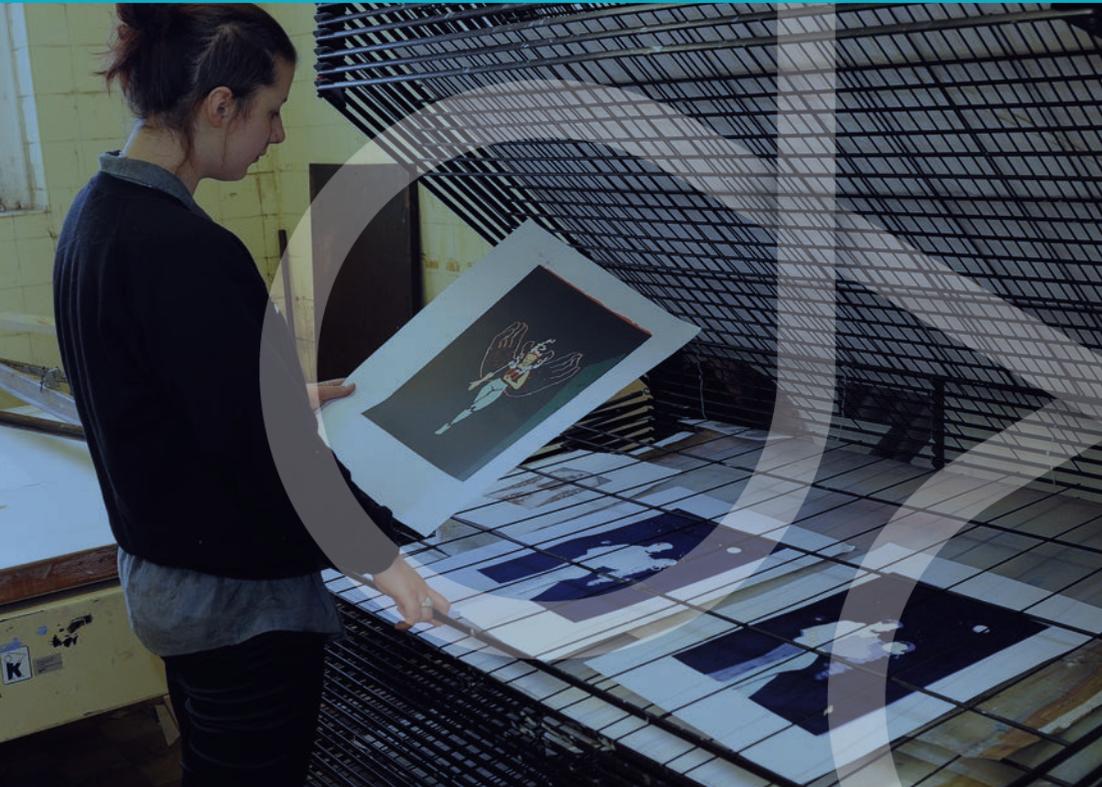




GMIT

INSTITIÚID TEICNEOLAÍOCHTA NA GAILLIMHE-MAIGH EO
GALWAY-MAYO INSTITUTE OF TECHNOLOGY

Teaching
and Learning



Learning, Teaching and Assessment (LTA)

Strategic Objectives
2019 – 2023

Section 1 Introduction (page 3-11)

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and Objectives** (page 12-14)

Section 1: Introduction

The Learning, Teaching and Assessment Strategy (LTA) was developed following widespread consultation with GMIT staff and students and aligns with the new GMIT strategic plan (2019-2023). Furthermore, the LTA strategic objectives connect with the National Forum for the Enhancement of Teaching and Learning Strategic Priorities in Ireland (see GMIT LTA Strategy Appendices file) and the EUA Effect Principles for the enhancement of teaching and learning in higher education institutes in Europe (see GMIT LTA Strategy Appendices file). This strategy and implementation plan is focused on creating a quality driven environment for student centred learning. It aligns with GMIT's strategic goals and includes more specific and detailed learning and teaching development objectives under six themes (*see page 4, Figure 1*).

