

**GLYNDWR UNIVERSITY**  
**LEARNING, TEACHING AND ASSESSMENT STRATEGY**  
**2007/08 – 2009/10**

**Contents**

	<b>Page</b>
<b>Institutional context</b>	<b>2</b>
<b>Institutional Mission</b>	<b>2</b>
<b>Relationship between the learning, teaching and assessment strategy and the Corporate Goals</b>	<b>3</b>
<b>Development of the learning, teaching and assessment strategy</b>	<b>5</b>
<b>Reflection of the previous Learning and Teaching Strategy</b>	<b>6</b>
<b>Corporate Aim 1: Enterprise and Employability</b>	<b>10</b>
<b>Corporate Aim 2: Student centred</b>	<b>13</b>
<b>Corporate Aim 3: University</b>	<b>17</b>
<b>Corporate Aim 4: International significance</b>	<b>22</b>
<b>Corporate Aim 5: Open to all</b>	<b>23</b>
<b>Management of the Strategy</b>	<b>26</b>
<b>Table 1 LTA Strategic Targets</b>	<b>27</b>

# GLYNDWR UNIVERSITY

## LEARNING, TEACHING AND ASSESSMENT STRATEGY 2007/08 – 2009/10

### The Mission

To provide quality higher education and research in a welcoming, friendly and supportive environment to meet individual, local, national and international needs.

### INSTITUTIONAL CONTEXT

GLYNDWR UNIVERSITY is a full member of the University of Wales and it or its predecessors have been providing higher education to the people of Wrexham and North East Wales for nearly 120 years. During that time its character like that of the community it serves has changed, although its commitment to the people of Wrexham and North East Wales has remained constant.

The prior experiences of students entering higher education are increasingly diverse, with more mature, disabled, international and European students. The way students' access learning is changing and the reasons why they embark on higher education are more focused as students are increasingly driven by their employment prospects and career development.

GLYNDWR UNIVERSITY is proud of its achievements to date in widening participation and social inclusion of students traditionally under-represented in higher education in Wales and in the UK. The student population is radically changing as we include more local and diverse students onto our undergraduate and postgraduate courses, while the aspiration to become a Business facing university, leads us to pay more attention to the needs of employers.

Within this changing external context GLYNDWR UNIVERSITY aims to provide relevant, inclusive and intellectually stimulating programmes, strong links with employers and appropriate academic and pastoral support to ensure that all students reach their full potential as independent and life long learners.

### INSTITUTIONAL MISSION

The Mission and Corporate Plan are supported by a range of strategies and underpinned by the University's core values. The Learning, Teaching and Assessment Strategy informs, is informed by and is complementary to those strategies including the Corporate Plan; Estates Strategy; Information Strategy; GLYNDWR UNIVERSITY Network Strategy; Widening Access and Participation Strategy; School Retention Strategies Third Mission Strategy; Academic Quality Handbook and the Human Resources Strategy. It is also supported by the Staff and Educational Development Plan.

## **RELATIONSHIP BETWEEN THE LEARNING AND TEACHING STRATEGY AND THE CORPORATE GOALS**

The following section aligns the Learning, Teaching and Assessment Strategy with the Institutional Strategic Plan under the following five areas:

### **CORPORATE AIM 1: MARKET LED**

*As a market led institution GLYNDWR UNIVERSITY has to understand, anticipate and respond to the needs of its customers and stakeholders including businesses, governments and public bodies, students and the wider community. It has to have an excellent understanding of the social and economic factors that influence its customers' decisions and make a significant contribution to their development.*

#### **LTA PRIORITY 1) Enterprise and employability**

- Fostering creativity, enterprise and employability within an accessible curriculum
- Enhancing the Personal Development Plan (PDP) in line with the Burgess Report, 2007
- Support the Schools in their development of high quality work-based learning opportunities, part-time foundation degrees and professional programmes
- Promote dialogue with employers/professional bodies to achieve programmes that are fit for purpose and develop graduate skills

### **CORPORATE AIM 2: STUDENT CENTRED**

*A student centred institution is one where there is a learning culture in which the student takes greater control over the pace, content and assessment of their own educational provision with the institutional academic and personal support necessary to reduce the barriers to achievement.*

#### **LTA PRIORITY 2) Curriculum Renewal and Assessment**

- Fostering an evidenced-based approach to curriculum development and enhancement to support programmes that respond to the economic and social needs of the region.
- Balancing assessment of, and assessment for, learning practices to improve feedback and feed-forward to students.
- Promote appropriate LTA strategies to address the needs of a diverse student body.
- Continue to improve performance in student retention and progression.
- Ensuring the active involvement of students in the evaluation of their learning experience.
- Increase opportunities for students to undertake elements of their programmes through the medium of Welsh.

## **CORPORATE AIM 3: UNIVERSITY**

*The most obvious manifestation of a university is in its title and GLYNDWR UNIVERSITY is continuing to progress towards the award of university title. In order to achieve the title it is necessary to show that GLYNDWR UNIVERSITY has all the characteristics of a university and operates within a university culture. This means a community of learning where the acquisition of knowledge, critical thinking and the promotion of a respect for learning are highly valued. GLYNDWR UNIVERSITY believes in the application of this knowledge for the benefit of the whole community.*

### **LTA PRIORITY 3) Professionalism, teaching, research and the development of scholarly activity**

- Being recognised formally and officially as a university through the quality of relationship between learning, teaching, research and scholarship and the support infrastructure for all staff
- Developing a community of learners who engage in a scholarly, research informed approach to teaching and academic support.
- Embed the UK Professional Standards Framework in institutional processes and procedures
- Promote inter-disciplinary practice and externality via the Higher Education Academy framework for continuous professional development.
- Support staff to become Fellows of the Higher Education Academy
- Enhance mechanisms to support, reward and develop a scholarly, research informed approach to teaching and academic support.
- Promote the work of the Centre for Pedagogical Research and Scholarship to involve all schools and academic support staff.

## **CORPORATE AIM 4: INTERNATIONAL SIGNIFICANCE**

*The commitment of GLYNDWR UNIVERSITY to the communities it serves and the priority it places on the application of knowledge are not confined to the immediate area but extends across the world. GLYNDWR UNIVERSITY believes it has an important role to play in the transnational exchange of knowledge and experiences. This includes supporting activities aimed at making North East Wales an attractive prospect for international investment through the promotion of the valuable knowledge-based economic workforce and the creation of an internationally focused community valuing cultural diversity and integration.*

### **LTA PRIORITY 4. International Work**

- Support the International Office, academic and academic support staff working with EU and international students to promote appropriate and effective LTA strategies and methodologies
- Enhance the provision of cultural studies and English Language for Academic Purposes for EU and international students
- Support the induction of UK, EU and international students in appropriate learning skills

## **CORPORATE AIM 5: OPEN TO ALL**

*GLYNDWR UNIVERSITY believes that a university education should be available to all who can benefit from it. This can be seen most clearly in the University's admissions, learning and teaching policies its students' assessment processes and in the support it gives its students. In this way it aims to reduce and ultimately eliminate the obstacles such as financial difficulties, family commitments and disabilities which may prevent some people from benefiting from higher education. The University also believes, however, that the benefits of a university education should not be restricted to enrolled students. GLYNDWR UNIVERSITY has much to offer the wider community and is committed to opening up and developing the campus so that the expertise and facilities on the campus are available to everyone regardless of their educational background.*

### **5. LTA PRIORITY 5: Fostering a high quality and supportive learning environment**

- Target support for diverse student groups to promote retention
- Promote inclusive environments, physical and virtual, that are conducive to effective learning
- Collaborate with outreach, third mission and widening participation activities i.e. Children's University, Techniquet@GLYNDWR UNIVERSITY, Plas Coch Sports, Gallery 103, GLYNDWR UNIVERSITY William Aston Hall, Active Childcare, The Wall Recording Studio and Calon FM, to promote high quality learning, teaching and where appropriate, assessment strategies commensurate with GLYNDWR UNIVERSITY's expectations.

**THESE GOALS** are commensurate with the priorities in the Welsh Assembly Government's strategy document, *Reaching Higher*, priorities identified in *Learning Country 2: Vision into Action*<sup>1</sup>, launched in October, 2006; in *Future Skills Wales*<sup>2</sup>; the *Skills and the Employment Action Plan*<sup>3</sup> and higher education priorities identified in *Education for Sustainable Development and Global Citizenship – a Strategy for Action*.

## **DEVELOPMENT OF THE LEARNING, TEACHING AND ASSESSMENT STRATEGY**

In developing this strategy a number of consultations have taken place across the institution. This has involved students and staff representing a variety of roles including The Senior Executive; Learning Teaching and Assessment Committee (LTAC); Undergraduate and Graduate students including the Student Guild; Schools; Information and Student Services; Careers; Employability and Enterprise; International Office and Registry. The work with students culminated in a DVD that was presented to Academic Board and the Senior Executive and the Institutional Review Panel. A two-day Change Academy Symposium was significant in confirming the key focus of this strategy.

In designing the strategy GLYNDWR UNIVERSITY recognizes the inter-connectiveness of other strategies based upon its Strategic Plan. The Research and Scholarship Strategy (2007) gives emphasis to the importance of research and scholarship underpinning the curriculum and to strengthening GLYNDWR UNIVERSITY's research

---

<sup>1</sup> National Assembly for Wales (2005) Skills and Employment Action Plan for Wales National Assembly for Wales Circular No: 51/2004 Date of Issue: 11 January 2005

<sup>2</sup> Future Skills Wales Generic Skills Survey 2003 <http://www.futureskillswales.com/> accessed 11 October 2007

<sup>3</sup> National Assembly for Wales (2005) Skills and Employment Action Plan for Wales Circular No: 51/2004

profile. The LTA Strategy does not feature research and scholarship or professionalism as separate priorities; rather they are regarded as central to all aspects of LTA.

