



Learning & Teaching Strategy 2020-2025

PLYMOUTH MARJON UNIVERSITY

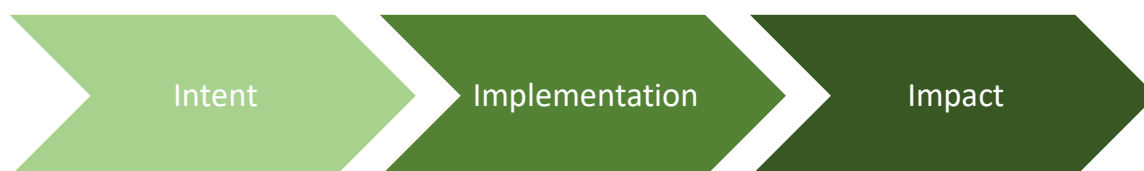
Vision

To inspire creative and engaging learning environments, to embrace the holistic development of all those within the University community and to deliver an authenticity of experience to empower self-realisation.

The University values are at the heart of all learning and teaching; they are inspired by our ambitions for the future, encouraging both the ability and the aspiration to improve lives for all.



There are key principles and expectations underpinning the strategy [**Intent**]. These intentions then need to be actioned [**Implementation**] and their effectiveness evaluated [**Impact**]. As such, the strategy is structured by a process of intent, implementation and impact.



1. INTENT

a. Holistic and inclusive pedagogical approaches

a.1	All learning, teaching and assessment will be inclusive and focus on supporting success for all students;
a.2	There will be a robust commitment to providing a stimulating and engaging learning experience, utilising appropriately-focused signature pedagogies;
a.3	Pedagogical approaches will be innovative, evidence-informed, underpinned by professional and practice-based learning and will appropriately employ contemporary learning tools and digital technologies;
a.4	Pedagogical approaches will acknowledge the collaborative nature of learning, and the importance of all those involved in the learning experience being co-creators and co-producers of knowledge;
a.5	There will be an expectation that the University community will utilise data and evidence to analyse the effectiveness of pedagogical approaches for all students.

b. Flexible and engaging learning environments

b.1	Learning environments will be appropriately-resourced and actively support collaborative and co-created learning experiences;
b.2	There will be a vibrancy about the learning environments that encourages holistic and active learning experiences, and facilitates the positive physical, mental and social health of students;
b.3	Learning environments will be accessible and inclusive, ensuring all students can engage and succeed;
b.4	There will be a fluidity between the physical and digital learning environments that supports student opportunity to engage with learning experiences pivotal to the discipline and their preferred learning approaches;
b.5	There will be appropriately designed specialist learning environments to enable discipline-specific signature pedagogies.

c. Personal and career development

c.1	There will be a strong focus on developing graduate employability and civic contribution for a sustainable future;
c.2	Students will demonstrate independence, strong self-reflection and have a clear identity, enabling them to construct a personal understanding of what is negotiable and non-negotiable in their lives;
c.3	Both students and staff will develop digital confidence to support life-long learning;
c.4	The learning environment will both nurture and nourish life-long friendships;
c.5	Students will develop and demonstrate resilience and self-reinvention, as well as skills such as critical thinking, evidence-based reasoning and complex problem solving.

d. Creative learning communities

d.1	Student engagement and partnership will be at the heart of all learning communities;
d.2	The University will embrace its role in local, national and global relationships, and expect members within the University community to provide both support and challenge at all levels;
d.3	All University stakeholders will be able to access innovative and creative tools, both physical and digital, to engage with debates and challenges facing local, national and global communities;
d.4	There will be a relentless pursuit of social mobility and the development of social capital for members of the University community;
d.5	Both staff and students will understand, and be actively encouraged to engage with, their civic and social responsibilities through the development of meaningful relationships based on mutual respect;
d.6	Structural boundaries will be permeable enabling the creative exchange of ideas and knowledge between all University stakeholders;
d.7	Our professional services will complement and proactively support inclusive practice within all learning communities.

e. Authentic curriculum and assessment design

e.1	Curricula will encourage reflective and reflexive practice, developing curiosity and an appreciation that challenge and uncertainty are pivotal stages for deep understanding and mastery;
e.2	Curricula will be practice- and research- informed, embedding appropriate accreditation and endorsement opportunities where applicable, building professional relationships to support the learning experience;
e.3	Curricula will ensure that learning, teaching and assessment is inclusive and supports the success of all students, developing graduate employability skills and attributes, developing students' social capital as well as students' understanding of their social and environmental responsibilities;
e.4	Curricula will embed and develop and empower students' oracy capabilities, and concomitantly self-efficacy, cognitive ability and social confidence;
e.5	Curricula will respond to the digital confidence requirements of current and emerging learning and employment pathways;
e.6	Curricula will creatively weave in core skills such as critical thinking, evidence-based reasoning and complex problem solving;
e.7	Curricula will enable students to develop personalised areas of interest within the subject discipline(s), and both curricula and University systems will ease transition between levels of study.

