



LEARNING AND TEACHING STRATEGY

2011/12 – 2013/14

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SECTION 1 - CONTEXT

1.1 Overview

The period 2011/12 to 2013/14 will be one of significant change for Higher Education in Wales and this will impact on the University of Wales, Newport. Notwithstanding any changes that might take place, the University has a clear mission which is consistent with the vision articulated by For Our Future¹. A key driver for the University is supporting the social and economic development of the communities of Newport and the former county of Gwent and this will be central to the University's future development. In that respect, this Strategy and the learners it is designed to support will be appropriate within whatever configuration might emerge for the University of Wales, Newport and Welsh Universities in the future.

1.2 University Mission

The University's mission is to:

“Inspire and enable individuals, organisations, and communities to succeed through innovation in high quality learning, research and enterprise”.

In order to fulfil this mission the University is committed to a vision where it is:

- A provider of an excellent student experience
- An exchange of knowledge
- A magnet for enterprise
- A source of excellence in learning and teaching
- A hothouse for creativity
- An agent for social change and inclusion
- A force for health and wellbeing
- A hub for collaboration
- A bridge to the world
- An engine for regeneration
- A beacon for tolerance and academic freedom.

The University will continue to be a catalyst for social justice and widening participation and a force supporting workforce development and economic renewal. The University's Widening Access Strategy focuses on the University's strategy for widening participation.

¹ WELSH GOVERNMENT November 2009. For Our Future The 21st Century Higher Education Strategy and Plan for Wales

1.3 Strategic Context

The Learning and Teaching Strategy provides the framework that will enable the University to provide effective learning support and enhance the quality of the student experience for a student population that will continue to evolve and change in character as the University implements its institutional strategy. This envisages a university which is more open, flexible and responsive; provides greater diversity and flexibility in its programmes; increases opportunities to study through the medium of Welsh; promotes higher education as a provider of global citizens; reviews its approach to widening participation; listens and engages with its students and makes a strong contribution to workforce development and the exploitation of knowledge. This echoes the vision and expectations set out in 'For Our Future' which makes specific reference to systematic progression pathways from post 16 learning and the workplace, enhanced opportunities for part-time study, strengthening workforce development, the delivery of an excellent student experience, diversifying and providing flexibility in programme design, duration and delivery, and strengthening the student voice. The HEFCW remit letter of 16 March 2011 reinforces the need to "promote higher education and the pursuit of equality of opportunity to access higher education".

The University's engagement with Newport and its regional communities in Gwent is a fundamental pillar of its institutional strategy. Beyond this regional base the University is a full participator in the regional strategy for South East Wales region to provide a coherent accessible Higher Education provision. The University's developing relationship with Coleg Gwent to establish clear progression pathways is enabling the University to address the vision articulated within 'For Our Future' to widen participation and support economic development. The University's new City Campus, which is open to the public, and the University of the Heads of the Valleys Institute (UHOVI) will engage new learners in new ways.

Commitment to the strategic partnership between the University of Wales, Newport and the University of Glamorgan to deliver the Universities Heads of the Valleys Institute (UHOVI) is readily evidenced in the two institutions' strategies. The institutions have agreed compatible priorities which ensures parity of experience for learners engaged with UHOVI curriculum offers across the region. The strategies emerging from both Universities stress the importance of ensuring that non-traditional learners are recruited and supported through effective pedagogic practice to access and attain flexible and fit for purpose higher education curriculum.

Both institutions endeavour to ensure the development of employability attributes as a key component of the learning experience and that curriculum design and content are responsive to their regions, stress the importance of developing student as partners and evidence expressed commitments to scholarship and research informed policies and teaching. The institutions also value the importance of working with further education colleges in order to plan and deliver

progression pathways which include pathways for part-time study. In order to meet these strategic aspirations for UHOVI, this ongoing collaboration is further enhanced by a commitment to continuing professional development opportunities for staff working in Further Education Colleges as well as both Universities.

These developments have significant implications for the strategic development of learning and teaching. In future the 'student journey' will vary as each individual negotiates a different route through higher education. The structure of the curriculum and the learning support provided needs to be able to adapt to personal circumstances. Support for the transition in to the University starts in FE or at the first point of contact with the student, often through the University's engagement with 14-19 year old learners. Providing effective learning support which provides choice and the ability for students to shape their learning experience to meet their particular needs is a theme which pervades this strategy and is reflected in the flexibility and diversity of programme design, duration and delivery, listening to students and the student voice (reflected in the HE Academy theme 'Students as Partners' and participation in WISE, the Wales Initiative for Student Engagement) and supporting learning through technology.

A central theme of this Learning and Teaching Strategy is preparing graduates as global citizens who are able to make a positive contribution to society and the economy. This reflects the University's strategic priorities, the priorities set out in 'For Our Future' and the Welsh Government's Remit letter to HEFCW which requests it to "continue to work to enhance graduate employability". A growing proportion of the University's student cohort will reside in Gwent. The development of employability and enterprise skills and preparation for professional practice is fundamental to the regeneration of the regional economy as the majority of the University's graduates will continue to reside locally following graduation. The Learning and Teaching Strategy reflects the work of the HE Academy and its themes 'Learning in Employment' and 'Learning for Employment'. The University will continue to develop its other activities to support the development of the economy and to provide graduate level employment.

As part of the regional strategy Newport has already begun to realign its curricula in some subject areas and via the redistribution exercise has consolidated its offer in key areas. The development of the curriculum and learning and teaching are supported through the University's strong links with sector skills councils (SSCs), SSC alliance, professional bodies and employers. The University is committed to ensuring graduates are equipped for the world of work and their role as citizens and is working jointly with other HEIs (including the OU) and FE providers to deliver education that meets the needs of the region and increases the opportunity for learner progression and development. A range of foundation degrees, professional awards and programmes for continuing professional development are being developed which will increase the focus on part time and flexible learning in the region. This work maps to local and national provision. Through One Wales and existing networks a range of employer focussed learning is in development

across the region. This strategy outlines the development of learning and teaching approaches which can be applied to support learners in the workplace. Many of these new programmes will be delivered through UHOVI and partnerships with employers, local providers and SSCs.

The University's focus on its local communities strengthens the need for it to reach out and be 'a bridge to the world'. Businesses can only be successful if they are effective internationally and their employees understand the international context within which all businesses and organisations operate. This Strategy articulates how the student's learning experience develops an international perspective and provides an opportunity for students to work or study outside the UK.

The development of the University's Welsh Medium provision is in line with the Welsh Government's priority to "increase the availability of, and participation in, Welsh Medium Higher Education" (Welsh Government remit letter to HEFCW). This is a strategic priority for the University and is as a theme in this Learning and Teaching Strategy.

The University's resource allocation process will continue to ensure that resources 'follow the student' and are targeted at the point of delivery. The management of student numbers will be co-ordinated across the University to balance and match available resources and to ensure that full-time undergraduate numbers are within any targets agreed with the funding council.

1.4 Student Profile

The University's student population is characterised by a large cohort of mature, part-time learners. The majority of students at the University are locally domiciled and are over the age of 25. In 2009/10, 55% of the total student cohort studied part-time.

Through initiatives such as UHOVI, which is a Welsh Government priority delivered by the University in partnership with the University of Glamorgan, a growth in part-time, work and community based learning is anticipated and the nature of the University's student population will continue to diversify.

The University's close relationship with the Welsh International Study Centre based on its Caerleon Campus will increase the number of international students, further diversifying the composition of the student population. Learning, teaching and the learning support environment will need to be increasingly flexible, adaptive and accessible to enable students to personalise learning to meet their own particular circumstances and individual needs.

1.5 Learning and Teaching Strategy 2007-8/2010-11

The 2011-12/2013-14 Learning and Teaching Strategy builds on and develops the achievements of the previous 2007-8/2010-11 Learning and Teaching Strategy.

This Strategy was structured around four overarching developmental areas: The Learning Environment; Employability Skills and Employer Links; Student Retention and Progression; and Quality Assurance and Enhancement. Embedded within this structure were a number of key issues that informed the University's approach to learning and teaching and enabled it to effectively engage with national themes for quality enhancement.

The University's physical and virtual learning environments have developed considerably. A new campus opened in January 2011 and was a positive step change in the quality of the physical learning environment. Innovative advances have been made in the development and application of new pedagogies and assessment, underpinned by a programme of development and support for staff through (for example) an online PG Cert HE accredited by the Higher Education Academy, Learning and Teaching grants and Learning and Teaching conferences. A Centre for Excellence in Learning and Teaching (CELT) was established and this has been a catalyst for pedagogical development and informing teaching through research.

The development of the University's virtual learning environment has been particularly strong and has been supported and informed by HEFCW's Gwella project. This has provided greater flexibility and access to learning opportunities for students. It is an area where there is still significant development required to enhance the full potential of evolving digital technologies to support changing student needs and enable students to personalise their learning.

Progress has been made to develop employability skills and employer links. In particular, there is more emphasis on developing employability skills within the curriculum and providing innovative work based and work related learning through, for example the GO Wales placement and student mobility schemes. There has also been progress in supporting workforce development through the provision of 'bite sized' learning opportunities within the workplace.

Employment destination statistics are affected by factors beyond the control of the University, such as the SE Wales economy, and should be treated with caution. Nevertheless, there is evidence of progress over the past four years with a significant reduction in levels of graduate unemployment. The University recognises that this is an area where more needs to be done and it will continue to be a core theme of the new Learning and Teaching Strategy.