A particular development that has emerged as a result of debate and evidence drawn from practice, relates to e-learning. As a result, e-learning will be incorporated into the LTA strategy 2007-2010 therefore appearing as a cross-cutting theme as opposed to a separate priority. This way we will embed it across curricular areas and reach those colleagues who are not naturally inclined to employ different methodologies including learning technologies. This was a result of one of the Higher Education Academy 'Change Academy' projects that focused on digital technologies work to encourage evidence informed practice. It is commensurate with the findings outlined in the 'Statement of the Position of E-Learning in Higher Education in Wales' (2007).

The Human Resource Strategy emphasises the need to ensure that we have a well-trained, resourceful and proactive staff that is fully committed to best practices in teaching. It recognises the importance of continuous professional development to develop capability in relation to quality assurance and enhancement, commensurate with the strategic goals. The LTA Strategy is grounded in professional development and pedagogical research and scholarship generically and through the disciplines. The strategy is, therefore, designed to advance pedagogical practice and, research and scholarship, in accordance with the UK Professional Standards Framework (UK PSF) for teaching and supporting learning in higher education.

The key objectives and targets for each of the LTA priorities are outlined in table form. The next stage of the process for schools and operational departments is to develop their strategy to support the implementation of the University's LTA Strategy. This ensures that the University priorities are addressed at the local level whilst enabling individual schools and operational areas to build upon their existing strengths and address specific areas for development. This is a critical component in the embedding of the LTA Strategy across the Institution, as is the emphasis on academics working in close partnership with academic support colleagues and students to enhance its successful translation into professional practice. This cascade model supports the development of ownership at local level.

## **REFLECTION ON THE PREVIOUS LEARNING, TEACHING AND ASSESSMENT STRATEGY**

This LTA Strategy has been developed building on the strengths of the previous Strategy and evaluating the successes and learning that arose from its implementation.

The Table below captures some of the main achievements supported by the HEFCW funded Learning and Teaching Strategy 2004-07. A detailed summary of these activities and further developments required was outlined in the strategic financial reports sent to HEFCW, 2007.

TABLE 2

## CRITICAL SUCCESS FACTORS OF THE LTA STRATEGY 2004-07

People excellence	Business Excellence	Quality
<b>PRIORITY 1: Promoting Professionalism to Enhance the Quality of Teaching</b>	<ul style="list-style-type: none"> <li>▪ Academy Accreditation and NMC endorsement of the PGCPD.</li> <li>▪ Excellence scheme (collaborative / individual awards),</li> <li>▪ 6 Teaching Fellowships established to drive pedagogical research in relation to key priorities</li> <li>▪ 8 Fellowships established to support research /1 Fellowship to support organisational development</li> <li>▪ Peer observation scheme developed</li> <li>▪ Accreditation of the CPD Framework by the Higher Education Academy – first in Wales and second in the UK</li> <li>▪ Three Change Academy projects - GLYNDWR UNIVERSITY is one of only two HEIs in the UK who had projects selected for three years in succession.</li> </ul>	
<b>PRIORITY 2: Encouraging Scholarship and Research</b>	<ul style="list-style-type: none"> <li>▪ Established a Centre for Pedagogical Research &amp; Scholarship in GLYNDWR UNIVERSITY and a new Journal for Pedagogical Research &amp; Scholarship</li> <li>▪ Encouraged collaboration across the discipline divide and externally with other HEIs and the Academy and its Subject Centres. This was achieved through joint workshops /research bids and peer exchange.</li> <li>▪ Disseminated effective practices through the use of case studies, newsletters; workshops, papers and staff symposia / conference series.</li> <li>▪ Funded three student research conferences</li> <li>▪ Internal publication produced by each school re research and scholarship links</li> </ul>	
<b>PRIORITY 3: Curriculum Design and Innovation</b>	<ul style="list-style-type: none"> <li>▪ Supported curriculum review / renewal developments with Professor Brenda Smith, Higher Education Academy</li> <li>▪ Retention strategies produced in each School</li> <li>▪ Developed on-line LTA resources for staff</li> <li>▪ Guide on Assessment for Learning: Guiding principles for good practice</li> <li>▪ Conferences held on assessment; research and scholarship underpinning the curriculum as well as numerous curricula workshops at local level in collaboration with Registry</li> <li>▪ Increased the focus on employability, career planning and PDPs into the undergraduate and postgraduate curriculum, in collaboration with Careers / Enterprise and Widening Access and Participation</li> <li>▪ Coached 6 Teaching Fellows to develop confidence in their curriculum development roles.</li> </ul>	
<b>PRIORITY 4: Supporting the Learning Experience</b>	<ul style="list-style-type: none"> <li>▪ Funded research and practice developments in use of VLEs and elearning and sharing best practice initiatives for Blackboard, Moodle and digital technologies</li> <li>▪ Funded European Computer Driving Licence initiatives</li> <li>▪ Collaborative partnerships with Information Student Services (ISS), Registry, Human Resources and IT to develop practice on student support, continuous professional development for staff and virtual learning environments.</li> </ul>	
<b>PRIORITY 5: Linking Widening Participation with Support Systems</b>	<ul style="list-style-type: none"> <li>▪ PDPs and progress files designed to encourage work-based learning</li> <li>▪ Diversity initiatives with ISS include retention strategies, support seminars for staff/ students</li> </ul>	

<b>and Procedures</b>	<ul style="list-style-type: none"> <li>▪ FE partnership colleagues encouraged to engage in staff and educational development</li> <li>▪ Improved student Induction and the first year experience</li> </ul>
-----------------------	---

We are proud of the successes arising from the previous L&T Strategy, but recognize that further development is required if we are to strengthen alignment to mission, vision and student profile and embed an institutional culture which explicitly values students. This can only be achieved by balancing central co-ordination with local ownership. This must extend to all our collaborative partnerships. One of the main strengths of the last three years has been the close link between educational development, staff development and human resources but we need to build on this again by balancing central co-ordination with local ownership. This will be achieved by:

- **Developing and embedding strategic teaching and learning plans within the schools.** The LTA Strategy for 2007-2010 has been developed in conjunction with school based LTA strategies and collaborative engagement between academic and academic support teams, students, the Higher Education Academy and its Subject Centres and employers.
- **The remit of Learning Teaching and Assessment committee in GLYNDWR UNIVERSITY has been re-aligned to emphasise the developmental and enhancement role of LTAC committee members.** They are central to embedding of the development agenda and strategic priorities at local level. The LTAC representatives will complement the work of the Teaching Fellows in supporting the evidence - based development of innovative approaches to academic and academic support in GLYNDWR UNIVERSITY.
- In spite of progress being made in relation to assessment, the NSS has identified the **need to enhance assessment practices** to ensure they are designed to advance learning; that feedback and feed-forward is timely, appropriate, constructive and generative. We need to consider the relationship between assessment, feedback and feed-forward, tutorial support and retention. We need to consider how to create a more personalised, student learning experience and will draw on evidence from practice and pedagogical research. We will draw on the support of the Higher Education Academy and its Subject Centres to do this at both institutional and local level.
- To will work with LTAC representatives and key staff to ensure that we address e-learning; welsh medium; equity / diversity; internationalism and European learners as well as widening access and participation, as appropriate, institutionally and at local school - based levels.
- As an outward facing university we need to ensure that we increase collaborative opportunities to increase quality work-based learning; enterprise and employability. GLYNDWR UNIVERSITY intends to grow the overall student enrolments to 9,000, with a priority on graduate technician and professional students. **PDPs have been aligned to employability and enterprise** but there is still work to be done. Curriculum Review and Renewal have highlighted areas where there is a need to strengthen employability within current and future curricula in GLYNDWR UNIVERSITY. This will be a major factor in the new LTA Strategy and in the local school-based strategies.

- A key objective in becoming a university is 'To require all academic staff to be active in advanced scholarship with a high proportion engaging in research, both of which are shown annually to underpin the curriculum, support employability and contribute to social and economic development'.<sup>4</sup> **Establishing a university culture** is central to the Strategic Plan and informs all aspects of the LTA Strategy. The activities targeted within the LTA Strategic priorities include research into aspects of practice. The LTA Strategy expects a scholarly approach to practice and professional development whilst recognising the competing pressures upon staff time. This is commensurate with the academic contract and the expectations outlined in the Strategic Plan and HR Strategy.
- The Staff and Educational Development team will work with Schools and Subject teams, in collaboration with LTAC representatives, Teaching Fellows, Professoriate and Registry to run bespoke staff and educational development sessions to address needs identified through the School – based LTA strategies and development plans. Students will be encouraged to contribute to appropriate aspects of the development activities. Inter-disciplinary collaboration through research, peer review and academic practice and LTA Strategy funded projects will be reported on in terms of impact through published case studies, reports, papers, journal articles or books in-house via the intranet or externally through, for example, the Higher Education Academy and RSC/JISC as well as in Journals or other publications.
- The development of the **Centre for Pedagogical Research and Scholarship** reinforces the commitment to advancing scholarship and engagement in pedagogical research within the disciplines and on an inter-disciplinary basis. It will advance the work of the Teaching Fellows and progress dissemination and evaluation in terms of impact and outcomes. It will build on the well-established relationship with the Higher Education Academy by encouraging more strategic engagement with the Subject Centres. This will include research applications and attendance at the respective development seminars. The LTA conference / symposium series and subject based development will be developed in collaboration with LTAC, colleagues from the CPRS as well as other HEIs; the Higher Education Academy and its Subject Centres as well as other professional bodies and organizations, including RSC/JISC.
- As part of the development of staff we will re-invigorate peer observation to include inter-disciplinary, inter-Schools and partnership working with other HEIs and FE colleagues to encourage engagement with research and scholarship opportunities. This will be enhanced with coaching conversations. All LTAC representatives will have the opportunity to become accredited coaches through the ILM Level 7 Executive coaching programme.
- The LTA strategy is informed by the GLYNDWR UNIVERSITY's commitment to Excellence and the 'Deal for Students' section of the HEFCW Corporate Strategy. This identifies one of the Council's core strategic aims as 'delivering the highest quality learning and related support' One of the major developments that has occurred during the last three years was the agreement to embed e-learning as a central component of the LTA strategy for 2007-2010. This was a result of one of the Change Academy projects that focused on

---

<sup>4</sup> GLYNDWR UNIVERSITY Corporate Plan 2006-2010, Part 2 page 6

digital technologies work to support LTA and encourage research informed practice. It is commensurate with the findings outlined in the 'Statement of the Position of E-Learning in Higher Education in Wales' (2007).

