

## Learning Teaching and Assessment (LTA) Strategy 2012-2017

### Underlying principles

The following principles underlie the strategy:

- It should provide an additional level of detail about those aspects of the Strategic Plan that relate to the student learning experience
- It should serve as the first stage in implementing those aspects of the Strategic Plan, i.e. not simply (re-) state strategic targets and indicators but provide outlines for achieving the targets
- More detailed action plans to achieve year-on-year progress against the strategic aims at institutional, faculty and professional services level will be produced annually once the strategy is agreed
- Early and continued consultation is used to encourage interest in and awareness of the strategy and to encourage a partnership approach to its development and implementation so that it is 'owned' by all

### Stages of development

1. Informal consultation on key themes, indicators and barriers/investment needs with Faculties, professional services and LiverpoolSU; qualitative comments from NSS and LJMU surveys; consideration of outcomes of the NUS/QAA survey *Student Experience Research 2012: Part 2: Independent Learning and Contact Hours*, and the LiverpoolSU response to the Strategic Plan consultation. (February- April) - **completed**

2. Production of draft strategy for ASEC to approve for further consultation (April) - **completed**

3. Consultation on draft and finalisation of strategy for approval (May-June)

**Next steps:** Following approval of the five-year strategy, development of the 2012-13 plans at institutional, Faculty and professional services level

## Learning Teaching and Assessment (LTA) Strategy 2012-2017

The strategy aims to develop and implement those areas of the University's Strategic Plan (2012-17) which relate to learning, teaching and assessment. It is designed to help achieve the relevant targets, using the key indicators from the Strategic Plan for three key areas.

1. Delivery of excellence in learning, teaching and assessment
2. Embedding scholarship
3. Establishing and enhancing the student partnership, with particular reference to employability and entrepreneurship

### Targets and indicators

#### 1. Excellence in learning, teaching and assessment (Strategic Plan)

Targets	Key Indicators
A University: <ul style="list-style-type: none"> <li>• that delivers excellent teaching</li> <li>• that actively promotes the identification, dissemination and implementation of the very best practice in LTA</li> <li>• with curricula that are demonstrably linked to research and scholarship, World of Work skills and Entrepreneurship</li> <li>• where every professional programme is recognised and accredited by the appropriate professional body</li> </ul>	<b>Key Performance Outcome: Be consistently above the National Student Survey mean score for Teaching</b> <ul style="list-style-type: none"> <li>• NSS score for 'the Teaching on my Course'</li> <li>• NSS score for 'Assessment &amp; Feedback' Trends</li> <li>• No. of staff with teaching related qualifications and/or HEA accreditation</li> <li>• % Good Honours Degrees achieved</li> <li>• % Student Retention (in University)</li> <li>• % Staff engagement with best practice sharing activity (i.e. the scholarship of LTA)</li> <li>• % Professional accreditation of eligible programmes</li> <li>• Staff/student ratios</li> <li>• No. of complaints to OIA upheld</li> </ul>

#### 1.1 Students and the learning experience

By 2017 we will demonstrate consistently that:	Indicators (additional to Key Indicators)
Students are challenged and inspired in their learning, and develop robust processes for self-directed learning	<ul style="list-style-type: none"> <li>• Learning and Teaching Awards (LJMU and LiverpoolSU)</li> <li>• Awards/prizes for students</li> <li>• External Examiners' reports</li> <li>• Professional, Statutory and Regulatory and Bodies reports, where applicable</li> <li>• Responses to NSS additional question bank</li> </ul>
The needs of our diverse student body are considered to ensure a high quality learning experience for all students	<ul style="list-style-type: none"> <li>• PTES, PRES, LJMU student surveys and Liverpool SU/student feedback</li> <li>• HESA equality and diversity data</li> </ul>
Students are engaged with all aspects of the learning experience, particularly at programme level	<ul style="list-style-type: none"> <li>• PTES, PRES, LJMU and LiverpoolSU students surveys</li> <li>• Student Engagement initiative impact assessment</li> <li>• No. students accessing programme level <i>Blackboard</i> sites</li> <li>• % student attendance in line with LJMU policy</li> <li>• % of student submission of assessment items</li> </ul>
Students are provided with high quality support for all aspects of their learning experience	<ul style="list-style-type: none"> <li>• LJMU student survey/student feedback</li> <li>• % tutorial attendance</li> <li>• Service evaluations</li> </ul>

