



Edge Hill University

TEACHING & LEARNING  
DEVELOPMENT

# **THE LEARNING AND TEACHING STRATEGY**

**Revised 2009**

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**THE  
LEARNING AND TEACHING  
STRATEGY  
2009**

**EXECUTIVE SUMMARY**

# The Learning and Teaching Strategy 2009

## Executive Summary

The current Learning and Teaching Strategy comprises six inter-related key objectives. These are supported by an overarching university action plan and faculty action plans which set out the means by which the objectives might be achieved.

Developments in 2007/08 included modifications for insertion of a sixth objective related to the teaching research nexus and revisions to absorb the Elearning strategy and achieve clearer articulation of faculty activities with the SOLSTICE Centre for Excellence in Teaching and Learning.

The strategy as presented so as to reflect new actions, focusing less on reiteration of ongoing embedded work that has become part of the university's customs and practices. However it still directs faculties and services to focus on the areas of importance underpinning each objective, as included in the text which elaborates the nature of each objective.

The Learning and Teaching Strategy sits alongside the Human Resources, Widening Participation, Training and Development, Research and Knowledge Transfer, Information, E-Learning and Quality Assurance, Marketing, Finance, Estates and Accommodation Strategies and the Disability Statement. As such it is one of the key strategies which focus on the core purposes of the institution. These strategies interact with each other to inform the institutional corporate plan and its annual operating targets, and have duly influenced the preparation of this revised strategy.

The strategy will continue to be monitored and updated on an annual basis by the Teaching, Learning and Assessment Sub-Committee. The Dean of Teaching and Learning Development will undertake interim monitoring in liaison with Faculty Teaching, Learning and Assessment Committees.

## Key Objectives of the Edge Hill Learning and Teaching Strategy

*“Edge Hill University seeks to provide an innovative, high quality and inclusive learning experience underpinned by a commitment to the advancement, dissemination and application of knowledge. As a learning-led University, Edge Hill is dedicated to developing individuals as skilled and autonomous learners in challenging and supportive environments”.*

(Edge Hill University Mission Statement)

This strategy articulates with the University's mission and vision statement (2010) the latter of which emphasises teaching and learning which is underpinned in strong academic departments actively engaged in scholarship, and research. The primary aim of learning and teaching facilitation at Edge Hill remains to support a wide range of students in their development as autonomous learners, capable of both independent and interdependent

learning. Programmes will provide learners with a strong base of academic knowledge, understanding, concepts and key skills, and professional knowledge and acumen as appropriate.

This aim will be met by the achievement of six inter-related key objectives.

1. The provision of high-quality teaching learning and assessment opportunities, guidance and support for students/learners.
2. Support for staff to engage in continuing professional development to enhance and improve their learning and teaching facilitation activities, including those in relation to research and scholarship.
3. The continued development and strengthening of learning support services and the learning infrastructure.
4. The monitoring and evaluation of learning and teaching to identify, support and disseminate good practice within the institution and within the wider community.
5. The provision of a focus for research and development into the potential offered by new technologies, and the use of technologies to enhance learning.
6. Enhancement of student learning through 'research-informed teaching' in relation to the formal curriculum, academic practice, and the components of the broader student experience that impact upon learning.

**Revisions were made in 2007/08** to absorb the Elearning strategy and achieve clearer articulation of faculty activities with the SOLSTICE Centre for Excellence in Teaching and Learning.



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2009**

# The Learning and Teaching Strategy 2009

## Preface

The current Learning and Teaching Strategy now comprises six inter-related key objectives. These are supported by an overarching university action plan and faculty action plans which set out the means by which the objectives might be achieved.

Developments in 2007/08 included modifications for insertion of a sixth objective related to the teaching research nexus. Further revisions have been undertaken to absorb the E learning strategy and achieve clearer articulation of faculty activities with the SOLSTICE Centre for Excellence in Teaching and Learning.

The University action plan for the strategy is presented so as to mainly reflect new actions, focusing less on reiteration of ongoing embedded work that has become part of the university's customs and practices. It mainly focuses on new directions and on actions which are directly complementary to the Faculty Action Plans in this document. However, through its objectives, it still **directs faculties and services to focus on the areas of importance underpinning each objective**, as included in the text which elaborates the nature of each objective (see Appendix 1).

The Revised Strategy will continue to be monitored and updated on an annual basis by the Teaching, Learning and Assessment Sub-Committee. The Dean of Teaching and Learning Development will undertake interim monitoring in liaison with Faculty Teaching, Learning and Assessment Committees.