## **Corporate Aim 1 MARKET LED**

### **LTA PRIORITY AND KEY OBJECTIVE 1: ENTERPRISE AND EMPLOYABILITY**

In line with the vision and mission and priorities identified in *Learning Country 2: Vision into Action*, GLYNDWR UNIVERSITY seeks to advance the overarching priorities of employability and socio-economic significance through a student centred LTA Strategy. This has been a feature in the 2006-07 strategy and a key success factor is evidenced in the fact that in 2006-07 we achieved 92% graduate employment. We seek to build on this by developing exciting new courses to accommodate changing student and stakeholder demand and expectations. The recommendations of the Leitch Review of Skills<sup>5</sup> provide a clear reminder of the need to prepare staff and students for the changes in the nature of employment in the UK and the increase in the level of skills that will be required in the future. GLYNDWR UNIVERSITY is committed to ensuring that all programmes of study demonstrate employability and that our graduates gain employment and make a significant contribution to their communities.

Through Curriculum Review (2006) and Curriculum Renewal, (2007), commissioned by the Academic Board, Schools identified programmes to be reviewed and renewed to ensure curricula offered reflects the changing needs of students, employers and the disciplines and communities we serve. The LTA strategic priorities for 2007-2010 therefore give emphasis to professional and key transferable skills and attributes required in the workplace and / or further study.

We will encourage collaboration with the Sector Skills Councils (SSCs) and Employer Forums to ensure that occupational knowledge, experience and skills are aligned with Higher Education intellectual frameworks, knowledge and skills. Collaboration of this nature will assist GLYNDWR UNIVERSITY in improving its understanding of the perceptions, present and future needs of employers. This is in accord with the work already commissioned through the Widening Access and Participation Strategy 2006/07-2008/09, the HR Strategy 2007/08, the Diversity Strategy. One School has established an Employer Forum and we will seek to cascade this approach in each of the seven Schools during the next three years.

GLYNDWR UNIVERSITY is committed to enhancing the student learning experience through personal development planning in line with the QAA Guidelines on Progress Files and PDPs. These are a unique way for students to monitor, build on and reflect upon their learning and personal development. The personalising of learning through this reflective, evaluative process is central to the students' progression. It enables them to focus

---

<sup>5</sup> Leitch Review of Skills, Prosperity for all in the Global Economy: World-Class Skills (December 2006), Published with the permission of HM Treasury on behalf of the Controller of Her Majesty's Stationery Office.

on the transferability of the learning experience, skills, knowledge and attributes that will increase their chances of successfully gaining employment or progressing to further study.

The Burgess Report<sup>6</sup>, 'Measuring and recording student achievement' (2007), Recommendation 6, (p:5) suggests that higher education institutions should continue to implement Personal Development Planning within the guidelines developed by the Progress File Implementation Group. There should continue to be evaluation of the impact of learning and the representation of learning and achievement of different forms of Personal Development Planning. It is therefore incumbent on GLYNDWR UNIVERSITY to ensure that the PDP process is fully supported and manageable. This includes increasing the use of supportive and responsive virtual learning environments and e-based PDPs as piloted through the work of the Teaching Fellows.

Working with the Centre for Second Language Learning Centre in GLYNDWR UNIVERSITY, opportunities will be increased to conduct PDP study and review through the medium of Welsh. The PDP can be of particular concern to students who have no experience of this kind of reflective analysis within their learning cultures. A major project is being conducted within the Business School in collaboration with the International Office, led by one of the Teaching Fellow. This will explore the PDP as a vehicle to enhance the learning experience of International and European students. This will also explore opportunities to evaluate the impact of cultural differences to learning and skills development.

**CORPORATE AIM: MARKET LED**

**LTA PRIORITY AND KEY OBJECTIVE 1: ENTERPRISE AND EMPLOYABILITY**

- Fostering creativity, enterprise and employability within an accessible curriculum
- Embed PDPs in line with QAA Guidelines, the Leitch Review and the outcomes of the Burgess Report, 2007
- Support the Schools in their development of high quality work-based learning opportunities, part-time foundation degrees and professional programmes
- Promote dialogue with employers/professional bodies to achieve programmes that are fit for purpose and develop graduate skills

<b>KEY OBJECTIVES</b>	<b>AREAS FOR ACTION 2007/08</b>
Fostering creativity, enterprise and employability within an accessible curriculum	<ul style="list-style-type: none"> <li>▪ Promotion of graduate skills for the inclusion in all programmes</li> <li>▪ Support the inclusion of good quality careers advice in each School</li> </ul>
Embed PDPs in line with QAA Guidelines, the Leitch Review and the outcomes of the Burgess Report, 2007	<ul style="list-style-type: none"> <li>▪ Review design of PDPs to ensure it showcases outcomes of the learning journey in terms of capability, aptitude, skills, work- related experience and qualifications. (Teaching Fellow, Careers and programme leaders).</li> <li>▪ Work with Centre for Recording Achievement and JISC/ Regional Resource Centre to build on knowledge of e-based PDPs to provide</li> </ul>

<sup>6</sup> . The Burgess Report<sup>6</sup>, '(2007), Measuring and recording student achievement' universities UK/SCOP

	<p>the best options for students.</p> <ul style="list-style-type: none"> <li>▪ PDPs available in English and Welsh</li> <li>▪ Pilot innovative use of e-based PDPs drawing on sector best practice.</li> <li>▪ Commission Teaching Fellow to work with international office in the Business School to investigate strategies to enhance the e-learning experience and personal skills development of the international and European students through increased focus on the PDP process. (interim report January 2008)</li> </ul>
<p>Support the Schools in their development of high quality work-based learning opportunities, part-time foundation degrees and professional programmes</p>	<ul style="list-style-type: none"> <li>▪ Provide guidance on practices and processes to achieve effective delivery of work based elements of programmes.</li> <li>▪ Support two cohorts of students programmes as a pilot in the effective development of student applications and CVs for employment</li> <li>▪ Integrate work experience with accreditation – academic teams in three schools to work with careers to research accreditation models and consider how this will enhance the role of the PDP.</li> <li>▪ Pilot opportunities for the delivery of entrepreneurial skills within the curriculum in one school (in partnership with Employability and Enterprise colleagues) and disseminate outcomes 2008/9)</li> </ul>
<p>Promote dialogue with employers/professional bodies to achieve programmes that are fit for purpose and develop graduate skills</p>	<ul style="list-style-type: none"> <li>▪ Undertake a case study of an Employer Forum in at least one school and report to be cascaded.</li> <li>▪ Promote greater engagement with employers over the design and delivery of programmes.</li> <li>▪ Share best practice in relation to enterprise and employability from curriculum areas.</li> </ul>

## **Corporate Aim 2 STUDENT CENTRED**

### **LTA PRIORITY AND KEY OBJECTIVE 2: CURRICULUM RENEWAL AND ASSESSMENT**

Modernising the curriculum needs to become an iterative process in GLYNDWR UNIVERSITY: one that employs research to inform policy and practice and enhance expertise. Given the increasingly diverse nature of the student cohort, we will ensure that all aspects of learning, teaching and assessment are fit for purpose. The rigorous approach to quality assurance assists in this process but we need to do more to realise the vision of the Business Facing University within Wales.

The LTA Strategy consultation identified the need for some programmes to assess the impact of induction and retention activities on the curriculum by working collaboratively with colleagues and students and sharing effective practice. We recognise the diversity issues and the need for support for students with disabilities as well as for international students but there is more we need do to address the needs of potentially disadvantaged groups and of European students.

GLYNDWR UNIVERSITY is developing programmes that meet the specific needs of under-represented groups and we have an excellent reputation for providing support to disabled students (National Student Survey, 2007). By working collaboratively with academics and academic support staff, ISS, the International Office and student welfare, we can enhance the quality of the learning experience for all students.

Working with the Academic Office and in particular, the Registry, we will encourage more effective approaches to on-going curriculum evaluation and feedback from students, staff and stakeholders. We will advance an appreciative approach so that positive developments are acknowledged as well as areas for development. This will take account of innovations in learning, teaching, assessment and student support so that we can audit the effectiveness and impact of these upon the student learning experience.

