Liverpool Hope University

# Learning, Teaching and Assessment Strategy

*Version 2.2*
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| | Version 1 | Version 2 |
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| L & T Committee | 15 May 2013 | 4 March 2015 |
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# 1. Creation of the Strategy – vision and purpose

## 1.1 The Underpinning Philosophy of Learning and Teaching at Liverpool Hope University.

As an ecumenical Christian university Liverpool Hope believes that every student should become a member of the collegium. That is every student becomes part of a community of scholars; a community made up of experienced academics, support staff and the student body. The concept of community and continuity alongside the academic endeavour is then at the heart of all activity within the University. Fundamental to this is the development of relationships, between tutor and student, between tutor and tutor and between both tutor and student with members of the support teams.

The conversation took place within the context of the philosophy of Learning and Teaching developed at Liverpool Hope over recent years. This has embraced and directed a radical change to an integrated year-long undergraduate curriculum, the consequent re-definition of the roles of lectures, seminars and tutorials in the student experience, the deliberate inclusion of staff research in the curriculum and the tailoring of assessment to meet the requirements of the new curriculum.

Liverpool Hope remains committed to enabling all its students to benefit from a sound University education that is research-informed. At undergraduate level, expectations are set high encompassing as broad an education as possible based firmly in core disciplines and fields. For postgraduate degrees, expectations are of advanced research and study in both theoretical and applied fields of enquiry. Since the beginning of its founding colleges 170 years ago, the University has consistently created educational opportunity for all. The formation of students in the University is made possible through high quality educational experiences. While the selection arrangements for admission are rigorous, there is a willingness to encourage all who have the ability and capacity to benefit from an education at this university

The University has a standard set of enhancement drivers including the monitoring and review of a range of relevant data and consequent use of learning and teaching days for dissemination of good practice, the careful targeting of resources to enhance physical space and upgrade equipment, the care that is taken to employ staff who are able to demonstrate at interview how their research can directly enhance the curriculum, continual review of library spending even in a tough financial climate and the careful attention paid to the student voice. The introduction and development of communities of practice which now form a key part of the enhancement of Learning and Teaching at Hope was also initiated from the University conversation on the request from staff that they needed space to have discussions with their colleagues on Learning and Teaching related matters.

The university also has a standard set of quality assurance mechanisms including the monitoring and sharing of external examiners reports, the annual departmental review and enhancement process, the validation process for new courses, the five yearly departmental review process and the responsibility of Faculty Boards to maintain an overview of their provision at all times.

## 1.2 Creation of the Learning, Teaching and Assessment Strategy

This Learning Teaching and Assessment Strategy was developed through a 'whole University conversation' about Teaching and Learning which took place in April 2013. The academic staff worked in small groups to record their thoughts on L & T at Hope through the use of collaborative writing. The Senate Learning and Teaching Committee worked with the material generated by this process to develop this Learning Teaching and Assessment Strategy. The final stage of development before the strategy progressed through the Committee system was a consultation with students. A full account of the process and a timeline for this development is included in Appendix A.

The result of the University conversation was an agreement that Learning, Teaching and Assessment at Hope are underpinned by a set of ten principles which define the overarching strategic direction of Learning and Teaching and the enhancement of student experience across the institution. **Thus the ten principles provide the 'vision' for Learning and Teaching at Hope.**

These principles are fundamental to the work of the University and their integration into, and the consequent enhancement of the student experience, are evidenced through a range of local initiatives as well as the effective operation of a range of University level plans and policies [Appendix **B**].

All aspects of Learning and teaching in the institution need to be understood in the context of the University as a Collegium. This strategy was developed building on those collegial relationships and is dependent on them.

The ten principles exist in a context where Learning and Teaching is recognised as the work of the Faculties. Centralised activity takes place in order to co-ordinate University events and staff development where necessary. Responsibility of quality assurance and enhancement of Learning and Teaching is devolved to the Faculty Boards and is subsequently monitored through the Senate Committee system.

The purpose of this strategy is to provide the framework for the development of Learning, Teaching and Assessment at Hope and to embed this development and the vision clearly within the context of both assurance and more importantly, enhancement.

The ten principles are underpinned by a set of expectations which derive wholly from staff and student consultation during the 'whole university conversation'. Many of the details (and specifically the expectations) of the Learning Teaching and Assessment strategy are taken as directly as possible from statements made by members of staff and students during the 'conversation' of April 2013. The conversation took place within the context of the philosophy of Learning and Teaching developed at Liverpool Hope over recent years. This has embraced and directed a radical change to an integrated year-long undergraduate curriculum, the consequent re-definition of the roles of lectures, seminars and tutorials in the student experience, the deliberate inclusion of staff research in the curriculum and the tailoring of assessment to meet the requirements of the new curriculum.

The introduction and development of communities of practice which now form a key part of the enhancement of Learning and Teaching at Hope was also initiated from the University conversation on the request from staff that they needed space to have discussions with their colleagues on Learning and Teaching related matters.

## 1.3 The Ten Principles of Learning Teaching and Assessment at Liverpool Hope University ('the vision')

| Principle | Every student at Liverpool Hope University will experience |
|---|---|
| 1 | Learning in small groups which allows the development of academic potential and fosters relationships with members of staff. |
| 2 | A coherent curriculum supported by well-designed assessments and appropriate feedback. |
| 3 | Signposting of a clear route for personal development and employability. |
| 4 | A curriculum informed and influenced by current research. |
| 5 | Well organised learning opportunities underpinned by a network of pastoral and academic support. |
| 6 | Developments and changes to Learning and Teaching made after listening to the student body. |
| 7 | Teaching delivered by staff using good and innovative practice informed by a range of development opportunities. |
| 8 | Learning opportunities developed through regular reflection by subject and support teams. |
| 9 | Learning opportunities developed with recognition of diversity within the student body. |

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|---|---|
| 10 | Learning opportunities delivered in a high quality physical, virtual and social learning environment. |

## 1.4 The Role of the Ten Principles

The ten principles form a scaffold which supports the development of learning and teaching within Hope with a view to enhancing the experience of both students and staff. The ten principles also form a substrate which nurtures the activities of the learning community and supports the development of good practice within a context designed to ensure the quality of learning and teaching within the institution. The intention is then that all Learning and Teaching related activity and the student experience associated with that activity is covered by aspects of those ten principles. The underpinning philosophy and the structural elements of the university then act to support L & T activity and student experience, both theoretically and in practical ways.

## 1.5 Interaction with other University Strategies and Policies

As Learning and Teaching is at the heart of the University this strategy needs to be read in conjunction with a range of other documentation. An extensive list is included in Appendix B but those most relevant are:

The Corporate Plan – which sets out the aspirations and philosophy of the University and in which Learning and Teaching can be seen in context of the wider University endeavour.

The Research and Scholarship Development Plan – which includes the University's expectations regarding research informed teaching and puts this in the context of the wider scholarly environment.

The Student Success Plan – which lists the initiatives in place to support student success at Hope and replaces the traditional retention strategy which might exist in other institutions.

The Library Information and Skills Programme – which sets out the development opportunities offered through the library in literacy and information skills.

The Careers and Employability strategy – which sets out how careers and employability are woven into the Hope curriculum.

The Student Charter – which sets out the expectations of the University of students and vice versa.

# 2. Operationalisation of the strategy

## 2.1 Move from strategy to implementation

There are a range of policies, structures, procedures and ongoing projects associated with each principle and its expectations.

Each Principle has an associated set of staff and student generated expectations which further elaborate on the Institution's aspirations associated with that Principle.

The principles are addressed individually in Section 3 of this document and in each case there is a clear narrative which describes the following

- Hope's strategic position at present.
- Milestones, aspirations and intentions: indication of ongoing projects
- The underpinning expectations from staff and students.

In the electronic version of this strategy there will be a 'live' timeline on the progress towards each of the targets associated with each principle.

## 2.2 The Hope framework for Learning and Teaching

Learning and Teaching at Hope (and consequently the delivery of the Principles) is underpinned from three different perspectives:

- The formal University system that oversees process, enhancement and quality assurance (the committee structure and other systems). This includes localised work in the Faculties on quality assurance and enhancement as driven by the FQLTs.
- The CPD programme (and other central University services)
- The Communities of Practice Network which gives space for enhancement activity.

These come together as shown in Figure 1. The activity is overseen as a whole by the Senate Learning and Teaching Committee (see Appendix C).

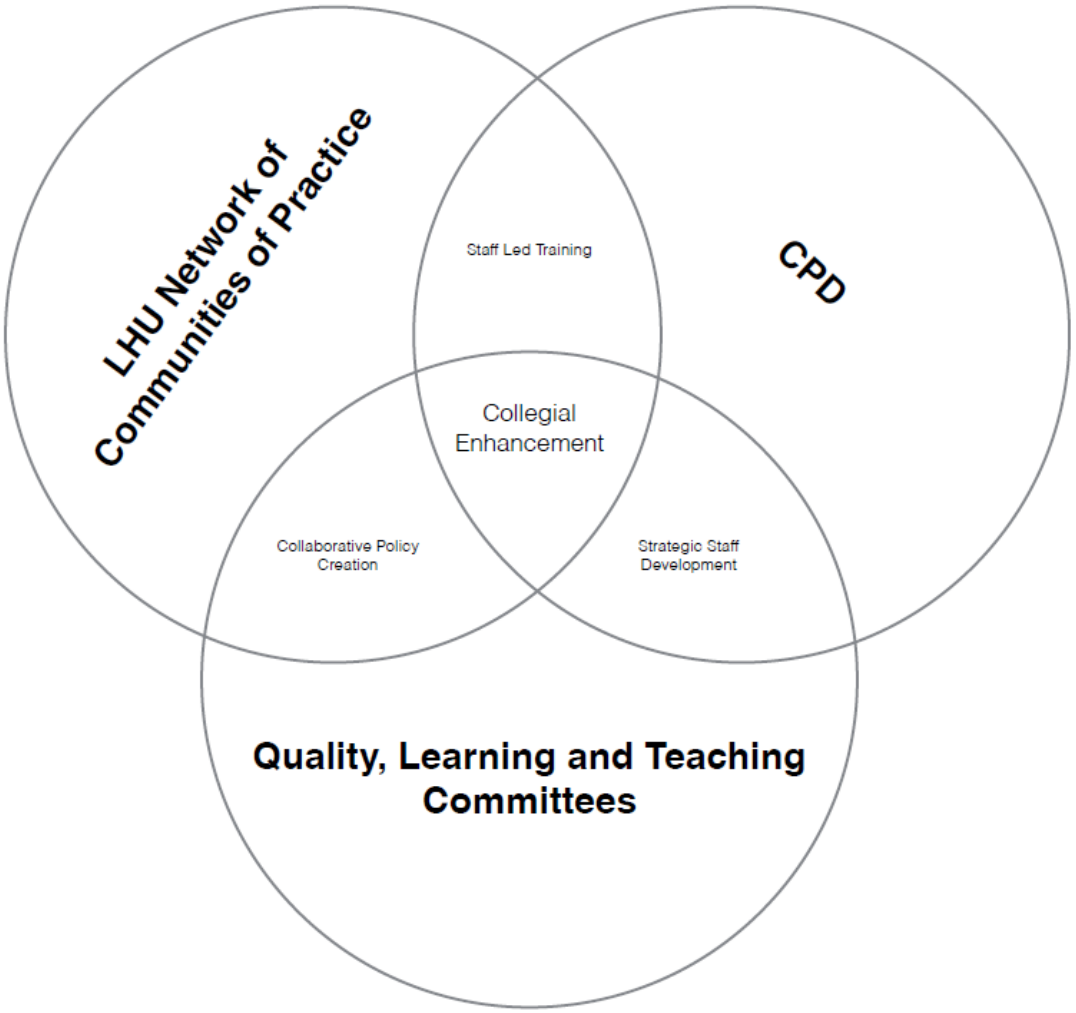



Figure 1. Interrelationship between FQLTs, Communities of Practice and CPD Framework