Student-centred learning, quality assurance (QA) and the development of the digital teaching and learning experience, are key elements of higher education in Europe today. There is also strong consensus on the need to further enhance accessibility and inclusion, and to provide a broader and more diversified educational experience. Enhancing the profile of teaching and innovative pedagogies, strengthening the link between education and research, promoting the use of digital technologies for teaching and learning, and communicating the overall importance of higher education for individuals and society: these topics and recommended actions are presented in this GMIT LTA strategy and implementation plan.

FIGURE 1:



GMIT Learning, Teaching and Assessment Strategy will focus on six themes aligned to the GMT Strategic Priorities (2019-2023):

1. Staff expertise and development.

2. Developing programmes with an applied focus.

3. Promoting equality, diversity and inclusion.

4. Developing the learning and teaching infrastructure and facilities.

5. Digital learning.

6. Professional practice and employability.

LTA Strategy Consultation Process:

The LTA strategic objectives and proposed actions presented were developed through widespread consultation with GMIT staff, students and external teaching and learning development organisations (national and European). The consultation process included the following activities:

1. The process first began in 2017-2018, with a series of planning meetings with the GMIT CED steering group members and an LTA strategy subgroup (includes representatives from all schools). A draft set of objectives was developed and then reviewed with the Teaching and Learning Officer, the heads of department and the functional managers through a focus group/department discussions, exploring recommended actions for LTA development in GMIT.
2. In February 2019, following the development of the new GMIT strategy approved by the Governing Body, the GMIT Teaching and Learning Office organised an LTA strategy consultation process to further develop GMIT's LTA objectives and align it with the new GMIT Strategy, the National Forum Teaching and Learning Strategic Priorities and the EU Principles for the enhancement of Teaching and Learning in Higher Education Institutes in Europe (2018).
3. In March and April 2019, LTA focus groups and workshops took place in Galway, Mayo and Letterfrack (see Appendix 3 question set. Approx. 50+ participants took part with multi-disciplinary representatives).
4. An online survey examining GMIT's performance in relation to the EFFECT EU T&L Enhancement Principles took place in March 2019 (see Appendix 2 - Staff response rate overall 17%, with an 83% response rate from the academic community).

5. Student success focus group (n=20) and consultation with SU Officers took place from April to June 2019 (see Appendix 3 question set).
6. Consultation on the new GMIT Strategy development with VPAA&R and the identification of six strategic objectives aligned with LTA development took place in 2018 and 2019.
7. Consultation with the European EUA EFFECT Project lead took place in February 2019 at the EUA European Teaching and Learning Conference in the University of Warsaw.
8. Review and alignment of the National Forum Teaching and Learning Strategy to GMIT LTA Strategy and Implementation Plan.
9. Review of ISSE national and local institute finding reports.
10. Outputs from the consultation and review process led to the development of an LTA Strategy Implementation Plan by the GMIT Teaching and Learning Office.
11. The final review of this LTA strategy took place September 25th 2019 with members from the CED Steering Group, department/school academic representatives, professional services colleagues, Head of Department representatives and members of the Executive Board.
12. The LTA Strategy was approved by the Academic Council on November 1st 2019.

The outputs from the consultation process are presented in Section 2 under six themes and an LTA Strategy Implementation Plan is also available. For further information on the strategy and the implementation plan, contact **Dr Carina Ginty**, GMIT Teaching and Learning Office, TLO@gmit.ie and www.gmit.ie/teachingandlearning

GMIT Strategic Vision and Mission (2019-2023):

GMIT's Strategic Plan 2019 – 2023 will see the Institute reach the milestone of being 50 years in existence. The vision the Institute has for this period is to provide our students with a transformative university experience, empowering our graduates to fully contribute to the social, economic and cultural betterment of society.

- We aim to invest in excellent applied learning, teaching and research environments reflecting the real needs of business, enterprise and the professions in our region.
- We aim to be a preferred partner for research and an enterprise innovator that attracts, supports and encourages students and staff from all over the world enabling them to reach their full potential.

The Mission of GMIT:

GMIT is a nurturing institution maintaining positive staff-student interactions that help to foster the capabilities and creativity of a diverse student and staff community in their intellectual, personal and social endeavours.