The results of the National Student Survey have been analysed on an institutional generic basis as well as on a school basis. These have informed the development of the LTA 2007-2010 and the LTA school-based strategies. In the consultation process, colleagues were presented with an analysis for both generic and subject –based feedback from the students through the NSS, authored by Registry staff. This enabled individuals to compare the performance of the University against the national and UK wide performance data and to do the same in relation to the subject areas in their Schools. The outcomes of this analytic reflection have impacted on the design and content of the LTA Strategy at both school and institutional levels.

The LTA strategy will encourage partnerships with local schools, colleges, Local Authorities, statutory bodies, businesses and community groups to develop continuing education and bridging courses to facilitate the entry of disadvantaged or hard to reach groups into HE. We will enhance flexibility of learning through the modular framework for undergraduate and postgraduate programmes and in response to the National Student Survey 2007, we will expect teams to review and adapt where appropriate, assessment and feedback/feed - forward strategies to

reflect the diversity of the student population. This will include research into the most effective ways of using peer assessment; e-assessment and self assessment.

Another aspect of the LTA Strategy relates to learning through the Welsh medium. Can e-learning effectively support bilingual provision in the design, delivery assessment and feedback/feed-forward for learning?

To strengthen our performance in student retention each School retention policy will be reviewed on a regular basis to ensure that a student-centred, business facing model is employed. Modes of delivery and attendance may need to be reviewed if students are leaving particular programmes. This will be conducted as programme and School Board level and monitored through SQC and the Academic Board. It will be supported by LTAC in relation to the dissemination of effective practices.

We have an excellent reputation for widening participation and for supporting students with disabilities (results of NSS, GLYNDWR UNIVERSITY is sixth in the UK for our work with students with disabilities). We will ensure that curricular opportunities reflect the needs of a diverse student population. We need to consider more dynamic and responsive learning pathways and ensure that the transition into higher education for all our students (undergraduate and postgraduate), home-based as well as International and European students, is given the priority it requires.

We will explore extending the induction period and introducing an induction period as students progress to each level. This means that relevant course information is made available in ways that students understand; the role of the student supporter is enhanced and that we use technologies to maintain links with the student's pre-course and during the course. This will include text messages; VLEs, vodcasts and podcasts, the use of the intranet and internet, as well as conventional methods.

The LTA strategy will encourage staff and students to consider how technology can enable us to create a more personalised, student learning experience, particularly in relation to assessment. JISC and the Academy have conducted various reviews of current practice and we will draw on this evidence to develop innovative approaches are pedagogically informed.

It is incumbent on HEIs in Wales to promote Welsh medium activities but we also need to provide support for improvement of English language skills for those students and staff for whom English is not their first language. The support of the Welsh language tutors, the establishment of the Second Language Learning Centre to promote further the learning of the Welsh language as a foundation to the future delivery of programmes through the medium of Welsh and the support and expertise provide by the International office will prove invaluable in ensuring that this important agenda is addressed. Through liaison with the Welsh Medium Teaching Development Centre, we will support the development of academic staff teaching through the medium of Welsh and bilingually in regard to Continuing Professional Development (CPD) and the Professional Standards Framework.

E-learning is being explored to establish the most effective ways to support bilingual provision in the design and delivery of learning. This can extend to the introduction of Welsh language interfaces to PCs and the provision of a Welsh or bilingual VLE.<sup>7</sup>

In this way, e-learning can be seen as innovative and supportive way to achieve targets set by the Welsh Assembly Government.

<b>CORPORATE AIM: 2 Student Centred</b>	
<b>LTA PRIORITY AND KEY OBJECTIVE 2: CURRICULUM RENEWAL AND ASSESSMENT</b>	
<ul style="list-style-type: none"> <li>▪ Fostering an evidenced-based approach to curriculum development and enhancement to support programmes that respond to the economic and social needs of the region.</li> <li>▪ Balancing assessment of, and assessment for, learning practices to improve feedback and feed-forward to students.</li> <li>▪ Promote appropriate LTA strategies to address the needs of a diverse student body.</li> <li>▪ Continue to improve performance in student retention and progression. so that all programmes perform above the national benchmark</li> <li>▪ Ensuring the active involvement of students in the evaluation of their learning experience.</li> <li>▪ Increase opportunities for students to undertake elements of their programmes through the medium of Welsh.</li> </ul>	
<b>KEY OBJECTIVE 2</b>	<b>TARGETS FOR 2007- 08</b>
Fostering an evidenced-based approach to curriculum development and enhancement to support programmes that respond to the economic and social needs of the region.	<ul style="list-style-type: none"> <li>▪ Build on the work of Curriculum Renewal and the work to be conducted through Curriculum Implementation (2007-08) to enable all new programmes to demonstrate creative and relevant curriculum</li> <li>▪ Research and develop LTA strategies to accommodate diverse delivery patterns</li> <li>▪ Maintain collaboration with the Academy and its Subject Centres, JISC/Regional Support Centre and Sector Skills Council and other appropriate external agencies.</li> <li>▪ Continue support for the next stage of Curriculum renewal and promote opportunities to develop inter-disciplinary programmes at undergraduate and postgraduate levels. (Relate to LTA Priority 1)</li> </ul>
Balancing assessment of, and assessment for, learning practices to improve feedback and feed-forward to students.	<ul style="list-style-type: none"> <li>▪ Support the scrutiny of assessment strategies in programmes to identify best practice in assessment for learning and disseminate via the effective practice intranet site.</li> <li>▪ Identify effective feedback and feed-forward systems. Outcomes disseminated across GLYNDWR UNIVERSITY in 2008/09.</li> </ul>

<sup>7</sup> **STATEMENT OF THE POSITION OF E-LEARNING IN HIGHER EDUCATION IN WALES**

Circular W06/22HE 'Learning and Teaching Strategies 2004/05-2006/07' referred to the developing HEFCW e-learning strategy. This circular provides information on the first stage of this development.

	<ul style="list-style-type: none"> <li>▪ Investigate and evaluate the use of technology in relation to the pedagogic benefits and potentially challenging areas, to improve the feedback / feed-forward process in response to the National Students' Survey.</li> <li>▪ Draw on the expertise from JISC/RSC Wales and the Academy to investigate interfaces to PCs and the provision of a Welsh or bilingual VLE</li> <li>▪ Embed the Assessment Guidelines which includes support materials to communicate different approaches to assessment.</li> <li>▪ Identify and encourage writing up of good practice case studies to be disseminated via the intra and internet to staff in GLYNDWR UNIVERSITY and in partner colleges.</li> <li>▪ Support the development of streamline systems for the return of assessed work and return all assessed work to students with feedback within a maximum of three weeks.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Promote appropriate LTA strategies to address the needs of a diverse student body.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evaluate LTA strategies in all schools and departments to ensure that they are inclusive and responsive to the diverse needs of the particular cohort.</li> <li>▪ Evaluate annually, with students, their First Year experience.</li> <li>▪ Develop an implementation plan to ensure the JISC Plagiarism detection service is available across the University.</li> <li>▪ Increase the flexibility of learning opportunities through the modular framework for undergraduate and postgraduate programmes as part of curriculum implementation.</li> </ul>
<p>Continue to improve performance in student retention and progression so that all programmes perform above the national benchmark</p>	<ul style="list-style-type: none"> <li>▪ Review induction to enhance the official induction period.</li> <li>▪ Review the effectiveness of locally based retention strategies.</li> <li>▪ Analyse NSS, HESA and other data sets to monitor retention performance.</li> </ul>
<p>Ensuring the active involvement of students in the evaluation of their learning experience</p>	<ul style="list-style-type: none"> <li>▪ Embed the staff student consultative processes for all areas.</li> <li>▪ Support the Students Guild to strengthen training for the role of student representatives.</li> <li>▪ Involve student representatives in the review and evaluation cycle for the LTA strategy at local and institutional levels</li> </ul>
<p>Increase opportunities for students to undertake elements of their programmes through the medium of Welsh</p>	<ul style="list-style-type: none"> <li>▪ Support the development of Welsh Language for professional courses across the curriculum.</li> <li>▪ Increase the opportunities for students taking some element of their course through the medium of Welsh (University Target 3.7% by 2010).</li> <li>▪ Increase opportunities for staff to engage in CPD through Welsh Language.</li> </ul>

## **CORPORATE AIM 3 UNIVERSITY**

### **LTA PRIORITY AND KEY OBJECTIVE 3: PROFESSIONAL DEVELOPEMENT AND RECOGNITION AND REWARD OF EXCELLENT TEACHING**

The LTA Strategy is one of the ways that we will embed the UK PSF into institutional / School processes and practice. This section provides an overview of how professionalism, research and scholarship underpin and inform the curriculum.

The most obvious manifestation of a successful university is as a community of learning, where critical enquiry and respect for learning are highly valued; where discussions about the pedagogy of research and the nexus between research, scholarship and learning is central to organisational development that shapes the relationship between staff, students and other stakeholders. As Ramsden<sup>8</sup>, argues: "the main hope for realising a genuinely student - centred undergraduate education lies in re- engineering the teaching –research nexus." The nexus between professionalism research, teaching and scholarship is therefore at the core of the corporate vision and the market-led nature of the Institution.

Creating organisational strategies, structures and procedures is not enough to change culture. There may be a lack of shared understanding about the language of learning and a fragmented perception about the relationship between research, scholarship and teaching. In its commitment to advancing the research and scholarship profile of the academic community, attention therefore, is being given to the development of strategies that strengthen the relationship between research, scholarship and teaching, together with ways of promoting inter-disciplinary pedagogical research and scholarship. The LTA Strategy endorses this and aims to secure a more dynamic relationship. Colleagues are encouraged to illustrate how research and scholarship inform curricular conversations and practice; engage in CPD and share 'good practice' through, for example, annual school research and scholarship reports, case studies, validation documents and annual monitoring reports.

