



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

University of Wales Trinity Saint David

Learning & Teaching

Enhancement Strategy

2022-2026

COLLABORATIVE - PERSONALISED - INCLUSIVE - PROFESSIONALLY FOCUSED

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The University of Wales Trinity Saint David welcomes comments on all aspects of this strategy, both in what it contains and what it may not make clear enough about the work we intend to do.

If you have any comments or want to know more about this strategy, please contact us via quality@uwtsd.ac.uk

This is a new strategy for the University that builds on the significant work already undertaken. Supporting students is a key priority for the University and deeply embedded in the University's values. Taking our lead from the Welsh Government, HEFCW, and the Well-Being of Future Generations (Wales) Act 2015, the University views learning and teaching as everyone's responsibility. The whole system approach outlined in this is grounded in our mission to Transform Education and Transform Lives and is fully supported by our governors and senior leadership team.

As Vice-Chancellor of the UWTSD, I am particularly proud of our commitment to supporting learners and students from all backgrounds and at all stages during their education. We are committed to ensuring that we provide an innovative learning and working environment in which our learners, students and staff can flourish as a healthy and inclusive learning community.

The Covid-19 crisis has further confirmed the need to prioritise inclusivity and digital engagement as a core part of the student experience. Our vision is to create a culture of openness, support and respect in which barriers to learning are identified and removed. We want everyone in our learning community to feel safe and valued, and to achieve their full potential.

I would like to thank our staff, learners and students for their input into this Learning and Teaching Enhancement Strategy.

Professor Medwin Hughes, DL
Vice-Chancellor

SECTION 1

ABOUT US

The University of Wales Trinity Saint David (UWTSD) is part of the UWTSD Group (the Group), a multi-institutional collaborative venture owned and governed by the University, with Coleg Sir Gâr (CSG) and Coleg Ceredigion (CC) as constituent colleges. The Group has campuses in Carmarthen, Lampeter, London, and Swansea, each with their own distinct identities. It also has a learning centre in Birmingham, locations in Cardiff and outreach community centres throughout South Wales, which help to deliver our strategic focus on widening participation. HE and FE provision is offered at several further locations within South and West Wales through its constituent and partner colleges.

We are committed to building strong and inclusive learning communities on all sites and to create an inclusive, supportive learning and working environment in which all staff, students and learners can flourish and fulfil their personal potential.



Our mission is:

Transforming education, transforming lives.

Our vision is to be a University for Wales, with a commitment to the wellbeing and heritage of the nation at the heart of all that we do.

Central to our vision is the promotion and embedding of a dual-sector educational system which educates learners of all ages and backgrounds, and stimulates economic development in our region, across Wales and beyond.

Our Strategic Plan defines seven key values:

1. Excellent teaching, informed by scholarship and research, and applied research
2. Inclusivity
3. Employability and creativity
4. Collaboration through strategic partnerships
5. Sustainable development
6. The concept of global citizenship
7. Wales and its distinctiveness

This Learning and Teaching Enhancement Strategy aligns with our institutional Strategic Plan, our Fee and Access Plans and key strategies such as the Digital Strategy, Student Health and Wellbeing Strategy and Race Equality Plan. It also fully embeds the provisions of the Well-Being of Future Generations (Wales) Act 2015 and QAA Advice and Guidance in relation to learning and teaching. The Strategy aims to ensure that we continuously enhance learning and teaching within our organisation and in partnership with others.

For this strategy we have set 12 high-level strategic objectives, which have been mapped to the four key domains (staff, curriculum, community and environment). All key objectives are underpinned by a focus on data quality to ensure that robust and accurate data is available to take an evidence-based approach to setting priorities, to reflect on actions taken, and to demonstrate the impact of this strategy.

Section 2 details the strategic objectives. All key objectives have SMART targets associated with them in an operational delivery plan, which includes short- and medium-term outcomes and longer-term ambitions.

Section 3 gives further details about the internal and sector documents that we have considered in developing this strategy.

As set out in **Section 4**, we will work in partnership with staff and students in relation to the implementation, monitoring and evaluation of this strategy.



SECTION 1

PURPOSE OF THE LEARNING & TEACHING ENHANCEMENT STRATEGY

The Learning and Teaching Enhancement Strategy has been developed so that we can set our commitments and objectives in relation to enhancing learning and teaching.