In providing students with this transformative university experience GMIT:

- Enables access and opportunity for a diverse student community (individual);
- Attracts, supports and encourages highly talented staff (individual);
- Maintains positive staff-student interactions (community);
- Invests in innovative research and applied teaching and learning (community);
- Collaborates with government, agencies, enterprise and the community (impact);
- Develops confident, professional, knowledgeable and skilled graduates equipped to contribute as global citizens (impact).

These six strategic objectives map into three strategic pillars of individual, community and impact. This strategic plan adopts a different approach to previous plans by placing the emphasis predominantly on the student experience and lifecycle. The students enter GMIT as an individual and is shaped both personally and professionally through engagement with the GMIT community. As the student transitions to the workplace or further education the impact of the GMIT experience becomes evident through the added-value they bring to their new community. Hence, the three strategic pillars of individual, community and impact permeate the structure of the plan.

The three strategic pillars are subdivided into Institute goals and thirteen Strategic Enablers are identified to support the Institute Goals. Each strategic enabler has several actions identified and it is envisaged these will change annually to reflect the dynamic and flexible nature of the higher education landscape. The strategic goals identified, that have a particular relevance to teaching, learning and assessment development include: Learning; Fundamental Disciplinary Knowledge; Skills for the 21st Century Citizen; Diversity, Equality & Inclusion; Innovation Through Cross Disciplinary Working; and Best Prepared Graduates in the Region (*see Figure 2, p. 11*).

VISION

GMIT will provide our students with a transformative university experience, empowering our graduates to fully contribute to the social, economic and cultural betterment of society.

We aim to invest in excellent applied learning, teaching and research environments, reflecting the real needs of business, enterprise and the professions in our region.

We aim to be a preferred partner for research and an enterprise innovator that attracts, supports and encourages students and staff from all over the world, enabling them to reach their full potential.

MISSION

To provide students with a transformative university experience, GMIT will

Enable access and opportunity for a diverse student community

Attract, retain and support highly talented staff

Maintain our positive staff-student interactions

Invest in innovative research and applied teaching and learning

Collaborate with government agencies, enterprise and the community

Develop confident professional, knowledgeable and skilled graduates who are equipped to contribute as global citizens

FIGURE 2: GMIT STRATEGIC GOALS

LEARNING

Develop an environment which fosters the application of learning through skills development, a culture of collaboration and innovation.

WELLBEING

Encourage all to pursue personal goals in relation to quality of life, health and wellbeing.

FUNDAMENTAL DISCIPLINARY KNOWLEDGE

Provide students with disciplinary knowledge which will be a strong foundation for their careers and future learning.

SKILLS FOR THE 21st CENTURY CITIZEN

Ensure students will develop skills which go beyond their disciplinary knowledge, for today's connected world.

DIVERSITY ARISING FROM OPPORTUNITY, EQUALITY & INCLUSION

Build a community rich in diversity in all of its forms.

INNOVATION THROUGH CROSS-DISCIPLINARY WORKING

Design opportunities for students to experience working with people from other disciplines and environments.

RESEARCH LEADERSHIP IN NICHE AREAS

Promote and nurture excellence in research leadership and innovation where staff and students can build a strong research community.

A HEALTHY COMMUNITY ROOTED IN A POSITIVE CULTURE

Plan for and cultivate a strong culture which endows all students and staff with a sense of empowerment and wellbeing.

DESTINATION OF CHOICE FOR STUDENTS AND STAFF

Create a community known for excellence which will attract new staff and students.

BEST PREPARED GRADUATES IN THE REGION

Ensure that our graduates are highly regarded for their technical and professional skills, as well as their ability to develop leadership skills for the future.

RESEARCH AND INNOVATION EXCELLENCE TO SUPPORT REGIONAL DEVELOPMENT

Enhance our reputation as the leading partner for enterprise in the region in selected areas of expertise.

SUPPORT FOR ENTERPRISE

Offer a range of supports and services to enterprise so that they can grow and thrive.

AN INTEGRAL PART OF THE SOCIAL, CULTURAL AND ECONOMIC ECOSYSTEM IN THE WEST OF IRELAND

Contribute significantly to the economic growth and quality of life in the region.

