



Teaching and Learning Strategy 2017-2022

Responsibility for Policy:	PVC Education
Relevant to:	All LJMU Staff and Academic Partnerships
Approved by:	Academic Board, 7 th February 2018
Responsibility for Document Review:	As above and/or Director of the Teaching and Learning Academy.
Date introduced:	February 2018
Date(s) modified:	
Next Review Date:	During academic year 2021/22

RELEVANT DOCUMENTS

Teaching Excellence Framework

RELATED POLICIES & DOCUMENTS

LJMU Strategic Plan, 2017-2022

professional development opportunities and support within the discipline context. We are committed to providing high quality virtual and physical learning spaces that foster academic identity, and encourage and facilitate collaborative learning. For our students, we want them to feel challenged, to be intellectually stimulated, and to become committed academic citizens and advocates of the University and the wider region. The following underpinning aims and principles shape and inform this work.

AIMS

- To deliver excellence in education.
- To provide an outstanding student experience.
- To develop students to aspire to be successful in a dynamic environment.
- To support students to become socially responsible citizens.
- To equip our students to engage in diverse social and cultural contexts.
- To set high expectations in academic practice.
- To recognise and reward excellence.

PRINCIPLES

- **Inspires innovative and creative practice**

We want our students to actively engage in their learning and we believe that this is best achieved through sustained excellence in practice that emphasises innovation and creativity. We will support the development of these approaches through the structures and processes that identify, capture, share, adapt and celebrate these practices

- **Encourages participation collaboration and partnership**

We want our staff and students to feel part of an inclusive academic community that engenders co-creation, collegiality, and belonging. We value partnership working and the contribution it makes to a strong, responsive, and intellectually stimulating learning community. We recognise the importance of student representation and the role of student feedback in delivering an outstanding experience.

- **Recognises disciplinary and subject norms**

We are committed to providing an academic framework that supports discipline diversity and recognises the need to accommodate different professional and practice requirements within an institutional structure that promotes an outstanding education across the student experience.

- **Promotes inclusion and accessibility and facilitates cultural awareness**

We aim to continue to remove barriers to access and progression and strengthen the achievement outcomes for students from disadvantaged backgrounds. We will provide support to ease the transition between the levels

of study from Foundation to postgraduate. We will evaluate and tailor the approaches adopted to ensure that we meet the specific needs of students from different demographic groups and cultural settings.

- **Cultivates research-informed curricula**

We are strongly committed to the promotion of academic research through the curriculum. We want new knowledge to be recognised and celebrated, and to be an integral part of the student learning experience. We will provide a research opportunity for students on every taught programme to ensure that our students actively engage with a relevant research agenda.

- **Internationalises the learning experience**

We want our students to engage with international cultures to prepare them for work in diverse contexts. We recognise that an international experience has a direct impact on employability and we intend to support and provide international opportunities within programmes of study. We celebrate diversity within our staff and student body. We intend to strengthen the contribution this makes to the curriculum, to ensure that it is not UK-centric, and challenge cultural bias and stereotyping.

- **Enhances student employability through curriculum development and civic engagement**

We will enhance the employment opportunities for our students through the delivery of a programme of careers support that extends from foundation through to postgraduate level. We will provide a hub and spoke professional career development programme that engages students within their discipline throughout their programme of study. We will secure placement and work-related opportunities for all our students to deliver strong employment outcomes. We will also provide skills support to ensure that the LJMU curriculum is fit-for-practice.

- **Fosters confident use of technology**

We will provide a robust, adaptable, resilient technical infrastructure to secure academic engagement with technology. We will deliver a high-quality service to staff and students and support a wide range of pedagogical approaches facilitated through the Institution's Virtual Learning Environment.

- **Provides a facilitative physical and virtual learning environment**

We recognise the importance of the quality of the virtual and physical learning environments and the expectations that it communicates in respect of teaching and learning. We will drive the continual improvements of our infrastructure to provide accessible and flexible learning spaces that are of the highest quality. We will ensure that it encourages collaborative and participative learning, and fosters academic identity and belonging.

Teaching & Learning Strategy – Principles, Promotional Factors and Performance Measures

Purpose: *The LJMU curriculum is contemporary, civic and socially responsible, research-informed/practice-led, and globally relevant.*