Learning and Teaching is the heart of the University. The Learning and Teaching Enhancement Strategy aims to outline the approach to enriching the educational experience of all our students. In the National Student Survey (NSS), the University has consistently scored well above the sector average in relation to the core teaching related categories (teaching on my course, learning opportunities, assessment and feedback, academic support, and learning community). Through this strategy, the University aims to build on this success.



Four Pillars

The vision for this Learning and Teaching Enhancement Strategy is for UWTSD to be known not only for the quality but also for the distinctiveness of its teaching and learning, within the region, within Wales, within the UK and further afield. To this end, learning and teaching throughout UWTSD is characterised by four pillars:

- collaborative;
- personalised;
- inclusive;
- professionally-focused.

These four pillars build on what has already been achieved and closely relate to UWTSD's strategic values of inclusivity, employability & creativity, and collaboration and its overarching widening participation focus and bilingual ethos. They also allow for optimal engagement with key external drivers such as responses to the Covid-19 pandemic, The Well-Being of Future Generations (Wales) Act 2015, student feedback including through the NSS, Graduate Outcomes Survey and other surveys. These four pillars also support a whole university approach to enhancement and the systematic lifting of performance across all key areas related to learning and teaching.

These four pillars are embedded in the four domains of staff, curriculum, community and environment which define the objectives of the strategy. The strategy outlines a whole system approach across the institution which aims to support staff and students in enhancing learning and teaching.



SECTION 2

OUR OBJECTIVES

2022-2026

The development of this strategy included an extensive consultation phase, with the Students' Union, Trade Unions, academic disciplines and relevant professional units. As part of the implementation of the strategy, the University will continue to work across the academic disciplines, professional services and with our partnerships to identify innovative and inclusive approaches to learning and teaching.

This strategy focuses on supporting staff and students to become reflective practitioners who can become leaders in learning and teaching.

Developing a whole University approach

As part of the strategy the University has developed the NEXUS Learning and Teaching Framework which is designed to enhance support for learning and teaching and to enable delivery of the objectives.

Within this framework, the high-level strategic objectives and the four pillars have been mapped to the four key domains. The objectives encompass the whole university approach to emphasise the importance of continuing to enhance the existing diverse, inclusive, and compassionate University culture in which academic and professional services staff provide and support outstanding learning and teaching opportunities to students.

Enabling the whole University approach

The University has made significant progress over the past four years in embedding the four pillars of the 2017-2021 Learning, Teaching and Enhancement Strategy. This strategy aims to build on the foundation of excellent learning and teaching within the Institution. In the 2022 Times and Sunday Times Good University league table UWTSD was 13th in the UK for teaching quality, in the 2022 Guardian league table UWTSD was 5th in the UK for assessment, in the 2021 NSS UWTSD was first in Wales for learning community.

As part of this strategy the University has developed the NEXUS Learning and Teaching Framework to enhance support for staff to develop themselves and innovative curricula and practice. The University has embedded the areas of activity and the values of the UKPSF into the whole university approach to the strategy and quality framework. It supports staff to enhance and utilise their core knowledge in developing the learning and teaching on their programmes. As a first step under this strategy, we will undertake a review of current practice and develop a programme of continuous enhancement in a number of fundamental areas, which underpin the objectives identified.

The development of the frameworks identified as part of this strategy will be collaboratively designed to engage and support staff in developing innovative programmes and to enhance both their skills and the learning experiences of their students.

In order to further support this work and to achieve the objectives set out above, the University will continue to review its structures, data analytics, supporting policy framework, and reporting and oversight mechanisms. In order to accomplish these objectives, the Learning and Teaching Board will be responsible for the implementation and monitoring of the strategy, coordinate initiatives and galvanise support from staff and students.

The implementation of the strategy will ensure that the University remains focused in its objectives while also ensuring that:

- it understands the barriers to learning experienced by particular students;
- it understands the distinctiveness of academic subjects and cultures of each individual campus;
- it continues to support innovative teaching and assessment practices; and
- it enhances the recognition of staff in relation to good practice in learning and teaching.