The University has completed a number of initiatives to improve student retention and progression. These have focussed on the pre-university experience and the transition in to the University, particularly for the growing number of non-traditional students who enter the University with little or no family or community experience of higher education. Examples include a student mentor scheme, commended as good practice by the QAA, the development of study skills and facilitating social

interaction between students before and after their enrolment. The University fully engaged with the pan-Wales 1st year experience enhancement theme.

Student retention and progression is complex and multi-dimensional and requires continuous attention. There is evidence of positive progress. HESA statistics show an increase in the number of students who are still in HE two years after entry. For part-time students the University performs well above Wales and the UK averages for retention (HESA 2008/09 Entrants).

The University has made significant advances in quality assurance and enhancing the quality of the student experience. A QAA Institutional Review in November 2010 expressed “confidence in the soundness of the institution’s current and likely future management of the academic standards of its awards” and “the soundness of the current and likely future management of the quality of the learning opportunities available to students”². Since 2007 a more robust framework for quality enhancement has been established and a number of enhancement initiatives completed, such as the HEA Change Academy and projects with collaborative partners. The CELT established in 2008 has provided a focal point for quality enhancement.

The results of the University’s internal bi-annual student survey, open to all students, have been encouraging and indicate a continuous improvement in student satisfaction. National Student Survey (NSS) results have also improved since 2007 but, when compared with the overall national response, they suggest that there is scope for significant improvement. This is reflected in the University’s institutional Key Performance Indicators (KPIs) introduced in 2011.

1.6 Development of the Learning and Teaching Strategy 2011/12 to 2013/14

This Learning and Teaching Strategy reflects the University’s commitment to serving the needs of South East Wales and its social and economic regeneration. This is an area where the proportion of the working age population who are qualified to NVQ level 4 or above is below the national average, and unemployment rates are higher than the averages for Wales and the UK as a whole. The University’s commitment to Widening Access and addressing the twin drivers of social justice and economic buoyancy resonates with “For our Future” and were principle drivers in the development of the new strategy and theme selection (section 2.3). In addressing these issues it is anticipated that the University’s student profile will change. The way that the University supports and facilitates learning will need to change to reflect changes in its student population by providing choice and the ability for students to shape their learning experience. This is encapsulated in the University’s institutional strategy which “envisages a University which is more open, accessible and responsive”, and had a strong influence on the development of this Learning and Teaching Strategy.

² Quality Assurance Agency November 2010. University of Wales, Newport Institutional Review

This strategy also recognises the challenge of improving retention and raising levels of student satisfaction and graduate employment, particularly in South East Wales. The strategy builds on the progress made over the period of the previous strategy outlined in section 1.5.

SECTION 2 - NEWPORT'S LEARNING AND TEACHING STRATEGY

2.1 University Strategic Plan

The University's Strategic Plan (USP) 2010/11 to 2014/15 "places learning and teaching at the very heart of its mission". This Learning and Teaching Strategy extends the themes outlined in section 8 of the USP, notably to develop the University's e-learning environment, embed internationalisation within the curriculum, develop employability skills and prepare students for professional practice, improve student retention and progression, and engage students as partners.

The strategy supports the achievement of institutional KPIs which are embedded within the USP, and addresses the priorities specified in paragraph 8.8 of the USP. The targets in this strategy are linked to the achievement of these priorities.

2.2 Key Aims

The key aims of this Learning and Teaching Strategy are:

- To provide a high quality learning experience.
- To support Lifelong Learning and enable students to personalise their learning.
- To enhance employability and enable graduates to be effective global citizens.
- To increase the availability of and participation in learning through the medium of Welsh.

These aims support the following institutional KPIs:

KPI 1

To provide a high quality learning experience.

KPI 4

A positive contribution to social justice.

KPI 5

A relevant and well-managed academic portfolio.

KPI 7

A positive contribution to the region's economy.

KPI 8

An increasingly international institution in outlook and activity.

KPI 10

A positive contribution to Welsh culture and Welsh Higher Education.

2.3 The Choice of Themes

The twin themes of social justice and supporting a buoyant economy have significant implications for the University's learning environment and the support it provides for its learners. The diversification of the student population demands increased flexibility and the provision of a broad range of support for students with increasingly diverse needs together with the development of those attributes which enable graduates to make a positive contribution to the global economy. This is reflected in the Strategy's aims.

The themes in this strategy recognise the impact widening access and the twin drivers of social justice and a buoyant economy will have on the nature of the student population at Newport and the achievement of this strategy's aims. They also reflect the Student Experience themes in HEFCW's Corporate Strategy³. There are many factors that affect the quality of the learning experience and a holistic view needs to be taken of the full learning experience. The themes selected are cross cutting and enable the University to engage with students as partners to enable it to understand and address their learning needs (section 2.2 KPI 1). Technology is all pervasive and will increasingly be the prime vehicle that enables students to personalise their learning and provide a learning environment which is more open, flexible and responsive (Sections 1.6 and 2.2 – key aims and KPI 1). A key element of the University's Strategic Plan is to 'foster, encourage and support the use of the Welsh language and Welsh medium provision' (USP paragraph 11.3), and is an institutional KPI (Section 2.2 KPI 10). Although not explicitly referred to in the other themes, this strategy's Welsh Medium theme pervades the other themes (e.g. by supported by technology to support learning through the medium of Welsh). Widening access is not only about providing more routes to enter HE (section 2.2 KPI 4), it is also about supporting the development of the necessary skills and knowledge that enhances their employment prospects within a global economy. (Section 2.2 KPIs 7 and 8)

Theme 1, Students as Partners, focuses on enabling students to be effective learners and to play an active role within the University and its community. The student voice and engaging with students as partners is key to enhancing the quality of the learning experience and ensuing that it is 'fit for purpose'. Digital technologies enable the opportunity for students to personalise their learning. The Digitally Enhanced Learning theme (DEL) provides the framework that underpins pedagogy, flexibility, accessibility, choice, assessment, and provides support for

³ HEFCW's Strategic Approach and Plan for Widening Access to Higher Education 2010/11 to 2012/13, page 2.

both staff and learners. The Employability and Employment theme focuses on the development of the twenty first century graduate who, it is anticipated, will have several careers over their working life and will need generic attributes and skills for professional practice now and in the future. This is extended in the Internationalisation theme that prepares graduates to be effective global citizens. Finally, the Welsh Medium theme provides the opportunity and support for students to learn through the medium of Welsh.

2.4 Learning Innovation and Professional Practice

The University launched its Centre for Excellence in Learning and Teaching (CELT) in 2008. This was a prime mover in the development of a pervasive culture of enhancing academic practice through research informed teaching. From 2011, this learning innovation and professional practice remit has been expanded to involve Learning and Teaching Enhancement, a newly formed Centre for Digitally Enhanced Learning (CDEL), Learning Support Centres on the University's Caerleon Campus and City Campuses, Study Advice and the Careers Service. Reflecting the need for enhanced technological skills, the Centre for Digitally Enhanced Learning (CDEL) will coordinate and facilitate digital learning enhancement. It will provide support for learners to enhance their IT literacy skills and enable them to access online support. CDEL will support staff development in the use of Moodle and applied digital technologies to enhance learning, teaching and assessment practice across the University. It will also support academic research in the application of digital technologies.

The CELT will ensure efficient and effective holistic support for staff, students and other stakeholders to maximise the quality of the student learning experience. It will be central to the implementation of the Learning and Teaching Strategy by providing a coordinated cross-University approach to support academic practice and continue to embed a research informed teaching ethos. It will provide support for learners to personalise their learning and enhance their future employability.

SECTION 3 -THEME 1 – STUDENTS AS PARTNERS

Aim

To engage students as partners in learning to enhance the quality of their learning experience.

Establishing, maintaining and developing a relationship between the University and the student population, which has a sense of collaborative partnership at its heart, requires all stakeholders to have a clear understanding of the uniqueness of the personalised Newport student learning experience and how to achieve excellence in its quality⁴. The University has been committed to working with students as partners for many years, e.g. the 2005 pilot in the School of Humanities to employ students as mentors which is now a University-wide project recruiting and training over 50 students per annum. The appointment of a permanent Student Representative Co-ordinator in the Students' Union in 2010/11 has led to a doubling of elected Course Representatives across the University. The Students' Union is committed to the WISE⁵ initiative with the full support of the University. The reality of students as partners at Newport also extends to relationships with employers from the private, public and voluntary sectors as well as with professional organisations and agencies. This is articulated in the Employability and Employment section of this strategy and the Widening Access Strategy of the University.

In order to strengthen the congruence between learning and teaching and widening access, the acknowledgement and understanding of student expectations and perceptions are central to establishing a high level of student engagement as they progress through their studies. Adopting an open and cooperative approach to communication throughout encourages the sharing of ideas, feedback and developmental opportunities. This establishes a genuine mutually beneficial partnership between staff, students and the institution that facilitates an excellent holistic student experience and requires the University to be nimble, agile and flexible by frequently consulting with and responding to the student voice within a timescale and framework that is meaningful for the individual student as well as the wider student population.

The Student as Partners theme seeks to engage student and staff groups across the institution to identify, design and establish initiatives that encourage and support students and colleagues in an active dialogue that develops collaborative opportunities that will see both parties taking ownership of the roles they play in shaping the learning experience.