## Key Objectives of the Edge Hill Learning and Teaching Strategy

*“Edge Hill University seeks to provide an innovative, high quality and inclusive learning experience underpinned by a commitment to the advancement, dissemination and application of knowledge. As a learning-led University, Edge Hill is dedicated to developing individuals as skilled and autonomous learners in challenging and supportive environments”.*

(Edge Hill University Mission Statement)

This strategy articulates with the University's mission and vision statement (2010) the latter of which emphasises teaching and learning which is underpinned in strong academic departments actively engaged in scholarship, and research. The primary aim of learning and teaching facilitation at Edge Hill remains to support a wide range of students in their development as autonomous learners, capable of both independent and interdependent learning. Programmes will provide learners with a strong base of academic knowledge, understanding, concepts and key skills, and professional knowledge and acumen as appropriate.

This aim will be met by the achievement of six inter-related key objectives.

1. The provision of high-quality teaching learning and assessment opportunities, guidance and support for students/learners.
2. Support for staff to engage in continuing professional development to enhance and improve their learning and teaching facilitation activities, including those in relation to research and scholarship.
3. The continued development and strengthening of learning support services and the learning infrastructure.
4. The monitoring and evaluation of learning and teaching to identify, support and disseminate good practice within the institution and within the wider community.
5. The provision of a focus for research and development into the potential offered by new technologies, and the use of technologies to enhance learning.
6. Enhancement of student learning through 'research-informed teaching' in relation to the formal curriculum and to the components of the broader student experience that impact upon learning.



**Edge Hill University**

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# APPENDICES

## **Appendix 1: Elaboration of the Nature of the Objectives of the Learning and Teaching Strategy**

### **Objective 1: The provision of high-quality teaching learning and assessment opportunities, guidance and support for students/learners**

The major means of achieving this key objective are indicated below.

- a) A range of appropriate learning opportunities will be provided to facilitate students' acquisition of relevant subject knowledge and subject specific and professional skills as appropriate. Front-loading of the student experience with subject-linked academic skill development will occur as a function of induction and orientation. This will be developed in a progressive way, linked to the growing challenge and complexity expected on movement through levels. Similar focus on orientation/re-orientation will be supplied for post-graduate students. Learning opportunities will take account of, and be linked to, national subject benchmark statements.
- b) All courses and programmes will continue to incorporate opportunities for students to develop an understanding of their own learning by reflecting on their own learning strategies and by developing their range of learning skills. This will be supported by the Personal Development Planning process (see below), dialogue with personal tutors and via high quality feedback on assessment.
- c) All undergraduate courses and programmes will provide opportunities for students to engage in a Personal Development Planning process related to recognising their achievements and action planning for future learning and exit into careers.
- d) All courses and programmes will make use of ICT in the learning and teaching support aspects of their programmes and access to electronic information sources and other library-based stock. Students will be increasingly supported by access to a Virtual Learning Environment and other learning technologies.
- e) All courses and programmes will ensure that students receive an effective introduction to peers in their cohort and induction into their studies. This will support increased student self-confidence, self-reliance and interdependent learning particularly in the early stages of their programmes. It will support their identity and sense of belonging at Edge Hill and impact upon their retention. The aim is to empower students in preparation for the later stages of their programmes.
- f) All courses and programmes will assist students in developing a full range of key and lifelong learning skills, alongside subject knowledge and skills. This will involve the provision of opportunities for work-related learning and assessment where appropriate, and opportunities for the further development of employability skills. Such skills include effective learning, critical thinking, information retrieval and selection, communication and presentation, interactivity and group work and a range of skills specifically linked with enhancing employability.

- g) Knowledge and skills will be assessed appropriately, so that students can demonstrate that they have achieved the learning outcomes of the validated course or programme. All students will continue to receive constructive feedback on their completed assessment, grounded in the learning outcomes and assessment criteria appropriate to the level of their study.
- h) A range of academic and personal support will be provided to enable students to make informed choice in the selection of their academic programme, and to recover any deficit or deficiency identified in their learning skills. All courses and programmes will ensure that they have strategies in place to support students who may be experiencing difficulty with their studies. Personal Tutors will act as a conduit for referral to central support service information and personnel. Increasingly this will be enhanced by access to a Virtual Learning Environment. This is seen as one way of trying to lower attrition rates, and to retain students on their programmes. It also recognises the varied experience that students may have prior to their commencing Higher Education.
- i) A strategy of developing inclusive provision for groups traditionally excluded from higher education will be followed. Support services will be provided. Appropriate adjustment will be made to teaching and assessment methods for students with disabilities or specific learning difficulties, in a fashion which is 'beyond SENDA compliance' in its predictive and responsive approach.
- j) Learning Services will offer support for staff and students in relation to ICT use, information skills and evaluation of sources. This will be embedded within the subject context and achieved by collaboration with academic staff. As such, subjects will increasingly become the vehicle for study skills development. This will involve 'New Academic Teamwork' between Academic and Learning Services Staff.

