

1

## Keele's Learning and Teaching Strategy

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2

## L&T Strategy – why do it?

- HEFCE money
- Underlying forces
  - Declining unit funding
  - Declining staff/student ratio
  - Increasing diversity of students
  - More public accountability ...
- We need a clear, rational plan for enhancing/protecting learning quality

3

## HEFCE: L&TS components

1. Context	7. L&T practices
2. Creation details	8. QA
3. Goals	9. Infrastructure
4. Culture	10. Implementation
5. Targets	11. Monitoring
6. Curriculum	12. Evaluation

4

## Keele L&T Strategy: inputs

- HEFCE priorities in Guidance & briefings
  - Staff development
  - Employability
  - Communication and IT
  - Widening Participation
  - Learning resources
- Earlier strategy from DAA: A,B,C
- Need for re-organization

5

## Keele L&T Strategy 2000

- Teachers develop good practice
- Student achievement, breadth, capability
- Active learning
- Assessment
- Key Skills
- C&IT
- Work Related Learning
- Staff development

6

## Issues in L&TSs in 2000

*Number of institutions' L&TS with a priority in*

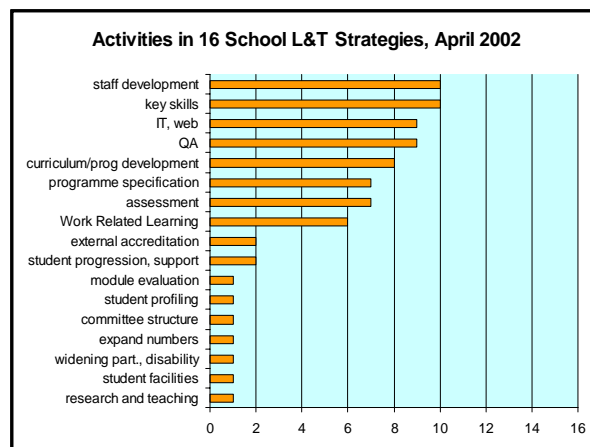
Staff development & reward	26
Employability, skills, Work Rel. Learn	24
C&IT	23
Widening access	20
Learning resources	17
Assessment	15
Flexible learning	13
Learner support	13
Disseminating good practice	12
Regional issues	10

7

### Change mechanisms in 2000

1. Staff development and CPD	91%
2. ILT membership	81%
3. Supporting C&IT	80%
4. Rewarding good teachers	65%
5. Funding innovation	49%
6. Training teachers	47%
7. Student feedback systems	44%
8. Organizational change	36%
9. Appraisal of teachers	32%

- 8
- ### The next iteration
- Some aspects are accomplished
  - Some can be further developed
  - Less successful aspects dropped
  - New national issues arise



- 11
- ### Evaluate the current L&TS
- It addressed the main HEFCE priorities
  - It had many specific actions
  - ....
- But
- Was it bland?
  - Was it distinctive enough?
  - It did not fit School strategies!
  - ...

- 12
- ### What type of strategy? (HEFCE 01/37, 37a, etc.)
- Strategic goals, mechanisms, monitoring (67% in 2000, to some extent) \*
  - Devolved to faculties, schools (35%) \*
  - Integrated by specifying QA requirements (5%)
  - Policy driven change (5%)
- (and hybrids of these 4)

13

### Changes in components

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From 1998 to 2000, more on

- Creation details
- Goals
- Targets
- QA
- Change mechanisms and plans

Less on

- Culture, teaching

14

### HEFCE advice on themes

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- Strategic planning
- Implementation
- Monitoring and evaluation
- Disseminating good practice
- Human Resource Management
- Pedagogical research and practice
- Comm. and IT

15

### Current national context

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- Widening Participation, retention
- SENDA, Disability Act 2001
- Employability Skills
- Curriculum 2000
- QAA regime
- RAE under-funding
- LTSN, ILT, .....

16

### Some suggestions

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- Student satisfaction with programmes
- Integrating skills provision, new 1<sup>st</sup> year
  - Research skills & scholarship
- Disability (330 applicants for next year)
- C&IT support: Hallsnet, LTR Web Server, online discussion, assessment
- Retention, in big departments
- More focussed innovation projects
- Peer observation of teaching throughout
- An educational R&D network

17

### Case Studies

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- Take one of the HEFCE case studies
- Report back: is there anything relevant to Keele's strategy here?

