

Circular

Learning and Teaching Strategies 2007/08 – 2009/10

19 April 2007

Ref: W07/16HE

To: Heads of higher education institutions in
Wales

Summary: This circular invites Higher Education Institutions (HEIs) in Wales to submit an updated learning and teaching strategy for the three years 2007/08 to 2009/10. It provides the detail of the arrangements for strategies covering that period, together with guidance for their development. It also sets out the allocations to be made to institutions in 2007/08 to support the implementation of strategies.

Response by: 9 November 2007

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LEARNING AND TEACHING STRATEGIES 2007/08 – 2009/10

INTRODUCTION

- 1 This circular invites Higher Education Institutions (HEIs) in Wales to submit an updated learning and teaching strategy for the three years 2007/08 to 2009/10. It provides the detail of the arrangements for strategies covering that period, together with guidance for their development. It also sets out the allocations to be made to institutions in 2007/08 to support the implementation of strategies.
- 2 The strategies should be submitted by **9 November 2007**.

BACKGROUND

- 3 Circular W01/59HE, *Learning and Teaching Strategies 2001*, confirmed that the Council had established a Learning and Teaching Fund to support institutions in implementing learning and teaching strategies.
- 4 In April 2004 Circular W04/28HE, *Learning and Teaching Strategies for Higher Education in Wales*, provided the call for strategies from 2004/05 to 2006/07.
- 5 Following consultation in March 2004, we began the process of reducing the burden on institutions of reporting by drawing our specific detailed requests for information into a single request for an annual monitoring statement (AMS) within a single, simplified format. Learning and teaching strategies have been monitored from 2005 through an AMS. The strategies for 2007/08 - 2009/10 will continue to be monitored by means of an AMS at the end of each academic year. The arrangements for completion of annual monitoring statements were described in April 2005 in Circular W05/17HE, *Strategic Plan, Financial Forecasts, Student and Staff Number Forecasts and Annual Monitoring Statement Request*.
- 6 The Higher Education Academy analysed the Learning and Teaching strategies for 2004/05 - 2006/07 and this was reported in October 2005 through Circular W05/60HE, *Higher Education Academy Commentary on Welsh Institutional Learning and Teaching Strategies 2004/05*.

INSTITUTIONAL LEARNING AND TEACHING STRATEGIES 2007/08 - 2009/10

- 7 In order to access learning and teaching strategy funding, each institution is required to submit a learning and teaching strategy for a period of at least three years, developed taking account of the guidelines contained within this circular. This submission should be made by **9 November 2007**.
- 8 The strategy should be a document of value principally to your institution itself, and should provide structured guidance for the strategic development and management of learning and teaching within your institution's overall management processes. Its secondary function remains that of informing and assuring third parties, not least the Council, that your institution is addressing the needs and requirements of its students appropriately.
- 9 We do not wish to be prescriptive about the structure and content of the strategies. We recognise that they must be determined and implemented in a manner that enables institutions to pursue their distinctive missions and respond to their individual circumstances as they deem appropriate. We will, however, wish to be assured that you are continuing to address positively the need to have a coherent and pertinent learning and teaching strategy

which is being effectively implemented. In this regard, we will provide individual feedback on the strategies in January 2008, and will expect you to take account of this.

- 10 We encourage you to take a holistic view of learning and teaching activities within your strategies. As with the strategies for 2004/05 - 2006/07, and described in Circular W04/06HE, *Mechanisms for Supporting Excellent Teaching in Higher Education*, the new three year strategies should continue to provide evidence that you will ensure funding is provided for the enhancement of learning and teaching, with emphasis placed on a wide range of mechanisms for the continuous enhancement of the student learning experience.
- 11 You are encouraged to consult the Higher Education Academy's web pages on Learning and Teaching Strategies when considering the development of your strategy (<http://www.heacademy.ac.uk/3621.htm>). This includes information on implementing learning and teaching strategies.
- 12 We would like to share the new strategies with the Higher Education Academy to enable them to provide an overview report for the Welsh higher education sector, as was done for the 2004/05 to 2006/07 strategies. We would also like to share summary information from the annual monitoring statements relating to engagement of institutions with the Academy. If you have an objection to us sharing this information for your institution please state this when submitting your strategy by 9 November 2007. If we do not hear from you by 9 November with your objection to this, we will share the relevant information with the Higher Education Academy in confidence.