⁴ HEFCW's strategic approach to the student experience: 2010-11 to 2012-13

⁵ <http://www.nus.org.uk/en/News/Events/Wales-Initiative-for-Student-Engagement-Project--WISE/>

The establishment of a student/academic research community will present greater opportunities to embark upon the establishment of an annual collaborative research conference developing further the knowledge, skills and employability of all participants.

The University has a well established culture of encouraging participation by Course Representatives in the quality assurance and enhancement of learning and teaching and of employing its own students during and after their studies. Student Mentors, Student Team Accommodation Representatives (STAR's), Student Ambassadors, International Orientation Assistants, Library work placements etc., already provide the institution with opportunities for the co-design and continued development of key services and, through the continued support of the institution, will continue to evolve and further align themselves with the changing needs of the student population during the coming years. This growing relationship has not only improved retention and progression; it has also brought into being the realisation of the value of students as advocates wherein the partnership on both sides matures to one of critical friendship and mutual support. This was stimulated by the Student Engagement⁶ project and taken forward across the University.

As a University with a commitment to its local communities, not only is the employability of the students following the completion of their studies important for the growth and development of global citizenship through active participation; it also enhances local communities. By this, students bring a third dimension to the partnership by relationship building with local community and voluntary sector organisations.

Student retention continues to be a priority and the importance of identifying and responding quickly to issues both at a corporate as well as individual level will be enhanced by the further development of the work of both the student representatives and the student mentors. In particular the information gathered at the Students as Partners Forum and the Student Survey "You said, we did" campaign will provide a quicker turn round of responses by the University to student feedback. The involvement of UHOVI and FE partner student representatives will enable consideration of issues relating to the transition and progress from FE to HE to be addressed in a student focussed manner.

Students will be encouraged at School level to be active participants in increasing their understanding of assessment and accreditation as active participants in meetings and contributing to the discussions to continuously improve quality. The further development of self and peer assessment will be researched in partnership with FE colleagues to enhance progression.

⁶ Student Engagement final report University of Wales, Newport:
<http://intranet2.newport.ac.uk/CELT%20L%20AND%20T%20GRANTS/PUBLISHED%20PAPERS/Pages/default.aspx>

This partnership with students will be crystallised in the creation of a collaboratively designed Student Charter which establishes students as active participants in shaping their learning experience alongside staff of the University. Initial research into best practice and the Student Charter has already been undertaken at Newport.⁷ The University Equality Action Plan further cements a commitment to students as partners as its implementation impacts on all aspects of discrimination and prejudice across the student and staff body. Policies and procedures that are created and reviewed with a student input through the committees of the University, via the Student Union, Course Representatives etc., articulate clearly the notion of students as partners in action.

The Students as Partners Forum will facilitate the implementation, evaluation and review of the targets set in this section of the strategy and formalise the commitments of all parties to achieving a high quality learning experience at the University of Wales, Newport.

7

How Would the Implementation of a 'Learning Agreement' Impact Student Expectation and Satisfaction?

<http://intranet2.newport.ac.uk/CELT%20L%20AND%20T%20GRANTS/PUBLISHED%20PAPERS/Pages/default.aspx>

SECTION 4 - THEME 2 – DIGITALLY ENHANCED LEARNING

Aim

To facilitate and enhance learning through digital technology.

This section of the strategy aims to influence and enhance the student learning experience by facilitating and brokering learning of staff, students and employers to integrate the pedagogically sound use of technology into the learning culture of the institution. There are two key priorities:

1. To further develop a staff and student workforce who are confident and competent in the use of digital tools to enhance the academic and pastoral provision of the institution.
2. To produce graduates with a high level of employability attributes and skills in the use of digital technologies in both the academic and working world. This is designed to maximize opportunities for graduate employment through effective skills development and confidence in their abilities.

The overarching theme is to enhance personalised learning through the development and delivery of programmes and courses where the appropriate and pedagogically sound use of digitally enhanced learning allows learners have the ability to choose the method, medium and timescale by which they access their learning.

To achieve this, a significant cultural shift will be progressed across the institution through:

- A clear Digitally Enhanced Learning (DEL) vision.
- A robust staff education and development programme re: Mode Neutral pedagogy and the pedagogically sound use of digital tools to facilitate this.
- Advertising the benefits of mode neutrality clearly to staff promoting (but not limited to) reduction in administration, an increase in the range of teaching styles, variety in assessment methodologies and enhancing the student experience.
- Robust training and support resources to be available to all staff at times and places which suit them best.
- Agreed bespoke action plans with clusters within the institution to ensure that modules and courses reach the mode neutral aims of the University and provide all students with the knowledge and skills to apply the effective use of digital tools in their graduate career.

Technological education and training to support pedagogical developments for staff and students will be led by and progressed through the Centre of Digitally Enhanced Learning (CDEL). Situated within the wider umbrella of the University's

Centre for Excellence in Teaching and Learning (CELT), CDEL will encourage the development of appropriate technological competences and confidences in stakeholders while also linking with initiatives across the broader pedagogical spectrum.

“Educators should now be striving to work with technologists to shape the learning technologies of the near future. Learners require web 2.0 technologies that are fit for purpose alongside pedagogies and practices that are too. Only then can the undoubted educational potentials of web 2.0 be fully realised.”

http://www.tlrp.org/tel/publications/files/2008/11/tel_comm_final.pdf

Institutional KPIs make reference to quality, which can be interpreted in a variety of different ways depending on the context in which it is discussed. However, in relation to DEL we are making reference to the following core beliefs which relate to the priorities for DEL.

All learners should have:

- Access to course materials, resources and activities irrespective of location.
- The opportunity to quickly attain a level of digital literacy sufficient to support their learning within the school and to enhance their employability when they leave.
- The ability to undertake their course programmes flexibly and at a pace that works best for them within regulatory parameters.
- The opportunity to engage with the institution at all levels, strategically, pedagogically and pastorally.
- The ability to customise (where possible) the delivery of learning resources to inform pedagogical styles.
- Equality of access to technical and pedagogical support regardless of geographical location and time zone.
- Access to a wide variety of learning resources which utilise different mediums but which have similar learning outcomes.

All Staff should have:

- The opportunity to quickly attain a level of digital literacy sufficient to support the learning needs of their students irrespective of geographical location.
- Bespoke training that is flexible to their needs, both on line and face to face, to enable them to deliver both blended and online distance learning where appropriate.
- Easy access to digital enhanced learning resources with flexible and responsive technical and pedagogical support.
- The ability to customise the IT environment to meet all of their accessibility requirements and those of their students.
- The opportunity to engage with emerging technologies to support or enhance learning and teaching where appropriate.

- An equality of opportunity and support in the use of technology enhanced learning irrespective of their mode of employment.

SECTION 5 - THEME 3 – EMPLOYABILITY, EMPLOYMENT AND GRADUATE ATTRIBUTES AND SKILLS

Aim

To enhance students' employability skills and to prepare them for employment.

Employability is defined by the CBI as:-

“..a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy.”

This section of the strategy enhances the work-focussed experience through facilitating and brokering learning of staff, students and employers. This has the goal of enhancing employability, employer engagement, employee learning and enterprise.

The University has made a public commitment to the enhancement of employability and enterprise through its Employability Statement and undertakes regular evaluation of progress. Entrepreneurial learning encourages individuals to:

- become entrepreneurs with the necessary skills to support business ventures;
- work within organisations to effect change, develop new ideas, procedures or products, innovate practice and enhance the business;
- effect social change through creative and innovative ways in not for profit organisations.

Working with the Higher Education Academy and active involvement in the HEA/HEFCW Graduates for our Future Strands⁸, the University will ensure that it is informed by and deploys the most innovative practice in this field.

The promotion of blends of pedagogical approaches enhanced by technological enablers will produce graduates with high levels of flexible and transferable attributes and skills. Assessment is increasingly applied in content, reflective in style and flexible in nature. This is intended to maximize graduate employment opportunities (including self-employment) through effective skills development yielding greater confidence in individual and group learning.

Employers are provided numerous opportunities to access our student and graduate labour pool. Events will continue to be held throughout the academic year for learners to link with employers, reflect on their employability attributes and thrive in the graduate labour market.

⁸ Learning for Employment, Learning in Employment

Employability and careers support will be delivered within and alongside the curriculum to support professional practice. A seamless approach will be assured through associated careers support with individual learners. A range of work based opportunities will continue to be promoted to learners as a complement to their curriculum offer using a variety of social media. This flexible approach will enable individual and collective engagement and intervention.

The curriculum will equip students for graduate level employment through creative thinking supported by academic theory and practical skills development. A partnership delivery philosophy will encourage academic and learning support staff and employers to work together to provide employability expertise and settings for learners from a variety of real-life scenarios. At subject level, this is illustrated by entrepreneurship, intrapreneurship and social entrepreneurship being incorporated into the curriculum in various ways. Central University support will ensure that this is positioned to maximize impact. This flexible approach will allow the effective integration of enterprise and entrepreneurship into the curriculum reflecting the range of different subjects taught at the University.

The University will continue its development of Foundation Degrees with information and targets included in its Course Portfolio Strategy since 2009. The UHOVI developments, One Wales activities and work based learning⁹ provide regional and national examples of the University's active commitment and engagement in this area.

