



Learning and Teaching Strategy

2006 – 2010

Enhancing the student learning experience

To embed the quality, relevance, effectiveness and efficiency of our learning environments into the mainstream processes and procedures of University planning and implementation, so as to enhance the lives, the educational experience and employability of our students

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University of Wolverhampton Learning and Teaching Strategy 2006 – 2010

Enhancing the Student Learning Experience

1. Context

1.1 University of Wolverhampton context

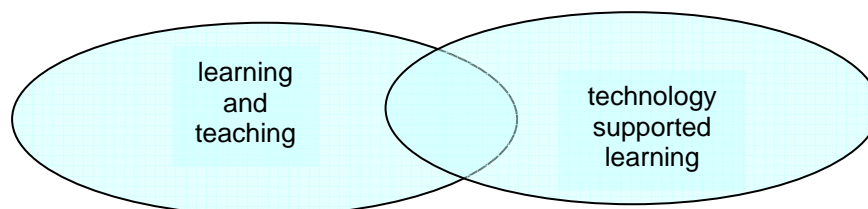
1.1.1 Historical Review

1997

The University produced its first learning and teaching strategy in 1997. A key recommendation of this strategy was the establishment of a Centre for Learning and Teaching.

1999 – 2002

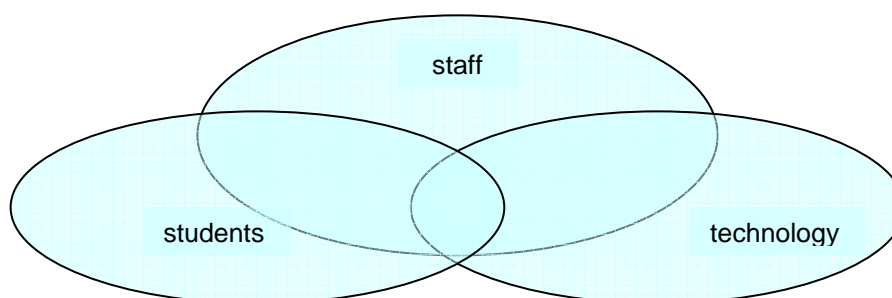
In 1999 the University produced its second strategy for Learning and Teaching, which was submitted to HEFCE in February 2000. The aim of this strategy was 'to develop the quality, relevance and efficiency of our learning and teaching methods so as to enhance the educational experience of students across the whole institution'. The model was



1999-2002: Growing a Learning Community

2002 – 2005

In 2002, the University produced its third Learning and Teaching Strategy. This strategy built on the previous one and took as its aim: 'to develop the quality, relevance, effectiveness and efficiency of our learning environment, so as to enhance the educational experience of students across the whole institution'. The model was expanded to put the student experience as a significant strand of delivery.



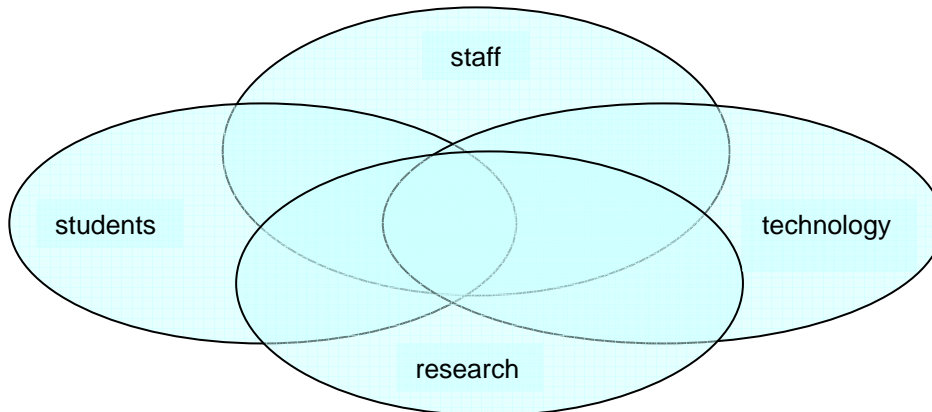
2002-05: Managing the Learning Environment

During these 3 years, the University developed and maintained an infrastructure on which to build the next stage. The overall monitoring and evaluation was the responsibility of the University Learning and Teaching committee, reporting to Academic Board. Each School (10) has a Learning and Teaching co-ordinator, a Technology Supported Learning Co-ordinator and a Student Support Co-ordinator. Each School also has a Learning and Teaching Committee, which produces, monitors and evaluates a School Learning and Teaching Action plan based on the targets of the University strategy.

This strategy was extended to 2006, using the same overall objectives, but with updated targets.

