



LIVERPOOL HOPE  
UNIVERSITY

1844

# Learning, Teaching and Assessment Strategy

The approaches we take to deliver

The Underpinning principles of Learning, Teaching and Assessment at Hope ensure that the student experience for all students (UG, PGT and PGR) is enriched by:

## **Opportunities for personalised learning and development.**

We will achieve this through;

- Combined honours opportunities which enable students to select subjects that they want to study and which will underpin their planned outcomes beyond university
- A module based curriculum which includes choice and processes that enable students to input to course content and assessments
- Course content and assessments designed to enable students to enhance and develop across a broad range of skills to support their studies and prepare them for the world of work
- A personal tutoring system which links every student with a tutor who can provide individual and tailored support

## **Learning and teaching which celebrates diversity and the wider mission and values of the university.**

We will achieve this through;

- Classroom practices and course content which provides the opportunity for student to experience real-world challenges that challenge stereotypes and prejudice and celebrate diversity, inclusivity and unbiased viewpoints
- A curriculum framework where subjects identify how students will gain experiences that underpin [Liverpool Hope's graduate attributes](#)
- Using data collected through a pre-arrival questionnaire to identify targeted support that can be put in place for specific groups of students
- Successfully delivering the [University's Access and Participation action plan](#) to reduce awarding gaps and enhance the experience of specific student groups
- Provision of targeted training, resource allocation and support to tutors to enable them to deliver these outcomes
- Providing international opportunities for studying abroad including exchanges and fieldtrips and visits

## Support and extracurricular activities focussed on optimising both academic success and wellbeing.

We will achieve this through;

- A joined up approach to student support where academics and professional services work together to provide support that effectively and efficiently responds to the needs of students e.g. clear signposting and guides for referrals including the When to refer guide
- An inclusive practice framework which is revisited by subjects annually and which is underpinned by an [Accessible by Design Hub](#) providing guidance and resources to support their knowledge and practice
- Subjects and professional services developing opportunities for peer mentoring and sharing examples of good practice
- [The Service and Leadership Award](#) which recognises student extra-curricula activities including volunteering
- [Hope Social](#), the official University social events team organises a full programme of events and activities
- Research internships which enable students to undertake research projects with academics to enhance their research skills before undertaking their dissertation/research project

## Authentic assessment and meaningful feedback

We will achieve this through;

- Assessments which are reviewed regularly to ensure they are engaging and enable students to develop and apply their knowledge and skills through scenario or problem-based contexts
- The use of a range of assessment formats avoiding reliance on a single type of assignment and where appropriate involving students in the design
- Provision of clear assessment guidance at the start of the academic year/semester which incorporates visible assessment descriptors and criteria for each assessment
- By using the academic calendar to spread assignments across the academic year enabling students to receive feedback timely enabling them to apply to their next pieces of work e.g. use of low stakes assignments at the start of courses
- Staff providing individual feedback that is matched to the assessment descriptors and clearly identifies strengths and areas for improvement. Feedback will also highlight additional support for example the academic study skills mentors

## **Preparation for the world of work and/or further study.**

We will achieve this through;

- Courses that are accredited by the appropriate professional body
- Curriculum design which embeds externally focused opportunities to work with or hear from employers, experts and professionals including alumni
- Promotion of placement and work experience opportunities such as the Business School's Insight to Business Awards
- Opportunities to experience and explore subject specific career options through the curriculum such as the Law and Sport Rehabilitation Clinics and dedicated careers events with employers
- Assessment strategies that embed the acquisition of self-reflection and personal growth and employment skills
- Student Futures internships on projects within the University or with local partners. The 2025-26 projects will focus on the graduate attributes

## **Involvement in partnership and collaboration both within and outside the university.**

We will achieve this through;

- The involvement of students in University, Faculty and School processes and decision-making groups
- The University's [Student Sounding Board](#) enables students to share ideas and feedback with the DVC. Recent examples include the design of the Induction Hub and the Curriculum Review project
- The University's [Community Engagement](#) programme providing a wide range of opportunities for involvement in local projects and activities
- Local and international volunteering including the University's [Global Hope](#) overseas summer projects

The University will facilitate the Learning, Teaching and Assessment Strategy by:

## **Access to high quality learning resources**

We will achieve this through;

- Provision of specialist learning and teaching spaces with support for students to develop skills for example immersive technology in the Simulation Lab and creating audio outputs such as podcasts and utilising VR
- Access to online library resources through the [OneSearch](#) platform
- Specialist assistive technology in the [Accessible Study spaces](#)
- Dedicated groups with representation of staff from across the University and students which provide advice to the University on Moodle, Learning Spaces and Generative AI, this group has contributed to the creation of a Generative AI student web page with guidance and support materials

## **Focused curation of each subject curriculum, teaching pattern and mode of delivery and also of the wider university portfolio**

We will achieve this through;

- A co-design (for new provision) and review (for existing courses) process which through the input of staff from across the University, students, alumni and external expertise supports the subject team in curriculum design
- Implementation of a complete review of the University portfolio undertaken in 2023/24 and the academic framework in 2024/5. This will include a move to semesters and modules
- Development of new approaches and opportunities for study including apprenticeships, micro-credentials and online courses

## **Proactive and ongoing review of continuation, completion and progression for each student and for every cohort.**

We will achieve this through;

- A robust and effective monitoring system in Schools and Faculties focussed on early interventions and personalised support and plans tailored to the individual student's situation
- Regular opportunities for students to engage with academic and professional services for support and to address factors that may impact their studies such as the Doughnut worry week
- Student Engagement Officers who are recent graduates acting as a first point of contact on campus and the Residential team offering support to students living in halls
- [Careers guidance and resources](#) embedded in the curriculum and accessible from the MyCareers platform

## **Ensuring that all staff who support the student experience have recent and relevant professional development that underpins innovative and creative teaching**

We will achieve this through;

- The Communities of Practice which are led by academics and professional services staff and encourage the sharing of best practice
- The Learning and Teaching Excellence Prize which highlights and rewards best practice and the Learning and Teaching Project Fund where staff can bid to purchase resources to support learning and teaching activities
- Supporting teaching staff to achieve AdvanceHE fellowship or equivalent with 79% of academic staff in 2025 meeting this requirement
- Learning and Teaching provide a programme of sessions ranging from training drop ins to Focus Days and Expert lectures. Resources are delivered through the Learning and Teaching Moodle.