The professional practice curriculum offer will be supported by work placements, company-hosted internships and University-hosted projects for undergraduate and postgraduate students. This will provide learners with opportunities to relate their academic learning to real-life situations while supported by those with appropriate experience and expertise. Placement and Employer Fairs provide opportunities for employers and students to progress discussion and explore opportunities for effective developments. In addition, volunteering is encouraged as a valuable source of professional practice.

Enterprise skill development will be considered through several internal and external cross-cutting perspectives, i.e. curriculum, pedagogy, assessment, resources, experience, research, staff support and learning support. These enable engagement through a variety of learning approaches, for example, traditional face-to-face learning, online learning and learning in the work place. Through its Bright Ideas Den, all students and recent graduates will continue to have the opportunity to be supported to overcome barriers to starting up in business with the opportunity to pitch for up to £1,000 to develop their business ideas. Space is provided for students and graduates to meet with mentors, receive training and locate resources to facilitate business starts.

⁹ See Widening Access Strategy

SECTION 6 - THEME 4 – INTERNATIONALISATION

Aim

To develop an international outlook and enable students to make a positive contribution to global society.

Our understanding of internationalisation is based upon:

‘the process of integrating an international/intercultural dimension into teaching, research and services functions across the institution’¹⁰

Knight. J (1994) *Internationalisation: Elements and Checkpoints*, Canadian Bureau for International Education, Ottawa

Some key foundations to consider when developing the internationalisation theme of the Learning and Teaching Strategy are to embed internationalisation into the core of the institution following on from the institution’s vision to be:

A bridge to the world (Section 1.2)

A related key aim of this Learning and Teaching Strategy is:

To enhance employability and enable students to be effective global citizens (Section 2.2).

Internationalisation is a process and through this strategy is considered through a number of cross cutting themes including curriculum, pedagogy, assessment, resources, employability and staff and learner support. By developing an inclusive curriculum with appropriate culturally inclusive approaches and learning practices, encouraging international experience through mobility and the development of intercultural competencies we seek to develop our students as global citizens. In developing these cross cultural competencies our students, both home and international are better prepared to enter the global marketplace.

The internationalisation theme has four key elements:

1. Internationalising the student population by increasing the number of international students
2. Student mobility
3. Internationalising the curriculum
4. Enabling staff to develop an international outlook

¹⁰ Knight. J (1994) *Internationalisation: Elements and Checkpoints*, Canadian Bureau for International Education, Ottawa

These elements are important to the University and to our students and staff as they further enhance the experience for all who study or work at Newport, and enable the University to embed internationalisation into the core ethos of the institution. To implement this Learning and Teaching Strategy theme each School will produce a more detailed and fluid 'School Internationalisation Template' that captures current internationalisation developments and assists colleagues in evaluating and enhancing the experiences of their students. These templates will be available on the Internationalisation sharepoint site and will provide a comprehensive summary of each School's activities and Performance Indicators are supporting internationalisation.

The rationale for this approach is based on research by Knight J. (for reference, see footnote on previous page) which identifies the internationalisation process as iterative. The University will use this process to identify and track internationalisation activities employed and engaged in across the institution. Without this we would not be able to plan and operationalise those activities we deem to be a priority for the University.

The Strategy recognises the intrinsic value of our international students, our collaborative partnerships overseas and the perspectives gained through these channels. The University is also committed to Education for Sustainable Development and Global Citizenship (ESDGC) and the Learning and Teaching internationalisation activities complement and strengthen the outcomes arising from the Welsh Government's ESDGC action plan. Internationalisation on campus and ESDGC within HE strive for the common goal of developing our graduates as global citizens who are well resourced to operate globally or locally after graduation.

The University will seek to raise the profile of ESDGC in the institution wherever possible, taking opportunities to enhance information for example on web pages and in accommodation and catering areas. University publications will include ESDGC activities on a regular basis. A member of the University Executive team is vested with responsibility for the ESDGC strategy and reports activity to the Academic Board, University Executive and University's Learning and Teaching Committee. This cross-university activity is included in the job description of the manager who acts as the University ESDGC 'Champion'. The manager works closely with the University Environmental Manager and liaises with the Students' Union officer with responsibility for sustainable development and global citizenship. The University has a Sustainable Development (SD) and Global Citizenship (GC) group which has representation from faculties and corporate departments as well as the Students' Union.

The University's strategy for ESDGC focuses on four main themes: Learning and Teaching; institutional management, partnerships and research, and monitoring. For learning and teaching the strategy encompasses making ESDGC explicit within the content and learning and teaching sections of validation and programme

documents, including programme and module specifications. The University's Learning and Teaching Committee and programme Boards of Study will consider ESDGC at least once during the year. Student surveys will include reference to ESDGC behaviours, attitudes and values. Induction and other relevant training programmes for staff will include an element of ESDGC awareness-raising, and staff handbooks will include sections on SD and GC. The Students' Union will provide opportunities, supported by the wider University, for students to engage in activities that enhance ESDGC. Where there are SD or GC initiatives, the University will seek to enhance the educational aspect of these. The University will also raise awareness of the nature and benefits of skills related to SD and GC, and link these explicitly to employability skills and wider graduate attributes.

Our Learning and Teaching Strategy works together with other institutional strategies and as a University with a strong commitment to Widening Participation we also recognise certain challenges to participation in traditional forms of student mobility as noted by HEFCW (HEFCW W11/17HE para 21) in that our students may have economic barriers and socio cultural reasons that prevent them from taking part in the more established full semester exchange opportunities and hence we are committed to offering a diverse range of short term or UK based internationalisation initiatives.

SECTION 7 - THEME 5 – WELSH MEDIUM

Aim

To make a positive contribution to Welsh Culture and to provide the opportunity for students to learn through the medium of Welsh.

7.1 Context

There is an expectation that all Wales based HEIs engage with a Welsh Medium teaching, learning and assessment strategy as defined by the Welsh Government and administered by the Coleg Cymraeg Cenedlaethol (the Welsh Federal College). The Coleg will become fully operational on 1 September 2011 and is a development of the Welsh Medium Higher Education Sector Group and the Centre for Welsh Medium Education and various other satellite initiatives to establish a National Development Plan for Welsh Medium Provision across Wales and offers a degree of monitoring and quality assurance through various networks.

The Coleg is a bold and confident statement. By centralising all Welsh Medium Provision monitoring and development a sense of common ground and collaboration can be developed within Wales - with a resulting sharing of a knowledge base and subject specialism.

There is a clear desire to retain students with Welsh as a first language within Wales by offering a more varied portfolio of degree options and to develop a credible, international education profile. There is also clearly a drive to enshrine Welsh as a noted and serious academic language with appropriate probity.

The Coleg's stated short-term aim is to develop an awareness of Welsh Medium delivery, to encourage each Welsh HEI to strategically explore and develop areas of undergraduate and post-graduate portfolio development and to reflect on how existing relationships with Welsh Medium Comprehensive and FE institutions can best be exploited within this aim.

The Coleg offers granting opportunities to develop curriculum and practice or research based projects within a subject context as well as the opportunity for fee bursaries if a HEI offers a percentage of its modules within a given programme though the medium of Welsh.

Additionally as the Coleg develops its profile there will be granting available for postgraduate study and PGCert development through the medium of Welsh - specifically within areas where there is a noted shortage of Welsh Medium teachers. It is important to note that South East Wales is one such region.

To date curriculum and project development has been funded and monitored through subject related network panels ('Paneli Maes' or 'Paneli Rhwdwaeth')

which meet regularly within a pan-Wales agenda. The University of Wales, Newport will continue to make a full contribution.

It is to be noted that geographically Newport and its immediate surroundings has not traditionally been regarded as a strong geographical centre for Welsh speaking and Welsh Medium Education. The last ten years has seen an increase in demand for Welsh Medium Primary and Secondary Education which has been best served by the development of various primary schools and with the establishment of main Comprehensive Schools centres in Gwynllyw and Cwm Rhymni.

Statistically Gwent and the 'Valleys' has an increasing Welsh Speaking population. Various studies conclude that this is due to a stronger identity to and an awareness of 'Nationhood' and that the expansion of Cardiff as a city has swelled geographically into areas of Newport and its environs - making Gwent and the Heads of the Valleys a viable commuting option. Such socio-political changes fundamentally have influenced a shift in the region's demographic.

The University will engage fully with the Coleg's expectation and increase its Welsh Medium provision.

7.2 Expectations and Challenges

The University will build upon its already established practices which have resulted in fellowships and module development within Welsh Medium Delivery.

Within the published Coleg strategic plan Centres are encouraged to review their portfolio and find common ground and shared resource with other Welsh HEIs to develop new modules within a Welsh Medium structure. HEIs are also encouraged to reflect on their own geographical location and service to the community to plan modules and programmes that enhance already existing English provision. Such areas for the University could include The Creative Industries, Law, Education, Social Work and Counseling as well as typical STEM subjects.

The Coleg is aware of and sympathetic to the challenges that each HEI faces in developing its aims which vary from region to region. In the University's case there is a noted shortage of staff members who can confidently speak, write and deliver academically through the medium of Welsh to an appropriate standard and is a development priority. The Coleg offers fellowships within subject areas to help establish and grow a teaching provision and intends to develop and maintain a network and register of subject related visiting lectures and emerging teachers as its various schemes and enhancements develop.