### 2.2.1 Formal Faculty Committees and Structures:

The formal University Committee structure ensures that appropriate meetings are held, records are kept and quality assurance processes are undertaken. As the University views the ownership of, and responsibility for, Learning and Teaching to be within the Faculties the Faculty Board is at the heart of these processes. Each Faculty also has a Quality Learning and Teaching Committee, which does much of the Quality Assurance and enhancement L & T-related work of Faculty Board. The Faculty has a responsibility for the formal development of its staff in L & T and for the efficient operation of processes associated with L & T and enhancement of the student experience, for example peer observation, staff student liaison and validation and operation of appropriate curricula. Details of the operation of FQLTs within the remit of the Faculty Boards can be found in Appendix C.

In summary the FQLTs:

- Embed enhancement through influence on policy creation and critical oversight of procedures and practice.

- Take strategic decisions at the Faculty level, which ensure that the university's Quality Assurance requirements are met.
- Aim to use narratives emerging from the community of practice network to create targeted change at the Faculty level.
- Contribute to the content and running of L & T week full University days.
- Take full responsibility for Faculty and Departmental L & T days.
- Make recommendations about other staff development needs relating to L & T to the University CPD co-ordinator, the L & T Committee and to the Communities of Practice as appropriate.

### 2.2.2 Communities of Practice

The Liverpool Hope Communities of Practice are a safe space for discussion of Learning, Teaching and Assessment matters. The Communities of Practice provide a cross University 'talking shop' to allow colleagues from different disciplines to share experiences and good practice, to challenge University norms and to drive change in policy. The Communities of Practice each meet several times a year, on University Learning and Teaching Days and also on separate occasions as the need arises. Details of the operation of the Communities of Practice can be found in Appendix D.

In summary the Communities of Practice:

- Provide a reflective space for practitioners to share their practice based narratives and experience.
- Act as a space for the development of ideas and enhancement of practice, including materials and new pedagogies.
- Create opportunities for practitioners to become experts and demonstrate their expertise in a Learning and Teaching domain e.g. Blended Learning.
- Have the potential to become institutional problem solving machinery e.g. Sending issues related to Examination Design to 'Assessment Design CoP' for advice and scrutiny.
- Inform quality narratives, but is not a means of quality measurement and audit.
- Will expose the need for targeted staff development, but will not necessarily be the space where all staff training takes place.
- Will open up targeted dialogue with students on key areas in Learning and Teaching.
- Provide a space for staff to demonstrate their commitment to Learning, Teaching and Assessment.
- Will act as a space for departmental practice to be disseminated institution-wide.

### 2.2.3 CPD Programme

The University has a central CPD programme which is used to plan and deliver staff development both in terms of training and of updating skills. It also oversees the

requirements for teaching staff to be appropriately qualified in matters of teaching and learning. Details of the operation of the CPD programme can be found in Appendix E.

In summary the CPD provision will:

- Address specific needs in staff development by providing training courses.
- Be informed by the performance review system, Faculties, L & T Committee and the Communities of Practice network to as to the needs for staff development.
- Will monitor requirement for and uptake of the PGCert Learning and Teaching in Higher Education Course and also more generally staff teaching qualifications and interactions/recognition with the HEA.

### 2.2.4 Interaction within the framework

More important than the three individual parts of the framework are the points of interaction between them. Figure 1 demonstrates the interaction between the parts of the framework such that the Communities of Practice receive intelligence from the FQLTs, which initiates discussion of policy matters, which in turn then influences decisions made at FQLT. In this way Hope as opened a pathway for collaborative Policy Creation as exemplified by this strategy. The FQLTs  and consider matters requiring formal staff development and these are then addressed within the Faculty or referred to the CPD co-ordinator and/or L & T committee for inclusion in the wider University programme. This allows for a strategic view on staff development needs. Equally, as Community of Practice discussions uncover need for formal staff development these are passed to the CPD co-ordinator and/or L & T committee. If the need is one where colleagues within the institution can share good practice a special meeting of the relevant community of practice may be convened as part of the CPD programme as staff – led training. When the three parts of the framework meet together there is a collegial enhancement of both the student and staff experience relating to Learning and Teaching.

# 3. The Principles: Every student at Liverpool Hope University will experience…

## 3.1 Principle 1

## Learning in Small Groups – which allows the development of relationships with members of staff

Liverpool Hope values developing relationships with individuals across the campus as a vital element of any students' experience. To facilitate this all undergraduate courses at all levels include at least one teaching session a week where there is opportunity for a personal relationship to develop between tutor and student and also between students in that group. This session is expected to be delivered to any given group of students by the same named tutor each week. The tutor who is assigned to that session is therefore also considered that student's personal tutor. (Details can be found in Appendix F).

Students on postgraduate taught courses are taught in small groups for the majority of their modules and the University expects a relationship to develop between tutor (generally the award director) and student in a similar manner to those in UG courses. Where PGT cohorts are large the University will work towards assigning a named tutor to each student. The University is currently undertaking a review of the experience of students on postgraduate taught courses.

The influence of the small group tutorials on student learning and achievement is to be reviewed at the point of graduation of the first cohort (2013 intake). Interim reviews will also take place prior to this date.

In the Network of Hope Colleges students are taught by Hope tutors but are also allocated a College based link tutor who acts both in a personal capacity and also as a bridge to the University where necessary.

The University is committed to ensuring that every student is welcomed individually to Hope and settles into HE study as smoothly as possible. In their induction week every new UG student is expected to attend a commencement ceremony where the VC and other senior colleagues extend a personal welcome and underline the University's commitment to a personalized education. During induction week UG students also have timetabled sessions with their Dean, HOD and personal tutor. Similar opportunities are made available to PG students.

All students on PGR courses are supervised by a small supervisory team which allows for the development of a close working relationship with those staff. The University recognizes the importance of training for PGR students and also the importance of their understanding of the philosophy of the institution. Consequently all PGR students are expected to engage with a University wide training programme.

We seek to encourage our staff and students to create a real community of interaction and engagement on campus turning academic offices into studies and student study spaces into vibrant places for learning. To foster the development of this learning community and to enhance student support academic staff are expected to work on campus during teaching weeks.

The University is proud of its record in retaining students and seeks to improve retention rates so that first year retention against benchmark is in the top quartile across all English Universities and that the three year completion rate against benchmark is in the top quartile by the end of the lifetime of this Plan. The development of the tutorial programme is an essential part of this plan. The University will continue to develop the Student Success Plan to showcase those activities which support the potential for student success and consequently increase retention.

**Underpinning expectations from staff and students:**

- Students will be provided with the space to discuss and reflect on new knowledge in small groups;
- Tutors will recognise that students are in the early stages of their academic career and both parties will work together to understand the distance between their own knowledge;
- Student confidence will be nurtured through reassurance and encouragement, with the goal of creating high quality scholars;
- Students should feel empowered by their learning experience;
- Students will be encouraged to take ownership of their own learning and will aim to be confident autonomous learners;
- Students should feel connected to tutors and other students through their groups of ten and other communities;
- Tutors and students will endeavour to get to know and understand one another, using their relationship to create a personalised learning experience;
- Students will be encouraged to develop resilience to academic challenge.

## 3.2 Principle 2

## A Coherent Curriculum supported by well- designed assessments

Curriculum:

Liverpool Hope University believes that every undergraduate student should have a fundamental core of knowledge in their chosen subject(s). In 2013 Liverpool Hope introduced the 'integrated curriculum'. This is based on a combination of plenary lectures accompanied by well-planned weekly tutorials that optimise the use and variety of teaching and learning opportunities. The University only engages in large group teaching for certain plenary lectures. Much of the learning and academic engagement shall increasingly take place in smaller seminar and tutorial groups.

The curriculum is delivered on a subject-wide basis and is not divided into modules. The smallest block used is of 60C value. This facilitates the delivery of the combined honours award which is studies by a significant proportion of students at Hope. Combined honours students study two 60C blocks (one in each subject) at each level. (Further operational details of the integrated curriculum structure can be found in Appendix G).

The integrated curriculum gives the responsibility to each department to define their own curriculum in the light of what every student should know in that subject. Every student graduating in that subject is then guaranteed to have studied the basic tenets of the subject. The content of the curriculum is agreed by academics within the given department with the guidance of the subject benchmarks, professional bodies and colleagues from other HEIs. It is confirmed through the validation/review process for academic courses.

To ensure coherence the curriculum at each undergraduate level is delivered through a standard model of overarching lectures, seminars in which students are expected to apply knowledge and tutorials/supervision sessions (see Principle 1). In some subjects seminars are replaced by practicals and/or field work as appropriate. At level H seminars are used specifically to allow students to study research specialisms of staff.

The standard model of curriculum requires every student to study a set pattern of learning to ensure a core basis of knowledge and understanding in the discipline. Subjects are able to offer choice at Level H through the specialist seminars. In specific instances subjects might be permitted to have choice at Level I (see Appendix G).

The University recognizes that in order to commence HE study each student needs to have specific skills and resources. To ensure the smooth transition of students into study at hope every Level C course is required to include introductions to reading writing and

researching the given subject and to include sessions on the library, careers and and IT support services within the first 6 weeks of term.

The University values its well established combined honours degree, which is taken by a significant proportion of Hope students. Hope is committed to ensuring that students on this award take best advantage of the opportunities of such interdisciplinary study can offer, particularly in terms of career options. Thus to ensure that every student has the opportunity to derive the most coherent outcome from their studies, students on combined honours awards may opt (with the permission of both subjects) to complete one single dissertation / research project which overarches both of their subjects at Level H.

Postgraduate taught awards are generally based on a combination of 15 and/or 30C modules. The pattern of delivery and of assessment are designed by the subject team and are confirmed at validation.

Assessment:

Undergraduate courses are assessed following guidance associated with the integrated curriculum. This requires every 60C course to have a standard pattern of assessment (see Appendix G &H). In particular the University considers examinations as an essential part of the assessment process such that students are required to express their own understanding, application and synthesis of course material, using appropriate terminology under examination conditions.