**Objective 2: Support for staff to engage in continuing professional development to enhance and improve their learning and teaching facilitation activities, including those in relation to research and scholarship**

The major means of achieving this key objective are indicated below.

- a) All learning and teaching support staff will continue to receive a full induction into their department and the institution, and eligible staff will be encouraged to qualify for membership of the Higher Education Academy and to gain registered practitioner status as appropriate.
- b) The professional development of academic and learning support will be complemented by a staff development programme. It will be determined by intelligence gathering from AMRs, Performance and Peer Reviews and via liaison of the Dean of Teaching and Learning Development with Faculty Teaching Learning and Assessment Committees and the Staff Development Unit.
- c) All staff will be supported in the pursuit of research and scholarly activity in their academic subject and, where possible, in the pedagogy of that subject. They will have access to individual and group support via the Dean of Teaching and Learning Development, the Teaching and Learning Development Unit, central staff development activities and the seminar, symposia and conference activities of the Centre for Learning

and Teaching Research. A range of accredited staff development and continuing professional development opportunities will be provided for learning and teaching support staff. These will include the Postgraduate Certificate in Higher Education Teaching and Learning Support, the Postgraduate Certificate in Research Degree Supervision, an MA in Academic Practice, internal and external short courses, support for attendance at external pedagogic conferences, workshops, subject-focused staff development activities etc.

- d) Edge Hill will continue its extension of the system for the recognition of excellence in teaching, thus further articulating this strategy with the Human Resources Strategy. This will take the form of a number of Readerships in Educational Development, which will allow the Readers to devote time to enhancing teaching within their faculty and within the Institution; the Learning and Teaching Fellowship scheme will continue to recognise and to reward excellence in teaching for learning and to contribute to the capacity and infrastructure for identification and dissemination of good practice and advanced scholarship. The Fellows will contribute to professional development activity, centrally and locally, as such complementing the Training and Development. Their activities will be oriented towards this Institutional Learning and Teaching Strategy and local Faculty and/or Departmental articulations thereof. The Fellowship, Readership, Professorship pathway provides opportunities for progression in professional development related to demonstrable excellence. As such, it aligns with Edge Hill's commitment to the highest quality teaching for learning and to an infrastructure to support it.
- e) Support will be provided for the curriculum design and review processes. This will include advice on learning, teaching and assessment methods and close liaison between the TLDU, Academic Quality Units and programme development/review teams.
- f) The development of learning and teaching materials, particularly those focusing on the use of ICT in programmes, will be encouraged and supported by Learning Services. Staff development opportunities in designing, developing and teaching online will be provided. Learning Services, in liaison with TLD and IT Services and SOLSTICE will continue to explore the potential that new technologies offer and thus serve an advisory function.
- g) Opportunities will be provided for the exchange of good practice in learning and teaching by the operation peer-review schemes, cross-institutional workshops and a range of electronic and/or print based publications.

**Objective 3: The continued development and strengthening of learning support services and the learning infrastructure**

The major means of achieving this key objective are indicated below.

- a) The monitoring and development of learning support services for students provided in the Learning Resource Centre and the Learning Innovation Centre on the Ormskirk Campus, the Library Information Resource Centre on the Fazakerley Campus, the Learning Resource Centre on the Chorley Campus and at all satellite locations. Such support includes that for distributed learners (via WebCT), loan and postal loan services, ICT training, etc.

- b) The continued updating and development of the technology platform and its related hardware; together with the purchase and customisation of appropriate software.
- c) Further development in harnessing the potential of the www and new technologies as pedagogic tools for supporting learning and for enhancing teaching. The continued review and updating of WebCT as the preferred Virtual Learning Environment for use in learning and teaching and its interface with potential/tools offered by the new Student Information System. Further attention will be given to the development of appropriate, supported online programmes/initiatives to contribute to widening access and opportunities for learners. This will include particular focus on information exchange, adding value to student support and guidance, cohort identity and student retention, thus providing closer alignment with the Widening Participation Strategy.
- d) The revision of the Edge Hill e-learning strategy which links to and complements the existing ICT and Information Strategies so as to co-locate and align it with this strategy.
- e) The development of an enhanced learning and teaching accommodation strategy, which reflects the need for a wide and flexible variety of learning and teaching approaches/methods, thus articulating with the Estates Strategy and Academic Registry's new accommodation database.
- f) The continued enhancement of Learning Support Services, and the continued development of closer working relationships with academic subjects by exploration of 'New Academic Teamwork' between academic, Learning Services, TLD and AQU staff. External bench marking of Learning Support Services will be ongoing.