An additional challenge, more generally felt in the University and across Wales is that Welsh speaking students are often reluctant to identify themselves as such if a Centre does not support a social, pastoral and cultural Welsh position.

With this in mind the Coleg through its Subject Panels suggest the following areas for focus within a short, mid and long-term strategic plan:

1. A focus on retaining existing Welsh Medium Provision and its related resources.
2. A review and audit of existing staffing that is able to deliver in Welsh or might do so with suitable staff development.
3. A review and plan to develop undergraduate provision on a relevant module-by-module basis.
4. An encouragement to bid for appropriate subject level funding to develop new curriculum or facility base through fellowships or project applications.
5. A desire that specific subject areas develop their own published Welsh language terminology.
6. A desire that all Centres make effort to expand their registered Welsh speaking students base and in doing so enhance the value and awareness of Welsh Medium Provision.
7. That Centres work together in collaboration to share resources and develop new curriculum with a view to utilizing new technology and teaching methodology. The ultimate aim being the creation of 'Centres of Subject Excellence'.

In order to advance its strategy for Welsh Medium, the University will engage with the Coleg to take its strategic plan forward. Achieving this will require enhancement of resources such as the MLE/Moodle, internal and external documentation, quality procedures and University regulations. The Coleg acknowledges this and there is a desire for it to act as a support and common ground for each Centre as it moves towards these aims.

In addition the University will be pro-active in working with its local FE providers such as 'Coleg Gwent' in terms of curriculum and portfolio development and sharing 'best practice'. It is intended that the University develops a strategic partnership with Coleg Gwent which will enable progression routes to be established that strengthen the provision for Welsh Medium Learners.

SECTION 8 - MANAGEMENT OF THE LEARNING AND TEACHING STRATEGY

8.1 Overview

The University is committed to regularly reviewing and updating the Learning and Teaching Strategy to reflect the changing environment and new developments both internally and externally. In identifying the strategic priorities for the period 2011/12 – 2013/14, the University has specified a number of activities which have been derived from the strategy's aims and are themes on which the University will concentrate its efforts. It has also assessed the timescale for implementation of the various tasks involved together with the resources required and the appropriate responsibilities.

In recognition of the far-reaching implications of a Learning and Teaching Strategy, the formal approval process of the Learning and Teaching Strategy rests with Academic Board. This Strategy has been approved by the University's Academic Board.

8.2 Implementation of the Learning and Teaching Strategy

The Deputy-Vice Chancellor (Learning Support) has been responsible for leading and co-ordinating the development of this strategy with the support of staff and students from across the University. The implementation of the strategy is of necessity owned at a number of levels and its impact is considered on specific committee/groups/working parties managing a range of initiatives. The Learning and Teaching Committee (Annexe A), which includes student representatives and representation from the teaching staff and support departments, is actively responsible for its implementation, monitoring and evaluation. This Committee reports to Academic Board.

8.3 Monitoring and Evaluation

Monitoring and Evaluation of the Learning and Teaching Strategy will be measured against its own targets. The ways in which the strategy becomes embedded in the institution will be demonstrated by means of the normal quality assurance and enhancement procedures. The annual monitoring and review process in particular is designed to identify actions required by faculties, schools and support departments.

Mechanisms to enable change to the strategy in the light of good practice are formally embedded within the annual monitoring and review process and part of a dynamic process of quality enhancement.

8.4 Supporting Staff

Through its constituent elements¹¹, the CELT will play a central role in supporting staff to implement this strategy. It will support research informed teaching and innovation in pedagogic practice through Learning and Teaching Grants, Learning and Teaching Awards, workshops, conferences and the CELT journal. All new staff will complete the PG Cert HE and existing staff supported to become HEA Fellows. All academic staff who have been employed for longer than two years will have either completed the PG Cert HE or have a HEA Fellowship by the end of 2012. This will enable the University to engage with and align itself with the UK Professional Standards Framework and will further develop its processes when the new Framework is published .

8.5 Quality Assurance and Enhancement

The principle purpose of quality management is to robustly ensure that the standards of its programmes are externally benchmarked and appropriate to their related awards, and that the quality of the student experience is assured and enhanced. Quality assurance and quality enhancement are inextricably linked.

The Academic Standards Committee (ASC) has responsibility for maintaining the University's quality assurance framework, including academic regulations and mandatory procedures. It will ensure that the information set required for external reviews (including Institutional Review) is co-ordinated and that the outcomes of reviews, both internal and external are addressed in order to maintain, develop and enhance quality. The outcomes of reviews will and other key institutional risks are recorded on the risk register which is monitored through the University's executive and Board of Governors.

The University's definition of quality enhancement is 'The process of taking deliberate steps to improve the quality of the student experience'. The University's approach to enhancement is reflected in the terms of reference of the Learning and Teaching Committee (Annexe A), which set out its responsibility for the development of learning and teaching practices that support the implementation of the Learning and Teaching Strategy and for the encouragement and support of quality enhancement more generally.

Public Information, including costs of study, for potential and current students will be monitored through the University's QA procedures. In future, the University will participate in providing a Key Information Set (KIS) for each of its programmes. Graduates already receive a Diploma Supplement and this will be supplemented by a HEAR as these are introduced across UK.

¹¹ Learning and Teaching Enhancement, the Centre for Digital Enhanced Learning, Learning Centre (Caerleon), Learning Centre (City Campus), Study Advice and Careers

8.6 National Student Survey (NSS)

Feedback from students on their learning experience is a fundamental component of quality management. The University's Key Performance Indications (KPIs) include an 'overall NSS satisfaction' rating which is equal to or greater than the comparative score for the UK and KPIs which relate to each of the six sections in the NSS. Ultimately, the Board of Governors monitor the institution's KPIs. The Learning and Teaching Committee will review the outcomes of the NSS and produce and monitor action plans. NSS results will be supplemented with the results of an institutional survey that will focus on the same areas as the NSS.

8.7 Outcomes

Progress towards the implementation and achievement of the Learning and Teaching Strategy will be measured against targets which are listed in Annexes B and C. These will be reviewed twice a year by the Learning and Teaching Committee and new targets introduced as appropriate following each annual review of the Strategy.

8.8 Equality Impact Assessment

An Equality Impact Assessment of the Learning and Teaching Strategy 2011/12-2013/14 has been undertaken. The Deputy Vice Chancellor (Learning Support) is responsible for the development and monitoring of the strategy through the University's Learning and Teaching Committee (terms of reference and Membership included in Annex A of the strategy).

The strategy has been developed alongside the University's institutional strategy to "enhance the quality of the student experience for a student population that will continue to evolve and change".

The Learning and Teaching Committee has members from across the institution, the majority having direct contact with students for either teaching, learning support or service provision. Students are represented by student members of the Students' Union on the Committee, and the Students' Union Education and Welfare Officer and the Course Representative Co-ordinator have been involved in the development of the strategy.

One of the key themes of the strategy is in relation to the provision of choice for students to enable them to "shape their learning experience to meet their particular needs". Although further assessment and monitoring will be undertaken to ensure that this is translated into practice and applied equally to students protected by one or more of the protected characteristics, the ability to personalise learning should avoid adverse impact on any equality groups.

One of the themes of the strategy is preparing graduates to become 'global citizens' which when translated in to practice e.g. through internationalisation of the curriculum, will assist the University in meeting one the General Duties of the Equality Act 2010 in terms of "fostering good relations between people of different groups".

The involvement of "Students as Partners", another theme of the strategy, is key to ensuring that the views of students covered by the protected characteristics are taken into account in the further development and monitoring of the Strategy. Additionally, student feedback on how the strategy is translated into practice will provide the evidence needed to allow a more comprehensive assessment to take place and inform the equality objectives of individual faculties and departments. Further details of the Equality Impact Assessment are available from the University.

SECTION 9 - ANNEXES

Annexe A Learning and Teaching Committee Terms of Reference and Membership¹²

LEARNING AND TEACHING COMMITTEE SUB COMMITTEE OF ACADEMIC BOARD

TERMS OF REFERENCE

1. To provide a forum for the development of improved and innovative learning and teaching practices within the University of Wales, Newport encompassing skills, employability and business related issues.
2. To develop and facilitate the implementation of the Learning and Teaching Strategy for the University of Wales, Newport.
3. To promote the development of independent and lifelong learning encompassing skills, employability and business related issues.
4. To coordinate support for student learning encompassing skills, employability and business related issues.
5. To provide support and encouragement for the enhancement of quality within the University of Wales, Newport, identifying and disseminating good practice internally and externally.
6. To support and fund innovative projects in support of the above.
7. To report to the Academic Board.

Membership

- The DVC (Learning Support) (Chair)
- The Director of Learning and Information Services (Deputy Chair)
- The Deputy Director Business Development and Planning
- The Director of the Centre for Excellence in Learning and Teaching
- The Director of Academic Development and Planning
- The Associate Deans (Learning and Teaching)
- One member of the academic staff from each School, nominated by the School Committees, not otherwise serving on a corporate committee
- The Director of the Centre for Community and Lifelong Learning and his/her nominee.

¹² NB. The terms of reference and membership are being reviewed as part of a review of the University's Committee Structure and changes in the University's Management Structure. New terms of reference and membership will be introduced in 2011/12.

