



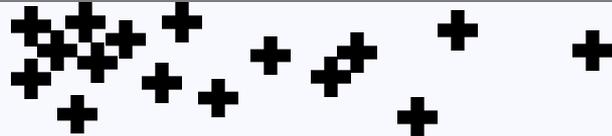
Learning and Teaching Enhancement Strategy

2022/23 – 2026/27

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Learning and Teaching Academy



Learning and Teaching Enhancement Strategy

Where learning means more



Tertiary education pillar



Learning and teaching enhancement strategy

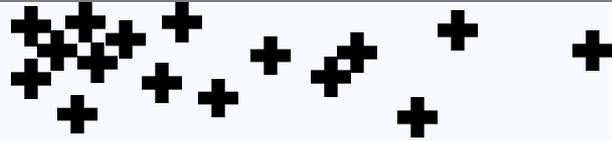


Innovation and enhancement

Alignment of enhancement practices and provision to LTES

Distributed ownership and responsibility

Evaluation of engagement and impact on enhancement

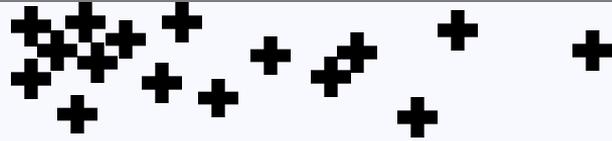


Aim of the LTES

Why do we have a Strategy?

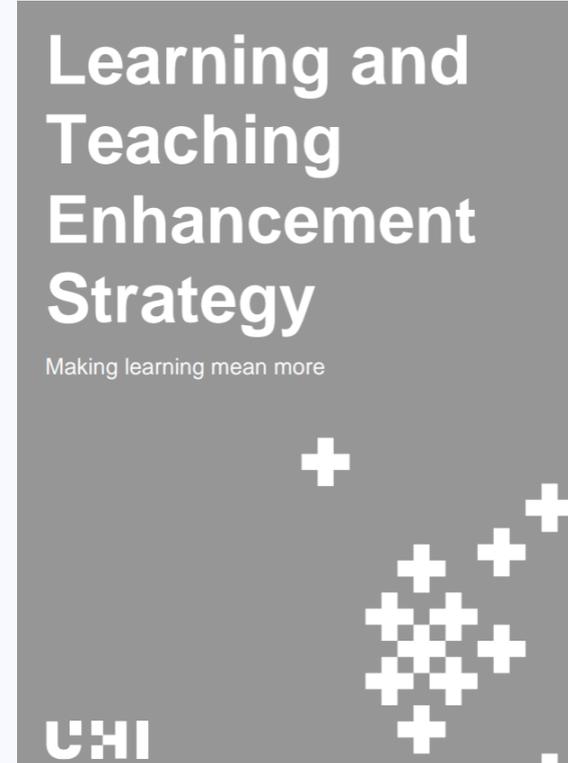
To implement a shared vision for the enhancement of learning and teaching that is clear to both staff and students, links to values that are meaningful and desirable, that makes efficient use of resources and networks, and that links to actions within learning, teaching and student support that have a **positive impact on student's experiences and outcomes.**





Key elements

1. Ten learning and teaching enhancement values
2. Four enabling practices
3. Five-year implementation plan
4. Exemplars from our own practice
5. Mapping of values to internal and external strategies and frameworks



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Supporting flexible and student-centred learning

Supporting the learner as an individual



Connecting learning across communities



Integrated and sustainable learning and teaching



Learning for personal growth and employment



Enriching learning through digital practices

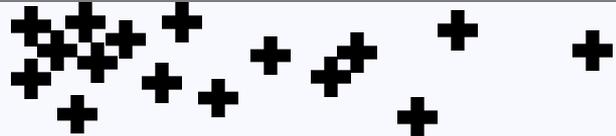


Engaging students in reflection and research



Harnessing open education approaches

Where learning means more



Enabling practices

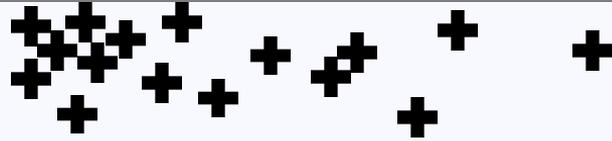
Research and evidence-based educational practice

Engaging in reflective practice for continuous enhancement

Active and collaborative professional development

Embedding professional standards in learning and teaching

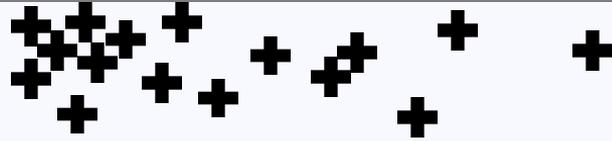
“The four staff-facing ‘Enabling Practices’ which define the **professional practice / activities that colleagues with learning and teaching responsibilities should engage in**, or be supported to engage in, to inform their own teaching and also to contribute to the wider enhancement of learning and teaching.”



Embedding the LTES: work so far



- Programme approval and reapproval
- ALPINE and LTA events
- L & T resources
- Benchmarks for the use of technology
- Assessment, feedback and feedforward policy



Activity 1

Do you have examples of any values in your current practice?