2004-6

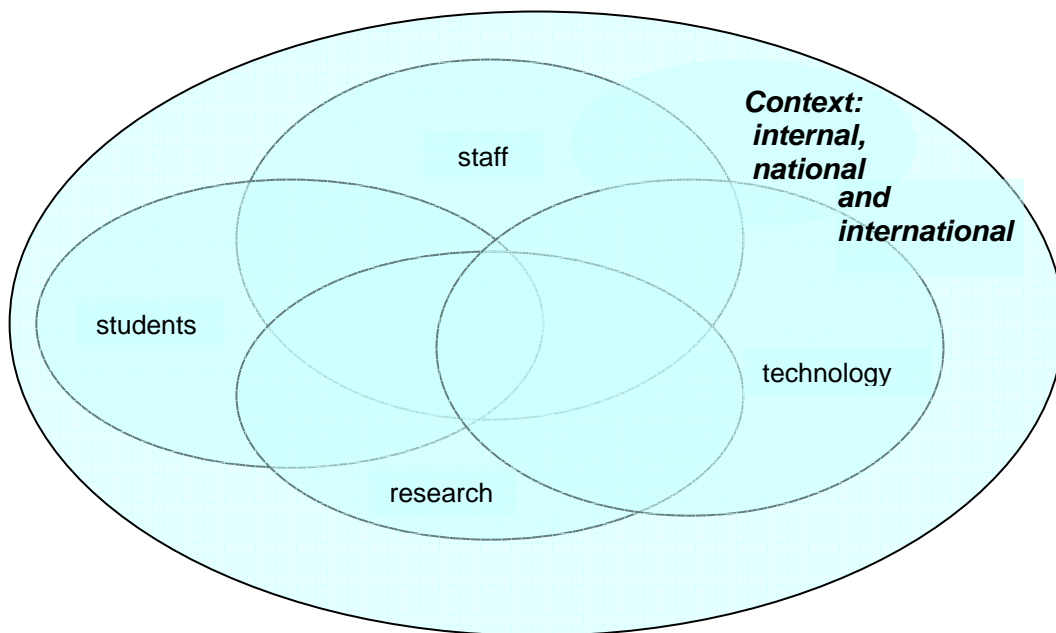
In 2004, as money became available, the above strategy was strengthened in its implementation by the formation of Research clusters. The targets for improving Learning and Teaching research already existed in the 2002-5 strategy, but the implementation could now be taken to a more effective level. The model therefore became:



2004- 06: Consolidating the learning environment

2006-2010

In the next phase of our Learning and Teaching strategy, we wish to embed the strengths of the previous strategy within the mainstream operation of the University. The overall model therefore will look as below:



(see p9 for specific 2006-10 model)

***The aim of the strategy will be:
“to embed the quality, relevance, effectiveness and efficiency of our learning environment into the mainstream processes and procedures of university planning and implementation, so as to enhance the educational experience and employability of our students”***

1.1.2 Relationship to University Planning

University Mission Statement

“The aim of the University of Wolverhampton is to be a first class regional university dedicated to providing high quality provision.

Our priority is to enable and encourage individuals to realise their full potential and to achieve academic excellence through a flexible, innovative and vocationally focused curriculum. The University is committed to making a major contribution to the social and economic prosperity of the West Midlands with its programmes of applied research, technology transfer and consultancy. We strongly support cultural diversity and equality of opportunity in all our activities at home and abroad.”

The University 3 Year Plan 2005/06 – 2007/08

(<http://asp.wlv.ac.uk/Level2.asp?UserType=6&Subsection=322>)

in relationship to the University Learning and Teaching Strategy 2006-10

University 3 Year Plan 2005/06 – 2007/08 (relevant sections)	University Learning and Teaching Strategy 2006-10 (relevant objectives)
<p>A. Reputation</p> <p>b) To develop the quality enhancement agenda to continuously improve the quality of learning and teaching</p> <p>e) To launch our new Centre for Excellence in Teaching and Learning and integrate its work into the wider University.</p>	<p>1.1 to ensure all students have access to a high quality learning environment</p> <p>2.1 to embed learning and teaching within School and department systems</p> <p>2.5. to utilise institutional, national and international pedagogical research in the improvement of learning and teaching activity within a diverse student body see p6 for CETL</p>
<p>B. Recruitment, retention and progression</p> <p>d) Improve retention rates to 90% at Level 1.</p> <p>e) Further develop Foundation Degrees in response to demand from employers and students.</p>	<p>1.3 to enable our diverse students to develop skills to study effectively in a Higher Education context</p> <p>1.4 to enable our diverse students to develop and evidence employability skills</p> <p>1.8 to improve current rates of student retention to 90% at Level One</p> <p>2.3 to develop staff expertise in the embedding of graduate employability in programme design and assessment strategies</p>
<p>C. Regional Role</p> <p>c) Develop partnerships for progression, widening participation and lifelong learning, especially through our Associate College Network.</p>	<p>1.1 to continue to develop student support systems to meet the needs of a diverse student body</p>
<p>D. Academic Portfolio</p> <p>a) Develop and design the portfolio to promote excellence which is tailored to graduate employability and regional skills requirements.</p> <p>d) Refine the model of assessment in relation to learning outcomes and key skills and in association with programme standards and specifications.</p> <p>e) Ensure curriculum proposals are underpinned by appropriate research/scholarship.</p>	<p>1.4 to enable our diverse students to develop and evidence employability skills</p> <p>2.3 to develop staff expertise in the embedding of graduate employability in programme design and assessment strategies</p> <p>1.7 to enable students to appreciate more fully how the subject knowledge & practice of their discipline/s have developed through research</p> <p>2.6 to build staff capacity and increase quality outputs in research into HE through a range of schemes and programmes.</p>
<p>E. Learning Infrastructure</p> <p>a) Articulate investment in Learning Centres and IT</p>	<p>1.1 to ensure all students have access to a high</p>