- The President of the Students Union or her/his nominee selected from the sabbatical officers
 - The Associate Dean of International Affairs
 - The Associate Director, (Organisation Design and Development)
 - The Head of Student Services
 - The Dean of Research and Graduate Studies
-
- Not more than 5 members, who shall have voting rights, co-opted by the Chair to ensure balance and representation from across the University of Wales, Newport

Servicing officer

A member of the Quality Assurance Unit

Annexe B Guidance for the production of School Learning and Teaching Strategies – Short-term Outcomes Template

Area of Strategic Focus <i>e.g. retention, part-time student engagement</i> B1	Actions to achieve outcomes	2011/12 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>	Approximate financial resources allocated to this area¹³ (See Appendix 1)
A high quality student experience	Students satisfied with the quality of their programme of study.	In 2011/12 the University Student Satisfaction Survey ≥85.5% Satisfaction (84.9% in 2011). Responsible: DVC (Learning Support).	
A high quality student experience	Students satisfied with the quality of learning and teaching.	In 2011/12 the University Student Satisfaction Survey ≥88% Satisfaction (87.5% in 2011). Responsible: DVC (Learning Support).	
A high quality student experience	Students satisfied with the quality of assessment and feedback.	In 2011/12 the University Student Satisfaction Survey ≥86% Satisfaction (85.5% in 2011). Responsible: DVC (Learning Support).	
A high quality student experience	Students satisfied with the quality of academic support.	In 2011/12 the University Student Satisfaction Survey ≥86% Satisfaction (85.9% in 2011). Responsible: DVC (Learning Support).	
A high quality student experience	Students satisfied with the quality of organisation and management.	In 2011/12 the University Student Satisfaction Survey ≥80% Satisfaction (79.5% in 2011). Responsible: DVC (Learning Support).	
A high quality student experience	Students satisfied with the quality of learning resources.	In 2011/12 the University Student Satisfaction Survey ≥88% Satisfaction (87.2% in 2011). Responsible: DVC (Learning Support).	
A high quality student experience	Students satisfied with the quality of experience of personal development.	In 2011/12 the University Student Satisfaction Survey ≥87% Satisfaction (86.2% in 2011). Responsible: DVC (Learning Support).	
Students as Partners	To reduce the first year drop-out rate to	2008-09 Wales average 9.2%. Responsible:	

¹³ See Appendix 1

ANNEXE B TO THE LEARNING AND TEACHING STRATEGY

Area of Strategic Focus <i>e.g.</i> <i>retention, part-time student engagement</i> B1	Actions to achieve outcomes	2011/12 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>	Approximate financial resources allocated to this area ¹³ (See Appendix 1)
(Student retention)	the 2008-09 UK average.	DVC (Learning Support)	
Students as Partners (Student retention)	To meet the 'For our Future' target for module completion.	Progress towards the 2012/13 target from module completion (86.7% in 2009/10; target 88.5% in 2011/12). Responsible: DVC (Learning Support)	
Students as Partners	Include students as members of validation and review panels.	In 80% of reviews held from 1 August 2011 to 31 July 2012. Responsible: University Registrar.	
Students as Partners	To create a Students as Partners Forum where new initiatives will be monitored, reviewed and reported to the Learning and Teaching Committee of the University of Wales, Newport.	To be implemented by 1 st October 2011 Responsible: Head of Student Services.	
Students as Partners	Publish by 1 st July 2012 an agreed Student Charter that establishes students as active participants in shaping their learning experience.	Charter published by 1 st July 2012. Responsible: DVC (Learning Support).	
Students as Partners	Achieve greater consistency of engagement and distribution of student representatives across the faculties increasing the impact of the student voice.	Implement new training programme for student representatives and introduce (at least) monthly forums for representatives. Responsible: Course Representation Coordinator.	
Students as Partners	To improve the "You said ... we did" rolling campaign that responds to positive and negative student feedback and improves student satisfaction.	A new campaign commenced in October 2011 to respond to the NSS. Responsible: DVC (Learning Support)	
Students as Partners	Targeting support from pre-entry contact	3 student mentors recruited and trained to	

Area of Strategic Focus <i>e.g. retention, part-time student engagement</i> <i>B1</i>	Actions to achieve outcomes	2011/12 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>	Approximate financial resources allocated to this area¹³ (See Appendix 1)
	onwards and focus mentor activity on students at risk of drop-out.	provide specialist support for 'at risk students'. Responsible: Student Advice and Mentor Manager	
Students as Partners	Student Services with SU/NUS and Mentors to promote and support physical and emotional wellbeing throughout the student body.	A campaign to launch this initiative undertaken during 2011/12. Responsible: Deputy Head of Student Services (as part of the Healthy Campus initiative).	

Area of Strategic Focus <i>e.g. retention, part-time student engagement</i> B2	Actions to achieve outcomes	2011/12 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>	Approximate financial resources allocated to this area ¹⁴
Digitally Enhanced Learning	Form a community of practice to enable increased shared digital curriculum practice both internally and with external partners.	Formed by May 2012 Responsible: Head of CDEL	
Digitally Enhanced Learning	Increased focus on the digital context of programmes, and assessment methodology and student support in programme validation and review.	Procedures in place by May 2012 Responsible: DVC (Learning Support)	
Digitally Enhanced Learning	Internal and external research of digitally enhanced learning to inform development of practice, disseminated to staff through workshops and modern technological delivery, providing direct support for academic staff.	5 Dissemination events held by May 2012 Responsible: Head of CDEL	
Digitally Enhanced Learning	An online staff hub be developed to provide bite size training in the use of DEL practice, tools and learning support.	Hub active by May 2012 Responsible: Head of CDEL	
Digitally Enhanced Learning	Development of a support programme for staff to:- <ul style="list-style-type: none"> • To increase the integration of digital tools into the learning culture of the institution. • To include innovative diversity in assessment practice which maintains the same level of quality as traditional assessment practices – this will impact on the <i>validation</i> 	Programme launched by May 2012 Responsible: Head of CDEL	

¹⁴ See Appendix 1

ANNEXE B TO THE LEARNING AND TEACHING STRATEGY

Area of Strategic Focus <i>e.g. retention, part-time student engagement</i> <i>B2</i>	Actions to achieve outcomes	2011/12 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>	Approximate financial resources allocated to this area ¹⁴
	<i>and review practice.</i>		
Digitally Enhanced Learning	Digital enhancement through support for academic staff in offering video / audio feedback to students as well as traditional written form.	1 workshop for staff and at least 20 staff supported directly by May 2012 Responsible: Head of CDEL	

Area of Strategic Focus <i>e.g. retention, part-time student engagement</i> B3	Actions to achieve outcomes	2011/12 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>	Approximate financial resources allocated to this area ¹⁵
Employability & Employment	Increased quality of learning and teaching in work focused activities: Comment: This will include employability developments such as volunteering, shadowing, projects, briefs, even clubs and society involvement via the S.U, engagement with Go Wales, part time work etc. although there are no individual targets. More work/links across this domain would be helpful.	Benchmark in internal Student Survey in May 2012. Responsible: Director of CELT	
Employability & Employment	Increased quality of assessment and feedback in work-focused activities.	Benchmark in internal Student Survey in May 2012. Responsible: Director of CELT	
Employability & Employment	Increase in number of enrolments to accredited work placement or enterprise modules or both.	Benchmark by May 2012. Responsible: Director of CELT-	
Employability & Employment	Increased employment rate of graduates for FT 1st degree graduates, the % employed or in further study (annual DLHE study). Comment: Graduate Employability can be measured not just through the work/study capture of the P.I (currently 88%), but also the nature of those who are in work in terms of the perceived level of their job in graduate terms.	Progress towards 2012/13 target (88% in 2010/11, 89% in 2011/12). Responsible: Director of CELT	

¹⁵ See Appendix 1.

Area of Strategic Focus <i>e.g. retention, part-time student engagement</i> <i>B3</i>	Actions to achieve outcomes	2011/12 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>	Approximate financial resources allocated to this area¹⁵
	Using the favoured model of measurement put forward by Elias and Purcell in their report 'Seven Years On: Graduate Careers in a Changing Labour Market. There has been an approximate 10% decrease over the last 3 years of students in graduate jobs.		