The University recognizes that assessment within an HE context can be very different to that experienced by students in school or college. To allow students to begin to understand requirements of assessment at an HE level the each Level C block will have one piece of assessment which is of low stakes and is submitted within the first six weeks of term. The intention of this piece is to give all students an opportunity to understand the level of academic work required and how university assessment processes operate.

The University's expectations associated with assessment are outlined in the Assessment Enhancement Strategy (see Appendix H) and in the regulations. Assessment tasks should be designed to match the validated pattern and enable students to demonstrate that they have satisfied intended learning outcomes and to be appropriate to the relevant level in the Framework of Higher Education Qualifications.

The University has developed a detailed enhancement of assessment policy which has been produced through the communities of practice network and subsequently through Faculty Learning and Teaching Committees (Appendix H).

Students should be assessed in a transparent manner, in which students are provided with clear statements of the criteria by which their work is assessed and the rationale for marks

awarded. Students will be made aware of rules governing progression, completion and award classifications and the consequences of failure both in the classroom and through detailed online guidance.

Liverpool Hope considers it a priority that students should have opportunities to receive feedback which is timely and accessible, on examinations as well as coursework. There is a University requirement that all students receive feedback on any given coursework assessment within 4 working weeks of the date of submission.

Decisions about students' marks, progression and awards should are devolved as far as possible to individual Departments, with standards maintained across the University by internal and external moderation of assessment tasks and students' work. University-wide assessment criteria, policies and regulations, are fully discussed and reviewed at the Standing Sub-Committee on Assessment (SSCA) which meets on a monthly basis.

The timeline for the assessment process is compiled and monitored by SSCA and is confirmed by Senate at its December meeting on an annual basis. Assessment Boards are run at Departmental level and training in the form of 'mock boards' is provided to the key players (Appendix H).

The University requires electronic submission of all coursework (except where the nature of the work means this is not possible). The use of Turnitin for this purpose facilitates a better understanding of plagiarism in the student body and gives students an opportunity to evaluate their own work in this light before final submission.

Hope is currently considering development of e-assessment through Grademark or another similar product and will continue to do so through pilot projects prior to University -wide implementation. This will be a natural progression from the introduction of e-submission and has received support from students following consultation.

**Underpinning expectations from staff and students:**

- Students will be introduced to new knowledge through a coherent and integrated curriculum;
- The curriculum will be high quality, adhering to national subject benchmarks as appropriate;
- Assessment should support and develop rather than merely measure student learning;
- Students will be introduced to, and encouraged to produce academically rigorous work;
- Tutors will be passionate about their subject and will encourage the same in their students;
- Students will be given clear, high-quality feedback in a timely fashion;
- Students will be encouraged to use and understand their feedback through clearly established student and tutor dialogue.

## 3.3 Principle 3

## Signposting of a clear route for personal development and employability

The University is strongly recognisant of the need to ensure that every student is clear about their needs for personal development in association with their academic learning. Within the Hope tutorial system every student meets with their tutor to consider their needs for personal development. This is documented and agreed by tutor and student.

Hope has a Student Development and Employability unit which is based within Student Support and Wellbeing. Careers & Employability opportunities are routinely and regularly promoted to Hope students in all locations, (including the Network of Hope Colleges) and staff at all levels in a variety of formats. The Employability Hub is the focus for these communications and is available to all students for face to face advice. The University has invested in an online service 'my careers centre' which allows students to develop a personal career planning approach. Faculties are encouraged to use this resource within the curriculum to enable students to monitor their progress.

Hope considers that the most beneficial application of careers and employability related advice happens within the curriculum where it can be put in the context of the chosen subject. All academic subjects at all levels and locations, are mapped on a regular basis for employability skills. A Careers & Employability skills framework is agreed annually with each Faculty for the delivery of a programme integrated into the curriculum of each of their subjects at all levels. This programme is delivered within the curriculum by members of the careers team.

Careers Team members attend Subject Team Meetings and Faculty Management & Planning Meetings to keep faculties informed of local and national employability matters and to receive requests for support.

Liverpool Hope has welcomed the introduction of the Higher Education Achievement Report (HEAR) as a key tool to help students record their achievement and on-going development in a consistent manner. Every student graduating from Hope currently receives a HEAR although it is at an early stage in its development. As it is further developed the Liverpool Hope University HEAR will provide an accurate record of the range of opportunities that individual students take up at Hope. Students will be encouraged to maintain and record their achievements of individual activity and subject/careers-related learning to ensure their HEAR is kept updated.

Some subjects at Hope are closely linked to and in some cases accredited by professional bodies. In these cases departments maintain close links with those professional bodies to ensure that their curriculum maintains currency. In addition in these courses students are encouraged to develop contacts with those professional bodies at an early stage in their academic career.

The University considers that developing students as global citizens who are equipped not only to contribute to the world of work but also to contribute to the work of the world. Students from all disciplines have the opportunity to embark on the Service and Leadership Award and subject-related volunteering placements. A particular focus is on providing opportunities to develop values, ethics and citizenship alongside workplace skills on a local, national and international (e.g. Global Hope) basis. The University values 'service' in all its guises as a key part of a student's personal development. A Volunteering & Work Experience Fair is held annually on Campus and volunteering workshops, delivered by external organisations, will be held in the Hub on a regular basis. Structured support is provided for students embarking on all volunteer/work placements and projects through a comprehensive training programme, including Health & Safety; Cultural Awareness and Equality & Diversity. The University has set itself a target of 50% of students to have a volunteering, work placement or other such experience.

In recognition that many students wish to consider setting up their own businesses after they leave university, Hope is committed to providing support for this to happen. The Careers and Employability Team and the Business Gateway Team work together to promote training and opportunities for entrepreneurial development. Opportunities exist for students to set up starter companies whilst still in the University. The University will provide placement opportunities for our students to engage with these sectors including incubation hubs and mentoring opportunities with businesses and public sector organisations

The University understands that many students need to work whilst studying for their degree. Opportunities to work whilst studying are promoted through the employability Hub. Any appropriate vacancies at the University are offered to students through 'Hope works'.

The University is committed to the concept of global citizenship and considers opportunities to study in other countries and contexts to be a valuable experience which broadens student horizons. Opportunities to study abroad for either one or two semesters are made available to all undergraduate students with a range of overseas partners. Hope however, acknowledges that many students find this idea very challenging. The university will therefore work to develop processes and opportunities to support students in making the decision to study abroad and to support them prior to leaving the UK and also whilst in country. Hope also aspires to further develop the number of students taking up SALA study abroad and other international experiences.

While acknowledging that much developmental guidance is provided to PGR students by their academic supervisors and other members of the Department, the University is aware that PGR students have specific needs in terms of job applications and ongoing research posts. In recognition of this the University is currently developing its careers service for PGR students.

**Underpinning expectations from staff and students:**

- The university will set students on the path towards personal and scholarly development;
- Students will be encouraged to make the best of all opportunities presented to them; attending and actively collaborating in all learning events;
- Students will be creative and entrepreneurial, using their knowledge and skills to solve problems and develop themselves for the future;
- Students will be provided with the opportunity to develop a set of transferable skills which will make them employable and productive members of society;
- Students should be able to show that their new found skills are strong enough to be useful to society and transferable to the workplace;
- Students will be provided with the time and space to develop academically and personally;
- Students should strive for their goals and realise what they will have to provide for themselves and what they can expect from the university;
- Students will learn how to manage their time and organise themselves and their learning;
- Students will be strong communicators, taking opportunities to share knowledge and learn from one another;
- Students will aim to be critical thinkers.

## 3.4 Principle 4

## A curriculum informed and influenced by current research

Hope has an embedded philosophy that all teaching is research-informed. The curriculum is therefore underpinned by research at all levels. At Undergraduate levels C and I this is manifested in the increasing use of seminal texts and current research papers as appropriate. At level H students follow specialist seminars based on staff research. All students at Level H will undertake either two standard or one comprehensive research

project(s) guided by researchers within the department. All students should therefore be involved in the building of new knowledge and will develop an understanding of the research process within their discipline.

The University strives to encourage its own students, and those with undergraduate degrees from other institutions, to join the postgraduate programmes at Hope. To promote Hope degrees to current UG students postgraduate Awareness weeks will operate each year. A series of postgraduate scholarships are available to students with appropriate UG qualifications and a fee discount is given to highly achieving Hope students who remain in the institution for PG study. The University considers that only academically excellent students should be able to register for PG degrees and so the normal requirement is for a 2(i) (or higher).

All Masters curricula are derived from and underpinned by the relevant research. All Masters students normally undertake a research dissertation and this accounts for a significant proportion of the award. All masters teaching is undertaken by staff with a PhD or equivalent to ensure that students who are developing research skills are taught by those who are researching themselves. Each Faculty runs a series of research seminars which are open to all staff and students to promote the research environment.

To ensure that all students experience working within a research informed environment all academic staff on lecturer and above contracts are required to be active researchers. All academic staff at Hope also have contracts which require them to teach. The best researchers are therefore part of the student experience in the classroom.

The University is committed to ensuring that all student research projects are conducted with the correct acknowledgement of sensitivities involved in that work and that students have a clear understanding of what those sensitivities might be. All student research projects are scrutinized by the relevant ethics committee as appropriate.

**Underpinning expectations from staff and students:**

- Teaching will be research informed and influenced by relevant and up-to-date research in the tutor's respective fields;
- All students and tutors should be part of a discipline specific, research inspired, academic community of practice, dedicated to sharing interests and developing knowledge;
- Students will recognise that academic study need not be directly linked to employment, but that academic study can be used to compete in a constantly evolving job market;
- Students and tutors will aim to understand the complex relationship between knowledge, research and employment;
- Students will be supported in their transition into the academic environment and on towards postgraduate study;
- Students and staff will conduct all of their work ethically, adhering to university

ethical research guidelines;

- Both students and tutors will aim to contribute to the Hope academic community;
- Students will be empowered to contribute to social change and staff will support them to be change agents.

## 3.5 Principle 5

## Well organized learning opportunities underpinned by a network of pastoral and academic support

The University is committed to well-organized teaching where at the start of the academic year students have a clear understanding of the requirements the University has of them. Student timetables are available prior to the start of the academic year and all formal taught sessions are included on student timetables at this time. This includes time and duration of sessions and identifies the member of staff conducting the session and its location.

To ensure that students receive consistent information about their course, all taught undergraduate and postgraduate courses have a course handbook which follows a standard University template and is available at the start of the academic year. Within this course handbook all undergraduate students are provided with a schedule of teaching which includes the topic, date time and member of staff responsible for that session. At level C all students receive a 6 week period of induction activities which includes as a minimum an introduction to using the library, careers services and IT facilities and introductions to writing, reading and researching in their chosen subject(s).

All taught undergraduate courses have a dedicated Virtual Learning Environment. The University uses Moodle as standard. Every Moodle has a designated University-wide minimum baseline content of material which must be included (Appendix I).

