





LIVERPOOL HOPE UNIVERSITY
EST. 1844

Our Approach to Higher Education

1. Because of our commitment to **the search for truth, beauty and goodness**, we seek to establish a physical and intellectual environment that makes all aspects of this triune quest endemic to the life and work of the whole university.
2. We seek not to be overly large but to be humanly shaped in order to **maintain a learning community where staff and students can engage each other personally**; education is best achieved in the context of supportive relationships between our students and both the academic and support staff.
3. We seek **scholarly depth in every course we offer** ensuring that our degrees offer the best possible education; the integrated curriculum and the requirement that all teaching must be research-informed ensure that every course on this campus is judged favourably against the highest benchmarks.
4. We seek to form **graduates who are intellectually and culturally refined in habit of thought, speech and enquiry**. Laboratory enquiry, field trips and placements should all be directed towards this refining process that leads to a 'Hope-distinctiveness' in our graduates.
5. We expect **our scholars daily to enhance the collegium** that offers to our students the attention and personal engagement that would only be possible in a small, far more selective institution. At Hope our most experienced and highest performing academics teach first year students and undergraduates as well, and offer first-rate learning opportunities to all our students whatever their background.
6. We wish to **broaden the minds and vision of our students** by helping them engage, no matter what subject they come to study, with first order questions – questions about purpose and meaning - and to reflect on the human predicament and the way we live now; it is hoped that our students will develop a sense of leadership and service during their time with us.
7. We wish all our students to form a sense of being a citizen of the world with as much exposure as possible to other cultures. We are **consciously an international academic community appointing the best scholars we can recruit from anywhere in the world**. We are neither a regional nor national university but ecumenical in nature and intent.
8. All our staff, irrespective of their rank or station, are committed to advancing the high ambitions of our University to be a top quality academic institution that is distinctive and is a **tangible alternative choice in a sector dominated** by a hierarchy of historical privilege.
9. We seek to enhance **a real not a virtual community** where staff and students are engaged; where offices are turned into studies; and the library and other learning spaces turned into hubs of active learning. We are not a university where academic staff turn up only to deliver lectures or to perform timetabled duties; or where educational technology substitutes for actual and authentic personal engagement.
10. We expect **all our staff to take responsibility for quality, for improving teaching and deepening learning**. Quality assurance and enhancement; curriculum development and engaging teaching; and student-led enquiry and learning are not centralised or bureaucratised. They are the responsibilities of all.