



**LIVERPOOL
HOPE
UNIVERSITY**

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Learning, Teaching and Assessment Strategy 2023 - 2027

Document Control

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The Hope Vision of Learning, Teaching and Assessment:

Liverpool Hope provides a learning experience which is both personalised and community-orientated and promotes a sense of belonging and success. We achieve this through a clear awareness of our student profile, their different characteristics and needs. This experience equips students to be active participants in their learning and prepares them, through the development of skills and knowledge, to make a difference for good in the world as future leaders in wide range of contexts.

This strategy is based on two fundamental concepts, firstly the attributes which every Hope graduate should have and secondly the underpinning principles of Learning, Teaching and Assessment at Hope.

The Hope Graduate Attributes.

In the context of a changing world, every Hope graduate will have:

- A clear sense of **social responsibility** and the need to be **ethically and sustainably** engaged with the world, the environment and its future
- **An Inclusive and respectful approach to others**, grounded in an understanding of different contexts, lived experiences, beliefs and cultures
- An **intellectual curiosity**, harnessing **disciplinary and interdisciplinary knowledge**
- Self-management skills including **resilience, flexibility and reflective thinking**
- The ability to think **critically and independently** looking for the bigger picture to inform **decision making** and **professional practice**
- The ability to work **collaboratively** and to take on **leadership** responsibilities
- The confidence to be an **effective and confident communicator** with **strong inter-personal skills** able to share ideas and experiences
- **Transferable skills alongside real-world experience**, equipping them for the world of work and for the jobs of the future.

The Underpinning principles of Learning, Teaching and Assessment at Hope

The student experience for all students (UG, PGT and PGR) is enriched by:

1. Opportunities for personalised learning and development.
2. Learning and teaching which celebrates diversity and the wider mission and values of the university.
3. Support and extracurricular activities focussed on optimising both academic success and wellbeing.
4. Authentic assessment and meaningful feedback
5. Preparation for the world of work and/or further study.
6. Involvement in partnership and collaboration both within and outside the university.

The University will facilitate this by:

7. Access to high quality learning resources.
8. Focused curation of each subject curriculum, teaching pattern and mode of delivery and also of the wider university portfolio.
9. Proactive and ongoing review of continuation, completion and progression for each student and for every cohort.
10. Ensuring that all staff who support the student experience have recent and relevant professional development that underpins innovative and creative teaching

The concepts behind these principles are further developed in the following pages.

Underpinning Principle 1:

The student experience for all students is enriched by opportunities for personalised learning and personal development.

This will be demonstrated by

- The use of small-group sessions to facilitate the building of relationships.
- Opportunities to develop confidence and resilience.
- Opportunities to develop a range of skills including communication, independent learning, critical thinking and leadership and to be able to recognise these skills
- Opportunities for creativity enabling students to bring innovative ideas to their own learning and to recognise opportunities
- The requirement for students to take agency in their learning by maximising attendance at scheduled sessions, managing their time, working to deadlines, and organising their learning.

Underpinning Principle 2:

The student experience for all students is enriched by learning and teaching which reflects the mission and values of the University and celebrates diversity.

This will be demonstrated by

- The use of pedagogical practices which recognise and respect difference in the range of educational backgrounds, capabilities and learning experiences across the student body
- Curriculum designed to take into consideration the student profile and the needs of specific student groups as identified in the Access and Participation and TEF Action Plans
- Learning opportunities which challenge stereotypes, hierarchies and prejudice, promote inclusivity and respect for others both within and outside the classroom
- Learning positioned in relation to real-world challenges, drawing on contemporary research and connecting with the value-based commitments of this University in relation to environmental sustainability, civic engagement, and global challenges
- Curriculum designed to underpin the Hope graduate attributes
- Curriculum design underpinned by Research-led Teaching

Links to: [The University Equality and Diversity objectives and the University APP](#)

Underpinning Principle 3:

The student experience for all students is enriched by Support and extracurricular activities focussed on academic success and wellbeing

This will be demonstrated by

- Academic and professional services staff working in collaboration to provide high quality student support that is responsive, effective and accessible
- Inclusive practice embedded in curriculum design ensuring anticipatory reasonable adjustments are provided consistently and with certainty
- Opportunities for students to be involved in peer mentoring
- Extracurricular activities made available to all students providing additional academic support and also addressing wellbeing needs