<p>Services with development of the supported learner model.</p> <p>b) Progress the model of the supported learner and the balance of central and School-based provision, TSL and face-to-face delivery.</p> <p>c) Continue to develop TSL</p>	<p>quality learning environment</p> <p>1.6 to fully equip students to be able to access e-learning independently through e- tutor supported learning</p> <p>1.7 to provide flexible and interactive e-learning opportunities within all programmes to meet the needs of a diverse student body</p> <p>2.4 to ensure all staff are fully equipped to support student learning and assessment through the effective use of e-Learning technologies and appropriate pedagogic research</p>
<p>G. Human Resource Development</p> <p>a) To develop appropriate reward packages that ensure equal pay for work of equal value and are matched to University, team and individual success.</p> <p>b) To establish clear profiles of the categories and types of staff needed by the University and to manage workforce deployment.</p> <p>e) To continue to provide effective and innovative staff development.</p>	<p>2.2 to develop supported career paths for academic staff for whom teaching is the main university activity</p> <p>2.4 to ensure all staff are fully equipped to support student learning and assessment through the effective use of e-Learning technologies and appropriate pedagogic research</p> <p>2.6 to build staff capacity and increase quality outputs in research into HE through a range of schemes and programmes.</p>

Centre for Excellence in Teaching and Learning

<http://www.hefce.ac.uk/learning/TInits/cetl/>

In 2004, HEFCE introduced a new initiative, encouraging universities to bid for Centres for Excellence in Teaching and Learning (CETLs). This initiative has two main aims: to reward excellent teaching practice, and to further invest in that practice so that CETLs funding delivers substantial benefits to students, teachers and institutions.

The University of Wolverhampton bid for, and won, one of these Centres for Excellence. The bid was titled *'Enabling Achievement within a Diverse Student Body'*. The University of Wolverhampton is nationally recognised for widening participation. The CETL will support students drawn from a diverse background and enable their success. Excellent student outcomes have been achieved through the use of diagnostics to identify and support learner needs, as well as the development of specific learning skills embedded within a virtual learning environment. The CETL will integrate this work and use an e-portfolio to enhance personal development and planning whilst exploiting cutting-edge communications technology. The CETL activity will ultimately affect all academic staff engaged with Level 1 students and will provide national leadership and advice on the optimum methods of supporting students.

The CETL will be an integral part of the University Learning and Teaching strategy, in alignment with the overall Strategic Priorities of the strategy.

The ESRC Teaching and Learning Research Programme (TLRP)

In 2005, the University also won major Learning and Teaching research funding from the ESRC. The TLRP is a coordinated research initiative. Its overarching purpose is to support and develop educational research leading to improvements in outcomes for learners of all ages, in all sectors and contexts of education, training and lifelong learning throughout the UK.

The University project is 'Widening Participation in HE Project: Learning and Teaching for Social Diversity and Difference'. This research project will explore ways of enhancing the learning and teaching environment to improve the academic engagement and participation of a diverse range of students, particularly in relation to differences in class and academic background, age, gender and ethnicity.

1.2 National Context

Since the university wrote its last strategy, there have been various national developments within Higher Education which have an impact on the way in which we view our own Learning and Teaching strategy.

Some of these factors are political and governmental directives, some funding initiatives and some of them changes and developments in the wider society.

1.2.1 Widening Participation

The move to widen participation has a government target which states that 50% of 18-30 year olds should be engaged with higher education by 2010. The current estimated participation figure is 43% (DfES, 2003). HEFCE policy on widening participation provides a background context which matches the position taken by the University of Wolverhampton.

