

# LBPSF in Practice: Developing Teaching and Learning Institutional Strategies

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# Introduction to Workshop

- Contextualizing LBPSF
- Why LBPSF?
- The structure of the Framework
- Principles for developing a learning and teaching institutional strategy
- Using LBPSF to focus on strategic priorities to enhance academic practice

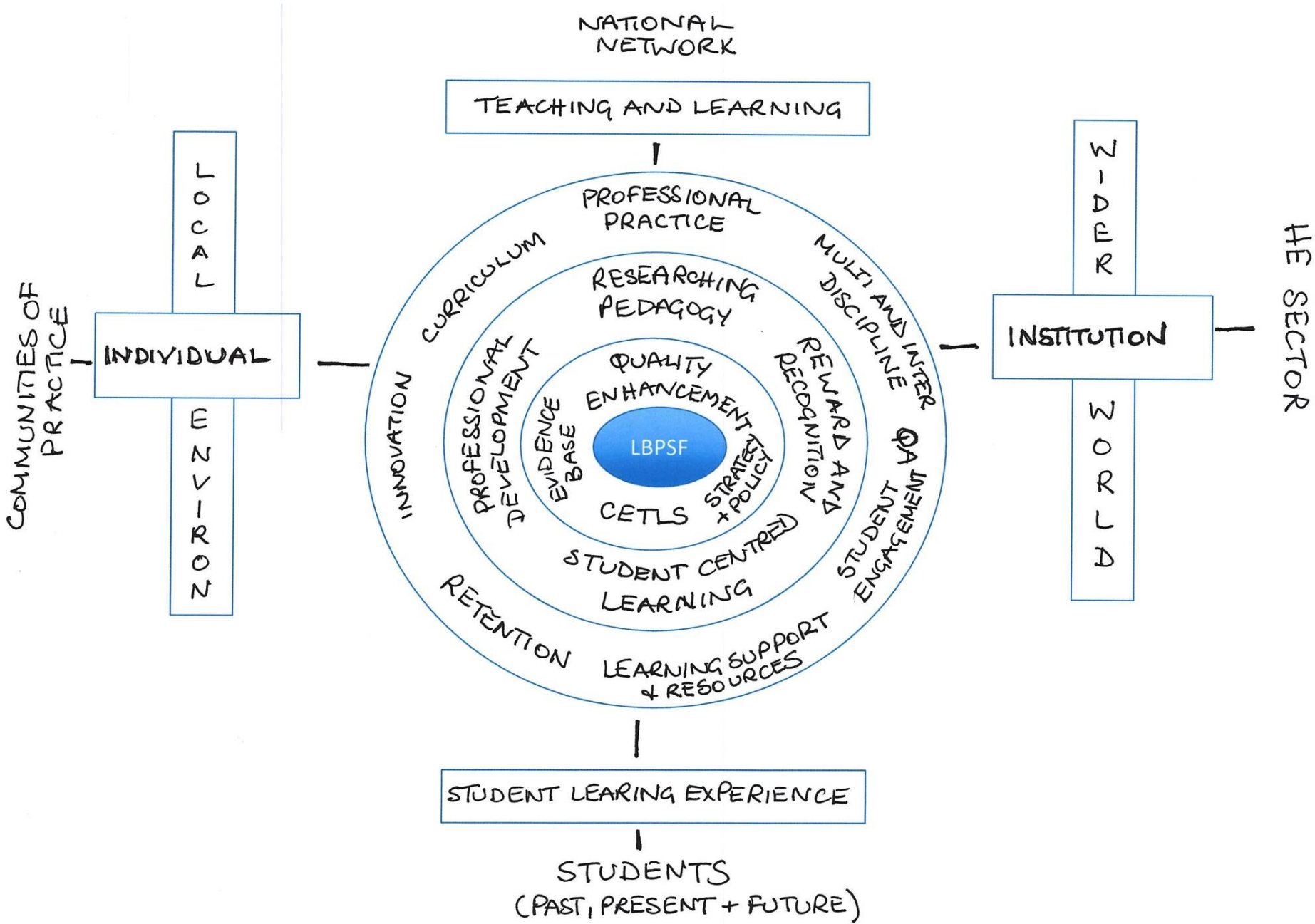
# Contextualising LBPSF

- Framework to focus on the enhancement of L&T relevant to the whole HE sector
  - Flexible to different needs and contexts
- Recognition of the development of frameworks in other countries
- UKPSF and SEDA in the UK providing the springboard
- E-Taleb developments
  - Centres for Teaching Excellence
  - Development of Certificate Programmes
  - Networks
  - Scholarship of teaching and learning