**Objective 4: The monitoring and evaluation of learning and teaching to identify, support and disseminate good practice within the institution and within the wider community**

The major means of achieving this key objective are indicated below.

- a) The cyclic evaluation and critical review of all programmes and courses within the existing internal and external quality assurance mechanisms. Evaluation will include consideration of student data, assessment and moderation and external examiners feedback where appropriate. This process will continue to articulate with the use of AMRs at programme level, the use of Internal Thematic Audits and the use of external consultants.
- b) The encouragement of academic and learning support staff to engage in research into their own learning and teaching facilitation methods. This may include action research and will be linked to the seminar and conference activities of the Centre for Learning and Teaching Research.
- c) The continuation of the Centre for Learning and Teaching Research will provide opportunities for staff to develop and publicise their research, and will co-ordinate bids for external research funding in this area as appropriate. Activity will involve seminars, symposia and conferences focusing on scholarly activity and research into enhancing teaching for learning and the climate and conditions that support it.

- d) The sponsorship of research into the effectiveness of different methods of learning and teaching within the institution and the evaluation of innovations in teaching and assessment methods.
- e) The engagement of all staff in both subject and generic pedagogic networks, particularly the Subject LTSN centres, both internally and externally, with the Higher Education Academy and SEDA (Staff and Educational Development Association).
- f) The monitoring of trends in the assessment of students achievement on their programmes or courses.
- g) The application and dissemination of the broader corpus of scholarship on teaching, learning and assessment to Edge Hill practice, as a feature of staff development (involving Readers, Professors and Learning and Teaching Fellows) and via the activities of the Centre for Learning and Teaching Research. This focus will be supported by the research and scholarly dimension of the remits of Readers, Learning and Teaching Fellows and by the leadership of the Dean of Teaching and Learning Development.

**Objective 5: The provision of a focus for research and development into the potential offered by new technologies and the use of technologies to enhance learning**

The major means of achieving this key objective are indicated below.

- a) To perpetuate innovation, development and research in liaison with Learning Services (Learning Technologists), TLD, Media-Tech and IT Services, to act as a 'test-bed' to explore pedagogic opportunities. This will be associated with and complement the focus of the SOLSTICE CETL.
- b) The development of additional research and scholarly activity associated with new technologies, linked to the activities of the Centre for Learning and Teaching Research and interfacing with (a) above.
- c) The provision of specific, creative workshop opportunities to broaden the exploration of the potential of new technologies across the whole range of Academic and Learning Services staff. This will be via the staff development programme, SOLSTICE and the seminar activities of the Centre for Learning and Teaching Research.

**Objective 6: Enhancement of student learning through 'research-informed teaching' in relation to the formal curriculum, academic practice, and the components of the broader student experience that impact upon learning**

The major means of achieving this key objective are indicated below.

- a) Support for students' learning through curriculum design, teaching and student guidance activity, which reflects research – informed teaching, selecting from the following dimensions:
  - Learning about others research
  - Learning to do research – research methods
  - Learning in a research mode – inquiry-based

- Pedagogic research and enquiry and reflecting upon learning (after Bradford, 2005)
- b) Focus on learning research values and ethics from the modeled behaviours and enthusiasm of Edge Hill staff for the process of enquiry.
  - c) Having curricula which explicitly identify their individual, unique relationship with Edge Hill's Learning and Teaching Strategy (Objective 6) specified in the validation process.