“Widening access and improving participation in higher education are a crucial part of our mission... Participation in higher education will equip people to operate productively within the global knowledge economy. It also offers social benefits, including better health, lower crime and a more tolerant and inclusive society.

We aim to ensure that all those with the potential to benefit from higher education have the opportunity to do so, whatever their background and whenever they need it. This means providing for the needs of a growing number of students with a broad variety of previous life and educational experiences. These students may return on more than one occasion across their lifetime in order to refresh their knowledge, upgrade their skills and sustain their employability. “

<http://www.hefce.ac.uk/widen/>

The University of Wolverhampton has the highest number of students of any HEI from under-represented sectors of the population. At the time of the development of the last strategy, “there was no recognition of the extra costs of teaching students who came into higher education less well prepared, nor was there any component for widening participation activities in the allocation of funds to institutions. There was no funded programme for higher education to play its part in raising aspirations and improving achievement of pupils from disadvantaged backgrounds. All of these are now established and their full impact should be seen in future years.” (HEFCE 2005/03)

The University commitment to widening participation is at the centre of the Learning and Teaching Strategy. Student achievement and student support in learning and teaching have the highest priority.

1.2.2. Retention

In addition to ensuring that the University encourages and welcomes potential students from under-represented sectors into the university community, there is recognition of the importance of retaining our students for a full programme of study.

Research into the area of student retention suggests that ‘student engagement’ with the institution and the curriculum is vital to ensure retention. It also suggests that student retention and achievement are enhanced when students are able to practice the complete range of study skills associated with study at higher education level.

The Learning and Teaching Strategy supports students at all stages of their academic career, both inside and outside the teaching environment, ensuring that they are enabled to achieve the qualification of their choice.

1.2.3 Part-time students

Following the same argument as above, the university profile is also predicted to reflect larger numbers of part-time students. Funding is to be made available (<http://www.hefce.ac.uk/news/hefce/2005/ptboost.htm>) to increase in university work with employers and communities to encourage under-represented groups to enter part-time HE. The funds will also enable institutions to provide increased academic support to ensure these students succeed in their studies.

The University Learning and Teaching strategy concentrates on student support and employability.

1.2.4 Employability

The University mission statement commits the university to a “vocationally focussed curriculum”. In the next 5 years, the implications of this commitment also become a central plank of our Learning and Teaching

strategy in the widest possible sense. The analysis of this concept of 'employability' is based on the definition proposed in the joint publication by the Learning and Teaching Support Network (LTSN) and the Enhancing Student Employability Co-ordination Team (ESECT) (Yorke, 2004)

Mantz Yorke states, "Employability is .. considerably more complex than some proponents of 'core', 'key' and 'transferable' skills have suggested, and is strongly aligned with the academic valuing of good learning." Yorke, 2004, 2). "Employability refers to a graduate's achievements and their potential to obtain a 'graduate job', and should not be confused with the actual acquisition of a graduate job (which is subject to influences in the environment, a major influence being the state of the economy). (Yorke, 2004, 2)

The commitment of the University to student employability underlines the importance which the University places in ensuring that students complete their academic programmes and move onward with an understanding of the centrality of life long learning to their future careers.

This Learning and Teaching strategy has employability as a central underpinning concept, with increasing targets of student retention as a measure of its success.

1.2.5 E-Learning

HEFCE have developed a 10-year strategy to integrate e-Learning into higher education, 'HEFCE strategy for e-learning' ([HEFCE 2005/12](#)). The strategy is intended to enable all universities and colleges to make the best use of information and communications technologies in their learning and teaching.

HEFCE therefore aims to support the HE sector as it moves towards embedding e-Learning appropriately, using technology to transform higher education into a more student-focused and flexible system, as part of lifelong learning for all who can benefit.

The University Learning and Teaching Strategy has a major commitment to the change management and process development that are necessary to underpin the development and embedding of e-learning with our staff and students

1.2.6 Research and Learning and Teaching

In the last 5 years, there have been significant moves in the field of research in relation to learning and teaching. This has taken two directions. Firstly, there is the growth of pedagogical research. Professor Mike Prosser, presenting at the Heads of Education Development Group in 2005, suggested, "There are conceptual distinctions between 1. pedagogical research (improving our theoretical understanding), 2. investigations and evaluations (local problem solving) and 3. the scholarship of learning and teaching (evidence-based reflection on practice) We may make more progress by championing scholarship than by trying to develop low level pedagogic RAE research." In the last 3 years over 70 Learning and Teaching projects have been funded and published. (Gale, 2002; Gale, 2003, Gale, 2004) Evaluation of these projects has shown that relatively few of them were either driven by institutional needs, or embedded in institutional development.