As part of this change process, the institution has developed a collectively-owned framework for initial and continuous staff and educational development that promotes a scholarly approach to practice. Embedding the UK PSF in institutional processes and procedures by means of an inter-professional Continuous Professional Development Framework, the HEI is deliberately using a broad definition of CPD. It embraces activities related to the student learning experience, academic practice, research and scholarship, and leadership and management. The commitment to advancing and supporting the research and scholarship profile of the academic community, involves all new and experienced academic and academic support staff. Those with less than three years' teaching experience need to register on the Postgraduate Certificate in Professional Development in Higher Education, (PGCPD) programme (Higher Education Academy accredited and endorsed by the Nursing and Midwifery Council). Experienced staff are expected to become Associate or full Fellows of the Higher Education Academy.

---

<sup>8</sup> Ramsden P, (2001) Pro Vice Chancellor, (Learning and Teaching) University of Sydney in '*Strategic management of teaching and learning*', in *Improving Student Learning Strategically*, ed. C Rust, OCSLD, Oxford, 1- 10

The inter-professional CPD framework offers learner-centred, flexible learning opportunities and differentiated professional pathways, advancing the relationship between research, scholarship and learning and the promotion of academic leadership and effective management. Thus, it is informed by professional requirements and values. Staff can negotiate the most appropriate educational and professional opportunities with their line manager, through the Institutional Individual Staff Development Review, (ISDR), designed to encourage individually-owned, continuous professional development plans. Digital technologies are also employed to engage staff in a critical conversational model to promote the synergy between teaching, research and scholarship.

A CPD Plan (CPDP) has been developed to enable colleagues to provide evidence of professionalism, research and scholarship in their academic practice. The CPDP will enable staff to augment evidence, in compliance with other professional body requirements, and provide evidence of academic practice, leadership and, where appropriate, academic management. It covers the six areas of professional activity, core knowledge and professional values that frame the UK PSF and align with those espoused by the Higher Education Academy. These apply to inexperienced as well as experienced staff. This approach is designed to facilitate appreciative critical conversations that are both positive and generative and advance scholarship in all aspects of academic practice. By achieving Higher Education Academy accreditation for their CPD Framework, GLYNDWR UNIVERSITY has achieved a means of supporting professional development for its intrinsic benefits, while at the same time gaining external recognition.

The CPDP proforma complies with Higher Education Academy Associate Fellow / Fellow status requirements and demonstrates how individuals meet the UK PSF. Accredited status enables the HEI to award Higher Education Academy Fellowship or Associate Fellowship as appropriate. The CPDP can also be used to support internal promotion, or 'Excellence in Teaching or Teaching Fellowship Award' applications.

Commitment to strengthening the relationship between professionalism, research, scholarship and teaching is evidenced in a number of ways. The Dean of Learning and Teaching and the Staff and Educational Projects Manager are represented on the Research and Scholarship Committee as well as on LTAC. The Assistant Principal with Research and Scholarship in his portfolio is represented on LTAC. The Centre for Pedagogical Research and Scholarship in GLYNDWR UNIVERSITY is also a key factor in advancing a scholarly approach to practice. An annual report on Research and Scholarship is produced.

The success of the Teaching Excellence; Teaching Fellowship and Fellowship to support research schemes is in part due to the focus that GLYNDWR UNIVERSITY places on research to develop an evidence based practice and the supportive development of colleagues within this area.

**CORPORATE AIM 3: UNIVERSITY**

**LTA PRIORITY AND KEY OBJECTIVE 3:  
PROFESSIONAL DEVELOPEMENT AND RECOGNITION AND REWARD OF EXCELLENT  
TEACHING**

- Being recognised formally and officially as a university through the quality of relationship between learning, teaching, research and scholarship and the support infrastructure for all staff
- Developing a community of learners who engage in a scholarly, research informed approach to teaching and academic support.
- Embed the UK Professional Standards Framework in institutional processes and procedures
- Promote inter-disciplinary practice and externality via the Higher Education Academy framework for continuous professional development.
- Support staff to become Fellows of the Higher Education Academy
- Enhance mechanisms to support, reward and develop a scholarly, research informed approach to teaching and academic support.
- Promote the work of the Centre for Pedagogical Research and Scholarship to involve all schools and academic support staff.

**KEY OBJECTIVE 3**

Being recognised formally and officially as a university through the quality of relationship between learning, teaching, research and scholarship and the support infrastructure for all staff

- Promote research informed teaching through constructive partnerships between research and academic staff.
- All staff to complete ISDR plans and engage in CPD.
- Through curriculum implementation, explore opportunities to grow the number of active researchers who are also delivering the curriculum.
- Increase opportunities for students' involvement in research.

Developing a community of learners who engage in a scholarly, research informed approach to teaching and academic support.

- Encourage cross disciplinary approaches to disseminating and evaluating practice through peer observation.
- Encourage engagement of students in research and determine the most effective ways to do this through Careers.
- Advise on the physical and virtual environments to support development;

	<p>research and dissemination of good practice.</p>
<p>Promote the UK Professional Standards Framework in institutional processes and procedures</p>	<ul style="list-style-type: none"> <li>▪ Map UK PSF into Institutional processes and practice.</li> <li>▪ Employ the six areas of professional practice identified in the UK PSF to frame conversations about research, scholarship and aspects of professional practice in the CPD Plan for staff. (This to be made available in Welsh and English)</li> <li>▪ Staff and Educational Development website to be redesigned in line with the UK PSF.</li> </ul>
<p>Promote inter-disciplinary practice and externality via the Higher Education Academy accredited framework for continuous professional development.</p>	<ul style="list-style-type: none"> <li>▪ Embed the Accredited CPD framework and engagement with the Academy Subject Centres, RSC/JISC, Professional and Statutory Bodies and other HEIs in Wales and beyond.</li> <li>▪ Encourage externality through external examinership; publications; presentations and committee structures.</li> </ul>
<p>Encouraging staff to become Fellows of the Higher Education Academy</p>	<ul style="list-style-type: none"> <li>▪ Increase the number of Higher Education Fellows by 15% through use of the CPD Plan and PGCPD programme.</li> </ul>
<p>Enhance mechanisms to support, reward and develop a scholarly approach to teaching and academic support.</p>	<ul style="list-style-type: none"> <li>▪ Support, reward and develop teaching staff to maintain a student centred focus.</li> <li>▪ Embed the Excellence in Teaching scheme and encourage cross disciplinary /academic and academic support teams in their application.</li> <li>▪ Promote a strategic pedagogical research focus through Teaching Fellowship scheme</li> </ul>
<p>Develop the work of the Centre for Pedagogic Research and Scholarship (CPRS)</p>	<ul style="list-style-type: none"> <li>▪ CPRS event to celebrate its first year on 29 November 2007</li> <li>▪ Journal for Pedagogical Research and Scholarship to be launched 29 November 2007</li> <li>▪ Teaching Fellowship reports to be disseminated through Journal, intranet and conference presentations.</li> <li>▪ Increase Interdisciplinary engagement with</li> </ul>

	<p>CPRS.</p> <ul style="list-style-type: none"><li>▪ <b>To organise three conferences:</b><ol style="list-style-type: none"><li>1. November 30: Personalising learning experiences through digital technologies, ESCalate, GLYNDWR UNIVERSITY, RSC, WALES</li><li>2. January 18: Advancing a scholarly approach to practice in FE and HE, ESCalate, GLYNDWR UNIVERSITY, RSC, WALES</li><li>3. June 24/25 2<sup>nd</sup> International Narrative Conference</li></ol></li><li>▪ To publish a minimum of five Case Studies illustrating the work of the centre, including outputs for fellowships and project work.</li><li>▪ To facilitate the development collaborative research / project BIDS to external funding bodies.</li></ul>
--	---

## CORPORATE AIM 4 INTERNATIONAL SIGNIFICANCE

### LTA PRIORITY AND OBJECTIVE 4 INTERNATIONAL WORK

To build international reputation through selectively investing in areas of research excellence, actively engaging in the transnational exchange of knowledge and experience and contributing to the internationalising of Wrexham and the region through a culturally diverse student body and increased diversity of academic staff.

