

# The Changing Landscape of Higher Education: Opportunity and Transition

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picture a typical  
student







# Observations from practice

## Considerations of the changing landscape and its implications for us

## Insights for learning and teaching

**‘Until we get  
equality in  
education, we  
won’t have an  
equal society’**

Sonia Sotomayor, Associate Justice, Supreme Court of the United States

A dark, atmospheric aerial photograph of a landscape at dusk or night. The foreground shows rolling hills with a grid-like pattern, possibly agricultural fields. In the middle ground, a small town with lights is visible. The background features a range of mountains with snow-capped peaks under a dark sky.

# CHANGING LANDSCAPES

vimeo

and their impact on practice

**Curriculum**

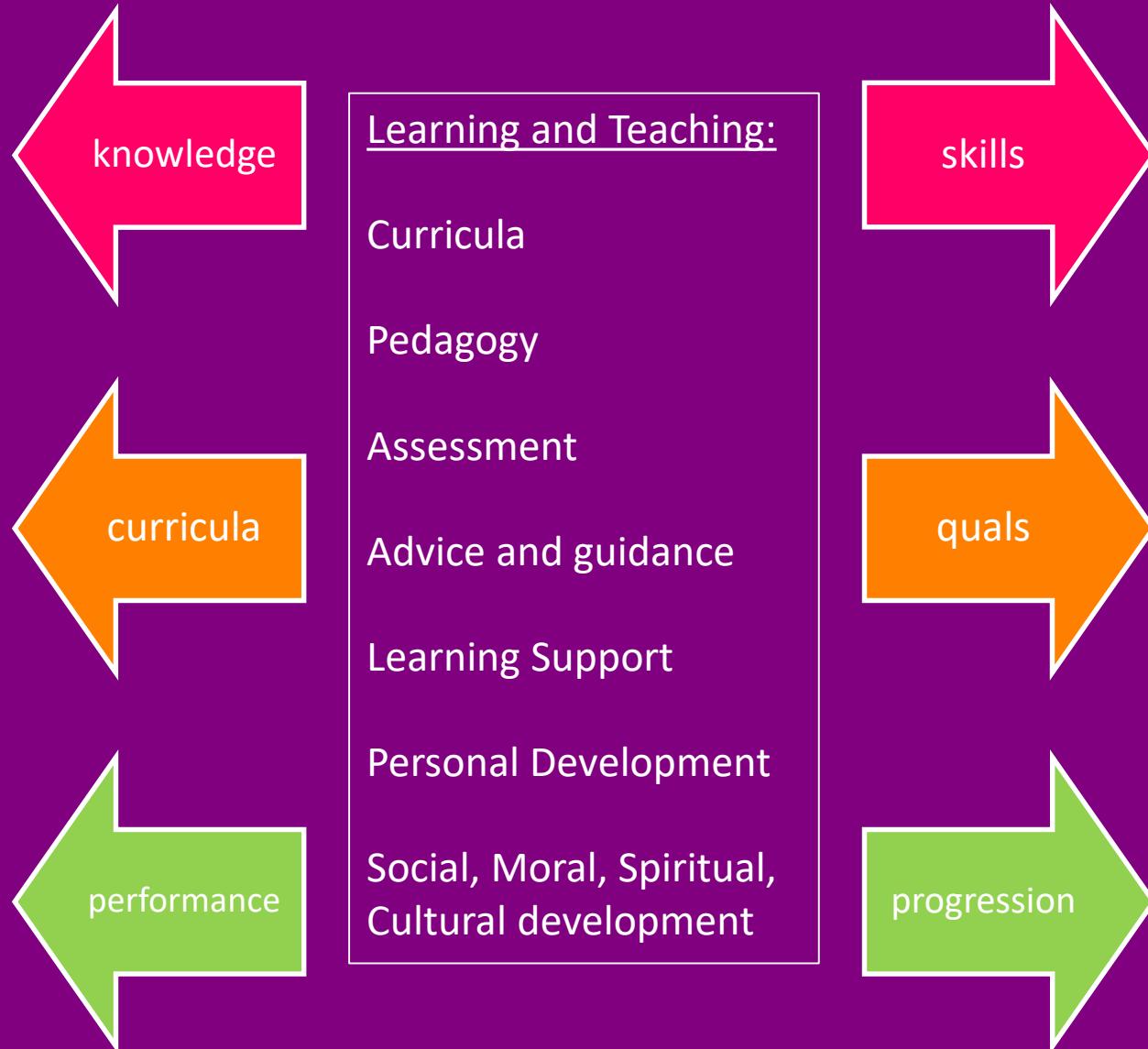
**Pedagogy**

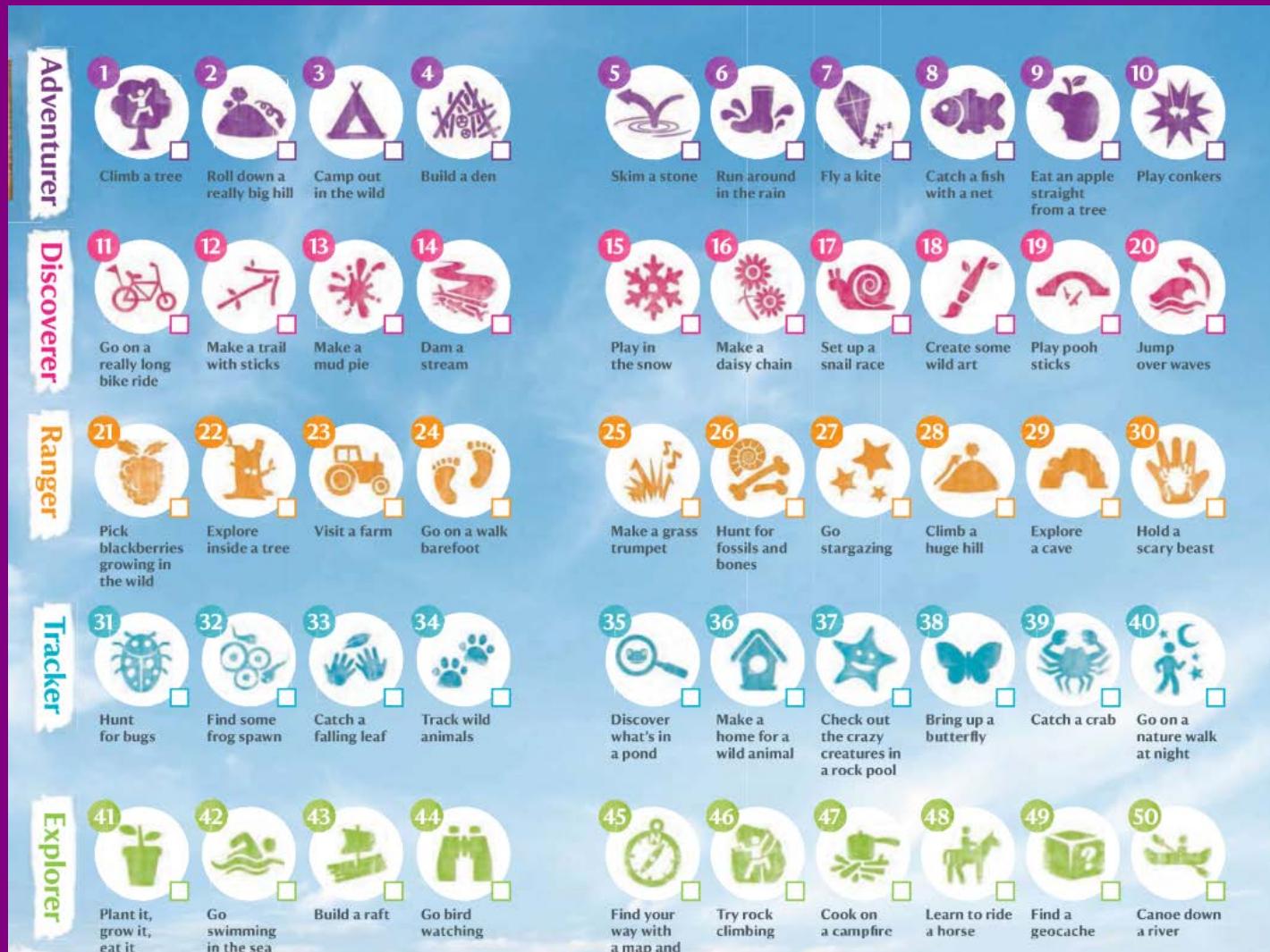
**Assessment**

**Student development**

**Resource and Infrastructure**

**Regulatory compliance**





**The power of education  
extends beyond the  
development of skills we  
need for economic  
success. It can contribute  
to nation-building and  
reconciliation.**

Nelson Mandela

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# CHANGING LANDSCAPES

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and their impact for us now

# Regulatory and Funding Environment

UKRI

REF, TEF, KEF

OfS, fees

## Global Disruptions

Climate, Population, Globalisation, Resources, Automation, Migration, Urbanisation, Poverty, Health, Education, Economy, Democracy

## Trends, Attitudes and Priorities

Increasing business-academic collaboration; innovation; the interdisciplinary imperative; civic responsibility; focus on 'place'

**reasons to believe that we  
can thrive in this environment  
or  
..... reasons to be cheerful  
1,2,3**



From Newcastle.  
For the world.