DOMAINS

Objectives



Talent & Culture

1. Embed the NEXUS Learning and Teaching framework and enhance supporting University structures for learning and teaching
2. Establish clear routes to and provide opportunities for professional development in relation to supporting and delivering Learning and Teaching
3. Establish strong peer support systems, including opportunities to share and develop good practice
4. Strengthen opportunities for promotion through teaching excellence and scholarship of learning and teaching



Curriculum

1. Establish a framework to support flexible, innovative curriculum, pedagogy and assessment design
2. Establish a framework to support student partnership in curriculum, pedagogy and assessment design
3. Enhance engagement, retention and attainment through the development of an inclusive curriculum



Community

1. Build a culture of inclusion where all staff and students feel supported, safe, belong and are able to challenge behaviours that impact inclusion.
2. Enhance opportunities for students to study through the medium of Welsh or bilingually
3. Enhance opportunities for Research Degree Students through the Doctoral College



Learning Environment

1. Provide appropriate learning environments for different types of learning, teaching and study that facilitate innovations in pedagogy supporting the concept of a university without walls
2. To develop an inclusive learning community for all staff and students.

Objective 1: Embed the NEXUS Learning and Teaching framework and enhance supporting University structures for learning and teaching.

The University recognises the considerable achievements of our staff in supporting students' learning as identified through student surveys. To further support and enhance this work, the University will establish the NEXUS Learning and Teaching framework and establish relevant support structures.

The Students' Union runs the annual Student-led awards which recognise the achievement of both academic and professional staff in supporting students. The University will create an additional set of awards to recognise excellence in Learning and Teaching from professional and support staff across the Institution. The awards will become part of the annual NEXUS Plus: Learning and Teaching conference.

In order to meet this objective, the University will:

- Embed the NEXUS Learning and Teaching Framework;
- Establish appropriate central and Institute support structures for learning and teaching;
- Establish annual NEXUS: Learning and Teaching Awards; and
- Establish structures to support staff in applying for national teaching awards and for developing scholarship of learning and teaching.

Objective 2: Establish clear routes to and provide opportunities for professional development in relation to supporting and delivering Learning and Teaching

The University recognises the need for staff to be appropriately trained and qualified in order to deliver a high-quality academic experience, as well as to allocated time for staff to continue to develop their approach to pedagogy. The University has achieved significant progress in terms of staff qualifications, both in relation to the number of staff who are HEA Fellows and the number of staff who have a teaching qualification, as defined more broadly by HESA. The percentage of staff with a teaching qualification has seen a similarly large increase from 26.7% in 2014/15 to 79.2% in 2020/21 for staff employed on at least an 0.2 FTE contract. Over the past 5 years, there has been a similar, considerable increase in the number of staff who are HEA Fellows, from 19% in 2015/16 to 34% in 2020/21. Despite this increase, the percentage is still below the benchmark average and a particular aim is to increase the number of senior, principal and associate

fellows. In 2021/22, the University will reaccredit its HEA provision to make it more streamlined and more accessible for academic and academic-related staff. It will also increase the support available for staff to apply to fellowships (e.g. through training and mentoring). The University aims to support Scholarship of Learning and Teaching (SoLT) through this HEA framework.

The University is keen to provide structured teaching opportunities for students completing postgraduate research degrees which support an application for HEA Associate Fellowship (normally through the first module of the PGCert tHE). The University will establish a clear framework in which these students will be provided training alongside of the teaching opportunities. The Doctoral College will work with Institutes to develop structures to support students to undertake appropriate teaching at undergraduate level. This would facilitate and broaden the range and make-up of groups engaged in the university's fellowship process.

This focused work in relation to the UK Professional Development Framework is part of the overarching NEXUS Learning and Teaching Framework which aims to support all academic and academic-related staff to enhance their career and support their professional development. This includes staff at all stages of their career and in different roles (e.g. to offer research supervisors the opportunity to become externally approved supervisors) and ranges from formal development opportunities, such as CPD programmes and events centrally and within the Institutes, to more informal peer support and mentoring for staff new to learning and teaching. A key focus during the coming two years is the development of support for staff to assess and develop their digital confidence as part of the Digital Skills Framework. More medium term is the targeted work to enhance leadership ability in relation to learning and teaching across the Institutes, for example through the LEAP fellowships.