<b>CORPORATE AIM 4: INTERNATIONAL SIGNIFICANCE</b> <b>LTA PRIORITY AND OBJECTIVE 4: INTERNATIONAL WORK</b>	
<ul style="list-style-type: none"> <li>• Support the International Office and academic and academic support staff working with EU and international students to promote appropriate and effective LTA strategies and methodologies</li> <li>• Enhance the provision of cultural studies and English Language for Academic Purposes for EU and international students.</li> <li>• Support the induction of UK, EU and international students in appropriate learning skills</li> </ul>	
Support the International Office and academic and academic support staff working with EU and international students to promote appropriate and effective LTA strategies and methodologies	<ul style="list-style-type: none"> <li>▪ Contribute to the work schedule for the Centre for Second Language Learning Centre in relation to LTA support</li> <li>▪ Support the International office in raising awareness of cultural differences for academic requirements in the UK.</li> <li>▪ Increase support for academic staff in relation to cultural and learning differences e.g. plagiarism, language and learning differences.</li> </ul>
Enhance the provision of cultural studies and English Language for Academic purposes with EU and international students.	<ul style="list-style-type: none"> <li>▪ Ensure students have appropriate language support.</li> <li>▪ Raise awareness of the possibilities for cultural bias to ensure that no one cultural or ethnic group is disadvantaged by either the curriculum or the assignments set.</li> </ul>
Support the induction of UK, EU and international students in appropriate learning skills	<ul style="list-style-type: none"> <li>▪ Work with International Office, Student Welfare, Student Support, Finance, Estates and Academic teams in GLYNDWR UNIVERSITY to enhance LTA support and induction to study.</li> <li>▪ Increase the number of LTA pedagogical development resources available via intranet to support EU and International cohorts. (see LTA Priority 2)</li> </ul>

## **CORPORATE AIM 5 OPEN TO ALL**

### **LTA PRIORITY AND OBJECTIVE 5 FOSTERING A HIGH QUALITY AND SUPPORTIVE LEARNING ENVIRONMENT**

The challenges presented by an increasingly diverse student body demands that we seek ways to personalise learning and incorporate innovative, pedagogically informed approaches into a curriculum that fully meets our students' needs and different learning styles. This means that we need to consider a wide range of options regarding attendance patterns and modes of delivery. In accord with the HEW-HEFCW report<sup>9</sup>, e-learning will be employed to progress the delivery of a relevant, quality learning programme experience to learners both on campus and at a distance which meets their expectations and needs, and 'protect the sector through maintaining current market share, growing the student base in existing markets, reaching new markets and developing new products.'

GLYNDWR UNIVERSITY's performance against Reaching Wider indicators is strong in relation to the numbers of full-time and part-time Welsh-domiciled undergraduate new entrants arriving from Communities First areas and for students with disabilities. With increasing numbers of students from ethnic minorities, International and European Union students, GLYNDWR UNIVERSITY recognises the importance of developing innovative approaches to curriculum design, modes of delivery, assessment and student support to address diverse needs.

GLYNDWR UNIVERSITY recognises the importance of collaborative partnerships and have established a number of collaborative partners in North Wales and Shropshire. These partners offer specific GLYNDWR UNIVERSITY programmes at their premises to provide students from across the region with extra flexibility in their choice of where to study. Our current collaborative partners include:

Yale College, Wrexham, Deeside College, Coleg Menai, Coleg Llandrillo Cymru and Shrewsbury College of Arts and Technology. These types of partnerships will increase as we progress towards 2008 and beyond.

The LTA Strategy seeks to build capacity and confidence in both students and staff in using new methodologies and technologies to enhance learning. This includes encouraging the use of e-learning to improve opportunities in Third Mission activities; facilitate and enable the extension of Welsh medium provision and augment widening access, encouraging non traditional students and those in employment to participate in HE. Adaptive technologies have advanced in recent years and can be employed to increase accessibility for all learners, including disabled and disadvantaged students.

The 'Deal for Students' section of the HEFCW Corporate Strategy<sup>10</sup>, identifies one of the Council's core strategic aims as 'delivering the highest quality learning and related support' and in the HEFCW remit letter<sup>11</sup> (2006-07)

---

9

Higher Education Wales and Higher Education Funding Council for Wales. 2002. Joint HEW-HEFCW Working Group on e-learning. <http://www.hew.ac.uk/downloads/workinggroups/e-learning-report.rtf> in HEFCW remit letter (2006-07) 'Statement of the Position of E-Learning in Higher Education in Wales'

<sup>10</sup> HEFCW Corporate Strategy

suggests that 'ICT is likely to be amongst the areas that could benefit from innovative approaches being developed and tested'. The latter document emphasises the importance of e-learning. It refers to an earlier document summarising a consultation report on 'E-learning in Wales: Current Developments and Stakeholder Views on Future Priorities' (ELWa, 2004)<sup>12</sup>. This identified e-learning 'as part of a long term change agenda to improve access to learning and although it did not explicitly refer to the role of e-learning in Higher Education, it did provide the catalyst for further conversations and development. Thus the 'Skills and Employment Action Plan (SEAP) for Wales includes a commitment from the Welsh Assembly Government to develop proposals for an integrated e-learning network in partnership with HEFCW, the Sector Skills Councils (SSCs), and other agencies. The position of e-learning in higher education will be key in taking forward these proposals.' (p 5: 19)

GLYNDWR UNIVERSITY commissioned one of its teaching fellows to research different virtual learning environments (VLE) and consider the impact on the hidden learning environment (HLE), which is the interaction between students, staff and the managed learning environment (MLE), and how the institution responds to this type of interaction. The research included a case study where the tutors achieved a balance between student and staff needs (Hidden Learning Environment) through carefully constructed and executed use of a learning platform (VLE) to create purposeful learning environments. The programme was a foundation degree and the previous year had experienced severe retention problems. Through achieving a purposeful and personalised learning environment in both a physical and virtual sense, the tutors were able to encourage students to become active, independent, responsible learners. The results were remarkable. The retention figures improved dramatically with 96% of the students returning for the second year.

The interim report has clearly demonstrated the importance of creating purposeful learning environments in both a physical and virtual sense. It stressed the need for e-learning needs to be contextualised within the infrastructure of the institution and the importance of the collaborative engagement between IT support, Estates and academics to ensure that the infrastructure supports innovation, creativity and new technologies. This can only be achieved if colleagues have a shared understanding that 'learning' is the driver and not technology. This is commensurate with the recognition in Wales of the fact that e-learning is not a replacement for traditional learning methods. The content needs to be delivered in pedagogically appropriate ways and personal learning styles need to be accommodated. In GLYNDWR UNIVERSITY, a system of blended learning will continue to be developed through the mechanism of the Teaching Fellowship and LTAC.

Traditional group based methods are still appropriate and, indeed required in many programmes and the LTA Strategy recognises the importance of flexible learning spaces and classrooms to be widely available, that are fit for purpose, with the resources required such as data projectors and access to the intranet. The Institution will work with Estates over the next three years to ensure that both new and existing build are appropriately equipped to maximise learning.

---

<sup>11</sup> HEFCW remit letter (2006-07) 'Statement of the Position of E-Learning in Higher Education in Wales'

<sup>12</sup> ELWa, (2004), 'E-learning in Wales: Current Developments and Stakeholder Views on Future Priorities'.

## Corporate Aim 5: OPEN TO ALL

### LTA 5: FOSTERING A HIGH QUALITY AND SUPPORTIVE LEARNING ENVIRONMENT

- Target support for diverse student groups to promote retention
- Promote inclusive environments, physical and virtual, that are conducive to effective learning
- Collaborate with outreach, third mission and widening participation activities i.e. Children's University, Techniquest@GLYNDWR UNIVERSITY, Plas Coch Sports, Gallery 103, GLYNDWR UNIVERSITY William Aston Hall, Active Childcare, The Wall Recording Studio and Calon FM, to promote high quality learning, teaching and where appropriate, assessment strategies commensurate with GLYNDWR UNIVERSITY's expectations.

KEY OBJECTIVES	TARGETS FOR 2007-08
Target support for diverse student groups to promote retention.	<ul style="list-style-type: none"> <li>▪ Strengthen the use of the PDP in each cognate area to ensure that students maximise their learning opportunities.</li> <li>▪ Support the work of Widening Participation and Third Mission, in collaboration with student support staff to identify and cascade best practice in LTA and academic support.</li> </ul>
Promote inclusive environments, physical and virtual, that are conducive to effective learning.	<ul style="list-style-type: none"> <li>▪ The Head of Estates to work with Heads of School to review all teaching areas to confirm they are fit for the purpose of the delivery of a modern curriculum.</li> <li>▪ Advise on the appropriate physical and virtual learning environments, and technological infrastructure, to support pedagogically driven learning.</li> <li>▪ Disseminate outcomes and impact report of the empirical research undertaken by a Teaching Fellow to inform adoption of technologies to enhance the quality of the student experience.</li> <li>▪ Organise a conference with RSC/JISC and ESCalate – personalising the student learning experience through the use of technologies - 30 November 2007.</li> <li>▪ Organise VLE development in each school on an annual basis.</li> <li>▪ Increase participation in ECDL development by 10% annually</li> </ul>
Collaborate with outreach, third mission and widening participation activities i.e. Children's University, Techniquest@GLYNDWR UNIVERSITY, Plas Coch Sports, Gallery 103, GLYNDWR UNIVERSITY William Aston Hall, Active Childcare, The Wall Recording Studio and Calon FM, to promote high quality learning,	<ul style="list-style-type: none"> <li>▪ Collaborative work with colleagues to extend outreach, third mission and widening participation activities to promote high quality learning, teaching and where appropriate, assessment strategies commensurate with GLYNDWR UNIVERSITY's expectations.</li> </ul>

teaching and where appropriate, assessment strategies commensurate with GLYNDWR UNIVERSITY's expectations.	
--	--

## **MANAGEMENT OF THE STRATEGY**

The monitoring and evaluation of GLYNDWR UNIVERSITY's Strategic Objectives is undertaken through various mechanisms including via ownership within the formal committee and line management structures. Formal reports are made to the Board of Governors which includes qualitative information as well as performance against targets. An end of year position is presented in December which follows detailed considerations of the interim performance at the Governors Strategic Planning Days in March. The Strategic Plan identifies a number of Key Performance Indicators against which particular focus is directed and included in this is learning, teaching and assessment.

The LTA Strategy is monitored systematically, via Academic Board, LTAC and School Boards. Progress will be monitored by LTAC and reported to Academic Board. An evaluative review meeting will be held in July of each year. Annual monitoring statements will be provided to HEFCW in November 2008, 2009 and a final report on this LTA Strategy will be presented in November, 2010.