2. IMPLEMENTATION

Pivotal to implementation is the appreciation and integration of all University strategies, plans and processes. Specific strategies and policies include:

- Marjon Growth Plan
- The Digital Strategy
- The Employability Strategy
- University Campus Plan
- Access and Participation Plan
- Research and Knowledge Exchange Strategy 2020-2025 (Building Knowledge Together)

To achieve the intent underpinning the learning and teaching strategy there are a number of expectations and requirements for implementation:

Expectation/Requirement	
2.1	A systematic and clear approach to evidence-informed curriculum plans that are responsive to student and societal need.
2.2	Integrated student experience action plans involving students, academic staff and professional service staff in their development.
2.3	Opportunities for students to co-create their learning experience, provide regular feedback, and actively engage with University developments.
2.4	Co-ordinated partnership development at local, regional, national and international levels, and strong alumni engagement within the University community.
2.5	Robust appreciative and solution-focused quality enhancement mechanisms that engage, challenge, support and advise on academic activities.
2.6	A rigorous and systematic approach to self-evaluation, utilising integrated data regarding all students and staff, to support decision-making in all aspects of learning and teaching.
2.7	Research- and practice- informed pedagogy is both monitored and rewarded.
2.8	A critical mass of research active colleagues focusing on pedagogy in Higher Education.
2.9	Clearly articulated expectations, responsibilities and principles of practice for all academic staff.
2.10	Clear behavioural expectations for all members and stakeholders of the University community.
2.11	A student-focused employability strategy to be developed.
2.12	Robust monitoring of the University Student Access and Participation Plan.
2.13	The development and monitoring of a clear digital strategy for the University.
2.14	A capital plan with student experience at the heart of decisions and focused on the fluidity between physical and digital learning environments.
2.15	Targeted resource allocation and supportive resource contribution models to be developed.

As implementation will inevitably be iterative in nature and require responsiveness to context, there will be annual learning and teaching priorities established aligned with the intentions and the broader implementation expectations [Annex A: planning template]

3. IMPACT

Whilst annual priorities will be established, there are broader key performance indicators that would demonstrate positive impact.

It is important to acknowledge that the intentions underpinning the strategy are challenging for everyone in the university community. As such, maintaining and improving some performance indicators may involve a transitional phase.

Performance Indicators	
3.1	Student Experience surveys (e.g. National Student Survey; Postgraduate Taught Experience Survey) will demonstrate enhancement of student satisfaction year on year.
3.2	Retention and completion data will continue to show improvement and exceed sector benchmarks.
3.3	The level of 'Good Honours' will be maintained and align with sector benchmarks for undergraduate provision, and annual increases in levels of attainment for postgraduate provision.
3.4	Graduate employment data (e.g. Graduate Outcome data Longitudinal Education Outcomes [LEO] data) will align with established benchmarks.
3.5	Gaps in student success, as monitored by the Access & Participation Plan, will continue to reduce.
3.6	The Teaching Excellence Framework rating will be maintained.
3.7	Recruitment data will demonstrate that the University has both an authentic and attractive curriculum portfolio, including short course provision.
3.8	Improved continuation to further study from undergraduate studies.
3.9	Clear improvements in student learning gain as evidenced by 'Career Pulse' and internal University analysis.
3.10	Increased number of partnerships and alumni engagement to enhance the learning experience.
3.11	Increased percentage of colleagues achieving AdvanceHE Fellowship (FHEA) status.

Glossary

- Appreciative quality mechanisms: evaluative approaches that focus on what works well in order to identify enabling factors that can be promoted in other contexts
- Signature pedagogies: pedagogies that underpin how practitioners are educated for their new professions (Shulman, 2005); a signature pedagogy would have three structures: a *surface structure* consisting of operational acts of teaching and learning, a *deep structure* consisting of assumptions regarding how best to convey knowledge and know-how, and an *implicit structure* focusing beliefs, attitudes and values.

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