In order to meet this objective, the University will:

- Reaccredit the University's HEA Fellowship provision;
- Increase the number of senior, principal and associate HEA fellows to benchmark average;
- Run a series of staff professional development programmes to enhance leadership in learning and teaching (e.g. Aurora, LEAP, Future Leaders, Enhancing Programme Leaders);
- Include mentoring activities for new members of staff;
- Develop further coaching or mentoring opportunities for existing staff;

- Ensure that staff activity profiles include time for structured opportunities for CPD;
- Establish a framework to ensure that postgraduate research students can enhance their experience through structured teaching opportunities and that all postgraduate research students undertaking or supporting teaching undergo appropriate training;
- Run a CPD programme for Doctoral Supervisor Development to support supervisors to make appropriate applications to become UKCGE Approved Supervisors; and
- Provide support to Institutes and Professional Services to develop focused staff development events, training or initiatives linked to learning and teaching.

In addition:

- The University will encourage engagement with the Digital Skills Framework and for staff to increase their digital skills and confidence. This will be overseen and monitored through the Digital Strategy and LLR Strategy.
- The University will encourage international outward mobility for staff to develop collaborative pedagogic opportunities with international partners. This will be overseen and monitored by the Global Education Strategy.

Objective 3: Establish strong peer support systems, including opportunities to share and develop good practice

The University's approach to peer observation is based on non-judgemental practice and providing support for personal professional development; the process is therefore entirely separate from performance review procedures such as probation and Performance and Development Reviews (PDR). The University will review its peer observation framework to transform it into a more flexible peer support framework to ensure that it allows staff, Academic Disciplines and Institutes to identify the best mechanisms to enhance support for learning and teaching as part of our emphasis on developing a supportive culture of mentoring and coaching.

Every year the Nexus Plus Learning and Teaching Conference brings together the UWTSB community to share and celebrate innovative practice and to highlight effective solutions to pertinent issues in learning and teaching. The conference promotes the ethos of connecting, sharing and collaborating through

a programme of keynote speakers, workshops, presentations and roundtable discussions, united around common themes and designed to facilitate conversations during and beyond the conference event itself. Around 300 staff have attended the conference in 2019/20 and in 2020/21. Central Share and Learn events run throughout the academic year and are designed to facilitate the sharing of ideas, best practice and learning beyond the annual Nexus Conference. The NEXUS Learning and Teaching Framework also supports Institutes to run staff development and CPD events linked to learning and teaching in each Institute.

In order to meet this objective, the University will:

- Development of a new Peer Support Framework and implementation of the framework in 2022/23;
- Continue to run the annual NEXUS Plus: Learning and Teaching Conference;
- Run central Share and Learn events across the University; and
- Support Institute Staff Development events.

Objective 4: Strengthen opportunities for promotion through teaching excellence and scholarship of learning and teaching

The University celebrates the diversity of its academic disciplines and the wide range of research, applied research, professional practice, and scholarship that staff are engaged in. It affirms the intrinsic interrelationship between scholarship and learning and teaching to facilitate and enrich student learning and encourages pedagogic development.

The University wants to support academics at each stage of their career, helping staff to reach their potential and become distinguished in their chosen fields. In line with our strategic priority to provide excellent and stimulating teaching across all programmes of study, informed by staff scholarship and professional practice, the University will consider its promotion and progression criteria to ensure that there is parity of esteem between teaching excellence and research excellence.

In order to meet this objective, the University will:

- Review its progression framework;
- Strengthen support for scholarship of learning and teaching.

Domain: Curriculum

Objective 1: Establish a framework to support flexible, innovative curriculum, pedagogy and assessment design

The University has a strong quality framework that supports programme validation and currently offers a wide range of flexible and innovative programmes, including apprentices, microcredentials. In considering the post-pandemic world, the University will continue to build on this strength to design new types of accessible provision for a wider range of students. In order to support these developments and to improve our curriculum, the University will work across Institutes and professional units to develop a learning design framework for programme teams designing and reviewing their programmes. Considerable work has begun to support design for digital content and this work will expand to support holistic inclusive programme design.

Core elements of programme design are learning outcomes, learning activities and formative and summative assessment tasks. When designing the learning, teaching and assessment of our modules / units and programmes, our focus can often lie on the specialisms of our staff. In this designing our learning design framework, we instead look to start the framework with those undertaking the learning and the destination of their learning journey: our students and their future employers. To support these elements of programme design, the University will also look to develop an assessment framework which encourages innovation and co-creation with students and industry.