Revisions to the strategy will be made as and when appropriate in response to evaluative feedback and developments in the HE Sector. It is responsible for the identification, support, promotion and dissemination of good practice.

**TABLE 1**  
**LTA STRATEGY: STRATEGIC TARGETS (2007 - 2010)**

PROGRAMMES BEING SUPPORTED	MEASURABLE (QUALITATIVE AND QUANTITATIVE) TARGETS	BY WHEN	BY WHOM	COST	SOURCE(S) OF FUNDING	OTHER RESOURCE IMPLICATIONS	COMMENTS
<b>LTA PRIORITY AND KEY OBJECTIVE 1: ENTERPRISE AND EMPLOYABILITY</b>  Fostering creativity, enterprise and employability within an accessible curriculum.	Promotion of graduate skills for the inclusion in all programmes	2009	Programme leaders / careers		Careers and school budgets		
	Support the inclusion of good quality careers advice in each School	2008	Careers		Careers budget		
Embed PDPs in line with QAA Guidelines, the Leitch Review and the outcomes of the Burgess Report, 2007.	Review design of PDPs to ensure it showcases outcomes of the learning journey in terms of capability, aptitude, skills, work- related experience and qualifications. (Teaching Fellow, Careers and programme leaders).	2008	LTAC/CAREERS	<b>£1000</b>	<b>LTA STRATEGY</b>		
	Work with Centre for Recording Achievement and JISC/ Regional Resource Centre to build on knowledge of e-based PDPs to provide the best options for students.	ON-GOING	CPRS				
	PDPs available in English and Welsh	2009	HOS	<b>£3,500</b>	<b>LTA STRATEGY</b>		
	Pilot innovative use of e-based PDPs drawing on best sector practice.	2009	CPRS AND TEACHING FELLOWS	<b>£1,500</b>	<b>LTA STRATEGY</b>		
	Commission Teaching Fellow to work with international office in the Business School to investigate strategies to enhance the e-learning experience and personal skills development of the international and European students through increased	2008	CPRS AND TEACHING FELLOW		<b>LTA STRATEGY</b>		

	focus on the PDP process. (interim report January 2008)						
Support the Schools in their development of high quality work-based learning opportunities, part-time foundation degrees and professional programmes	Provide guidance on practices and processes to achieve effective delivery of work based elements of programmes. (Initial pilot)	<b>2007- (CONT. 2008-2009)</b>	<b>LTAC</b>	<b>£2,500</b>	<b>LTA STRATEGY</b>		
	Support two cohorts of students programmes as a pilot in the effective development of student applications and CVs for employment (initial pilot)	<b>2007</b>	<b>AS ABOVE</b>	<b>£1,000</b>	<b>LTA STRATEGY</b>		
	Integrate work experience with accreditation – academic teams in three schools to work with careers to research accreditation models and consider how this will enhance the role of the PDP.	<b>2007- 09</b>	<b>CAREERS</b>		<b>(CAREERS/ SCHOOL BUDGET)</b>		
	Pilot opportunities for the delivery of entrepreneurial skills within the curriculum in one school (in partnership with Employability and Enterprise colleagues) and disseminate outcomes 2008/9)	<b>2007/08</b>	<b>ENTERPRISE AND CAREERS</b>		<b>SCHOOL BUDGET/ ENTERPRISE</b>		
Promote dialogue with employers/professional bodies to achieve programmes that are fit for purpose and develop graduate skills	Undertake a case study of an Employer Forum in at least one school and report to be cascaded.	<b>2007/08</b>	<b>HOS</b>		<b>SCHOOL BUDGET</b>		
	Promote greater engagement with employers over the design and delivery of programmes. Share best practice in relation to enterprise and employability from curriculum areas.	<b>2008-10</b>	<b>HOS ALL SCHOOLS, ENTERPRISE AND EMPLOYABILITY MANAGER</b>		<b>SCHOOL BUDGET</b>		

<p><b>CORPORATE AIM: 2 Student Centred</b></p> <p><b>LTA PRIORITY AND KEY OBJECTIVE 2: CURRICULUM RENEWAL AND ASSESSMENT</b></p> <p>Fostering an evidenced-based approach to curriculum development and enhancement to support programmes that respond to the economic and social needs of the region.</p>	<p>Build on the work of Curriculum Renewal and the work to be conducted through Curriculum Implementation (2007-08) to enable all new programmes to demonstrate creative and relevant curriculum</p>	2007-08	HOS ALL SCHOOLS		SCHOOL BUDGET/ ACADEMIC DEVELOPMENT FUND		
	<p>Research and develop LTA strategies to accommodate diverse delivery patterns.</p>	2007-08	DEAN OF L&T AND HOS	£2000	LTA STRATEGY		
	<p>Maintain collaboration with the Academy and its Subject Centres, JISC/Regional Support Centre and Sector Skills Council and other appropriate external agencies.</p>	2007-10	DEAN OF L&T AND HOS		SCHOOL /STAFF DEVELOPMENT BUDGET		
	<p>Continue support for the next stage of Curriculum renewal and promote opportunities to develop inter-disciplinary programmes at undergraduate and postgraduate levels. (Relate to LTA Priority 1)</p>	ON- GOING					
<p>Balancing assessment of, and assessment for, learning practices to improve feedback and feed-forward to students.</p>	<p>Support the scrutiny of assessment strategies in programmes to identify best practice in assessment for learning and disseminate via the effective practice intranet site.</p>	2007/08	TEACHING Fellows – assessment Dean of L&T Staff and Ed. Development LTAC representatives and HoS	£7,000	LTA STRATEGY		
	<p>Identify effective feedback and feed-forward systems. Outcomes disseminated across GLYNDWR UNIVERSITY in 2008/09</p> <p>Investigate and evaluate the use of technology in relation to the pedagogic benefits and potentially challenging areas, to improve the feedback / feed-forward process in response to the National Students' Survey.</p>	2007-08	Teaching Fellow/GLYNDWR UNIVERSITY Project leader, Joint project with UW NEWPORT and UWIC	£10,000	HE Academy project fund	Staff time	

	<p>Draw on the expertise from JISC/RSC Wales and the Academy to investigate interfaces to PCs and the provision of a Welsh or bilingual VLE</p> <p>Embed the Assessment Guidelines which includes support materials to communicate different approaches to assessment.</p> <p>Identify and encourage writing up of good practice case studies to be disseminated via the intra and internet to staff in GLYNDWR UNIVERSITY and in partner colleges.</p> <p>Support the development of streamline systems for the return of assessed work and return all assessed work to students with feedback within a maximum of three weeks.</p>	<p><b>2007- 09</b></p> <p><b>2007-08</b></p> <p><b>2007-08</b></p> <p><b>2007-08</b></p>	<p><b>Teaching Fellow/Chair of LTAC</b></p> <p><b>Programme Leaders / CPSC</b></p> <p><b>Dean of L&amp;T and Staff and Ed.</b></p> <p><b>HoS and Academic Office</b></p>	<p>n/a</p> <p><b>£450</b></p>	<p><b>LTA Strategy</b></p>	<p><b>Implementation &amp; Translation</b></p> <p><b>Staff time and travel</b></p> <p><b>Systems / material costs</b></p>	
Promote appropriate LTA strategies to address the needs of a diverse student body.	<p>Evaluate LTA strategies in all schools and departments to ensure that they are inclusive and responsive to the diverse needs of the particular cohort.</p> <p>Evaluate annually, with students, their First Year experience.</p> <p>Develop an implementation plan to ensure the JISC Plagiarism detection service is available across the University.</p> <p>Increase the flexibility of learning opportunities through the modular framework for undergraduate and postgraduate programmes as part of curriculum implementation.</p>	<p><b>2007-08</b></p> <p><b>2007-08</b></p> <p><b>2007-08</b></p> <p><b>2007-10</b></p>	<p><b>Programme leaders and Student Services</b></p> <p><b>Commissioned researchers</b></p> <p><b>ISS and Dean of L&amp;T</b></p> <p><b>HoS and Academic Office</b></p>	<p><b>£2000</b></p>	<p><b>LTA STRATEGY</b></p>	<p><b>BOS annual fee</b></p>	
Continue to improve performance in student retention and progression. so that	<p>Review induction to enhance the official induction period.</p> <p>Review the effectiveness of</p>	<p><b>2007-08</b></p>	<p><b>Induction working group</b></p>				

all programmes perform above the national benchmark	locally based retention strategies.  Analyse NSS, HESA and other data sets to monitor retention performance.	<b>2007-2008</b>	<b>Programme Leaders, HoS and Academic Office</b>				<b>Analysis via Academic Office and SPO</b>
Ensuring the active involvement of students in the evaluation of their learning experience.	Embed the staff student consultative processes for all areas.  Support the Students' Guild to strengthen training for the role of student representatives.  Involve student representatives in the review and evaluation cycle for the LTA strategy at local and institutional levels.	<b>On-going</b>  <b>2007-08</b>  <b>2007-10</b>	<b>Programme Leaders, HoS and Academic Office</b>  <b>Academic Office</b>  <b>LTAC/ School Boards/Academic Office</b>	<b>£500</b>	<b>LTA STRATEGY</b>		
Increase opportunities for students to undertake elements of their programmes through the medium of Welsh.	Support the development of Welsh Language for professional courses across the curriculum.  Increase the opportunities for students taking some element of their course through the medium of Welsh year 1, 1.5% (University Target 3.7% by 2010).  Increase opportunities for staff to engage in CPD through Welsh Language.	<b>2007-10</b>  <b>AS ABOVE</b>  <b>2007-10</b>	<b>DEAN OF L&amp;T, HOS AND 2<sup>ND</sup> LANGUAGE LEARNING CENTRE</b>  <b>STAFF AND EDUCATIONAL DEVELOPMENT</b>	<b>£3000 (2007-08)</b>  <b>TBC</b>	<b>LTA STRATEGY</b>  <b>STAFF AND EDUCATIONAL DEVELOPMENT BUDGET</b>		