To ensure that any student would needs additional guidance about their course is able to obtain it, all tutors have office hours which are advertised to students. For fulltime tutors this is a minimum of 2 hours per week. Students are able to meet both with their personal tutor and their other academic tutors during this time on a drop in basis.

The University understands that sometimes students can get into very difficult circumstances both with respect to their studies and in their personal lives. Every Faculty has a team of Faculty Senior Academic Advisors who are trained by the Registrar to deal with complex progression issues, including those relating to issues outside the University, and also issues of academic dishonesty such as plagiarism.

The University provides a team of peer writing mentors. This team is intended to support students who struggle with writing, perhaps if English is not their first language. They also support students who wish to enhance their writing skills with a view to improving their attainment.

The University wishes the student experience to be as inclusive as possible. Where extra support is needed students are provided with a learning support plan which details their additional learning support needs. Each department will have a Learning Support co-ordinator with responsibility for ensuring that tutors are aware of these requirements.

In acknowledgement that students who live away from home for the first time have additional support needs resident students will have an additional network of support from the trained resident and senior resident tutor team, all of whom are current or past Hope students. This team are available for pastoral and academic support and also signpost new students to appropriate University services. The University is investigating the introduction of a further team of peer mentors to act in a similar manner in the non-resident student community.

The International Unit will provide tailored academic and pastoral support to international students. In acknowledgement that the experience and expectation of international students is often very different to that of UK educated students, this will include introductions to academic norms in the UK as well as specific pastoral support.

As an additional network of support, counselling, financial, chaplaincy, welfare, library and learning support services are available to all students.

In recognition of the vast amount of information now available to student and the need for specific skills to understand how to navigate and evaluate this information, the Library and Information Skills Programme sets out a wide range of opportunities for studies to develop information literacy skills. Options are offered which may be included in curricula for whole cohorts or maybe taken up in one to one sessions by individual students.

**Underpinning expectations from staff and students:**

- Tutors and students will recognise that development and growth take time;
- Students will have access to a range of support services, including librarians and careers advice;
- Students will aim to support one another in their learning and staff will facilitate this where possible;
- Students will understand what they will have to provide for themselves and what they can expect from the university.

## 3.6 Principle 6

## Developments and changes to learning and teaching made after, or as a result of, listening to the student body

Liverpool Hope seeks to work with students to offer them the best possible student experience. The University listens to the voice of its students in a number of ways, some are formal, regular opportunities for dialogue whereas others are more informal. Many operate through the partnership with the SU whilst others are targeted at groups which do not interact through the SU. Some are focussed purely on quality assurance and others are intended to enhance the student experience.

The University recognises that students have a range of expectations and requirements of their study experience and the various ways in which the University listens to the views and opinions of students are set out in the Student Voice [LINK]

To manage and respond to expectations and concerns at a course level the University has a system of staff:student liaison committees with representative members for all subjects and levels. Issues from these committees relating to Learning and Teaching are considered at Departmental meetings and Faculty committees. Students studying at one of our partner organisations have similar opportunities to raise issues via staff:student liaison committees, although the nature of these and the reporting mechanisms vary. Issues may also be raised through the Students' Union. All support services have mechanisms for listening to and feeding back to students and reviews of the enhancements taken in response to students

The university has also established the Student Sounding Board which considers University level developments and issues. Members of the Sounding Board are drawn from students across the university at all levels.

It is expected that actions identified as a result of listening to the student body will be actioned appropriately across the University.

The University is also committed to involving students in discussion of changes to the curriculum through major modifications, departmental reviews and programme approval events. Student representation is also present on a range of University Committees.

The University supports the Student Union's work in consulting with the Student Body. The SU holds regular Forums on a number of topics and University staff attend to listen, inform and respond as invited to do so.

The University continues to use the data generated by student feedback to inform the development of its provision. This takes the form of regular University-wide course evaluations at UG and PGT levels. In addition the University pays particular attention to the data generated by the NSS and PTES and PRES surveys. The University seeks to ensure that students value the University and to improve the University's National Student Survey score

to the top quartile (for all 23 questions) by the end of the lifetime of the current Corporate Plan.

In supporting student engagement it is essential that:

- Students shall be active members of a learning community.
- Either directly, or through their representatives, students shall be engaged in a meaningful manner in decision-making processes related to teaching, assessment and feedback practices.
- Student engagement and feedback activity shall contribute to enhancement of the University's educational provision and support services. Students and student representatives shall be encouraged to identify areas for enhancement, and work in partnership with staff to improve the learning experience of students
- Data from a range of sources shall be used to provide insight into the student experience and inform both local and institution wide enhancement priorities.
- Support shall be made available to staff wishing to develop further their knowledge of quality improvement tools and techniques.

**Underpinning expectations from staff and students:**

- Students will communicate through meaningful and developmental dialogue;
- The student voice will be valued highly and where possible the university will be responsive to student needs.
- Students will understand what they will have to provide for themselves and what they can expect from the university.
- Both students and staff should feel part of the Hope community, which is built on meaningful relationships and mutual respect.

## 3.7 Principle 7

## Teaching delivered by staff using innovative practice and informed by a range of development opportunities

The University is committed to the development of its staff both in terms of personal job satisfaction and of enhancing the student experience. The University expects students to be taught by professional, well qualified staff who are experts in their fields. It also expects those staff to be fully competent in Learning and Teaching. All staff undergo an annual performance review at which development needs are identified. Additionally, throughout the academic year other needs may be identified by Heads of Department. Outcomes of performance reviews are collated by the Personnel team who then set the CPD programme for that year. Additional needs may be collated by the Faculty Learning and Teaching Committees and Learning and Teaching Committee. In response the Faculty may undertake local staff development activities or may request additional items be added to the CPD programme.

All staff are recruited to a probationary year during which their progress in monitored by their Head of Department. Their contract is conformed only when the HOD is satisfied that all parts of their contract are being appropriately fulfilled. This includes an expectation of delivery of quality teaching and learning.

There is a University-wide Staff Development Plan for Learning and Teaching which is monitored by the Learning and Teaching Committee (Appendix J).

All academic staff are expected to take part in the University peer observation process and to observe/be observed at least once annually. This allows for feedback from and sharing of good practice with colleagues from linked but not necessarily the same discipline.

The University expects its academic staff to have obtained or to be working towards HEA fellowship as a measure of professional competence in Learning and Teaching in HE. Hope is working towards a target of 90% of its academic staff at any given time to have this fellowship. The University provides support for staff to achieve fellowship. For new academic staff there is the opportunity to register for the Hope PGCert LTHE which is structured to facilitate the development of a portfolio for HEA recognition. For more experienced staff the University provides writing workshops to facilitate portfolio preparation.

The University is committed to the UK Professional Standards for Learning and Teaching and will work towards the introduction of a CPD framework which embraces these standards.

The University provides opportunities for the sharing of innovative practice through the Communities of Practice Network. This network provides space for academic colleagues to come together in academic 'talking shops' this facilitates the development of ideas, sharing of good practice and the initiation of policy changes from those delivering in the classrooms. These communities of practice meet a number of times in the year as required.

The University is committed to using a week of each academic year for Learning and Teaching development activities. This week is actually spread over five individual days. Three are led at a University level and the others by Faculties and Departments. All academic staff are expected to attend these days and the opportunity is also offered to academic related staff. These days are used to address L & T issues or training needs as appropriate. The University will reward excellence in Learning and Teaching through the Vice Chancellors Award which is awarded on an annual basis. Hope is also highly supportive of the student led teaching awards run by the Student Union.

Hope is committed to developing academic staff who have the opportunity to excel in both Learning and Teaching and research To this end the University is developing a new staff allocation model which is intended to allow Departments to allocate teaching fairly and to ensure that all staff have time to take up other opportunities as well as focus on their research.

The University wishes to encourage its staff to use new and innovative approaches in the teaching and assessment of students. Hope recognises that increasingly this may involve the use of technological approaches and that staff need development opportunities to facilitate the use of such technologies. The University will therefore establish a staff development programme for e-technologies, which will be develop an e-technologies and e-learning strategy. Whilst this develops the Educational Technologies Community of Practice will continue to support staff and showcase good practice.

The importance of providing information in electronic format is an increasing priority for the University. All students and staff have access to myHope which provides access to Moodle and library resources and also to the Gateway pages on the website which act as a library of information about all aspects of the University. Increasingly Hope is also providing information to staff and students in a mobile format through Apps.

Students and staff have access to contemporary IT and other equipment as needed for their courses and teaching respectively. IT resources are overseen by the PVC (Operations).

Research degree supervisors receive regular training to ensure that they are cognizant of the regulations and processes associated with PGR registration. Supervision skills training is also provided.

**Underpinning expectations from staff and students:**

- Tutors will be innovative in their teaching and learning, incorporating best practices from global education contexts;
- Tutors and students will use the VLE in a consistent and coherent manner and where possible extend and enhance learning beyond the classroom;
- Tutors will aim to use technology where it is appropriate and will endeavour to promote digital literacy in both students and their peers;
- Tutors will aim, where possible, to provide active and engaging learning opportunities in which students are co-creators of knowledge;
- Tutors will aim to be reflexive and creative, providing students with interesting and novel learning experiences;
- Staff and students will be mindful of varying levels of technical proficiency and will aim to develop their technological skills where possible;
- Students will have access to quality learning resources when they need them.

## 3.8 Principle 8

## Learning opportunities developed through regular reflection by subject and support teams

Hope encourages its academic departments to be reflexive entities who are constantly learning from experiences in and outside of the classroom. All subject teams undertake the annual review and enhancement process which requires them to reflect on the academic year as a whole and to interrogate data relating to cohort identity, attainment and progression in each subject. A Departmental report is produced which is shared at a Faculty level. The Faculty Dean will then provide a central report for the committees of Senate. The University is constantly reviewing the format of available data to inform this process and is further developing the data dashboard to give Departments access to more detailed data.

Student Support Units across the University each also conduct an annual review with a focus on enhancement of the student experience. These are collated and reported to University level Committees

Students are encouraged to be reflective about their learning, particularly through the activities included in the tutorial system at Levels C and I and the supervision sessions at Levels H and M.

The University stops all teaching, meetings and research for one hour each week for Foundation Hour. This hour is a period in which all staff and students are able to stop and to reflect. Events are organized for those who wish to attend. Others choose to use this hour as a quiet time for reflection.

The University is committed to ensuring that all student research projects are conducted with the correct acknowledgement of sensitivities involved in that work and that students have a clear understanding of what those sensitivities might be. All student research projects are scrutinized by the relevant ethics committee as appropriate.

**Underpinning expectations from staff and students:**

- Staff and students will be encouraged to be reflective, aware and ethical individuals.
- Students will endeavour to make the best of all opportunities presented to them; attending and actively collaborating in all learning events.
- Students will aim to be supportive and caring members of society, helping others where possible.
- Students will be empowered to contribute to social change.

