in decision-making'. (23)

In addition, when it comes to **flexibility** the Plan:

> recognises students' individuality. It supports every student to participate in higher education in a way that aligns with their individual needs and circumstances. Major objectives under this goal are: supporting students to study on a flexible basis including part-time and blended learning; promoting flexible modes of teaching and learning; providing infrastructure that enables all students to fully participate in remote learning; exploring new routes for priority groups to access programmes; and improving the use of Recognition of Prior Learning. (23)

The Plan understands **clarity** as 'developing student-friendly processes' and 'aligning existing access structures.' This is allied with the desire for **coherence**, a desire that proposes not only 'coherent joined-up supports and approaches to inclusion across the education system and government' but also 'creating smooth pathways that suit all individuals with their different needs and experiences. Finally, sustainability is expressed as the ambition of 'addressing cost as a barrier to higher education for priority groups and improving funding for student support.' (23-24)

As is evident, factors outside of individual institutions will have a significant impact on the future learning, teaching and assessment planning, design, and delivery of those institutions. The impact of the various ways in which these factors impact is further complicated by the identified requirement, post-pandemic, of an institution to effectively self-audit itself, to look at, following El-Azar (2022) **wha**t is being taught (curriculum), **how** (pedagogy), **when** and **where** (technology and the real world), and **whom** we are teaching (access and inclusion). This requirement then aligns with the four trends shaping the future of higher education identified by El-Azar, which include learning from everywhere, replacing lectures with active learning, teaching skills that remain relevant in a changing world, and formative assessment instead of high-stakes exams.

In this way, the focus of any new learning, teaching and assessment strategy needs to concentrate on key areas like total assessment literacy, universal design for learning, transparency, agency, research-oriented outcomes, interdisciplinary partnerships, and industry collaborations to enable learning from everywhere. It is also necessary to reconceive the learning environment as three-dimensional, with the greatest possible range of entry, engagement, and exit points, available to as many people as possible, as well as promoting deep learning, fully immersive environments, personal discovery and professional development.

Additionally, any new learning, teaching and assessment strategy will have to emphasise the promotion of world-readiness, social-emotional intelligence, inclusiveness, sustainability, employability, entrepreneurialism, flexibility, and lifelong learning, as well as a continual focus on developing skills that remain relevant in a changing world. In order to achieve this, it is essential to re-evaluate the various ways in which learners are assessed in order to enable students to improve their performance throughout their learning journey and thereby graduate as the best and most future-ready version of themselves. Here, following Boud and Soler (2016), the concept of sustainable assessment is applicable, with the focus on the ways in which assessment can contribute to learning well beyond the timescale of a given course. It prepares learners to meet their own future learning needs while also meeting the needs of the present and the immediate future.

Further, and following O'Brien's discussion of digital and cultural transformation within higher education (2022), the further aim here is to establish a so-called 'culture of care'. Digital transformation (Dx) is a type of change that reshapes the operations, strategic directions, and value propositions of colleges and universities. It requires culture, workforce, and technology shifts and emphasises the importance of technology as a strategic asset, not just a utility. At the same time, cultural transformation (Cx) is becoming more prominent, and a focus on advancing a culture of care is energising campuses globally. Digital ways of connecting create new opportunities for addressing how to care for students, which can in turn add fuel to Dx efforts, demonstrating how technology can address institutional grand challenges. As O'Brien concludes:

> The current mix of new realities creates an opportunity for an evolution and, ideally, a synchronised reimagination of higher education overall. This will be driven by technology innovation and technology professionals—and will be made even more enduring by a campus culture of care for students, faculty, and staff. (2022)

Like this, institutional change of this scale is in line with the National Forum for the Enhancement of Learning and Teaching's ambitions for the future. 'Next Steps for

Teaching and Learning: Moving Forward Together' (2021) looks for positive change in approaches to teaching and learning, building a sense of community and belonging for everyone engaged in the process. As it outlines:

> Multiple (often interrelated) factors must be carefully considered in the planning and design of learning environments, including discipline-specific issues (e.g. access to labs and practicals, performance, placements), increasingly diverse learner profiles, a growing emphasis on lifelong learning, and the evolving nature of work due to wider technological and social changes. Holistic approaches will require flexible pathways, continued development of individual and institutional digital capabilities, and a range of on-campus, multi-functional, healthy spaces to facilitate face-to- face teaching, participating in online classes, quiet study, group work, and small and large informal gatherings. (12)

Examples of how these ideas and others can be developed are evident in other areas of the current literature. For example, the 2022 EDUCAUSE Horizon Report surveyed the future of higher education and identified five important trends (4-6). These trends and their related ideas are as follows:

- **Social** • Hybrid and Online Learning • Skills-Based Learning • Remote Work
- **Technologica**l • Learning Analytics and Big Data • (Re)Defining Instructional Modalities
- **Economic** • Cost and Value of College Degrees • Digital Economy • Financial Deficits
- **Environmental** • Physical Campus Structures • Increase in Sustainable Development Goals • Planetary Health
- **Political** • Political Instability Driving Uncertainty in Higher Education • Political Ideology Impacting Pedagogy • Decrease in Public Funding

Firstly, the importance of these trends can be understood in terms of the need for further learning, teaching and assessment changes to be implemented going forward. For example, central to the **Economic** trend is the idea of the current cost and therefore value of education and the impact that this will have on an institution's planning and strategy. As the report notes:

> Institutional education and business models will be pressed to evolve in ways that lower the cost burdens placed on students and their families; that offer more flexible, modular, and personalised learning experiences and credentials that keep pace with trends in the larger professional development marketplace; or that reflect some combination of these changes. (10)

Secondly, when considering the **Technological** trend, it is evident that any developing strategy will require the institution to address, engage with, and then utilise and incorporate the very recent proliferation of large language models and other artificial intelligence. As the report notes:

> More and more of the technologies and tools students encounter in their classrooms will be powered by the institutions' maturing AI capabilities, elevating the position of AI within higher education beyond merely being a data tool to also being a constant companion and aide to students on the journey of learning and growing. (20)

Thirdly, when considering the **Social** trend, it is evident that the desire for skills-based learning will impact greatly on an institution's programme design and delivery. As the report outlines:

> Demand for noncredit and nontraditional education and skills training are on the rise. Against this backdrop, students and lifelong learners will be paying closer attention to these more practical, personalised, and skills-based courses and microcredentials as potentially more attractive opportunities for advancing their careers than the traditional college degree programme. (7)

However, this desire for skills-based learning is also an opportunity for any institution agile enough to adapt to the changing demands of the market. For example:

> Microcredentialing programmes [...] can help [...] establish clearer linkages between students' curricular goals and the skills needed for job placement and success in the workforce of the future. With real workforce needs [...] in mind, students can better customise their educational journey to prepare themselves to meet those needs and seize those opportunities, and learning objectives and outcomes can more closely align with expected professional competencies and industry standards. (29)

Whilst microcredentials are only one contemporary response to the changes required, they nevertheless indicate the current need for any institution to review, revise and vary their learning experiences in order to appeal to a changing demographic and guarantee that their knowledge system is fit for now whilst also being future-facing.

But it isn't just the assessment environment which will require full and frank review in order to develop strategies for the future. The physical environment of a learning network will also need urgent reconsideration. As the National Forum document 'Next Steps for Teaching and Learning: Moving Forward Together' (2021) notes:

> There is an opportunity now to reimagine our campuses and learning

environments – both physical and digital – to support flexibility of working practices, diverse approaches to teaching, learning and assessment, and building community. (12)

‘Education is not the filling of a pail, but the lighting of a fire.’ W.B. Yeats

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