SPECIFIC ISSUES

- 13 You will want to ensure that your strategy complies with legislation relating to equalities, including the requirements of the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005 and the Equality Act 2006. You will wish to ensure that particular challenges in relation to these equalities issues are appropriately addressed through your learning and teaching strategy. We have carried out an impact assessment to identify the equalities issues which may need to be addressed through the strategies. The outcomes of this are available at **Annex A**. In the light of this impact assessment, our seminar on learning and teaching strategies (see paragraph 30) will involve consideration of the impact of equalities and a diverse student population on learning and teaching.
- 14 In line with your Welsh Language Scheme, you will also want to recognise the needs of Welsh speakers, Welsh learners, and Welsh speaking communities. Increasingly, in developing and implementing your learning and teaching strategy, you will wish to mainstream Welsh medium/Welsh language activity and make links with institutional Welsh medium strategies and Welsh language schemes to ensure that this provision is included within the enhancement of learning and teaching. You will also need to be able to take account of your institution's role in the new sector Welsh medium strategic framework and development plan, as this develops.
- 15 Guidelines providing a general indication of possible areas of coverage to assist you in further developing your strategy are available at **Annex B**. We understand that this guidance may be adapted in line with institutional missions.
- 16 You will also be expected to set out a number of Specific, Measurable, Achievable, Realistic and Time-bound (SMART) targets within your strategy for the short (2007/08) and medium term (2008/09 onwards). A template illustrating the degree of detail sought is attached as **Annex C**. These targets should be identified for each of the areas given in these tables and could address the priorities indicated in paragraphs 18-20 of this circular. The provision of this information will ensure that the institutional learning and teaching strategies are sufficient

for the Council's purposes and minimise the need for requests for supplementary information or clarification. We will monitor these targets through Annual Monitoring Statements. We recognise that you may wish to modify the medium term targets in your annual monitoring statements through identification of SMARTer targets for the coming year.

17 We ask you to consider in preparing your submission:

- the need for consistency between your institution's mission and its learning and teaching strategy;
- how the strategy and its development fit into your institution's planning and resource allocation process, in particular, the link with the capital fund for learning and teaching;
- progress to date since the previous strategy;
- arrangements for the ongoing monitoring and evaluation of quality and standards linked to the strategy and how this may address the outcomes of the Quality Assurance Agency's Institutional Reviews;
- how you may work with the Higher Education Academy to enhance the quality of the student learning experience.

PRIORITIES

18 We invite you to provide an indication of how your learning and teaching strategy takes account of the priorities in the Welsh Assembly Government's strategy document, *Reaching Higher*, priorities identified in *Learning Country 2: Vision into Action*, and HE priorities identified in *Education for Sustainable Development and Global Citizenship – a Strategy for Action*. We also invite you to provide an indication of how the strategy takes account of the Leitch Review of Skills, *Prosperity for all in the global economy - world class skills*. You may wish to consider how you may be able to take account of the outcomes of *The Independent Review of the Mission and Purpose of Further Education in Wales in the Context of the Learning Country: Vision into Action*, chaired by Sir Adrian Webb once these are published.

19 We would like you to take account of the following areas, as indicated in Circular W06/22HE, *Learning and Teaching Strategies 2004/05–2006/07*:

- Development of e-learning and forming links with the e-learning strategy which we are currently developing;
- Evidence of action resulting from or linking with the Higher Education Academy's Programme of Enhancement Activities (and programme of action), including thematic and subject enhancement, such as those described for 2006/07 in **Annex D**;
- Addressing the outcomes of internal and external quality assessments and reviews (including Quality Assurance Agency (QAA), Estyn, professional and statutory bodies) and the National Student Survey;
- Research-informed teaching;
- Widening access, particularly the impact of equalities and a diverse student population on learning and teaching;
- The implementation of the Credit and Qualifications Framework for Wales;
- Internationalisation, the Bologna Agreement and related European developments;
- The outcomes of the Council's work on Foundation Degrees once this is published.

20 You may also wish to consider how your learning and teaching strategy can support student participation in quality. This may extend to setting up a space on an intranet or virtual learning environment to share information with students. You may also wish to consider collaborating to fund joint student representative co-ordinators, each of which could work across two or more institutions. These recommendations were identified at the January 2007 seminar to mark the publication of Circular W06/52HE: *Study of the Extent and Effectiveness of Existing Student Representation Structures within Higher Education Institutions across Wales*.

HEFCW'S REMIT

- 21 Please note that our remit letter for 2007-08 included identification of '*the key priority areas of Assessment, Work-based Learning/Employability, Research-Informed Teaching Practice, e-Learning, and Welsh Medium*' and observed that the Minister '*would welcome continued action to address these matters.*' Strategies should also take account of our strategic aim 'The Deal for Students', and its references to learning and teaching excellence, which can be found in HEFCW's *Corporate Strategy to 2010* and *Corporate & Operational Plan 2006-07 to 2008-09*, available from our website.
- 22 Please also note the national framework for professional standards in teaching and supporting learning available at www.heacademy.ac.uk, and consider how these standards may be supported through your learning and teaching strategy.