## 3.9 Principle 9

## Learning opportunities developed with recognition of the diversity of the student body

Liverpool Hope seeks bright and promising students irrespective of background. Dedicated to the vision of its 19th century founding colleges to open up opportunities to those traditionally excluded from higher education. While the selection arrangements for admission are rigorous, there is a willingness to encourage all who have the ability and capacity to benefit from an education at this university. Liverpool Hope has an excellent record in recruiting and retaining those students from non-traditional or widening participation backgrounds. The University will continue to provide a level of support to all students which facilitates this particular cohort to succeed. At Hope the formation of students in the University is made possible through high quality educational experiences.

One of the intentions of the introduction of small group teaching across the curriculum is to ensure that students develop a personal relationship with a member of staff who will endeavor to understand their needs and to provide (or arrange for the provision of) the appropriate support.

The University celebrates the diversity of the student body and recognizes that the recruitment of students from a range of cultural backgrounds enriches the whole student experience. The International Unit will provide tailored academic and pastoral support to international students. In acknowledgement that the experience and expectation of international students is often very different to that of UK educated students, this will include introductions to academic norms in the UK as well as specific pastoral support. Departments will be notified of international students registering in their classes so that special attention can be paid to provision of their needs.

The University wishes the student experience to be as inclusive as possible. Where extra support is needed students are provided with a learning support plan which details their additional learning support needs. Each department will have a Learning Support co-ordinator with responsibility for ensuring that tutors are aware of these requirements. The University is committed to treating every student equally in the classroom and not to highlight those with specific needs unnecessarily. As a drive towards achieving this the Learning and Teaching Committee will develop the concept of an inclusive curriculum and classroom for all.

Disabled and those with specific needs who bring these to the attention of the University will be assessed and then have a Learning Support Plan designed to support them to perform in the same manner as all other students.

The NOH Student Experience Committee will pay particular attention to ensuring that the curriculum in the NOH meets the needs of those students. Where students are studying at a distance from the University advice will be provided on line and by email. No course will run exclusively online. All will have a proportion of personal contact.

To facilitate learning of those with specific requirements teaching rooms will be fitted with such equipment (for example, hearing loops) as is appropriate and where a specific need has been identified.

**Underpinning expectations from staff and students:**

- We will recognise that all students are from a diverse range of backgrounds, capabilities and learning experiences;
- The development of the curriculum will recognise the needs of part-time and distance learners;
- International students will feel welcomed and be provided with the necessary support to adjust to language and cultural differences in both academic and personal contexts;
- Students and staff will be part of the Hope community, building meaningful relationships and mutual respect;
- Student information and data will be managed effectively and stored safely.

## 3.10 Principle 10

## Learning opportunities delivered in a high quality physical, virtual and social learning environment

The University places high value on the quality of its buildings and gardens for the well-being of all its staff and students. We will maintain and enhance high quality Estates that are inspiring, aesthetically pleasing, welcoming and accessible, and provide well-equipped teaching and learning space, using the best technological solutions where appropriate.

Hope will provide contemporary information technology services as appropriate to the course studied. All students will have open access to computing facilities in a range of venues. An App has been developed to inform students of the location of available PCs. Standard and specialist software will be available on open access and classroom PCs. £25k for annual updating of computer hardware and replacement or enhancement of computers. This will be managed by the Director of IT based on a planned programme of deployment, upgrading and new purchases agreed with the PVC Operations.

All teaching rooms for groups of 20 or more will have a minimum level of equipment to include PC, interactive whiteboard DVD player and sound system. All learning spaces will be of high physical standard to acknowledge the University's commitment to truth beauty and goodness.

We seek to encourage our staff and students to create a real community of interaction and engagement on campus turning academic offices into studies and student study spaces into vibrant places for learning. The University provides social space and accommodation that encourage a sense of community and self-development. Our garden campuses are safe and secure spaces in which to learn, teach, research, play and pray.

The University will provide a range of learning spaces giving the opportunity to study individually and in groups. The library will provide specific silent learning spaces.

The library is at the heart of the University and maintenance and development of its holdings, both paper based and electronic, is key to its future development as a centre of excellence in research and Learning and Teaching. The Library will receive funds to extend and maintain its collections every year. Each department will be allocated funds to develop its collection. The University will strive to extend its special collections of books to further the academic endeavor and to give students the opportunity to use those resources. The University will continue to invest in resources in a range of formats

In addition to Learning spaces within the University campuses Hope will seek to make best use of opportunities provided by its partners in the city for students to learn in other environments and from other individuals. This includes for example, working at the Liverpool Museums and galleries with the curators, with the RPLO and the musicians and in the cathedrals with theologians and clergy. As a significant proportion of Hope students are training to be teachers the experience of learning within school environments is also important and Hope will continue to value and to nurture its relationships with local schools to this end.

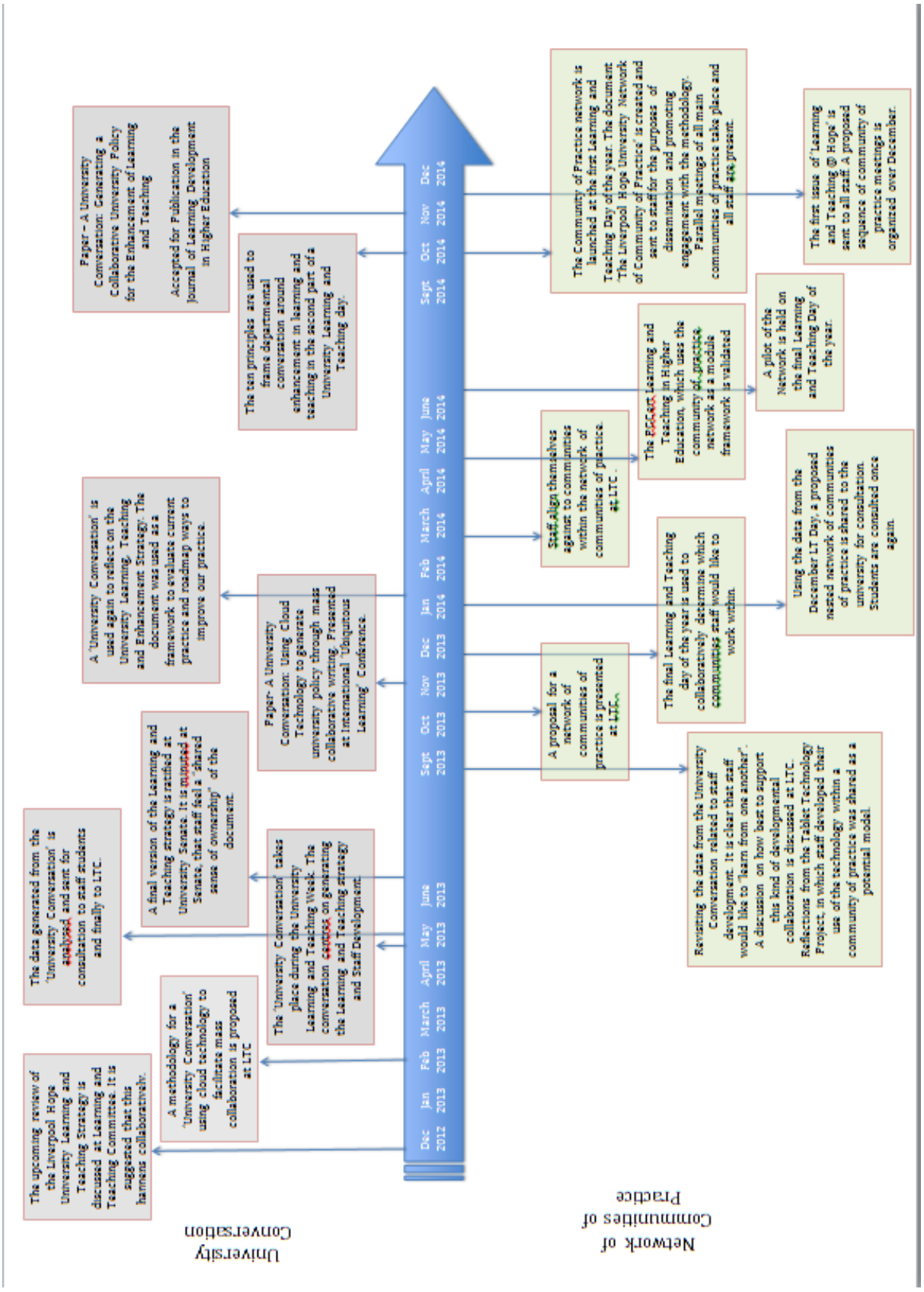
A Teaching and Learning Enhancement fund will be maintained to provide academic departments with specialist resources. This is managed by the Chair of the T&L Committee to fund improvements. This could include new software to enhance learning or any seeding of projects that will have an impact on the student learning experience. At least two thirds of this fund has to be used by the end of October each year to influence the new academic year, and only one third will be available after that date. This means that all bids must be made by the end of the annual monitoring and enhancement exercise.

**Underpinning expectations from staff and students:**

- Students will have access to quality learning resources;
- Students will have a range of different experiences – learning in and 'outside' of the classroom;
- We would like students to reflect a sense of belonging – Hope as a home for students.
- Systems will be in place to facilitate and mediate the Hope community, allowing clear lines of communication between students and staff.

# The Appendices

# Appendix A: Timeline for the University Conversation



## Appendix B: Other University Documents relevant to L & T

This document needs to be read in conjunction with
Overview of the Liverpool Hope Communities of Practice.
The accreditation documentation for the PGCert HE
Plan for student success,
Student charter
Staff development plan for L& T
Plan for listening to the student voice
Attendance Monitoring Guidelines
Standard Course Booklet template
Agreed baseline content for Moodle
Library and Information Skills Programme
Careers and Employability Strategy
Peer Observation Process

# Appendix C: Operational details of L & T Committee and FQLTs

**Faculty Quality, Learning & Teaching Sub-Committee**
Terms of Reference & Membership

1. To undertake Faculty-level operational responsibility for all matters relating to Quality Assurance (including initial programme and course validation and amendment) and to report on Quality Assurance matters to Faculty Board[1]

2. To undertake Faculty-level operational responsibility for all matters relating to Quality Enhancement and to report on Quality Enhancement matters to Faculty Board[2]

3. To undertake Faculty-level operational responsibility for all matters relating to Learning and Teaching and to report on Learning, Teaching and Assessment matters to Faculty Board[3]

4. To ensure that University-determined and agreed Quality Assurance policies, expectations and procedures are operationally followed

5. To ensure that University-determined and agreed Quality Enhancement policies, expectations and procedures are operationally followed

6. To ensure that University-determined Learning, Teaching and Assessment policies, expectations and procedures are operationally followed

7. To receive and consider all External Examiner reports for the Faculty and to make any recommendations arising from the consideration of such reports, either matters of concern or matters of potential dissemination of good practice, to Faculty Board

8. To receive action plans drawn up by Heads of Department or Vice Deans in response to External Examiner reports as part of annual monitoring which either address specific weaknesses or propose recommendations for enhancement and to report on the appropriateness of those plans to Faculty Board

9. To receive updates on progress on any such action plans and report on the appropriateness of such updates to Faculty Board

10. To alert the Staff Development Coordinator of any required training needs that arise in the context of the review of External Examiner reports, or in context of any other processes undertaken in the exercise of its responsibilities

[1] Department Review, which includes periodic review, does *not* fall under the remit of this Committee. Rather, Departmental review is run centrally and provides the opportunity for the University to undertake an extremely rigorous 360 review of all academic provision in the Department, to advise the Vice Chancellor on the Department's overall academic standing, and to report directly to Academic Committee on matters relating to the quality and standards of its academic programmes. The University has consciously determined that Departmental Review will bypass the normal faculty-level structures and believes that by such a process a potentially greater level of objective scrutiny can be achieved.