Teaching and learning space is regularly reviewed to ensure it is appropriate for use and enhances student learning	<ul style="list-style-type: none"> <li>• Facilities audit data</li> <li>• Student and staff feedback</li> <li>• Annual statistics on LRC usage</li> </ul>
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## 1.2 Staff, teaching and assessment

By 2017 we will demonstrate consistently that	Indicators (additional to Key Indicators)
Academic and relevant professional services staff are committed to initial and continual professional development related to LTA	<ul style="list-style-type: none"> <li>• % of staff with a teaching role reporting L&amp;T related CPD at annual PDPR</li> <li>• No. of staff promoted to professors/readers on basis of LTA work</li> <li>• No. of National Teaching Fellows</li> </ul>
Academic staff and professional service staff routinely review and share LTA practice in order to enhance the student experience	<ul style="list-style-type: none"> <li>• Faculty reports on peer review and teaching observation outcomes</li> <li>• Programme Annual Monitoring Reports</li> <li>• Evidence of successful introduction of innovative practice in curricula content and/or delivery, e.g. case studies of impact</li> <li>• No. of programmes engaged in Transforming the Experience of Students through Assessment (TESTA) project and <i>Carpe diem</i> programmes</li> <li>• No. of successful LTA enhancement internal and external funding bids</li> </ul>
Staff make confident and active use of technology to enhance the student learning experience	<ul style="list-style-type: none"> <li>• No. of technology enhanced learning (TEL) provisions projects within the institutional Development Projects Steering Group framework</li> <li>• Ongoing VLE sites and associated tool audits</li> <li>• No of programme teams engaging in TEL benchmark self-audits</li> <li>• No. of programme teams engaging in TEL Learning Design workshops to promote more active learning</li> </ul>
Quality enhancement is built into all aspects of programme planning and delivery and is seen as the responsibility of all staff	<ul style="list-style-type: none"> <li>• Annual Monitoring Report 'green light'</li> <li>• Institutional Review (IRENI) outcomes</li> <li>• External Examiners' reports</li> <li>• Professional Services annual reports</li> <li>• 100% compliance with internal and external quality requirements</li> <li>• Number of (upheld) complaints to Office of the Independent Adjudicator</li> </ul>

## 2. Embedding research and scholarship (LTA related)

Target	Key Indicators
<ul style="list-style-type: none"> <li>• A University that supports the development of an vibrant and sustainable research and scholarship environment, firmly linked to learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>• No. of pedagogic (HE related) research publications</li> <li>• No. of staff-student scholarly enquiries</li> <li>• Evidence of research-informed curriculum development and teaching</li> <li>• No of student conference papers/journal contributions</li> </ul>
By 2017 we will demonstrate consistently that	Indicators (additional to Key Indicators)

Scholarship underpins teaching and academic support	<ul style="list-style-type: none"> <li>• Feedback from accrediting bodies on scholarship where applicable</li> <li>• Scholarly CPD activity discussed at PDPR</li> <li>• Evidence of scholarship informing curricula</li> <li>• No. of staff participating in national/international L&amp;T enhancement projects</li> <li>• Student esteem (qualitative evaluation)</li> </ul>
<b>By 2017 we will demonstrate consistently that</b>	<b>Indicators (additional to Key Indicators)</b>
Students are enabled to carry out scholarly activity appropriate to their level of study	<ul style="list-style-type: none"> <li>• Postgraduate Research (PRES) and Taught (PTES) surveys outcomes</li> <li>• % of students progressing to postgraduate study at LJMU, where applicable</li> <li>• Evidence of student scholarship e.g. surveys, dissertations etc</li> <li>• Showcasing of student scholarship e.g. in Learning Resources Centres</li> </ul>
A community of scholarship is fostered	<ul style="list-style-type: none"> <li>• No. and quality of scholarly projects undertaken</li> <li>• Awards for student scholarship</li> </ul>