## APPENDIX 2: OVERARCHING ACTION PLAN FOR THE LEARNING AND TEACHING STRATEGY

### Objective 1: The provision of high-quality teaching learning and assessment opportunities, guidance and support for students/learners

Target 2009/10 and Timescales	Actors	Target 2010/11
VLE baseline student provision in situ for year 1 undergraduates. Action plan for rollout to year 2 and year 3. Any further alignment with Information Strategy to be completed in 2009.	Academic Managers Group, Information Strategy Group, Pro Vice-Chancellor Academic	Review pilot and implement VLE in other year groups. Operate an evaluation and monitoring process.
Implement Undergraduate Framework for newly validated and revalidated programmes and monitor through Implementation Group and a small scale research project. Ongoing in 2009	Dean of Quality Enhancement Deans of Faculty Academic Managers Group Implementation Group Task Teams and Members Project Lead VASP	Continue review and evaluation in the development phase. Extend approaches to postgraduate provision as appropriate.
AWG to review and revise guidelines on AP(E)L, and produce a handbook for tutors, students and examiners. Faculties to provide professional development and promote/extend access to AP(E)L as appropriate. For May 2009.	Chair AWG Dean of Teaching and Learning Development, Dean of Quality Enhancement, Academic Registrar Associate Deans TLA	Review through operations of the regulations review group and AWG
Review AMR structure to enhance TLA focus. Review the Guide to Enhancement artefacts and processes re Undergraduate Framework. For May 2009. Undertake further consideration of AMR process in relation to TLA and its support. Enhancement of postgraduate provision and guidance needs further consideration post RDAP of learning from implementation of the Undergraduate Framework. For May 2009.	Dean of Quality Enhancement, Head of AQU, Pro Vice-Chancellor Academic, AMG	Implement and monitor new Quality Strategy and AMR structure.
Continue to ensure that requirements of DDA/SENDA are consistently addressed in validation events. Further consider through reinstating a version of the SENDA working group in task team activity in the Undergraduate Framework implementation phase. Jan-Feb 2009	Dean of Quality Enhancement, Head of AQU, Dean of Learning Services, Director of Student Services, Dean of Learning Services	Monitor and review this focus via VASP and re-orientate as appropriate
All subjects/programmes to continually evaluate and review approaches to academic induction and to specify their approaches in student handbooks, subject-specific support materials etc. (informed wherever possible by expectations of the Undergraduate Framework) Ongoing.	Programme Tutors and Programme Leaders. Learning Services liaison personnel. Faculty TLACs to monitor.	Implement outcomes of evaluation and review and monitor. Disseminate good practice via UG Framework Implementation Group.

All programmes to have an initial induction for students for introduction to peers in their cohort and generation of a sense of 'Learning Community' and 'Cohort Identity'(informed wherever possible by expectations of the Undergraduate Framework ) Ongoing	Deans of Faculty, Associate Deans TLA	Implement outcomes of evaluation and review and monitor. Disseminate good practice.
Further develop policy and guidance on WRL and ensure ongoing robustness of infrastructure for support and QME .To be finalised by WRLG contribution to the Undergraduate Framework Task team. For May 2009.	Chair of AWD, Associate Deans (TLA) supported by Careers Service and Dean of Teaching and Learning Development.	Implement any revised policy and guidance on WRL. Disseminate good practice
Review the Guide to enhancement artefacts and processes as part of focus on enhancement in the new Quality Strategy and embed in the architecture of the Undergraduate Framework. My 2009.Focus to be given to postgraduate elements in 2009/10	Dean of Quality Enhancement, Dean of Teaching and Learning Development, UG Framework Implementation Group	Implement new Guide to Enhancement (or equivalent)
Review implementation of support/retention strategies and action plans through faculties and Retention Strategy Group. Continue to aim to make attrition rates closer align with or fall cf national benchmarks assigned to Edge Hill. Ongoing.	Deans of Faculty, Retention Strategy Group	Achieve at least benchmark
Review SENDA/DDA guidance, formulate and commence appropriate dissemination activity with specific consideration of the Single Equality Scheme position adopted in 2008. AWG to focus on feedback on inclusive assessment practice across faculties & identification/dissemination of useful articles. Review content on assessment in QMH in respect of above. Jan-April 2009	AWG, Learning Services, Student Services, Head of AQU, Undergraduate Framework Implementation Group.  To be monitored by EWAASC and TLASC.	Implement reviewed SENDA/DDA guidance and undertake dissemination activity as appropriate
Review and further development of virtual off-campus support services, based on intelligence to be gathered re the student experience from small scale research as a prelude to further planning. May 2009	Dean of Learning Services, Dean of TLD, TLDU	Monitoring and review of developments
Continue annual review of Library Management System and Student Information System and relationship to VLE and finalise position on auto-enrolment of students. April 2009.	Academic Registrar, Academic Managers Group, Information Strategy Group, Dean of LS, Pro Vice-Chancellor Academic, AMG	Implement developments. Monitor and evaluate
Continue research and development focus on electronic feedback and Computer aided assessment. through SOLSTICE Fellowship work, and ongoing TLDU scoping of practice and production of guidance materials. Ongoing	SOLSTICE Directors, Fellowship members, TLDU	Extend pilots based upon evaluation. Review and evaluate
Ensure inclusion of consideration of transition from FE into HE in transitions focus of the Undergraduate Framework. May 2009.	Undergraduate Framework Implementation Group	Implement action plan. Monitor and evaluate
Ensure the experience of international students is integrated into developments and implementation of the Undergraduate Framework. Feb 2009.	Undergraduate Framework Implementation Group	Implementations to be informed by guidance in UG Framework