[2] See footnote 1 above for the exception

[3] See footnote 1 above for the exception

11. To develop any Faculty-level adjustments to University-wide Quality Assurance policies where this is required in order to take account of any subject-specific factors, ensuring that any such adjustments remain in keeping with the principles of the University's stated policies and procedures and recommending any such adjustments to Faculty Board prior to their further discussion at Academic Quality Committee

12. To develop any Faculty-level adjustments to University-wide Learning, Teaching and Assessment policies where this is required in order to take account of any necessary subject-specific factors, ensuring that any such adjustments remain in keeping with the principles of the University's stated policies and procedures and recommending any such adjustments to Faculty Board prior to their further discussion at the University's Teaching and Learning Committee

13. To monitor peer review of teaching ensuring that the University's policy on peer review is adhered to, that enhancement opportunities are taken, and that the system operates at a Faculty-wide level in a way that ensures a sufficient level of objectivity and reporting on the effectiveness of the peer review process to Faculty Board

14. To promote, encourage, facilitate and monitor Faculty-level student engagement on matters relating to taught programmes, and the academic experience of students on those programmes, ensuring that the University's policies in this area are followed, and to provide an annual review of the Faculty-level effectiveness of such policies for consideration by Faculty Board

15. To support and promote participation in the Rector's Learning and Teaching Awards throughout the Faculty

| |
|---|
| Chair: Dean's nominee |
| A member of the academic staff from another Faculty who has sufficient relevant expertise. (This colleague should normally be a member of his or her own Faculty's Quality, Learning and Teaching Committee to ensure both cross-fertilization and parity). |
| Either:<br>• An academic member of staff from each department nominated by the HOD<br>Or (in Education):<br>• Two members of staff, nominated by the Dean, who can represent non QTS provision and two members of staff, nominated by the Dean, who can represent QTS programmes.<br>• A Vice Dean (who has the QA brief) |
| A student representative from one of the faculty's staff student liaison groups (nominated by the Faculty Dean) |
| The Faculty Executive Officer |

## LEARNING and TEACHING COMMITTEE

Terms of Reference 2014-15 [as approved by Senate, December 2013]

1. To take University-wide responsibility for oversight of all matters relating to enhancement of Learning and Teaching and the wider student experience

2. To ensure that Faculty and Departmental responsibilities for the enhancement of Learning and Teaching are discharged in accordance with the University's Learning Teaching and Enhancement strategy
3. To develop, monitor and review the University's Learning Teaching and Enhancement strategy
4. To receive, review and, where appropriate, act upon any matters, be they proactive or reactive, that provide the opportunity for the enhancement of student learning and/or academic standards that have been cross-referred by the University's Academic Committee
5. To receive and consider reports from the Faculty Quality, Learning & Teaching sub-committees and from Faculty Boards / Network of Hope Experience and Academic Oversight Committee
6. To monitor the work of Faculty Quality, Learning & Teaching Sub-Committees in developing policies which take account of any necessary local factors and to ensure that any Faculty adjusted policies remain in keeping with Universitywide stated policies and intent
7. To recommend, review and adjust the Learning & Teaching components of the University's overall staff development programme
8. To receive, monitor and where necessary act upon all Faculty External Examiner reports and the Deans' external examiners summary report in areas related to Learning and Teaching
9. To keep under review other processes for enhancement of the wider student experience, such as course evaluation and student representation and the outcomes of the National Student Survey
10. To consider the impact of academic development and regulatory matters on the overall student experience
11. To advise on the quality of services delivered by support areas as affecting the student experience
12. To receive and consider the minutes of the Library Steering Group
13. To receive and consider minutes of the Student Services group
14. To receive and consider minutes of the Collaborative Provision Sub-Group

Membership
Dean of Students (Chair)
Chairs of Faculty Quality, Learning & Teaching Sub-Committees:
A Dean's Representative from each Faculty (that representative to be a member of Senate):
Head of Library Service
A Sabbatical officer of the Students' Union
The Registrar
Senior Academic Quality Advisor
By invitation: Head of Student Development & Employability

## Appendix D: Details of Communities of Practice

**Communities of practice are:**

> "Groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis." (Wenger, 2002)

. Lave and Wenger (1991) were the first to describe communities of practice, as they tried to understand the complex ways in which people learned in apprenticeship style relationships. They discovered that valuable learning occurred as people shared narratives related to everyday practice; that not all knowledge can be codified; that learning *how* is not necessarily the same as learning *that* (Duguid, 2009). They posited that the learning of practice is a socially constructed phenomenon and that effective learning is far more likely to occur when it is done with other people engaged in similar practices with a shared goal.

**Forming the Communities of Practice**

The University Conversation demonstrated to us that staff members from across the institution were keen not only to talk about Learning and Teaching, but also to take the lead on enhancing their practice themselves. A recurring theme dominated the dialogue on that day, which was that staff wanted to learn from each other rather than be told how to teach.

In order to facilitate this, process that would create collaborative spaces in which staff could talk about the aspect of Learning and Teaching they were most interested in was put into practice. Once again, it was important that this process was lead by the academics themselves and we used a subsequent Learning and Teaching Day to let academics tell us which spaces we should create.

In targeted discussions the staff indicated which communities they would like to see in our network. The result was a collaboratively created network of communities of practice; this was then opened up to members of staff to preliminarily align themselves as members to these communities.

Once the framework for the Liverpool Hope Network of Communities of Practice was established, it is now used to frame each of our university Learning and Teaching days. From now on, is intended that at each Learning and Teaching day throughout this academic year, we will host meetings of the 6 main communities of practice (Assessment,

Classroom Practice, Curriculum, Educational Technology, Learning Outside the Classroom and Student Experience) where practice across the university will be shared.

Importantly, between these days the more focused work will take place in the sub-communities of practice that are housed within each of these main communities of practice. It is up to staff to decide which of these they would like to contribute and where you would like to focus their efforts..

There is an expectation that all staff contribute to at least one community of practice, but that contribution is scaleable through what Wenger calls the process of legitimate peripheral participation. By staying contact with these communities by email and contributing at a distance staff will have a real impact, but eventually it is hoped that staff find at least one community of practice that they feel like they belong to and eventually become recognised as one of the Univerity's experts in that domain.

## Appendix E Operational details of CPD programme

## Staff Development at Liverpool Hope:

Liverpool Hope is committed to the development of its staff to meet University, Faculty and team goals and objectives as well as to provide opportunities for professional and personal development. Staff development is increasingly important in meeting the challenges facing the HE sector. A core programme of events are produced each year is to provide all staff members with an opportunity to improve knowledge and skills and engage in developmental activities increasing their effectiveness as a member of staff. The full course programme can be accessed via the Training Events Webpage: http://www.hope.ac.uk/gateway/staff/staffdevelopment/trainingevents/.

The Staff Development Policy and Staff Development Procedure should be consulted for further information.

## CERTIFICATION IN LEARNING AND TEACHING AT LIVERPOOL HOPE

In order to ensure that all colleagues who are involved in teaching at the University are professionally certificated, the University has given careful consideration to how best this can be achieved and periodically reviews its policy. After discussion at Learning and Teaching Committee, the University wishes to confirm what is already its current practice, namely that all academic colleagues are required to gain fellowship status with the Higher Education Academy (HEA). This will have the additional benefit of enabling the University to report in its HESA returns the level of qualification in learning and teaching amongst its academic staff. For the sake of clarity therefore the University Learning and Teaching Committee has indicated that it is fellowship of the HEA (FHEA) that is the requirement.

The means by which FHEA status is achieved is a matter for the individual member of staff, in consultation with his or her line manager. One way in which this can be achieved is through undertaking the University's Postgraduate Certificate in Learning and Teaching in Higher Education (PGCLTHE). For staff on open-ended contracts, undertaking the PGCLTHE is factored into the workload. An alternative is to prepare an individual portfolio and to make an individual application direct to the HEA. The University covers all costs for either of the above for permanent members of its academic staff.

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Further Notes

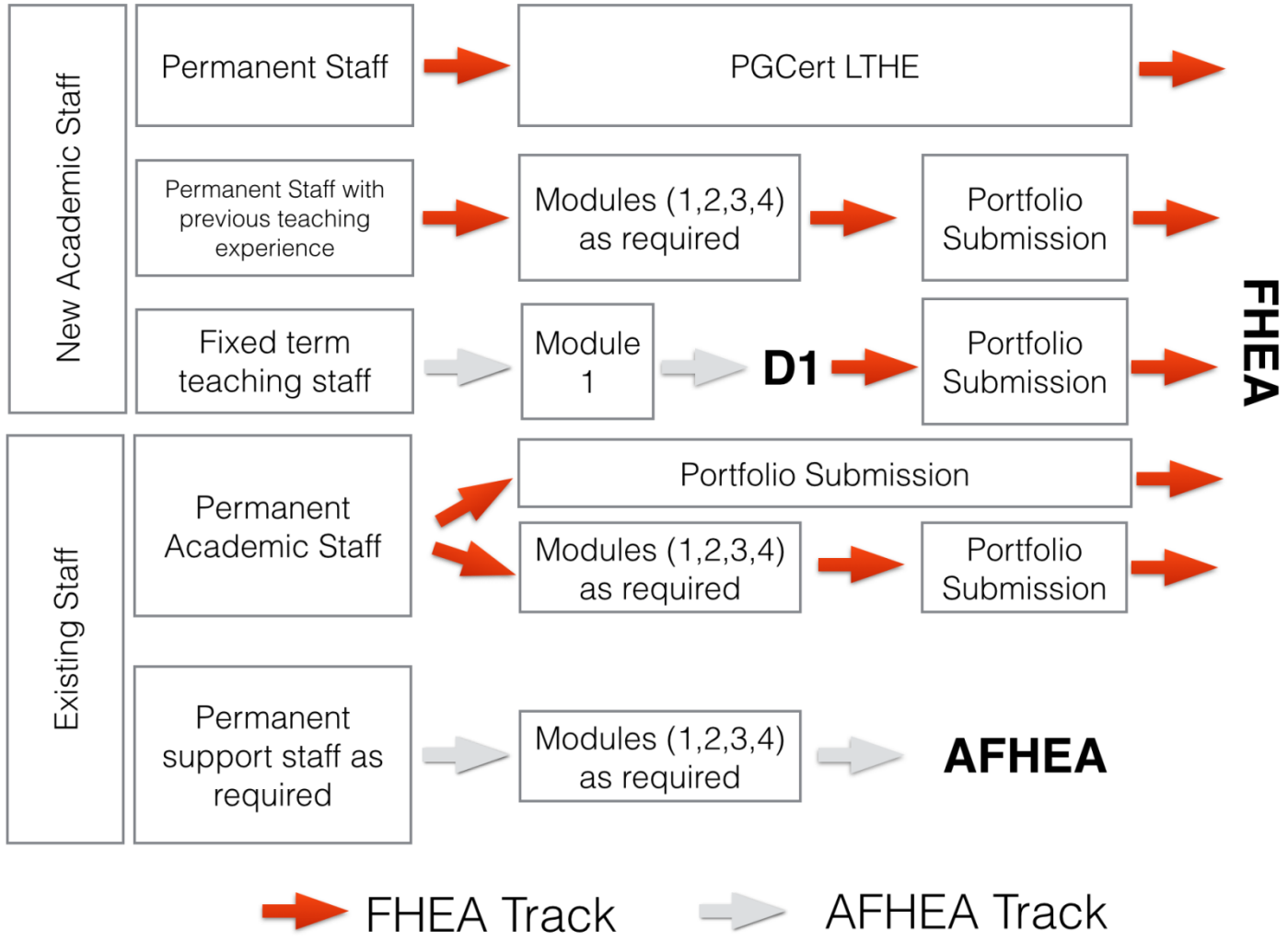
Fixed-term academic colleagues are required to undertake a short course in learning and teaching, consisting of 10 contact hours, which is offered by the University. There is no formal assessment for this course and it does not lead to certification. This course is also a requirement for Associate academic staff at the University.