Section 2: LTA Strategy Themes and Objectives

The LTA strategic themes (1-6) provide for a range of objectives to enhance the teaching, learning and assessment experience at GMIT.

THEME 1: Staff Expertise and Development

- 1.1 Support academic staff as they begin their teaching careers.
- 1.2 Widen scope of the President's awards to acknowledge staff excellence in other teaching and research led categories.
- 1.3 Further develop initiatives for staff to facilitate sharing of learning and teaching experiences and ideas.
- 1.4 Develop and support a culture of continuous professional development.
- 1.5 Increase staff capability and capacity to teach and supervise postgraduate students.
- 1.6 Support innovation in teaching and the scholarship of teaching and learning.
- 1.7 Enhance our culture of quality.
- 1.8 Provide opportunities for multi-disciplinary groups to work together on all aspects of programme development and delivery.

GMIT Learning, Teaching and Assessment Strategy will focus on six themes aligned to the GMT Strategic Priorities (2019-2023):

1. Staff expertise and development.

2. Developing programmes with an applied focus.

3. Promoting equality, diversity and inclusion.

4. Developing the learning and teaching infrastructure and facilities.

5. Digital learning.

6. Professional practice and employability.

THEME 2: Programmes with an Applied Focus

- 2.1 Develop programmes at undergraduate and postgraduate level which incorporate greater proportions of professional practice, research, creativity and innovation.
- 2.2 Continue to engage with stakeholders to ensure programmes are meaningful and relevant.
- 2.3 Enhance internationalisation in the curriculum.
- 2.4 Contribute to society/region through Service Learning (SL) and Civic Engagement (CE).
- 2.5 Address global challenges in the curriculum including education for sustainable development.
- 2.6 Develop an entrepreneurial culture among staff and students.

THEME 3: Equality, Diversity and Inclusion

- 3.1 Ensure that the student body entering, participating in and completing higher education at all levels reflects the diversity and social mix of Ireland's population.
- 3.2 Review and enhance institutional supports for students.
- 3.3 Develop agreements with Further Education Colleges/Education and Training Boards for progression pathways.
- 3.4 Promote RPL access with myexperience.ie and develop RPL assessor and mentor teams in all departments.
- 3.5 Engage students as partners in programme design, monitoring and evaluation.

THEME 4: Infrastructure and Facilities

- 4.1 Develop a Campus Refresh programme to reflect new approaches to teaching, learning and assessment.
- 4.2 Plan for and provide up-to-date infrastructure, learning spaces and technology to underpin the quality of the learning environment.

THEME 5: Digital Learning

- 5.1 Develop digital teaching and learning development pathways.
- 5.2 Build digital capacity and develop a technology enhanced learning environment.
- 5.3 Encourage experimentation with digital learning and teaching technologies.
- 5.4 Update Quality Assurance policies for online teaching and learning.
- 5.5 Develop an online student services model to support flexible learners.

THEME 6: Professional Practice and Employability

- 6.1 Engage with stakeholders and develop Employability Statements.
- 6.2 Provide an opportunity for every student to engage in work-integrated learning (WIL)¹, or professional practice opportunities, on at least one occasion over a four-year programme.
- 6.3 Make the 'Next Step – Online Employability Course' and resources available to all students.

¹Department of Education and Skills (2016) strategy statement aims to increase the number of students undertaking work placement or work project as part of their third level qualification by 2021. More recently, the Higher Education System Performance Framework (2018-2020) includes a high-level target that all students will have the opportunity to undertake a work placement or work-based project as part of their course by 2025.

1.
Staff
Expertise &
Development

2.
Programmes
with an
applied focus

3.
Equality,
Diversity &
Inclusion

4.
Infrastructure
& Facilities

5.
Digital
Learning

6.
Professional
Practice &
Employability

**GMIT will create
a quality driven
environment for
student centred
learning.**



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For further information contact:

Dr Carina Ginty

GMIT Teaching and Learning Office

Email: TLO@gmit.ie

Web: gmit.ie/teachingandlearning

Follow in Twitter @TLOGMIT