### 3. Embedding and enhancing the student partnership

Target	Key Indicators
<p>A University:</p> <ul style="list-style-type: none"> <li>• that listens and responds to its students.</li> <li>• with employability, entrepreneurship and citizenship at the heart of the Student Experience.</li> <li>• that sets consistently high standards for pastoral and tutorial support.</li> </ul>	<ul style="list-style-type: none"> <li>• Graduate Employability</li> <li>• NSS Score for Overall Satisfaction</li> <li>• NSS Score for Academic Support</li> <li>• NSS Score for Learning Resources</li> <li>• NSS Score for Organisation &amp; Management</li> <li>• Intake Quality Trends</li> <li>• Numbers of students completing Silver and Gold World of Work Statements</li> <li>• Numbers of students completing entrepreneurship training in curriculum</li> </ul>
<b>By 2017 we will demonstrate consistently that</b>	
Programme curricula are informed by current and planned future employment/industry developments	<ul style="list-style-type: none"> <li>• Employer feedback</li> <li>• Professional, Statutory and Regulatory and Bodies feedback</li> <li>• No. of WRL/business simulation sessions delivered</li> <li>• industrial liaison/Professional body links e.g. guest lecturers/speakers</li> <li>• No. of shadowing/World of Work Uncovered visits</li> <li>• No of secondments</li> <li>• No. of alumni contributors</li> </ul>
The development of employability and entrepreneurial skills is a core part of the student learning experience	<ul style="list-style-type: none"> <li>• Professional, Statutory and Regulatory and Bodies feedback</li> <li>• Employer feedback</li> <li>• External Examiner reports</li> <li>• % of students/alumni setting up own businesses/enterprises</li> <li>• Graduation skills and career prospects survey outcomes</li> <li>• % student satisfaction with World of Work Career Centre sessions</li> <li>• No. of students involved in international exchange/study abroad</li> </ul>
Students are able to demonstrate their transferable skills	<ul style="list-style-type: none"> <li>• Relevant assessment outcomes</li> <li>• External organisation involvement with assessments e.g. presentations</li> </ul>

Our facilities support the development of employability and entrepreneurial skills	<ul style="list-style-type: none"> <li>• Student usage records</li> </ul>
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## Approaches to achievement of targets

The approaches outlined below are not exhaustive. It is expected that when setting their annual action plans for achievement of the strategic targets at Faculty, School/Centre and programme level, staff will determine the appropriacy and range of approaches to be taken.

Priority areas are **in bold** in the tables below and will provide the basis for 2012-13 action plans.

### 1. Excellence in learning, teaching and assessment

#### 1.1 Students and the learning experience

<p><b>Students are challenged and inspired in their learning, and develop robust processes for self-directed learning</b></p>
<ul style="list-style-type: none"> <li>• <b>Use of a wide range of teaching skills/modes of delivery, including more interactive and more practical timetabled sessions e.g. problem-solving classes, learning sets, field trips, experiential learning, ‘real world’ activities etc.</b></li> <li>• <b>Provision of increased challenge and support for outstanding students (c.f. Dean’s list in US)</b></li> <li>• <b>Improved guidance for use of <i>Blackboard</i> and other technologies to enhance learning</b></li> <li>• Regular review of curricula to ensure they are current, relevant and sufficiently challenging</li> <li>• Systematic liaison between academic and Library and Student Support Services staff in relation to curricula, delivery and resources</li> <li>• Students taught by staff who convey their enthusiasm for their subject</li> <li>• Improved guidance for students relating to module choice</li> <li>• Staged progression towards independent learning</li> <li>• Provision of information for students on recognised good practice on their programmes, such as External Examiners comments</li> </ul>
<p><b>The needs of our diverse student body are considered to ensure a high quality learning experience for all students</b></p>
<ul style="list-style-type: none"> <li>• <b>Review of support and additional activities provided for international students</b></li> <li>• <b>Provision of improved support for students with disabilities, and related staff development</b></li> <li>• Regular review of modes/ times of delivery</li> <li>• Review of entry requirements for programmes</li> <li>• Review of quality of facilities, including access, and support provided for all students, taking into account modes of study</li> </ul>
<p><b>Students are fully engaged with all aspects of the learning experience, particularly at programme level</b></p>
<ul style="list-style-type: none"> <li>• <b>Improved programme cohort identity building pre- and post-arrival</b></li> <li>• <b>Review of staffing of programme teams to facilitate programme cohort identity formation</b></li> <li>• <b>Development and better use of ‘Charter’ and protocols to communicate student rights and responsibilities, including attendance and submission of assignments</b></li> <li>• <b>Improved formal and informal opportunities for students to contribute to curriculum development, including consideration of use of Boards of Study for this purpose</b></li> <li>• <b>Support for student participation in governance and quality assurance of LTA and development of accessible processes and documents to facilitate this</b></li> </ul>