FUNDING ALLOCATIONS

- 23 The fund to support institutional learning and teaching strategies has been enhanced to £982,585 in 2007/08. This includes the funding used previously to pay institutional Higher Education Academy subscriptions.
- 24 Institutional learning and teaching strategy allocations for 2007/08 are set out in **Annex E**. The funding will be released on the basis of the previous learning and teaching funding formula, with allocations made pro-rata to each institution's total funded credit values for 2007/08. This approach brings together the institution's learning load for full-time and part-time undergraduate and postgraduate provision. This year no institution will receive less than £33,000 a year, in order to ensure that all institutions receive a sufficient allocation to undertake worthwhile actions. An upper limit of £150,000 on individual allocations has been set.
- 25 The first tranche of funding will be released in September 2007. The second tranche of funding will be paid in March 2008, following submission of a satisfactory strategy in November 2007. You will be asked to submit a progress report in November 2008 in the form of an annual monitoring statement, which will include reporting on expenditure.
- 26 Subsequent learning and teaching funding allocations will be calculated against 2008/09 and 2009/10 funded credit values respectively, once available. Institutions which merge should expect future allocations to be subject to the upper and lower limits outlined above.

TEACHING QUALITY INFORMATION (TQI) REQUIREMENTS

- 27 As part of the *Institutional Review: Wales* process, the QAA makes a judgement regarding the reliance that can be placed on the accuracy, integrity, completeness and frankness of the information that a HEI publishes on the quality of its programmes and the standards of its awards. This judgement contributes to the main review outcome regarding the confidence that can be placed on the soundness of an institution's management of quality and standards.
- 28 Qualitative teaching quality information was originally provided on the TQI website, and in Wales comprised a summary of the learning and teaching strategy; how the institution measures and responds to the needs of employers; and links to Institutional Reviews carried out by the QAA. Following the decision to redevelop and relaunch the TQI website, Circular W06/47HE, *Second Consultation on Institutional Review*, invited the sector to express opinions on whether the data for Wales should remain on the TQI site, or whether institutions should find other ways of sharing this qualitative information (as was agreed for England).

- 29 The consensus was that the information should be removed from the website, and that institutions should publish it elsewhere, as described in Circular W07/14HE, *Outcome of the second consultation on the Institutional Review: Wales (W06/47HE)*. You therefore need to consider how you can make the qualitative teaching quality information previously contained on the TQI website available to students, staff, Institutional Reviewers and other stakeholders, eg on your institutional website.

SEMINAR ON LEARNING AND TEACHING STRATEGY ISSUES

- 30 We will be holding a seminar on learning and teaching strategy issues on 14 June 2007, with support from the Higher Education Academy.
- 31 This event will provide an opportunity to discuss the range of issues with regard to learning and teaching strategies. It will include reflection on previous strategies and consideration of elements which were more and less successful. It will also provide workshops on some of the priorities identified in this document, eg enabling delegates to discuss the topics in some detail with experts.
- 32 Further details will be circulated in the near future.

IMPLEMENTATION TIMETABLE

- 33 The timetable for implementation is as follows:
- Seminar on development of Learning and Teaching Strategies 2007/08 - 2009/10 on 14 June 2007;
 - First tranche funding released September 2007;
 - Learning and Teaching Strategies for 2007/08 - 2009/10 submitted by 9 November 2007;
 - Feedback provided on strategies in January 2008;
 - Second tranche funding released in March 2008, following acceptance of satisfactory institutional strategies;
 - Annual monitoring statement submission, including a breakdown of 2007/08 expenditure, in November 2008.

If you wish to meet with HEFCW officers regarding the development of the learning and teaching strategies, in addition to attending the June 2007 seminar, please contact us.

SUBMISSION

- 34 Strategies should be submitted to the Council by **9 November 2007** to:
- Alun Williams
Learning and Teaching Officer
Higher Education Funding Council for Wales (HEFCW)
The Orchards, Ilex Close
Llanishen, Cardiff, CF14 5DZ
Email: alun.williams@hefcw.ac.uk
Telephone: 02920 682202.

Annex A

FEEDBACK ON THE IMPACT ASSESSMENT OF EQUALITIES ISSUES IN RELATION TO LEARNING AND TEACHING

INTRODUCTION

- 1 This paper presents a summary of responses to our impact assessment of equalities issues in relation to learning and teaching (W07/07HE).