In order to meet this objective, the University will:

- Establish a UWTSD Learning Design Framework;
- Establish a UWTSD assessment framework as part of the Learning Design Framework; and
- Implement a new curriculum management system.

Objective 2: Establish a framework to support student partnership in curriculum, pedagogy and assessment design

Partnership with its students is a key attribute of the University community. The University works closely with the Students' Union to enhance this partnership. The University is committed to partnering with its students through a commitment to open, constructive and continuous dialogue that applies well-evidenced and effective approaches to learning, teaching and assessment. Student engagement in programme design has been built into the validation of all new programmes. Significant work has also been undertaken to date in relation to the quality and timeliness of feedback and marking criteria. Student feedback evidence demonstrates in particular the strength of assessment feedback. Building on this strong foundation, the University will develop a framework around curriculum, pedagogy and assessment design that acknowledges students and staff as learners, scholars and colleagues, and invite critical reflection on existing relationships, identity, processes and structures.

In order to meet this objective, the University will:

- Work in partnership with the Students' Union to develop, as part of the Learning Design Framework, avenues to support co-creation of curriculum and co-design of assessment;
- Ensure advice and guidance on developing an active learning curriculum is developed as part of the UWTSD Learning Design Framework (including support for co-operative learning, active learning, situated learning, flipped learning and problem-based learning); and
- Provide staff development opportunities to ensure that staff are supported in developing active learning pedagogy.

Objective 3: Enhance engagement, retention and attainment through the development of an inclusive curriculum

Students are the heart of the University, and it is essential that the University develops a curriculum that is reflective of its student body so that all students are engaged and supported to achieve their potential. An Annual Retention report is in place to provide an analysis of retention, progression, continuation and completion data. This report contains an action plan which is monitored by the Student Experience Committee and Senate. A key focus in relation to retention is around transition into Higher Education and between levels. This strategy will build on the work done in relation to induction over the past three years by providing additional skills development opportunities. The University has worked over the past three years with JISC to develop a learning analytics system. The implementation of this new system is an important step to enhance oversight of student engagement and support early intervention for students that are struggling.

As outlined in the Strategic Equality Plan and Student Health and Wellbeing Strategy, offering an inclusive curriculum that offers opportunities for all students is important to the University. This strategy will take forward work in relation to developing an inclusive curriculum as part of the UWTSD Learning Design process. The University acknowledges in this respect its own awarding gap and will seek to support the reduction of this gap through the work for its Race Equality Plan. This further includes supporting widening access students to take advantage of expanded global opportunities through new international outward mobility schemes; to provide support and opportunities to all students to develop the University's graduate attributes; to provide support and skills to enhance professional opportunities for students.

In order to meet this objective, the University will:

- Ensure advice and guidance on developing an inclusive curriculum is developed as part of the UWTSD Learning Design Framework;
- Provide staff development opportunities to ensure that staff are supported in developing inclusive forms of learning and teaching;
- Pilot and implement a Learning analytics system to enhance oversight of student engagement and enable early intervention to support students; and
- Provide additional skills development opportunities to support transition between levels of study and into Higher Education.

In addition, the University will:

- Ensure advice and guidance on developing an inclusive curriculum is developed as part of the UWTSD Learning Design Framework;
- Provide staff development opportunities to ensure that staff are supported in developing inclusive forms of learning and teaching;
- Pilot and implement a Learning analytics system to enhance oversight of student engagement and enable early intervention to support students; and
- Provide additional skills development opportunities to support transition between levels of study and into Higher Education.



Domain: Community

Objective 1: Build a culture of inclusion and partnership where all staff and students feel supported, safe, belong and are able to challenge behaviours that impact inclusion.

The University's mission to transform education and transform lives requires an inclusive and supportive learning environment with an emphasis on ensuring that each individual is provided the opportunity to reach their potential. As a University, this means that staff and students should be supported to challenge behaviours that impact inclusion. The success of this is reflected in the 2019 TEF assessors' comments that the University had "outstanding personalised provision, that secure engagement and active commitment to learning and study from students".