<ul style="list-style-type: none"> <li>• <b>Roll-out of Programme Managers Development Programme (currently being piloted)</b></li> <li>• Use of practical activity in curricula for engagement purposes</li> <li>• Improved response to students on their feedback and evaluations, and development of student/staff/LiverpoolSU partnership working in relation to planning actions</li> <li>• Staff at all levels meet and talk with students about the learning experience, including those in collaborative partner institutions</li> <li>• Development and implementation of the Student Engagement (partnership) initiative</li> <li>• Support for LiverpoolSU assessment campaigns</li> <li>• Facilitation of student engagement in the delivery and development of the Learning Resources Centres</li> <li>• Provision of (physical) space for programme staff/student discussion</li> <li>• Provision of support for LiverpoolSU-led societies at programme level</li> <li>• Increased support for students' 'ownership' of campus building</li> <li>• Programme-related visual displays on campus</li> </ul>
<p><b>Students are provided with high quality support for all aspects of their learning experience</b></p> <ul style="list-style-type: none"> <li>• <b>Implementation of effective induction and transition practices to ensure students are supported through all stages of their learning, including postgraduate study</b></li> <li>• <b>Review of graduate skills development and support</b></li> <li>• <b>Improved support and guidance for students relating to key use of Blackboard e.g. assignment submission</b></li> <li>• <b>Improved preparation and support for placement and work-based learning</b></li> <li>• Introduction of 'return to study' initiatives</li> <li>• Increased engagement of academic staff with students on International Foundation Year programmes</li> <li>• Improved embedding of support into curricula</li> <li>• More targeted study support to ensure all student needs are met</li> <li>• Increased use of cross-level student interaction to develop students' skills</li> <li>• Improved liaison between academic and professional services support staff e.g. re. assessment requirements and post-feedback support; use of Blackboard etc.</li> <li>• Provision of basic pastoral care training for staff</li> </ul>
<p><b>Teaching and learning space is regularly reviewed to ensure it is appropriate for use and enhances student learning</b></p> <ul style="list-style-type: none"> <li>• <b>Review of room/technology specifications and action plan for enhancement</b></li> <li>• <b>Improved use made of display to enhance LTA activity</b></li> <li>• Further development of flexible space to facilitate different modes of delivery</li> <li>• Provision of a diverse range of flexible zones in the LRCs to support learning, teaching and research activities</li> </ul>

## 1.2 Staff, teaching and assessment

<p><b>Academic and relevant professional services staff are committed to initial and continual professional development related to LTA</b></p> <ul style="list-style-type: none"> <li>• <b>Improved induction and support of new, especially inexperienced, staff, e.g. reduced teaching timetables, provision of guidance for staff mentors etc.</b></li> <li>• <b>Increased support for staff to achieve HEA recognition, e. g. via the Professional Dialogue route</b></li> <li>• <b>Provision of Higher Education Agency accredited courses for staff who support learning</b></li> <li>• <b>Increased range and reach of LTA related CPD activity</b></li> <li>• <b>Provision of time for staff development activity built into Work Allocation Models</b></li> <li>• <b>Review of staff reward and recognition for teaching</b></li> </ul>
<p><b>Academic staff and professional service staff routinely review and share LTA practice in order to enhance the student experience</b></p>

