2017 - 2022 TEACHING AND LEARNING STRATEGY PRINCIPLES

INSPIRE INNOVATIVE AND CREATIVE PRACTICE

PROMOTIONAL FACTORS
- Staff development training/support: induction, mentoring and coaching, bespoke training, university CPD framework
- Teaching and learning reward and recognition schemes
- Peer support
- Identification, capture, contextualisation, and adoption of good practice
- Dissemination: T&L Conference, Educational Enhancement Network, TEL Forum, Research and Practice Seminars, School/Faculty events
- Evidence-based practice
- Staff recruitment practices: testing teaching practice and commitment to students

PERFORMANCE MEASURES
- NSS scores: Teaching on my Course; Assessment and Feedback; Academic Support

  Metrics to be reported at provider- and subject-level to reflect disciplinary norms.

- PTES scores: Teaching and Learning
- Module evaluation scores: Overall Satisfaction
- Number of staff promoted to Reader and Professor in Teaching and Learning

RECOGNISE DISCIPLINARY DIVERSITY AND SUBJECT NORMS

PROMOTIONAL FACTORS
- Centrally coordinated, discipline-based support
- Benchmarked, subject-based comparisons
- Flexibility of the Academic framework to support subject delivery
- Discipline-sympathetic policy framework

PERFORMANCE MEASURES
- Recognised through the reporting of subject-level metrics in addition to provider-level metrics [TEF]

CULTIVATE RESEARCH-INFORMED CURRICULA

PROMOTIONAL FACTORS
- 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 curricula
- Authentic assessment

PERFORMANCE MEASURES
- Proportion of External Examiner confirmation
- Proportion of Programmes with PSRB recognition
- Number of pedagogic research publications

ENHANCE STUDENT EMPLOYABILITY THROUGH CURRICULUM DEVELOPMENT AND CIVIC ENGAGEMENT

PROMOTIONAL FACTORS
- Embedding of Career Smart and other career interventions
- Work Based learning: placements, sandwich years, internships
- Career Accelerator internships
- Staff/student volunteer programmes

PERFORMANCE MEASURES
- Proportion of programmes with active placement/sandwich opportunities
- Proportion of programmes with 'employability modules'
- Proportion of programmes with direct input from employers
- DLHE/LEO outcomes reported at provider- and subject-level

ENCOURAGE PARTICIPATION, COLLABORATION AND PARTNERSHIP

PROMOTIONAL FACTORS
- 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

PERFORMANCE MEASURES
- NSS scores: Learning Community
- PTES scores: Engagement on your Course
- UKES scores: Learning with Others; Interacting with Staff
- Continuation data: provider-level and split-level

PROMOTE INCLUSION AND ACCESSIBILITY, AND FACILITATE CULTURAL AWARENESS

PROMOTIONAL FACTORS
- 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

PERFORMANCE MEASURES
- 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

INTERNATIONALISE THE LEARNING EXPERIENCE

PROMOTIONAL FACTORS
- Internationalised curricula
- Study abroad, international exchange and placement opportunities
- Enhanced capacity in sustainable international opportunities
- Enhanced engagement with international collaborative partners

PERFORMANCE MEASURES
- 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)

FOSTER CONFIDENT USE OF TECHNOLOGY

PROMOTIONAL FACTORS
- Training, development and support
- Fit-for-purpose technology
- Student skill development opportunities
- Capturing, sharing, adopting and embedding practice
- Articulation of threshold expectations

PERFORMANCE MEASURES
- Proportion of staff engagement with technologies: Meetoo and Panopto; Adobe Connect
- Proportion of staff engagement with specific Canvas tools: quizzes, discussion boards, assessment

PROVIDE A FACILITATIVE PHYSICAL AND VIRTUAL LEARNING ENVIRONMENT

PROMOTIONAL FACTORS
- Benchmark standards for teaching accommodation
- Identifiable subject/discipline teaching spaces
- In-class technology that facilitates learning
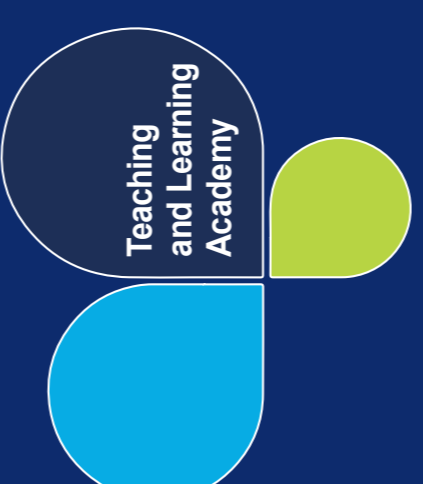- Collaborative on-line learning technologies

PERFORMANCE MEASURES
- Proportion of staff / student engagement with VLE
- Teaching space performance against benchmark standards
- Resolution of helpdesk tickets relating to physical and virtual environment

TEACHING AND LEARNING STRATEGY

2017-2022

LIVERPOOL JOHN MOORES UNIVERSITY

Context

Liverpool John Moores University is an ambitious modern civic university. We are committed to providing excellence *in education and an outstanding student experience*. Working in *partnership with our students* we deliver high quality, research-led, practice-informed programmes that promote academic inclusion and civic engagement. We support subject diversity, and recognise the importance of academic identity from the staff and student perspective. By setting high expectations we aim to enhance our reputation as an inspiring, socially responsible, international university committed to supporting the development of our staff and students. Our civic commitment is reflected in the LJMU curriculum and extends through our partnerships beyond the University, in Liverpool and the wider region, at a national level, and globally. The Teaching and Learning Strategy sets the academic direction of the University and identifies priorities for immediate action. 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 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.

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 will support the development of these approaches through the structures and processes that identify, capture, share, adapt and celebrate these practices.

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 improvement of our infrastructure to provide accessible and flexible learning spaces that are of the highest quality. We will ensure that the environment encourages collaborative and participative learning, and fosters academic identity and belonging.

Teaching and Learning Academy

LIVERPOOL JOHN MOORES UNIVERSITY