BACKGROUND

- 2 Within the arrangements for our Learning and Teaching Strategy Guidance, we undertook an impact assessment of equalities issues in relation to learning and teaching. The purpose of the impact assessment was to explore issues related to addressing the needs of potentially disadvantaged students (eg by race, religion, age, gender, sexual orientation or disability) in higher education in Wales in relation to learning, teaching, assessment and the curriculum.
- 3 We invited the sector in circular W07/07HE to consult with their equal opportunities or other appropriate committees to provide additional qualitative responses to the issue of addressing the needs of potentially disadvantaged groups. The outcomes of the assessment would inform our guidance to higher education institutions in Wales with regard to their new strategies for learning and teaching covering the period 2007/08 to 2009/10 in order to ensure that that the guidance was informed by as wide a range of equality information as possible.

SUMMARY OF RESPONSES TO THE IMPACT ASSESSMENT (W07/07HE)

- 4 Five responses were received from higher education institutions in Wales. Responses drew attention to the following issues.

SUBJECT BIAS/UNDER-REPRESENTATION OR DIFFERENCE IN DEGREE PERFORMANCE REGARDING CERTAIN GROUPS OF STUDENTS (E.G. BY RACE, RELIGION, AGE, GENDER, SEXUAL ORIENTATION OR DISABILITY)

- 5 Annual monitoring reports, quinquennial reviews and quality assurance procedures provide opportunities to report on these matters. One respondent noted that a requirement for collection and assessment of substantial additional data would be undesirable.
- 6 No consistent biases were reported by respondents. In one case no measurement of such potential bias had been carried out. Another respondent reported some variation in gender balance on some programmes, but this was believed to reflect gender preference for subjects and potentially preferences for location, rather than recruitment procedures.
- 7 One respondent noted that more males than females exited with awards at 3rd or ordinary levels. This respondent also noted that the proportion of withdrawals of students receiving DSA was less than their representation in the student population.

WAYS IN WHICH CHANGES TO THE CURRICULUM, ASSESSMENT AND LEARNING AND TEACHING STRATEGIES CAN SUPPORT POTENTIALLY DISADVANTAGED GROUPS, TO INCLUDE INCREASING THEIR EMPLOYABILITY WHERE IT IS BELOW THE AVERAGE

- 8 This could be achieved through the following, while maintaining the academic rigour of programmes:
- Addressing equality and diversity as mainstream issues;
 - Linking the learning and teaching and widening access strategies;
 - Research to inform policy and practice and enhance expertise;
 - Assessing the impact of induction and retention activities on the curriculum;
 - Considering diversity issues and support for potentially disadvantaged groups as part of the course validation process;
 - Reviewing the curriculum regularly, and adapting it and its delivery as appropriate, to include taking account of innovations in learning and teaching;
 - Developing programmes that meet the specific needs of under-represented groups;
 - Using continuing education and bridging courses to facilitate the entry of these groups into HE;
 - Developing modules to enhance flexibility of learning;
 - Reviewing assessment strategies to reflect the diversity of the student population;
 - Ensuring support for all potentially disadvantaged students to facilitate their participation and ability to meet learning outcomes. This can include the use of alternative assessment strategies;
 - Promoting Welsh medium activities, providing support for improvement of English language skills, and providing support for other languages in delivering the curriculum;
 - Providing ICT skills training;
 - Providing transition to work activities, embedding employability within all programmes, addressing specific market needs through specific programmes, and providing courses aimed at traditionally under-represented groups to enhance employability of these students.

ADDRESSING LESS POSITIVE FEEDBACK FROM THE NATIONAL STUDENT SURVEY BY CHANGES IN LEARNING, TEACHING AND/OR ASSESSMENT

- 9 Respondents suggested that this could be addressed as follows:
- Investigating the use of technology to improve the feedback process;
 - Facilitating alternative forms of submission and assessment for disabled students;
 - Providing high standards of student support and evaluating such services regularly;
 - Using more detailed internal questionnaires to obtain comprehensive evaluation of services to identify strengths and weaknesses more effectively.
- 10 One respondent noted that, while in some instances changes would increase the positive feedback from students, some programmes teach students the art of being critical, which would impact on the NSS results for such students.

ISSUES REGARDING EQUALITIES WHICH NEED TO BE ADDRESSED THROUGH THE CURRICULUM

- 11 Issues regarding equalities which need to be addressed through the curriculum include the following:
- Exposure to ethical issues may vary with programme, being common in some programmes, while others would address these issues as they arose;
 - Enhancing communication with students eg through a student intranet;
 - Combining expertise in widening participation to include consideration of race, disability and gender issues;

- Consideration of an 'inclusive curriculum checklist' supported by appropriate staff development;
- Making adjustments in line with SENDA legislation as appropriate.

12 One respondent noted limitations to the extent to which this could be achieved due to the need to address programme outcomes and the difficulty in embedding additional elements into timetabling and the module structure of programmes. This respondent addressed these issues through Student Services and the Students' Union.