**Objective 2: Support for staff to engage in continuing professional development to enhance and improve their learning and teaching facilitation activities, including those in relation to research and scholarship**

Target 2009/10 and Timescales	Actors	Target 2010/11
Publish the University CPD Framework for Academic and Learning Support staff which articulates with the PGCert TLSHE and professional standards and continue to promote HEA membership. To be coupled with development of a Technology Assisted Learning PD Framework (also in draft form). HEA membership continues to be relatively low and is in need of further attention. April 2009.	Dean of Teaching and Learning Development and TLDU staff, Fellows, Readers in Educational Development, Head of Staff Development and Training, SOLSTICE Strategy and Development Manager	Implement, monitor and evaluate frameworks.
Review and reiterate the academic staff induction programme of rollout of Undergraduate Framework and developments related to postgraduate TLA. May/June 2009.	Dean of Teaching and Learning Development and TLDU staff, Head of Staff Development and Training	Implement, monitor and evaluate programme.
Continue the Readership in Educational Development and Learning and Teaching Fellowship schemes and call for a round of new applicants. Review via TLDU AMR. Ongoing/March 2009	Dean of Research and Knowledge Transfer Dean of Teaching and Learning Development, Pro Vice-Chancellor Academic	Continue the Readership in Educational Development and Learning and Teaching Fellowship schemes and call for a round of new applicants. Review via TLDU AMR
Continue focus on individual support and advice on curriculum design to programme development teams. Review and evaluate. Critical friendship offered to all validating teams from University and /or SOLSTICE Learning and Teaching Fellowship members. Ongoing	Dean of Quality Enhancement, Dean of TLDU, Head of Academic Quality Unit, Fellowship members	Continue focus on individual support and advice on curriculum design to programme development teams. Review and evaluate.
Extend CPD provision to d focus on both Personal Tutoring and disability awareness in relation to TLA. April 2009.	Dean of TLD, Dean of LS, Director of Student Services, Head of Staff Development and Training	Implement CPD provision as informed by review. Continue review and evaluation.
Continue support through activities of the TLDU, CLTR and SOLSTICE for research and advanced scholarship related to learning and teaching including provision of seminar and personal support re presenting at conferences, publishing research, obtaining research funding and research methods. Ongoing.	Dean of Teaching and Learning Development and TLDU staff, Fellows, Readers in Educational Development, Visiting Professors, CLTR Research Committee	Implement revisions and continue support for research and advanced scholarship related to learning and teaching including provision of seminar and personal support re presenting at conferences, publishing research, obtaining research funding and research methods. Review and evaluate and revise as appropriate

### Objective 3: The continued development and strengthening of learning support services and the learning infrastructure

Target 2009/10 and Timescales	Actors	Target 2010/11
Implement resourcing models for inter-faculty collaborations and further explore the notion of an inter-faculty collaboration strategy to ensure coordination of academic planning and implementation. Feb 2009.	Pro Vice-Chancellor Academic, University Secretary, Faculty Deans	Implement and review
Continue to review provision of support for learners with SpLD and other disabilities and ensure equitable support in all campus locations and subject to annual review through Learning Services. Ongoing	Dean of Learning Services, Director of Student Services, Edge Ahead Centre	Implement outcomes of review and continue monitoring and review.
Review rollout of VLE baseline entitlement as to effectiveness and promote sharing of practices. Ensure focus on learning support and guidance in iteration of further plans. May 2009.	Academic Managers Group, Information Strategy Group, Pro Vice-Chancellor Academic, AMG, SOLSTICE Directors, Senior SOLSTICE Fellows, Associate Deans TLA	Implement in redefined deployment of the VLE. Monitor and review.
Secure the research, innovation and development focus on technologies to support learning in SOLSTICE and the CLTR in CLTR RDP and in annual action plans for TLDU and Learning Services and AMRs. Feb-March 2009.	Dean of Teaching and Learning Development/Academic Director of SOLSTICE, Dean of Learning Services/SOLSTICE Director	Continue with a research, innovation and development focus on technologies to support learning in SOLSTICE and the CLTR
Continue maintaining and developing ICT infrastructure in line with student/staff learning needs and technology developments through IT Services reviews (Annual Ensure better alignment with IPP processes to ensure adequacy of support for proposed developments (Feb 2009)	Director of IT Services, Dean of Learning Services. Dean of Teaching and Learning Development, Dean of QE Head of AQU Business Operations Group.	Maintain and develop developing ICT infrastructure in line with student/staff learning needs and technology developments.
Review the implementation of new Student Record System, its interface with the VLE and its ability to support data collation for student tracking at programme level and enrolment. Jan-April 2009)	Academic Registrar, Director of IT Services, Information Strategy Group, Pro Vice-Chancellor Academic, AMG, SOLSTICE Directors, Director of Policy Support	Implement outcomes of review and continue monitoring and review.
Undertake survey building on work from Learning Services, undertake dialogue with the SU and perform small scale research and intelligence gathering re experiences of off-campus students. Review the need and design for any prototype widening access portals and undertake project planning as appropriate. Make decisions re any build and pilot prototype in 2010. May 2009	SOLSTICE Manager, Pro Vice-Chancellor Academic, Dean of Teaching and Learning Development	Implementation plan in situ based on actions derived from survey/research. Evaluate and review.