Principle	Promotional Factor	Performance Measures
<p><i>Inspire innovative and creative practice</i></p>	<ul style="list-style-type: none"> ➤ Staff development training/support: induction, mentoring and coaching, bespoke training, university CPD framework ➤ Teaching & Learning Reward and recognition scheme ➤ Peer support and enhancement of practice ➤ Dissemination: T&L Conference, Educational Enhancement Network, TEL Forum, Research and Practice Seminars, School/Faculty events ➤ Identification, capture, contextualisation, and adoption of good practice ➤ Evidence-based practice ➤ Staff recruitment practices: testing teaching practice and commitment to students 	<ul style="list-style-type: none"> ✚ NSS scores: <i>Teaching on my Course; Assessment and Feedback; Academic Support</i> <p>Metrics to be reported at provider- and subject-level to reflect disciplinary norms.</p> <ul style="list-style-type: none"> ✚ PTES scores: <i>Teaching and Learning</i> ✚ Module evaluation scores: <i>Overall Satisfaction</i> ✚ Number of staff promoted to Reader and Professor in Teaching and Learning
<p><i>Encourage participation, collaboration and partnership</i></p>	<ul style="list-style-type: none"> ➤ Promote flexible, participative approaches to delivery ➤ Champion student-centred learning and teaching approaches ➤ Develop collaborative research inquiry to enhance subject knowledge ➤ Facilitate students as curriculum co-creators 	<ul style="list-style-type: none"> ✚ NSS scores: <i>Learning Community</i> ✚ PTES scores: <i>Engagement on your Course</i> ✚ UKES scores: <i>Learning with Others; Interacting with Staff</i> ✚ Continuation data: provider-level and split-level

Principle	Promotional Factor	Performance Measures
<i>Recognise disciplinary diversity and subject norms</i>	<ul style="list-style-type: none"> ➤ Centrally coordinated, discipline-based support ➤ Benchmarked, subject-based comparisons ➤ Flexibility of framework to support subject delivery ➤ Discipline-sympathetic policy framework 	Recognised through the reporting of subject-level metrics in addition to provider-level metrics [TEF]
<i>Promote inclusion and accessibility, and facilitate cultural awareness</i>	<ul style="list-style-type: none"> ➤ Inclusive curriculum design guidance and support ➤ Facilitation of inclusive teaching and assessment activities ➤ Accessible resource provision ➤ Flexible and adaptive regulation ➤ Recognition of citizenship and diversity ➤ Diversity-related guidance ➤ Explicit and demonstrated inclusive values ➤ Staff and student support 	<ul style="list-style-type: none"> ✚ Proportion of provider-level TEF split metric outcomes aligned with core metrics outcomes ✚ Proportion of subject-level TEF split metric outcomes aligned with core metrics outcomes ✚ % students low income households ✚ Number of care leavers
<i>Cultivate research-informed curricula</i>	<ul style="list-style-type: none"> ➤ Research-led, evidence-based and practice-driven curricula ➤ Student engagement in research and inquiry embedded into curricular, co-curricular and extra-curricular activities ➤ Contemporary, current, relevant curricula ➤ Outward facing, externally-referenced ➤ Authentic assessment 	<ul style="list-style-type: none"> ✚ Proportion of External examiner confirmation ✚ Proportion of Programmes with PSRB recognition ✚ Number of pedagogic research publications

Principle	Promotional Factor	Performance Measures
<i>Internationalise the learning experience</i>	<ul style="list-style-type: none"> ➤ Internationalised curricula ➤ Study abroad, international exchange and placement opportunities ➤ Enhanced capacity in sustainable international opportunities ➤ Enhance engagement with international collaborative partners 	<ul style="list-style-type: none"> ✚ Proportion of programmes with active student exchange opportunities ✚ Number of Go Global applications ✚ Number and proportion of international students ✚ SciVal outcomes (i.e. international collaborations) [<i>To Be Confirmed</i>]
<i>Enhance student employability through curriculum development and civic engagement</i>	<ul style="list-style-type: none"> ➤ Embedding of Career Smart and other career interventions ➤ Work Based learning: placements, sandwich years, internships ➤ Career Accelerator internships ➤ Staff/student volunteer programme 	<ul style="list-style-type: none"> ✚ Proportion of programmes with active placement/sandwich opportunities ✚ Proportion of programmes with 'employability modules' ✚ Proportion of programmes with direct input from employers ✚ DHLE/LEO outcomes reported at provider- and subject-level
<i>Foster confident use of technology</i>	<ul style="list-style-type: none"> ➤ Training, development and support ➤ Fit-for-purpose technology ➤ Student skill development opportunities ➤ Capturing, sharing, adopting, embedding practice ➤ Articulation of threshold expectations 	<ul style="list-style-type: none"> ✚ Proportion of staff engagement with technologies: Panopto; MeeToo; Adobe Connect ✚ Proportion of staff engagement with specific Canvas tools: quizzes, discussion boards, assessment

Principle	Promotional Factor	Performance Measures
<p><i>Provide a facilitative physical and virtual learning environment</i></p>	<ul style="list-style-type: none"> ➤ Benchmark standards for teaching accommodation ➤ Identifiable subject/discipline teaching spaces ➤ In-class technology that facilitates learning ➤ Collaborative on-line learning technologies 	<ul style="list-style-type: none"> ✚ Proportion of staff / student engagement with VLE ✚ Teaching space performance against benchmark standards [<i>To Be Confirmed</i>] ✚ Resolution of helpdesk tickets relating to physical and virtual environment