In the context of the University of Wolverhampton, it is planned to develop all three aspects of research, but with an institutional emphasis on local problem solving via research and the development and embedding of scholarship.

Secondly, there is a move for universities to support 'research-informed' teaching. In October 2005, HEFCE announced the approval of "additional funding to support teaching informed by research, for 2006-07 and 2007-08 to be allocated in inverse proportion to an institution's research funding." (<http://www.jiscmail.ac.uk/cgj-bin/webadmin?A1=ind0510&L=admin-hefce>)

It is therefore proposed that a section of our Learning and Teaching strategy should concentrate on the development of student learning within a 'research-informed environment'.

1.2.7 Rewarding and developing staff in higher education

For the last three years, we have worked in conjunction with the Human Resources strategy of the university on a series of 'rewarding excellence' initiatives. The successful implementation of this strategy culminated in the University of Wolverhampton achieving the distinction of being the only HEI in the country to win 3 National Teaching Fellowship scholarships in 2005. Following discussion and debate around the development of Professional sector standards, a significant Professional Development internal programme in Learning and Teaching has been developed, which will continue with input from all sections of the learning

and teaching community. It is also anticipated that the L&T strategy will work with the Human Resources strategy on developing appropriate parts of the Academic Leadership programme.

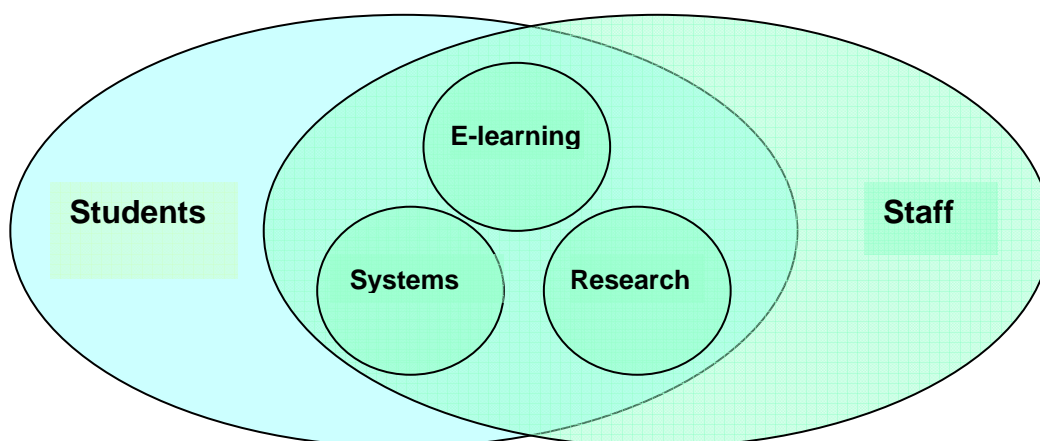
From 2006-10, our Learning and Teaching strategy will take significant steps in developing career paths for staff who are predominantly involving in teaching and supporting learning.

1.2.8 The Learning Environment and learning systems

In the last 5 years, the University of Wolverhampton has spent over £95 million pounds in developing its buildings. This has included new buildings and significant refurbishment. There are 2 major buildings still in the planning stage, which will be erected in the next 2 years, which will take spending to over £150 million. During the planning and furnishing stages, academics have worked closely with estates and facilities to ensure that the learning environment for our students meets the highest standards of modern university learning.

Our new Learning and Teaching strategy will ensure that our learning systems are continually developed and brought into line, so that our student experience is of the highest possible quality.

2. Learning and Teaching Strategy: the model



The model has two major parts to it: students and staff. Running through these two parts are themes of e-learning, research and systems.

3. Learning and Teaching Strategy: Priorities, Objectives and Targets

3.1 Strategic Priority One:

To enable all our diverse students to deepen knowledge and understanding, and develop skills and personal attributes which will enrich their lives and enhance their achievement and employability.

Objectives:

- 1.1 to ensure all students have access to a high quality learning environment
- 1.2 to continue to enhance learner development systems to meet the needs of a diverse student body
- 1.3 to enable our diverse students to develop skills to study effectively in a Higher Education context
- 1.4 to enable our diverse students to develop and evidence employability skills
- 1.5 to fully equip students to be able to access e-Learning independently through tutor supported learning
- 1.6 to provide flexible and interactive learning opportunities, including e-Learning within all programmes to meet the needs of a diverse student body
- 1.7 to enable students to access current research and scholarship in their discipline
- 1.8 to improve current rates of student retention to 90% at Level One

3.2 Strategic Priority Two:

To enable our staff to develop their learning and teaching expertise in order to enhance the student learning experience

2.1 to embed learning and teaching within School and department systems

2.2 to develop supported career paths for academic staff for whom teaching is the main university activity

2.3 to develop staff expertise in the embedding of graduate employability in programme design and assessment strategies

2.4 to ensure all staff are fully equipped to support student learning and assessment through the effective use of e-Learning technologies and appropriate pedagogic research

2.5. to utilise institutional, national and international pedagogical research in the improvement of learning and teaching activity within a diverse student body

2.6 to build staff capacity and increase quality outputs in research into HE, both generic and discipline-based, through a range of schemes and programmes.