Devise and implement a linked learning and teaching accommodation strategy, to include enhanced alignment of planning for specialist accommodation in relation to Campus Master Plan. April 2009.	Estates Department in conjunction with TLDU, Tutors, Learning Support Workers, Learning Services, Student Services and IT Services. Academic Registrar/Registry monitored by Accommodation Working Group and EWAASC.	Continue with implementation of a linked learning and teaching accommodation strategy, evaluate and review.
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**Objective 4: The monitoring and evaluation of learning and teaching to identify, support and disseminate good practice within the institution and within the wider community**

Target 2009/10 and Timescales	Actors	Target 2010/11
Support University and SOLSTICE Fellows, Readers in Educational Development in internal national and international dissemination activities as a key feature of the combined outputs in the CLTR RDP (Learning Services, TLDU, SOLSTICE, Fellowships) Ongoing.	Dean of Teaching and Learning Development, Faculty Deans, Dean of Learning Services (SOLSTICE Directors)	Support University and SOLSTICE Fellows, Readers in Educational Development in internal national and international dissemination activities
Identify new foci in relation to outcomes of QME processes for TLDU research. Ongoing.	Dean of Teaching and Learning Development and TLDU staff	Research activities underway. Appraise and act on emerging themes and enquiries derived from QME processes and undertake institutional research as appropriate and feasible
Undertake SSS version and extra questions in situ for non-finalist year groups and further enquiry related to TLA via focus groups. Report to TLASC and via CLTR events. Disseminate outcomes via TLASC. Feb-April 2009)	Coordinated via University Secretary	Implement recommendations, monitor and evaluate. Re-deploy survey.
Repeat CLTR and SOLSTICE conferences and events for Edge Hill staff and partner colleges. Produce refereed CLTR Journal 'Nexus' annually. Annual Cycle to be repeated in 2009.	Dean of Teaching and Learning Development, Pro Vice-Chancellor Student Support, AMG, SOLSTICE Directors, CLTR Research Committee	Repeat CLTR and SOLSTICE conferences and events for Edge Hill staff and partner colleges with enhancements informed by evaluation. Occasional papers related to these events to be refereed and published.
Continue to fund HEA Fellowship application through TLDU and provide support for application to raise membership. Ongoing. 2 annual workshops to be offered.	Dean of Teaching and Learning Development, TLDU staff, Deans of Faculty/Subject heads  SLs in TLDU	Repeat this focus
Instigate an Inter-faculty pilot peer review of academic practice. Review and evaluate. April 2009.	Associate Deans TLA	Further develop inter-faculty pilot peer review of academic practice as informed by review and evaluation.

Continue to adopt an 'Annual Enhancement focus' in relation to learning and teaching, using the TLDU Innovation, Research and Development Model: Identify focus for subsequent year/s. May 2009.	Pro Vice-Chancellor Academic, AMG	Deploy 'Annual Enhancement focus' in relation to learning and teaching, using the TLDU Innovation, Research and Development Model. Identify focus for subsequent year/s
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**Objective 5: The provision of a focus for research and development into the potential offered by new technologies and the use of technologies to enhance learning**