Take a couple of minutes to jot down / sketch out any examples you have

Share these if you would like



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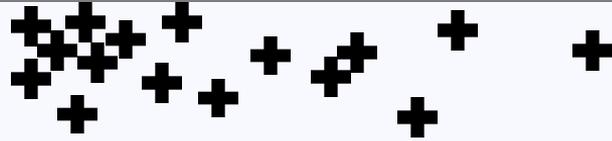


Integrated and sustainable learning and teaching



Authentic assessment and meaningful feedback

Where learning means more

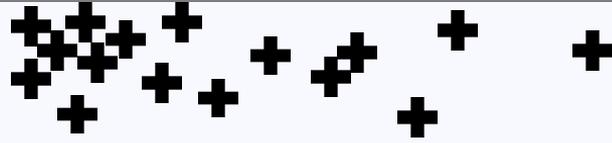


Activity 2

In breakout rooms, discuss how we could further embed one of the more aspirational values:

- Harnessing open education approaches
- Connecting learning across communities
- Integrated and sustainable learning and teaching





Harnessing open education approaches

We will develop and further develop online and other forms of open education approaches in supporting and enhancing learning and teaching. This could include using, creating and sharing open educational resources, engaging our students in openly sharing some of the outcomes of their own learning and scholarship, and through widening access to formal and informal learning opportunities.



Connecting learning across communities

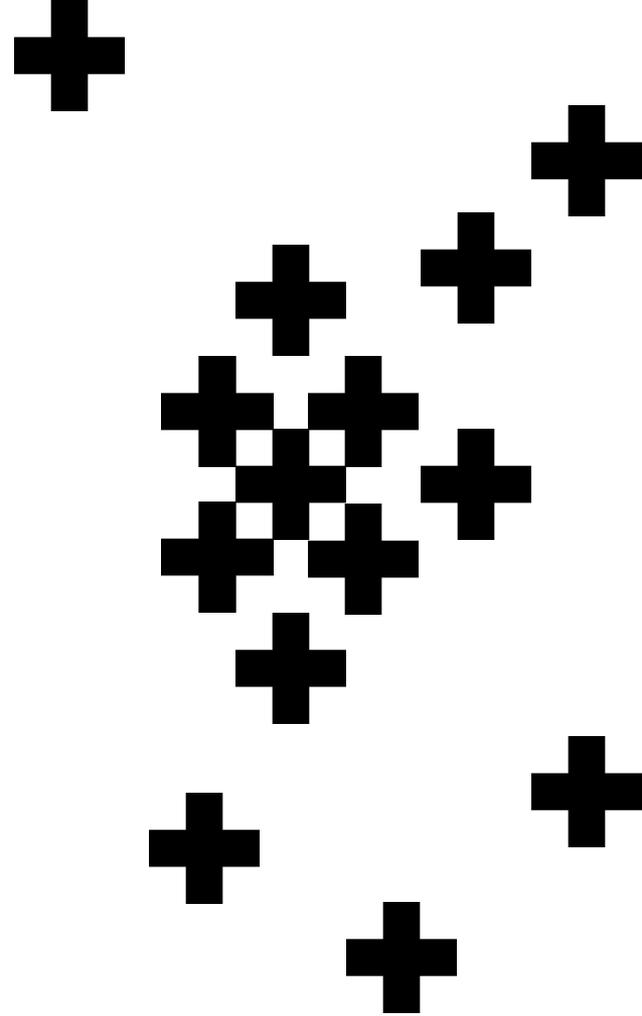
We will create opportunities within and across our curricula for students to engage and learn with peers inside and across cohorts, to engage in multidisciplinary and interdisciplinary learning, to engage with the professional and scholarly communities to which they belong or will come to join, and to engage with and contribute to our wider communities locally and beyond.

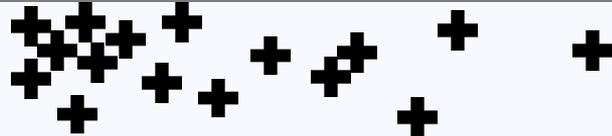


Integrated and sustainable learning and teaching

We will develop more integrated and sustainable approaches to learning, teaching and assessment through practices including designing assessments that bring together work from related units and modules; implementing joint learning and teaching activities that are relevant across levels and cohorts; engaging students in peer support and review; and in using, creating and sharing open educational resources and other repurposable content.

What next?





Year 1	Year 2	Year 3	Year 4	Year 5
Approval and initial operationalisation of implementation plan				
Establishing and maintaining distributed responsibility for implementation of strategy				
Dissemination of strategy to staff and students				
Embed LTES values in relevant university processes (relating to curriculum and delivery)				
Focus on VLE/online learning				
Focus on research and scholarship			Focus on co-creation	
Focus on ESD			Focus on graduate attributes?	
Establish evaluation process, criteria and progress reporting	Undertake evaluation and use results to inform future actions			Summative evaluation



<https://myuhi.sharepoint.com/sites/uni-lta-10>

Thank you
Tapadh leibh