3.3 Targets

The 2002 – 2005 Learning and Teaching Strategy provided university-wide targets which were negotiated in consultation with the Learning and Teaching Co-ordinators and the Technology Supported Learning Co-ordinators. Each School used the same targets to produce a School action plan which individualised and prioritised the targets in the context of the School environment. The strength of this model was that the process of peer review and annual monitoring and evaluation enabled co-ordinators and the Centre for Learning and Teaching to share precise good practice and results.

Following extensive consultation with Learning and Teaching co-ordinators, Technology Supported Learning Co-ordinators, Student Support Co-ordinators and Associate Deans in the possible creation of university-wide targets in order to deliver the above objectives, it was felt that the University Learning and Teaching community was mature enough to negotiate appropriate targets and action plans to deliver the above objectives.

Appendix 1 offers suggestions for possible targets which could be used by individual Schools as appropriate.

Funding

Income sources:

Funding for the strategy as outlined is likely to come from a variety of sources. It is anticipated that this will be clarified by in February / March 2006 and more specific details will be added to this document at that point.

TQEF

Human Resources

E-learning

CETL

ESRC

Research

Expenditure:

Staff I&t co-ordinators / Student I&t co-ordinators / E-learning co-ordinators

Research clusters

Associate Deans

L&T projects

Professional Development programme

Associate College Network

Implementation, monitoring and evaluation

It is proposed that the following process for implementation is adopted.

Dec 2005

University Learning and Teaching Committee (ULTC) agrees Learning and Teaching Strategy 2006 – 2010

Dec 2005 – Feb 2006	Associate Deans in conjunction with School co-ordinators and School Learning and Teaching Committees agree School L&T targets in line with School Business Plan and L&T Strategy objectives
Feb 2006	School targets agreed by ULTC
June 2006	School Action Plans for L&T strategy 2006-7 agreed
July 2006	End of year conference. Evaluation of 2005-6 Strategy. Confirmation of 2006-10 action plans, sharing of good practice.
2006 – 2010	The Learning and Teaching Strategy will follow an annual cycle: July Annual L&T targets and action plans confirmed by Schools Oct Annual L&T targets presented to ULTC Feb Mid term review Associate Deans July Annual monitoring and evaluation New targets and action plan confirmed

The University Learning and Teaching Committee will monitor achievement of university deadlines. The School and Department Learning and Teaching committees, chaired by Associate Deans will be responsible for the monitoring of School targets and action plans.

The Associate Dean, Learning and Teaching with the Associate Deans from each School will be responsible for monitoring and achievement of university objectives. The Centre for Excellence in Learning and Teaching will provide guidance and support for the strategic and operational delivery of the Strategy.

The School Learning and Teaching co-ordinators (Staff L&T, Student L&T, e-learning & T) will be responsible for the operational delivery of the School Strategies and be expected to contribute to university monitoring and evaluation.

References

DfES (2003) *The Future of Higher Education*

Prosser, M. (2005) *The Higher Education Academy and Research* (Presentation to the Heads of Educational Development Group conference)

Yorke, M. (2004) *Employability in Higher Education: what it is – what it is not* (LTSN Generic Centre / ESECT)

Appendix 1: Examples of targets.

Each School / Department to agree their own targets as appropriate in line with the agreed objectives

STUDENTS

Strategic Priority One: To enable our diverse students to access and achieve a set of understandings, skills and personal attributes which will enhance their achievement and employability.

Objective	2006-7 targets (examples)	2007-8 targets (examples)	2008-9 targets (examples)	2009-10 targets (examples)
1.1 To ensure all students have access to a high quality learning environment	To have established School procedures to monitor and address all issues which affect the learning environment			
1.2 To continue to develop student support systems to meet the needs of a diverse student body	Identify and develop systems that 'talk to each other', including hearing the student voice Work towards students having a single entry point to all systems	To develop a strategy that would deliver student support needs (virtually or physically) To produce a model for a virtual One-stop-shop	To increase student participation in strategic student learning support To pilot and evaluate a One-stop-shop, (virtual and or physical) to support student learning	To fully include student representation in enabling student support system to meet the needs of a diverse student body To deliver a One-stop-shop, (virtual and or physical) to support student learning
1.3 to enable our diverse students to develop skills to study effectively in a Higher Education context	Schools to develop a clear skills profile required for effective study. To produce research and data-based strategies which inform and work towards set school retention targets in line with university targets	Develop curriculum that embeds effective 'subject' based study skills To inform and work towards improved subject specific school retention targets, in line with university targets.	Evaluate the impact of effective 'subject' based study skills To inform and work towards improved school retention targets	Improve achievement of subject based learning. To inform and work towards improved school retention targets
1.4 to enable our diverse students to develop and evidence employability skills	To conduct an audit of student employability skills in programme learning outcomes Students to be able to articulate personal development plans	To establish clear links from programmes to professional body requirements (where appropriate) and or potential future employers	To develop student awareness of professional body and or employers' expectations of graduates	Students to leave with portfolios clearly evidencing key employability skills All students to be able to articulate skills for lifelong learning through reflective practice