Fixed-term staff may be eligible to apply for associate fellowship status with the HEA. While this is not a requirement, the University will support such applications and may, at its discretion, cover costs.
Similarly, the University may, at its discretion, fund a fixed-term member of staff's participation in the full PGCLTHE or, if appropriate, fund an individual application for FHEA status. However, given that it is not a requirement for fixed-term staff, no allocation is made in the workload model.

The routes associated with obtaining HEA recognition for those working at Hope are set out in the flowchart on the following page. The PGCertLTHE accreditation document might also be consulted.

Liverpool Hope University

Routes to HEA Recognition



## Appendix F: Details of the operation of small group tutorials

All undergraduate courses* at all levels include at least one teaching session a week where there is opportunity for a personal relationship to develop between tutor and student and also between students in that group. This session is expected to be delivered to any given group of students by the same named tutor each week.

At levels C and I this session is ideally conducted in a group of 10, although the group size can be modified by the academic department on permission of the Dean. At Level H this session would normally take the form of a dissertation or other supervision session and is most commonly a 1:1 session with a named research supervisor.

At Levels C and I these small group teaching sessions are designated as tutorials and are timetabled. At Level H they are designated as supervision sessions and are arranged on an individual basis between staff member and student. They are not recorded on the timetable.

At Level C the small group teaching session focusses on the construction of a portfolio-type assessed component. This will allow the student to demonstrate their continued development and to record the acquisition of new skills. The format of this assessment may vary between courses but must be approved during the validation process.

The small group sessions (tutorials) at Level C are intended to be student led. It is expected that in the initial weeks of term the tutor will take the lead but as the academic year progresses these sessions will be increasingly student lead.

At Level I the sessions are also intended to be student led and to focus around a specific assignment. At this level however Departments may use their discretion as to the format provided it is approved during the validation process.

* In this context 'course' is used to reflect each 60C block. Thus in the case of combined honours or BS(QTS) students each student will have 2 such tutorials a week. In the case of single honours courses the student may have either one or two such sessions dependent on the construction of the single honours course.

## Appendix G: Outline of the integrated curriculum

Further to wide-ranging discussions across the University regarding the design and delivery of Hope's undergraduate provision, deliberate steps have been taken to ensure that all of the University's undergraduate programmes reflect a number of core principles. In particular, that;

1. As a University, we should move beyond a fragmentation of learning (often associated with a modular curriculum structure) to having a rounded formation of the graduate in the discipline.
2. The notion of a 'disciplinary core' should be developed, ensuring that all students studying a subject area (whether as single honours/combined honours) have a commonality of experience and learning which reflects the concept of the graduate in the discipline.
3. Staff and students should be provided with opportunities for enhanced engagement and deep learning, with the design of provision at all levels encompassing seminars and small group tutorials.
4. The curriculum should be designed to actively support student progression and enhancement.
5. Academic staff/teams are central to learning and teaching in the discipline and teaching should be research informed.
6. As a University we will ensure that all students are provided with a minimum of 12 contact hours per week of term-time during their first year of full time study, with 10 hours per week minimum provided during second and third years.

The framework for the undergraduate curriculum approved by Senate in December 2012 is captured in the diagram overleaf. Within the undergraduate framework, it should be noted that

(i) provision is described *at the Level*

(ii) combined honours students take the core curriculum in each of their chosen subjects.

(iii) where choice is offered (seminar 'options') this is normally located within the Level H/6 provision.

In addition, reflective of the University's Learning, Teaching and Assessment strategy, assessment encompasses examinations (norms of 33% at Level C, 25% at Level I and H), together with assessments linked to seminar and tutorial activity. At Level H/6, single honours students are required to undertake a significant research project (totalling 30 credits) whilst combined honours students have the option of undertaking 2 smaller projects in each of their chosen disciplines or, by agreement, undertaking an integrative dissertation.

All of the University's undergraduate provision was reviewed during the academic year 2012/13 with some provision reapproved to ensure alignment with the principles and norms.

## LIVERPOOL HOPE UNIVERSITY: UNDERGRADUATE CURRICULUM OVERVIEW

| Core Curriculum: 60 Credits Per Level | | |
|---|---|---|
| **Third Year – level H – 60 credits**<br>**Advanced Studies in X (Core)**<br>*Standard teaching pattern* ***every week: Minimum***<br>2 lectures / 2-plus seminars (max 4) / 1 tutorial<br>**Total = 5 hours** | | |
| 25% exam (on lecture material) | 50% seminar related assessment | 25% research project [1] or dissertation[2] |
| **Second Year – level I – 60 credits**<br>**Explorations in X (Core)**<br>*Standard teaching pattern* ***every week: Minimum***<br>2 lectures / 2 seminars / 1 tutorial<br>**Total = 5 hours** | | |
| 25% exam (on lecture material) | 50% seminar related assessment | 25% synthesis written work (tutorial related) |
| **First Year – level C – 60 credits**<br>**Foundations in X (Core)**<br>*Standard teaching pattern* ***every week: Minimum***<br>3 lectures / 2 seminars / 1 tutorial<br>**Total = 6 hours** | | |
| 33% exam (on lecture material) | 34% seminar related assessment | 33% synthesis written work (on lecture and seminar material) |

| Additional Curriculum For Single Hons Students: 60 Credits Per Level | | |
|---|---|---|
| **Third Year – level H – 60 credits**<br>**Advanced Studies in X (Additional)**<br>*Standard teaching pattern* ***every week: Minimum***<br>2 lectures / 2-plus seminars (max 4) / 1 tutorial<br>**Total = 5 hours** | | |
| 25% exam (on lecture material) | 50% seminar related assessment | 25% linked to dissertation |
| **Second Year – level I – 60 credits**<br>**Explorations in X (Additional)**<br>*Standard teaching pattern* ***every week: Minimum***<br>2 lectures / 2 seminars / 1 tutorial<br>**Total = 5 hours** | | |
| 25% exam (on lecture material) | 50% seminar related assessment | 25% synthesis written work (tutorial related) |
| **First Year – level C – 60 credits**<br>**Foundations in X (Additional)**<br>*Standard teaching pattern* ***every week: Minimum***<br>3 lectures / 2 seminars / 1 tutorial<br>**Total = 6 hours** | | |
| 33% exam (on lecture material) | 34% seminar related assessment | 33% synthesis written work (on lecture and seminar material) |

[1] There can be one large research dissertation by agreement for combined honours students, which must integrate subjects 1 and 2. The 2 research projects can be combined to make a dissertation

[2] Single honours students **MUST** do a dissertation

## Appendix H: The Assessment Enhancement Strategy

**The following is an excerpt from the full strategy which also encompasses an assessment 'grid' of the year. It is followed by the Assessment Enhancement Policy as authored by the Communities of Practice.**

Assessment tasks should be designed to:

- match the formally approved pattern, and enable students to demonstrate that they have satisfied intended learning outcomes;
- be appropriate to the relevant level in the Framework of Higher Education Qualifications;
- be inclusive and unambiguously worded;
- minimise opportunities for academic misconduct;
- reflect, where appropriate, the integrated nature of undergraduate degrees, and the modularity of postgraduate provision;
- provide a relatively small load of formal assessments, underpinned by regular opportunities for informal assessment and feedback.

Students should be assessed in a transparent manner, in which students are provided with clear statements of:

- the criteria by which their work is assessed;
- the rationale for marks awarded;
- rules governing progression, completion and award classifications;
- the consequences of failure.

Students should have opportunities to receive feedback, on examinations as well as coursework, which:

- is timely and accessible;
- gives a clear indication of not only the strengths and weaknesses of work that has been undertaken, but also how students might improve marks for future assessments.

Decisions about students' marks, progression and awards should be devolved as far as possible to individual Departments, with standards maintained across the University by:

- internal and external moderation of assessment tasks and students' work;

# The LHU Collaborative Assessment Enhancement Policy

*The following addition to the assessment strategy was generated on the Learning and Teaching Days in January 2015 through targeted discussions in the LHU Communities of Practice (CoPs), followed by meetings of FQLTs. It was then reviewed by Learning and Teaching Committee in March 2015.*

## Learning Outside the Classroom

*Philosophy and Overview*

- The university encourages learning experience occurring outside the classroom. Learning outside the classroom includes, for example, fieldwork, study visits, work experience.
- Learning experiences that occur outside the classroom should be creative and flexible and provide valuable learning experiences, skills and concepts that are transferable to University and beyond. Where appropriate students should be able to represent these experiences through their assessed work.
- "When unforeseen circumstances prevent a student from a Learning Outside the Classroom experience, students will be offered a complementary activity.

*Recommendations for Good Practice*

1. Learning outside the classroom should focus on providing students with diversity in their learning experience and should not, unless appropriate, be tied explicitly to a single assessment.
2. The University should minimise as far as possible the barriers (including resourcing) to organising learning that takes place outside the classroom.
3. Learning outside the classroom experiences should be inclusive.
4. Suitable alternatives for learning events that take place outside the classroom should always be prepared both for students and classes where unforeseen events affect attendance or delivery.
5. Assessments based on Learning Outside the Classroom should maximise the time spent in the field and encourage subsequent reflection on the work.

## Examination Design

*Philosophy and Overview*

All examinations should be designed so that:

- students are required to express their own understanding, application and synthesis of course material, using appropriate terminology
- students are required to think 'on the spot' - an active performance under timed and controlled conditions (performance not ambush!)