Student-Staff partnerships are core to this approach, and a key component of this is the academic support tutor framework. A supportive framework is essential in order for staff to be able to provide support and feel confident in referring a student to appropriate additional support so that they can reach their potential. The University will review its Academic Support Tutor framework to enhance support for staff to allow them to enhance support for individual students. This framework will support a recognition of the lived experience of staff and students as part of the University community. The University will also work in partnership with the Students' Union to review the student voice framework to ensure it is inclusive of the entire University community.

In order to meet this objective, the University will:

- Review its Academic Support Tutor framework;
- Provide opportunities for staff to undertake training to allow them to support students (e.g. inclusivity, well-being, mental health support training);
- Review Student Voice framework to ensure it works for all modes and locations of study; and
- Maintain membership of ProtectEd and apply for accreditation.

Objective 2: Enhance opportunities for students to study through the medium of Welsh or bilingually

The vision for Welsh-medium and bilingual higher education across the stems from the need to embed bilingualism as a natural component of the workplace. This means that both Welsh and English languages together are accorded the same respect within the institution's daily administration; that Welsh-speaking students receive the same support as those studying through the medium of English and that staff teaching through the medium of Welsh are treated equally and with respect. Although progress has been made in recent years, there are new challenges that have arisen in particular in relation to new digital environments, in particular in providing equivalent digital resources while avoiding direct translation.

In order to meet this objective, the University will:

- enhance the opportunities for Welsh-medium students through digital learning experiences;
- develop additional Welsh provision within study skills support; and
- ensure that standard learning resources are delivered to the Welsh-medium students at all times avoiding direct translations where possible.



Objective 3: Enhance opportunities for Research Degrees Students through the Doctoral College

The Doctoral College aims to provide the highest level of professional and technical research support to our doctoral community through its unique collaborative hub structure that brings together our postgraduate researchers, supervisors and the associated support staff across the University. It aims to facilitate the growth of our doctoral candidates into excellent researchers.

The Doctoral College launched in September 2021 and has focused on the development of the Doctoral College Community Platform, which is an on-line community platform and dedicated area where students can access research resources including videos and on-line seminars symposia. It also provides research candidates and supervisors a platform for networking and linking with other candidates/supervisors across the University. Finally, the platform includes an event management area where they where they can explore events being held across the University and book their place on symposia, seminars, and summer schools across the University. The University views this as a significant step forward in enhancing the research environment for research degree candidates.

As part of the focus on research environment and skills development, a researcher developer was appointed to the Doctoral College to lead on the further enhancement of the additional research skills for research students in line with the Vitae Framework.

In order to meet this objective, the University will:

- Continue to enhance the Doctoral College Community platform; and
- Development and implement a Researcher Development structure.

This will be overseen and monitored through the Doctoral College Strategy.



Domain: *Learning environment*

Objective 1: Provide appropriate learning environments for different types of learning, teaching and study that facilitate innovations in pedagogy supporting the concept of a university without walls

The University recognises the importance of the wider learning environment to allow all students to effectively access their programme of study, where that is online or in-person. In light of the University's multiple campuses, strong distance learning offer and diverse student demographic, the strategy incorporates the further development of a range of physical and digital resources for staff and students. COVID-19 has caused a digital shift in higher education greater than anything that has preceded it. Before March 2020, the majority of university teaching, learning, research and administration happened in person, outside those few areas that specialised in online delivery. As a result, the institution developed several core initiatives designed to help staff and students by providing the foundations for any future approaches to digital transformation. The Digital Strategy outlines a cohesive framework to enable further digital transformation across the university. The Learning and Teaching Enhancement strategy shares the vision of the Digital Strategy and interlinks in relation to the development of digital infrastructure to support pedagogy both in-person and online.

In order to meet this objective, the University will:

- Review our Virtual Learning Environment and establish a governance model and developmental plan moving forward;
- Review the University's teaching and learning spaces to ensure they meet the needs of students;
- Provide staff development training in relation to new types of learning spaces and resources;
- Support the development of accessible online learning materials; and
- Review and invest in learning technologies and infrastructure across the university to ensure it supports the digital agenda.

The LLR Strategy will oversee the approach to ensuring the collection supports a blended learning approach to curriculum delivery.