1.5 to fully equip students to be able to access e-learning independently through e-tutor supported learning	All new students to be introduced to WOLF and e-Portfolio during induction	All new students to be introduced to WOLF and e-Portfolio during induction and opening module sessions	All new students to be introduced to WOLF and e-Portfolio during induction and opening module sessions	All new students to be introduced to WOLF and e-Portfolio during induction and opening module sessions
	All level 0 and Level 1 module guides to include clear, module specific statements about the use of e-Learning on the module	All level 1 and 2 module guides to include clear, module specific statements about the use of e-Learning on the module	All level 1,2 and 3 module guides to include clear, module specific statements about the use of e-Learning on the module	All module guides to include clear, module specific statements about the use of e-Learning on the module
1.6 to provide flexible and interactive e-Learning opportunities within all programmes to meet the needs of a diverse student body.	E portfolio integrated into Level 1 modules to support learning and reflection	E-portfolio targets - ???	E-portfolio targets - ???	E-portfolio targets - ???
	All core level 1 modules using mid-module electronic based formative assessment with useful feedback	All core level 2 modules using mid-module electronic based formative assessment with useful feedback	All core level 3 modules using mid-module WOLF based formative assessment with useful feedback	All modules to include mid module formative assessment with useful feedback
	Collaborative e-Learning is used to enhance student support	Collaborative e-Learning is available to students with identified support	Collaborative e-Learning is available to students with identified support	Collaborative e-Learning is available to students in all modules
1.7. to enable students to access current research and scholarship in their discipline	Conduct an audit on the level of research enhanced learning and teaching within the curriculum	Develop aspects of the curriculum, pedagogy and assessment that actively engage students in research in an authentic research environment.	Build student staff research groups through the curriculum, based on the core research interests of the department.	Introduce students to research with and for industry and commerce to develop their research skills and experience in a real environment to develop their employability..
1.8 to improve current rates of student retention to 90% at Level One	To monitor and produce detailed retention statistics identifying modules, subjects and pathways where improved learning and teaching practice can be identified and linked to improved retention	To set annual module and subject targets which work towards the 90% overall target To identify and share improved learning and teaching practice \which can be linked to improved retention	To set annual module, subject and pathway targets which work towards the 90% overall target To identify and share improved learning and teaching practice \which can be linked to improved retention	To set annual module, subject and pathway retention targets to 90% at Level One To identify and share improved learning and teaching practice \which can be linked to improved retention

STAFF

Strategic Priority Two: To enable our staff to develop their learning and teaching expertise in order to enhance the student learning experience

Objective	2006-7 targets	2007-8 targets	2008-9 targets	2009-10 targets
2.1 To embed learning and teaching within School and department systems	<ul style="list-style-type: none"> - Identify relationship of L&T strategy to School/Dept systems - Areas of data collection necessary to improve I&t to be confirmed 	<ul style="list-style-type: none"> - L&T strategy to be clearly embedded in School / Dept systems - Collection, promotion and improvement of L&T data 	<ul style="list-style-type: none"> - L&T strategy action plans to be clearly linked to School / Dept plans - Collection, promotion and improvement of L&T data 	<ul style="list-style-type: none"> - L&T targets to be clearly linked to School / Dept targets - Collection, promotion and improvement of L&T data
2.2. to develop supported career paths for academic staff for whom teaching is the main university activity	<ul style="list-style-type: none"> - Mentoring policy for all new teaching staff to be in place - progression of recent PG Cert. graduates to be tracked - current L&T career paths and accreditation routes (e.g. Professional Doc. Academic Leadership) for relevant staff to be mapped - Rewarding Excellence mechanisms developed - Links between Continuing Professional Dev of staff and institutional / School / Dept priorities investigated <p>To increase membership of HEA to 30% of teaching staff</p>	<ul style="list-style-type: none"> -All new teaching staff to have identified mentors -Career progression of new teaching staff to be evaluated - Support mechanisms for L&T career staff to be identified <p>Learning and teaching CPD requirements to be expressed and acted on within the appraisal process</p> <p>To increase membership of HEA to 35% of teaching staff</p>	<ul style="list-style-type: none"> } L&T career paths identified } and possible new routes } (e.g. Readerships and } Professorships in L&T) } established } <p>Development of CPD portfolios</p> <p>To increase membership of HEA to 40% of teaching staff</p>	<ul style="list-style-type: none"> } L&T career paths identified } and possible new routes } (e.g. Readerships and } Professorships in L&T) } established } <p>Monitoring of CPD portfolios through annual appraisal</p> <p>To increase membership of HEA to 50% of teaching staff</p>
2.3 to develop staff expertise in the embedding of graduate employability in programme design and assessment strategies.	<ul style="list-style-type: none"> - University definition/s of employability to be developed - links with appropriate range of internal and external contacts to develop employability delivery 	<ul style="list-style-type: none"> -To identify staff expertise in embedding of graduate employability 	<ul style="list-style-type: none"> To increase staff expertise in embedding of graduate employability 	<ul style="list-style-type: none"> To increase staff expertise in embedding of graduate employability