- students are required to have organised their learning though their study notes/time and in their own thinking/head/conceptual space.
- students are required to demonstrate a breadth of knowledge and understanding across the curriculum
- it is possible to assess and compare large numbers of students against given criteria in an efficient manner.

*Recommendations for the Good Practice:*

1. There should be no one standard (prescribed) template of exam structure stated in university policy.
2. It is appropriate for staff to consider alternative forms of exams (oral, use of word-processing etc.).
3. There should be guidance and practice for students to prepare them for undertaking the types of activity involved in the exams designed for them
4. Students should be given feedback about their performance in relation to exam objectives in an effective and efficient manner
5. Where possible, examinations should be designed inclusively but, where alternative arrangements are needed for exams for students with LSPs, these should be considered with regard to compatibility with the assessment given to other students and the University philosophy on exams.
6. Examination questions should normally be unseen, however, there may be elements of relevant pre-release material. If a seen examination is to be used a clear rationale and justification should be presented to FQLT with agreement from the external examiner.
7. All assessment designs should be reviewed (ideally by the authors, department leads and external examiners) at the end of each examination phase and generally as part of the ARE exercise.
8. All exam papers should be verified by the relevant FQLT Committee and External Examiner prior to that examination taking place.

# Supporting Assessment in the Classroom

*Philosophy and Overview*

- All assessment events should be clearly linked to learning that has taken place in the classroom or on organised experiences outside the classroom. Performance in assessed tasks should be in alignment with the way in which that knowledge has been learned.
- Students should ensure that they are adequately prepared for assessment tasks through their engagement with classroom activities that are clearly linked to assessments.
- Students should have a good awareness and understanding of the marking criteria by directly engaging with these through planned learning activity delivered in the classroom.
- The design of assessments and learning activities will occur simultaneously and will be informed by current theoretical insights of learning in the discipline in which they are situated.
- Tutors will work to support the belief that the value of assessment is “more than just a mark” and that the learning that occurs through preparing and carrying out assessments is critical to the development of the learner.

*Recommendations for Good Practice*

1. Where appropriate and possible tutors should distribute exemplars as part of classroom activities including examples of feedback given on the assessment, with the aim of supporting the understanding and use of marking criteria.
2. Tutors should clarify the language of assessment and assessment criteria through dialogue and the use of transparent and accessible marking criteria.
3. Tutors should endeavour to embed reading and writing development into all courses and feedback practices.
4. Tutors should link where appropriate to the University resources that are available to support the development of academic literacy (e.g. Writing Mentors).
5. Discussion of assessment (using the assessment criteria) should be encouraged through peer and tutor dialogue.
6. Where appropriate tutors will signpost clearly to students what each classroom session contributes to preparation for the assessment.
7. Students will be encouraged to be partners in the assessment design process by providing feedback and contributing to evaluations of the course.

# Using Formative Feedback

*Philosophy and Overview*

- Every course should have opportunities for formative assessment embedded within the curriculum.
- The learning experiences that the University provides will be rich in formal and informal feedback driven by dialogue between students and between students and their tutors.

*Recommendations for Good Practice*

1. All courses should normally have the opportunity for students to either receive feedback on a 'draft' piece of work, or an equivalent formative piece, which prepares students for their future assessments.
2. Opportunities for dialogue about the assessments on the course should be frequent and student led.
3. Students should be supported in the development of their independence and autonomy as learners throughout the course of their study by continually evaluating their own progress with the support of their tutor.
4. An appropriate balance between formative and summative assessments should be included in every course.

# Using eAssessment

*Philosophy and Overview*

- The University will promote and support the development and research of eAssessment practices.
- The University recognises that eAssessment practices should be designed by tutors to meet the needs of the students and that these processes will be discipline specific and diverse in their application.
- The use of Educational Technology will be used to facilitate and enhance relationships with students, not eliminate or break them down.
- The University will consider the Health and Safety and Mental wellbeing implications of any move towards eAssessment as these practices are developed.
- The University will continually explore, implement and evaluate a range of eAssessment technologies, as and when they are available, with the goal of innovating and enhancing our approaches to assessment.
- Any application of eAssessment will be driven by a desire to support student learning and minimise administrative workloads for tutors.

*Recommendations for Good Practice*

1. eAssessment practices should be used when appropriate for the disciplinary context and the mode of assessment.
2. The impact of eAssessment on student perception and student *use* of feedback will be continually evaluated.
3. The University will support practitioners to discover a mode of feedback practice that best suits their own practice and the course that they teach on (electronic or otherwise).
4. Diversity in assessment practice using technology will be encouraged and tutors will be trusted and provided the freedom to explore and develop their practice. However, assessment provision should be uniform for each class for each piece of assessment.
5. Any eAssessment provision should supplement, not replace face-to-face contact.
6. As far as possible all technology infused assessment strategies should work through an accessible integrated system or portal.
7. Technology should not lead our practice; technology should support and enhance our practice.
8. All applications of eAssessment should be evaluated carefully, with full consideration of the complexity of discipline specific practice and bearing in mind that all data should be treated critically.
9. Any changes to practice should follow thorough evaluation and the University should provide appropriate training and will recognise the time it takes to embed new modes or working into practice.

# Student Perception of Assessment

*Philosophy and Overview*

- The University will ensure that all students will be made fully aware of the details of their forthcoming assessments far in advance of the point of assessment.
- The University's assessment practices will be as transparent as possible so as best to facilitate student understanding of the work that they will need to produce.
- The University will create assessments that support students in producing their best work possible.

*Recommendations for Good Practice*

1. Where possible student feedback forms or sheets should be standardised at departmental level, with sufficient space for adaptability.
2. Where appropriate tutorial groups should be used to provide verbal feedback in addition to written feedback.
3. All assessment and feedback practices and procedures will be explained to students at the start of each academic year or course.
4. The University will attempt to foster student communities to facilitate discussion on assessments between students and year groups.

# Appendix I: Baseline Content for Moodle.

## Using Moodle from September 2014 onwards

Following last year's successful pilot, the baseline content of Moodle for 2014 has been agreed as below. This will ensure that every student has a more consistent experience of using Moodle regardless of what subjects(s) they are enrolled on. Students will see Moodles for their Subjects (60C unit), Departments and Faculties, Staff will see all Moodles they own, or have been given access by the owner. All will see the Library Moodle.



All Subject Moodles (i.e. for every 60C unit) will be automatically created by ITS. The designated leader of the 60C unit will be identified as the owner of the Moodle page. They and all students on that subject, will be automatically enrolled onto the Moodle. The owner can then add additional staff to contribute to and maintain the Moodle

A 'how to' Toolkit will be available to help staff add material and maintain their Subject Moodles. Content from previous years will not be copied across automatically. Only the News Forum is created automatically; all other content must be created by the Moodle administrators/owners. The Toolkit will include guidelines as to how the tutor can perform the copy and create other content. Tutors are encouraged to populate the Moodle as fully as possible prior to the start of the academic year and to use the 'reveal' function to give students access to this material as necessary. Please note that all coursework will be submitted through turnitin on your 60C Moodle. The Turnitin facility will be added in early October.

Below is the list of the agreed baseline Moodle content

**The Moodle for each 60C unit at all levels should contain as a baseline:**

- Welcome Message from the course team.
- Course Leader's name and contact details
- External Examiner's details and signposting to their reports and the departmental response to the report (see below)
- Course booklet following the standard structure
- Learning outcomes
- Assignment details, submission dates and marking criteria
- Course programme showing details of all sessions and tutors for the year
- Core and recommended reading list obtained through the ASPIRE system
- Lecture notes/materials as appropriate
- Reports of outcomes and actions from previous Year's Course evaluations
- Sample Exam papers
- What's New/ News Forum/ Discussion forum (at least one of these)

**The Moodle for each Department should contain as a baseline**

- Welcome message from the HOD
- Outline of Department and all staff member
- External examiners reports for all awards run from within that Department.

## Appendix J: L & T Staff Development Plan

**The contents of this plan have been generated from material obtained in the whole university conversation about Learning and Teaching April 2013. The plan is monitored both by L & T Committee and Rectorate Team.**

1. **All permanent academic staff will have a recognised qualification/affiliation in Learning and Teaching**
    a. Staff new to academia on permanent contracts will be expected to have or enrol on an HEA accredited PG Cert Learning and Teaching in HE (or equivalent).
        i. The University will make a course of this type available to staff.
        ii. Staff enrolled on this course will have recognition of this built into their workload allocation (which should be negotiated with their line manager.)
    b. All permanent academic staff will be expected to become members of the Higher Education Academy . Membership of the Academy will be regarded as initial evidence of professional competence in Learning and Teaching.
        i. Staff new to academic contracts will be expected to achieve membership through an accredited programme as above.
        ii. More experienced staff may achieve membership through direct application.
        iii. The University will provide development opportunities to support direct application.

2. **All staff (including those on temporary and fixed term contracts) will be expected to undertake L & T related staff development.**
    a. The university will provide a core programme of L & T development for temporary staff to substitute for the need to undertake a qualification as above.
    b. The University will provide other development opportunities as appropriate and as described in 3-7 below.

3. **All new academic staff will be allocated a mentor to support their development in Learning and Teaching.**
    a. The mentor will be an experienced academic colleague from the same or a department in a similar discipline

4. **The University will build communities of practise and expertise on specific areas of Learning and Teachin**g
    a. Communities of practise will be overseen by faculty based champions of specific areas of learning and teaching
        i. In the first instance these will be focussed around tablet technology, blended learning and the use of social media in earning and teaching. Others are anticipated to be developed in the future.
        ii. These communities will meet regularly on an informal basis and will contribute annually to 'L & T week' activities.

5. **The University will develop a range of online and other support materials for Learning and Teaching which will be readily available to all academic staff.**
    a. Provision of guidance and signposting to resources will be provided through the Hope website (development on this resource has already begun).

6. **The University will continue its commitment to an annual 'Learning and Teaching week'**
    a. This will be five days spread across the academic year rather than focussed on one point in the calendar.
    b. Academic staff will be expected to take part in these activities.

7. **The University will offer a range of Learning and Teaching focussed staff development opportunities throughout the academic year. Wherever possible these will be run by experienced Hope staff with specific expertise rather than external trainers. They will be offered as part of the staff development schedule at times. These will take two forms:**
    a. Opportunities for basic/ next steps training
        i. Initial need noted for training on Moodle, Blended Learning, Smart Boards and other technologies
    b. Opportunities to share good practice with colleagues.
        i. This may be through communities of practice and 'L & T week' activities as above but should include other occasions as required.

8. **The University will recognise Excellence in Learning and Teaching**
    a. Learning and Teaching will play a significant role in the promotions exercise for academic staff
    b. Learning and Teaching will be considered as part of the performance review of all academic staff
    c. The University will present an annual award to a member of staff for excellence in learning and teaching
    d. The University will continue to support the Student Led Teaching Awards

**L & T Committee November 2013**