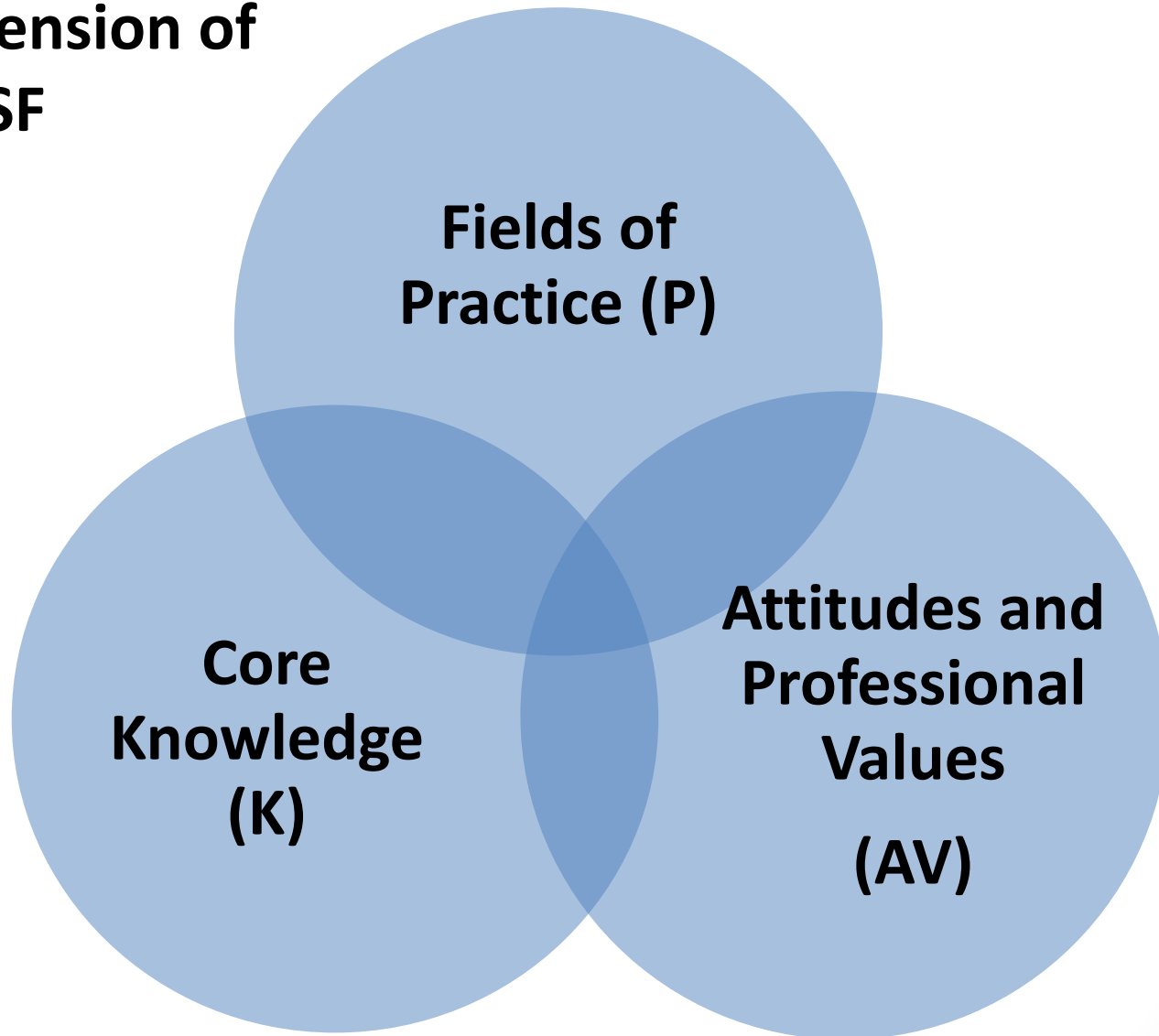
# Why LBPSF?

- Benchmarking
- Promoting professionalism and standards
- Development of academic practice
- Recognition and reward of excellence
- Student-centred learning
- Creativity and innovation
- Professional development
- Approaches informed by Evidence from research and practice
- Acknowledgement of external factors