ISSUES REGARDING LEARNING, TEACHING AND ASSESSMENT AT POSTGRADUATE LEVEL WHICH COULD BE ADDRESSED TO ENCOURAGE PARTICIPATION OF UNDERREPRESENTED GROUPS

13 Issues regarding learning, teaching and assessment at postgraduate level which could be addressed to encourage participation of under-represented groups included the following:

- Provision of scholarships;
- Ensuring that equality issues were considered as part of the validation process;
- Development of alternative teaching and assessment strategies to facilitate participation of these students.

WELSH EXAMPLES OF GOOD PRACTICE IN RELATION TO ADDRESSING EQUALITIES ISSUES THROUGH THE CURRICULUM, ASSESSMENT AND/OR LEARNING AND TEACHING STRATEGIES

14 Examples cited by respondents were as follows:

- Good working relationships with Further Education Colleges, facilitating progression from FE to HE;
- Community learning provision helping to engage traditionally under-represented groups;
- Providing scholarships for economically disadvantaged students;
- Engaging in widening access activities;
- Research in the area of 'inclusive' curriculum;
- Defining and addressing support needs;
- Providing computers for students undertaking part of their course through distance learning to facilitate flexible learning;
- Employing an equalities officer;
- Availability of an international student unit to support potentially disadvantaged students;
- Provision of a specialist student counsellor to deal with culturally diverse groups and encourage their participation with the University student population through a 'Buddy' Scheme;
- Availability of a Disability and Dyslexia Service to provide appropriate advice and support for students with specific learning needs;
- Availability of Faculty-based 'Advice Shops' to enable students to discuss their progress and performance.

OTHER COMMENTS

15 One respondent noted that the indicative issues described above largely focused on the curriculum. It recommended consideration of the broader student experience, including preparation for HE, work opportunities on campus, socialisation, and student participation in a diverse learning community.

Annex B

Guidelines on Institutional Submissions

You may wish to use the guidelines below in developing your strategy.

Timescale

- The strategy should cover at least the period 2007/08 to 2009/10.

1 Executive Summary

2 Institutional Mission and Planning

- A statement of how the institution's mission on learning and teaching fits into the institution's overall mission and strategic plan in relation to the organisational culture.

3 Institutional Learning and Teaching Strategy 2007/08 to 2009/10

This could give an account of the:

- purpose of the strategy;
- the role of the student in the strategy;
- previous learning and teaching strategy and a reflective commentary identifying, and commenting on reasons for, successes and failures;
- key activities/priorities of the strategy;
- the links between teaching and research and the development of scholarly activity;
- mechanisms employed to identify, disseminate and embed effective and innovative practices; mechanisms for supporting and rewarding teaching excellence in relation to staff and educational development;
- measures taken to improve the employability of students;
- measures taken in response to diversity of the student population with regards to learning and teaching matters.

4 Links with other Institutional Strategies and Plans

- The learning and teaching strategy can be expected to have implications for virtually all aspects of an institution's activities and to be closely linked to other policies and strategies. This section could be used to provide an account of how these links work in practice.

5 Qualitative and Quantitative Targets

- Qualitative and quantitative targets should be submitted for the short (2007/08) and medium term (2008/09 onwards) on Tables 1 & 2, attached as **Annex C**. We understand that the medium term targets may be made more SMART as the time period covered by the strategy progresses.

6 Management of the Strategy

This section could be used to:

- Give a description of the infrastructure and systems in place for supporting, managing, evaluating, reviewing and revising the strategy;
- Outline arrangements for the development, monitoring and revision of qualitative and quantitative targets contained within the strategy;
- Outline the mechanisms for bringing about changes to the strategy in the light of lessons learned from evaluation and good practice across the UK sector.

Annex C – Table 2 – SAMPLE

INSTITUTIONAL LEARNING AND TEACHING STRATEGIES MEDIUM TERM QUALITATIVE AND QUANTITATIVE TARGETS (2008/09 to 2009/10)

PROJECTS AND PROGRAMMES SUPPORTED AND BEING	MEASURABLE (QUALITATIVE AND QUANTITATIVE) TARGETS	BY WHEN	COST	SOURCE(S) OF FUNDING	OTHER RESOURCE IMPLICATIONS	COMMENTS
Enhancing the Student experience	Implementation of the Student Retention Strategy across all Schools.	May 2009	£K	L&T fund	Staff training	
Staff development and Training	Support all new staff in applications for Fellowship of the HE Academy [this could be updated to a target of eg 10 staff across the institution becoming Fellows].	June 2009	£K	L&T fund	Publicity & Administrative support for the scheme	
Recognising and rewarding teaching excellence						
Innovation in Learning and Teaching						
Enhancing Graduate Skills and Employability						
Engagement with Assembly and HEFCW priorities						



Programme of Enhancement Activities Priorities - Wales 2006 – 2007

1. Purpose

This paper sets out *the priorities* for enhancement work to be offered to help Welsh institutions of higher education enhance the student learning experience in 2006-2007.