<p>2.4 to ensure all staff are fully equipped to support student learning and assessment through the effective use of e-Learning technologies and appropriate pedagogic research.</p>	<p>To provide and actively publicise to all staff a programme of School and centrally led staff development opportunities to enable staff to use the updated toolsets in a pedagogically effective way</p>	<p>To provide and actively publicise to all staff a programme of School and centrally led staff development opportunities to enable staff to use the updated toolsets in a pedagogically effective way</p>	<p>To provide and actively publicise to all staff a programme of School and centrally led staff development opportunities to enable staff to use the updated toolsets in a pedagogically effective way</p>	<p>To provide and actively publicise to all staff a programme of School and centrally led staff development opportunities to enable staff to use the updated toolsets in a pedagogically effective way</p>
	<p>XXX % of staff to demonstrably have engaged in peer observation of each others' e-Learning approaches and materials</p>	<p>XXX % of staff to demonstrably have engaged in peer observation and improvement of each others' e-Learning approaches and materials</p>	<p>XXX % of staff to demonstrably have engaged in peer observation and improvement of each others' e-Learning approaches and materials</p>	<p>All staff to be engaging in peer observation and improvement of each others' e-Learning approaches and materials</p>
	<p>To support staff in the identification and promotion of e-learning developments linked to the retention of Level 1 students</p>			
<p>2.5. to utilise institutional, national and international pedagogical research in the improvement of learning and teaching activity within a diverse student body</p>	<p>- identify current findings from institutional and national pedagogical research which will improve L&T practice, particularly linked to retention } - identify methods of disseminating good practice and research findings within and across Schools } - identify methods of embedding good practice</p>	<p>- identify current findings from institutional and national pedagogical research which will improve L&T practice } } disseminate and embed }good research-based practice }with identifiable improved }outcomes in student learning }</p>	<p>- identify current findings from institutional and national pedagogical research which will improve L&T practice } } disseminate and embed }good research-based practice }with identifiable improved }outcomes in student learning }</p>	<p>(staff to be pedagogically aware) } } disseminate and embed }good research-based practice }with identifiable improved }outcomes in student learning }</p>
<p>2.6. Build capacity and increase quality outputs in research into HE through a range of schemes and programmes.</p>	<p>Fund, initiate and disseminate research from L&T projects that focus on key pedagogical research expertise within Schools and L&T research clusters.</p> <p>Strengthen L&T Research Clusters and mini cluster network. Develop robust administrative, support and development systems.</p> <p>Fund, initiate and disseminate findings from disciplinary research-informed teaching projects (LINK scheme).</p>	<p>Increase and sustain active membership of L&T research clusters through the internal funding of collaborative L&T projects that focus on key pedagogical research expertise within Schools and L&T research clusters.</p> <p>Build strength and expertise of members of L&T Research Clusters for the development of standard L&T research training programme. (using the professional standards framework). Bid for HEFCE funding for the development of the Research-Teaching nexus</p>	<p>Increase and sustain active membership of L&T research clusters through internally and externally funded projects within the university and across the sector.</p> <p>Develop the post of Reader in HE to develop the programme of L&T research training and development activities and to increase the national profile of research within L&T research clusters, LINK scheme and other initiatives.</p>	<p>Create L&T in HE research institute</p> <p>Produce high level of locally generated pedagogical research outputs.</p> <p>Generate income for pedagogical/HE research from a range of external funding bodies e.g. HEFCE, HEA, ESRC/TLRP, JISC, etc. to extend the range and depth of L&T research in HE</p> <p>Develop and sponsor applications for professorships in HE.</p>