LLPP

**research-intensive  
committed to Social Justice**

**elite not elitist**

**collaborative**

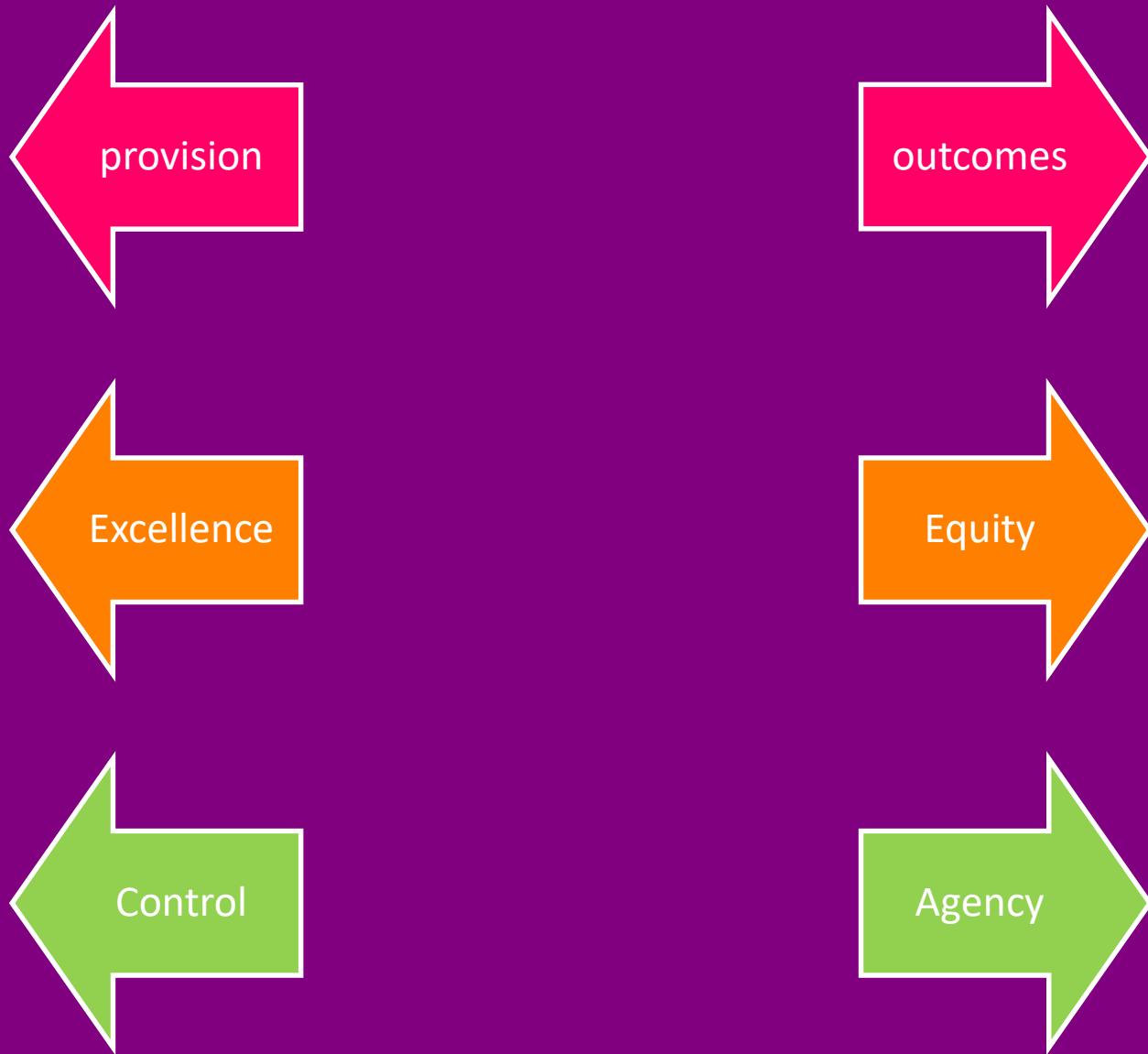
**careers & employability**

**innovation and enterprise**

**CDTs**

‘provide all our students with an education for life, that engages, challenges and supports them to discover and fulfil their potential both while they are studying with us and once they have graduated’

# Transitions



provision

outcomes

Excellence

Equity

Control

Agency

# Global Challenges

“My approach was to get students working independently, critically engaging with what they were studying, and solving problems.”

“These courses are very inclusive, bringing together students from different backgrounds and educational experiences,”

Dr Elizabeth Hauke, Imperial College

# Team Based Learning

“I became a physicist because I loved doing physics, not because I loved lecturing”

Tomas Arias, Professor of Physics, Cornell