<p><b>CORPORATE AIM 3: UNIVERSITY</b></p> <p><b>LTA PRIORITY AND KEY OBJECTIVE 3: PROFESSIONAL DEVELOPEMENT AND RECOGNITION AND REWARD OF EXCELLENT TEACHING</b></p> <p>Being recognised formally and officially as a university through the quality of relationship between learning, teaching, research and scholarship and the support infrastructure for all staff</p>	<p>Promote research informed teaching through constructive partnerships between research and academic staff.</p> <p>All staff to complete ISDR plans and engage in CPD.</p> <p>Through curriculum implementation, explore opportunities to grow the number of active researchers who are also delivering the curriculum. (year 1 increase by 10%)</p> <p>Increase opportunities for students' involvement in research.</p>	<p>2007-10</p> <p>2007-10</p> <p>2007-10</p> <p>2007-08</p>	<p>DEANS, HOS AND RESEARCH CENTRES, PARTICULARLY CPRS</p> <p>HR, DEANS, HOS AND UNIONS</p> <p>HR DEANS, HOS</p> <p>CPRS / DEAN OF L&amp;T</p>	<p>£2000</p>	<p>LTA STRATEGY</p>		
<p>Developing a community of learners who engage in a scholarly, research informed approach to teaching and academic support.</p>	<p>Encourage cross disciplinary approaches to disseminating and evaluating practice through peer observation. (30% staff involved)</p> <p>Encourage engagement of students in research and determine the most effective ways to do this through Careers.</p> <p>Advise on the physical and virtual environments to support development; research and dissemination of good practice.</p>	<p>2007-08</p> <p>2007-09 (see above)</p> <p>2007-10</p>	<p>LTAC/ DEAN OF L&amp;T</p> <p>Careers / Research Centres</p> <p>LTAC</p>	<p>£5000</p> <p>(See above)</p> <p>N/A</p>	<p>LTA STRATEGY</p>		
<p>Embed the UK Professional Standards Framework in institutional processes and procedures</p>	<p>Map UK PSF into Institutional processes and practice.</p> <p>Employ the six areas of professional practice identified in the UK PSF to frame conversations about research, scholarship and aspects of professional practice in the CPD Plan for staff.</p>	<p>2007-08</p> <p>2008-09</p> <p>2008-09</p>	<p>HR</p> <p>HR / HoS/ Staff and Educational development</p> <p>translator</p>	<p>N/A</p>			<p>JNCC/HR development</p>

	(This to be made available in Welsh and English).  Staff and Educational Development website to be redesigned in line with the UK PSF.	<b>2007-09</b>	<b>Web designer/</b>	<b>£1000</b>	<b>LTA STRATEGY</b>	<b>Other sources of funding - translator</b>	
Promote inter-disciplinary practice and externality via the Higher Education Academy framework for continuous professional development.	Embed the Accredited CPD framework and engagement with the Academy Subject Centres, RSC/JISC, Professional and Statutory Bodies and other HEIs in Wales and beyond.  Encourage externality through external examinership; publications; presentations and committee structures.	<b>2007-10</b>  <b>2007-08</b>	<b>Subject leaders/ Dean of L&amp;T</b>  <b>S and Ed Dev</b>	<b>£1000</b>	<b>LTA STRATEGY</b>		
Support staff to become Fellows of the Higher Education Academy	Increase the number of Higher Education Fellows by 15% through use of the CPD Plan and PGCPD programme.	<b>2007-08</b>	<b>S and Ed Dev</b>				
Enhance mechanisms to support, reward and develop a scholarly, research informed approach to teaching and academic support.	Support, reward and develop teaching staff to maintain a student centred focus.  Embed the Excellence in Teaching scheme and encourage cross disciplinary /academic and academic support teams in their application. (5 awards)  Promote a strategic pedagogical research focus through Teaching and research Fellowship scheme (8 Awards)	<b>2007-08</b>	<b>University selection panel for teaching excellence and fellowships</b>	<b>£10,000</b>  <b>£48,000</b>	<b>L&amp;T STRATEGY</b>  <b>S and Ed Dev</b>		
Promote the work of the Centre for Pedagogical Research and Scholarship to involve all schools and academic support staff.	CPRS event to celebrate its first year on 29 November 2007  Journal for Pedagogical Research and Scholarship to be launched 29 November 2007  Teaching Fellowship reports	<b>2007</b>  <b>2007-08</b>  <b>As above</b>	<b>CPRS</b>  <b>CPRS</b>  <b>LTAC</b>	<b>£500</b>  <b>£4000</b>	<b>LTA STRATEGY</b>  <b>LTA STRATEGY</b>	<b>MARKETING STAFF</b>	

<p>to be disseminated through Journal, intranet and conference presentations. Increase Interdisciplinary engagement with CPRS.</p> <p><b>To organise three conferences: November 30:</b> Personalising learning experiences through digital technologies, ESCalate, GLYNDWR UNIVERSITY, RSC, WALES</p> <p><b>January 18:</b> Advancing a scholarly approach to practice in FE and HE, ESCalate, GLYNDWR UNIVERSITY, RSC, WALES June 24/5</p> <p>2<sup>nd</sup> International Narrative Conference</p> <p>To publish a minimum of five Case Studies illustrating the work of the centre, including outputs for fellowships and project work.</p> <p>To facilitate the development collaborative research / project BIDS to external funding bodies.</p>	<p><b>2007</b></p>	<p>LTAC</p>	<p>£500</p>	<p>LTA STRATEGY</p>	<p>MARKETING AND CONFERENCE STAFF</p>
	<p><b>2008</b></p>	<p>LTAC / CPRS</p>	<p>£500</p>	<p>LTA STRATEGY</p>	<p>MARKETING AND CONFERENCE STAFF</p>
	<p><b>2008</b></p>	<p>HSCSES/ CPRS</p>		<p>S &amp; ED</p>	<p>MARKETING AND CONFERENCE STAFF</p>
	<p><b>SEE ABOVE</b></p>				
	<p><b>2007-2010</b></p>	<p>CPRS, RSC and S &amp; ED</p>	<p>£500</p>	<p>LTA STRATEGY</p>	

<p><b>CORPORATE AIM 4: INTERNATIONAL SIGNIFICANCE</b></p> <p><b>LTA PRIORITY AND OBJECTIVE 4: INTERNATIONAL WORK</b></p> <p>Support the International Office and academic and academic support staff working with EU and international students to promote appropriate and effective LTA strategies and methodologies</p>	<p>Contribute to the work schedule for the Centre for Second Language Learning Centre in relation to LTA support.</p> <p>Support the International office in raising awareness of cultural differences for academic requirements in the UK.</p> <p>Increase support for academic staff in relation to cultural and learning differences e.g. plagiarism, language and learning differences.</p>	<p><b>ON-GOING</b></p>	<p>LTAC</p> <p>International office, Dean of L&amp;T and S &amp; Ed development</p> <p>International office , Academic office and HoS</p>		<p><b>S &amp; ED /International office</b></p>		
<p>Enhance the provision of cultural studies and English Language for Academic Purposes for EU and international students.</p>	<p>Ensure students have appropriate language support.</p> <p>Raise awareness of the possibilities for cultural bias to ensure that no one cultural or ethnic group is disadvantaged by either the curriculum or the assignments set. (4 seminars / on-line resources)</p>	<p><b>ON-GOING</b></p>	<p>International office and HoS</p> <p>International office and HR</p>				
<p>Support the induction of UK, EU and international students in appropriate learning skills</p>	<p>Work with International Office, Student Welfare, Student Support, Finance, Estates and Academic teams in GLYNDWR UNIVERSITY to enhance LTA support and induction to study.</p> <p>Increase the number of LTA pedagogical development resources available via intranet to support EU and International cohorts. (see LTA Priority 2)</p>	<p>2008</p>	<p><b>LTAC</b></p> <p>Dean of International Students / International office</p>	<p><b>£3000</b></p>	<p><b>LTA STRATEGY</b></p>		



	annually		IT Support Officer				
		<b>2007-08</b>					
Collaborate with outreach, third mission and widening participation activities i.e. Children's University, Techniquiest@GLYNDWR UNIVERSITY, Plas Coch Sports, Gallery 103, GLYNDWR UNIVERSITY Williams Aston Hall, Active Childcare, The Wall Recording Studio and Calon FM, to promote high quality learning, teaching and where appropriate, assessment strategies commensurate with GLYNDWR UNIVERSITY's expectations	<p>Collaborative work with colleagues to extend outreach, third mission and widening participation activities to promote high quality learning, teaching and where appropriate, assessment strategies commensurate with GLYNDWR UNIVERSITY's expectations.</p> <p>GLYNDWR UNIVERSITY's contribution to and impact on, the local and regional communities.</p>	<b>2007-08</b>	<b>Dean of L&amp;T, HoS and Chair of EMPLOYABILITY, ENTERPRISE AND THIRD MISSION COMMITTEE</b>	<b>£3000</b>	<b>LTA STRATEGY</b>		

**Funding identified only in relation to the LTA Strategy for the purposes of HEFCW**