# Dimension of LBPSF



# Institutional Survey: UKPSF Impact

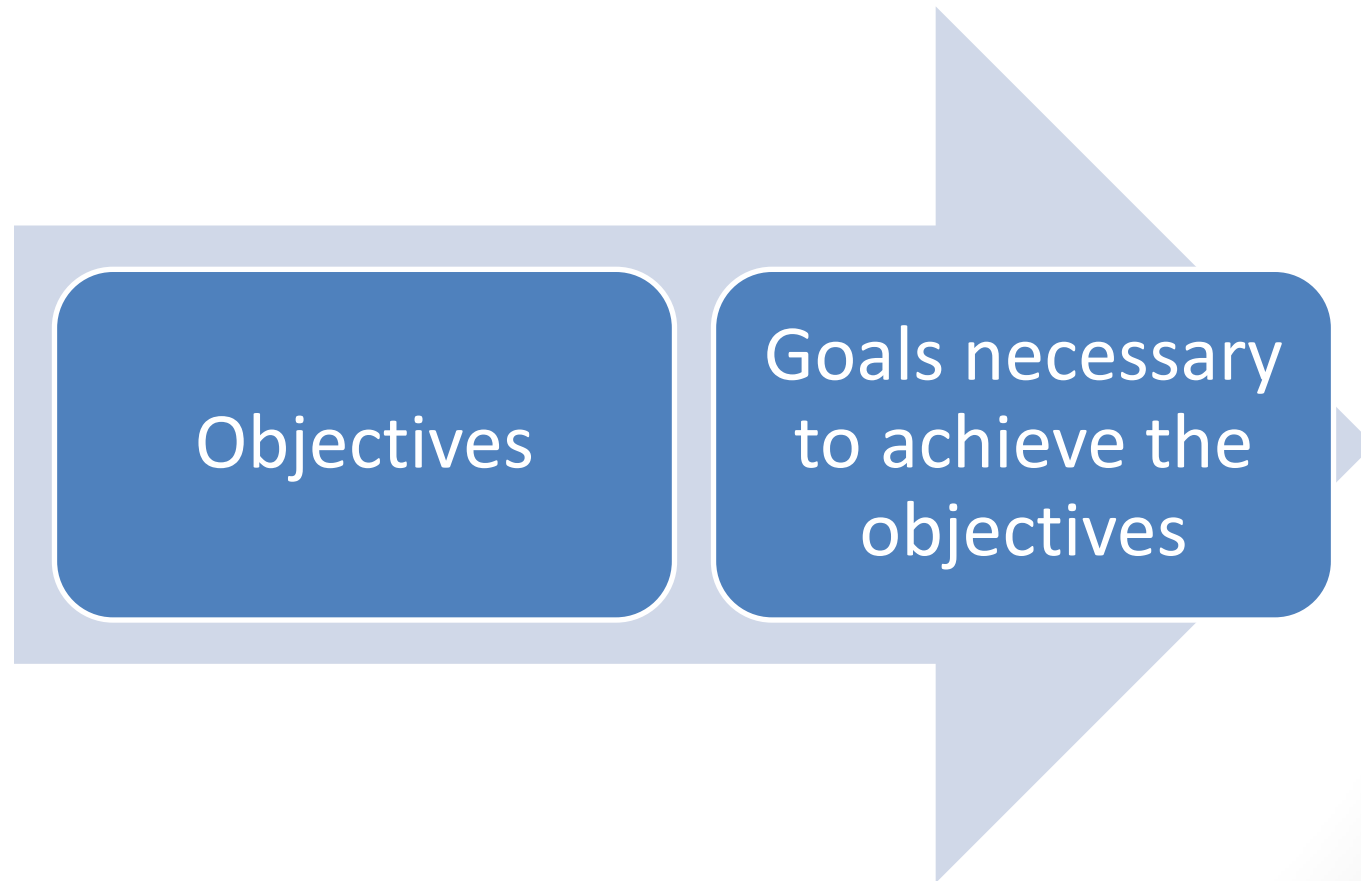
Overall, results suggest that the UKPSF has been influential across the sector in changing institutional practice.

An overwhelming majority of respondents (84%) claimed that the UKPSF had led to changes to academic development, learning, teaching or the student experience within their institution for which they had evidence.

*“The principal value of the UKPSF for us is that it provides a focus for professional aspiration which celebrates excellence in learning and teaching. We have this as one of the indicative criteria for promotion at various levels.”*

# Strategy Documents

Two key elements :





<https://www.heacademy.ac.uk/knowledge-hub/measuring-impact-uk-professional-standards-framework-teaching-and-supporting-learning>

# Elements of creating a strategy

What does the organisation want?

Why is this important?

What will happen when we get there?

How does this fit into the bigger picture?

How will we judge the quality of results?

What will we do to get there?

Where are we now?

What needs to happen?



# Activity 1

- On your tables you have copies of an adapted extract of a UK University Learning and Teaching Strategy. The extract outlines the aims and the supporting activities.
- Read the strategy extract and in your groups discuss:
  - Where elements of the LBPSF can be seen
  - Thinking about how these elements have been used, how helpful do you think these are in focussing strategic change?

# Summary thoughts...

- Links to the framework are implicit and explicit
- A number of activities are required to achieve each aim
- Most aims are measurable but this is difficult when it comes to the Professional Values.
- Easier to evidence to different elements in different contexts
- Anything else....



# Scenario Planning

- In your group read your scenario
- Write a strategic Aim ( for your strategy) and identify the key ways that this can be achieved
- Capture the sticking points and opportunities!
- Join with the other group to present your two strategic aims with one sticking point and one opportunity



# Conclusions

- Using a framework can provide the means to enhance and develop teaching
- Using the standards strategically is important
- The use of standards in producing strategy can be implicit and/or explicit
- A framework can help to focus on activities needed for change



# Thank you!

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