<ul style="list-style-type: none"> <li>• <b>New/additional ways of sharing practice more widely at all levels (institution/ Faculty/ programme) e.g. via post L&amp;T conference journal, use of AEU website for sharing practice, participation in specialist interest forums, shared teaching observation and peer review outputs</b></li> <li>• <b>Revision of networks and roles of staff supporting L&amp;T in the Faculties ( Faculty Learning Development Managers/ Learning and teaching Co-ordinators)</b></li> <li>• <b>Provision of programme team practice development sessions</b></li> <li>• <b>Review of types and balance of modes of delivery (lecture/seminar etc.) being used and exploration of alternative modes</b></li> <li>• <b>Improved use of institutional data to inform enhancement</b></li> <li>• <b>Improved use of sector benchmarking at subject level</b></li> <li>• Improved quality of written learning resources and visuals</li> <li>• Improved opportunities for involvement for part time staff, e.g. online discussion</li> <li>• Improved liaison with collaborative partners and professional practice partners in relation to student learning</li> <li>• Increased engagement and cross-sharing with other UK HEIs</li> <li>• Improved integration of theoretical knowledge and understanding with best practice in environmental, economic and technical sustainability as appropriate to discipline</li> <li>• Consideration of staff exchange programme (international)</li> <li>• Provision of physical space for discussion</li> </ul>
<p><b>Staff make confident and active use of technology to enhance the student learning experience</b></p>
<ul style="list-style-type: none"> <li>• <b>Review of current uses of technology for key learning activities and consideration of how these might be adapted to promote active learning</b></li> <li>• <b>Planned investment in relevant technologies, such as lecture capture, in line with planned strategic development</b></li> <li>• Targeted support, guidance and time for staff to learn how to use technology for enhancement purposes and the development of digital literacy skills</li> <li>• Targeted support for programme teams to develop the increased use of blended and distance learning</li> <li>• Improved understanding and use of social media for learning purposes</li> <li>• Improved access and guidance for collaborative and professional practice partners in relation to using Blackboard</li> </ul>
<p><b>Quality enhancement is built into all aspects of programme planning and delivery and is seen as the responsibility of all staff</b></p>
<ul style="list-style-type: none"> <li>• <b>Review of balance of learning and teaching needs versus systems requirements , e.g. SIS,</b></li> <li>• <b>Improved liaison between academic staff and professional services re. information, consultation etc.</b></li> <li>• Facilitation of staff evaluation of programmes</li> <li>• Review of responsibility for quality process management in Faculties</li> <li>• Improved quality processes and documents to support enhancement</li> <li>• Review of balance of consistency and flexibility in relation to LTA</li> <li>• Review of balance of learning and teaching needs versus systems requirements , e.g. SIS,</li> <li>• Review of timing of events in annual cycle, e.g. timetabling, graduation</li> <li>• Provision of timely and 'safe' support and guidance for staff</li> <li>• Improved liaison between LJMU and collaborative and professional practice partners in relation to information exchange, consultation and training</li> <li>• Proactive liaison between academic professional services staff to ensure appropriate and timely resource provision, including up -to-date reading lists for all courses</li> </ul>

## 2. Embedding research and scholarship

<p style="text-align: center;"><b>Scholarship underpins teaching and academic support</b></p>
<ul style="list-style-type: none"> <li>• <b>Research-active staff teaching UG students, including at Level 4</b></li> <li>• <b>Better dissemination of LTA related research outcomes internally and externally</b></li> </ul>

