United Kingdom – Manchester Metropolitan University: Centre for Excellence in Learning and Teaching

Established in 1843 as Manchester School of Design, the Manchester Metropolitan University (MMU) gained university status in 1992.

Student numbers

More than 100 thousand students	20-100 thousand students	1-20 thousand students	No data

Core Funding

Private ———————————————◆— Public

Qualifications offered

Vocational qualification (ISCED 3-4)	Master's degree or equivalent (ISCED 7)
Associate degree or equivalent (ISCED 5)	Doctoral degree or equivalent (ISCED 8)
Undergraduate degree or equivalent (ISCED 6)	Informal recognition (e.g. badges)
No formal/non-formal credits or qualifications / independent study	Other

Subjects offered

Generic programmes and qualifications	Information and communication technologies
Education	Engineering
Arts and humanities	Agriculture & veterinary
Social sciences, journalism and information	Health and welfare
Business, administration and law	Security, transport, hygiene and public health services
Natural sciences, mathematics and statistics	Other: Academic development (CPD for academics and other professionals who teach or support learning at the institution) as well as pedagogical consultancy for curriculum (re-) design and (re-) approval. We focus on pedagogic practice and pedagogic practitioners with a focus on enhancement and transformation.

Business Model

Fixed core model

Defender-related characteristics *versus* Prospector-related characteristics

Business Model: Additional Information

The business model focuses on using digital technologies to reach existing markets via new or innovative channels using the same or similar products and services as in the past.

Organisation of learning provision

Primarily campus provision	Primarily distance learning provision (correspondence)	Primarily online provision

Technology-enhanced learning elements

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Massive Open Online Course (MOOC)	Virtual Learning Environment (VLE)
Open Educational Resources (OER)	Wikis
Digital Badging	Videoconference
Learning Analytics	Teleconference
Artificial Intelligence	Learning Management System (LMS)
E-Portfolios	Mobile Learning
Blogging and micro-blogging	Bring Your Own Device (BYOD)
Social Media	Online Assessment
Other: Open cross-institutional courses and open practices (not MOOCs)	

TEL Strategy

Formal provision according to academic calendar, one-semester modules. CPD initiative FLEX: formal, informal and open pathways + associated modules (15 or 30 credits) at postgraduate level. Curriculum defined by learners. Digital portfolios owned by the learners provide a space for reflection, development and assessment. Learners can choose to make portfolios public, open or private. Currently >70 learners registered with FLEX. After submission, portfolios are marked quickly. Learners often continue with pedagogical research or MA in Higher Education. Some learners elect a FLEX module at Diploma level. Each learner can take FLEX for 15 or 30 credits.

OOFAT Model

Interpretation: The closer the line moves towards the centre, the more fixed and institution-specific the approach taken by the institution. The further from the centre, the more flexible and open the approach.

OOFAT at the centre
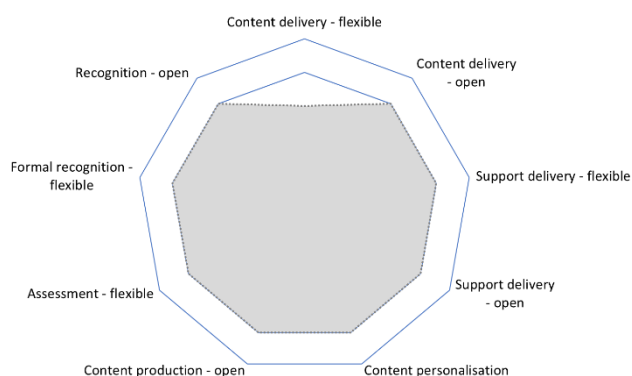
OOFAT Model: Additional Information

Content

Collaborative creation of learning and teaching resources. Sharing of resources for peer-review. Many resources openly licensed, made available through website and open courses.

Delivery

Open resources publicly available on website and open courses, all openly licensed and available through different social media channels. Responsive and flexible support for academics and instructors. Different CPD offers available. Support strategies include tutorials, face-to-face and online, individually and in groups. Networks and communities, collaboration on professional development practices. Offers fully personalised and contextualised regarding cooperation, assessment and provision.

Recognition

Inclusive, flexible and transparent assessment approach. No exams on formal modules. Portfolios largely private, at least initially. Assessments consider all parts of the learning process that have been conducted in open communities, using open educational resources, open practices and MOOCs.