2. Background

The development of the programme is based upon:

- Continuation of the four themes of
 1. Quality Management
 2. Curriculum development and innovation
 3. Recognition and rewards
 4. Assessmentidentified in the 'Reflections' (p 33) in the HEFCW commissioned *Higher Education Academy commentary on: Welsh Institutional Learning and Teaching Strategies 2004-2005*.
- Issues arising out of the Academy Welsh Strategies Conference on 1 December, 2005
- Intelligence resulting from visits to Welsh higher education institutions under the Higher Education Academy's Institutional Liaison Scheme during 2005-2006
- Needs and priorities identified by the Welsh Institutional Liaison Contacts Group
- Dialogue with key stakeholder groups such as HEFCW and Higher Education Wales (HEW) and the Quality Assurance Agency (QAA).

3. Benefits

The Higher Education Academy expects there to be a range of benefits from practical support to institutions and individual members of staff to raising the profile of the Academy in Wales. It is expected all institutions in Wales will have at least one significant engagement with the Higher Education Academy during 2006-2007.

4. Resource

Higher Education Academy expertise, knowledge and resource will be used to implement the programme which recognises and takes account of the distinct needs of Wales whilst sharing good practice across the UK.

5. Quality assurance

The programme is underpinned by rigorous project management using Prince 2.

PRIORITY AREA	ACTIVITY	LEAD RESPONSIBILITY	WHEN
Assessment	To develop a Higher Education Academy strategy for supporting assessment in Wales. To work intensively with identified HEIs and extensively with the sector as a whole. Hold a major conference.	Higher Education Academy Senior Advisor (BS)	On-going
Work-based learning/employability	To develop a Higher Education Academy strategy on work-based learning in Wales. Using representation from Welsh HEIs, convene a Welsh 'Burlington' Group to champion work-based learning and employability and link to work of UK 'Burlington' Group. Run major conference focused on the needs of Welsh HEIs.	Higher Education Academy Senior Advisor (VB/SO)	Q1-Q2 May - June 2007
Research informed teaching practice	Exploit a leading practitioner to work intensively with identified HEIs on the research-teaching nexus. Stimulate innovation and support HEFCW on the development of an e-Learning Strategy for Higher Education taking cognisance of UK developments/bodies e.g. JISC and including	Higher Education Academy Consultant (AJ)	Q1-Q4
e-Learning	<ul style="list-style-type: none"> Undertaking feasibility and costings analysis for benchmarking in Wales Ensuring input from TechDis on exclusivity and accessibility Ensuring input on e-portfolios/PDP and to exploit the e-learning strategy to support Welsh medium provision.	Higher Education Academy Senior Advisor (LH)	On-going
Welsh medium	Develop a strategic approach through liaison with the Welsh Medium Teaching Development Centre. Identify and prioritize needs of academic staff teaching through the medium of Welsh and bilingually in regard to Continuing Professional Development (CPD) and the Professional Standards Framework. Advertise and recruit Welsh speaking accreditors.	Higher Education Academy Senior Advisor, Wales & Senior Advisor (RN)	On-going



Programme of Enhancement Activities

Other related - Wales 2006 - 2007

1. Purpose

This paper sets out *other related areas* of enhancement work developed by the Higher Education Academy to be offered to help Welsh institutions of higher education enhance the student learning experience in 2006-2007.

2. Background

The development of the programme is based upon:

- Continuation of the four themes of
 1. Quality Management
 2. Curriculum development and innovation
 3. Recognition and rewards
 4. Assessmentidentified in the 'Reflections' (p 33) in the HEFCW commissioned *Higher Education Academy commentary on: Welsh Institutional Learning and Teaching Strategies 2004-2005*.
- Issues arising out of the Academy Welsh Strategies Conference on 1 December, 2005
- Intelligence resulting from visits to Welsh higher education institutions under the Higher Education Academy's Institutional Liaison Scheme during 2005-2006
- Needs and priorities identified by the Welsh Institutional Liaison Contacts Group
- Dialogue with key stakeholder groups such as HEFCW and Higher Education Wales (HEW) and the Quality Assurance Agency (QAA).

3. Benefits

Again, the Higher Education Academy expects there to be a range of benefits from practical support to institutions and individual members of staff to raising the profile of the Academy in Wales. Institutions will be invited to work with the Academy on a variety of other related issues.