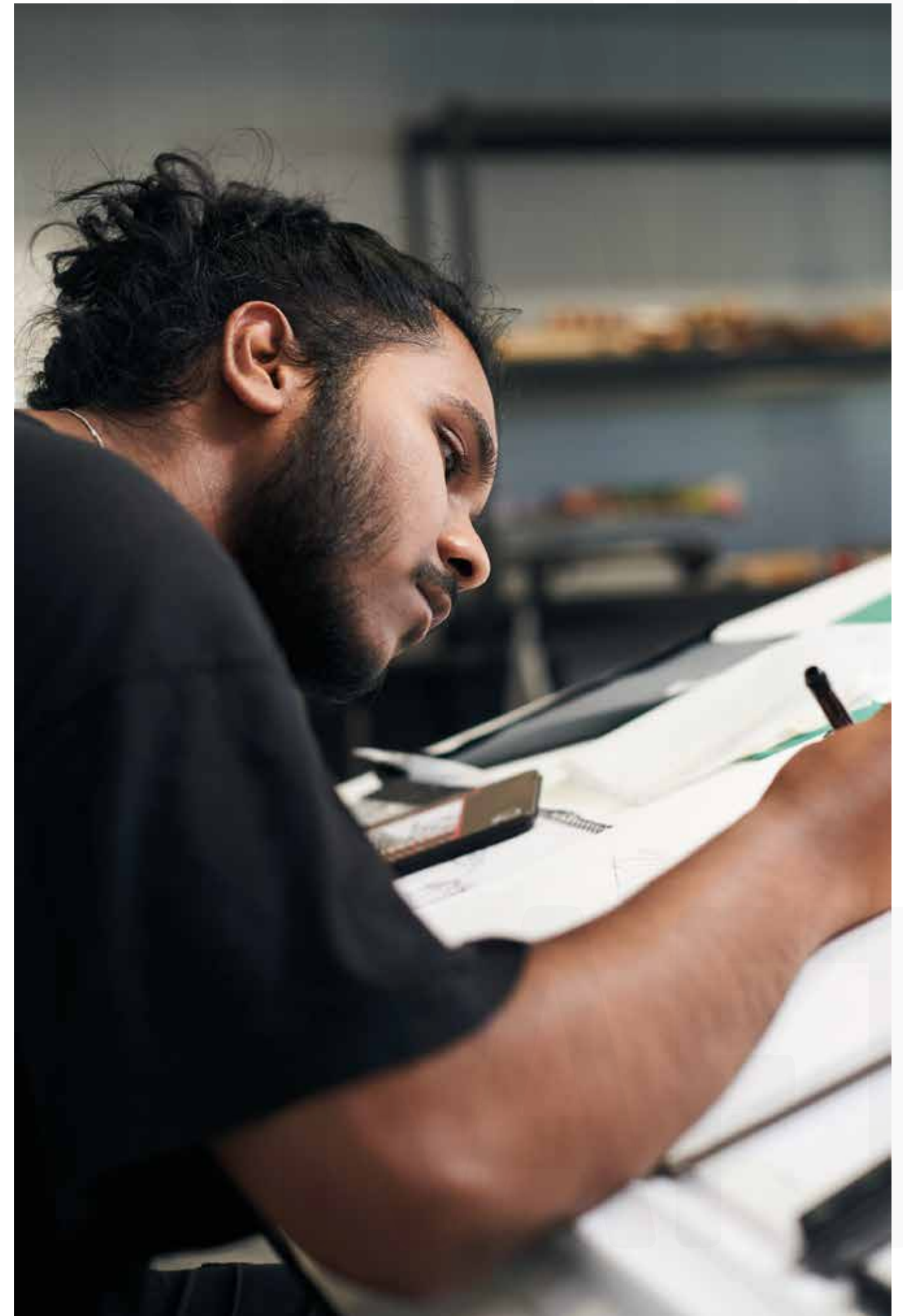
Objective 2: To develop an inclusive learning community for all staff and students.

In line with the University's values, strong academic support networks are essential to enabling student success. In reflecting on the experience of the pandemic, the University wishes to support the development of a culture of kindness where staff and students support each other through formal and informal mechanisms. A key part of the development of this culture is also ensuring that there are boundaries for support and clear expectations for staff and students. The University consistently scores in the upper quartile of Universities when students are asked to reflect on their learning community and academic support experience in external surveys. The University has a supportive academic support tutor framework, which will be reviewed under this strategy to ensure parity across the University. The University aims to widen the support network for students and academics beyond the current framework offered within Institutes and by Student Services.