Area of Strategic Focus <i>e.g. retention, part-time student engagement</i> B4	Actions to achieve outcomes	2011/12 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>	Approximate financial resources allocated to this area ¹⁶
Internationalisation An increasingly international institution in outlook and activity	An increase in the number of students from non-UK EU countries	Progress towards 2012/13 (635 in 2009/10; 675 in 2011/12). Responsible: Dean of International Affairs	
Internationalisation An increasingly international institution in outlook and activity	International student satisfaction: 'would you recommend the University to other students thinking of applying here?'	International student satisfaction as recorded by ISB surveys to be higher than the results recorded in 2010 for Newport of 76.7%. Responsible: Dean of International Affairs	
Internationalisation An increasingly international institution in outlook and activity	Mobility: EU/Erasmus, short, N American, and other Anglophone exchanges (by headcount).	<ul style="list-style-type: none"> • Increase from x3 (10/11) to x10 (11/12) outgoing single semester exchange students. • Each Faculty to engage in at least one short term group exchange visit in 2011/12 Responsible: Executive Deans & Dean of International Affairs	
Internationalisation	Support staff in internationalisation activities by: <ul style="list-style-type: none"> • L&T grants with a focus on internationalisation CELT • staff participation in international conference and joint research projects CELT, working with international collaborative partners on joint academic and professional 	Undertake: <ol style="list-style-type: none"> 1. Learning & Teaching Grant 2. CELT Projects 3. Workshops to support staff development Responsible: Director of CELT/Dean of International Office	

¹⁶ See Appendix 1

Area of Strategic Focus <i>e.g. retention, part-time student engagement</i> <i>B4</i>	Actions to achieve outcomes	2011/12 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>	Approximate financial resources allocated to this area ¹⁶
	practice projects to enhance the international student experience		
ESDGC	Ensure that all quinquennial reviews from consider the extent to which ESDGC is embedded in the curriculum.	Implement from September 2011 Responsible: Deputy Vice Chancellor (Learning Support)	
ESDGC	Establish an ESDGC Group to report to the Learning and Teaching Committee chaired by the Dean of the Faculty of Education and Social Sciences.	Implement from November 2011 Responsible: Deputy Vice Chancellor (Learning Support)	
ESDGC	The University's Learning and Teaching Conference to have at least one session devoted to ESDGC.	Implement June 2012 Responsible: Director of CELT	
ESDGC	Align ESDGC competences with employability skills.	Implement June 2012 Responsible: Dean of the Faculty of Education and Social Sciences	

Area of Strategic Focus <i>e.g. retention, part-time student engagement</i> B5	Actions to achieve outcomes	2011/12 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>	Approximate financial resources allocated to this area ¹⁷
Welsh Medium	Evaluate the subjects that could be delivered through the medium of Welsh through the Coleg by 31 July 2012.	By August 2012 Responsible: Chair of our Coleg Cymraeg Cenedlaethol Branch.	
Welsh Medium	Internal audit of staff: Identify the current staff resources available in the University to deliver curriculum through the medium of Welsh.	Audit by May 2012 Responsible: Chair of our Coleg Cymraeg Cenedlaethol Branch.	
Welsh Medium	Select the subject centres that will form the core of the University's Welsh Medium Delivery (January 2012).	By May 2012. Responsible: Chair of our Coleg Cymraeg Cenedlaethol Branch.	
Welsh Medium	Internal audit of resources: Identify the Learning Resources that would support the delivery of Welsh Medium Provision (Mle, Moodle, library provision etc).	By May 2012 Responsible: Head of CDEL.	
Welsh Medium	Audit current students who are Welsh speakers enrolled on all modules to evaluate the likely uptake of tutorials through the medium of Welsh for targeted areas of growth.	August 2012 Responsible: Chair of our Coleg Cymraeg Cenedlaethol Branch.	
Welsh Medium	Identify staff to apply for Fellowships to Welsh Federal Coleg to develop areas of growth in subject delivery.	May 2012 Responsible: Chair of our Coleg Cymraeg Cenedlaethol Branch.	
Welsh Medium	Identify potential partners in Welsh FE and HEI who could collaborate in the delivery of Welsh medium modules.	July 2012 Responsible: Chair of our Coleg Cymraeg Cenedlaethol Branch.	

¹⁷ See Appendix 1.

Area of Strategic Focus <i>e.g. retention, part-time student engagement</i> B6	Actions to achieve outcomes	2011/12 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>	Approximate financial resources allocated to this area ¹⁸
Supporting Staff	Support staff undertaking Higher Degrees and training opportunities.	At least 60 staff supported in 2011/12. Responsible: DVC (Academic).	

¹⁸ See Appendix 1.

Area of Strategic Focus <i>e.g. retention, part-time student engagement</i> <i>B7</i>	Actions to achieve outcomes	2011/12 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>	
Quality Assurance	Positive Periodic QAA Reviews.	No matters of concern. Responsible: DVC (Learning Support).	
Quality Assurance	No matters of concern raised by QAA regarding overseas activity.	No matters of concern. Responsible: DVC (Learning Support).	
Quality Assurance	The University will fully implement HEFCW guidance on circulars on Key Information Sets (KIS) and produce KIS for all undergraduate courses to be published in September 2012.	KIS published for all undergraduate courses. Responsible: DVC (Learning Support).	
Collaboration	The University will engage with the regional agenda and will collaborate with other universities in pan-Wales forums for Learning and Teaching, such as WIG.		
Collaboration	The University will work with its regional partners to reduce nugatory duplication.		

Learning and Teaching Strategy

FINANCIAL RESOURCE ALLOCATION 2011/12

Area of Strategic Focus	£
A high quality student experience	195,210
Students as Partners	130,190
Digitally Enhanced Learning	340,818
Employability and Employment	158,432
Internationalisation/ESDGC	258,972
Welsh Medium	15,000
Supporting Staff	65,000
Quality Assurance	10,000

Annexe C Guidance for the production of School Learning and Teaching Strategies – Medium-term Outcomes Template

Area of Strategic Focus <i>e.g.</i> <i>retention, part-time student engagement</i> C1	Actions to achieve outcomes	2012/13-2013/14 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>
A high quality student experience.	Satisfaction with programme of study.	In 2012/13 the University Student Satisfaction Survey \geq 86.6% Satisfaction (84.9% in 2011). Responsible: DVC (Learning Support)
A high quality student experience.	Satisfaction with the quality of learning and teaching.	In 2012/13 the University Student Satisfaction Survey \geq 89.3% Satisfaction (87.5% in 2011). Responsible: DVC (Learning Support)
A high quality student experience.	Satisfaction with the quality of assessment and feedback.	In 2012/13 the University Student Satisfaction Survey \geq 87.2% Satisfaction (85.5% in 2011). Responsible: DVC (Learning Support)
A high quality student experience.	Satisfaction with the quality of academic support.	In 2012/13 the University Student Satisfaction Survey \geq 87.6% Satisfaction (85.9% in 2011). Responsible: DVC (Learning Support)
A high quality student experience.	Satisfaction with the quality of organization and management.	In 2012/13 the University Student Satisfaction Survey \geq 81.1% Satisfaction (79.5% in 2011). Responsible: DVC (Learning Support)
A high quality student experience.	Satisfaction with the quality of learning resources.	In 2012/13 the University Student Satisfaction Survey \geq 88.9% Satisfaction (87.2% in 2011). Responsible: DVC (Learning Support)
A high quality student experience.	Satisfaction with the quality of the experience of personal development.	In 2012/13 the University Student Satisfaction Survey \geq 87.9% Satisfaction (86.2% in 2011). Responsible: DVC (Learning Support)
Student Retention	To improve Student progression.	First to second year HE retention rates (100% less 'not in HE' rate) to increase from 88% (based on 2008/09 entrants) to 92% 2012/13. Responsible: DVC (Learning Support)
Student Retention	To improve module completion.	A module completion rate of 90% by 2012/13. Responsible: DVC (Learning Support)

Area of Strategic Focus <i>e.g. retention, part-time student engagement</i> C1	Actions to achieve outcomes	2012/13-2013/14 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>
Students as Partners	Engage students as partners and enhance the student voice through strengthening student pastoral care with student mentors.	One hundred student mentors will be recruited in 2012/13 (52 in 2010/11). Responsible: Head of Student Services
Students as Partners	Student “peer to peer” support.	Recruit 30 Peer Study Leaders to provide voluntary peer assisted study support in 2012/13. Responsible: Head of Student Services
Students as Partners	Provide support for students with disabilities/ALN, BME students, part time, mature students and LGBT students.	In 2012/13 establish a new credit bearing training module for all mentors covering key issues, e.g. equality, accessibility, gender, age, sexual orientation, ethnicity. (For Our Future, paragraph 54). Responsible: Head of Student Services

Area of Strategic Focus <i>e.g. retention, part-time student engagement</i> C2	Actions to achieve outcomes	2012/13-2013/14 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>
Digitally Enhanced Learning	Make the acquisition of digital literacy skills a core component of the first year undergraduate experience so that students are able to use digital technologies to access on-line learning resources and support by 2012/13 (For Our Future, paragraph 5, HEFCW Corporate Strategy, pages 9, 10 & 12).	1,350 students by 2012/13. Resources in place by 2012/13. Responsible: Head of CDEL
Digitally Enhanced Learning	Students are able to personalize their learning by providing the opportunity for them to use digital technologies to access and support their learning by 2014/15 (For Our Future, HEFCW Corporate Strategy, pages 9, 10 & 12).	Resources in place by 2014/15. Responsible: Head of CDEL
Digitally Enhanced Learning	Programme design and delivery methods to consider Key Digital Literacy skills.	Digital learning is a common first year student experience. Responsible: Head of CDEL
Digitally Enhanced Learning	The expansion of the electronic means of delivery will allow greater flexibility of access.	The percentage of modules delivered, or made available electronically (e.g. on Moodle) will be 45% of the University's undergraduate provision Responsible: Head of CDEL

Area of Strategic Focus <i>e.g. retention, part-time student engagement</i> C3	Actions to achieve outcomes	2012/13-2013/14 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>
Employability and Employment	Graduate employment and/or further study.	The percentage of full-time first degree graduates employed, studying or both six months after leaving (as recorded by the annual DLHE survey) is 89.9% by 2012/13 (88% in 2010/11). Responsible: Director of CELT
Employability & Employment	Work based learning.	To achieve over 600 enrolments per year on bite sized community and workplace learning programmes (in addition to any UHOVI programmes) from 2012/13, currently 300 per year. Responsible: Director of CELT
Employability & Employment	Increase the take-up of Enterprise module containing core 'employability skills' and/or obligatory work placements.	60% coverage of undergraduate population from 40% baseline. (FoF: section 21). Responsible: DVC (Academic)
Employability & Employment	From 2012/13 20 relevant work experience opportunities will be provided for part-time learners from low income backgrounds in collaboration with Community First partnerships (For Our Future, paragraph 60, HEFCW Corporate Strategy, pages 15 and 16).	Opportunities provided. Responsible: DVC (Academic)
Employability & Employment	Support for students from low income backgrounds.	Ten academic enhancement bursaries will be provided for students from low income backgrounds to support extra curricular activities that develop employability skills (For Our Future, paragraph 60, HEFCW Corporate Strategy, pages 15 and 16). Responsible: DVC (Academic)
Employability & Employment	Increase the quality of learning and teaching in work focussed activities.	2% improvement over 2011/12 Responsible: Director of CELT.
Employability & Employment	Increase the quality of assessment and	2% improvement over 2011/12 Responsible: Director of CELT.