4. Resource

Higher Education Academy expertise, knowledge and resource will be used to implement the programme which recognises and takes account of the distinct needs of Wales whilst sharing good practice across the UK.

5. Quality assurance

The programme is underpinned by rigorous project management using Prince 2.

AREA	ACTIVITY	LEAD RESPONSIBILITY	WHEN
Widening participation	Seek input from HEFCW /sector on Academy commissioned review of the business case.	Higher Education Academy Research and Evaluation	Q1 – Q4
Accessibility and inclusivity	Strengthen equality of opportunity and develop a support strategy for the sector through exploiting the services of the UK JISC TechDis organization. Work intensively with identified Higher Education Institutions (HEIs)	UK Joint Information Systems Committee (JISC)'s TechDis	On-going
First Year Student Experience	Enhance support for a diverse student population in Wales through involving Welsh HEIs in sharing best practice by inputting into UK-wide Academy conference.	Higher Education Academy Senior Advisor, Wales	20 September 2006
Student Personal Development Planning (PDP)	Support Welsh HEIs with best practice through working intensively with the national Centre for Recording Achievement.	UK Centre for Recording Achievement Higher Education Academy Senior Advisor (SO)	On-going
Burgess work on Degree Classification and Achievement	Disseminate findings and inform sector of developments.	Higher Education Academy Senior Advisor, Wales	On-going
National Student Survey (NSS)	Identify HEIs in Wales keen to work with the Higher Education Academy's Research and Evaluation division NSS Working Group intensively to enhance processes and share practices across the UK.	Higher Education Academy Research and Evaluation	On-going
Internationalisation	Monitor levels of interest through second round of institutional liaison scheme visits.	Higher Education Academy Senior Advisor, Wales	Q1-Q3

AREA	ACTIVITY	LEAD RESPONSIBILITY	WHEN
Change Academy	To develop leadership and management . Work intensively with identified HEIs.	Higher Education Academy Change Academy	Q1-Q4
Management of change	To support institutions with management of change working intensively with identified HEIs.	Higher Education Academy Senior Associate	Q1-Q4
Learning and Teaching Strategies	To provide consultancy-type support and work intensively to aid: <ul style="list-style-type: none"> • Implementation and • Self-evaluation of institutional Learning and Teaching and enhancement strategies. Work intensively with identified HEIs Undertake second round of visits under the Institutional Liaison Scheme to help identify priorities and longer term enhancement themes and inform next three year cycle of learning and teaching strategies. Provide sector-wide workshop to support the development of strategies for 2007-2010.	Higher Education Academy Senior Associate	Q1-Q4
Educational Development	To review existing arrangements for educational development in Wales, identify constituency, stimulate and develop support to underpin innovation and curriculum development.	Higher Education Academy Senior Advisor (SO)	Q1-Q4
UUK/SCOP Professional Standards Framework	Further support the sector in Wales in implementing the Professional Standards Framework and developing synergies with internal institutional processes for recognition and reward and to further develop excellence in teaching	Higher Education Academy Senior Advisor (RN)	Q1-Q4
Survey of Taught Masters Programmes	Seek representation from Wales on Higher Education Academy Advisory Board.	Senior Advisor, Wales	Q1
Subject Centres	Undertake a review of engagement in Wales through an analysis of Operational Plans for 2006-2007 and develop a strategy for Wales	Higher Education Academy Senior Advisor, Wales and Director Networks	Q1-Q4
Creativity in the Curriculum	Support a major international conference to be held in Wales.	Higher Education Academy Senior Advisor, Wales	January 2007
European	Keep abreast of developments and inform the sector.	Higher Education Academy Senior Advisor, Wales	On-going



Programme of Enhancement Activities

Other related - Wales 2006 - 2007

1. Purpose

This paper sets out *other related areas* of enhancement work developed by the Higher Education Academy to be offered to help Welsh institutions of higher education enhance the student learning experience in 2006-2007.

2. Background

The development of the programme is based upon:

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- Issues arising out of the Academy Welsh Strategies Conference on 1 December, 2005
- Intelligence resulting from visits to Welsh higher education institutions under the Higher Education Academy's Institutional Liaison Scheme during 2005-2006
- Needs and priorities identified by the Welsh Institutional Liaison Contacts Group
- Dialogue with key stakeholder groups such as HEFCW and Higher Education Wales (HEW) and the Quality Assurance Agency (QAA).

3. Benefits

Again, the Higher Education Academy expects there to be a range of benefits from practical support to institutions and individual members of staff to raising the profile of the Academy in Wales. Institutions will be invited to work with the Academy on a variety of other related issues.