<b>Target 2009/10 and Timescales</b>	<b>Actors</b>	<b>Target 2010/11</b>
Finalise SOSTICE plans for post 2010 with Directorate and ensure alignment with the University and Faculty action plans, with support from Senior SOLSTICE Fellows. March 2009.	Pro Vice-Chancellor Academic, Dean of Teaching and Learning Development, Dean of Learning Services (SOLSTICE Directors) SOLSTICE Manager, Senior Fellows	Implement new strategy and subject it to ongoing annual review.
Establish a CLTR Research Committee to replace the Steering Group, which will report to RKT alongside the CLTR RDP. Feb 2009.	Dean of Teaching and Learning Development, Dean of Research and Knowledge Transfer, CLTR Steering Group	CLTR Research Committee in situ
Explore the scope for a further visiting professor appointment in relation to the first year experience, induction and retention. April 2009.	Dean of TLD, Pro Vice-Chancellor Academic	Appoint 2 Visiting Professors in Learning and Teaching in SOLSTICE/CLTR to enhance support for Fellows and to collaborate in research and advanced scholarship
Provide specific, creative workshop opportunities to broaden the exploration of the potential of new technologies across the whole range of Academic and Learning Services staff, in a reconfigured SOLSTICE Innovation, Research and Development Room. Ongoing in published schedule.	SOLSTICE	Continue provision of specific, creative workshop opportunities to broaden the exploration of the potential of new technologies across the whole range of Academic and Learning Services staff.
Define and seek publisher for a combined publication of synthesis project based upon Fellowship and conference/seminar activities. Feb – June 2009.	SOLSTICE Directors, Research Officer, SOLSTICE Manager	Book /Publication published. Continue to review and evaluate the programme of research activity associated with SOLSTICE and ensure conversion of outcomes into refereed publications
Further develop approaches to 'designing out plagiarism and provide workshops. March –July 2009. Ensure monitoring by faculties re uptake of training by Year 1 teachers in use of Turnitin anti-plagiarism software. Provide ongoing training to ensure rollout across the university beyond first year. Feb 2009	Learning Services, ,Dean of TLD, TLDU  Associate Deans TLA	Full rollout and end of year evaluation.

Instigate R and activity and pilots in relation to eAssessment and ePortfolios. Convene a time limited working group. Feb-May 2009. Disseminate for Sept 2009.	SL TLDU SOLSTICE Strategy and Development Manager	Continue dissemination activity in collaboration with UG Framework Implementation Group.
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**Objective 6: Enhancement of student learning through ‘research-informed teaching’ in relation to the formal curriculum, academic practice, and the components of the broader student experience that impact upon learning.**

<b>Target 2009/10 and Timescales</b>	<b>Actors</b>	<b>Target 2010/11</b>
Sustain the pattern of CLTR seminars, symposia and conferences. Review and evaluate. Publish annual programme.	Dean of Teaching and Learning Development, CLTR Research Committee	Implement a reviewed pattern of CLTR seminars, symposia and conferences. Review and evaluate
Continue to place pedagogic research and advanced scholarship at the centre of the remit Fellows, Readers in Educational Development. Professors and Visiting Professors. Ongoing.	Dean of Teaching and Learning Development, Dean or Research and Knowledge Transfer, Pro Vice-Chancellor Academic	Continue with this focus
Appoint 2 Visiting Professors in Learning and Teaching in TLDU/CLTR to enhance support for Fellows and to collaborate in research and advanced scholarship. April 2009.	Dean of Teaching and Learning Development	Appoint 2 Visiting Professors in Learning and Teaching in TLDU/CLTR to enhance support for Fellows and to collaborate in research and advanced scholarship
Further develop Institutional Research related to teaching and learning, policy and practice in relation to new Quality Strategy and its enhancement focus. Include implementation of (action) research projects to inform enhanced academic and support processes. Ongoing.	Dean of Teaching and Learning Development, Dean or Research and Knowledge Transfer, Dean of Quality Enhancement, Pro Vice-Chancellor Academic, Deans of Faculty/AMG, Retention Strategy Group, AQU	Continue with this focus, with revisions to the lines of research enquiry in relation to their strategic significance
Focus on further coordination and integrate retention research activities. March-April 2009.	Retention Strategy Group with Dean of Teaching and Learning Development, Dean or Research and Knowledge Transfer, Dean of Quality Enhancement, Pro Vic e-Chancellor Academic	Continue this focus and action plan for further work
Continue to ensure synergy between the CLTR and the new Centre for Research in Widening Participation. Ongoing.	Dean of Teaching and Learning Development, Pro Vice-Chancellor Student Support, Chair CWP and Research Officer	Continue to ensure collaboration and synergistic activities related to common research agendas