Area of Strategic Focus <i>e.g. retention, part-time student engagement</i> C3	Actions to achieve outcomes	2012/13-2013/14 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>
	feedback in work-focussed activities.	
Employability & Employment	Offer either a work placement or enterprise module to 50% of our full time undergraduate and non-degree students (to around 1,900 students by 2012/13 from current 40% baseline).	Approx. 40% of FT degree and non-degree students. To 50% by 2012/13 and 60% by 2016/17. Responsible: Director of CELT.

Area of Strategic Focus <i>e.g. retention, part-time student engagement</i> C4	Actions to achieve outcomes	2012/13-2013/14 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>
Internationalisation	Ensure that all programme reviews from 1 September 2012 consider the extent to which the curriculum is internationalized.	All programme reviews. Responsible: DVC (Academic)
Internationalisation	An improvement to international student satisfaction based on the likelihood of recommendation to a friend (iKPI 8.1.d).	International student satisfaction as recorded by ISB surveys to be higher than the result recorded in 2010 for Newport of 76.7% (iKPI 8.1.d). Responsible: Dean of International Affairs
Internationalisation	Increase the number of international students (non-EU) from 7.9% to 10% of the total number of full time students at the University.	10% of the full time student cohort is international. Responsible: Dean of International .Affairs.
Internationalisation	Increase international EU student registrations by 10% from 635 in 2009/10 to 700 in 2012/13. (Institutional KPI: 8.1.a; 8.1.b); HEFCW Target 5).	700 EU student registrations Responsible: Dean of International Affairs.
ESDGC	ESDGC consideration to form part of the Standing Validation Panel's programme approval.	Implement in 2012/13 Responsible: DVC (Learning Support)
ESDGC	ESDGC Group to review the suitability of adapting the LiFE Index tool for measuring the implementation of SD and GC within the curriculum and in learning and teaching.	If suitable, implement in 2012/13 Responsible: Dean of Faculty of Education and Social Sciences

Area of Strategic Focus <i>e.g.</i> <i>retention, part-time student engagement</i> C5	Actions to achieve outcomes	2012/13-2013/14 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>
Welsh Medium A positive contribution to Welsh culture and Welsh Higher Education	The number of students studying one or more modules through the medium of Welsh greater than 128.	Number of students greater than 128. Responsible: Chair of our Coleg Cymraeg Cenedlaethol Branch.

Area of Strategic Focus <i>e.g.</i> <i>retention, part-time student engagement</i> C6	Actions to achieve outcomes	2012/13-2013/14 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>
Supporting Staff	Support staff undertaking Higher Degrees and training opportunities.	At least 120 staff supported over the period 2012/13 to 2013/14. Responsible: DVC (Academic).
Supporting Staff	All academic staff who have been employed by the University for over 24 months to be either members of HEA or have an HE teaching qualification by the end of 2012/13 academic year.	All academic staff members of HEA or have a HE teaching qualification. Responsible: DVC (Learning Support).

Area of Strategic Focus <i>e.g. retention, part-time student engagement</i> C7	Actions to achieve outcomes	2012/13-2013/14 measurable (qualitative and quantitative) outcomes. <i>These outcomes may include milestones towards the final outcome in subsequent years</i>
Quality Assurance And Enhancement	Positive Periodic QAA Reviews.	No matters of concern. Responsible: DVC (Learning Support).
Quality Assurance And Enhancement	No matters of concern raised by QAA regarding overseas activity.	No matters of concern. Responsible: DVC (Learning Support).
Collaboration	The University will engage with the regional agenda and will collaborate with other universities in pan-Wales forums for Learning and Teaching, such as WIG.	
Collaboration	The University will work with its regional partners to reduce nugatory duplication.	

Annexe D Checklist for Learning and Teaching/Widening Access Strategies

The checklist outlines the information we need when analysing strategies, as we explain in the Outcome Template section in the Circular. If this information would not naturally fall within your strategy it can be provided as supplementary information. If the information exists in other institutional documents please indicate where

Category	Strategy	Does the strategy include/refer to the following information?	Yes/No. If yes, which page/paragraph	If No, please indicate where this information can be found
Strategic issues	LT/WA ³	Use of an evidence base to inform strategy development and set out the strategy's rationale	1.3	n/a
	LT/WA	Consistency with the institution's mission, strategic plan, fee plan	1.1, 1.2, 1.3, 2.1	n/a
	LT/WA	Consistency with other related institutional strategies, approaches and policies	1.2	n/a
	LT ⁴	Strategic approach to managing full-time undergraduate student numbers	1.3	
	WA ⁵	How a critical assessment of WA policies and practices in the previous strategy period has provided a clear rationale for the new strategy, including the WA target groups identified in the new strategy period		
	WA	The distinctions and relationship between widening access and marketing and recruitment strategies and policies		
Assembly Government/	LT/WA	How the strategy responds to Assembly Government <i>For our Future</i> and other related priorities, HEFCW's Corporate Strategy and remit letters	1.3	
HEFCW priorities	LT/WA	How the strategy relates to your HE regional strategy, including issues of increasing progression and collaboration and reducing duplication	1.3	
	LT/WA	How the strategy contributes to workforce development, employability and/or workplace skills	1.3/Section 5	
	LT/WA	How the institution maximises diversity and flexibility in order to meet the needs of employers and students	1.3/Section 5	

³ Learning and Teaching and Widening Access Strategy

⁴ Learning and Teaching Strategy only

⁵ Widening Access Strategy only

		How the strategy responds to our Widening Access and Student Experience Approaches ⁶	1.3/Section 4&5	
	LT	How the strategy relates to the institution's approach to ESDGC	Section 6	
Quality assurance	LT/WA	How the outcomes of reviews, both internal and external (such as the HEA reviews, institutional review: Wales [IR] process, Estyn inspections, and quality assurance mechanisms of professional, statutory and regulatory bodies), are addressed, in order to maintain, develop and enhance quality of the strategy	8.5	
	LT/WA	The governance mechanisms (including students) by which progress, outcomes and success against the strategy aims will be monitored, reviewed and measured	8.2	
	LT/WA	An effective risk register which includes actions to ameliorate risk	8.5	
	LT	Links between the information set required as part of the Institutional Review: Wales process and the Strategy	8.5	
	LT	How the institution will take account of the revised UK Professional Standards Framework, including staff development issues	8.4	
Equality and Diversity	LT/WA	How the strategy reflects the duties and priorities of institutional equality schemes and policies	Section 8.8	
	LT/WA	Outcome of the equality impact assessment of the Learning and Teaching Strategy	Section 8.8	
Learners	LT/WA	How the strategy takes account of Welsh medium provision, including Coleg Cymraeg Cenedlaethol developments, to contribute to achieving the sector-wide target for the number of students undertaking some element of their course through the medium of Welsh increasing to 5600 in 2012/13	Section 7	
	LT	Actions to address enhancement of learning and teaching through technology, emphasising the outcome (learning and teaching) rather than the input	Section 4	

⁶ Circular W11/09HE HEFCW's *Strategic Approach and Plan for Widening Access to Higher Education 2010/12 to 2012/13*

		(technology)		
	LT	How outcomes of the National Student Survey are addressed via the Strategy, including how you will contribute to the sector-wide measure in our Corporate Strategy that 'the three year rolling average score for Wales in the National Student Survey 'overall satisfaction' question will be equal to, or greater than the comparative score for the UK'?	8.6	
	WA	How the Strategy addresses HEFCW priorities relating to: (i) increasing the numbers in HE from: Communities First and low participation areas, Assembly Learning Grant recipients, UHOVI residents, care leavers. (ii) improving module completion rates to ensure student success		
	WA	How part-time provision is developed and embedded to meet the <i>For our Future</i> expectation around maximising participation through different ways to experience higher education. ⁷		
	LT	The extent of links between the Strategy and your approach to internationalisation.	Section 6	
Public information	LT	How you address systematically the provision of public information for potential and current students, including information on the costs of study.	8.5	
	WA	A commitment to publish the first section of WA strategies ⁸		
Measures of success	LT/WA	Inclusion of short-term and medium-term SMART outcomes	Annexes B & C	

⁷ 'Part-time' is defined by us in Circular W09/17HE, Annex E.

⁸ There is a requirement to publish part of your WA Strategy. See circular W10/41HE Annex B paragraphs 14 and 15