4. Resource

Higher Education Academy expertise, knowledge and resource will be used to implement the programme which recognises and takes account of the distinct needs of Wales whilst sharing good practice across the UK.

5. Quality assurance

The programme is underpinned by rigorous project management using Prince 2.

AREA	ACTIVITY	LEAD RESPONSIBILITY	WHEN
Widening participation	Seek input from HEFCW /sector on Academy commissioned review of the business case.	Higher Education Academy Research and Evaluation	Q1 – Q4
Accessibility and inclusivity	Strengthen equality of opportunity and develop a support strategy for the sector through exploiting the services of the UK JISC TechDis organization. Work intensively with identified Higher Education Institutions (HEIs)	UK Joint Information Systems Committee (JISC)'s TechDis	On-going
First Year Student Experience	Enhance support for a diverse student population in Wales through involving Welsh HEIs in sharing best practice by inputting into UK-wide Academy conference.	Higher Education Academy Senior Advisor, Wales	20 September 2006
Student Personal Development Planning (PDP)	Support Welsh HEIs with best practice through working intensively with the national Centre for Recording Achievement.	UK Centre for Recording Achievement Higher Education Academy Senior Advisor (SO)	On-going
Burgess work on Degree Classification and Achievement	Disseminate findings and inform sector of developments.	Higher Education Academy Senior Advisor, Wales	On-going
National Student Survey (NSS)	Identify HEIs in Wales keen to work with the Higher Education Academy's Research and Evaluation division NSS Working Group intensively to enhance processes and share practices across the UK.	Higher Education Academy Research and Evaluation	On-going
Internationalisation	Monitor levels of interest through second round of institutional liaison scheme visits.	Higher Education Academy Senior Advisor, Wales	Q1-Q3

AREA	ACTIVITY	LEAD RESPONSIBILITY	WHEN
Change Academy	To develop leadership and management . Work intensively with identified HEIs.	Higher Education Academy Change Academy	Q1-Q4
Management of change	To support institutions with management of change working intensively with identified HEIs.	Higher Education Academy Senior Associate	Q1-Q4
Learning and Teaching Strategies	<p>To provide consultancy-type support and work intensively to aid:</p> <ul style="list-style-type: none"> • Implementation and • Self-evaluation <p>of institutional Learning and Teaching and enhancement strategies. Work intensively with identified HEIs Undertake second round of visits under the Institutional Liaison Scheme to help identify priorities and longer term enhancement themes and inform next three year cycle of learning and teaching strategies. Provide sector-wide workshop to support the development of strategies for 2007-2010.</p>	Higher Education Academy Senior Associate	Q1-Q4
Educational Development	To review existing arrangements for educational development in Wales, identify constituency, stimulate and develop support to underpin innovation and curriculum development.	Higher Education Academy Senior Advisor (SO)	Q1-Q4
UUK/SCOP Professional Standards Framework	Further support the sector in Wales in implementing the Professional Standards Framework and developing synergies with internal institutional processes for recognition and reward and to further develop excellence in teaching	Higher Education Academy Senior Advisor (RN)	Q1-Q4

AREA	ACTIVITY	LEAD RESPONSIBILITY	WHEN
Survey of Taught Masters Programmes	Seek representation from Wales on Higher Education Academy Advisory Board.	Senior Advisor, Wales	Q1
Subject Centres	Undertake a review of engagement in Wales through an analysis of Operational Plans for 2006-2007 and develop a strategy for Wales	Higher Education Academy Senior Advisor, Wales and Director Networks	Q1-Q4
Creativity in the Curriculum	Support a major international conference to be held in Wales.	Higher Education Academy Senior Advisor, Wales	January 2007
European	Keep abreast of developments and inform the sector.	Higher Education Academy Senior Advisor, Wales	On-going

ANNEX E**Learning and Teaching Strategies – Allocations 2007/08**

Institution	First Tranche September 2007	Second tranche March 2008	Total Allocation
University of Glamorgan	£75,000	£75,000	£150,000
University of Wales, Aberystwyth	£54,914	£54,914	£109,828
University of Wales, Bangor	£45,492	£45,492	£90,984
Cardiff University	£75,000	£75,000	£150,000
University of Wales, Lampeter	£16,500	£16,500	£33,000
University of Wales Swansea	£59,865	£59,864	£119,729
University of Wales Institute, Cardiff	£51,335	£51,335	£102,670
University of Wales College, Newport	£39,148	£39,147	£78,295
North East Wales Institute	£27,724	£27,723	£55,447
Swansea Institute of Higher Education	£29,816	£29,816	£59,632
Trinity College Carmarthen	£16,500	£16,500	£33,000
Total	£491,294	£491,291	£982,585