<ul style="list-style-type: none"> <li>• <b>Establishment of Scholarship of Teaching and Learning forum</b></li> <li>• Regular review and updating of curricula and programme materials to ensure disciplinary currency</li> <li>• Curricula and dissertation topics, teaching and project supervision reflect research outputs</li> <li>• Increased engagement with Higher Education agency</li> <li>• Encouragement/facilitation and recognition of pedagogic research and consultancy</li> <li>• Increased use of leading (re. LTA ) guest speakers</li> </ul>
<p><b>Students are enabled to carry out scholarly activity appropriate to their level of study</b></p>
<ul style="list-style-type: none"> <li>• <b>PG study space provided in Learning Resources Centres</b></li> <li>• <b>Provision of PGT/R workshops and seminars at institutional level</b></li> <li>• Improved development of student research skills and methods, as appropriate to discipline</li> <li>• Improved use of tutorials to support scholarly activity</li> <li>• Increased offering of PGT programmes and PGR opportunities</li> </ul>
<p><b>A community of scholarship is fostered</b></p>
<ul style="list-style-type: none"> <li>• <b>Increased no. of student/staff and student-led enquiry/research projects</b></li> <li>• <b>Showcasing of research outputs in the Learning Resources Centres through exhibitions</b></li> <li>• Use of student induction to highlight staff research</li> <li>• Increased student exposure to Faculty/School/subject research activity and outcomes via teaching, publications, websites, visual display etc.</li> <li>• Wider consideration of Student Award Scheme for Research Expertise as a model</li> <li>• Encouragement of open access publication</li> </ul>

### 3. Establishing and enhancing the student partnership (employability and entrepreneurship)

<p><b>Programme curricula are informed by current and planned future employment/industry developments</b></p>
<ul style="list-style-type: none"> <li>• <b>Improved links between academic staff and industry/employers, e.g. more visits/meetings/panels/guest speakers/entrepreneurs/alumni (including international alumni)</b></li> <li>• <b>Increased use of 'bridge' projects, business competitions, e.g. Enterprise Fellowship Programme, annual innovation challenge endorsed by VC etc</b></li> <li>• <b>Better links between modules relating to business/organisation awareness and World of Work Silver /Organisational Awareness skills certificate statement</b></li> <li>• Staff secondments into workplace to ensure currency and relevance of material.</li> <li>• Active signposting to Centre for Entrepreneurship and Liverpool Science Park</li> </ul>
<p><b>The development of employability and entrepreneurial skills is a core part of the student learning experience</b></p>
<ul style="list-style-type: none"> <li>• <b>Active encouragement for students to complete the World of Work Silver and Gold Skills statement, and integration of these into the curriculum</b></li> <li>• <b>Improved embedding of graduate, world of work and entrepreneurial skills in curricula and better articulation of where these skills have been applied</b></li> <li>• <b>Improved support for students undertaking placement, professional practice and work-based learning</b></li> <li>• <b>Introduction of LJMU financially supported student internships and 'enternships'</b></li> <li>• Increased use of employment-related projects</li> <li>• Increased use of 'World of Work uncovered' sessions activities, such as field trips, business simulations etc. which replicate those found in professional/industrial work</li> <li>• Development of employment/entrepreneurism related assessments</li> <li>• Focus on broad enterprise education, e.g. creativity, confidence to pursue goals etc.</li> <li>• Increased no. of students studying abroad e.g. via ERASMUS and non-EU schemes, summer schools etc., and wider publicising of ERASMUS through student case studies and presentations</li> <li>• Increased number of student cultural exchanges</li> <li>• Access to international work experience and foreign language training</li> <li>• Extra-curricular activity recorded and rewarded, e.g. awards for volunteering etc.</li> <li>• Development of Schools- based employability strategies, in liaison with World of Work Centre</li> <li>• Increased staff involvement in knowledge exchange projects to enhance LTA.</li> </ul>



**Students are able to demonstrate their transferable skills**

- **Use of assessment and learning activities as vehicles for student articulation of skills learnt and their relationship to profession/industry requirements**
- **Review of Personal Development and improved link between PDP and World of Work skills certificates**
- **Enhanced information about employability and the World of Work Programme provided at staff induction and regularly thereafter by the World of Work Careers Centre**
- Provision of Faculty specific support in relation to employability
- Provision of support for academic staff in developing enterprising approaches to LTA

**Our facilities support the development of employability and entrepreneurial skills**

- **Access (via LSU) to selling opportunities and other innovative activities, such as fundraising on campus**
- Extended access to studios/workshops
- Improved use of public realms
- Access to consistent and coherent World of Work Support Units in Faculties and to Centre for Entrepreneurship