The University acknowledges the need for any learning community to be free from harassment and bullying and the importance of an environment where all are respected so that everyone can fulfil their individual potential. A range of measures are taken forward in this respect by the University's Strategic Equality Plan, Student Health and Wellbeing Strategy and Race Equality Plan.

In order to meet this objective, the University will:

- Review of Academic Support Tutor framework and accompanying guidance;
- Maintain membership of ProtectEd and apply for accreditation;
- Ensure effective accessible learning spaces (both physical and virtual) that support student learning;
- Develop a Student Well-being Unit; and
- Create clarity for staff and students on referral routes and available support available.



SECTION 3

WHAT RELEVANT INFORMATION WE USED

Alignment with key strategies, reports and policies:
• University’s Strategic Plan • Strategic Equality Plan • Student Health and Wellbeing Strategy • Digital Strategy • IT&S Strategy • Race Equality Plan • Global Education Strategy • Research and Innovation Strategy • Doctoral College Strategy • Annual Staff Development Plan • Annual Equality Report • Annual Retention Report • Lecture Recording Policy • Online Resources Lists policy • Online Examination Protocol

Consultation through the University’s committee structure and with a range of stakeholders:
• LEAP fellows • Students’ Union • Academic Institutes • Digital Services • Student Services • Estates/Operations • Wales Global Academy • Human Resources • Trade Unions

Consultation through the University’s Committee Structure:
• EdTech Group and the Blended Learning Leadership Group • Learning and Teaching Board • Student Experience Committee • Senate

University Feedback and Data:
• Performance data in relation to admission, retention, and attainment for students (e.g. through the Annual Equality Report, Annual Retention Report) • Student feedback through national surveys, module evaluations, and student staff committees and the Students’ Union Annual Quality Report. Surveys included the NSS, UKES, PTES, PRES • Staff HEA Fellowship data • Staff Teaching Qualification data • Staff Development data • Staff feedback data • Student case data, particularly in relation to complaints and appeals • Study Skills access data

As well as using staff and student feedback, information from consultation with key stakeholders and data (e.g. retention and withdrawal data, attainment data, surveys, student cases) in the development of this strategy, we have also used a range of external key sector documents and national statistics to support us in identifying our objectives for this strategy.

Outlined below are the key frameworks and reports that assisted in shaping the objectives:
- o UK Professional Standards Framework - o AdvanceHE Essential Frameworks for Enhancing Student Success - o AdvanceHE The UK Professional Standards Framework for teaching and supporting learning in higher education - o A Student Engagement Framework for Scotland (Sparqs) - o Transforming the Experience of Students through Assessment (TESTA) - o QAA Guidance: Building a Taxonomy for Digital Learning - o QAA Advice and Guidance documents: Learning and Teaching, Assessment, Curriculum Design, Student Engagement, and Enabling Student Achievement.

SECTION 4

HOW WE WILL DELIVER AND MONITOR THE PLAN

The actions within the Learning and Teaching Enhancement Strategy will be delivered through an operational delivery plan.

The central Operational Delivery Plan (ODP) sets out the key priorities to be delivered over the coming 4 years with key milestones and impact measures set for each target. The central Operational Delivery Plan is coordinated by the Learning and Teaching Board and supported by strategic action plans at Institute, and relevant professional unit level to ensure embedding of the priorities throughout the University. There will be an annual review of progress made in relation to the central operational delivery plan which will be reported to Student Experience Committee, Senate and Council. In addition to monitoring progress against its priorities, the central Operational Delivery Plan also:

- facilitates coordination of cross cutting strategies and plans;
- enables auditing of the impact and effectiveness of the strategy;
- monitors delivery of objectives and priorities within relevant units;
- monitors the resourcing for this strategy;
- provides an opportunity to reflect on the appropriateness of targets;
- ensures that the strategy can be reactive to changes in context or other sector developments;
- engages staff and students in the development and implementation and review stages.

Annual Review of Progress

We have a well-established and effective annual review process in place.

The annual review process evaluates on impact and outcomes of the actions, with the aim to monitor performance and ensure effective outcomes.

The annual review process enables Senate and Council to monitor and scrutinise the progress of the University’s priorities and actions in relation to learning and teaching.