Links to student Mental Health and Wellbeing Plan, Library Plan

Underpinning Principle 4:

The student experience for all students is enriched by Authentic assessment and meaningful feedback

This will be demonstrated by

- Assessment which supports and develops student learning through the use of engaging and authentic tasks, requiring them to develop and apply knowledge and skills in practical or problem-solving contexts.
- The use of a variety of assessment formats across each course and wherever appropriate, flexibility in the type of assessment used and involvement of students in their design.
- Careful management of the volume and timing of assessments to ensure students have access to regular feedback to inform and scaffold future assignments
- The provision of guidance prior to each assessment to ensure a clear understanding of the requirements and support that are available
- The provision of clear, constructive high-quality feedback in a timely fashion which students are encouraged to discuss with tutors.

Underpinning Principle 5:

The student experience for all students is enriched by preparation for the world of work or further study

This will be demonstrated by

- Curriculum which gives opportunities to develop employability skills, anticipates the changing requirements of the market place and signposts potential routes for personal development and future careers
- Activities which encourage students to be creative, innovative and entrepreneurial, using their knowledge and skills to solve problems and develop themselves for the future
- Opportunities for engagement with employers and community groups both in the classroom and through placements or internships
- Professional accreditation of courses where this is appropriate

Links to Employability Plan

Underpinning Principle 6:

The student experience for all students is enriched by involvement in partnership and collaboration both within and outside the University

This will be demonstrated by

- Staff and students working in partnerships built on meaningful relationships and mutual respect
- Students being empowered to contribute to change
- Involvement of the Student Union as a supportive and critical partner
- Opportunities for wider engagement in local and global communities
- International opportunities including study abroad and involvement with international partners
- Contributions from local businesses and the third sector to complement and contextualise learning

Underpinning Principle 7:

The Enrichment of the student experience is facilitated by access to high quality learning resources

This will be evidenced by

- Classes scheduled in learning spaces equipped with appropriate resources
- Provision of access to assistive technology and software, with appropriate support and guidance for those who need it
- Active curation of library, digital and specialist resources
- Opportunities for staff and students to make recommendations for enhancement of teaching and learning resources

Underpinning Principle 8:

The Enrichment of the student experience is facilitated by focused curation of each subject curriculum, teaching pattern and mode of delivery and also of the wider university portfolio.

This will be evidenced by

- Regular review and refresh of the university course portfolio
- Consideration of alternative formats for courses including online and hybrid delivery
- Regular review of each course, including viability, curriculum, teaching pattern and mode of delivery.
- Ensuring the curriculum fulfils high quality standards by adhering to national subject benchmarks, professional standards and accreditation requirements as appropriate
- The design of each course building across the levels of study through a clear and transparent structure described in concise, accessible documentation.

Link to Quality Handbooks

Underpinning Principle 9:

Enrichment of the student experience is facilitated by proactive and ongoing review of continuation, completion and progression for each student and every cohort.

This will be evidenced by

- Regular monitoring of continuation, completion and progression data against agreed KPIs by Schools and Departments
- The timely identification of changes to continuation, completion and progression rates in student cohorts and the expectation of a proactive response by Schools and Departments
- Interventions which are informed by pedagogical research
- The routine monitoring of interventions and the recording of successful approaches to enable sharing of best practice

Links to Continuation plan, Employability plan, Student Mental Health Plan

Underpinning Principle 10:

Enrichment of the student experience is facilitated by ensuring that all staff who support it have recent and relevant professional development that underpins innovative and creative teaching.

This will be evidenced by

- The expectation that all staff who are involved in teaching will have AdvanceHE fellowship or an equivalent qualification.
- An expectation that staff who teach or support learning actively commit to enhancing their practice
- The provision of a programme of contemporary Learning and Teaching staff development activities
- Commitment to the Communities of Practice Network which facilitates conversations and sharing of good practice across the Hope community.
- Systems to support and reward innovative practice and research in teaching
- Initiatives to share, record and embed pedagogic expertise and good practice